
PROPOSAL FOR A DEGREE IN NURSING STUDIES

- (1) On the 1st November 1977, the Department of Sociology submitted a paper to the Academic Board setting out a proposed development for the combined course in Social Policy and Nursing, it supported with the Middlesex Hospital School of Nursing. The Board agreed, in principle, to the Department taking part in further discussions with the School of Nursing on the basis of the proposals set out in the paper. A copy of this paper is attached to the present proposal.
- (2) The ad hoc committee referred to in the 1977 paper and consisting of persons from Bedford College, the School of Nursing, the Middlesex Hospital Medical School, the General Nursing Council, and the N.H.S Administration, produced a scheme which was submitted by the Department and the School of Nursing to the G.N.C, for approval of the professional training programme. The scheme was approved, in principle, in July, and after additional explanations and a small amendment, was approved in toto in August of this year. The scheme to be based on a combination of professional training with an honours degree in Social Policy that emphasized the health services in general and the nursing service in particular. It was the first proposal for an integrated degree in nursing studies based upon an academic programme in the social sciences that had been considered by the G.N.C who gave a very warm welcome to this new departure. There is no doubt that the Department's successful experience with its existing course and the reputation of the Social Research Unit in the fields of medicine and health care were substantial factors in persuading the G.N.C to approve the scheme.
- (3) The objectives of this proposal were stated in the earlier paper. The immediate academic objective will be to demonstrate that the social sciences can be applied successfully to a professional area at undergraduate level to produce an honours degree that has both high academic standing and relevance to professional training. It is then intended that the development will stimulate research in the area of Sociology applied to nursing through the work of those involved with the teaching for the new degree and through the contribution of graduates. The Department will use its experience, gained through its application to the social sciences, to offer professional areas - medicine, law, and social work - any developing research and teaching in the new area.
- (4) The proposed degree must, of course, fall within the regulations laid down by the University of London for degrees in nursing studies. It will, therefore, be a course unit degree extending over four years and will consist in all of twelve units. This figure may underestimate the academic effort that will be required from the students but the University regulations have been so drafted as to make it very desirable for the degree to consist of exactly that number of units. 5½ units will be Social Policy units and 6½ units will be Nursing Studies units. 2 of the nursing studies units will be academic units taught at Bedford College and 4½ professional units taught at the School of Nursing. Students will spend nearly all of the first year, all of the second year, about a quarter of the third year and half of the final year at Bedford College, and the remainder of the time, plus most of the long vacations at the School of Nursing.

(5) The curriculum is as follows :

KEY :

- S = Existing Social Policy Units that will be taken with other students.
- N = New Units in Nursing Studies specially designed for these students.
- P = Professional Units taught at the School of Nursing.

FIRST YEAR

S	Introduction to Sociological Theory	$\frac{1}{2}$ unit
S	" " Social Structure	$\frac{1}{2}$ "
S	" " Social History	$\frac{1}{2}$ "
S	" " Research Methods	$\frac{1}{2}$ "
S	" " Economics	$\frac{1}{2}$ "

These five courses are standard first year introductions to these subjects.

P	Introduction to Nursing Studies	$\frac{1}{2}$ unit
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This provides the student with an introduction to the care of medical, surgical and geriatric patients and introduces them to working as part of a ward team.

1st Long Vacation

P	Introduction to Medical Sciences	$\frac{1}{2}$ unit
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This provides the student with a foundation course in medical sciences as a preparation for further study in the professional units and consists of work in Anatomy, Physiology, Pathology, Microbiology and Psychology. The course will occupy two blocks of five weeks.

SECOND YEAR

S	Social Policy	1 unit
S	Social Structure of Industrial Societies	1 "
S	Research Methods	1 "

These are standard second year core-courses for Social Policy students.

N	Health Service Administration	$\frac{1}{2}$ "
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This is a public administration course with special reference to the N.H.S.

2nd Long Vacation

P Geriatric Nursing $\frac{1}{2}$ unit

THIRD YEAR

P Acute Medical Nursing $\frac{1}{2}$ unit

P Acute Surgical Nursing and Obstetrics 1 unit

These courses complete the basic general professional education.

P Gynaecological Nursing $\frac{1}{2}$ unit

(continues into long vacation)

This course begins the study and practice of special areas of nursing care.

N Social Psychology $\frac{1}{2}$ unit

This course will constitute the student's substantive study of the discipline of psychology.

FOURTH YEAR

P Paediatric Nursing $\frac{1}{2}$ unit

P Psychiatric Nursing $\frac{1}{2}$ unit

These courses complete the study of special areas of nursing care.

N Sociology of Health Care 1 unit

This course will integrate the student's academic and professional education and will be assessed by an extended essay in addition to the usual three-hour unseen examination.

4th Long Vacation

The students will undertake a course in special medical nursing (e.g. chronically sick and the dying) and a general consolidation course which will not count towards the degree but will be necessary for professional qualification.

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(6) As already explained, it appears to be necessary to restrict the number of units to twelve. Had that not been so, the first year long vacation course, Introduction to Medical Sciences, the second year course in Social Psychology and the third year course in Sociology of Health Care would probably have been assessed at more than the weight allocated to them. While we know exactly how much teaching will be needed for each of the courses, both academic and professional, we may need to revise the weight given them in terms of course units after we have discussed some of our problems with the University's Special Advisory Committee.

(7) No extra resources will be required by the Department for the development, although we may want to take the opportunity, as explained in the earlier paper, to strengthen the provision in the Department for Social Psychology (or alternatively to strengthen the Psychology Department, so that it may augment the support it is able to give the Sociology Department). Similarly, there are sufficient resources provided for the existing combined course at the School of Nursing for the professional benefit of the degree. However, the method of financing the professional element must change, since it is official policy agreed between the D.E.S, the D.H.S.S and the U.G.C, that students on integrated nursing degree courses will receive D.E.S grants, and their teachers are paid by the University out of U.G.C money. Student nurses on non integrated courses, such as the existing combined course in the Department, are paid a salary by the D.H.S.S during their professional training, and the D.H.S.S pays the salaries of the tutors. Whatever the administrative merits of these two methods, it is the opinion both of the Department of Sociology and of the School of Nursing, that the tutors responsible for professional training should not be full time members of the University, divorced from contact with their professional colleagues and from experience of other hospital teaching. The Sociology Department's experience with running professional social work courses, has shown the great advantages that accrue from appointments that allow professional teachers to continue involvement with their professional practice, and while the parallel is not an exact one, it does provide us with useful experience of the problems that can arise when professional tutors hold full time University appointments. We have concentrated upon the academic and professional issues concerning appointments, because the matter of actual finance, surprisingly enough, presents fewer difficulties. The U.G.C is willing to consider applications for extra funds to meet the extra costs involved in integrated degree courses, and obviously we must approach them on that basis. We have proposed to the G.N.C that four tutors ought to be involved with the course and that all of them should take part in teaching other students at the School of Nursing. We would suggest, therefore, that half their salaries should be met by the School of Nursing out of N.H.S. funds and half by Bedford College and out of extra funds given by the U.G.C. The G.N.C has said that it supports that idea and would agree to take part in discussions with the Area Health Authority on this basis. Obviously, the views of the U.G.C would also have to be sought, and it goes without saying, that neither the Department nor the College can enter into any commitment until the U.G.C has agreed to a satisfactory financial provision.

(8) Experience with social work courses suggest that, until degrees in nursing studies have become well established and produced good undergraduate who will go on to postgraduate research, it will be difficult to recruit teachers who meet the standard required of University lecturers. I would, therefore propose in the first instance, that only one of the teachers be appointed at lecturer level and that the other three should be School of Nursing appointments at a lower level. The tutor holding the University appointment would be responsible, under the Head of Department for the course, and one would look to him or her, in due course, to stimulate research. It may be that an alternative administrative arrangements would be for Bedford College to appoint and pay this person, and perhaps a second appointment if a suitable candidate was available, and for the School of Nursing to appoint two tutors and for the two institutions to exchange their services. Again the ultimate solution of this matter must be a matter for negotiation, but we would hope that the Academic Board would support us over the need to ensure that persons holding full time University appointments should be persons qualified in scholarship as well as in professional expertise.

(9) While the Department could well assimilate the increase in effective numbers from the cc 5 per year at the present to twelve per year for the new proposal, without affecting its overall numbers, it would seem more logical to approach the U.G.C with a proposal to increase the College's quota by the number of additional students, say 7 per year. This would increase the College's overall establishment by 7 students per year or by 33 students over the four years being 7 for the first three years and the whole batch of 12 for the new fourth year. This would justify funds for some three additional lecturers. Two of these would constitute the provision for professional teachers and one whenever additional provision was needed in Social Psychology, or elsewhere in the Department or the College. The proposal does not depend upon an extra lectureship - it does of course depend upon satisfactory financial arrangements for the professional teaching - but we see no reason why we should not accept resources which national policy provides for these developments. Although the College's establishment would increase by 7 students per year and 33 students overall in effect since all 48 students present over the four years would spend a third of their time outside the College any extra burden on general college resources would be infinitesimal. So far as the Department is concerned, the students would spend their last period of academic study in the Social Research Unit where there are resources that because of geographical separation, are not ordinarily available for undergraduate students.

(10) To sum up, the Department is asking for approval of the scheme drawn up in pursuance of its agreement, in principle, last year and for permission to approach (a) the University for approval of the scheme and of the new units constituting it and (b) for the College to approach the U.G.C to negotiate the necessary funding.

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