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This publication is intended for members of the University of Sussex. Extracts from it should not be published without the Editor's permission.

While every effort will be made to ensure the accuracy of the information which is passed on, readers will appreciate that this is a news-bulletin and not an official Gazette.

Correspondence etc., relating to the Bulletin should be addressed to Robert Jamieson, Essex House.
STUDENT REACTIONS TO LARGE-SCREEN TELEVISION


Introduction

During the Autumn Term 1967, the University has been running two series of television teaching sessions using the large-screen Eidophor television projector. A careful study of the operating costs and technical problems involved in the use of the Eidophor is being made and an interim survey of undergraduate reactions to large-screen television was made in the last week of November. At the same time, students taking their courses were asked to give their reaction to the special printed booklets supplied for the two courses, which were:

(1) The TV relay to the Physics Lecture Theatre of the lectures given in the Science Preliminary course "The Structure and Properties of Matter". These were essentially lectures of the normal type, that involved considerable use of the chalk board for formulae and other working, and therefore raised considerable problems of presentation on a small television screen. There are four lectures a week in this course.

(2) In the absence of Professor Daiches on sabbatical leave, his course "An Introduction to Poetry" was recorded in twelve sessions during the long vacation and played twice weekly during the first six weeks of term. Very little visual material was used in these courses which were essentially television recordings of Professor Daiches talking informally in his study.

In one case, therefore, students had the free option of attending the live lecture or the TV relay: in the other, there was no option. The only way that undergraduates could take the "Introduction to Poetry" series was by attending the television presentation. Attendance at the "Poetry" lectures was not compulsory, and this fact should be borne in mind in considering the frequency of attendance reported by students. Since attendance figures are not normally available for lectures in the University, no comparison is possible between attendance rates for the TV version of the "Poetry" course and those for the same course given live in the previous academic year.

Previous Experimental Studies

Before considering the detailed figures for these two courses, it may be helpful for interested faculty members to be reminded of the broad conclusion reached about the validity of television teaching in universities by a large number of experimental studies in the United States:

(1) Where a course is taught in two sections (live and TV) no significant differences have normally been found in the amount of learning by students. In 1962, Professor Wilbur Schramm (Review of Educational Research, April 1962) found that of 393 studies, 21 per cent favoured the TV instruction, 14 per cent did not favour it, and 65 per cent revealed no significant differences.

(2) Student attitudes varied considerably with subject matter and teachers, but the most interesting finding was that student attitudes towards televised teaching appeared to have little or no correlation with academic achievement. Student attitudes seemed to be affected by the degree to which they perceived the University environment as a whole to be more impersonal or more personal in faculty-student relationships. If TV teaching took place in a generally impersonal context, it was less well received than where the pervasive atmosphere was one permitting close contact with faculty.

(3) In a special study at Michigan State University, (Evaluation of Regular Classroom Lectures Distributed by CCTV: Project N.202, May 1966) some significant conclusions were reached which have some relevance to our own experience with the "Structure and Properties of Matter" course. These were:

(a) Questions dealing with interest and stimulation revealed no significant difference between those students who saw the lectures live and those who viewed the lectures in a television classroom.
(b) Students in television classrooms apparently did not feel they had a satisfactory opportunity to meet with their instructors outside of class and felt they would have done better in the course if it had been easier to discuss their problems with the course lecturer.

(c) Students in television classrooms had difficulty seeing lecture materials especially in mathematics and science courses. During student interviews, it was reported that the television camera would often leave formulae before students could copy them down.

(d) Students who viewed the course lectures in a TV classroom did not perceive the purpose of the lectures differently from students who saw the lectures live.

(e) Many students appear to enter the CCTV experience with a negative attitude towards CCTV which gradually becomes more positive with experience.

Structure and Properties of Matter

Over 400 students are expected to attend these lectures. Not all do so every day. On the day on which the questionnaire was distributed, substantially less than 400 were present. A total of 283 undergraduates completed the forms and returned them - a return rate of approximately 80 per cent of those present. Of these 236 were male and 47 female. A summary of the returns, first for all respondents, and then for male and female separately may be obtained on request from the Centre for Academic Services.

We draw attention to a few significant conclusions from the data:-

(1) There appeared to be some regularity in attendance at one or other method of presentation. A significant number of students were clearly choosing to attend the television presentation as a matter of course. Only 20 per cent had not seen any television sessions at all, and about one-third were going regularly or fairly frequently to the television session.

(2) Those answering Question 7 (What is your opinion?) split fairly evenly between those who considered the TV relay to be inferior and those who considered it as good or better than the live lecture.

(3) There was overwhelming preference for the large-screen Eidophor as against the small-screen TV.

(4) The specially prepared booklet was purchased by virtually all students and found helpful. A very high proportion (84 per cent) asked for even more detailed notes than those provided.

(5) There was a wide range of reasons for choosing the TV relay to the live lecture. It is significant that a total of 24 per cent stated that they could see or hear better than in the live lecture.

(6) Women undergraduates were apparently less willing to choose the TV relay than males, and a much higher proportion of them had not even seen one televised lecture up to the date of the survey.

(7) The answers to the open-ended questions may easily be summarised since the range of answers was in fact quite small. The most general critical comments were that the TV picture was not able to cover the whole board, thus making it difficult to catch up on note-taking if one fell behind; and that students in the TV relay theatre were unable to ask questions. The first of these criticisms is being taken into account in the camera work, giving longer shots of sections of the chalkboard. The second could be met either by the lecturer appearing briefly in the relay theatre after the lecture, or by installing a sound circuit permitting students to ask questions from the Physics Theatre. Another possibility would be for the students from the Physics Theatre to go into the Chemistry Theatre after the lecture. The lecturer usually remains to answer questions, and the number of such questions is seldom more than two or three. Answers to Question 14 (on
the booklet) were interesting, revealing a strong desire for more detailed notes, for book references and for more worked examples. Several respondents suggested that similar booklets should be prepared for other science courses. About 20 respondents offered general criticism of the course, either making comments on the quality of the lecturer or stating that the course attempted to cover too many aspects with insufficient linking matter or too little detail on any one aspect.

**Introduction to Poetry**

This course consisted of twelve television recordings of 50 minutes each, recorded by Professor Daiches in June. The total number of questionnaires completed was 56, representing approximately 75 per cent of the weekly attendance at the lectures, but only 71 per cent were returned in time to be included in the analysis.

An analysis, with answers presented as percentages, for the group as a whole and then by male and female respondents, together with a final table giving a summary of answers to open-ended questions may be obtained on request from the Centre for Academic Services.

Attention is drawn to a number of interesting points about the replies:-

1. A large majority (87% to 13%) had a 'favourable' response.

2. A large majority (78% to 22%) found the Eidophor large-screen image 'better than normal TV'.

3. A large majority (74% to 26%) preferred to have a television recording rather than a sound recording of a lecture, even though their programmes were essentially 'talks' which were not dependent for subject matter or presentation on visual material.

4. A most interesting response was given to Question 8. Only 13 per cent of the respondents would have preferred to have a live lecture given by another faculty member in place of a TV reading of Professor Daiches.

5. The booklet distributed was found 'helpful' by 100 per cent of the respondents.

6. A large majority (87% to 13%) would be 'willing to watch more lectures on TV if this gave you an opportunity to hear and see outstanding lecturers from other universities'. This answer has special relevance to discussions now proceeding about the feasibility and desirability of university exchanges via television.

7. A surprisingly high proportion of respondents (47 per cent) would have wished to see the programmes a second time if it had been possible to repeat them in the same week.

**INSTITUTE FOR THE STUDY OF INTERNATIONAL ORGANISATION**

The Council of the University of Sussex has approved the appointment of the first Director of the new Institute for the Study of International Organisation, which will be part of the University but with a large measure of administrative and academic autonomy. It will be financed from private sources, and has already received grants from the Carnegie Endowment for International Peace, the Rockefeller Foundation, and the Joseph Rowntree Charitable Trust.

The Institute will undertake research, produce publications, run courses and seminars primarily for participants from outside the University, and generally stimulate both academic and non-academic interest in, and knowledge of, the work and problems of international organisations. It will also publish an Annual Survey. It will open officially on 1st September, 1968 but much preparatory work is already being undertaken.

Although there are several organisations and institutions dealing with international relations in general, this is the first that is directing its attention specifically to international organisation. It has been generally recognised that there is a real need for such a specialised institute at a time when international organisations are expanding so rapidly in size,
complexity and importance. The Institute has already attracted considerable interest and attention both from Government and independent organisations, and it will work closely with all bodies - national and international - which have common interests.

Initially, the Institute will have a staff of six, of whom three will be Research Fellows. Accommodation and additional teaching support will be provided by the University, but it is anticipated that the Institute will subsequently expand in size and widen the scope of its activities.

The Council has appointed, as the first Director, Mr. Robert Rhodes James who is aged 35, a Fellow of All Souls College, Oxford, a former Clerk of the House of Commons, and a N.A.T.O. Research Fellow. In addition to his work on modern British political history, Mr. Rhodes James has recently published a study of N.A.T.O. arms and procurement procedures and experience, and has had a close association with N.A.T.O. and Western European Union for the past five years. He will take up his appointment this summer on his return from America, where he is at present Kratter Professor of Modern European History at Stanford University, California.

DEANSHIP OF THE SCHOOL OF MATHEMATICAL & PHYSICAL SCIENCES

The Council, at its meeting on 22nd March, approved the appointment of Professor G.N. Ward as Dean from 1st September, 1968 in succession to Professor R.J. Blin-Stoyle and expressed its thanks to Professor Blin-Stoyle for all his work as the School's first Dean and as Pro-Vice-Chancellor.

THE PLANNING PROCESS

Summary of the Present Situation

The review of government and administration conducted earlier this session was divided into three main areas:- the committee structure, administrative structure, and planning process.

The Senate and Council in February 1968 approved new committee and administrative structures and agreed that a planning process should be implemented along the lines suggested by McKinsey and Company.

The Planning Committee has now designed a Planning Process which will be submitted to Senate and Council for approval. Brief descriptions of that Process are contained below.

The aim is to implement the new process from 1968-69. In order to achieve that, two main sets of actions need to be taken by November 1968:-

(1) The University needs to revise its Quinquennial Plan to create the University strategic plan; this action is now being taken by the Arts & Social Studies, Science and Planning Committees; a revised quinquennial plan will be submitted in outline to the Senate in June and further details will be added during the summer.

(2) Each planning unit needs to prepare its own strategic and operational plans; the Chairman of Arts & Social Studies, the Chairman of Science and the Senior Tutor have been asked to arrange the preparation of those plans with the heads of each unit (e.g. Deans, Subject Chairmen).

An Outline of the Process

(The "Planning Process" is an abbreviated title for the complex of systems which contain the strategic and operational plans, the budgetary system, the control mechanisms and part of the information, records and statistics systems of the University).

Introduction

There is little need to explain the reasons for a planning process; they were fully discussed earlier in the year, and papers describing them are available. Planning does not rigidify
action; plans must be changed as unforeseen opportunities arise or as circumstances change. It is unfortunate that the Planning Process is being introduced at a time when the financial situation will severely restrict development for several years since that may make it appear that planning techniques reduce flexibility and enterprise. The basic elements of such a process have existed in the University for some time, and the aim is now to build upon those foundations in several ways:-

1. **Improve the co-ordination** of plans by combining academic and financial plans, social and building plans, etc., in each unit and by processing the plans through the new grouped committee structure;

2. **Systematise** the production of plans by asking each School, Subject or Unit to prepare and file a plan containing its recommendations of changes and ideas for improvement;

3. **Improve the timetabling** of planning e.g. increase the time and the extent of thinking behind the quinquennial submission;

4. **Increase participation** in planning; all members cannot participate equally and very few will be able to participate in the total process, but the aim is that everyone should have the opportunity to contribute to some aspect of the planning and that all aspects of the planning should be open to comment by representatives of all sectors of the University.

5. **Make planning more effective** by improving the mechanisms controlling implementation and by increasing the control reports which allow the University to measure progress against the plans;

6. **Strengthen the flows of information** related to planning e.g. the national and internal data and statistics required by units for the preparation of plans.

**Contents of the Process**

The main elements of the planning process are shown in Appendix A. They are:-

1. **Strategic Plans** Strategic planning is the setting of objectives and selecting strategies to meet those objectives; its primary focus being long-term to identify major issues and point to major decisions which will change the fundamental character and direction of the enterprise. In the context of the University it involves such issues as the long-term rate of growth, the balance between Arts and Science, the balance between undergraduate teaching, post-graduate training and research.

2. **Operational Plans** Operational planning is the translation of agreed objectives and strategic plans into specific action programmes over the short term (i.e. 1-2 years). In the University context this involves such issues as the logistics of faculty and students, curriculum changes, re-allocations of space etc.

3. **Budgets** The process is budgetary as well as planning; provisional budgetary allocations for the following year will also flow through the annual cycle outlined in Appendix B. The budget can be seen as the financial/numerical expression of the operational plan for one year ahead (e.g. financial budget, manpower budget). The budget will consist of a grid linking spending programmes and spending units. The first step is the construction of a programme budget i.e. to provisionally allocate on the basis of previously agreed operational plans sums of money for each function (e.g. academic salaries, library books). The second step is to apportion the allocation for each spending programme amongst the spending units involved in that programme (the academic salaries programme budget would be divided at least between Arts and Science on a student numbers basis) and thus arrive at provisional budgets for each spending unit.

4. **Planning Assumptions** These are produced annually and will contain information needed by the units in reviewing and developing plans. They will contain the existing plans and essential statistical information for use by the units in their work e.g. the statement of the known grant situation, costs of students, wastage and transfer rates of students, and ratios used in the calculations.
(5) Control Reports. The Finance Office will produce control reports and statements of expenditure for each unit showing performance against budget, and for the major committees at stated frequencies throughout the year. Other offices will produce similar reports (e.g. Establishments Office in regard to manpower, the Admissions Office in regard to student numbers).

(6) Information. Firstly, it is essential that the process is understood by members of the University and thus reference works on detailed aspects of the process will be made available (e.g. a Guidebook of Regulations, a description of the Budgetary System, a description of the University's Records and Statistics Systems, etc.). Secondly, University and unit plans cannot be efficiently constructed unless information about internal and external factors and trends is made available; thus a network will be created along which information can flow to and through the Planning Officer from and to the persons concerned with teaching, research, admissions, examinations, appointments, health, accommodation, finance, space, educational technology, social policy etc.

The Units in the Process

The four main planning areas of Arts & Social Studies, Science, Social Policy and General are listed on Appendix B, together with their subsidiary planning units. Planning units are not identical with spending units. There are three categories of spending units; main spending units (the units to which the Planning Committee and the Senate allocate monies e.g. Arts & Social Studies, Science, Library, Computing Centre, Arts Centre), secondary spending units (the units to which main spending units allocate monies e.g. Schools) and subsidiary spending units (the units to which secondary units allocate monies e.g. Subjects). A detailed list of spending units is contained in the paper describing the Budgetary System.

The Planning Cycle

There are two cycles, the annual and the quinquennial. The annual cycle is represented in Appendix B illustrating the flow of the planning assumptions through the whole structure for comment and amendment as unit plans are up-dated at each stage. Thus each year each unit will be provided with the strategic plans (e.g. rate of growth etc.) the operational plans (e.g. staff and student logistics for 2 years ahead) which have already been made, and the next year's budgetary assumptions of the University. The unit will then review and propose any changes in their own plans; these will then be discussed in the appropriate bodies before the University plans are revised and detailed budgets agreed. It needs to be stressed that the system involves at each stage considerable amounts of informal discussion amongst academic and administrative officers, mainly arranged by the Chairmen of Arts & Social Studies and of Science, the Senior Tutor and the Deputy Vice-Chancellor, if the flow is not to be disrupted and in order that committees can concentrate on the major issues.

The quinquennial cycle is derived from the annual cycle. In essence, the University's strategic plans have to be formally converted into a quinquennial plan every five years because of the national system of finance. The fixed points are that the University must submit its quinquennial 'existing commitment' estimates in the April of two years prior to the new quinquennium, and its full quinquennial submission in November of the year prior to the new quinquennium. It follows from the timetable that the annual cycle two years prior to the beginning of the next quinquennium is the critical one since the quinquennial estimate will be based upon its outcome. Thus although units can suggest alterations to their strategic plans in any year, the quinquennial cycle means that they must conduct their major review in the third year of each quinquennium and that they will then probably need to revise the plans in the first year of each quinquennium in the light of the monies received.

Timetable

The aim is to commence the first annual cycle of the Planning Process from the beginning of the 1968-69 session. The next few months will be used to:-

(1) reach agreement upon the details of all of the systems in the Planning Process and to produce the necessary descriptive and reference documents (e.g. Guidebook of Regulations);

(2) reach agreement upon a revised plan for the remainder of the current quinquennium; that plan will then form the strategic base of next year's annual process;
# Planning Process

## Appendix A - Contents of the Process

<table>
<thead>
<tr>
<th>Type of Plan</th>
<th>Strategic (5 year plan)</th>
<th>Operational (2 year plan)</th>
<th>Budget (1 year plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>e.g. major academic developments, long-term rate of growth, phased building programme.</td>
<td>e.g. student numbers by courses and subjects, curriculum changes, space allocation.</td>
<td>i.e. allocation of monies for the year for agreed programmes and consequential matters (e.g. manpower budget, student number targets).</td>
</tr>
<tr>
<td>AIDS to Preparation</td>
<td>Statement of financial situation. Planning Guide for Units. Strategic Assumptions (e.g. size of University). Statistics and research findings, national and internal (e.g. Arts/Science swing).</td>
<td>Statement of monies available in each year. Planning Guide for Units. Operational Guidelines (e.g. projections of faculty numbers). Statistics on current state of the University (e.g. student numbers, admissions pressure, faculty distribution etc.).</td>
<td>Guidebook of Regulations. Budgetary System Description. Current Year’s Accounts. Budgetary Assumptions (i.e. monies available in the year and provisional internal allocations).</td>
</tr>
<tr>
<td>Progress Controls</td>
<td>Operational Plans and Budget preparation, progress reports and controls.</td>
<td>Regular reports and statistics (e.g. admissions, current students, space, manpower). Records and Statistics Description. Various progress and control mechanisms to be set up by relevant committees (e.g. Arts and Science Committees for curriculum, teaching methods, etc.).</td>
<td>Control Statements to the Planning Committee every term. Finance Office monthly statements to the Vice-Chancellor. Finance Office month reports to each main spending unit. Establishments Office progress reports. Admissions Office progress reports.</td>
</tr>
</tbody>
</table>

## Conclusion

The complex of systems in the Planning Process is intricate; it will take time for members of the University to become fully acquainted with them. I will attempt to answer any questions and consider any suggestions about the process. (2) Review the 1968-69 budget in terms of the new budgetary system; (3) commence the preparation of plans by each planning unit in order that such plans will be...
APENDIX 2 - SCHEMATIC OF ANNEXED PROCESS

PLANNING PROCESS

- Planning Officer, under Vice-Chancellor, in consultation with chief academic officers, and in co-operation with admin. officers, to prepare:
  - university objectives and strategic plans
  - operational plans
  - technical assumptions and information
  - papers on particular topics to be especially reviewed during the year.
- Finance Officer, under Vice-Chancellor and with the Planning Officer to prepare budgetary assumptions, including equipment.

Chairmen of Arts and Science with Deans, Director of Graduate Studies in Arts, Planning Officer and Sec. of Arts and Science, to add comments.

Subject Meeting

- Subject
- Chairmen with assistance from relevant officers to suggest:
  - changes in subject objectives and strategic plans
  - Subject
  - operational plan recommendations

changes and recommendations consolidated and resolved by Arts and Science Officers, with Planning Officer, for presentation to Schools.

School Meeting

- changes and recommendations consolidated and resolved by the Chairman of Arts and Science in consultation with Deans, Arts and Science Officers, Planning Officer and Planning Officer to suggest:
  - changes in School objectives and strategic plans
  - operational plan recommendations
  - consequential amendments to budgetary assumptions relating to School objects and plans

Planning Committee

- discuss and approve

Chairmen of Arts and Science with Deans, Planning Officer, Arts and Science Officers, Planning Officer and Planning Officer to suggest:

changes in subject objectives and strategic plans

- operational plan recommendations

- consequential amendments to budgetary assumptions relating to subject objectives and plans

Social Policy Committee

- discuss and approve

Vice-Chancellor with Planning Officer, Chairman of Arts and Science, Deputy Vice-Chancellor, Senior Tutor and Finance Officer to consolidate Arts, Science, Social Policy and Other Plans and suggest:

- necessary changes in objectives and strategic plans

- operational plan recommendations

- consequential amendments to budgetary assumptions

Planning Officer to revise accordingly

- Planning Officer to revise accordingly

UNIVERSITY OBJECTIVES
- STRATEGIC PLANS
- UNIT PLANS

- Planning Committee to discuss and approve

UNIVERSITY PLANS
- Budget

OPERATIONAL PLANS
- Budget

Implementation arranged by relevant officers

Vacation - Autumn Term - Spring Term - Summer Term

- University objectives, strategic plans, unit plans

- Planning committee and Senate

- Senate and Council
Planning Guide for Units

Introduction

The above account of the Planning Process describes the role of the plans of units. Units will be asked each quinquennium to define their educational objectives and to prepare strategic plans to meet them. They will also be asked annually to revise these objectives and strategic plans if necessary, and also to recommend any operational plans for shorter term action (e.g. curriculum changes).

The initial task of preparing the unit plan involves considerable discussion and work but it is hoped that thereafter the existence of the plan will reduce annual discussion and preparation as well as making it more effective. It is recognised that the first attempts at plans, which the units are now being asked to undertake, may not be able to cover the whole range of contents listed below. The sections on objectives and strategic plans should be fully covered, but it may require experience of at least one annual process before operational plans can be put forward in the detail listed below.

Units should be as concise as possible in their plans. The lengths of the plans may need to vary according to the nature of the unit but all units should aim to keep them as short as is compatible with their purpose. The Chairman of Arts & Social Studies, the Chairman of Science, the Senior Tutor and the Deputy Vice-Chancellor will give guidance on this point to the units in their spheres of responsibility.

The above description of the Planning Process also states that units will be provided with as much as possible of the information which they require for their plans and that the relevant officers (e.g. Planning Officer, Secretaries of Arts and Science, Finance Officer) will assist the units when requested. In particular, the units require information on lead times (i.e. the lead time to introduce a new major subject is approximately twenty-two months). A standard list of lead times for the main items of School and Subject plans prepared by the Arts and Science Officers and the Planning Officer is given in Appendix C.

Unit Plans

Contents

The following is an outline structure of a unit plan. The structure is applicable to all types of units; for purposes of illustration the examples used relate to a School Plan.

(1) Objectives A brief statement of the academic philosophy of the School and its objectives.

(2) Strategic Plan

(a) A statement of the long-term aims in regard to teaching methods, range of subjects or areas, curriculum structure, particular areas of research interest, links with other Schools and outside institutions etc.

(b) An analysis of the present state in relation to those aims e.g. areas of strength and weakness.

(c) A statement of the specific four or five major problems and opportunities facing the School in the next five years.

Note It is expected that (1) and (2) would normally require only up-dating on an annual basis but would be subjected to major review at one point in the quinquennial cycle.

(3) Operational Plans which mainly consist of specific recommendations normally falling into one of the following headings:-

Curriculum changes (including the Arts/Science Scheme)
Teaching methods
Undergraduate numbers and distribution
Graduate numbers and distribution
Academic faculty and distribution
Research staff and distribution  
Technical staff and distribution  
Secretarial staff and distribution  
Equipment and teaching aids  
Admissions policy and procedure changes  
Students' Progress policy and procedure changes  
Examinations policy and procedure changes  
Exchange Programme and other external relations proposals  
Other

Each proposal should be specific (i.e. naming the branch of a discipline in which a new appointment is needed rather than just the title of the discipline); each proposal should have a recommended date of implementation (e.g. course X to be withdrawn for 1st year students with effect from October 1970, and course Y to be introduced for 2nd year students from October 1971 etc.), and should state what action which bodies have to take for its approval and implementation; the resource implications of each proposal must be stated either in terms of a transfer of stated resources from another area or in terms of the additional monies, accommodation etc., required.

The plan should end with a summary statement of the recommendations and of the cost effects in each of the following three years if the proposals are approved, e.g.:

<table>
<thead>
<tr>
<th>SUMMARY OF RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendation</strong></td>
</tr>
<tr>
<td>1. Appoint an Asst. Lecturer/ Lecturer in History with interests in 19th Century British social history</td>
</tr>
<tr>
<td>2. Change teaching method of School Prelim course to tutorials of 3 instead of tutorials of 2 without increasing frequency or length</td>
</tr>
<tr>
<td>3. Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMARY OF RESOURCE IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COST</strong></td>
</tr>
<tr>
<td><strong>ADDITIONS</strong></td>
</tr>
<tr>
<td>69-70</td>
</tr>
</tbody>
</table>

(4) Comments on other Unit Plans Schools will receive plans from Subjects and possibly from other units; the School's recommendations concerning those plans will largely be included in the School's own plan. However, if Schools do not accept particular recommendations of other units, then they should explain their reasons in this section.
Annual Process

Thus the steps each year in regard to a unit plan will be as follows:

(1) Receive and review planning assumptions
(2) Approve or change existing statement of unit objectives
(3) Approve or change existing strategic plan statement. This should particularly concentrate on re-defining the 4 or 5 major problems or opportunities facing the unit.
(4) Develop a list of recommendations for change
(5) Prepare summary statement of selected changes to be recommended in standard form, together with their resource implications.
(6) Prepare short statement of comment on other unit plans
(7) Send unit plans to next stage in planning process for further discussion
(8) Receive results of discussions and make any further comments as appropriate
(9) Receive budgets
(10) Receive control reports showing progress against budget periodically and take appropriate action where necessary.

Conclusions

There are many differences between units and the outlines of their plans will need to be considered individually by the 'heads' of the units with their own staff and with the Planning and Finance Officers. In general, however, they should be able to conform to the above pattern.

Appendix C: Lead Times for the plans of academic units

Units require advice about the timings involved in the devising and implementing of plans. The following is a list of the main topics of relevance to academic units, and of the minimum periods required between decision-taking and operational implementation for each topic. Column B indicates the time by which the Arts & Social Studies or Science Committee needs to take a decision if it is intended to implement changes by the date in Column C; Schools, Subjects etc., need to reach decisions before the time in Column B which means they need to start discussing the topics two or three months ahead of those times.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Arts &amp; Social Studies or Science Committee</th>
<th>Operational Start Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition or deletion of a major subject in the B.A. or B.Sc. curriculum; addition or deletion of a Masters Degree or Diploma course</td>
<td>22 months</td>
<td>October</td>
</tr>
<tr>
<td>Major changes of course options for first or higher degrees i.e. changes which significantly affect the balance of the course</td>
<td>22 months</td>
<td>October*</td>
</tr>
<tr>
<td>Minor changes of course options</td>
<td>8 months</td>
<td>October*</td>
</tr>
<tr>
<td>Prelim examination changes of timing, procedures and policies</td>
<td>10 months</td>
<td>March</td>
</tr>
<tr>
<td>School examination changes</td>
<td>5 months</td>
<td>October</td>
</tr>
</tbody>
</table>

* See foot of next page
<table>
<thead>
<tr>
<th>Topics</th>
<th>Arts &amp; Social Studies or Science Committee Final decision</th>
<th>Operational Start Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final examinations changes of procedures, examiners, marking etc.</td>
<td>10 months</td>
<td>May</td>
</tr>
<tr>
<td>Final examinations changes in method of examining etc.</td>
<td>28 months</td>
<td>May</td>
</tr>
<tr>
<td>Graduate examinations changes in procedure, method of examining etc.</td>
<td>15 months</td>
<td>May</td>
</tr>
<tr>
<td>Entrance requirements for all degree courses</td>
<td>22 months</td>
<td>October (of entry)</td>
</tr>
<tr>
<td>Undergraduate admissions changes in published procedures</td>
<td>10 months</td>
<td>October (of applic.)</td>
</tr>
<tr>
<td>Undergraduate admissions changes in unpublished procedures</td>
<td>5 months</td>
<td>October (of applic.)</td>
</tr>
<tr>
<td>Graduate admissions changes in procedures</td>
<td>5 months</td>
<td>October (of applic.)</td>
</tr>
<tr>
<td>Teaching Methods changes for particular courses or options which do not affect overall pattern</td>
<td>3 months</td>
<td>Termly</td>
</tr>
<tr>
<td>Teaching Methods changes which affect overall pattern of a degree course</td>
<td>22 months</td>
<td>October</td>
</tr>
<tr>
<td>Intakes of Students to all courses - changes to projections</td>
<td>15 months</td>
<td>October</td>
</tr>
<tr>
<td>Students' Progress - changes in procedures</td>
<td>3 months</td>
<td>various</td>
</tr>
<tr>
<td>Student Records and Statistics - changes in main system (including Registration procedures)</td>
<td>10 months</td>
<td>October</td>
</tr>
<tr>
<td>Exchange Programmes - institution and changes</td>
<td>11 months</td>
<td>October</td>
</tr>
<tr>
<td>Allocation of existing space</td>
<td>3 months</td>
<td>various</td>
</tr>
<tr>
<td>Main requests for additional space</td>
<td>10 months</td>
<td>October</td>
</tr>
<tr>
<td>Major requests for new buildings</td>
<td>46 months</td>
<td>October</td>
</tr>
<tr>
<td>Requests for alterations to buildings</td>
<td>8 months</td>
<td>various</td>
</tr>
<tr>
<td>Acceptance of a research grant</td>
<td>3 months</td>
<td>various</td>
</tr>
<tr>
<td>Changes in faculty numbers and distribution</td>
<td>8 months</td>
<td>various</td>
</tr>
<tr>
<td>Changes in research appointment numbers and distribution</td>
<td>6 months</td>
<td>various</td>
</tr>
<tr>
<td>Changes in technical staff numbers and distribution</td>
<td>6 months</td>
<td>various</td>
</tr>
<tr>
<td>Changes in clerical staff numbers and distribution</td>
<td>6 months</td>
<td>various</td>
</tr>
</tbody>
</table>

* These are minimum periods; in most other universities curricula are changed only on a cohort basis; thus the lead time for a change in a third-year course is over four years and it is over three years for a second-year course etc.; the above times are based on the assumption that courses can be changed provided students are given 8 months notice of minor changes and 20 months notice of major changes.
The above is not a comprehensive list but it sufficiently indicates the fact that Schools and Subjects need to allow for an almost two year gap between discussion and implementation of significant changes; in many cases that gap is due to external requirements.

The above list will be revised after the Secretary of Arts, the Secretary of Science and the Planning Officer have held the first series of discussions with Schools and Subjects.

G. LOCKWOOD,
Planning Officer

CONSULTATIVE GROUPS

Introduction

The Senate, at its meeting held on 13th December 1967, approved a new committee structure arrived at after the comprehensive review of the University’s government and administration. One of the conditions upon which the Senate approved the new structure was that consultative groups should be established by individuals responsible for certain services or activities.

The following is the relevant quotation from the minutes of the Senate meeting:-

"Individuals responsible for major services or activities (e.g. Librarian, Director of the Centre for Academic Services, Director of Computing, Director of the Arts/Science Scheme, Director of the Health Service, Director of the Arts Centre, Director of Sport, Catering Manager, Appointments Officer) should be required to establish and announce forms of consultation with the faculty and the Students' Union, in addition to their links with the formal committees; it was recognised that the form of such advisory groups or panels would differ according to the nature of the service and the degree of its functional links with other units and groups; it was also recognised that the memberships of such panels would be a mixture of individuals approached by the Director or Manager, individuals appointed as representatives by committees (including Schools and Subjects) or other groups (e.g. the S.C.R.) and individuals invited by the Senate to associate themselves with the services. It was agreed to invite each officer concerned to submit proposals for consultative groups to the Senate next term; the Senate could then decide whether it wished to attach Senate representatives to any of the panels. It was agreed that it should be made clear that the groups had no formal status or powers."

The relevant officers were therefore asked to submit proposals and the following is a summary of those proposals as agreed by the Senate, with the names of individuals where appointed:-

(1) The Library

(a) Membership: The Librarian (Chairman and Convenor), one other member of the Library faculty, other members of the Library faculty to attend when their special responsibilities are under discussion, one member of faculty appointed by each School normally for periods of two years: Afras. Mr. R. Brown, Educ. Mr. G.F. Rehin, EAM. Dr. W.D.J. Cargill Thompson. Soc. Mr. C.S. Yeo, App.Sci. Dr. B. Harris, Biol. Sci. Dr. J.L. Hall, MAPS. Mr. C.B. Trustrum, Mois. Mr. R.W. Bott, one member of the Social Policy Committee appointed by that Committee for one year: Professor T.H. Elkins, one representative appointed by the S.C.R. for two years: Professor T.H. Elkins, one representative appointed by C.A.S. for two years: Mr. B.H. Chibnall, the Deputy Vice-Chancellor, the Planning Officer and six students (to include two postgraduates) appointed by the Union for one year (22 members).

(b) Frequency: The group to meet once in each of the Autumn and Summer Terms.
Other comments: The Senate, Planning, Arts & Social Studies and Science Committees will raise library matters and expect the Librarian to speak to them. Further, issues relating to specific Subjects or Schools can be discussed in meetings of those groups, with a member of the Library faculty present. Also the Union proposes to establish a group concerned with the Library and to invite the Librarian to attend or to arrange for members of his staff to attend.

Each Library user holds individual views, and the Librarian hopes that no-one will feel constrained by the existence of the users' group from bringing forward library matters directly to him. Moreover, the present proposals in no way change the existing allocation of subjects to the senior members of the Library staff. The three Sub-librarians have a general responsibility for co-ordinating the collections in Arts, in Science, and in Social Science respectively, and the Assistant Librarians have responsibility for individual subjects. Responsibilities have been allocated in this way to make it easy for users to speak to librarians about their needs.

The Appointments Service

(a) Membership: Main Group: Appointments Officer (Chairman and Convenor), a number of external advisers appointed by the Appointments Officer in consultation with the Vice-Chancellor, 2 internal advisers from each of the Science Schools appointed for three years in the first instance by the Dean and the Appointments Officer, one internal adviser from each large Arts Subject and from selected smaller Arts Subjects appointed by the Subject Chairman and the Appointments Officer for three years in the first instance, the Deputy Vice-Chancellor, the Senior Tutor, the Director of the University Health Service, or his nominee, up to four other internal faculty advisers appointed by the Appointments Officer and two students appointed for one year by the Union (approximately 30 members).

Sub-Group: In view of the size of the main group, a smaller group of the Appointments Officer, Deputy Vice-Chancellor, two of the external advisers appointed from amongst themselves, two of the internal advisers appointed from amongst themselves and the two student members will be used for more regular group advice.

(b) Frequency: Main Group to meet annually in the Autumn Term. Sub-Group to (normally) meet once a term.

The Accommodation Office

(a) Membership: Accommodation Officer (Convenor), Senior Tutor, Deputy Senior Tutor, President of the Union, the Registrar, the Deputy Bursar, the Finance Officer, the Proctors, one member of faculty appointed by each School for one year: Afras, Dr. J. Rosselli, Educ. Mr. J.E. Simmonds, EAM, Mrs. Mary C. Winkler, Europ. Mr. C.R. Baxter, Soc. Mr. B.T. Wood, App. Sci. Dr. R.M. Doherty, Biol. Sci. Dr. K.A. Stacey, MAPS. Dr. A.D.C. Grassie, Mols. Dr. R.D. Guthrie and six students appointed for one year by the Union (approximately 25 members).

(b) Frequency: To normally meet once a term.

(c) Other comments: The Accommodation Officer states:- "A termly meeting will be arranged between the Accommodation Officer, the Deputy Senior Tutor, the President of the Union, the Registrar, the Student Disciplinary Officers, student representatives from each of the Guest Houses and representatives of each of the student publications.

Also a small advisory group will meet once a term to consider Guest House problems and the awarding of new contracts, as well as other Accommodation matters or suggestions. It would also meet the sub-committee of the Guest House Association whenever necessary. Members of the group to be the Deputy Senior Tutor (Chairman), the Accommodation Officer, the President of the Union, the Registrar, the Deputy Bursar, the Finance Officer and a Proctor."

The Computing Centre

The official Computer Working Group exists to assist and advise the Director; in addition the Director will establish channels of communication with the user groups. The creation of further consultative machinery would lead to a serious duplication of discussion.
(5) Ceremonials

(a) Membership: The Registrar (Chairman and Convenor), one member appointed by each of the Arts & Social Studies Committee: Professor J.F.C. Kingman, Science Committee: Professor J.F.C. Kingman, Social Policy Committee: Mr. M.S. Jamieson and the Union: Mr. B. Jackson for periods of one year (5 members).

(b) Frequency: To meet once a year to discuss arrangements for that year's ceremonies, and at other times if needed.

(6) University Lectures

(a) Membership: One member of faculty appointed each year by the Senate to be responsible for University Lectures: Mr. R.R. Milner-Gulland (Chairman and Convenor), a second member of faculty appointed for one year by either the Arts & Social Studies or the Science Committee (e.g. by the Arts & Social Studies Committee if the first member is a scientist): Professor R.W. Cahn and a student appointed for one year by the Union: the Union Secretary (3 members).

(b) Frequency: At least once a year and probably once a term.

(c) Other comments: The Senate may wish to consider whether University Lectures should continue in their present form.

(7) The University Health Service

The two main requirements are to maintain and develop contact with teaching members of faculty so as to increase the effectiveness of the U.H.S. in the field of teaching and learning problems, and to ensure an adequate opportunity for the consumer to present suggestions, complaints etc., about the running the service.

The first function should be carried out:

(a) by developing the present system of School liaison tutors. Each School should appoint one faculty member to maintain liaison with the U.H.S.: Afras, Dr. D.P.J. Wood, Educ. Mrs. Mary C. Winkler, Europ, Mr. R.G. Veasey, Soc. Mr. P.J. Ambrose, App.Sci. Dr. A.W. Simpson, Biol. Sci. Professor N. Symonds, MAPS, Professor W. Ledermann, Mols. Mr. R.W. Bott. These liaison tutors should meet regularly with the U.H.S. medical staff (normally termly) to discuss both the principles and details of the role of the U.H.S. in relation to the Schools. Liaison tutors to be chosen by the Schools and should preferably serve for at least three years. The Senior Tutor or his Deputy to belong to this consultative committee (14 members);

(b) a proposal that each doctor in the U.H.S. should be attached to two or three Schools and should attend relevant sections of School meetings is under consideration;

(c) by the Director attending, by invitation, relevant meetings of the Arts & Social Studies, Science and Planning Committees.

The second function should be carried out by inviting the Union to appoint four representatives annually who would meet regularly (normally each term) with the staff of the U.H.S. and act as a channel through which students with queries, complaints or suggestions about the U.H.S. could make representation to the Director. In addition, the Director would be prepared, as in the past, to attend Union Council meetings to discuss aspects of the work of the U.H.S.

(8) Official Publications

- There will be separate 'groups' for each official publication to assist and advise the Information Officer, e.g.:

- The Handbook: one representative appointed annually by each of the Arts & Social Studies (Dr. D.F. Pocock), Science (Dr. F.H. Nidditch) and Social Policy (Mr. J. Osmin Smith) Committees, the Academic Secretary of each School and each Subject Chairman, the Registrar and the Secretaries of Arts & Social Studies and Science.
The Guide for Applicants: one representative appointed by the Admissions Committee, the School and Subject representatives for the Handbook, the representative of the Social Policy Committee, a representative of the Union, and the Admissions Officer.

School of Education Handbook: the Chairman of the Academic Committee or his nominee and the Secretary of the School of Education.

The Annual Report: a representative of the Planning Committee, and the Registrar or his nominee.

The Faculty Handbook: the representatives of the Arts & Social Studies, Science and Social Policy Committees appointed for the Handbook and the Registrar or his nominee.

Frequency: It is difficult to predict the meetings of the above groups; the 'group' for the Handbook will probably never meet as a group whereas the Information Officer, the Arts & Social Studies, Science and Social Policy Committee representatives and the Registrar will probably meet regularly. Policy in regard to official publications will be discussed annually by the Arts & Social Studies, Science and Planning Committees.

Other comments: The Information Officer, under the Vice-Chancellor, will be the editor of the Bulletin. It is suggested that soon after his appointment the Information Officer be asked to submit proposals regarding the Bulletin and 'consultation'.

The Arts/Science Scheme

(a) Membership: The Director of the Arts/Science Scheme (Chairman and Convenor), members of the teaching faculty occupying designated Arts/Science posts: Mr. B.R. Emble, one member of faculty appointed by each School for one or two years: A. F. Paton, Mr. H.J. Sants, EAM. Dr. C.T. Watts, Soc. Mr. B.H. Easton, App.Sci. Dr. P. Lindon, Biol. Sci. Dr. C.C. Webster, Mols. Dr. J.J. Stamp, one member appointed by each of the Arts & Social Studies: Miss H. Mollie Adams and Science: Professor R.W. Cahn, Committees for one year, a representative of the Science Policy Research Unit and a representative of C.A.S.: Mr. B.H. Chibnall (14 members).

(b) Frequency: To normally meet once a term.

(c) Other comments: In addition to the above the Director will establish links with each Subject Chairman or his nominee. A document setting out the courses and the administration of the Scheme in detail has been prepared.

Sports Service

(a) Membership: Director of Sport (Chairman and Convenor), the Senior Tutor or his nominee two members appointed annually by the Sports Federation Committee: Mr. T. Quirke and Miss Gillian Butcher, one member appointed annually by the Graduates Committee: Mr. J. Rolt, two members appointed annually by the S.C.R. Committee: Dr. B.V. Jayaward, one member appointed annually by the Staff Association: Miss Suzanne Rust and one member appointed annually by the Technical Staff: Mr. G. Hammel (8 members); in addition members of the Registrar’s, the Bursar’s and the Finance Officer’s staffs should be appointed, in consultation with the Director of Sport, to attend the group; also the Permanent Secretary to the Sports Federation should attend.

(b) Frequency: To meet at least once a term and preferably twice a term.

Centre for Academic Services

(a) Membership: The Director (Chairman and Convenor), the Deputy Vice-Chancellor, the Librarian, three members appointed annually by the Arts & Social Studies Committee: Dr. A.M. Goldman, Professor Marie Jahoda and Dr. D.P.J. Wood, three members appointed annually by the Science Committee: Dr. R.A. Jackson, Professors N.S. Sutherland and J.C. West, the President of the Union or his nominee, the Chairman of the Union Council, one representative appointed annually by the Student Television Service, one member appointed annually by the Council, the Planning Officer and the senior members of the C.A.S. staff (approximately 20 members).
(b) Frequency: It should meet at least once a term to receive a report from the Director, and serve as a vehicle for the informal expression of faculty and student opinion on the range of activities covered by the C.A.S.

(c) Other comments: Each Subject group should be asked to nominate one of its members to liaise with the Centre, the nature and frequency of contact to be determined in the light of current activities.

The Centre further recommends the establishment of a Technical Group consisting of the Directors of the Science Laboratories, the Chairman of the Arts Committee or his nominee and appropriate members of the C.A.S., to meet annually to consider the provision and disposition of audio-visual equipment on the campus and the operational implications for teaching and research areas of the University.

(12) Catering

(a) Membership of the Catering User Panel: Business Manager (Chairman and Convenor), Catering Manager, Deputy Catering Manager, two faculty members appointed annually by the Social Policy Committee: Miss Valerie Cromwell and Mr. M.S. Jamieson, two members appointed annually by the S.C.R.: Mr. L. Ricketts and Dr. R. Taylor, four members appointed annually by the Union: Mr. C. Anderton and Mr. J. Osmin Smith, one member appointed annually by the Staff Association: Miss Kathleen Ireland, one member appointed annually by the Technical Staff: Mr. K. Pike and the Bursar (12 members).

(b) Frequency: To meet at least once a term.

(13) Bookshop

(a) Membership: Bookshop Manager (Chairman and Convenor), Business Manager, one other member of the Bookshop staff, one member appointed annually by the Council, one member appointed annually by the Senate, two members appointed for periods of two years by the Arts & Social Studies Committee: Professor R.B. Ford and Dr. E.W. Schulkind, two members appointed for periods of two years by the Science Committee: Professor R.W. Cahn and Dr. M.S. Halliday, two members appointed annually by the Union and the Bursar (12 members).

(b) Frequency: At least once a year.

(c) Other comments: The above is in addition to the Bookshop Manager's working relationships with Subjects and Schools; it is hoped that both Subjects and Schools will nominate members of faculty to liaise with the Bookshop Manager.

(14) Arts Centre

It has already been agreed that there should be an Arts Centre Board, containing faculty and student representatives, and that the Social Policy Committee should have responsibilities towards the Arts Centre insofar as it forms part of the whole range of internal cultural and social activities. In addition the Director of the Arts Centre intends to continue to develop an already existing working relationship with the Union, meeting once a week with the Union officer (for instance, the Social Secretary or his nominee) responsible for student cultural affairs. It is suggested that the need of setting up an additional consultative group be re-examined once the work of the Arts Centre Board has been defined in detail.

WORKING PARTY ON THE REVISION OF NON-ACADEMIC DISCIPLINARY PROCEDURES

The Senate at its meeting on 15th May received for information and discussion the draft Preliminary Report of the Working Party, together with the comments made upon it by the Social Policy and Senate Discipline Committees on 8th May; the comments made by the Union Council on 13th May were reported orally and the draft Preliminary Report was subsequently discussed at an Extraordinary Union General Meeting on 24th May.
The Senate at its meeting on 15th May approved the following membership of a Working Party to examine the counselling services (Health Service, Appointments Advisory Service, etc.), at present provided by the University and how these might best be co-ordinated:— the Senior Tutor (Chairman), the Deputy Senior Tutor, one member appointed by the Arts & Social Studies Committee and one by the Science Committee (preferably persons who have had experience of Personal Tutorship and admissions duties), the Director of the Health Service; Acting Appointments Officer, Welfare Officer of the Students' Union, Planning Officer, Admissions Officer, Socio-Educational Research Fellow, Statistics & Records Officer and the Social Administrative Officer (Secretary).

EXPATRIATE STAFF IN OVERSEAS UNIVERSITIES

The Inter-University Council for Higher Education Overseas has asked that the following statement, which has been agreed with the Ministry of Overseas Development, shall be made known to members of the University:—

The Inter-University Council and Committee on University Secondment are sympathetic to the desire of United Kingdom expatriate staff serving in or being appointed to overseas universities associated with the Council for an assurance of support if they are forced to return prematurely from service in any of those Universities for political reasons outside their control.

Council, as a representative organisation of United Kingdom Universities, will, in consultation with those universities, seek to ensure that any such staff member who finds himself in these circumstances shall receive all possible help to obtain employment.

It accordingly welcomes the information that H.M. Government has authorised the Ministry of Overseas Development to make funds available on the advice of the Committee on University Secondment to assist United Kingdom expatriate staff in any appropriate individual case, if, despite his efforts to find new employment, there is an interim period, not exceeding one year or the termination of his contract, whichever is the shorter period, in which financial assistance is necessary. In such circumstances and with this financial support the Council will seek to arrange an attachment, for such authorised period as may be necessary, in a U.K. university or other institution where the staff member concerned can continue his work.

The arrangements set out above will be applicable to U.K. expatriate staff who hold full-time appointments on the academic, library, technical or administrative staff of one of the institutions listed in the appendix and who have been recruited thereto as expatriates whether through the Inter-University Council or direct by the university.

In deciding what financial help to offer, the Minister of Overseas Development will take into account the views of the Inter-University Council on the merit of the case and will have regard in particular to:—

(1) the level of employment of the person concerned in the overseas university and the extent to which the overseas university is able and willing to fulfil its obligations as an employer;

(2) the position as regard further employment in the U.K.

Appendix

University College of Rhodesia
University of Malawi
University of East Africa - Makerere University College
University College, Nairobi
University College, Dar es Salaam
Ahmadu Bello University
University of Ibadan
University of Ife

University of Lagos
University of Nigeria
Fourah Bay College, the University College of Sierra Leone
Njala University College
University of Botswana, Lesotho and Swaziland
Royal University of Malta
University of Mauritius
University of the West Indies
HOURS DURING WHICH SISTERS ARE AVAILABLE IN THE HEALTH CENTRE

During Term Time: 9.30 a.m. to 5.00 p.m. daily, Monday to Friday
                    10.00 a.m. to 12.00 noon, Saturday mornings

During Vacations: 10.00 a.m. to 4.00 p.m. daily, Saturdays and Sundays excepted

Between the hours of 1.00 p.m. and 2.00 p.m. the Sister may, however, be absent for lunch.

"HISTORIC MONUMENTS IN BRITAIN" EXHIBITION

The Ministry of Public Building and Works is mounting this exhibition to show the diversity of
the historic sites in its care and the work of its staff in the preservation and maintenance of
Ancient Monuments.

The Exhibition will be on view in the crypt of the Banqueting House in Whitehall from 23rd May
to 12th June and will then go on a tour of the larger cities. Free invitation tickets are
available on request from the Assistant Secretary, Essex House.