

Grade Point Average:Chelsea:

1st year:	10.3
2nd " :	9.0
3rd " :	9.1.8
4th " :	8.9.6
5th " :	9.5.9.

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~~great~~ intake:

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

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There will be a meeting of the Special Advisory Committee in Nursing Studies on Friday 16 October 1981 at 2.30 pm in Senate House.

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A G E N D A

1. ELECTION OF OFFICERS

TO ELECT: The following officers for the period September 1981 - September 1982:

- (i) Chairman:
- (ii) Deputy Chairman
- (iii) Secretary

(Note: For membership see Constitution under Item 3.)

2. MINUTES

TO CONFIRM: Minutes of the meeting on 15 May 1981 (previously circulated).

3. CONSTITUTION AND MEMBERSHIP OF THE SPECIAL ADVISORY COMMITTEE

TO REPORT: (1) The Academic Council at its meeting on 15 June 1981 resolved that the Special Advisory Committee be re-established for a further period of five years from 1 August 1981, the terms of reference and constitution being as agreed at the last meeting of the Special Advisory Committee (Minute 35) (DOCUMENT A).

(2) Boards of Studies have been asked to nominate representatives to the Committee but, as some have not yet done so, the list of persons to be appointed under (a) and (b) will be tabled at the meeting (DOCUMENT B).

(3) In considering their representation it was suggested that Boards of Studies should not normally nominate members of either Chelsea College or Bedford College, these being the Colleges at present offering a BSc course in Nursing Studies. It is desirable that the representatives of Boards should not themselves be personally too involved with the teaching of the courses, since the Constitution includes in its membership all Appointed and Recognised Teachers in Nursing Studies who, at present, all come from these two Colleges and, in addition, there is provision for appointment of six 'Other Teachers of the University' qualified to assist in the work of the Committee (who will normally be persons directly concerned with the courses).

(4) The Chairman of the Committee under the former constitution (Professor Green) has re-appointed by Chairman's Action the following persons who have previously served:

(c) Other Persons

- Miss S M Collins - as representative of the Extra-Mural Diploma Advisory Council
- Miss M H Cooper - as representative of the General Nursing Council
- Miss J Radway - as a person interested in Nursing Education

(d) Other Teachers of the University

Professor R Goldsmith, Professor of Physiology, Chelsea College

TO CONSIDER: Nomination of other members to serve under (c) and (d) of the Constitution.

Members may wish to note that Professor A N Exton-Smith was awarded the CBE in the Birthday Honours List.

4. PANEL OF VISITING EXAMINERS 1982

TO NOMINATE: A replacement for Professor R Illsley (MRC Sociology Unit, Institute of Medical Sociology, Aberdeen), who is unable to act.

? Thought ask

5. COMMITTEE ON ACADEMIC ORGANISATION

TO CONSIDER: A response to the Second Discussion Document issued by the Committee on Academic Organisation (circulated to Schools and Boards of Studies/Special Advisory Committees in June).

(Note: Any member who has not seen the document and would like a copy is asked to contact Mrs Longden in Senate House.)

TO REPORT: (1) At its meeting on 15 May the Special Advisory Committee considered the First Discussion Document and decided to make only a few additional comments to its original submission (Minute 36).

(2) The Committee on Academic Organisation submitted its Second Document to the Vice-Chancellor who has asked Boards/Special Advisory Committees and Schools to let him have their comments by 1 November 1981.

(3) The Introduction to the Document contains the following:

'5. The detailed advice in the UGC letter (1 July 1981) must have a major impact on the work of the Committee on Academic Organisation, and because of this we cannot hope to produce a final Report before the Autumn. But it would not be helpful to the University if we waited until then before offering any advice. Hence the present document, which apart from some background paragraphs is concerned only with issues which the Court and the bodies which advise it will have to start to consider before the Long Vacation. That it is submitted to the Vice-Chancellor after the UGC have taken their decisions but before they have made them public may not be wholly a disadvantage; it is in any case a matter forced on us by the calendar, rather than a deliberate decision.'

Thereafter the report contains a review of unit costs and unit income in departments in Schools; the manner in which one might assess the quality of departments; general comments on student numbers, ways in which decreases in staff numbers might be effected, reduction of accommodation, major sites. Finally, the report includes comments on individual Colleges. Under Bedford there is no reference to Nursing. Under Chelsea the Committee refer to Nursing as an area which is highly regarded and should be preserved.

(4) The UGC letter to the University of London (1 July 1981 referred to in the quotation in paragraph (3) above) includes the statement:

'In subjects allied to Medicine, the Committee recommends that intakes to Nursing Studies and to Nutrition should be maintained at existing levels, but that there should be some reduction in the intake to Pharmacy.'

6. NURSING STUDIES AT BEDFORD COLLEGE

TO RECEIVE: A report from Mrs Ferguson, the first intake of students having been admitted in October 1981.

7. NURSING STUDIES AT CHELSEA COLLEGE

TO RECEIVE: A report from Professor Hayward, the first group of students having graduated in 1981.

8. SPECIAL UNIVERSITY LECTURES

TO REPORT: In a letter of 8 June 1981 from the Deputy Academic Registrar, Boards of Studies/Special Advisory Committees were informed that, in the present financial circumstances, funds will no longer be provided for Special University Lectures and that no further commitments will be entered into either for 1981/82 or for any future years. It will not, therefore, be possible to hold the Special University Lecture as planned (Minute 39 of 15 May 1981).

9. MPhil REGISTRATION: CLARE MARGARET MOYNIHAN

TO CONSIDER: An application from Charing Cross Hospital Medical School on behalf of the above student for registration for the MPhil degree with the field of study 'Content Analysis in Psychotherapy and Nursing Research'.

TO REPORT: (1) The student is 39 years old and was awarded a BA degree (Upper Second) in Sociology from Goldsmiths' College in 1979. Before taking her degree the student was a housewife and mother. Since February 1980 she has been on the full-time staff of the Charing Cross Hospital Medical School, where she is employed as a Research Assistant in the Department of Psychiatry.

(2) It is proposed that she should be supervised by Dr R M Rosser, Lecturer in

Psychiatry at Charing Cross Hospital Medical School and a member of the Board of Studies in Medicine. Registration is sought from 1 October 1980 for a period of three years part-time.

(3) For her research the student will draw on a bank of tape-recorded sessions of psychotherapy and nurse counselling with patients who are breathless due to chronic bronchitis. She will transcribe these and analyse their content to examine how they differ in psychotherapy and counselling technique. She will test hypotheses about differences in technique and their relationship to the physiological and psychological outcome of their treatment.

(4) The regulations state that a candidate for the MPhil in Nursing Studies should normally have a first degree in Nursing Studies or a professional qualification in Nursing combined with a degree in a subject relevant to the field of research. - Research - takes an outside view - not a psychiatrist - O.K.

10. REVIEW OF EXAMINATIONS

TO REPORT: (1) In November 1979 Schools and Boards of Studies/Special Advisory Committees were asked to comment on the Academic Council's Report on 'Review of Examinations' (see Minute 4, 9 May 1980). The Council has been giving consideration to the comments it has received and already revised financial arrangements for the examinations have been agreed with Schools.

(2) At its meeting on 27 April 1981 the Council drew up its definitive statement on duties of Visiting Examiners (DOCUMENT C). The one view which emerged very clearly from the replies is that Schools and Boards of Studies/Special Advisory Committees did not support the proposal in paragraph 3.6 of the Report that examinations taken in the first year should play no significant part in determining degree results. The statement has accordingly been modified to accommodate this view, but the Council wishes to emphasise that there is no requirement for every course to be examined by a Visiting Examiner.

(3) A comprehensive review of Instructions to Examiners is currently under way to ensure that they accord with the new policy.

11. REVISED REGULATIONS FOR INTERNAL STUDENTS PROCEEDING TO THE DEGREES OF MPhil and PhD

TO REPORT: The Vice-Chancellor on behalf of the Senate has approved Revised Regulations for Internal Students proceeding to the Degrees of MPhil and PhD for introduction in October 1981. The entry for Nursing Studies under Additional Qualifications for Admission (Minute 17 of 20 February 1981) has been included.

12. SECOND PHASE OF NEW STATUTES

TO REPORT: At its meeting on 15 July 1981 the Senate approved a report of the Joint Standing Committee of the Academic and Collegiate Councils proposing a second phase of new Statutes. Copies of the report have been sent to Schools and Senate Institutes, and further copies may be obtained on request through the Secretary of the Committee. Any representations on the proposals should reach the Clerk of the Senate not later than 15 February 1982.

13. CENTRAL RESEARCH FUND

TO REPORT: Application from members of the University and Teachers in Schools of the University for grants from the Central Research Fund must be received by the following dates:

23 March 1982  
8 September 1982  
8 December 1982

The attention of all applicants (and, in the case of Postgraduate Students, their Supervisors) is drawn to the fact that due to volume cuts by the Government in funding Universities the grant awarded to the Fund in 1981/82 will be greatly reduced. In the light of this reduction of funds, applicants are asked to ensure that their applications are costed in the most economic way.

14. ANY OTHER BUSINESS

15. DATE OF NEXT MEETING

Friday 19/82

16. ADDENDUM. Bedford College.

BSc in Nursing Studies at Bedford CollegeProposals for second-year coursesPHARMACOLOGY

(1/2 cu)

*2-30. per unit  
per week. / over year.*Aims:

The course will serve as an introduction to some general problems of pharmacology and toxicology. It will concern itself with specific problems and in particular consider issues of how drugs affect man, drug interaction and dependence.

Objectives:

- (1) Students to recognise effects of drugs.
- (2) Students to recognise drug dependence.
- (3) Students to recognise dysfunctional interaction of drugs.
- (4) Students to understand implications of drug administration.

Content:

The course will introduce students to the nature and classification of drugs, their distribution, absorption, metabolism, dosage and excretion in relation to the various modes of administration will be explored. Drugs' effectiveness will be studied in relation to specific body systems - cardiovascular system, respiratory system, autonomous and central nervous system, muscular system, excretory system etc. Strong, weak and local anaesthetics will receive attention, as will issues concerned with chemotherapy, endocrines, diagnostic agents, analgesics, anticoagulants and others. Side-effects of drugs, drug dependency and drug interaction will be explored; legal requirements and appropriate responsibilities will be considered.

*effects of  
drugs.**Be prepared.*Methods of Teaching:

Lectures / Seminars.

Assessment:

Written work.

PATHOPHYSIOLOGY

(1/2 cu)

Aim:

The course is to provide the student with an understanding of how diseases may result in changes in physiology and in metabolism. It is designed as an introduction to clinical medicine.

Objectives:

- (1) To show how disease may result in pathological changes.
- (2) To show how diseases may be diagnosed with the help of laboratory tests.
- (3) To provide understanding of such tests in some common clinical situations.

*clearly rel. to op.*Content:

There will be an exploration of origins of pathological states associated with disturbances of various organs' systems. The emphasis is on pathology of disease, on levels of functioning and dysfunctioning and on man's adaptive ability when confronted with problems: for example: electrolyte balance will be discussed as will be acid-bone disturbances, the problems associated

PATHOPHYSIOLOGY (Cont)

with Ph. Disorders related to the cardiovascular and respiratory system will receive attention, as will digestive-excretory dysfunction and neurological problems. Specific diseases, for example jaundice, kidney failure, hormonal disorders, vitamin and mineral deficiencies will be studied.

Teaching Methods:

*CLINICAL DEMONSTRATIONS*

Seminars / lectures / discussion groups.

Assessment:

Written work.

PSYCHOLOGY ( $\frac{1}{2}$  cu)

Aim:

The course will introduce students to psychological theories generally and in particular how they might apply to everyday nursing experiences. Patients' behaviour will be explored and made comprehensible in relation to crises of illnesses and hospitalisation. Patients' and families' dynamics in relation to responses of crises will receive attention. Comparative and historical approaches in psychological literature will be compared and contrasted considering traditions of management, measurements, psychological testing and psychodynamics.

Objectives:

- (1) To provide students with intellectual equipment that enables them to locate their patients and to understand their observations of them and of themselves.
- (2) To develop supporting mechanisms in relation to their patients' needs.
- (3) To develop an appreciation of historical and comparative approaches in the development of psychological theories.

Context:

*social shift*

*psych*

*has*

The subject-matter will be facilitated by using a generational approach, by taking a developmental psychological view of the human life cycle, by focussing on students' practical work as they discuss their learning experiences arising out of the clinical situation. Students' own responses will also be discussed and shown to depend on similar variables as those of their patients: the dynamics of the family, meaning of illness, and belonging to particular social and cultural groups. Whilst the theoretical framework will be using a developmental psychological approach, psychological theories will be discussed and their appropriateness for nursing considered.

Teaching Methods:

Lectures / films / tutorials / seminars.

Assessment:

Written work / group discussions.

ISSUES IN MENTAL HEALTH: (PSYCHOLOGICAL MEDICINE) (1/2 cu)

Aim: It is the aim of the course to introduce the student to basic principles of psychiatry and the nurse's role in the therapeutic management of disorders of thought, feeling and behaviour without wishing to impute that the course will cover the entire gamut associated with mental health and disorder.

*Psychiatric  
Nurses*

Objectives:

- (1) To enable students to understand basic principles of psychiatry and psychiatric nursing.
- (2) To equip students with intellectual skills to consider issues related to mental health and disorder.
- (3) To enable students to recognise how this learning may be transferred to other subjects in general nursing.

Content:

The course of necessity is a brief introductory one into issues associated with psychiatric disorder which will include several sub-specialities such as psychiatric community nursing, alcoholic and drug dependency nursing. Work in the area of acute psychological medicine will cover aspects of psychotic illness and mental handicap, neurosis and personality disorder and current thinking, treatment and management. Alcoholism and drug addiction and current therapies will be explored; so will the epidemiology of mental disorder. The theoretical framework will be one of historic specificity and will consider appropriate legal aspects, in particular in relation to the Mental Health Act. Guided nursing learning experiences will raise questions about nursing practice, the role of the psychiatric nurse, while introducing the student to current nursing practices of patients with a variety of neurotic and psychotic disorders.

Observational and participatory visits will include industrial therapy centres, the community psychiatric nursing service, and psychogeriatric patients.

Teaching Methods: Lectures / Discussion Groups / Seminars.

Assessment: Written work.

NURSING OF THE ADULT SICK 1/2 (? cu)

Aim: To involve students in and with further developments of the conceptual framework to which students were introduced during the first year so that nursing practice within a centre setting of mainly medical and surgical patients will be consolidated.

*Medical  
Nurses*

Objectives:

- (1) To become acquainted with the principles of medical and surgical nursing.
- (2) To apply previously learned theoretical concepts to the practical situation.
- (3) To display level of competence in nursing skills as they relate to individual patients' requirements, recognising patients' mental and physical states and understanding of therapeutic procedures.

NURSING OF THE ADULT SICK (Cont)

- (4) To understand the notion of "continuity of care" both within the hospital and outside, between the hospital, the home and the primary care delivery system.

Content:

This second year course will focus primarily on nursing problems met with in acute hospital situations, concepts basic to nursing care will be examined as they relate to maturational and situational stress. By using a variety of planned and guided clinical settings, experiences will be provided with patients of all ages except those of children. Nursing theory and skills will be taught as the integrative discipline arising out of biological and sociological concepts studied during the first year. Recurrent themes such as crisis, pain, loss, anxiety, immobility and identity will be discussed.

The approach to disease will be through a system analysis in terms of patients with problems; for example: problems of the circulatory system, problems of the muscular system etc. Problems associated, for example, with elimination, hydration and nutrition, having been studied during the first year, will now be further explored and considered in the light of psycho-social understanding. They will also be studied within a framework related to the promotion of health, the prevention of illness, early diagnosis and treatment, rehabilitation and maintenance. Students who, where appropriate, will be working in small problem-based care tutorials will be taught the application of appropriate concepts and the "nursing process" to a variety of patient situations. Models of nursing intervention using a variety of theoretical bases are applied to health-care situations through problem-based learning.

Major emphasis will be given to the assessment, problem-solving, interpersonal ministering and teaching behaviour to implement and evaluate nursing care in institutional settings.

Teaching Methods:

Lectures / seminars / tutorials / guided practical work.

Assessment:

Written work / verbal assessments.



BSc DEGREE AT BEDFORD COLLEGE WITH  
NURSING STUDIES AS THE MAIN FIELD

Year	Course	Course- Unit	Area*	Approval by SAC in Nursing Studies
1	Nursing - Core Course	2	N	18 March 1981
	Human Physiology with Basic Human Anatomy	1 $\frac{1}{4}$	BS	
	Introduction to Sociology: Sociological Perspectives	$\frac{1}{2}$	SS(A)	18 March 1981
2	Pharmacology	$\frac{1}{2}$	BS	18 March 1981
	Pathophysiology	$\frac{1}{2}$	BS	
	Psychology	$\frac{1}{2}$	O	
	Issues in Mental Health (Psychological Medicine)	$\frac{1}{2}$	N	
	Nursing of the Adult Sick	?	N	
	The Sociology of Modern Society: Social Differentiation	$\frac{1}{2}$	SS(A)	

\* Under the heading 'Area': N = Nursing; BS = Biological Sciences; SS = Social Sciences  
with a further breakdown: (A) Sociology; (B) Social Policy; (C) Research Methods;  
(O) Other

YEAR	Nursing	Biological Sciences	Social Sciences			
			Sociology	Social Policy	Research Methods	Other
I	Nursing - Core Course (2 units)	Physiology and Anatomy (1½ units)	Sociology I (Intro to Sociology) (½ unit)			
II	Nursing of the Adult (Surgical and Medical) (½ unit) Psychiatric Nursing (½ unit)	Microbiology (½ unit) Pharmacology (½ unit)	Sociology II (½ unit)		Research Methods I (1 unit)	
III	Obstetric Nursing (½ unit) Paediatric Nursing (½ unit) Geriatric Nursing (½ unit)			Social Policy and Administration I (½ unit)	Applied Research Methods (½ unit)	Psychology (½ unit)
IV	Nursing Opinion (½ unit) Nursing Administration (½ unit) Accident, Emergency & Theatre (½ unit) Expanded Essay (1 unit)		Sociology of Health Care (1 unit)	Social Policy and Administration II (½ unit)		
Tot.	7 C.U.s	2-2½ C.U.s	2 C.U.s	1 C.U.	1¼ C.U.	½ C.U.

Overall Total : 13¾ - 14¼

Total Social Sciences 4¾ C.U.s

3.

YEAR	NURSING	BIOLOGICAL SCIENCES	SOCIAL SCIENCES			
			SOCIOLOGY	SOCIAL POLICY	RESEARCH METHODS	OTHER
1st	Nursing-Core Course (2) ✓	Physiology and Anatomy (1½) ✓	Introduction to Sociology (½) ✓			
2nd	Nursing of the Adult Sick (½) Issues in Mental Health (Psychological Medicine) (½)	Pharmacology (½) Pathophysiology (½)	The Sociology of Modern Society (½) ✓		Research Methods (1) ✓	Psychology (½)
3rd	History of Nursing (½) Issues in Family Health (1) Problems in Geriatric Nursing (½)	Microbiology (½)		The Administration of the Health Services (½)		Option (½) Applied Research Methods (½)
4th	Intensive Care: Emergency; Theatre; Accident. (½) Nursing Administration (½) Nursing Option (½) Extended Essay (1)		The Sociology of Health Care (1)			
Total:	7½ CU	2½ CU	2 CU	½ CU	1½ CU	1 CU
				Total Social Sciences 4½ CU		
		Overall Total:	15 CU			

\* V = accepted

Terms of Reference(SAC in Nursing Studies  
AGENDA, 16 October 1981)

1. To consider and initiate proposals for securing the most advantageous use of the resources of the University and its Schools in the field with which the Committee is concerned.
2. To be informed of all proposals submitted by Schools or otherwise under consideration for courses of study which fall within the purview of the Special Advisory Committee and if it so desired to offer advice to Schools upon such proposals.
3. To approve the scope and value in Course-units of courses devised by Schools under the appropriate Regulations for degrees based on Course-units.
4. Where the planning of courses of study is the responsibility of the Special Advisory Committee to advise the Academic Council on the approval of syllabuses and of regulations concerning courses of study, the examinations and the award of the degree, diploma or certificate concerned.
5. To advise the Academic Council on the appointment of persons to serve as members of Boards of Advisors for the appointment of Professors and Readers.
6. To advise the Academic Council upon the appointment of examiners in Nursing Studies when requested to do so.
7. To advise the Academic Council on any matters within the competence of the Special Advisory Committee.
8. To exercise such executive functions as may be delegated to it by the Academic Council.
9. To advise the Senate, its Standing Committees and any other Committee appointed by the Senate on any matters referred to it by any of these Bodies.
10. To advise any School which so requests on any matter within the field of study with which the Special Advisory Committee is concerned.

Constitution

- (a) Appointed and Recognised Teachers in Nursing Studies.
- (b) Representatives of the following Boards of Studies and Special Advisory Committees (numbers shown in brackets):

Biochemistry (1)  
 Biometry and Medical Statistics (representative to be a Teacher in Statistics as applied to Medicine) (1)  
 Community Medicine (1)  
 Human Anatomy and Morphology (1)  
 Medicine (representatives to include teachers in Psychiatry, Paediatrics and Geriatrics) (4)  
 Obstetrics and Gynaecology (1)  
 Pharmacology (1)  
 Psychology (2)  
 Physiology (1)  
 Social Administration (1)  
 Sociology (1)  
 Surgery (representatives to include a teacher of Anaesthetics) (2)

Other persons (to a maximum of 10) qualified to assist in the work to include representatives from:

- (1) Advisory Committee on the Nursing and Sister Tutor's Diploma (University of London - Extra-Mural Diploma)
- (2) Royal College of Nursing
- (3) General Nursing Council (to be the Institute of Advanced Nursing Education)
- (4) The NHS (to include the Regional Nursing Officers) - *Annika Arvidsson*
- (5) The Director of Clinical Teaching in a School of Nursing - *(Holder?) Stone*

- (d) Up to six other Teachers of the University qualified to assist in the work of the Committee.

*7 - Reader?  
BERNICE*

*COMPARISON  
was copied  
for this*

*Board of Study*

Special Advisory Committee in Nursing Studies

MEMBERSHIP

(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 and Special Advisory Committees

Prof H Baum	Biochemistry (1)
Miss S A A Beresford	Biometry and Medical Statistics (1)
Dept of Clinical Epidemiology (RFHMS)	
Dr H R Anderson (St G's HMS)	Community Medicine (1)
*Dr J R W Ross (ChXHMS)	Human Anatomy and Morphology (1)
*Prof A N Exton-Smith (UCL) )	Medicine (4) to include Geriatrics (1)
*Dr E R Beck (UCL) )	
*Prof T E Oppe (St My's HMS) )	Paediatrics (1)
*Dr D R Fitcher (RFHMS) )	Psychiatry (1)
Mr W L Whitehouse (West HMS)	Obstetrics and Gynaecology (1)
Prof M Ginsberg (Chel C)	Pharmacology (1)
Prof J H Green (Middx HMS)	Physiology (1)
Dr J A Weinman (Guy's HMS) )	Psychology (2)
Prof A Summerfield (BkC) )	
Prof R A Pinker (LSE)	Social Administration (1)
Prof Margot Jefferys (BfdC)	Sociology (1)
Prof C G Clark (UCL) )	Surgery (2) to include
Prof J P Payne (Lond HMC) )	Anaesthetics (1)

(c) Other Persons (to a maximum of 10)

Miss S M Collins	Extra-Mural Diploma Advisory Council
Princess Alexandra's School of Nursing, Philpot St, London E1	
Miss M J Cooper	General Nursing Council
Miss J Radway	Nursing Education
General Nursing Council	

(d) Other Teachers of the University

\*Prof R Goldsmith (Chel C)

To receive papers

Mrs M Ferguson (BfdC)	Director of Nursing Studies at Bedford College
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[As Mrs Ferguson is not a Recognised Teacher of the University, she is not eligible for appointment under (a) or (d) above, but, as previously agreed by the Committee, is to receive papers.]

\* Awaiting confirmation

ACADEMIC COUNCIL STATEMENT ON DUTIES OF VISITING EXAMINERS

The Academic Council considers that there is an unacceptably wide variety of practice among Boards of Examiners in the number of Visiting Examiners employed and in the use made of their services, which cannot be justified by the different requirements of subjects or individual courses. It has therefore prepared the following statement of policy:

1. The primary duty of an External Examiner is to ensure that the standard of the Degrees of the University of London in his field of study is consistent with that of the national university system.
2. This is also the primary duty of an Intercollegiate Examiner, who has the additional duty of ensuring consistency in the standards of degrees of the University of London awarded as a result of School-based or School-sponsored examinations.
3. The resources of the federal system should be exploited by making wider use of the services of Intercollegiate Examiners where unitary universities might prefer to use External Examiners.
4. Visiting Examiners should have regard to the totality of the degree in respect of both syllabus and examination. The major part of their time should be devoted to those courses and examinations which are the main determinants of the degree classification.
5. Visiting Examiners should be invited to participate in the setting of examination papers, and each individual paper should be approved by at least one External or Intercollegiate Examiner where this is feasible without appointing further examiners.
6. Visiting Examiners should have the right to inspect any script, and should be asked to review borderline cases. They may be asked to sample scripts or other assessed examination material and to take part in oral and practical examinations.
7. To carry out these duties effectively Visiting Examiners (ie External and Intercollegiate Examiners) should not be overburdened with duties such as second marking of scripts.
8. The Chairman of the Board or Committee of Examiners shall determine the distribution of duties between Visiting Examiners in accordance with these principles. He shall also ensure that Visiting Examiners are invited to attend meetings at which effective decisions on degree results are taken. (For Course-Unit Degrees where a College Board of Examiners wishes to alter the recommendation of a Sub-Board the matter should be referred to the Sub-Board and the Visiting Examiner advised and invited to comment.)

(Special considerations apply to degrees in the Faculty of Medicine and to the Degrees of BA, BSc, BH and BEd (Revised Regulations) based on Course-Units, courses for which are provided in colleges and departments of education associated with the Institute of Education, and they are not covered by this statement.)

A D D E N D U M T O A G E N D A

16. BSc AT BEDFORD COLLEGE: SECOND-YEAR COURSES

TO CONSIDER: Proposals for second-year courses at Bedford College  
(DOCUMENT D.1) (see also Item 6 of the agenda).

TO REPORT: (1) A summary of the content of Year 1 and Year 2 of the course including proposals which have been either approved or submitted so far is given in DOCUMENT D.2.

(2) A summary of the full four-year scheme as submitted to the Special Advisory Committee in February 1981 is given in DOCUMENT D.3 for reference purposes. Members will note that a number of the original proposals for courses have now been amended and this document, therefore, only provides an approximate indication of the overall scheme. When considering the original outline at the meeting in February 1981, the Special Advisory Committee had suggested that Bedford College should give further consideration to the following:

- (a) That for the nursing units titles broader than those proposed (eg, Obstetric Nursing, Paediatric Nursing) might be found less restrictive;
- (b) Pharmacology is becoming increasingly important to nursing and should, perhaps, be given greater emphasis; *increase in units? could be done!*
- (c) It is important that Pathophysiology should be included and taught by University teachers. It might be included in the third year where, at present, there are no courses in Biological Sciences;
- (d) The courses in Research Methods should include adequate emphasis on the application of such methods to the Biological Sciences;
- (e) The order in which students follow a course in Psychiatric Nursing and a course in Psychology should, perhaps, be reversed, so that students first obtain some theoretical knowledge on which to base their practical experience.

*MICROBIOLOGY  
3rd year.*

*Core course  
include some  
Psychology units  
"Communication"*