

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

Examiners date: Exam
Early June
held on line
24/10/82 - week, Aug 87

There will be a meeting of the Special Advisory Committee in Nursing Studies on Friday 18 February 1983 at 2.30 pm in Senate House

AGENDA

1. MINUTES

TO CONFIRM: The minutes of the meeting on 15 October 1982 (previously circulated).

2. MEMBERSHIP

TO REPORT: The following have been appointed as members:

- Professor C Wastell (Westminster MS), to replace Professor C G Clark as one of the two representatives of the Board of Studies in Surgery. ✓
- Mr M Bury (Department of Sociology, Bedford College), to replace Professor Jeffreys, as representative of the Board of Studies in Sociology. ✓

3. BSc EXAMINERS 1983

TO NOMINATE: Examiner for the Course "Therapeutics and Pathology" at Bedford College.

TO REPORT: At the meeting on 15 October, the SAC nominated Dr A Herxheimer as Examiner for this course. Dr Herxheimer is now unable to act owing to other commitments and has suggested instead his colleague, Dr Joseph Laity, Senior Lecturer in Pharmacology, Charing Cross MS. ✓

Dr Laity

Examiner for D.B. (London University) Clinical Pharmacology

4. CENTRAL COUNCIL FOR NURSING, MIDWIFERY AND HEALTH VISITING AND ENGLISH NATIONAL BOARD

TO CONSIDER: Nominations of persons for appointment to the UK Central Council for Nursing, Midwifery and Health Visiting and the English National Board.

TO REPORT: (1) The Committee of Vice Chancellors and Principals has been invited by the DES to put forward nominations for two Educationalists for appointment by the Secretary of State to:

- (a) The UK Central Council
- (b) The English National Board, when these bodies take over their full functions from September 1983.

(2) Nominations were previously sought from Universities for membership during the handover period and from these nominations Professor Baroness McFarlane was appointed as the Educationalist on the English Board and its first Chairman Miss R Robottom, Lecturer in Nursing, University of Manchester was appointed in the category of District Nurse on the Board.

(3) The DES Letter inviting nominations includes the following:

"Educationists are sought in the sense of principals or heads of departments who are interested in or responsible for the development of nursing/health visiting education within the institution. Nominations made in 1980 may be re-submitted. Preference is likely to be given to those expected to continue any active work during a five year term of office.

Members appointed are likely to be faced with a heavy commitment in terms of time."

5. NURSING STUDIES IN THE UNIVERSITY

TO RECEIVE: A verbal Report from Professor Oppé on the Working Party on Nursing Studies in the University established by the Vice Chancellor which is expected to complete its work sometime in February.

Delegation to by Hacking 14th April

6. NURSING STUDIES AT BEDFORD COLLEGE

- TO CONSIDER: (i) Revised proposals for course S290 Therapeutics and Pathology,
(ii) Proposals for new third year courses

- S380 Issues in Maternal, Child and Family Health
(1 c u)
- S302 Research Methods in Nursing
(1 c u)
- S326 Health Care in Britain
(1 c u)
- S401 Extended Essay in Nursing
(1 c u)

RDZ

TO REPORT: (1) At the meeting on 15 October, it was agreed that Bedford College should submit an amended course proposal for "Therapeutics and Pathology" including an amended description of the general scope of the course. This has now been received with the following course details:

Scope of the Course - This course introduces students to the Pathology and Therapeutics of 'common' disorders.

The nature, dimensions and range of each abnormality will be explored through the micro- and macro- manifestations, its differential aetiologies and its effect on physiological processes and the expression of that abnormal physiology through signs and symptoms. Emphasis will be placed on measurements of abnormal physiological phenomena. The recognition, interpretation and reporting of the significance of those findings will be scrutinised and considered as to their merits.

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 ? Dr. Coats ?
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 - paper
 examination report*

Therapeutics appropriate to the disorders, the administration, absorption, distribution, metabolism and excretion of drugs together with their side-effects and objectives of treatment, will be taught, bearing in mind in particular the implications for the nurse's close relationship with patients.

Work Load - 15 - 20 hours of laboratory work and 125 hours of ~~work~~ *tutorial*

LS

Examinations - One written paper.

It was further agreed that Bedford College should report on the progress of the course at the February meeting including results of a preliminary test of students, should such a test be held in January. In any case the course is to be approved for 1982-83 only in the first instance pending a Report from the Visiting Examiner on the 1983 examination.

(2) The College have submitted proposal forms for 3rd year courses as follows:
S380 Issues in maternal, child and family health (1 c u)

Scope of the Course - This course examines theories and concepts basic to the role of the nurse in maintaining, supporting and initiating nursing *(St. Louis + health)* practices in childbearing and childrearing in families. It also deals with aspects of primary care and the linkages between hospital and community nursing, examining the role of the state and of voluntary agencies in providing preventative, supportive, therapeutic and rehabilitative services to individuals and to families. The course will be taught in the context of practical experience in acquiring appropriate nursing skills with particular emphasis on the work of district nurses, health visitors and midwives.

Work Load - ~~48~~ *48* hours lectures, 24 hours seminars/tutorials. *Some is a*

Examinations - One written paper. *3 essays*

S 302 - Research Methods in Nursing

Scope of the Course - This course aims at providing a systematic study of research methods used generally in areas of medical sociology and specifically in nursing. Research complexity, problems of adequacy and limitations will be improved. As students are introduced to quantitative and qualitative methods of research, they are to identify researchable questions and to learn about reading, writing and presentation of reports. They are to consider ethical issues and questions of 'value free' and 'value bias'. They will be introduced to a selection of research problems, research designs, sampling, measurements and data collections and methods of data analysis which include theoretical and descriptive data.

Work Load - 48 hours lectures, 12 hours seminars/tutorials. *weekly 2 lectures*

Examinations - One written paper. *1st term 20, 2nd term 20, 3 = 40*

S 326 - Health Care in Britain

Scope of the Course - The course will introduce students to the British pattern of health care delivery, using an historical approach. Issues to be explored will focus on the nature of forces shaping health care delivery patterns and on the political and economic aspects of health care. Concepts of need and demand, issues of equity and efficiency as they relate to the allocation of health priorities will be examined.

Work Load - 48 hours lectures, 12 hours seminars/tutorials.

Examinations - One written paper.

S401 - Extended Essay in Nursing

Scope of the Course - An extended essay of c 7,000 words, on a topic of personal interest within the field of nursing, to be approved by the course tutor.

Work Load - 100 hours Project Work (minimum)

Examinations - One Essay and/or Report.

(3) The overall degree programme is indicated in Document A.

7. NURSING COURSE AT CHELSEA COLLEGE

TO CONSIDER: Proposals for a new course "Social Aspects of Health Care", to replace 775/4967 "Sociology of Health Care" and 775/4968 "Elements of Social Policy and Administration II".

TO REPORT: (1) Details of the new course are as follows:

Scope of the Course - Social determinants of illness. Cultural differences in illness recognition and behaviour. The social epidemiology and social demography of selected conditions. Needs of selected groups in hospital, residential and community care.

Work Load - 50 hours of lectures, 20 hours seminars/tutorials, 20 hours project work.

Examinations - One written paper, three essays or reports, assessment of course work.

(2) A pre-requisite for the new course will be the first year course 860/4903 "Introduction to the Sociology of Health Care". The SAC has previously expressed concern (October 1979) that whereas the SAC was the Board of first instance for this first year course, and the course "Elements of Social Policy and Administration I, the Board of Studies in Social Administration has been responsible for the more advanced courses "Sociology of Health Care" and "Elements of Social Policy and Administration II." The SAC has considered this anomalous, but nonetheless the Board of Studies in Social Administration has wished to remain responsible as the Board of the first instance for two of the courses. Chelsea College was advised that the position could only be resolved if the College itself submitted revised proposals. In submitting a proposal for a new course the College has stated as follows:

"For two or three years both staff and students have realised Year 3 is over-crowded, consisting of 3 units (5 courses) which are mandatory and 2½ clinical days each week. We are therefore requesting an integration of the two ½ unit Social Science courses into one unit. This would:

- 1) reduce the fragmentation and unplanned over-lap in these two ½ units,
- 2) reduce the number of examinations, and
- 3) permit the introduction of some applied sessions by the community nurse lecturer on how services are administered to patients in their homes.

Key topics in both ½ unit courses will be retained and both "theoretical" and "policy" aspects will be covered in a complimentary and co-ordinated way.

(3) The overall degree programme is indicated in Document B.

8. GOVERNMENT ENQUIRY INTO HUMAN FERTILISATION AND EMBRYOLOGY

TO CONSIDER: Where the SAC would wish to submit any comments to the Committee of Enquiry into Human Fertilisation and Embryology, which the Government has established under the Chairmanship of Mrs Mary Warnock.

TO REPORT: (1) The University has received a letter from the DHSS inviting submissions to this enquiry (Document C). Evidence is to be sent to the Secretary of Enquiry to arrive not later than 1 March 1983. The Committee of Enquiry is to be concerned with a wide range of aspects and implications of work in the field of human fertilisation and embryology, including therapeutic, scientific, legal, social, moral and ethical aspects. The Academic Council Executive Committee considered that a large number of academic areas within University may therefore be concerned. It was agreed that the letter should be circulated to all Boards of Studies for information and that they should be invited to submit any comments they may wish direct to the Committee of Enquiry, copying such submissions to Senate House.

(2) A note is available giving further information on the range of techniques which have given rise to concern which may assist any body wishing to submit evidence.

8. THE FUTURE OF THE LONDON EXTERNAL SYSTEM

TO CONSIDER: A discussion paper from the Vice Chancellor on the University's external system (Document D) on which comments are requested by the end of March 1983.

9. APPOINTMENT OF PhD EXAMINERS

TO APPOINT: Examiners for the following PhD candidate:

Name: Ms Christine Webb
Supervisor: Dr J Wilson-Barnett (CC)
Thesis Title: A Nursing Study of Recovery from Hysterectomy.

DISCUSSION PAPER BY THE VICE-CHANCELLOR

ON THE FUTURE OF THE LONDON EXTERNAL SYSTEM1. Background

In the mid-seventies it seemed reasonable to suppose that London's External system could be allowed to decline. We had long since seen the external degree at university colleges replaced by degrees of independent universities. The growth of universities in the developing countries made it reasonable to expect that higher education overseas would no longer need the support of the London external provision. In Britain, the establishment of the CNAAs within the non-university sector replaced our machinery for students working in such colleges for a London degree. The advent of the Open University offered degree work for the private, home-based student. Finally, in the post-Saunders era, with a rapidly growing divergence between the syllabuses available for external students and those taught in the Schools of the University, Boards of Studies came to find it increasingly unrewarding to maintain syllabuses solely for students whom they never saw and with whom they could have little contact. But more recent events and current circumstances have made us think again about the actual and potential value of our external system. The University was invited last session to consider how best the system might be developed, and my discussion paper in part reflects the numerous responses that have come from colleagues throughout the University.

2. Overseas Students

There are far more students overseas than can be accommodated in the universities of their own countries. Yet the very high level of fees charged at British universities makes it impossible for many of them to pursue studies in the U.K. In consequence there is still a heavy demand overseas for London's external degree, which (deservedly) retains very considerable prestige and status. It would be a great pity if the demand abroad for degree qualifications had to be satisfied in part by institutions offering an inferior product geared to market-place goals and criteria.

Yet it would neither reflect credit upon the University of London nor would it be fair to overseas students if we were to be complacent about our external system as it is and has been, rather than attempting to ensure that it reflected the best of current teaching and research in the University. To this end, we should explore ways of re-establishing the links between the external system and the mainstream of teaching in the Schools.

3. Declining Opportunities for Conventional Higher Education

The reduction now envisaged in the number of U.K. students in Higher Education means that many who are keen and qualified will be unable to find traditional university places. Although the reductions have so far been applied mainly to the universities, it seems likely that similar cut backs in numbers will occur increasingly in the polytechnics and public-sector colleges. There will thus be a rapidly growing pool of the young and not-so-young wishing to undertake studies for a degree. It cannot be assumed that the Open University can meet the whole of this need. Nor is it likely, in the foreseeable future, that the Open University will offer courses leading to the more specialised degrees and diplomas already available in the London External system.

4. Involvement of university teachers

We could not have foreseen a decade ago that there may well now exist a pool of university teachers who would be very interested in undertaking teaching for external students, by means of short courses, evening instruction, and correspondence work or other forms of distance education. For one thing, we are now more acutely aware of how important is Continuing Education and the need to reach out beyond the age-group of the 18-plus to a wider spectrum of the population. An example of what can be done is provided by the Unit of Veterinary Continuing Education. Moreover, there are the attractions of part-time work for the growing number of university teachers taking early retirement and wishing to maintain a teaching activity. Indeed, university teachers in post might welcome the challenge of work on preparing study guides, correspondence tuition and other material for distance learning, provided that this was related to their personal professional experience as teachers of internal students. Effort will be required to recruit their services and organise their contribution, but the rewards to individuals and to Schools in terms of academic influence could be considerable. The correspondence support offered by the Commerce Degree Bureau is perhaps a pointer to the type of service that might become more widespread.

5. New technologies

The new electronic technologies of the video disc, cable and DBS (direct broadcasting by satellite) communication will soon offer even more possibilities for development of external work. There already exist promising experimental proposals for exploring the use of video disc in two subject areas. If this promise is realised, the University would have at its disposal a highly flexible means of communication with its students, both internal and external. The video disc will be of particular value as a learning aid to those working in isolation and at a distance. Broadband cable communication is likely to be a significant element in educational communication by the end of the decade or even earlier. It must be remembered, however, that when these technologies become available they will be labour intensive at the production stage. The implications of the new modes of communication will require detailed and separate consideration, but we must be alert to their relevance for an expanding external system.

6. A policy of development for the external system

It was with these various considerations in mind that I suggested a year ago that we reconsider our attitude to external provision and that, specifically, we should reverse our earlier decision about discontinuing overseas registrations. It seemed to me then, and I have been strongly reinforced in my belief, that our University could increase the valuable contribution which it makes to higher education both at home and abroad through an expanded external facility and that we can readily build upon the obvious advantages that we already possess in the world-wide reputation of the London degree. It is, in my view, of national importance that we should do so at a time when government policy on fees for overseas students has served to diminish the influence of U.K. universities abroad.

This is not, however, simply a question of preserving or reviving past glories. There is a new and immense contribution that London can make, particularly to the advantage of those third-world countries that cannot afford to create a full range of higher

education opportunities. London possesses these opportunities in abundance and I would like to see us responding to the challenge of the present situation by re-thinking, not merely the nature and scope of our external system, but also the relationship between conventional internal studies for the 18-21 year olds, the work of part-time students at Birkbeck College, the special types of course at Goldsmiths' College, and the activities of our Department of Extra-Mural Studies in the growing field of continuing education.

7. The external system and School-sponsored degrees

In much of what has preceded, I have in effect been questioning the traditional form of our external provision. It would be timely in my view to reconsider the syllabuses available to external students. We have moved a long way from the position when 'blue book' syllabuses were largely identical with those in the 'red book' - the courses actually taught in Schools. Are there not School-based syllabuses that would be appropriate for external students? This question is obviously of major importance if we are to envisage the possibility that students, whether from home or abroad, begin their studies externally then find it possible to enter a School of the University for a period of full-time study in that subject. Or the converse might happen: a student whose family could not send him from Kuala Lumpur for three years might do a first-year internally at a School of the University, then complete the degree work back home as an external student. Teachers in Schools (and, of course, School authorities) would find themselves taking a much greater consequential interest in the external system than has been customary, and there would clearly be considerable motivation for such added interest. Certainly, teachers would more readily provide supportive tuition (eg by correspondence) related to the courses they actually teach their own internal students than would be the case if they were asked to devise such tuition for an otherwise unfamiliar 'blue book' syllabus.

It might well be that a college would develop a special interest in external students - and in saying this I naturally think of Westfield's recent discussions concerning a special level of courses for overseas students. Alternatively, different colleges might undertake to institute specific initiatives in relation to specific degree subjects, embracing the needs of external and internal students. Much of London's strength lies in its variety of provision and this could be valuably reflected in an expanded and redesigned external system.

8. Some Final Points

Numerous other issues arise to which colleagues will wish to give consideration. There is the question of course-units, their adaptability to the special circumstances of external students, and their place in a developing system of 'credit transfers' (which the Open University would like to see us arranging on a collaborative basis). There are the wider issues of collaborating in other ways with other institutions of higher education, in this country and abroad. There is the question of work for other than bachelor degrees - the increasingly important vocational diploma work on the one hand, provision for higher degrees on the other. There is, indeed, the still wider question of knitting together our internal and external provisions, not merely with each other, but within the context of higher and continuing education as a whole.

Meantime it is important (a) that our external system - now or in any projected development - should continue to avoid duplicating other provision, and (b) that a realistic system of fees and charges will ensure not only that direct costs are covered but that there can be an appropriate financial contribution to the day-to-day work of the University in research, teaching and administration.

The Chairman of the External Council, who has a Working Party considering possible developments in the external system, would welcome comments and suggestions at as early a date as members of the University may find it convenient to write to her.

RQ
28 October 1982

Document N
 (Hq. code: SIC 1828)

BSc Degree at Bedford College with Nursing Studies as the Field (as at 14 May 1982)

	<u>Course</u>	<u>U.C. Value</u>	<u>Date of Approval by SAC in Nursing Studies</u>	<u>** Practice</u>	<u>Term</u>
<u>Year 1</u>					
860 0001	Human Physiology with Basic Human Anatomy	$\frac{1}{2}$	October 1981	i. Introduction to Community	1st
860 5112	Introduction to Sociology: Sociological Perspectives	$\frac{1}{2}$	March 1981	ii. Introduction to Hospital	2nd
860 5180	Nursing Core Course	$\frac{2}{3}$	March 1981	iii. Follow-up and Consolidation of General Hospital Nursing	3rd
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<u>Year 2</u>					
	Therapeutics and Pathology	1	Provisionally October 1982		
860 5214	The Sociology of Modern Society: Social Differentiation	$\frac{1}{2}$	March 1981	Psychiatric Nursing	1st
860 5280	Issues in Mental Health Care	$\frac{1}{2}$	February 1982	Surgical Nursing	2nd
860 5281	Nursing of the Adult Sick	$\frac{1}{3}$	February 1982	Medical Nursing	3rd
		3			
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<u>Year 3</u>					
	? (Microbiology)	$\frac{1}{2}$			
	? (Social Policy)	$\frac{1}{2}$		Obstetric Nursing	1st
	? (Research Methods)	$\frac{1}{2}$		Community Nursing	2nd
	? (History of Nursing: Perspectives of Family Health; Keynotes of Community Health Concerns; The World of the Sick Child)	$\frac{2}{3}$		Paediatric Nursing	3rd
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<u>Year 4</u>					
	? (Sociology, Health & Illness)	1		Consolidation period (General Nursing)	1st
	? (Ward Management/Nursery Administration; The Ageing Process/Chronic Diseases/Rehabilitation)	1		Geriatric Nursing	2nd
	? Extended Essay Emergency/Theatre; Not examined Intravene Comp. } for degree	$\frac{1}{3}$			3rd
		3			

** All practice involves 2½ days per week in 1st and 2nd terms of each year. The 3rd term follows the same pattern before examinations, to be followed by a 6-week period of practice of 5 days per week

BSc Degree at Chelsea College with
Nursing Studies as the Main Field

as at 8.6.81.

<u>Course</u>		<u>C.U. Value</u>	<u>Date of Approval By SAC in Nursing Studies</u>
860 3001	Body Function and its Measurement I	(Dr Haslam) ½	12.9.77
860 3002	Body Function and its Measurement II	(Dr Haslam) 1	6.5.77
860 0702	Communication in Nursing	(Prof. Hayward) ½	12.10.79
860 0701	Patients' Key Experience	(Dr J. Wilson-Barnett) ½	6.5.77
860 4903	Introduction to the Sociology of Health Care	(Prof. MacDonald) ½	12.9.77
860 0703	Principles of Nursing	½ 3½	20.2.81
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860 0720	The Human Life Cycle	(Dr Haslam) 1	27.4.78
860 0721	Care of the Young	(Prof. Hayward) ½	27.4.78 amended 19.3.79
860 0722	Care of the Elderly	(Redfern/Hayward) 1	27.4.78
860 0723	Developmental and Social Psychology	½ 3 —	27.4.78
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860 0740	Organic Dysfunction	(Dr Botting) ½	1.3.79
860 0742	Management and Practice of Patient Care	(Dr J. Wilson-Barnett) 1	15.1.79
860 4902	Elements of Social Policy and Administration I	(Mrs Dworkin) ½	6.5.77
775 4967	Sociology of Health Care	(Prof. MacDonald) ½	B/S Soc Ad Jan 79
860 0741	Research Methods in Nursing	½ 3 —	15.1.79
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860 0744	Nursing Care (Project Dissertation)	(Dr Redfern) 1½	15.1.80
860 0743	Issues in Nursing	½ 2 —	18.1.80
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775 4969	Optional Units (including Elements of Social Policy and Administration II)	(Mrs Dworkin) ½	B/S Soc Ad Jan 79

26 NOV 1982



Department of Health and Social Security
Alexander Fleming House Elephant and Castle London SE1 6BY

Telex 883669

Telephone 01-407 5522 ext

J R Stewart Esq
Principal
University of London
Senate House
Malet Street
LONDON WC1E 7HU

Your reference

Our reference

Date

22 November 1982

Dear Mr Stewart

GOVERNMENT INQUIRY INTO HUMAN FERTILISATION AND EMBRYOLOGY

As you know, the Government has established a Committee of Inquiry into Human Fertilisation and embryology, under the chairmanship of Mrs Mary Warnock. The Inquiry's terms of reference are:-

"to consider recent and potential developments in medicine and science related to human fertilisation and embryology; to consider what policies and safeguards should be applied, including consideration of the social, ethical and legal implications of their developments and to make recommendations."

At its first meeting on 14 October the Inquiry decided that it should seek the views of a wide range of interested bodies on all aspects of its work. I am therefore writing to you to invite you to submit written evidence to the Inquiry. The Inquiry will be interested in views on any part of its work, but there are a number of subjects on which evidence, whether of a factual nature describing current activities and problems or concerned with implications of these activities, would be especially welcome. These are:-

a. therapeutic, that is, concerned with the therapeutic aspects of recent developments for the treatment of infertility and the prevention of inherited disease.

b. scientific and research, the potential use of new techniques for the advancement of knowledge of human physiology and pathology. In this context the Inquiry recognises there may be no clear distinction between the terms 'medical' and 'scientific', while the former may imply a direct therapeutic purpose, the latter may include an advance in knowledge whose end product is not immediately therapeutic, although it may in combination with other factors become so.

c. legal, this area would include questions of legal liability, the rights of the individual (both the parents and child and, in the case of artificial insemination, the donor), legitimacy, incest, inheritance and the rights of surrogate mothers.

d. social, including the implications for society or for example the ability to choose the sex of a child in advance. While the Inquiry finds it difficult to define specifically social issues, it feels strongly that developments in an area as fundamental as human reproduction are bound to have effects on the way people regard children, parenthood and the family in general, and are anxious to have the views of those with an interest on how attitudes are likely to change.

e. moral and ethical, any consideration of the above involves making moral and ethical judgements, for example, on the acceptability of certain techniques, and the Inquiry hopes that those submitting evidence will highlight those issues which they believe to pose the greatest moral or ethical questions.

The Inquiry is aware that many organisations may not have a detailed knowledge of the range of techniques which have given rise to concern. The enclosed note has been written to assist those preparing evidence by giving examples of the types of issue that the Inquiry will be considering. It must be stressed that the note is only illustrative of the issues, some of which are highly controversial. The note in no sense reflects the thinking of the Inquiry or implies that any conclusions have been reached. Indeed the Inquiry is anxious to promote a wide-ranging debate on all these issues. However, I think I should point out that in considering the scope of their work, the Inquiry decided that its terms of reference include sex selection and artificial insemination, but not abortion and contraception. The Inquiry would not wish to receive evidence on the latter subjects.

A number of bodies have already asked whether they could give oral evidence as well as make submissions in writing. The Inquiry may well wish to explore certain points in detail in this way, but do not wish to make any final decisions on this until they have had an opportunity to assess written evidence. It is however likely that the taking of oral evidence will be the exception rather than the rule, and bodies preparing evidence should view their written submission as their sole opportunity to state their position.

The Inquiry is anxious to make progress with its task but appreciates that it takes time to prepare evidence. It has therefore decided to allow a period of three months for the submission of evidence. Evidence should be sent to the Secretary to the Inquiry at the following address, to arrive not later than 1st March 1983:-

The Secretary
Inquiry into Human Fertilisation and Embryology
Room B1202
Department of Health and Social Security
Alexander Fleming House
Elephant and Castle
LONDON SE1 6BY

Any queries, either about the Inquiry and its scope, or the submission of evidence, should also be made to the Secretariat.

Yours sincerely,



MRS J C CROFT
Secretary to the Inquiry
into Human Fertilisation

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