

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

Meeting on Friday 15 May 1981

Members will note that Item 3 of the Agenda requires discussion on the future of the Committee and its terms of reference and constitution. The Chairman hopes, therefore, that as many members of the existing committee as possible will be able to attend.

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

There will be a meeting of the Special Advisory Committee in Nursing Studies on Friday 15 May 1981 at 2.30 pm in Senate House.

A G E N D A

1. MINUTES

TO CONFIRM: The Minutes of the meeting on 20 February 1981 (previously circulated).

2. PANEL OF VISITING EXAMINERS FOR COURSE-UNIT EXAMINATIONS 1982

TO NOMINATE: A Panel of Visiting Examiners in Nursing Studies for course-unit examinations in 1982.

TO REPORT: (1) Details of the Panel of Visiting Examiners for 1981, together with their dates of appointment are given in DOCUMENT A.

(2) The Instructions for the Conduct of Course-Unit Examinations require that a Visiting Examiner shall not normally act at the same School for more than three years. It is also expected that, wherever possible, External Examiners will either act simultaneously at more than one School or, if this imposes an impossible examining load, that they should act at Schools in rotation. It will be noted that several of the Examiners first appointed in 1978 will have acted at Chelsea College for four examination years by the end of this session. It is, therefore, unlikely that further service at Chelsea College would be approved but there is no reason why they should not be appointed as Visiting Examiners at Bedford College.

(3) The Special Advisory Committee agreed at the meeting on 9 May 1980 that:

"As Nursing Studies is a four-year course, it is justifiable for Visiting Examiners to act at Chelsea College for four years instead of the three normally acceptable under course-unit Regulations. The College should, however, give further consideration to the desirability of introducing new names at an early stage so that a system of rotating names can be established. It was also suggested that the Department should give further consideration to the use presently made of external examiners who should normally be responsible for more than one course examination. It was suggested that whilst Miss Clarke might be re-appointed for 1981, she should be used then to examine a different course from the previous three years."

(4) It will be noted that several of the Examiners first appointed in 1978 (including Miss Clarke) will have acted for three or four examination years at Chelsea College by the end of this session, but there is no reason why they should not be appointed as Visiting Examiners at Bedford College.

3. CONSTITUTION AND MEMBERSHIP OF THE SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

TO CONSIDER: Whether the Committee wishes to submit to the University a request for reappointment for a further period after the initial five-year period terminates in July 1981.

TO REPORT: Unlike Boards of Studies, Special Advisory Committees are constituted for a limited period only and each has separate terms of reference and constitution approved by Senate at the time it was established. The Special Advisory Committee in Nursing Studies was set up for an initial five-year period from June 1976. The terms of reference and constitution are given in DOCUMENT B.1. The present membership of the Committee is given in DOCUMENT B.2.

4. COMMITTEE ON ACADEMIC ORGANISATION

TO REPORT: (1) Members will be aware of the Discussion Document from the Committee on Academic Organisation which was sent to Schools and to the Chairmen of Boards of Studies and Special Advisory Committees in January, with a request from the Vice-Chancellor for comments by 31 March.

(2) The Academic Council has subsequently proposed that Boards of Studies, Special Advisory Committees and other bodies, such as Academic Advisory Boards, should send responses to the Academic Council by 1 June 1981. The Council is

seeking from Boards and SACs a response to the situation analysed in the Discussion Document, rather than comments on the analysis itself. The Council is in no doubt, unless the 'equal misery' option is accepted, the Teachers of a subject within the University will need to be involved in planning its future organisation as well as the Schools in which it is taught. The Council has considered how best it could assist in planning their own contribution to the solution of the problems and in emulating their own advice to the University. It decided against the preparation of a detailed questionnaire, and preferred to invite Boards and SACs to concentrate on a short list of the main topics, as follows:

1. The Discussion Document rehearses briefly arguments for and against the federal organisation of the University (Chapter 1, paragraphs 8 and 9). What is the SACs reaction to the views expressed? How does it see the future of its subject in relation to them?
2. The Chairman of the UGC announces a 5 - 6% reduction of income in 1981/82, with the consequence that the grant allocation will not be sufficient to maintain existing commitments. The Government policy on overseas student fees entails a further reduction in 1982/83. What would be the effects in the immediate future on the subject(s) within the Committee's purview a reduction of income of this order entailed a corresponding diminution of activities? What steps could it take to mitigate them?
3. Bearing in mind decisions being taken in Schools how does the Committee see the future of its subject or subject area over the next five to ten years?
4. Specifically, what changes does the Committee envisage in
 - (a) the structure of degrees and examinations?
 - (b) relative support to undergraduate and postgraduate work?
 - (c) arrangements for intercollegiate co-operation at both levels? (The Discussion Document comments on this in Chapter III, paragraphs 4-7)
5. The question of mature students is raised in Discussion Document, Chapter II, paragraph 14. What are the Committee's views on the future needs of mature students in its subject area? If a need exists, to what extent would a modification of degree structures or a change in priorities be required to accommodate it?

(3) A letter from the Chairman of the UGC dated 30 December 1980 is also considered to be of relevance and is attached as DOCUMENT C.

(4) The Advisory Committee's original response is given in DOCUMENT D (previously circulated as Document A with the agenda for 17 October 1980).

Note: The Secretary has some spare copies of the Green Discussion Document if any member of the Committee does not already have a copy.

5. NURSING STUDIES AT BEDFORD COLLEGE

TO CONSIDER: Proposals for the first-year course in Physiology and Anatomy (DOCUMENT E - to be tabled if not available for distribution with the Agenda).

TO REPORT: At the meeting on 20 February the Committee considered the scheme for the BSc which is to include in the first year the following courses:

Nursing - core course (2 cu)
Physiology and Anatomy (1-1½ cu)
Introduction to Sociology (½ cu)

Outlines of the Nursing and Sociology courses were agreed at that meeting and formal course proposals have subsequently been approved by Chairman's Action. (Note: The Chairman has also approved a second year course S214 - 'The Sociology of Modern Society: Social Differentiation', for which the outline was also agreed at the February meeting.)

6. SPECIAL UNIVERSITY LECTURE

TO CONSIDER: Nomination of a lecturer in 1981/82

TO REPORT: At its last meeting the Committee agreed that Bedford College should act as host for the 1981/82 lecture and that Dr Burton should be asked to nominate a lecturer.

7. EXTRA-MURAL DIPLOMAS

TO RECEIVE: A report from Miss Collins, representative of the Extra-Mural Advisory Committee on Nursing.

8. ANY OTHER BUSINESS

9. DATES OF MEETING FOR THE SESSION 1981/82

TO CONSIDER: Suitable dates for the three meetings to take place in 1981/82.

TO REPORT: If meetings are held at approximately the same time as they have been during this session they will be on:

Friday 16 October 1981
Friday 19 February 1982
Friday 14 May 1982

DOCUMENT B.2

Special Advisory Committee in Nursing Studies

Membership at March 1981

(a) Appointed and Recognised Teachers in Nursing Studies

Prof J C Hayward - Chel C
Mrs C A Cox - Chel C
Mrs E M Fordham - Chel C
Dr S J Redfern - Chel C
Mrs J Wilson-Barnett - Chel C

(b) Representatives of Boards of Studies/Special Advisory Committees

Prof H Baum, Chel C	Biochemistry (1)
Miss S A A Beresford, Dept of Clinical Epidemiology, RFHMS	Biometry and Medical Statistics (1)
Dr H R Anderson, St GHMS	Community Medicine (1)
Dr R B Burt, KC	Electrical Engineering (1)
Dr J R W Ross, ChXHMS	Human Anatomy and Morphology (1)
Prof A N Exton-Smith, UC	Medicine (4) (inc Geriatrics (1))
Dr E R Beck, Whittington Hospital, N19	
Prof T E Oppé, St My's HMS	Paediatrics (1)
Dr D R Pitcher, Friern Hospital, N11	Psychiatry (1)
Mr W L Whitehouse, West HMS	Obstetrics and Gynaecology (1)
Prof M Ginsberg, Chel C	Pharmacology (1)
Prof J H Green, Mdx HMS	Physiology (1)
Prof A Summerfield, BkC	Psychology (2) (inc Clinical (1))
Dr J C Coleman, LHMS	Social Administration (1)
Prof R A Pinker, LSE	Sociology (1)
Prof J S MacDonald, Chel C	Surgery (2) (inc Anaesthetics (1))
Prof C G Clark, UC	
Prof J P Payne, Lond HMC	

(c) Other Persons (to a maximum of ten)

Miss S M Collins, Princess Alexandra's School of Nursing, Philpot St, E1	Extra-Mural Diploma
Miss M J Cooper, General Nursing Council	General Nursing Council
Miss J Radway, General Nursing Council	Nursing Education
† Prof R Goldsmith, Chel C	University Teacher

(d) To receive papers

Mrs M Ferguson, BfdC

† Although Other Persons are formally restricted to include only University Teachers of subjects not covered under (a) and (b), Professor Goldsmiths was especially appointed as a person involved in early planning stages of the degree at Chelsea College.



UNIVERSITY GRANTS COMMITTEE

14 Park Crescent London W1N 4DH

Telephone 01-636 7799 ext

The Vice Chancellor
University of London
Senate House
Malet Street
LONDON WC1E 7HU

Your reference

Letter reference 24/80

Our reference

Date 30 December 1980

Dear Vice Chancellor

THE READJUSTMENT OF THE UNIVERSITY SYSTEM TO CHANGING RESOURCES
AND DEMANDS

1. I am writing to you following the Secretary of State's announcement to Parliament that there will be a reduction of £30 million in university recurrent grant for the fiscal year 1981/82 compared with that implied by the figure in the last Public Expenditure White Paper. When the appropriate adjustments are made, this represents a reduction of 3½%. Taking into account other factors such as the possible loss of income as a consequence of the new policies for overseas students, the potential reduction for the academic year 1981/2 may be of the order of 5 to 6%.
2. Universities have traditionally carried out their own adjustments to changing resources and the demands made upon them, and the University Grants Committee has since its origin respected and defended the rights of individual institutions to determine their own future within the resources available to them. It will continue to do so. However, the orderly development of the system is now threatened by rapid reductions in resources of such a magnitude that the Committee's legitimate role and duty to offer guidance to universities based on its acquired knowledge of the system as a whole now assumes a new importance. In particular at a time of rapid change and increased sophistication in some subject areas, the Committee has to try to enable universities to retain scope for new developments and to maintain an adequate "floor" for research.
3. The recent dialogues with universities took place in the context of hypothetical figures for future resources, the worst of which did not represent so poor a financial prospect as the system must now face. The exchanges were nevertheless very valuable to the Committee. The Committee is also most grateful for the additional information submitted with Form B, which facilitates further discussion about student numbers in the new climate of resources.
4. The Committee sees its role in the period ahead not as a formal planning body, but as the body most able to assist institutions, severally and together, to react in ways helpful both for their own future and as part of a national system of higher education where restricted resources must be used effectively. This will only be achieved, however, by joint efforts and the essential role will be played by each university's

appraisal of its own position. The Committee is aware that a number of universities are already tackling this. Adaptation to change cannot always be a quick process, and much of what will emerge will be of an evolutionary kind. However, little new development will be possible unless the system can generate, even within reduced income, the resources which this may require, and the Committee will be glad to learn about the ways in which universities are adapting to new academic demands.

5. The Committee invites universities to undertake their planning for the 1981/82 academic year on the basis that the relevant grant allocations for many universities will not be sufficient to enable them to maintain all existing commitments - with the consequence that some reduction in the present level of activity will be inescapable even if no new developments are planned. The Committee for its part may decide to hold a balance of reserves for selective allocations in future years.

6. The Committee intends in its letters of grant allocation, to be issued next Spring, to give guidance to universities on home student numbers distributed between arts, science and technology, and medicine. These figures will be an indication to universities of the assumptions made by the Committee in recommending grant. They are likely to imply a total home university population in 1983/84 not very different from that in 1980/81: this requires some reduction in future intake figures compared with those for 1980/81. These numbers are intended to be related in a broad sense to the resources likely to be available. However, universities should not assume that where increases in home entrants, above the Committee's recommended figures, could be accommodated without immediate implications for resources, they would benefit from the increased fee income.

7. In the context of the Committee's concern with academic developments in the university system as a whole, universities are invited to inform it of all proposed new ventures not already discussed in the dialogues or in Form B (including those for lengthening courses) even where these would not entail any net addition to expenditure, and to indicate (where appropriate) what countervailing savings are being made.

8. The Committee believes that it is of great importance that all members of your university should be made aware of the financial constraints under which universities will have to operate, and would therefore be grateful if this letter were given wide circulation.

Yours Sincerely,

Edward Parkes

E. W. Parkes.

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES: RESPONSE TO SIR PETER SWINNERTON-DYER'S
LETTER OF 26 MARCH 1980

The Special Advisory Committee which includes representatives from the Boards of Studies of the Medical and Science disciplines pertaining to Nursing Studies (in addition to the teachers in Nursing Studies themselves) was established in 1976 following the approval given in principle to Chelsea College introducing a course in the Faculty of Science leading to the award of BSc degree with Nursing Studies as the main field. A Department of Nursing Studies was then set up and the first students commenced a four-year course in October 1977. Nursing Studies is therefore a very new subject to be taught in the University of London and no student has yet graduated. Bedford College are now proposing to offer a degree course in Nursing within the Department of Sociology commencing in October 1981 and are presently appointing academic staff who are qualified in Nursing. The Special Advisory Committee have welcomed in principle this expansion of the teaching of Nursing Studies within the University.

In the comments below, paras 1-8 are replies to questions 1-8 in the letter of 26 March 1980.

- (1) The BSc course in the field of Nursing Studies which was introduced at Chelsea College in 1977 is offered in collaboration with Schools of Nursing in St George's and Charing Cross Hospitals. The course leads to professional qualification as a State Registered Nurse as well as to a degree of the University of London.

A large proportion of students presently training as nurses in Nursing Schools in the London Teaching Hospitals (60-70%) already have 'A' levels or other qualifications which would satisfy the general entrance requirements of London University. Over the country as a whole 15-18% of SRN trainees possess one or more 'A' levels. The degree course, therefore, does not appear to have attracted new recruits to the profession so much as 18 year olds, who having already decided to train as a nurse and being suitably qualified, have seen an advantage to themselves and the profession in pursuing degree level studies. The Special Advisory Committee would therefore expect that, as degree courses become more widely available and better known, an increasing number of 18 year olds will be attracted to the alternative route of becoming professionally qualified in nursing by following a degree course rather than a course in a hospital School of Nursing leading to State Registration alone.

The reported overall rise in applications from women to enter University courses is of particular interest for nursing which is still predominantly a female profession (although approximately 14% of the nurses in Britain are now men and men are occupying more and more of the higher echelon positions). Furthermore, there is a shrinkage of opportunities in other female-dominated professions, eg teaching.

Chelsea College have been able to be highly selective from the large number of applicants and to select students with 'A' level qualifications averaging 9 points on the UCCA scale, and including one science subject. This is above the average in many other science departments. The total number of students is, however, small (a total of 58 for three years' intake). To date, all students selected have been women.

In view of the above comments it is expected that Chelsea College will sustain its present entry and may possibly increase the numbers. There would also be justification for establishing courses in other Schools of the University.

- (2) As the degree course is linked to professional training virtually all graduates will be employed in the nursing profession and there should be ample opportunities for employment even if the number of places on degree courses expands considerably. There is however evidence from the medical members of the Committee that their profession would welcome more graduates in Nursing if the degree courses increase their scientific understanding and once a clear idea has been established of the additional attributes a Nursing degree provides for the nursing profession. It will also be important to ensure that graduates in Nursing have a role that will satisfy their aspirations.

There is no definite figure for the proportion of graduates desirable within the nursing profession. The latest of a series of reports is that from the Royal Commission on Nursing (Briggs Report 1972) which proposed that 2-5% of the professional should be graduates (out of a total work force of 400,000). Presently the proportion is estimated at $\frac{1}{2}$ -1% and many of these graduates have degrees in social/behavioural sciences and other subjects. The interest in and need for degree courses in nursing studies will therefore almost certainly grow.

- (3) It is unlikely that many mature students will wish to qualify for the nursing profession by following a first degree course in nursing studies particularly as mature persons entering the profession often already have a first degree in another subject or another professional qualification.

The reverse situation is more likely, ie non-graduates who are already professionally qualified in nursing wishing to obtain on a part-time basis a first degree in another subject related to their career interests. Although preliminary discussions on possible degrees to meet this need are taking place, it is not yet known to what extent such degrees might be deemed to fall within the purview of the Special Advisory Committee or Faculty of Science.

Advanced/refresher/re-training courses for non-graduate nurses leading to the award of a degree are accepted as desirable but would lie outside the interests of university-approved courses in Colleges of the University although they are within the scope of Extra-Mural Diplomas.

As the number increases of persons who are both graduates (whether in nursing or another subject) and professionally qualified as nurses, a demand is expected for post-experience courses in nursing studies at Master's Degree level particularly as a preparation for research.

- (4) The question of distribution of resources does not apply so long as there is only one College offering a degree course, with the only Department of Nursing Studies in the University. Within Chelsea College this course is economical in staffing and space. Almost half the course takes place within hospitals with resources provided by the NHS. Whilst the division of teaching between Chelsea College and St George's and Charing Cross Hospitals inevitably presents some difficulties for staff and students, this division of sites between the College and Hospitals is an essential follow-on from the nature of the course which combines academic and professional training. The Department at Chelsea also includes a Nursing Education Research Unit funded by the DHSS which contributes greatly to teaching activities at both undergraduate and postgraduate level.

There is presently a shortage of persons who are appropriate both academically and professionally qualified in nursing to staff a University Department, but this problem is likely to be alleviated over the next 5-10 years when some of the new graduates will have acquired the necessary experience.

- (5) If large savings have to be made, the Committee would suggest that these should not be across the board but that the larger burden should be borne by subjects in areas of less developmental potential or student demand than areas such as nursing which are likely to show significant growth over the next 20 to 30 years, and which provide training of immediate social relevance.
- (6) Courses are presently available in only one College (see under 4 above). Contrary to proposing any future restriction on sites the Committee would see it as desirable to the development of nursing studies within the University for additional courses to be offered by other Colleges.
- (7) Research in the field of nursing studies does not often require expensive equipment in a College partly because of the use made of equipment and resources in hospitals. Furthermore, the Department of Nursing Studies at Chelsea College has attracted considerable financial resources for research which also involves Psychology and the Social Sciences, the main costs of research in the area being staff salaries and office accommodation.
- (8) Nursing Studies are an interdisciplinary field of study. The Regulations for the BSc degree with Nursing Studies as the main field specify that out of a minimum of 12 course units, 6 must be in Nursing. At Chelsea College the remaining courses are in Biological Sciences ($3\frac{1}{2}$ cu), Psychology and Social Studies. There are many opportunities for collaborative research within these subjects.

There is therefore a considerable interdependency between the Department of Nursing Studies and other Departments, and any reduction in the activities in the field of nursing would have repercussions on the work of these other Departments.

In conclusion, the SAC feel that Nursing Studies is one of the fields of University activity that will be expanding over the next 10-15 years, that there will be no shortage of students, nor any shortage of jobs for the graduates.

DOCUMENT E.1

UNIVERSITY OF LONDON

COURSE UNIT DEGREES

COURSE PROPOSAL FORM

(Where YES/NO is given as a response delete that which does not apply)

Section One - Title, Value and Status of Course

1. Name of School BEDFORD COLLEGE 2. Department PHYSIOLOGY
3. Title of Course PY14 - General and Human Physiology
(including College Course Number)
4. Official Course Number

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5. Proposed Value in course units

ONE	
Yes	No
6. Is proposed Course to be 'Introductory'?

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7. If Course supersedes an approved Course give official Course number of Course superseded.

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8. Has superseded Course ever been taught?

Yes	No
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 Examined?

Yes	No
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9. Date from which Course proposed will operate. October 19 81
10. Indicate if Course is designed for any particular year of study.

1	2	3	4
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Section Two - Scope of Course, Work Load, Examinations

11. General Scope of Course (Fuller details may be given on additional sheets)
Physiology of nerve, muscle, central nervous system; neuro-muscular and synaptic transmission; cardiovascular and respiratory physiology; alimentary, renal, endocrine and reproductive systems; elementary immunology; membrane physiology; special senses. All with particular reference to human systems.

Prerequisite Course (Give Title & official Course no.)

None General and Human Physiology

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(BSc in Faculty of Science only) Tick here if Course designed primarily for Intercalating Students

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12. Work Load - Approximate number of Hours which the students spend in:
- | | |
|---|----|
| (a) Lectures | 48 |
| (b) Field, Laboratory or Studio work | 60 |
| (c) Seminars or tutorials | |
| (d) Project work (Minimum no. of Hours) | |
13. Examining Methods (Compulsory element) Give number of
- | | |
|----------------------------|-----|
| (a) Written Papers | ONE |
| (b) Practical examinations | ONE |
| (c) Essays and/or Reports | |
- Indicate if compulsory element includes
- | | |
|--|--------|
| (d) Written account of field work or laboratory experiments | Yes/No |
| (e) Assessment of practical drawing or Art or Craft material | Yes/No |
| (f) Multiple choice questions | Yes/No |
| (g) Oral examination(s) | Yes/No |
| (h) Assessment(s) of field/laboratory or studio work or other aspects of performance in Course | Yes/No |

Section Three

14. If Course is subject to any form of shared teaching arrangement, give name(s) of other School(s) involved.

15. Name of Parent Board of Studies responsible for approving Course.
Advisory Committee in Nursing Studies
16. Other Boards of Studies to which the proposal is referred for information.

Details of PY14 - General &Human PhysiologyLECTURESPRACTICALS

- | | |
|--|--|
| 1 & 2. Course Introduction (2) | 1. Use of the microscope to observe living and stained tissues. |
| 3. The cells as an organisational unit. Differentiation in higher animals including human. | 2. Estimation of human blood gas oxygen capacity. <i>Oxygen Content.</i> |
| 4. Diffusion and osmosis. Oxygen supply to cells. | 3. Recording of human respiration in various conditions. |
| 5. Cell environment and cell permeability. The nature of cell membranes. | 4. Histology of fresh human blood. |
| 6. CO ₂ carriage by the blood. | 5. (Haldane gas analysis.) |
| 7. O ₂ carriage by the blood. | 6. Reflexes in spinal frog and reflexes in human. |
| 8. pH of blood. | 7. Effect of temperature on frog heart. |
| 9. The control of respiration. | 8. Pulse and blood pressure in human. Response to exercise. |
| 10. External respiratory mechanism and control. | 9. Demonstration of action potentials. |
| 11. Simple reflexes in animals including human. | 10. Haemoglobin estimation in human blood. |
| 12. Properties of skeletal muscle. | 11. Red cell count in human blood. |
| 13. The circulation in animals including human. | 12. The staining of sections in histology. |
| 14. The regulation of blood pressure in human. | 13. Urea excretion in human. Diuresis in human. |
| 15. The effects of exercise on human cardiovascular system. | 14. Histology and anatomy of the ear. |
| 16. Effects of exercise on human respiratory system. | 15. Histology of the eye. |
| 17. Electrochemical properties of cells. | 16. Blood glucose determination in human. |
| 18. Action potentials and nerve impulses. | 17. Histology of endocrine organs. |
| 19. Neuromuscular transmission. | 18. Blood groups in human. |
| 20. Synaptic transmission. | |

*Digestion
Absorption
Reproductive
Sfr. Nervous System.*

21. Structure of blood in human.
22. Life history of the human red blood cells.
23. pH control in human.
24. Functions of the kidney.
25. Receptors.
26. Food intake and energy supply in humans.
27. Functions of the liver.
28. Autonomic nervous system.
- 29 & 30. Temperature regulation in the human.
31. Ultrastructure of skeletal muscle and changes in contraction.
32. Physiology of hearing including human hearing.
33. Vision.
34. Vision.
35. Cell membranes. Various forms of transport of ions and glucose etc.
36. Tissue fluids.
37. Metabolic rate in human.
- 38 & 39. Immune reactions in human and other animals.
- 40 & 41. Hormones in human and other animals.
42. Blood groups and Rh factor in humans.
43. Secretory organs.
44. Salivary and renal secretion in human and other animals.

7179 / 569

PHSS/ERM

14th May, 1981

Mrs. M. Ferguson,
Director of Nursing Studies,
Bedford College,
Regent's Park,
London.

Dear Mrs. Ferguson,

I am writing to confirm the substance of our telephone conversation this afternoon concerning the BSc in Nursing Studies which is being set up jointly between Bedford College and The Middlesex. I understand that you need an Anatomy course lasting about twelve hours during the first year. This is intended to provide a background to the Physiology component of the course and will therefore concern such things as the circulatory and respiratory systems, some neuroanatomy and so forth. We can provide the facilities for such a course in this department. I would expect to take an active part in the teaching myself.

Yours sincerely,

P.H.S. Silver

C.C. Mr. R.A. Hoy,
Director of Nurse Education,
The Middlesex Hospital
School of Nursing.

C.C. Professor J. Green,
Department of Physiology,
Middlesex Hospital
Medical School.

~~Cerebrum~~ } vertebrae
~~Uterus~~

? True
? When

✓

DOCUMENT A

Panel of Visiting Examiners in Nursing Studies for Course-Unit Examinations
1981

Chairman: Prof J H Green, Middx HMS - 1978

Chelsea College:

- Anderson, Prof J A D, Guy's HMS - 1981
- *†Baker, Dr Dorothy E, SRN, SCM, BSc(Soc), Dept of Nursing, University of Manchester - 1978
 - *†Clarke, Miss Margaret, BSc, MPhil, Institute of Nursing Studies, University of Hull - 1978
 - †Crow, Dr Rosemary, MA, SRN, SCM, HV, Director, Nursing Practice Research Unit, Northwick Park Hospital and Clinical Research Centre - 1980
 - †Duberley, Ms J D, SRN, RSCN, MSc, DIP ADV NURS STUD, Dept Human Biology and Health, University of Surrey - 1980
 - *†Fentem, Prof P H, MSc, MB, ChB, Dept of Physiology and Pharmacology, University Hospital and Medical School, Nottingham - 1978
 - **†Hawthorn, Dr Pamela SRN, SCM, Dept of Nursing, University of Manchester - 1979
 - * Jefferys, Prof Margot, BfdC - 1978
 - †McFarlane, Prof Baroness, MA, MSc BSc(Soc), SRN, SCM, FRCN, Dept of Nursing, University of Manchester - 1981
 - *†Martin, Prof P M, BA, PhD, Dept of Social Administration and Social Work, University of Glasgow - 1978 *Prof DUNCAN, ABERDEEN UNIV. SOC.*
 - Robinson, Dr B V, Guy's HMS - 1980
 - Segal, Dr M B, St Thos's HMS - 1981
 - ** Summerfield, Dr Angela B, BkC - 1979 *Dr. Steekwell - SOCIAL PSYCHOLOGY.*

† denotes an Examiner External to the University.

* will have examined at Chelsea College for four years, 1978, 1979, 1980, 1981.

** will have examined at Chelsea College for three years, 1979, 1980, 1981.