

TITLE

THE PROBLEMS OF COMMUNICATION
FACING OVERSEAS NURSES IN
TRAINING IN ENGLAND AND WALES.

Thesis for submission as part
of the requirements for the
Degree of Ph.D. in Education,
Institute of Education,
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VOLUME 2

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TABLE 2.

OVERSEAS BORN LEARNER POPULATION 1970-2
 (Compiled from DHSS Statistics (12)
 Figs. as at 31st December in each year).

	1970						1971						1972					
	TOTAL		S		P		TOTAL		S		P		TOTAL		S		P	
	NO	%*	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL OVERSEAS BORN LEARNER POPULATION	18750	27.2	11331	23.0	7419	37.7	18049	25.7	10757	22.0	7292	34.0	17673	23.1	11122	21.0	6551	27.4
COMMONWEALTH (ALL COUNTRIES)	15021	21.8	9010	18.3	6011	30.6	14575	20.8	8821	18.1	5754	26.9	13694	18.4	8702	18.0	4992	19.3
FOREIGN (ALL COUNTRIES EXCLUDING REPUBLIC OF IRELAND.)	1552	.3	775	1.6	777	4.0	1702	2.4	760	1.6	94	4.4	1778	2.4	791	1.6	987	3.8
REPUBLIC OF IRELAND.	2177	3.2	1546	3.1	631	3.2	1772	2.5	1176	2.4	596	2.8	2201	3.0	1029	3.4	572	2.2

* = % of Total Learner Population

* = % of Total Learner Population

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TABLE 3a

OVERSEAS BORN LEARNERS RECRUITED DIRECT FROM COUNTRIES OF ORIGIN
1970-2 BY COUNTRY AND STATUS (COMO WEALTH). (12)

	1970				1971				1972			
	S		P		S		P		S		P	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTALS: COUNTRIES INCLUDED IN TABLE	4331	100.0	1519	100.0	4915	100.0	1639	100.0	5008	100.0	1592	100.0
BOTSWANA	4	0.1	1	0.1	3	0.1	-	-	1	0.02	-	-
BRUNEI	35	0.8	11	0.7	23	0.5	10	0.6	28	0.6	4	0.3
CYPRUS	46	1.1	13	0.9	28	0.6	14	0.9	8	0.2	2	0.1
GAMBIA	7	0.2	3	0.2	5	0.1	5	0.3	12	0.23	9	0.6
GHANA	279	6.5	66	4.3	314	6.4	88	5.3	332	6.6	93	5.8
GUYANA	256	5.9	55	3.6	210	4.3	39	2.4	172	3.4	34	2.1
HONG KONG	250	5.8	218	14.4	257	5.2	214	13.1	175	3.5	129	8.1
INDIA	57	1.3	18	1.2	41	0.8	13	0.8	46	0.92	13	0.8
KENYA	56	1.3	16	1.1	36	0.7	16	1.0	40	0.8	8	0.5
MALAWI	6	0.1	-	-	8	0.2	2	0.1	7	0.14	1	0.1
MALAYSIA	1922	44.4	418	27.5	2654	54.0	536	32.7	2851	56.9	687	43.2
MAURITIUS	846	19.5	497	32.7	871	17.7	528	32.2	881	17.6	477	30.0
NIGERIA	57	1.3	13	0.9	51	1.0	22	1.3	46	0.92	19	1.2
BANGLADESH	10	0.2	5	0.3	8	0.2	9	0.5	1	0.02	-	-
RHODESIA	99	2.3	58	3.8	168	3.4	51	3.1	167	3.33	34	2.1
SEYCHELLES	14	0.3	11	0.7	8	0.2	1	0.1	13	0.3	-	-
SIERRE LEONE	40	0.9	7	0.5	24	0.5	6	0.4	25	0.5	2	0.1
SINGAPORE	128	3.0	19	1.3	87	1.8	12	0.7	84	1.7	15	1.0
SRI LANKA	126	2.9	52	3.4	66	1.3	39	2.4	65	1.3	37	2.3
TANZANIA	41	0.9	21	1.4	27	0.5	17	1.0	32	0.6	7	0.4
UGANDA	43	1.0	15	0.9	22	0.4	14	0.9	16	0.3	18	1.1
ZAMBIA	9	0.2	2	0.1	4	0.1	3	0.2	6	0.12	3	0.2

OVERSEAS BORN LEARNERS RECRUITED DIRECT FROM COUNTRIES OF ORIGIN AND STATUS (FOREIGN) (12) 1970-2 BY COUNTRY

	1970				1971				1972			
	S		P		S		P		S		P	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
TOTALS: COUNTRIES CI D INTA E	363	100.0	365	100.0	336	100.0	454	100.0	384	100.0	404	100.0
AUSTRIA	2	0.6	1	0.3	6	1.8	-	-	-	-	-	-
CAMEROON	7	1.9	7	2.0	9	2.7	3	0.7	4	1.0	-	-
CHINA - REPUBLIC	24	6.6	31	8.5	14	4.2	3	0.7	9	2.3	15	3.7
CHINA - TAIWAN	3	0.8	-	-	4	1.2	11	2.4	10	2.6	-	-
DENMARK	1	0.3	2	0.5	2	0.5	-	-	5	1.3	2	0.4
FINLAND	9	2.5	8	2.2	6	1.8	4	0.9	8	2.1	3	0.7
FRANCE	15	4.1	14	3.8	8	2.4	17	3.8	7	1.8	16	3.9
GERMANY-FED.	18	4.9	3	0.8	7	2.1	2	0.4	6	1.6	1	0.3
GREECE	19	5.2	7	2.0	10	3.0	8	1.8	1	0.3	1	0.3
INDONESIA	12	3.3	6	1.6	15	4.5	-	-	2	0.5	1	0.3
IRAN	61	16.8	15	4.1	21	6.3	11	2.4	14	3.7	6	1.5
LIBERIA	3	0.8	4	1.1	2	0.5	2	0.4	5	1.3	1	0.3
MOROCCO	6	1.7	2	0.5	2	0.5	3	0.7	1	0.3	-	-
NETHERLANDS	14	3.9	6	1.6	5	1.5	-	-	6	1.6	-	-
NORWAY	6	1.7	5	1.4	14	4.2	3	0.7	19	4.9	6	1.5
PAKISTAN	-	-	-	-	-	-	-	-	2	0.5	5	1.2
PHILIPPINES	100	27.5	216	59.2	-	-	-	-	4	1.0	5	1.2
POLAND	1	0.3	1	0.3	2	0.5	6	1.3	4	1.0	2	0.5
PORTUGAL	1	0.3	1	0.3	6	1.8	5	1.1	-	-	2	0.4
SOUTH AFRICA	15	4.1	4	1.1	21	6.3	2	0.4	9	2.3	1	0.3
SPAIN	8	2.2	13	3.6	7	2.1	6	1.3	10	2.6	1	0.3
SWEDEN	2	0.6	2	0.5	5	1.5	1	0.2	5	1.3	1	0.3
U.A.R.	9	2.5	-	-	5	1.5	1	0.2	1	0.3	4	1.0
OTH RS	27	7.4	17	4.6	17	5.1	15	3.3	13	3.4	16	3.9

TABLE 4.

OVERSEAS LEARNER POPULATION SELECTED FOR RESEARCH BY AREA, STATUS AND LOCATION OF RECRUITMENT
 (Compiled from DHSS Statistics for 1972).

TOTAL OVERSEAS POPULATION*	TOTAL				RECRUITED DIRECT FROM COUNTRY OF ORIGIN				RECRUITED AFTER PASSING UP RESIDENT IN ENGLAND AND WALES									
	TOTAL		S		P		TOTAL		S		TOTAL		S		P			
	NO	% X	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%		
11,910	100.0	7,107	59.7	3,599	30.1	7,344	61.6	5,331	44.7	2,013	16.9	3,655	30.7	2,792	23.4	1,586	13.3	
TOTAL (ALL AREAS)	8976	80.0	6247	55.7	2729	24.3	6484	57.8	4697	41.9	1787	16.0	2492	22.2	1550	13.8	942	8.4
S.E.ASIA	5511	49.2	3986	35.6	1525	13.6	4467	39.9	3313	29.6	1154	10.3	1044	9.3	673	6.0	371	3.3
E/W AFRICA	1481	13.1	980	8.7	501	4.4	659	5.9	503	4.5	156	1.4	822	7.3	477	4.3	345	3.1
MAURITIUS	1984	17.7	1281	11.4	703	6.3	1358	12.0	881	7.8	477	4.3	626	5.6	400	3.5	226	2.0

* excluding mother-tongue speakers of English. X = percentage of total overseas learner population*

In the Nurses Rules 1969 the educational requirement for entry to training for the Register was again modified, and the Rule now reads:-

she complies with one of the following educational requirements:-

- (i) she holds the General Certificate of Education at ordinary level or the Certificate of Secondary Education at the level of a Grade I pass in two subjects, of which one shall be English (or Welsh) language, or English (or Welsh) literature or history and has since attaining the age of 11 years completed in the aggregate at least 5 years full-time education in school or in school and in an establishment for further education, and has during such period studied at least 5 additional subjects of general education: or
- (ii) she holds a General Certificate of Education at the level of a Grade I pass in at least 3 subjects, of which one shall be English (or Welsh) language or English (or Welsh) literature or history: or
- (iii) she holds an equivalent overseas educational certificate acceptable to the Council and has since attaining the age of 11 years completed in the aggregate at least 5 years full-time education in school or in school and in an establishment for further education: or
- (iv) she holds such other qualification as may be acceptable to the Council: or
- (v) she has passed an educational test set by the Council.

THE GENERAL NURSING COUNCIL FOR ENGLAND AND WALES

Amendments have been made to the list of educational certificates which are acceptable as the equivalent of the General Certificate of Education at Ordinary Level and to the list of those which are not acceptable. An amended list is enclosed and replaces that sent to Training Schools in November, 1973. Additions and amendments are indicated by CAPITAL LETTERS.

It would be helpful to the Council's staff if it could be noted that enquiries concerning educational qualifications CANNOT be dealt with over the telephone; if the information contained in the attached list is not sufficient for a decision to be made it is because we have no knowledge of the qualification concerned and need to seek information from sources outside this office. For this reason we would also ask that prospective entrants to student nurse training should not be advised to bring general educational certificates to the Council's offices for evaluation.

Tutorial staff who send educational certificates to us for evaluation may feel often that there is a delay in replying. We would like them to understand that this is because we may have to write to a number of organisations, and in the end we may find that no reliable source is able to evaluate the certificate in terms of our own general certificate of education.

In order to try to obtain information about equivalence we need a copy of the certificate and a translation if the language in which the certificate is written is not English.

Letters should be addressed to The Chief Education Officer, The General Nursing Council for England and Wales, 23 Portland Place, London, W1A 1BA.

As sent to:-

Area Nursing Officers, District Nursing Officers and Principal Nursing Officers (Education) of all Training Schools for the Register and Roll.

Regional Nursing Officers.

Secretaries of Regional Nurse-Training Committees.

THE GENERAL NURSING COUNCIL FOR ENGLAND AND WALES

LIST OF EDUCATIONAL CERTIFICATES WHICH ARE ACCEPTED AS THE EQUIVALENT ON A SUBJECT FOR SUBJECT BASIS, OF A PASS AT ORDINARY LEVEL IN THE GENERAL CERTIFICATE OF EDUCATION FOR THE PURPOSE OF FULFILLING THE MINIMUM EDUCATIONAL REQUIREMENTS FOR ENTRY TO TRAINING AS A STUDENT NURSE FOR ADMISSION TO ANY PART OF THE REGISTER OF NURSES

1. THE UNIVERSITY OF CAMBRIDGE OVERSEA JOINT EXAMINATION FOR THE SCHOOL CERTIFICATE AND GENERAL CERTIFICATE OF EDUCATION

A subject passed with at least Credit, i.e. grade 1 - 6, in the Joint Examination is equivalent to an Ordinary level pass in the General Certificate of Education Examination.

Candidates for student nurse-training must hold a minimum of TWO subjects at at least Credit level, one subject being English Language, English Literature or History.

The following countries have centres for the Joint Examination either this year or in other years; countries not appearing on this list may have offered centres in other years.

AFRICA

Malawi
Rhodesia
Zambia

Kenya
Tanzania
Uganda

Lesotho
Swaziland

Gambia
Ghana
Nigeria
Sierra Leone
Liberia

Sudan

MAURITIUS

PAKISTAN

WEST MALAYSIA

SINGAPORE

INDONESIA

Java
Sumatra

AUSTRALIA

South Australia
Victoria

SOUTH AMERICA

Argentina
Chile
Peru

Other Centres:

SABAH
SARAWAK
BRUNEI
BERMUDA
FIJI
GILBERT AND ELLICE ISLANDS
BRITISH SOLOMON ISLANDS
NEW HEBRIDES
NEPAL
ADEN
SEYCHELLES
VIETNAM
GUYANA

2. The GENERAL CERTIFICATE OF EDUCATION EXAMINATION can also be taken at Centres overseas, and may be assessed as if it had been taken in this country.
3. University of Cambridge Local Examinations Syndicate Oversea School Certificate (subjects must be passed at at least "very good" or "credit" level; this is sometimes expressed as A for very good, and C for credit).
4. Subject to the proviso set out in the next paragraph, the following certificates are also acceptable as at least the equivalent of a pass at ordinary level in the General Certificate of Education. Unless otherwise indicated, they should be assessed on a subject for subject basis, and candidates for student nurse training must have a minimum of 2 passes, including one of the Council's compulsory subjects, and must since the age of 11 years, have completed at least 5 years full-time education.

The subjects passed must include one which shows the applicant's ability to communicate in English. In countries where the normal language of instruction during general education has been English, a pass at the level indicated in the lists in English or History, may be accepted as being equivalent to an Ordinary level pass in English Language, English Literature or History in the General Certificate of Education. In countries where the medium of instruction would not normally be English, it cannot be assumed that a pass in English is equivalent to an "O" level pass. Such certificates are indicated by an asterisk in the following lists, and training schools are advised that candidates holding such certificates are not acceptable unless:-

- a. evidence is produced that English was the medium of instruction during the study of that subject, or;
- b. the candidate produces a certificate of competence in English (e.g. the London or Cambridge University Certificate of Proficiency in English or Lower Certificate in English or Spoken English as a second language (GRADES X or XI) from Trinity College London).

AUSTRALIA	Leaving Certificate of any Australian Territory (with the exception of South Australia). Matriculation Examination Certificate. Senior Public Examination of Queensland (AWARDED ON COMPLETION OF GRADE 12). Higher School Certificate.
*BELGIUM	Certificate d'Études Moyenne du Degre Superieures. Diploma of Education, International School of Brussels. Diploma of Higher Secondary Technical School.
*BRAZIL	Certificado de Licenca Cientifico/Clasica.
*BRUNET	Chinese Senior Middle School Examination (providing marks of at least "credit" level obtained).
*BURMA	Intermediate examination of all universities.

- CANADA** Grade XII in any province with one of the Council's compulsory subjects included, and providing marks of at least 50% have been obtained in all subjects.
In Quebec only, grade XI or fin d'études secondaires or Secondary V (Sec. V) Certificate with one of the Council's compulsory subjects included, and providing marks of over 50% have been obtained in all subjects.
- *CHILE** Chile University Bachillerato Chilian Certificado de Educacion Secundaria (taken after 6 years).
Chilian Certificate of Secondary Education - transcript must show that student reached 12th grade, and subjects must be passed at A or B level, i.e. 80%.
- *COLUMBIA** Bachillerato Certificate.
- *CYPRUS** Apolytirion, the name for any Greek or Greek Cypriot Gymnasium certificate, providing marks of at least 10 out of 20 have been obtained.
Certificate of Education (credit or distinction at least).
Diploma of Turkish Lycee (Devlet Lise Diploması) or Diploma of Commercial Lycee (Lise Bitirme Diploması), providing at least half marks have been obtained.
- *DENMARK** Studentereksamen.
Realeksamen or Almindelig Foreredelseseksamen.
- EAST AFRICA** East African Certificate of Education (at least "credit" level, i.e. grades 1 to 6).
(Subsidiary passes in the East African Advanced Certificate of Education can be accepted).
- *EGYPT** General Secondary Education Certificate, providing marks of at least 60% have been obtained.
(Secondary Certificate awarded by the American College for Girls, Cairo, should be evaluated on the same terms as qualifications gained in schools in the United States of America).
- ETRE** Irish Leaving Certificate (Grades A, B, C or D).
Matriculation Certificate of the University of Dublin, University College, Cork, or National University of Ireland.
- *ETHIOPIA** School Leaving Certificate.
General Secondary Education Certificate.
Secondary School Leaving Certificate.
- *FINLAND** Ylioppilastotkintotodistus or Matriculation Examination or University Entrance Examination Certificate.
- *FRANCE** Baccalaureat Certificate.
Diplome de Bachelier de L'Enseignement Secondaire.

- *GERMANY
 Abitur Certificate.
 Abschlusszeugnis.
 Mittlere Reife.
 Reifezeugnis.
 Zeugnis Der Reife.
 ABGANGSZEUGNIS (all at "sehr gut", "gut" and "befriedigend" levels only).
- GHANA
 Gold Coast Teachers Certificate "A".
 West African School Certificate (grades 1 - 6).
- *GREECE
 Apolytirion (may be translated as High School Leaving Certificate; Gymnasium Diploma or Graduation Certificate) providing at least 10 out of 20 marks have been obtained.
- *HAITI
 Baccalaureat, Port-au-Prince.
- HONG KONG
 Hong Kong English School Certificate or Hong Kong English Certificate of Education (at least credit level, i.e. Grades 1, 2 or 3 or A, B or C).
 *Chinese University of Hong Kong Matriculation Certificate.
- *HUNGARY
 GENERAL SECONDARY SCHOOL LEAVING CERTIFICATE.
- *ICELAND
 Studentsprof (may be translated as High School Graduation Diploma).
- *INDIA
 Indian School Certificate (grades 1 to 6).
 Intermediate examination of all universities taken after 2 years of a 4 year University Course, or completion of the first year examination in a three year degree course, providing marks of at least 40% have been obtained.
 Pre-medical examination Punjab University.
 Examination for Teacher's Certificate (Higher Grade).
 University Previous Examination, providing marks of at least 40% have been obtained.
- *INDONESIA
 Senior High School Certificate or UPPER GENERAL SECONDARY SCHOOL providing marks of at least 60% have been obtained.
- *IRAN
 High School Diploma or Iranian 12th Grade Diploma.
 Iranian Certificate of Completion of Secondary School Studies.
 Iranian Final Secondary School Certificate.
 Iranian Sixth (or Final) year Persian School Diploma (providing that in all cases at least half marks have been obtained, and that the applicant provides a certificate from the Ministry of Education, Teheran, stating that the foreign language studied and passed is English).
- *IRAQ
 Sec. School Baccalaureate AFTER 1970.
- *ISRAEL
 Matriculation Certificate (Bagrut)

- JAMAICA Certificate of Education (providing marks of at least 60% have been obtained).
- *JAPAN A University Degree taken after 12 years of primary and secondary education plus 4 years at University. (English can only be accepted if it was a major subject in the degree or was studied in the 6 years of secondary education prior to the University course).
- KENYA EAST AFRICAN CERTIFICATE OF EDUCATION (grades 1 - 6).
- *JORDON General Secondary Education Certificate, providing marks of at least 60% have been obtained.
Jordan Third Secondary Certificate.
- *LEBANON Baccalaureat Examination, providing at least half marks have been obtained.
- *LIBERIA Department of Education Senior High School Certificate; transcript of school record must show an average of at least 80% over the four grades, 9 - 12, in required subjects.
- *MALAYSIA Malaysia Certificate of Education, or Malaya School Certificate or School Certificate and Malaysian Certificate of Education Examination (at least credit level i.e. grades 1 to 6).
Malaysia Certificate of Education incorporating a General Certificate of Education set by the University of Cambridge Local Examinations Syndicate. Subjects must be passed at at least grades 1 to 6, i.e. GCE Ordinary level. (It is known that this examination is conducted in English).
Senior Middle III Course School Examination Diploma, or Malaysian "Sabah" Senior Certificate, providing marks of at least 60% have been obtained.
SIJIL PELAJARAN (this examination is conducted in Malay).
- *NETHERLANDS Dutch Secondary (Gymnasium) School "B" Certificate.
Final Examination of the Hogere Burger School, Diploma A or B.
H.A.V.O. (after 1972)
- NEW ZEALAND Higher School Certificate.
SCHOOL CERTIFICATE.
University Entrance Board Matriculation.
- NIGERIA (see also West Africa) Preliminary Certificate of the Corporation of Secretaries.
WEST AFRICAN SCHOOL CERTIFICATE (Grades 1 - 6).
- NORTHERN IRELAND General Certificate of Education.
Grammar School Senior Certificate.

- *NORWAY** Examen Artium (This is a university entrance examination three years after the Vitnamel Fra 9-Arig Skole).
Vitnamel Fra 9-Arig Skole.
Realskole Eksamen (now replaced by the above).
- *PAKISTAN** Higher Secondary Certificate or Intermediate Certificate in any province.
Intermediate examination of all universities.
- *PERU** Certificado de Secundaria Completa.
- *PHILIPPINES** Graduation from a secondary school with marks of at least 80% in all subjects, and completion of 2 years at a State Teacher Training College or National Teachers College (no other colleges acceptable).
B.Sc. degree in Education or in Elementary Education
- *POLAND** Matura Gimnazjalna Matura Licealna.
MATRICULATION EXAMINATION.
CERTIFICATE OF GRADUATION.
- *PORTUGAL** 5th Year Examination at Liceu.
6th Year Examination at Liceu.
- SCOTLAND** Leaving Certificate or Senior Certificate at Higher or Lower grades.
Preliminary examination of all universities of Scotland.
Scottish Certificate of Education (Ordinary level = "O" level; higher level pass of 65% or more = "A" level).
- SIERRA LEONE** HIGHER TEACHERS CERTIFICATE (this is awarded after a 3 year course; requirements for entry to the course are 4 "O" levels, including English Language).
West African School Certificate (grades 1 - 6).
- *SINGAPORE** Government Secondary IV Examination (at least credit level, i.e. grades 1 to 6).
Government Secondary IV School Certificate (Chinese) Examination (credit level, i.e. grades 1 to 6).
Government Higher School Certificate Examination.
(Principal subjects equivalent to GCE "A" level, a subsidiary pass equivalent to "O" level).
- *SOUTH AFRICA** The following are acceptable providing marks of at least 40% or grades A, B, C, D or E, have been obtained:-
- a) Universities Matriculation Certificate (Standard X) alias South African Joint Matriculation Board Matriculation Certificate.
 - b) South African Senior Certificate Art (Standard X).
 - c) Natal Senior Certificate.
Cape Senior School Certificate.
 - d) Transvaal Secondary School Certificate.
 - e) Transvaal University Entrance Examination.
 - f) National Senior Certificate.

- SOUTH AFRICA (cont.) The University of South Africa School Leaving Certificate.
Cape of Good Hope Coloured Primary Teachers Certificate and Lower Certificate.
Natal Teacher's Senior Certificate.
- *SOUTH VIETNAM Baccalaureat, providing marks of at least 60% have been obtained.
- *SPAIN Bachillerate Laboral Superior.
Titulo de Bachiller Superior or a first degree of any Spanish University. (This is normally taken after 6 years study following Bachillerate Laboral Superior).
- *SRI LANKA Senior School Certificate and General Certificate of Education at at least "distinction", "very good" or "credit" level.
Ceylon General Certificate of Education (ordinary level) Examination at at least distinction or credit level.
- *SWEDEN Avgangsbetyg efter Slutford Larokurs i Gymnasieskolan.
Gymnasium Slutbetyg, providing marks of 5, 4 or 3 have been obtained.
Studentexamen (Matriculation) Realexmen.
LOWER GENERAL SECONDARY SCHOOL LEAVING CERTIFICATE.
- *SWITZERLAND Maturité Certificate of any Swiss Canton.
Maturitätszeugus.
- *SUDAN Joint Examination for the Sudan School Certificate and General Certificate of Education (at least credit level, i.e. grades 1 to 6).
Sudan School Certificate (at least credit level).
- *SYRIA General Secondary Education Certificate, providing marks of at least 60% have been obtained.
Baccalaureate, providing marks of at least 60% have been obtained.
- *TAIWAN (Chinese National Republic) Final Certificate from a Chinese High School.
High School Certificate, grade XII passes at "A" or "B", or over 60%.
- *TANZANIA Primary Teachers Certificate (grade 1).
NATIONAL FORM 4 EXAMINATION (at A, B or C).
- TASMANIA Matriculation Certificate.
Higher School Certificate.
- *THAILAND 2nd (Final) Year Certificate of preparatory College of Science.
School Leaving Certificate or Mathayon VIII. (Now replaced by Mathayon Suksa 5, providing marks of 60% have been obtained and providing certificate is taken after 12 years primary and secondary education.
- *UNITED ARAB REPUBLIC General Secondary Education Certificate, providing marks of at least 60% have been obtained.

UNITED STATES OF AMERICA

Individual consideration will be given to High School Graduation Diplomas, grade 12 (a transcript of High School record must be submitted with the Diploma; subjects must be passed at A or B grades, i.e. 80% or above).
General completion of first year University studies. The Degree of Associate in Arts.

*VIETNAM

Baccalaureat, providing marks of at least 60% have been obtained.

WEST AFRICA

West Africa Schools Certificate (at least credit level, i.e. grades 1 to 6 inclusive).

*YUGOSLAVIA

Final Certificate of Education or Matriculation or Matura or Final Examination Certificate.

5. The following educational certificates in this country are also acceptable on a subject for subject basis, as the equivalent of the General Certificate of Education at ordinary level:-

City and Guilds National Retail Distribution Certificate.
East Midlands Educational Unions General Course in Science, providing subjects passed at at least "credit" level.
INTERNATIONAL BACCALAUREATE (this is accepted by all UK universities for matriculation purposes and can be considered equivalent to 5 GCE passes, including 2 at "A" level).
Institute of Linguists' Student Stage II and III Examinations.
Joint Matriculation Board's Test in English.
London Chamber of Commerce Intermediate Certificate.
Northern Counties Technical Examination Council Homecraft Course B (Pre-Nursing).
Pitman's Examinations Institutes' Advanced Level.
ROYAL INSTITUTE OF PUBLIC HEALTH AND HYGIENE - CERTIFICATE IN GENERAL HYGIENE.
Royal Society of Arts Stages II and III (at at least credit level).
ROYAL SOCIETY OF ARTS SCHOOL CERTIFICATE (at credit level).
Universities of London or Cambridge Proficiency in English Certificate.
UNIVERSITIES OF LONDON OR CAMBRIDGE LOWER CERTIFICATE IN ENGLISH.

6. A pass in the educational entrance test set by the Central Midwives Board for entry to midwifery training is acceptable for entry to training for the Register of Nurses (confirmation that an applicant has passed this test must be obtained from the Central Midwives Board).

IMPORTANT

Please note that this is not a complete list of all acceptable certificates. The list is being continually added to as enquiries concerning other certificates are received and considered.

7. The following overseas educational certificates are NOT considered to be equivalent to the General Certificate of Education at ordinary level:-

- ADEN Leaving Certificate from an Intermediate or Junior Secondary School.
- AFGHANISTAN Grade 10 and 11 Kabul University.
- AUSTRALIA Intermediate Certificate.
Junior Certificate.
State Scholarship Examination.
New South Wales School Certificate taken after four years secondary schooling.
- AUSTRIA Kaufmanns Gehilfenbrief.
- BELGIUM Belgium Diploma Section Commerciale A6/A3.
- CANADA Grade XI Diploma of any province (except Quebec).
McGill School Certificate.
- CYPRUS Public Comm. Vocational School - leaving certificate.
- DENMARK Mellemskoleeksamen.
- EIRE Day Vocational Course Certificate.
Primary and Intermediate School Examinations.
Dublin Examining Board Honours Certificate.
Irish Leaving Certificate, Grades E & F.
- FINLAND Keskikoulou Paastokorja.
Keskikoulou.
Middle School Certificate.
- FRANCE Brevet d'Etudes du Premier Cycle.
- GHANA Middle School Certificate
P.2 and P.3 Teachers' Certificate.
School Leaving Certificate.
- HONG KONG Hong Kong Chinese School Certificate.
Hong Kong Chinese Certificate of Education.
- ICELAND Middle School Examination.
- INDIA Admission Examination to a University.
Anglo Indian High School Examination.
Higher Secondary School Examination Certificates.
High School Examination, Bangalore.
Matriculation Examination.
Pre-University Examination.
Secondary School Examination Certificate.
- IRAQ Secondary School Baccalaureate (Before 1970).

A 17

ITALY	Diploma Di Licenza Media. Diploma Di Ammissione Al Liceo Classico.
JAMAICA	1st, 2nd and 3rd Jamaican Local Examinations. Grade III Teachers' Certificate.
KENYA	Kenya African Preliminary Examination Certificate of Nairobi. Kenya External Standard VIII Examination Certificate Standard VIII Examinations. Teachers' T2, T3, P2 and P3 Certificate.
MALAWI	Government School Leaving Certificate Standard 8.
MALAYSIA	Lower Certificate of Education. Form IV Certificate of Penang. Malaysia "Sabah" Junior Certificate. Primary Teachers Certificate.
MAURITIUS	Form IV Examination.
MEXICO	Certificate from the Escuela Secundaria.
NETHERLANDS	Getuigschrift Middelbareschool. Hoga Algemeen Voortgezet Onderwiss (before 1972). M.A.V.O. Netherlands Antilles Central School Diploma. Netherlands MULO Diploma or ULO Certificate.
NEWFOUNDLAND	GRADE XI IN THE PUBLIC EXAMINATIONS.
NIGERIA	Nigerian 1st School Leaving Certificate. Modern III Certificate and Modern II Certificate. Secondary Class IV Certificate. Secondary Modern School Leaving Certificate, Western Nigeria. Secondary School Leaving Certificate. Teachers' Grade III Certificate.
NORTHERN IRELAND	Grammar School Junior Certificate.
PAKISTAN	Secondary School Certificate. Matriculation Certificate of East Pakistan.
PHILIPPINES	4 year Secondary School Course. Secondary School Diploma.
RHODESIA	South Rhodesian Junior Certificate Standard Six. Upper School Leaving Certificate Standard VI. External Junior Certificate Examination.
SARAWAK	Junior Secondary School Certificate.
SCOTLAND	Senior Secondary Certificate.
SOUTH AFRICA	South African Junior Certificate, or University of South Africa Junior Certificate, or Cape Junior Certificate. Standard VIII.

SPAIN	Bachiller Elemental.
SRI LANKA	General Certificate of Education at ordinary pass or fail level.
SWEDEN	Avgangsbetyg Fackskola. Grundskolen Slutbetyg. Leaving Certificates from Swedish Comprehensive School and Trade School. Swedish Practical Lower Certificate.
SWITZERLAND	Certificat Du Premier Degree.
TANZANIA	Territorial Standard X Examination. Third Class Certificate.
TASMANIA	Schools Board Certificate. School Certificate.
UGANDA	Junior Secondary Leaving Certificate. Junior and Senior Secondary III Certificate. Primary School Leaving Certificate.
UNITED STATES OF AMERICA	8th Grade Diploma from any school. High School or University Equivalency Diplomas.
WEST INDIES	Barbados - School Leaving Certificate. Grenada - School Leaving Certificate. Grenada - Pupil Teachers' Examination of the Department of Education. Monserrat - Leaving Certificate (Senior Grade). St. Kitts - Standard VII Examination Certificate.
YUGOSLAVIA	"Svjedozba" Certificate.
ZAMBIA	General Secondary Certificate. Form II Certificate. Also Forms III and IV.

8. The following educational certificates in this country are NOT acceptable as the equivalent of the General Certificate of Education at Ordinary Level:-

- Army Certificate of Education Senior Test.
- Central School Certificate.
- Examination of the English Speaking Board.
- Glamorgan Education Committee Secondary School Certificate.
- Glasgow Third Year Certificate.
- Monmouthshire Certificate of Education.
- Northern Counties School Leaving Certificate.
- Pitman's Examination Institute Advanced Level (2nd Class)
- "English for Overseas Candidates".
- Royal Air Force Education Test, Part II
- Union of Educational Institutes Secondary School Leaving Certificate.
- Royal Society of Arts (Stage I)
- College of Preceptors.
- Union of Education Institutions Pre-Senior Technical Course Part B.

IMPORTANT

Please note that this is not a complete list of all educational certificates which are not acceptable. The list is being continually added to as enquiries concerning other certificates are received and considered.

TABLE 5.

NUMBER OF NURSES IN THE THREE AREAS BY LEVEL OF QUALIFICATION AND NUMBER EMPLOYED (Based on National Reports of Member Countries of the International Council of Nurses 1973(55))

COUNTRY AND POPULATION	EQUIVALENT TO STATE REGISTRATION		EQUIVALENT TO STATE ENROLMENT		EQUIVALENT TO AUXILIARY				
	TITLE	NO. REGISTERED	NO. EMPLOYED	TITLE	NO. REGISTERED	NO. EMPLOYED			
KENYA 11,000,000	KRN* (KENYA)	4,000	2,000	EN ⁺	5,000	5,000	NIL	-	-
MALAYSIA 10,574,925 (FEDERATION OF MALAYSIA)	RNFY	4,980	4,336	ASSISTANT COMMUNITY NURSE	?	?	?	?	?
NIGERIA 56,000,000 (NIGERIA)	NRN	NOT KNOWN	NOT KNOWN	COMMUNITY NURSE	NOT KNOWN	NOT KNOWN	-	-	-
PHILIPPINES 35,883,000	RN (NOT LEGAL TITLE)	NO ANSWER	-	-	-	-	-	-	-
UGANDA 10,500,000	URN (UGANDA)	NOT KNOWN	EN	NOT KNOWN	NOT KNOWN	NURSING AUXILIARY	NOT KNOWN	NOT KNOWN	NOT KNOWN
GHANA		NO	REPORT	REPORT	SENT	SENT			

* RN = REGISTERED NURSE

+ EN = ENROLLED NURSE.

Autumn/Spring 1973-4.

Letter to District Nursing Officers or Principal Nursing Officers for Education.

Dear

I am engaged in research into the problems of communication facing overseas nurses in training in the U.K. Your hospital was mentioned by the General Nursing Council, as having student and pupil nurses from the overseas groups upon which I am basing my research.

The ultimate aim of the research is to produce a course containing components of cross-cultural comparison and of relevant hospital/nursing English. This, I am sure, would benefit not only the nurses themselves but also the patients and hospitals they serve.

As I am a qualified nurse of 13 years' standing, I understand very well the problems created for hospitals which train overseas students. As I am also a qualified teacher of English and have studied education in developing countries, with some years' experience of teaching English to nurses in Africa, I have some idea of the roots from which the overseas nurses' difficulties arise.

Clearly, though, before I can produce a course, I need to discuss the problems with Principal Nursing Officers, particularly those concerned with nurse education, and to consider their views on how they feel such a course might best be constructed to meet the needs of both hospital and student.

The first stage of the research will take the form of questionnaires to student/pupil nurses to ascertain whether they think they have language problems and, if so, what they think those problems are, (e.g. Reading/writing/hearing; idiom/euphemism/innuendo etc.). Discussion with Principal Nursing Officers will establish the difficulties of teaching a heterogeneous group, whether there are common language problems and in what ways a course might reduce these.

Having analysed these data, I envisage active participant observation to determine how far the students' stated difficulties match their actual performance. By working for a few months with the students concerned, I should be able to establish the areas of greatest difficulty and to construct the projected course accordingly.

Would it be possible for me to use your hospital as one of the centres of my research? If so, I would be very grateful for the opportunity to discuss the matter with you in greater detail and to meet your Principal Nursing Officer for education.

I would like to suggest one of the following dates for a meeting, at any time convenient to you:

(DATES)

I look forward to hearing from you.

Yours sincerely,

Geographical Distribution of Nurse Training Schools:
selected, contacted, accepted.

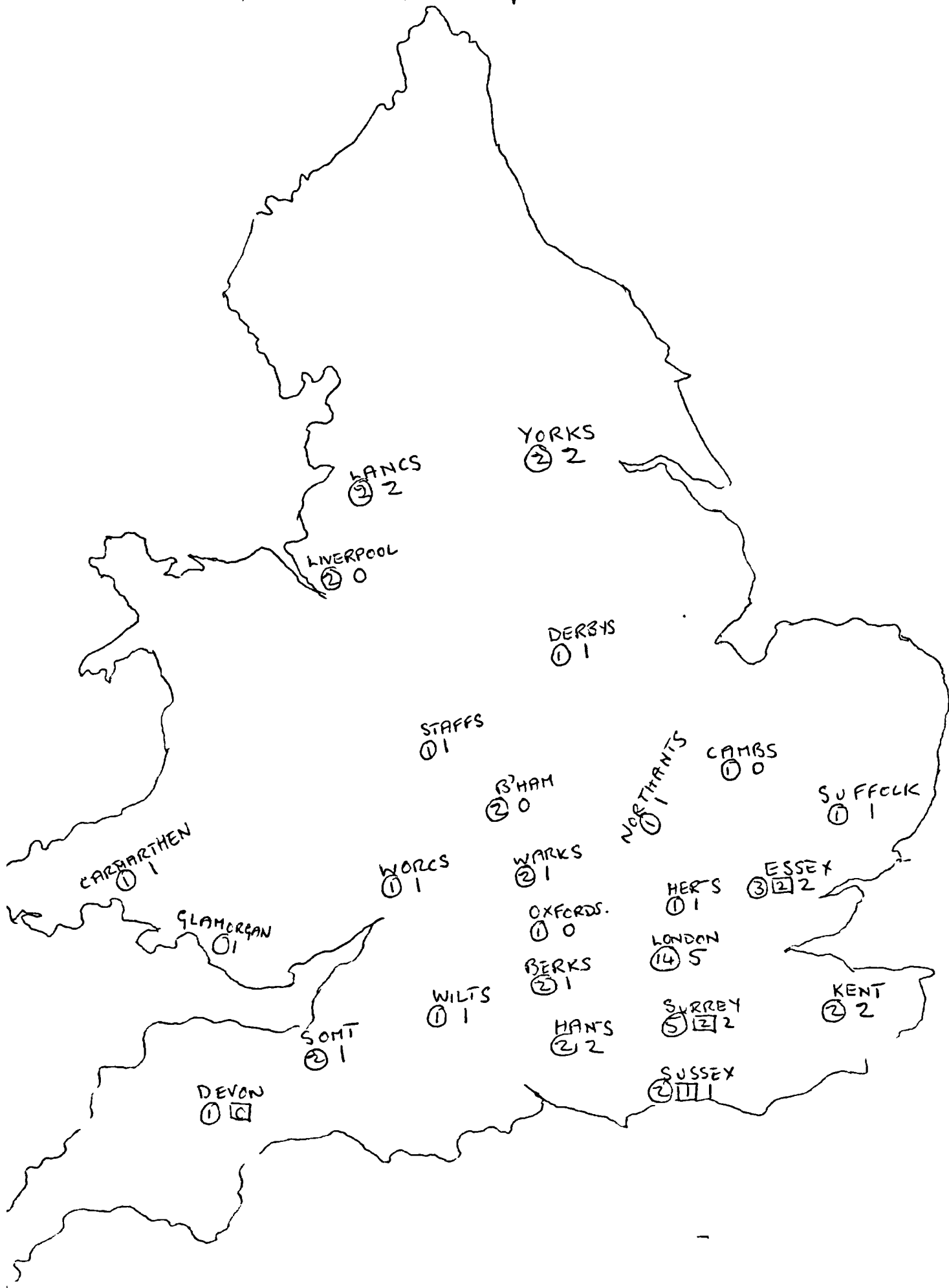


TABLE 6
TRAINING SCHOOLS SELECTED FOR SURVEY (BY TYPE OF TRAINING (5)).

TYPE OF TRAINING SCHOOL	SELECTED	CONTACTED	ACCEPTED	REFUSED	NO ANSWER
G	30	27	13	12	2
Ps	10	8	6	1	1
M/S	1	1	1	-	-
G/PS	7	5	5	-	-
PS/M/S	2	2	1	1	-
G/PS/M/S	4	4	4	-	-
TOTAL	54	47	30	14	3

G = General
 PS = Psychiatric
 M/S = Mental
 Subnormality

APPENDIX IX

M F S P

1. Nationalities: S.E.Asians:
W/E Africans:
Mauritians:
2. RECRUITMENT
Direct from overseas:
3. Already resident in U.K.
4. Through whom apply: Embassy/High Commission:
Direct:
5. Preselection procedures:
6. Entry requirements: G.N.C. minimum:
additions:
7. G.N.C.Test: Yes No.
8. At whose request: a) Hospital b) Own.
9. How often:
10. Pass mark: failure rate:
11. More relevant test:
12. Hospital test:
13. Orientation course:
14. How long:
15. Includes language classes:
16. Attend classes elsewhere:
17. Difficulties with: spoken word
accent/dialect
written word:
note-taking:
telephoning:
18. Case for simplified text books:
19. Educational Techniques: group discussions:/seminars:
Audio-visual aids:
20. Difficulties with these:

21. Differences in national groups re level of language competence:
22. Difficulties in teaching mixed national groups:
23. Case for special course:
24. Do nurses talk own language amongst themselves:
25. Effect on progress in English:
26. Names of students/pupils for questionnaires:
27. Principal Nursing Officer to help:
(with distribution)
28. Participant Observation:

APPENDIX V

A 25

QUESTIONNAIRE FOR STUDENT AND PUPIL NURSES

PART 1

Age 1 Sex 2 Nationality 3

Ethnic Group 4 Father's occupation 5

Primary Education: No. of years 6

Language used by teachers (in classroom) 7

Secondary Education: No. of years 8

Language used by teachers (in classroom) 9

How many years have you studied English 10

What language do you speak with your family 11

friends at home

friends in England

Educational certificates gained 12

Subjects taken. 13

Were any of the following used for teaching purposes in your schools. 14

tape recorders

overhead projector

discussion groups

colour slides

films

(Please tick where appropriate).

Were you given any information before you left home about 15 (Cross out No if you were and Yes if you were not)

British customs and culture Yes / No

Requirements for nurse training in U.K. Yes / No

Types of training in Britain Yes / No

The National Health Service Yes / No

Did you know anything about hospitals / public health services before you started your training: 16 (Tick whichever is appropriate)

a little _____

some _____

a lot _____

Did you know anyone in Britain before you came here: 17

relatives _____

friends _____

other (state) _____

If yes, were they in 18

medicine _____

nursing _____

other (state) _____

Are they still here. 19 Yes / No

Did you choose your own training school. 20 Yes / No

If yes, where did you get your information: 21

a friend _____

relative _____

High Commission/Embassy _____

journal (which one) _____

school _____

advertisement _____

-3-

Are you a student-nurse 22 _____
 pupil-nurse _____

(Tick the one which is appropriate)

Did you choose this yourself 23 Yes / No

Have you taken the General Nursing Council Test. 24 Yes / No

If yes, how many times 25 _____

Did you ask to take it 26 Yes / No

If you are a pupil nurse, do you intend to train for the Register later. 27 Yes / No

What part of the Register/Roll are you training for 28
 general _____
 psychiatric _____
 mental subnormality _____

Did you choose to do this yourself. 29 Yes / No

How long were you in this country before you started your training 30
 days _____
 weeks _____
 months _____
 years _____

If longer than a few days, did you have another job 31 Yes / No

If yes, what was your job 32 _____

If no, what did you do 33 _____

Do you attend any special classes (e.g. O level courses, subjects which interest you) 34

If yes, what subject 35 _____

-4-

PART 2

Do you find that medical/hospital language is very different from ordinary English. 36

Yes / No.

If so, do you find it difficult to understand (Tick those which apply to you) 37

patients _____

English students in your own group _____

senior staff _____

teaching staff _____

Do you find it difficult to speak to 38

patients _____

English students in your own group _____

senior staff _____

teaching staff _____

In your nursing studies, do you find difficulty with 39

reading _____

writing _____

Are any of the following used for teaching purposes in your training school 40

tape-recorders _____

overhead projector _____

discussion groups _____

colour slides _____

films _____

About how many hours per week do you spend on private study 41

Are you told what to do in your study time 42

Yes / No

Do you choose for yourself 43

Yes / No

If you aren't told what to do, would you find it helpful if you were.

44

Yes / No

Are you ever asked to perform services for a patient in which you have not been adequately instructed.

45

Yes / No

Do you think that a course of instruction in medical/hospital language would be useful before starting training.

46

Yes / No

If yes, which of the following items do you think it should deal with:
(Please tick the ones you would like. Leave out any which you think are unnecessary).

47

listening to different English accents

explanation of and practice in using technical terms

information on medical symbols and abbreviations

practice in taking notes during lectures

information on the N.H.S. and hospital personnel

~~language patients use when asking for things or discussing their illnesses~~

information on the customs of the country where it affects a nurse's care of patients.

information on the British way of life generally.

APPENDIX VI

QUESTIONNAIRE FOR STUDENT AND PUPIL NURSES (L1)

PART I

1 Age _____ 2 Sex _____

3 Nationality:
(SCOTTISH/WELSH/IRISH ETC) _____

4 Father's Occupation: _____

5 Primary Education: no. of years: _____

6 Language used by teachers
(in classroom)
(e.g. Welsh/Irish) _____

7 Secondary Education: no. of years: _____

8 Language used by teachers
(in classroom) _____

9 How many years have you studied English
(if Welsh/Irish) _____

10 What language do you speak with your family _____
FRIENDS AT HOME _____
friends in England _____
(if Welsh/Irish)

11 Educational certificates gained: _____

12 Subjects taken: _____

13 Were any of the following used for teaching purposes in your schools
tape recorders _____
overhead projector _____
discussion groups _____
colour slides _____
films _____

(Please tick where appropriate)

4 Were you given any information before you started training about:

types of training:	Yes/No
requirements for nurse training	Yes/No

15 How much did you know about hospitals/health services before you started your training

(tick whichever is appropriate)

a little	_____
some	_____
a lot	_____

16 Did you have any friends/relatives in medicine /nursing before you started your training:

friends	_____
relatives	_____
in: medicine	_____
nursing	_____

17 Did you choose your own training school

Yes/No

18 If yes, where did you get your information:

a friend	_____
relative	_____
journal (which one)	_____
school	_____
advertisement	_____
General Nursing Council	_____

19 Are you a student nurse

pupil nurse

(tick the one which is appropriate)

20 Did you choose this yourself

Yes/No

21 Have you taken the General Nursing Council Test:

Yes/No

22 If yes, how many times

23 Did you ask to take it

24 If you are a pupil nurse, do you intend to train for the Register later on

Yes/No

25 What part of the Register/Roll are you training for:

general

psychiatric

mental subnormality

26 Did you choose to do this yourself

Yes/No

27 How long a gap was there between your leaving school and starting your training:

days

weeks

months

years

28 If longer than a few days, did you have another job

Yes/No

29 If yes, what was your job

30 If no, what did you do

31 Do you attend any special classes (e.g. O Level courses, subjects which interest you)

Yes/No

32 If yes, what subject(s)

- 33 Do you find that medical/hospital language is very different from ordinary English Yes/No
- 34 Do you find it difficult to understand
- patients _____
- other students
(if yes, state which) _____
- senior staff _____
- teaching staff _____
- 35 Do you find it difficult to speak to
- patients _____
- other students
(if yes, please state which) _____
- senior staff _____
- teaching staff _____
- 36 In your nursing studies, do you find difficulty with
- reading _____
- writing _____
- 37 Are any of the following used for teaching purposes in your School
- tape recorders _____
- overhead projector _____
- discussion groups _____
- colour slides _____
- films _____
- 38 About how many hours per week do you spend on private study _____
- 39 Are you told what to do in your study time Yes/No
- 40 Do you choose for yourself Yes/No
- 41 If you aren't told, would you find it helpful if you were: Yes/No
- 42 Are you ever asked to perform services for a patient in which you have not been adequately instructed Yes/No

43 Do you think that a course of instruction in medical/hospital language would be useful before starting training

Yes/No

44 If yes, which of the following items do you think it should deal with:
(Please tick the ones you would like. Leave out any which you think are unnecessary)

acclimatisation to different English accents

explanation of and practice in using technical terms

information on medical symbols and abbreviations

practice in taking notes during lectures

information on the N.H.S. and hospital personnel

language patients use when asking for things or talking about their illnesses

information on different local customs where it affects a nurse's care of patients

University of London Institute of Education

Malet Street, London WC1E 7HS Telephone 01-636 1500



Director William Taylor BSc Econ, PhD

Deputy Director Ian Michael CBE, BA, PhD

Dear Student,

Enclosed with this letter you will find a questionnaire. Before you look at the questionnaire I would be very grateful if you would do me the honour of reading this letter first.

First I will explain why I have sent out questionnaires; then I will explain how I happened to send one to you.

In 1965 I went to France as a nurse for a year. I had learnt French at school for eight years and it was one of my subjects at A level. I could speak French well, generally speaking, but when I went into the hospital I could hardly understand what the patients said to me; nor could I speak with them very easily. It took six months before I could speak freely with them. This sometimes made me very unhappy. I found that my difficulty arose because in hospitals they use a different kind of French: the patients, doctors and nurses have funny ways of talking about illnesses and treatment. Also, they spoke with different accents.

Then I went to Nigeria for two years, where I taught in a School of Nursing. I noticed there that the nurses had the same difficulty with "hospital language" as I had had in France. Because I understood the difficulties of "hospital language" I was able to help them quite a lot.

When I came back to England, therefore, I asked several of my overseas nursing friends whether they had difficulties with the "hospital language" in England and they agreed that, at first, they had. Some of them had tried to get help from local Colleges of Further Education but they found it wasn't very helpful because the Colleges only dealt with the kind of language my friends already knew. They felt, however, that if the Colleges had taught them about the special hospital language that patients use or that doctors and nurses use when talking to or about patients, it might have been useful.

So/

So I decided to find out whether there were many overseas students who felt like my friends. If there are enough of you who feel that it would be useful to have some help in understanding special hospital language at the beginning of your training, I can do something about it. There was no such help available to me in France and I regretted it very much. I think such help ought to be available for those who want it.

You yourself may be one of the very lucky ones who had no difficulty at all when you were face-to-face with your first lot of patients. There must be many like me, however, who were confused and unhappy because they couldn't understand what the patients were talking about because no-one had explained to them about the different kind of language used in hospitals and wards.

This is why I appeal to you to fill in the questionnaire. As you will see, I have not asked you for your name or for the name of your training school. When the forms come back to me I shall not know who filled them in or who threw them away. More importantly, I do not want to know. I have sent out 500 forms and I only want to know how many would have, like me, been grateful for some help (X) and how many feel that such help is unnecessary.(Y). If the number X is greater than the number Y, I can perhaps provide that help. If Y is greater than X, I shall forget all about it.

The reason I happened to send one to you, personally, is that I collected up 1,500 names from all over the country. I then took every third name, just like that, and yours happened to be one of them. I do not know at this moment whether you are a student-nurse or a pupil-nurse, what type of training you are doing or even what country you come from. When you fill in the form this information will be on it but not your name or the name of your training school. Therefore I cannot possibly know who sent the form back to me. Anyway, as I have said before, I do not want to know.

I have sent them all in the same envelope to your Principal Nursing Officer (Education) to save expense. (500 separate letters would cost a lot of money. I have enclosed a separate stamped addressed envelope for you to send the form back yourself if you want to).

If you do fill the form in I would like to thank you very much for doing so. I must thank you now - for co-operation deserves thanks - because

afterwards/

- 3 -

afterwards I shall not know whether you were one of those who filled it in or not.

One final point. Please fill it in by yourself, giving your own honest opinion. Your Principal Nursing Officer may explain one or two points to you about filling in questionnaires but he or she will not ask you to fill it in if you do not want to. Nor will you be asked if you filled it in.

Yours sincerely,

Paula J. Edwards.

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

MALET STREET, LONDON W.C.1

Dear Student,

Enclosed with this letter you will find a questionnaire. Before you look at the questionnaire itself, I would be very grateful if you would read this letter so that you know what it is all about.

I am engaged in research into the problems of communication facing overseas nurses in training in the U.K. I hope, eventually, to produce a course dealing specially with hospital communication which will help them to understand a little better the particular problems that arise in a hospital situation.

Before I can do this I must find out whether any of the problems which overseas nurses encounter are also experienced by English-speaking students who have been born and brought up in Britain. For example, local dialects and accents often cause difficulty in understanding for anyone not born and bred in the particular region.

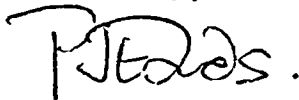
If, therefore, you decide to help me by filling in the questionnaire may I thank you very warmly for your co-operation. You will see that I have asked neither for your name nor for the name of your Training School so nothing you say will be traceable to you and you will remain entirely anonymous.

May I ask you to fill in the questionnaire by yourself, without consulting anyone else and to please give your honest opinions.

I shall be working in your hospital until Friday morning inclusive so if you could put it in the envelope provided, seal it and leave it with you Principal Nursing Officer for Education, he or she will see that it reaches me.

Many thanks.

Yours sincerely,



(Miss) P. J. EDWARDS, H.A. S.R.N. S.C.M.

TYPE OF TRAINING:

TYPE OF BLOCK: (STUDENT/PUPIL/1ST, 2ND, 3RD YR)

LENGTH OF SESSION:

TYPE OF PARTICIPATION	TYPE OF ACTIVITY				
	LECTURE	DISCUSSION GROUP	DEMONSTRATION	FILM	AUDIO-VISUAL AIDS
1	SEEKS INFORMATION				
2	SEEKS CLARIFICATION (CONTENT)				
3	SEEKS CLARIFICATION (LANG.)				
4	GIVES INFORMATION				
5	FAILS TO FOLLOW DIRECTION				
6	FOLLOWS DIRECTION				
7	ANSWERS QUESTION SPECIFICALLY ASKED				
8	ANSWERS QUESTION NOT SPECIFICALLY ASKED				
9	FAILS TO ANSWER QUESTION SPECIFICALLY ASKED				
10	STUDENT IDEA				

* E - English o/s - overseas

TABLE 7

METHODS OF LIST-ARRANGEMENT ADOPTED BY TRAINING SCHOOLS
(N = 28)

	1	2	3	4	5	6	7	
	LIST ARR. VERT.	LIST ARR. HORIZONT.	YEAR OF TRAINING	COUNTRY GIVEN	AREA GIVEN	(x) STATUS GIVEN	ARR. ALPHABET	
TRAINING SCHOOL NUMBER	2	✓	✓	X	✓R	X	✓CTA	X
	7	✓	X	X	✓†	X	X	X
	8	✓	X	X	✓R	X	X	X
	9	✓**/o	X	X	✓A	X	✓R	X
	10	✓	X	X	✓R	X	✓CSA	✓
	11	✓	X	X	✓R	X	✓NO PUPILS	X
	15	✓	X	X	✓R	X	✓CSA	X
	16		N O L I S T					
	18	✓**/o	X	✓	✓R	X	✓CSA(H)	X
	20	✓**/o	X	X	✓R	X	✓R	✓
	22	✓	✓	X	✓R	X	✓CTA	X
	23	✓o	✓oo	X	✓A	X	✓CSA	X
	26	✓	X	X	X	X	X	X
	28	✓	X	✓	X	X	✓CSA	X
	29	✓	X	✓	✓	X	✓CSA	X
	30	✓	X	X	X	X	X	✓
	32	✓	✓	X	X	X	✓CTA	✓
	36	✓**	✓*	X	✓A	X	X	X
	37	✓o	✓oo	X	✓A	X	✓CSA	X
	40	✓	X	X	✓R	X	✓CSR	X
	42	✓**	✓*	X	✓A	X	✓CSR	X
	43	✓**/o	X	✓	✓A	X	✓NO PUPILS	X
	45	✓	X	✓	✓R	X	✓NO PUPILS	X
	47	✓o	✓oo	X	✓A	X	X	✓
	48		N O L I S T					
	49	✓	X	✓	X	X	✓CSA	✓
	51	✓	X	X	✓R	X	✓NO PUPILS	X
	52	✓	X	X	✓R	X	✓CSA(H)	X
53	✓	X	X	✓R	X	✓CSA	X	
54	✓**/o	X	X	✓A	X	✓CSA	X	
TOTALS	28	8	6	R 14 A 9	-	A 18 R 4	6	

(x) = i.e. STUDENT / PUPIL (COL.6)

R = RANDOM

A = ARRANGED

CT = SIDE BY SIDE) SEE

CS = CONSECUTIVE) TEXT

† = MAURITIANS ONLY

H = PUPILS/STUDENTS

(i.e. when arranged in order it is customary to put students first)

** = VERTICAL IN COUNTRIES

* = HORIZONTAL WITHIN "

oo = HORIZONTAL IN "

o = VERTICAL WITHIN " (SEE TEXT)

TABLE 8

NO. OF STUDENT/PUPIL NURSES PER NURSE TRAINING SCHOOL
FROM AREA GROUPS

AREA	STATUS*	WEST/EAST AFRICA		SOUTH EAST ASIA		MAURITIUS		TOTALS		
		S	P	S	P	S	P			
NTS NUMBER AND TYPE OF TRAIN- ING.	2PS/MS	5	0	5	5	4	3	22		
	7 MS		0		0		53	53		
	8 G		13		39		36	88	S=STUDENT- NURSE	
	9 PS	-	-	4	-	6	3	13		
	10 PS		17		55		6	78	P=PUPIL- NURSE	
	11 G	1	-	66	-	1	-	68		
	15 G	2	8	24	12	9	11	67		
	16 PS			N O L I S T					-	*=WHERE STATUS INDICATED BY HOSPITAL
	18 G	-	-	-	43	-	-	43		
	20G/PS/MS	8	7	49	6	9	12	91		
	22G/PS	14	6	39	56	4	3	122		
	23 G	-	-	26	3(*)	4	18(*)	51	(*)=INCLUDES 2-YR.BASIC COURSE TRAINEES WHO ARE NEITHER STUDENT NOR PUPIL.	
	26G/PS/MS	N O T D I V I D E D I N T O 66 C O U N T R I E S							66	
	28 G	-	-	64	3	2	1	70		
	29 G	7	4	59	17	-	-	87		
	30 G	N O T D I V I D E D I N T O 12 C O U N T R I E S							12	
	32 PS	"		"	"	"	"	66		
	36G/PS		1		16		37	54		
	37PS	7	1	10	1	7	4	30		
	40 G	-	-	5	2	5	0	12		
	42 G	1	-	20	6	13	9	49		
	43 PS		16		13		45	74		
	45G/PS	-	-	38	-	-	-	38		
	47 G	-	1		41		9	51		
	48 G/PS	-		N O L I S T					-	
	49 G	-	-	51	-	-	-	51		
51 G	2	-	2	-	10	-	14			
52G/PS/MS	3	1	0	1	4	2	11			
53G/PS/MS	1	-	39	5	12	11	68			
54G/PS	4	3	11	-	1	-	19			
TOTALS		NOT POSSIBLE		SEPARATELY				1,468		
TOTALS		134		836		354			FIGURES ON CENTRAL LINE INDICATE THAT STATUS NOT SPECIFIED.	

TABLE 9

NOS. AND % OF AREA AND TOTAL RESEARCH
 POPULATION INCLUDED FOR SAMPLE DRAWING
 (FROM 30 NURSE TRAINING SCHOOLS INCLUDED
 IN RESEARCH).

		NO.	% OF AREA POP.	% OF TOTAL RESEARCH POP.
AREA	EAST/WEST AFRICA	134	9.0	1.5
	SOUTH EAST ASIA	836	15.32	9.3
	MAURITIUS	354	17.8	3.9
	NOT SPECIFIED	144	-	1.6
TOTALS		1,468	-	16.3

Abbreviations Used in the following Tables. (when used in more than one Table).

Tables 10-39b.

E/WA	=	East/West Africa.
SEA	=	South East Asia.
M	=	Mauritius.
C.O.O.	=	Country of Origin.
G	=	General Training.
Ps	=	Psychiatric "
MS	=	Mental Subnormality "
Unsp.	=	Training Unspecified.
NTS	=	Nurse Training School
O/S	=	Overseas subjects.
S	=	Student-nurse.
P	=	Pupil-nurse.
HC/Emb.	=	High Commission/Embassy.

Tables 40a - 41b.

(additions)

AVA/TT	=	Audio-Visual aids/teaching techniques.
TR	=	tape-recorder
OP	=	overhead projector
DG	=	discussion groups.
CS	=	colour slides.
F	=	films.

Tables 44a-n

(additions)

P	=	patient.
St	=	students in same trainee group.
SS	=	senior staff.
TS	=	teaching staff.
U	=	understanding.
Spk	=	speaking.
R	=	reading.
W	=	writing.

TABLE 10

AVAILABILITY OF SUBJECT-GROUPS IN NTS'S,
BY AREA, TYPE OF TRAINING, STATUS AND SEX.

TYPE OF TRAINING	AREA																
	E/WA								SEA				M				
	S		F		M		P		S		F		M		P		
G	3	4	3	3	7	11	7	10	4	4	7	5	5	N=13			
Ps	3	4	1	1	3	4	2	2	4	4	4	4	2	N=6			
MS									1	1	1	1	1	N=1			
G/ps	1	3	2	3	3	5	3	3	3	4	3	3	3	N=5			
PS/MS		1		1		1		1	1	1	1	1	1	N=1			
G/PS/MS	2	2	2	2	3	3	3	3	3	3	3	3	3	N=4			
NTS TOTALS	9	14	8	10	16	24	15	19	16	20	17	15	N=30				

TABLE 11
SOURCE OF OVERSEAS NURSES/ROUTE OF APPLICATION

TYPE OF TRAINING SC1 OL	SOURCE			ROUTE OF APPLICATION					
	DIRECT FROM OVERSEAS	ALREADY RESIDENT IN UK.	BOTH	H.C/ EMBASSY	DIRECT	BOTH	N/A		
G	1	2	10	-	5	6	2	N=13	
Ps	1	1	4	-	1	4	1	N=6	
M/S	-	-	1	1	-	-	-	N=1	
G/PS	-	-	5	-	-	5	-	N=5	
PS/MS	-	-	1	-	1	-	-	N=1	
G/PS/MS	-	-	4	-	-	4	-	N=4	
NTS TOTALS	2	3	25	1	7	19	3	N=30	

N = 30

TABLE 12
SELECTION PROCEDURES AND ENTRY REQUIREMENTS.

TRAINING SCHOOL NO.	TYPE OF TRAINING						ENTRY REQUIREMENTS				SELECTION PROCEDURES	
	G	PS	M/S	G/PS	PS/MS	G/PS/MS	S		P		NTS TEST	PRE-SELECTION INTERVIEW
							NO	SUBJECTS SPECIFIED	NO	SUBJECTS SPECIFIED		
2					✓		3	ENG.	-	NONE	NONE	✓
7			✓				GNC x	-	-	NONE	ESSAY	VETTED IN C.O.O.
8	✓						5	ENG.SC.	-	NONE	ESSAY	" " "
9		✓					GNC	-	-	NONE	NONE	
10		✓					4	ENG.Gr.I-II	-	NONE	NONE	
11	✓						6	ENG.I-II SC./ACADEMIC-	-	NONE	NONE	
15	✓						5	ENG.I-II	-	NONE	NONE	PREFER
16		✓					5	ENG.I-IV	3	ENG. NOT NEC.		IF IN UK
18	✓						3	-	CSE	RE-VIEW BATTERY	TEST	✓+REVIEW OF PAPERS
20						✓	GNC	ENG.I-III	-	NONE	NONE	VETTED IN C.O.O. ✓
22				✓			5	ENG.I-V	5	I-VI IF DIRECT FROM O/S IF RES.UK	ENG. ARITH.	" " " (FILIPS)
23	✓						4	ENG.I-II OTHER III-II	-	NONE	COMP. ARITH.	OFFICIAL SPONSORSHIP
26						✓	6	ENG. ACAD. x 5	3	ENG.(G/PS) M/S	NONE	
28	✓						5	ENG.I-III ACAD.x 4	3	ENG.	NONE	VETTED IN C.O.O.
29	✓						3	ENG.) I-IV ACAD.)	3	ENG.I-V ACAD.x2	ENG.FOR/FILIPS.	IN OWN COUNTRY
30	✓						3	ENG.) I-III ACAD.)	-	NONE	NONE	✓
32		✓					5	-	5	-	RAVENS MATRICES	IN OWN COUNTRY
36				✓			3	ENG. ACAD.(PREF.)	-	NONE	NONE	PREFER
37		✓					GNC	-	-	NONE	ESSAY	PREFER
40	✓						4	ACAD.x 4	-	NONE	INSUFFICIENT NOS.	*
42	✓						5	ENG.I-III ACAD.I-IV	3	ENG.I-VI	NONE	
43		✓					3	ENG.I-III	-	NONE	NONE	
45				✓			5	ENG.I-IV OTHER I-VI	-	NONE	NONE	
47	✓						3-4	ENG.	-	NONE	NONE	
48				✓			6	ENG.I-III	2	ENG.	NONE	
49	✓						6	ACAD.	-	NONE	NONE	VETTED EARLIER
51	✓						4	ENG./SC. ACAD.x 2	-	NONE	ESSAY/ LETTER	3-DAY PROBATION
52						✓	6	ENG.I-III	-	NONE	NONE	
53						✓	4	ENG.	-	NONE	NONE	OFFICIAL SPONSOR.
54				✓			5	ENG.I-III	-	NONE	NONE	NURS. SELECTION COMM.

* x = same as GNC requirements.

* = guarantee other than academic required.

TABLE 13

USE OF GNC TEST D AND ATTITUDE TO MORE RELEVANT COURSE

TRAINING SCHOOL NO.	TYPE OF TRAINING	GNC TEST D						FAILURE RATE	MORE RELEVANT TEST				
		AT WHOSE REQUEST		NO. OF TIMES ALLOWED		PASS-MARK			YES	NO	NO OPINION	QUALIFIED	DBT-FUL
		NTS	OWN	ONCE	TWICE	S	P						
2	PS/MS	✓		✓		80-90	55	c.33.0%	✓				
7	M.S.	✓			✓	75	-	c.20%	✓				
8	G	✓		✓		75	-	NOT GIVEN	✓				
9	Ps	✓		✓		75	-	NOT GIVEN			✓		
10	Ps		✓	✓		75	-	V.HIGH		✓			
11	G	✓		✓		75	-	HIGH	✓				
15	G	✓		✓		HIGHER	NOT HIGH	NOT HIGH				✓	
16	Ps	✓		✓		95	-	c.94%	✓				
18	G	✓		✓		90	-	HIGH		✓			
20	G/Ps/MS	✓			✓	80	-	c.50%	✓				
22	G/Ps	✓			✓	75	-	c.60%	✓				
23	G									✓			
26	G/Ps/MS	✓		✓		G100 MS76	-	75%			✓		
28	G	✓		✓		90	50	80%					✓
29	G	✓			✓	90	60	c.75%	✓				
30	G	✓		✓		SOME-90- TIMES 100	LOWER	c.75%	✓				
32	Ps.	✓		✓		75	-	c.35%	✓				
36	G/Ps UK ONLY								✓				
37	Ps	✓		✓		SOME-75 TIMES	-	NOT GIVEN	✓				
40	G										✓		
42	G										✓		
43	Ps	✓		✓		76	-	c.75%	✓				
45	G/Ps								✓				
47	G	✓		N/A		90	50	HIGH	✓				
48	G/Ps UK ONLY										✓		
49	G										✓		
51	G	✓		✓		75	-	NOT HIGH	✓				
52	G/Ps IF RES. MS IN UK			✓		96	-	HIGH					✓
53	G/Ps/MS UK ONLY								✓				
54	G/Ps										✓		

TABLE 14
AVAILABILITY OF ORIENTATION COURSES
WITH OR WITHOUT LANGUAGE CLASSES

		INTERNAL		EXTERNAL		NO	NOT NEC.
		WITH LANG. WITHOUT LANG.	LENGTH IN DAYS	WITH LANG. WITHOUT LANG.	LENGTH		
TYPE OF TRAINING SCHOOL	G	1 4	7 3,3,7,3	1 1	14 2	4	2
	Ps	- 2	- 7,1	- 1	- 1	1	2
	M/S	- 1	- 14	- -	- -	-	-
	G/PS	- 1	- 3	- -	- -	4	-
	PS/MS	- -	- -	- -	- -	1	-
	G/PS/MS	- 3	- 7,7,7	- -	- -	1	-
	TOTALS	1 11		1 2		11	4

TABLE 15.
ED CATIO A TEC NIQUES/EQUIPMENT USED I SCH OLS OF NURSI G
AND OBSERVED ASSOCIATED DIFFICULTIES OF LEARNE S.

TYPE OF TRAINING SCHOOL	USE				DIFFICULTIES					
	AVA		GROUP DISCUSSION SEMINARS		AVA		GROUP DISCUSSIONS/ SEMINARS			
	YES	NO	YES	NO	YES	NO	QUALIFIED	QUALIFIED		
G	13	-	13	-	-	13	-	11	1	1
PS	6	-	6	-	-	6	-	6	-	-
M/S	1	-	1	-	-	1	-	1	-	-
G/PS	5	-	5	-	-	4	-	4	1	-
PS/MS	1	-	1	-	-	1	-	-	1	-
G/P /MS	4	-	4	-	-	4	-	3	-	1
TOTAL	30	-	30	-	1	29	-	25	3	2

TABLE 16
OVERSEAS LEARNERS' OBSERVED LANGUAGE DIFFICULTIES

TYPE OF TRAINING SCHOOL	SPOKEN			WRITTEN		
	ACCENT/DIALECT	CONVERSATION	TELEPHONING	GENERAL	RAIL	NOTE-TAKING
G	10	11	7	7		6
PS	6	6	4	3		3
MS	1	-	-	1		1
G/PS	3	5	2	2		3
PS/MS	-	-	-	1		-
G/PS/MS	4	4	2	1		2
TOTAL	24	26	15	15		15

N = 30

TABLE 17.

DIFFERENCES IN NATIONAL GR UPS RE LEVEL OF LANGUAGE PERFORMANCE.

TYPE OF TRAINING	E/AFRICA	S.E.ASIA		MAURITIANS	YES	NO	N/A	QUALIFIED	COMMENT	NTS TOTALS
		MALAYSIANS	FILIPINOS							
G	W.	B B B	W W	-	2	2	-	1	2	13
PS	-	B B	W	W W W	1	-	1	-	-	6
M/S	-	-	-	-	-	-	1	-	-	1
G/PS	W W	B B B	W	-	2	-	-	-	-	5
PS/M/S	-	-	-	-	1	-	-	-	-	1
G/PS/M/S	W	B	-	W	1	-	-	-	1	4
TOTALS	4	9	4	4	7	2	2	1	3	30

B = BEST

W = WORST

TABLE 18
DIFFICULTIES IN TEACHING MIXED
NATIONAL GROUPS

TYPE OF TRAINING	YES	NO	N/A	QUALIFIED	TOTALS
G	3	7	3	-	13
PS	1	5	-	-	6
M/S	-	-	1	-	1
G/PS	1	3	-	1	5
PS/M/S	1	-	-	-	1
G/PS/M/S	-	3	1	-	4
TOTALS	6	18	5	1	30

TABLE 19
SPEAK OWN LANGUAGE/EFFECTS ON
PROGRESS IN ENGLISH

TYPE OF TRAINING SCHOOL	TALK OWN LANGUAGE				AFFECTS PROGRESS IN ENGLISH				
	YES	NO	N/A	NO COMMENT	YES	NO	N/A	QUALIFIED	NO COMMENT
G	12	-	1	-	9	2	1	1	-
PS	4	1	-	1	3	-	-	1	2
MS	1	-	-	-	1	-	-	-	-
G/PS	5	-	-	-	4	-	-	1	-
PS/MS	1	-	-	-	1	-	-	-	-
G/PS/MS	3	1	-	-	3	-	-	-	1
TOTALS	26	2	1	1	21	2	1	3	3

TABLE 20
CASE FOR SIMPLIFIED TEXTBOOKS AND/OR A
PURPOSE-DESIGNED COURSE
(N = 30)

TYPE OF TRAINING SCHOOL	SIMPLIFIED TEXTBOOKS					COURSE		
	YES	NO	N/A	NO COMMENT	QUALIFIED	YES	NO	QUALIFIED
G	2	2	4	4	1	12	1	-
PS	1	3	-	2	-	6	-	-
MS	1	-	-	-	-	1	-	-
G/PS	-	3	-	2	-	4	-	1
PS/MS	-	1	-	-	-	1	-	-
G/PS/MS	1	1	-	2	-	4	-	-
TOTALS	5	10	4	10	1	28	1	1

University of London Institute of Education

Malet Street, London WC1E 7HS Telephone 01-636 1500



Director: William Taylor BSc Econ, PhD

Deputy Director: Ian Michael CBE, BA, PhD

Dear

Could you please tell me whether any of the nurses whose names appear on the attached sheet had left your employment before July 31st, 1974. I am sorry to put you to this trouble but it is necessary to know this for the purposes of my research.

I had intended to carry out the participant observation during the first few months of 1975 but I have had to postpone it until May/June/July. This was unavoidable since the General Medical Council asked me to suspend my own research for six months in order to prepare a Language Test for overseas doctors as part of their total assessment of doctors seeking temporary registration in the U.K. (You may have heard or read discreet Press announcements concerning these tests).

This assignment was completed at the end of December and I have now resumed my own research programme. I will let you know in good time if and when I would like to come to you for participant observation.

I would be most grateful if, in your reply, you could let me know whether any study blocks will be held during May/June/July.

Yours sincerely,

P.J. Edwards.
Research Fellow,
Dept. of Education in Developing Countries.

TABLE 21
NOS. OF SUBJECTS WHO LEFT EMPLOYMENT
BEFO E JULY 31st, 1974 (i.e. BEFORE
RECEIPT OF QUESTIONNAIRE)

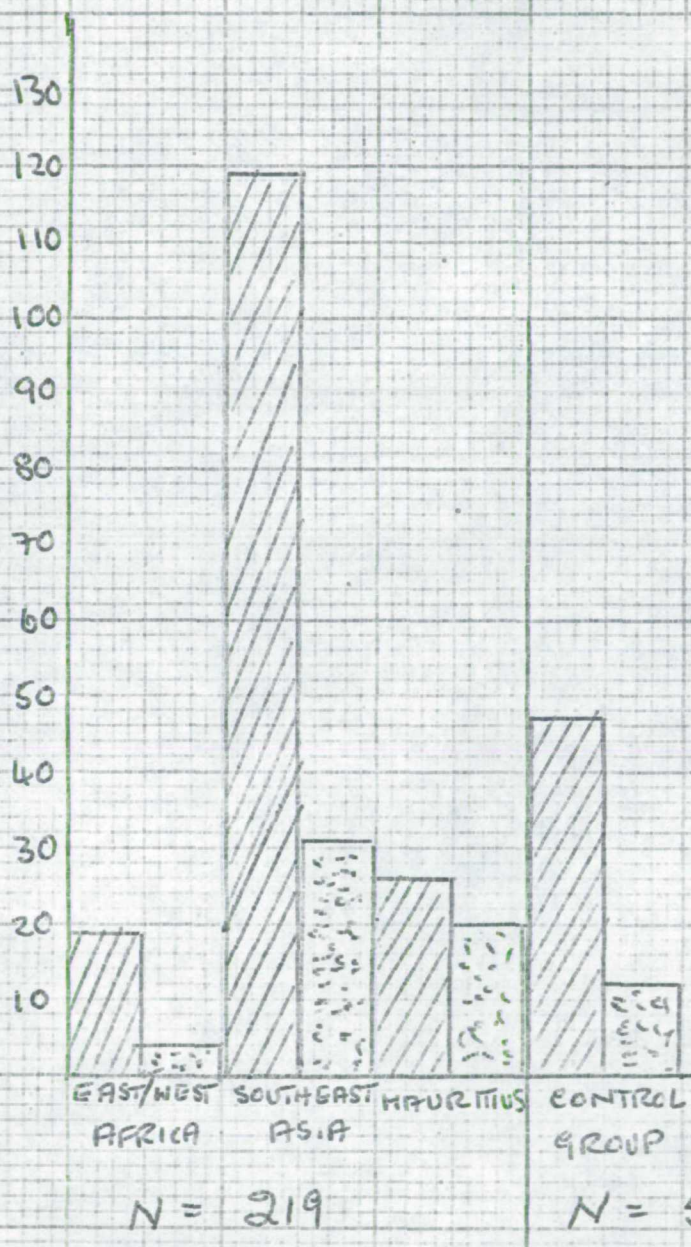
<u>NTS NUMBER</u>	<u>NUMBER WHO HAD LEFT</u>
2	0
7	0
8	5
9	0
10	4
11	NO ANSWER
15	3
16	NO LIST *
18	0
20	NO ANSWER
22	0
23	NO ANSWER
26	1
28	5
29	0
30	1
32	1
36	0
37	NO ANSWER
40	0
42	3
43	1
45	0
47	0
48	NO LIST *
49	0
51	1
52	1
53	0
54	0
N = 30	TOTAL 26


* = NO ORIGINAL LIST (SEE TABLE 1b)

FIGURE 5

A 55

NOS: BY AREA & STATUS



 = STUDENT NURSE


 = PUPIL NURSE

TABLE 22a

NOS. AND % OF AREA AND TOTAL
POPULATION INCLUDED FOR SAMPLE
SELECTION (FROM 30 HOSPITALS
INCLUDED IN RESEARCH).

		NO.	% OF AREA POP.	% OF TOTAL RESEARCH POP.
AREA	EAST/WEST AFRICA	134	9.0	1.5
	SOUTH EAST ASIA	836	15.2	9.3
	MAURITIUS	354	17.8	3.9
	NOT SPECIFIED	144	-	1.6
TOTALS		1,468	42.0	16.3

TABLE 22b.

NOS. AND % OF AREA AND TOTAL POPULATION OF RESPONDENTS

		NO.	% OF TOTAL AREA POP.	% OF TOTAL RESEARCH POP.	% OF TOTAL RESPONDENTS
AREA	EAST/WEST AFRICA	23	1.6	0.2	10.2
	SOUTH EAST ASIA	150	2.7	1.3	66.7
	MAURITIUS	46	2.3	0.4	20.4
	DISCARDED	6	-	0.1	2.7
TOTALS		225	6.6	2.	100

TABLE 23a
NOS. BY AREA, TYPE OF TRAINING, SEX AND STATUS.

	GENERAL		PSYCHIATRIC				MENTAL SUBNORMALITY		TRAINING NOT SPECIFIED		TOTALS
	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	
EAST/WEST AFRICA	M 4 F -	M - F 2	M 8 F 4	M 1 F -	M 2 F -	M - F -	M - F 1	M - F 1	M - F -	M - F 1	23
SOUTH EAST ASIA	M 3 F 80 +1*	M - F 25	M 7 F 17 +1* +2x	M 2 F - +1x	M - F 4 +2x	M 1 F 2 +1x	M - F 5	M - F -	M - F -	M - F -	150
MAURITIUS	M 7 F 1	M 2 F 5	M 10 F 3	M 6 F 1	M 4 F -	M 2 F 4	M 1 F -	M - F -	M - F -	M - F -	46
TOTALS	M 10 F 85 +1*	M 2 F 32	M 25 F 24 +1* +2x	M 9 F 1 +1x	M 6 F 4 +2x	M 3 F 6 +1x	M 1 F 6	M - F 1	M - F 1	M - F 1	219
CONTROL GROUP	M - F 32	M - F 5	M 6 F 9	M 3 F 4	M - F -	M - F -	M - F -	M - F -	M - F -	M - F -	59

* = MIXED GENERAL AND PSYCHIATRIC
 x = " PSYCHIATRIC AND MENTAL SUBNORMALITY.

TABLE 23b.

% BY AREA, TYPE OF TRAINING, SEX AND STATUS.

TYPE OF TRAINING	GENERAL				PSYCHIATRIC				MENTAL SUBNORMALITY				TRAINING UNSPECIFIED				TOTALS (AREA)
	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL	STUDENT	PUPIL			
SEX	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
AREA	E/WA	-	17.3	-	8.7	34.8	17.3	4.4	-	8.7	-	-	-	4.4	-	4.4	100.0
	SEA	2.0	54.0	-	16.7	4.2	12.7	2.0	-	-	2.7	0.7	1.2	-	3.3	-	-
M	15.2	2.2	4.4	10.8	21.7	6.5	13.0	2.2	8.7	-	4.4	8.7	2.2	-	-	-	100.0
TOTALS (sample)	4.6	39.2	0.9	14.6	11.4	11.9	4.6	0.5	2.7	1.8	1.4	2.7	0.5	2.7	-	0.5	100.0
CONTROL GROUP	-	54.2	-	8.4	10.2	15.3	5.1	6.8	-	-	-	-	-	-	-	-	100.0

N.B. FOR % PURPOSES MIXED TRAINING SUBJECTS HAVE BEEN COUNTED 0 CE ONLY.

TABLE 24
SOCIAL CLASS BY NURSING STATUS AND AREA.

SOCIAL CLASS	S				P			
	E/WA	SEA	M	CONTROL	E/WA	SEA	M	CONTROL
I	-	2	1	2	-	1	-	-
II	8	40	8	8	1	11	1	2
III(N)*	2	13	1	2	1	3	2	-
III(M)*	6	12	5	12	-	4	4	4
IV	-	4	-	6	-	-	1	2
V	-	-	4	1	-	-	1	1
UNCLE TRIABLE+	-	3	-	3	-	1	-	1
RETIRED	2	20	5	2	1	6	3	-
NO FATHER	-	12	1	7	-	1	4	1
NOT GIVE	1	13	1	4	1	4	4	1
TOTALS	19	119	26	47	4	31	20	12

* N = NON-MANUAL M = MANUAL. + E.g. Armed Forces.

WORKING/MIDDLE CLASS

TABLE 24b
% OF SAMPLE GROUPS BY
SOCIAL CLASS

STATUS		S (N=106)		P (N=30)	
CLASS		MC*	WC ⁺	MC	WC
O/S	NO	75	31	20	10
	%	(70.8)	(29.2)	(67.0)	(33.0)
CONTROL	NO	(N = 31)		(N = 9)	
	%	12	19	2	7
		(38.7)	(61.3)	(22.2)	(77.8)

* M.C. = Middle Class

+ W.C. = Working Class.

TABLE 25

NO. OF YEARS PRIMARY AND SECONDARY EDUCATION BY AREA AND
NURSING STATUS.

AREA		E/WA		SEA		M		CONTROL	
STATUS		S	P	S	P	S	P	S	P
PRIMARY No. of Years	2	-	-	-	-	-	-	-	1
	3	-	-	1	-	-	-	2	-
	4	-	-	-	1	-	-	1	-
	5	-	-	5	1	3	5	2	3
	6	4	-	107	26	19	12	20	3
	7	3	1	3	1	3	2	17	-
	8	5	2	1	1	1	-	4	1
	9	-	1	-	-	-	-	-	-
	10	5	-	-	-	-	-	-	-
	11	-	-	1	-	-	-	-	-
	12	1	-	1	1	-	1	-	1
	13	-	-	-	-	-	-	-	-
	14	-	-	-	-	-	-	-	-
	15	1	-	-	-	-	-	-	-
	NO ANS.		-	-	-	-	-	-	1
TOTALS		19	4	119	31	26	20	47	11*
SECONDARY	0	1	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-
	2	1	-	-	1	-	-	-	-
	3	-	-	2	1	-	-	1	1
	4	1	2	15	15	1	1	5	4
	5	12	2	61	11	8	5	18	5
	6	1	-	37	3	11	10	9	1
	7	3	-	2	-	5	3	7	-
	8	-	-	2	-	1	1	4	-
	9	-	-	-	-	-	-	2	-
NO ANS.		-	-	-	-	-	-	1	-
TOTALS		19	4	119	31	26	20	47	11

* 1 pupil had 12 years private education.

Primary/Secondary not differentiated.

N = 219 (overseas)

N = 59 (control)

TABLE 26a
MEDIUM OF INSTRUCTION AT PRIMARY AND SECONDARY LEVEL:
AREA, STATUS AND ATTITUDE TO COURSE

AREA	E/WA		SEA		M		E/WA			SEA			M			TOTAL				
	S	P	S	P	S	P	S	P	NO	YES	NO	P	S	NO	YES		NO			
ATTITUDE TO COURSE	/	/	/	/	/	/	YES	NO	YES	NO	YES	NO	DONT KNOW	YES	NO	YES	NO			
<u>MEDIUM OF INSTRUCTION</u>																				
<u>PRIMARY</u>																				
VERNACULAR	-	-	17	6	5	4	-	-	-	-	17	-	6	-	-	5	-	4	-	
VERN./NAT.LANG/ENGLISH	11	1	40	16	20	15	10	1	1	-	38	2	15	-	1°	19	1	15	-	
ENGLISH	8	3	62	9	1	1	5	3	5	-	57	5	8	1	-	1	-	1	-	
TOTALS	19	4	119	31	26	20	15	4	4	-	112	7	29	1	1°	25	1	20	-	219
<u>SECONDARY</u>																				
VERNACULAR	-	-	2	2	-	1	-	-	-	-	2	-	2	-	-	-	-	1	-	
VERN./NAT.LANG/ENGLISH	1	1	41	14	22	16	1	-	1	-	39	2	13	-	1°	22	x	16	-	
ENGLISH	18	3	76	15	4	3	14	4	3	-	71	5	14	1	-	3	1	3	-	
TOTALS	19	4	119	31	26	20	15	4	4	-	112	7	29	1	1°	25	1	20	-	219

TABLE 26b

MEDIUM OF INSTRUCTION AT PRIMARY AND SECONDARY LEVELS OF
EDUCATION/STATUS/ATTITUDE TO COURSE.

(all areas)

LEVEL OF EDUCATION		PRIMARY				SECONDARY			
		S		P		S		P	
STATUS		YES	NO	YES	NO	YES	NO	YES	NO
ATTITUDE TO COURSE		YES	NO	YES	NO	YES	NO	YES	NO
MEDIUM OF INSTRUCTION	VERNACULAR	22	-	10	-	2	-	3	-
	VERNACULAR/ NAT.LANG./ ENGLISH	67	4	31	1 ^o	62	2	30	1 ^o
	ENGLISH	63	8	12	1	88	10	20	1
	TOTALS	152	12	53	2	152	12	53	2
		(N=164)		(N=55)					

TABLE 26c

Table 26b expressed in percentages.*

LEVEL OF EDUCATION		PRIMARY				SECONDARY			
		S		P		S		P	
STATUS		YES	NO	YES	NO	YES	NO	YES	NO
ATTITUDE TO COURSE		YES	NO	YES	NO	YES	NO	YES	NO
MEDIUM OF INSTRUCTION	VERNACULAR	13.4	-	18.2	-	1.2	-	5.5	-
	VERNACULAR/ NAT.LANG./ ENGLISH	40.9	2.4	56.4	1.8 ^o	37.8	1.2	54.5	1.8 ^o
	ENGLISH	38.4	4.9	21.8	1.8	53.7	6.1	36.4	1.8
	TOTALS	92.7	7.3	96.4	3.6	92.7	7.3	96.4	3.6

* = percentages of status group, not of total sample.

TABLE 27a

LANGUAGE SPOKEN IN VARIOUS FIELDS OF COMMUNICATION/ATTITUDE TO COURSE/STATUS.

EAST/WEST AFRICA

FIELD OF COMMUNICATION	FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND		FRIENDS IN ENGLAND	
	S	P	S	P	S	P	S	P
STATUS	S	P	S	P	S	P	S	P
ATTITUDE TO COURSE	/	/	/	/	YES NO DN	YES NO DN	YES NO DN	YES NO DN
LANGUAGE SPOKEN								
VERNACULAR	15	2	10	2	11	4	2	2
VERNACULAR/NATIONAL/ENGLISH	3	1	6	2	3	-	1	-
ENGLISH	1	1	3	-	1	-	1	-
TOTALS	19	4	19	4	15	4	15	4

x N.A. = NO ANSWER/DON'T KNOW. o P = PUPIL NURSE.

(S = 19)
(P = 4)

TABLE 27b

LANGUAGE SPOKEN IN VAIOUS FIELDS OF COMMUNICATION/ATTITUDE TO COUNTRY/STATUS.
SOUTH EAST ASIA.

FIELD OF COMMUNICATION	FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND		FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND											
	S	P	S	P	S	P	S	P	S	P	S	P										
ATTITUDE TO COURSE	/	/	/	/	/	/	YES NO NA DN	YES NO NA DN	YES NO NA DN	YES NO NA DN	YES NO NA DN	YES NO NA DN										
LANGUAGE SPOKEN																						
VERNACULAR	69	21	27	12	1	-	69	-	21	-	27	-	1	-	-	-						
VERNACULAR/NATIONAL/ENGLISH	48	10	72	15	66	16	42	6	8	1	1	66	6	14	-	1	60	6	-	14	1	1
ENGLISH	2	-	20	4	52	15	1	1	-	-	-	19	1	3	1	-	51	1	-	15	-	-
TOTALS	119	31	119	31	119	31	112	7	29	1	1	112	7	29	1	1	112	7	-	29	1	1

(S = 119)
(P = 31)
N = 150

TABLE 27c
LANGUAGE SPOKEN IN VARIOUS FIELDS OF COMMUNICATION/ATTITUDE TO COURSE/STATUS.
MAURITIUS.

FIELD OF COMMUNICATION	FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND		FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND							
	S	P	S	P	S	P	S	P	S	P	S	P						
ATTITUDE TO COURSE	/	/	/	/	/	/	YES NO DN	NA YES NO DN	YES NO DN	NA YES NO DN	YES NO DN	NA YES NO DN						
LANGUAGE SPOKEN																		
VERNACULAR	26	18	24	18	4	1	25	1	18	-	23	1	18	-	4	-	1	-
VERNACULAR/ NATIONAL/ ENGLISH	-	2	2	2	11	9	-	-	2	-	2	-	2	-	11	-	9	-
ENGLISH	-	-	-	-	11	10	-	-	-	-	-	-	-	-	10	1	10	-
TOTALS	26	20	26	20	26	20	25	1	20	-	25	1	20	-	25	1	20	-

(S = 26)
(P = 20)
N = 46

TABLE 27d

LANGUAGE SPOKEN IN VARIOUS FIELDS OF COMMUNICATION/ATTITUDE TO COURSE/STATUS.

ALL AREAS

FIELD OF COMMUNICATION	FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND		FAMILY		FRIENDS AT HOME		FRIENDS IN ENGLAND													
	S	P	S	P	S	P	S	P	S	P	S	P												
ATTITUDE TO COURSE	/	/	/	/	/	/	YES	NO	NA	YES	NO	NA	YES	NO	NA									
LANGUAGE SPOKEN																								
VERNACULAR	110	41	61	32	5	1	105	5	-	41	-	-	56	5	-	5	-	-	1	-	-			
VERNACULAR/NATIONAL/ENGLISH	51	13	80	19	87	28	45	6	-	11	1	1	74	6	-	18	-	1	80	7	-	26	1	1
ENGLISH	3		3	4	72	26	2	1	-	1	-	-	22	1	-	3	1	-	67	5	-	26	-	-
TOTALS	14	55	14	55	164	55	15	12	-	53	1	1	152	12	-	53	1	1	15	12	-	53	1	1

N = 219

(S = 164)
(P = 55)

KEY TO TABLES 28a and b.

(where not self-explanatory)

WASC.	West African School Certificate.
MCE.	Malaysian Certificate of Education.
C(S)SC.	Cambridge (Senior) School Certificate.
H.S.G.D.	High School Graduate Diploma.
HK (Eng.)	Hong Kong School Certificate (English).
(Chinese)	" " " " (Chinese).
SECONDARY HSD.	Secondary High School Diploma.
NCE (ZANZIBAR)	National Certificate of Education.
B.Sc.(E) E.	B.Sc. (Elementary) Education.
B.Sc.Med.Tech.	B.Sc. Medical Technology.
SEN	State Enrolled Nurse.
COLL.SEC.	Collegiate Secretarial Certificate.
L.C.C.	London Chamber of Commerce.

TABLE 28a

CERTIFICATES GAINED/STATUS/ATTITUDE TO COURSE.(SINGLE CERTIFICATES)

AREA		OVERSEAS				CONTROL			
STATUS		S		P		S		P	
ATTITUDE TO COURSE		YES	NO	YES	NO	YES	NO	YES	NO
ROW									
1	✓ GCE O	43	4	7	-	8	2	-	2
2	✓ WASC	-	-	-	-	-	-	-	-
3	X LOWER MCE	-	-	2	-	-	-	-	-
4	✓ MCE	8	-	2	-	-	-	-	-
5	✓ C.S.C.	12	-	13	1	-	-	-	-
6	✓ C.S.S.C.	4	-	1	-	-	-	-	-
7	X LOWER C.S.C.	-	-	1	-	-	-	-	-
8	✓ H.S.G.C.	1	-	-	-	-	-	-	-
9	✓ HK (ENG.)	1	1	1	-	-	-	-	-
10	X HK (CHINESE)	1	-	1*	-	-	-	-	-
11	X SECONDARY H.S.I.	1	-	2	-	-	-	-	-
12	X NCE (ZANZIBAR)	-	-	1	-	-	-	-	-
13	✓ UNIVERSITY MATRICULATION	1	-	-	-	-	-	-	-
14	✓ B.Sc.E.E.	4	-	3	-	-	-	-	-
15	✓ B.Sc.E.	2	-	1	-	-	-	-	-
16	X B.Sc.MED.TECH.	-	-	1	-	-	-	-	-
17	X B.Sc.COMMERCE.	-	-	2	-	-	-	-	-
18	X B.Sc.CHEM.	-	-	1	-	-	-	-	-
19	X B.Sc.MANAGEMENT.	-	-	1	-	-	-	-	-
20	✓ B.A.	1	-	-	-	-	-	-	-
21	✓ TEACHERS' CERT. I & II	1	-	-	-	-	-	-	-
22	X LAB.TECHNICIAN	-	-	1	-	-	-	-	-
23	✓ PRE-NURSING	1	-	-	-	-	-	-	-
24	X SECONDARY II CERT.	1	-	-	-	-	-	-	-
25	✓ SEN.	1	-	-	-	1	-	-	-
26	X BRIT.RED + E.G.CERT.	-	-	1	-	-	-	-	-
27	✓ CSE	-	-	-	-	2	1	1	1
28	✓ LLAVING CE T. (IRISH)	-	-	-	-	2	-	-	-
29	NOT SPECIFIED	-	-	-	-	2	-	-	-
30	- NO CERTS.	-	-	1	-	1	1	3	5
31	- NO ANSWER.	-	-	1	-	2	-	-	-
	TOTALS	83	5	44	1	18	4	4	8

* "don't know" to course.

✓ = acceptable to GNC as equivalent to O'Levels.

TABLE 28b

CERTIFICATES GAINED/STATUS/ATTITUDE TO COURSE.

(MULTIPLE CERTIFICATES)

AREA		OVERSEAS				CONTROL			
STATUS		S		P		S		P	
ATTITUDE TO COURSE		YES	NO	YES	NO	YES	NO	YES	NO
ROW									
1	✓ GCE O/A LEVELS	8	4	-	-	5	3	-	-
2	✓ C.S.C./GCE O	5	1	1	-	-	-	-	-
3	✓ C.S.C./O/A	-	-	1	-	-	-	-	-
4	✓ WASC/O	2	-	1	-	-	-	-	-
5	✓ MCE/O	4	-	1	-	-	-	-	-
6	✓ LOWER MCE/O	11	-	3	-	-	-	-	-
7	✓ LOWER MCE/MCE	12	1	-	-	-	-	-	-
8	✓ B.Sc.E/B.A.	1	-	-	-	-	-	-	-
9	✓ SEN/MIDWIFERY	1	-	-	-	-	-	-	-
10	✓ B.Sc.E.E./B.Sc.E.	1	-	-	-	-	-	-	-
11	✓ O/PITMANS (INTER)	1	-	-	-	-	-	-	-
12	✓ COLL.SEC./ COMPUTER PROGRAMMING	1	-	-	-	-	-	-	-
13	✓ LOWER MCE/O/LCC.	2	-	-	-	-	-	-	-
14	✓ O/L.C.C.	1	-	-	-	-	-	-	-
15	✓ B.Sc.E.E./M.A.	1	-	-	-	-	-	-	-
16	✓ LOWER MCE/CSSC	3	-	-	-	-	-	-	-
17	✓ LOWER MCE/MCE/O	5	-	-	-	-	-	-	-
18	✓ CSC/CSSC	1	-	-	-	-	-	-	-
19	✓ CSC/MCE	1	-	-	-	-	-	-	-
20	✓ LOWER MCE/SEN	1	-	-	-	-	-	-	-
21	✓ CSC/A	1	-	-	-	-	-	-	-
22	✓ LOWER MCE/CSC	3	1	-	-	-	-	-	-
23	X B.Sc.NURSG./B.Sc. COMM.	-	-	1	-	-	-	-	-
24	✓ HK(ENG.) /O/A	1	-	-	-	-	-	-	-
25	✓ CSSC/MCE	-	-	1	-	-	-	-	-
26	X HSD/1st YR. NURSING INTERN.	-	-	1	-	-	-	-	-
27	✓ HSD/3rd YR. .A.	1	-	-	-	-	-	-	-
28	✓ O/TEACHERS CERT. "A"	1	-	-	-	-	-	-	-
29	✓ CSE/O	-	-	-	-	6	3	-	-
30	✓ CSE/O/A	-	-	-	-	2	2	-	-
31	✓ CSE/O/RSA	-	-	-	-	-	1	-	-
32	✓ O/RSA	-	-	-	-	2	-	-	-
33	✓ O/SEN(Ophthal.)	-	-	-	-	1	-	-	-
	TOTALS	69	7	10	-	16	9	-	-

TABLE 29

SUBJECTS TAKEN IN ALL CERTIFICATES (EXCLUDING G.C.E.A. LEVELS),
AREA AND STATUS.

ROW	AREA STATUS	E/WA		SEA		M		TOTALS		CONTRO	
		S	P	S	P	S	P	S	P	S	P
1	ACCOUNTING	-	-	-	-	-	-	-	-	4	-
2	ART	2	1	43	6	3	4	48	11	9	1
3	ANATOMY AND PHYSIOL.	-	-	-	2	-	-	-	2	-	-
4	BANKING	-	-	-	2	-	-	-	2	-	-
5	BIOL. (INCL. HUMAN)	10	1	25	5	4	3	39	9	23	1
6	BOOK-KEEPING	1	-	5	2	1	-	7	2	-	-
7	BOTANY	-	-	1	1	-	-	1	1	-	-
8	BUSINESS STUDIES	-	-	1	1	-	-	1	1	-	-
9	CHEMISTRY	4	-	18	5	12	2	34	7	2	-
10	CHINESE HISTORY	-	-	2	2	-	-	2	2	-	-
11	CHINESE LITERATURE	-	-	4	-	-	-	4	-	-	-
12	COMMERCE	-	-	3	2	1	-	4	2	3	-
13	DOMESTIC SCIENCE	3	-	6	1	-	-	9	1	8	1
14	ECONOMICS	3	-	2	4	1	-	6	4	2	-
15	EDUCATION	1	-	1	1	-	-	2	1	-	-
16	ENG. FOR FOREIGNERS	-	-	-	1	-	-	-	1	-	-
17*	ENGLISH LANGUAGE	17	2	105	22	24	18	146	42	38	3
18*	ENGLISH LITERATURE	11	1	57	9	19	15	87	25	20	1
19	FOUNDATION OF NURSG.	-	-	-	1	-	-	-	1	-	-
20	FRENCH	-	-	-	-	-	-	-	-	17	-
21	GENERAL PAPER	-	-	1	-	1	-	2	-	1	-
22	GENERAL SCIENCE	7	-	74	12	1	-	82	12	2	-
23	GEOGRAPHY	9	1	83	11	-	-	92	12	12	-
24	GERMAN	-	-	-	-	-	-	-	-	1	-
25	HEALTH SCIENCE	4	-	65	7	2	2	71	9	-	-
26*	HISTORY	11	1	70	14	19	15	100	30	21	1
27	HYGIENE	-	-	-	-	-	2	-	2	-	-
28	HOME ECONOMICS	-	-	-	-	-	-	-	-	2	-
29	HUMANITIES	-	-	-	1	-	-	-	1	-	-
30	INTERNAT. TRADE AND FOREIGN EXCHANGE	-	-	-	1	-	-	-	1	-	-
31	ITALIAN	-	-	-	-	-	-	-	-	1	-
32	LAND REFORM	-	-	-	1	-	-	-	1	-	-
33	LATIN	-	-	-	-	1	4	1	4	2	-
34	MATHEMATICS	12	-	90	17	19	13	121	30	22	1
35	METALWORK	-	-	-	-	1	-	1	-	-	-
36	MICROBIOLOGY	-	-	-	-	-	1	-	1	-	-
37	L ₁ ↑ / NAT. LANG.*	9	1	80	18	26	20	115	309	3	-
38	MUSIC	-	-	1	1	-	-	1	1	1	-
39	NEEDLEWORK	-	-	-	-	-	-	-	-	3	-
40	NUTRITION	-	-	-	1	-	-	-	1	1	-
41	PHYSICS	2	-	18	2	7	1	27	3	4	-
42	POLITICAL SCIENCE	-	-	1	-	-	-	1	-	-	-
43	PSYCHOLOGY	-	-	4	3	-	-	4	3	-	-
44	RELIGIOUS KNOWLEDGE	10	1	16	2	11	6	27	9	8	-
45	RURAL/ENVIRON. STUDIES	1	-	-	-	-	-	1	-	-	-
46	SHORTHAND/TYPING	-	-	1	1	-	-	1	1	8	-
47	SOCIOLOGY	-	-	5	3	-	-	5	3	3	-
48	SPANISH	-	-	-	-	-	-	-	-	2	-
49	TEACHING METHODOLOGY.	-	-	-	1	-	-	-	1	-	-
50	ZOOLOGY	-	-	1	1	-	-	1	1	-	-
51	NOT SPECIFIED	-	-	10	5	1	2	11	7	4	2
	NO ANSWER	-	-	-	-	-	-	-	-	1	-

* SEE TEXT ↑ L₁ = MOTHER TONGUE.

TABLE 30a

INFORMATION RECEIVED BEFORE COMING TO THE UNITED KINGDOM/
STARTING TRAINING.

AREA	E/WA	SEA	M	TOTALS	CONTROL
<u>TYPE OF INFORMATION</u>					
BRITISH CUSTOMS AND CULTURE	8	52	14	74	n/a
REQUIREMENTS FOR NURSE TRAINING IN UK.	17	117	31	165	56
TYPES OF TRAINING	12	86	25	123	53
NATIONAL HEALTH SERVICE	4	17	9	30	-
NO ANSWER	1	-	1	2	1
TOTALS (SUBJECTS)	23	150	46	N=219	N=59

TABLE 30b.

Table 30a as percentages*

AREA	E/WA	SEA	M	TOTALS	CONTROL
<u>TYPE OF INFORMATION</u>					
BRITISH CUSTOMS AND CULTURE	34.8	34.7	30.4	33.8	n/a
REQUIREMENTS FOR NURSE TRAINING IN UK.	74.0	78.0	67.4	75.3	96.6
TYPES OF TRAINING	52.2	57.3	54.3	56.2	91.4
NATIONAL HEALTH SERVICE	17.4	11.3	6.0	13.7	-
NO ANSWER	4.3	-	2.2	0.9	1.7

* = Percentages of area sample groups

TABLE 31a
KNOWLEDGE OF PUBLIC HEALTH SERVICES AND/OR HOSPITALS
BEFORE COMMENCING TRAINING

AREA	E/WA	SEA	M	TOTALS	CONTROL
<u>DEGREE OF KNOWLEDGE</u>					
A LITTLE	12	107	33	152	23
SOME	4	34	9	47	23
A LOT	4	2	-	6	12
NONE	1	6	2	9	-
NO ANSWER	2	1	2	5	1
TOTALS (SUBJECTS)	23	150	46	N=219	N=59

TABLE 31b

Table 31a as percentages*

AREA	E/WA	SEA	M	TOTALS	CONTROL
<u>DEGREE OF KNOWLEDGE</u>				(AREAS COMBINED)	
A LITTLE	52.2	71.3	71.8	69.4	39.0
SOME	17.4	22.7	19.6	21.5	39.0
A LOT	17.4	1.3	-	2.7	20.3
NONE	4.3	4.0	4.3	4.1	-
NO ANSWER	8.7	0.7	4.3	2.3	1.7
TOTALS (PERCENTAGES)	100.0	100.0	100.0	100.0	100.0

* Percentages of area sample groups.

TABLE 32

PRIOR CONTACTS IN THE U.K. AND THEIR CURRENT WHEREABOUTS.

AREA	E/WA	SEA	M	TOTALS
<u>CONNECTIONS</u>				
RELATIVE	5	15	9	29
FRIEND	6	90	16	112
OTHER	1	4	-	5
RELATIVE/FRIEND	9	17	16	42
RELATIVE/FRIEND/OTHER	-	1	-	1
NONE	1	23	4	28
NO ANSWER	1	-	1	2
TOTALS	23	150	46	219
<u>OCCUPATION</u>				
MEDICINE	1	2	1	4
NURSING	7	82	25	114
OTHER	6	18	3	27
MEDICINE/NURSING	2	-	2	4
MEDICINE/OTHER	-	-	-	-
NURSING/OTHER	5	21	8	34
MEDICINE/NURSING/OTHER	-	4	2	6
TOTALS	21	127	41	189
<u>WHEREABOUTS</u>				
STILL HERE	16	107	34	157
LEFT	5	20	7	32
TOTALS	21	127	41	189

TABLE 33a

LENGTH OF TIME IN U.K. BEFORE STARTING TRAINING.

PERIOD	DAYS				WEEKS				MO THS				YEAS							
AREA	W	EA	S	A	T	T.	/EA	SEA	M	T	T.	/A	SEA	M	TOT.	W	EA	SEA	M	TOT.
<u>NO.</u>																				
1	2	8	-	10	-	-	-	-	1	10	5	16	-	2	2	4				
2	1	14	2	17	-	22	9	31	1	4	-	5	1	2	1	4				
3	1	7	2	10	1	4	2	7	1	3	3	7	-	-	1	1				
4	2	8	-	10	-	-	-	-	-	2	1	3	1	1	1	3				
5	-	6	3	9	-	-	-	-	-	1	-	1	-	-	-	-				
6	-	5	3	8	-	-	-	-	-	-	-	-	-	-	-	-				
7	1	11	6	18	-	-	-	-	-	-	-	-	-	-	-	-				
8	-	2	2	4	-	-	-	-	-	1	1	2	-	-	-	-				
9	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-				
10	1	7	2	10	-	-	-	-	-	-	-	-	-	-	-	-				
11	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-				
12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
(NOT SPECIFIED)	5	17	-	22	-	10	-	10	3	1	-	4	-	1	-	1				
TOTALS	14	86	20	120	1	36	11	48	6	22	10	38	2	6	5	13				

TABLE 33b
HOW TIME SPENT

ROW	AREA	W/EA	SEA	M	TOTALS
1	<u>PURSUIT/OCCUPATION</u> TOURISM	2	7	3	12
2	CHAUFFEUR/BUTLER	-	1	-	1
3	"STAYED IN/KNOCKED ROUND/ LINGERED IN HOSPITAL/ NURSES HOME"	-	7	-	7
4	RESIDENT DOMESTIC	-	1	-	1
5	WARD ORDERLY	-	1	-	1
6	NURSING/NURSING ASSISTANT	4	32	8	44
7	GUEST(WITH RELATIVES/FRIENDS)	1	18	9	28
8	STUDIED ENGLISH	-	-	2	2
9	ORIENTATION COURSE	-	6	1	7
10	MACHINE OPERATIVE	-	-	1	1
11	FURTHER EDUCATION	-	1	-	1
12	"GETTING USED TO PEOPLE/ COUNTRY"	1	8	2	11
13	"SORTED OUT PRIVATE AFFAIRS"	-	-	1	1
14	"ROAMED AROUND"	-	1	-	1
15	"WAITED FOR TRAINING TO START"	1	-	1	2
16	COPY TYPIST/CATERING MANAGERESS	1	-	-	1
17	"RESTING"	1	5	-	6
18	SALESGIRL	1	-	-	1
19	"NOTHING - JUST CRIED"	-	1	-	1
20	HOUSEWIFE	-	1	-	1
21	CLERK	-	1	-	1
22	STRAIGHT TO HOSPITAL	3	21	2	26
23	NOT SPECIFIED	8	38	15	61
24	NO ANSWER	-	-	1	1
	T TALS	23	150	46	219

TABLE 35
LEARNERS' OWN CHOICE OF TRAINING
(OVERSEAS AREAS COMBINED)

	TYPE OF TRAINING	GENERAL				PSYCHIATRIC				MENTAL SUBNORMALITY			
		STATUS		P		S		P		S		P	
		YES	NO	YES	NO	YES	NO	YES	O	YES	NO	Y S	NO
O/S (N=205)	N	92	3	28	5	44	5	10	-	5	5	4	4
	%	96.8	3.2	84.8	15.2	89.8	10.2	100.0	-	50.0	50.0	50.0	50.0
CONTR L (N=58)	N	32	-	5	-	14	1	7	-	-	-	-	-
	%	100.0	-	100.0	-	93.3	6.7	100.0	-	-	-	-	-

TABLE 36
LEARNERS' OWN CHOICE OF STATUS
(OVER SEAS ARE SCBINED)

TYPE OF TRAVEL G.	GENERAL				PSYCHIATRIC				MENTAL SUBNORMALITY			
	S		P		S		P		S		P	
STATUS	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
0/S (N=203)	92	3	20	13	43	6	7	2	6	4	3	4
	96.8	3.2	60.6	39.4	87.8	12.2	77.8	22.2	60.0	40.0	42.9	57.1
CONTROL (N=58)	32	-	5	-	13	2	7	-	-	-	-	-
	100.0	-	100.0	-	86.7	13.3	100.0	-				

TABLE 37

STUDENTS AND PUPILS WHO TOOK THE GENERAL NURSING COUNCIL'S TEST, AT WHOSE REQUEST AND NUMBER OF TIMES.

TYPE OF TRAINING	GENERAL				PSYCHIATRIC				MENTAL SUBNORMALITY				NOT SPECIFIED (TRAINING)	
	S	P	S	P	S	P	S	P	S	P	S	P	S	P
TEST DATA	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R	0 NTS. R R	1 2 R R
OVERSEAS	7 +1*	12 18 +1*	1 4 +1*	8 12 -	8 11 15 +1* +1*	4 5 +1*	3 2 5 +1x +1x	- 2 3 5 +1x +1x	- 3 5 +1x +1x	- 3 2 4 1 +1x +1x	- 1 1	- 1 1	- 1 1	- 1 1
CONTROL	5 10 15	- 1 2 3	- 3 7 10	- 6 6	-	-	-	-	-	-	-	-	-	-

O = own request
 R = at request of Training School.
 NTS = at request of Training School.
 R =

TABLE 38

PUPILS INTENDING TO TRAIN FOR THE REGISTER

TYPE OF TRAINING	GENERAL				PSYCHIATRIC				MENTAL SUBNORMALITY				NOT SPECIFIED				TOTALS
	YES	NO	DONT KNOW	NO ANS.	YES	NO	DONT KNOW	NO ANS.	YES	NO	DONT KNOW	NO ANS.	YES	NO	DONT KNOW	NO ANS.	
AR A																	
EAST/WEST AFRICA	2	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	4
SOUTH EAST ASIA	23	1	-	1	2	-	-	3	-	-	-	-	-	-	-	-	30 +1x
MAURITIUS	7	-	-	-	6	-	1	6	-	-	-	-	-	-	-	-	20
TOTALS	32	1	-	1	9 +1x	-	1	9 +1x	-	-	-	-	-	1	-	-	54 + 1
C O T T A L	1	3	1	-	3	3	1	-	-	-	-	-	-	-	-	-	12

N = 55 (O/S)

N = 12 (Control)

TABLE 39a

EXTRA-NURSING EDUCATIONAL/LANGUAGE ACTIVITIES

TYPE OF TRAINING	G		Ps		MS		TOTALS	
	S	P	S	P	S	P	NO	AREA %
<u>AREA</u>								
E/WA	-	-	1	-	-	-	1	4.3
SEA	6	7	5	-	-	-	18	12.0
M	1	-	-	4	-	-	5	10.9
TOTALS	7	7	6	4	-	-	24	11.0
CONTROLS	8	1	7	-	-	-	16	27.1

TABLE 39b.

SU JECTS/C URSES FOLLOWED

TYPE OF COURSE	GCE O'LEVEL		A'LEVEL		OTHER	
	O/S	CONTROL	O/S	CONTROL	O/S	CO TROL
1 BIOL.(incl.Human)	3	1	-	-	2	4
2 COMPUTER STUDIES	-	-	1	-	-	-
3 ENGLISH	4	2	1	-	10	3
4 CHEMISTRY	2	-	1	-	1	-
5 PHYSICS	1	-	1	-	-	-
6 GEOGRAPHY	1	-	1	-	-	1
7 PSYCHOLOGY	-	-	-	-	1	-
8 ECONOMICS	1	-	2	-	1	-
9 PHOTOGRAPHY	1	-	-	-	-	-
10 ACCOUNTA: CY	-	-	-	-	1	-
11 LAW	1	-	-	-	-	-
12 CLASSIC CHINESE	-	-	-	-	1	-
13 HISTORY	-	2	-	1	1	1
14 MATHEMATICS	-	-	-	-	1	-
15 DRAMA	-	-	-	-	-	1
16 OFFICE STUDIES	-	-	-	-	-	1
17 COOKERY/GEOLOGY	-	-	-	-	-	1
18 GERMA /CERAMICS	-	-	-	-	-	1
19 SOCIOLOGY	-	-	-	-	-	1
20 FRENCH/SPA. ISH	-	-	-	1	-	-
TOTALS	14	5	7	2	19	14

TABLE 40a

AUDIO-VISUAL AIDS/TEACHING TECHNIQUES USED IN SCHOOLS
AND/OR NURSE TRAINING SCHOOLS.
(OVERSEAS SAMPLE)

AVA/ TT.	Y/Y		Y/N		N/Y		N/N	
	S*	P+	S	P	S	P	S	P
TR	41 (25.0)	8 (14.5)	10 (6.1)	7 (12.7)	55 (33.5)	8 (14.5)	58 (35.4)	31 (56.4)
O/P	39 (23.8)	4 (7.3)	4 (2.4)	3 (5.5)	80 (48.8)	18 (32.7)	41 (25.0)	19 (34.5)
DG.	126 (76.8)	43 (78.1)	5 (3.0)	3 (5.5)	30 (18.3)	3 (5.5)	3 (1.8)	5 (9.1)
C/S	54 (32.9)	15 (27.3)	3 (1.8)	-	87 (53.0)	19 (34.5)	20 (12.2)	20 (36.4)
F.	93 (56.7)	28 (50.9)	-	2 (3.6)	67 (40.9)	22 (40.0)	4 (2.4)	2 (3.6)

* N = 164

+ N = 54

TABLE 40b

(CONTROL SAMPLE)

AVA/ TT.	Y/Y		Y/N		N/Y		N/N	
	S*	P+	S	P	S	P	S	P
TR	16 (34.0)	4 (33.3)	11 (23.4)	1 (8.3)	11 (23.4)	1 (8.3)	9 (19.1)	6 (50.0)
O/P	19 (40.4)	5 (41.7)	3 (6.4)	1 (8.3)	19 (40.4)	4 (33.3)	6 (12.8)	2 (16.7)
D/G	34 (72.3)	5 (41.7)	2 (4.3)	0	10 (21.3)	6 (50.0)	1 (2.1)	1 (8.3)
C/S	32 (68.1)	7 (58.3)	1 (2.1)	0	13 (27.7)	4 (33.3)	1 (2.1)	1 (8.3)
F.	38 (80.9)	10 (83.3)	1 (2.1)	0	8 (17.0)	2 (16.7)	-	-

* N = 47

+ N = 12

TABLE 40c
(OVERSEAS AND CONTROL SAMPLES)

AVA/ TT.	Y/Y		Y/N		N/Y		N/N	
	O/S*	CONTROL ⁺	O/S	CONTROL	O/S	CONTROL	O/S	CONTROL
TR	49 (22.5)	20 (33.9)	17 (7.8)	12 (20.3)	63 (28.9)	12 (20.3)	89 (40.8)	15 (25.4)
O/P	43 (19.7)	24 (40.7)	7 (3.2)	4 (6.8)	98 (45.0)	23 (39.0)	60 (27.5)	8 (13.6)
DG	169 (77.5)	39 (66.1)	8 (3.7)	2 (3.4)	33 (15.1)	16 (27.1)	8 (3.7)	2 (3.4)
C/S	69 (31.7)	39 (66.1)	3 (1.4)	1 (1.7)	106 (48.6)	17 (28.8)	40 (18.3)	2 (3.4)
F	121 (55.5)	48 (81.4)	2 (0.9)	1 (1.7)	89 (40.8)	10 (16.9)	6 (2.8)	-

* N = 218

+ N = 59

TABLE 41a
RESPONSES IN THE N/Y CATEGORY
(OVERSEAS SAMPLE BY AREA)

AVA/ TT	AREA		
	E/WA (N=22)	SEA (N=150)	M (N=46)
TR	8 (36.4)	36 (24.0)	19 (41.3)
O/P	13 (59.1)	61 (40.1)	24 (52.2)
DG	3 (13.6)	24 (16.0)	6 (13.0)
C/S	11 (50.0)	66 (44.0)	29 (63.0)
F	6 (13.0)	61 (40.7)	22 (47.8)

TABLE 41b
(COMBINED OVERSEAS AND CONTROL SAMPLES)

AVA/ TT	O/S (N = 218)	CONTROL (N = 59)
TR	63 (28.9)	12 (20.3)
O/P	98 (45.0)	23 (39.0)
DG	33 (15.1)	16 (27.1)
C/S	106 (48.6)	17 (28.8)
F	89 (40.8)	10 (16.9)

TABLE 42a
ORGANISATION OF STUDY TIME (PRIVATE)
NUMBER OF HOURS.

TYPE OF TRAINING	OVERSEAS									CONTROL					
	G		Ps		MS		UNSP.		TOTALS	G		Ps		TOT	
STATUS	S	P	S	P	S	P	S	P		S	P	S	P		
NO. OF HRS.															
NONE	2	-	-	-	-	-	-	-	2	2	-	-	2	4	
1-5	30	14	15 +1x	1	2 +1x	2	2	2	-	66 +1x	13	-	5	1	19
6-10	26 +1*	6	14 +1* +1x	4	4 +1x	2	3	-	59 +1* +1x	8	2	6	1	17	
11-15	6	5	5	2	2	1	-	1	22	2	-	1	-	3	
16-20	3	1	2	-	-	1	-	-	7	-	-	-	-	-	
21-25	3	-	1	-	-	-	1	-	5	-	-	-	-	-	
26-30	-	1	1	-	-	-	-	-	2	-	-	-	1	1	
30 +	-	-	-	-	-	1	-	-	1	-	-	-	-	-	
IRREGULAR	14	2	5	-	1	2	1	-	25	3	1	2	1	7	
NOT SPECIFIED	5	4	3 +1x	2 +1x	-	- +1x	-	-	14 +1x	4	2	1	1	8	
"ONLY IN BLOCK"	6	-	-	1	-	-	-	-	7	-	-	-	-	-	
NO ANSWER	-	1	3	-	1	-	-	-	5	-	-	-	-	-	
TOTALS	95 +1*	34	49 +1* +2x	10 +1x	10 +2x	9 +1x	7	1	219	32	5	15	7	59	

TABLE 42b.

ORGANISATION OF STUDY TIME (PRIVATE).
GUIDANCE (TOLD OR CHOOSE WHAT TO STUDY)

TYPE OF TRAINING	OVERSEAS								CONTROL				
	G	P	S	P	MS	UNSP.	TOTALS	G	P	S	P	TOTALS	
STATUS	S	P	S	P	S	P		S	P	S	P		
AMOUNT OF GUIDANCE													
TOLD WHAT TO STUDY	5	4	5	-	-	1	-	1	2	1	-	4	
CHOOSE WHAT TO STUDY	70	19	31	8	7	3	4	21	2	13	5	41	
TOLD/CHOCSE	20	10	10	2	2	5	2	10	1	1	2	14	
NO ANSWER	-	1	3	-	1	-	1	-	-	-	-	-	
TOTALS	95	34	49	10	10	9	7	1	32	5	15	7	59
	+1*		+1*	+1x	+2x	+1x							

TABLE 43MEDICAL LANGUAGE DIFFERENT FROM EVERYDAY LANGUAGE

STATUS	STUDENT			PUPIL			TOTALS
	YES	NO	NO ANS.	YES	NO	NO ANS.	
<u>AREA</u>							
E/WA	13	5	1	2	2	-	23
SEA	74	43	2	21	9	1	150
M	15	10	1	13	7	-	46
TOTALS	102	58	4	36	18	1	219
CONTROL	23	23	1	4	8	-	59

TABLE 44a
NO DIFFICULTIES AT ALL
+ NO ANSWER

TYPE OF TRAINING	GEN.		PSYCH.		M/S.		UNSPEC.	
	S	P	S	P	S	P	S	P
OVERSEAS	19	5	14 +1x	-	3 +1x	2	1	-
NO ANS.	3	2	3	-	4	1	-	-
TOTAL	22	7	17 +1x	-	7 +1x	3	1	-
CONTROL	9	1	7	3				
NO ANS.	-	1	1	-				
TOTAL	9	2	8	3				

NO. OF SUBJECTS = 81 : O/S = 58

CONTROL = 22

TABLE 44b
DIFFICULTIES IN UNDERSTANDING ONLY
(SINGLE-CATEGORY)

TYPE OF TRAINING	G		Ps		M/S	UNSP.
	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY
SAMPLE GP.						
<u>FIELD OF COMMUNICATION</u>						
P	5	1	2	-	-	-
St.	2	2	-	2	-	-
SS	3	1	3	1	-	-
TS	2	-	1	-	-	-
TOTALS	12	4	6	3	-	-

NO. OF SUBJECTS = 25. O/S = 18
CONTROL = 7

TABLE 44c
DIFFICULTIES IN UNDERSTANDING ONLY
(MULTIPLE-CATEGORY)

TYPE OF TRAINING SAMPLE GP.	G		Ps		M/S	UNSP.
	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY
<u>FIELD OF COMMUNICATION</u> P.St.	2	3	2	1	1	-
P. SS	1	1	2	-	-	-
St. SS	1	1	-	-	-	-
SS TS	-	-	1	-	1	-
P.St. SS	2	-	1	-	-	-
P. SS TS	-	-	1	-	1	-
P.St. SS TS	2	-	1	-	-	-
TOTALS	8	5	8	1	3	-

NO. OF SUBJECTS = 25 O/S = 19
CONTROL = 6

TABLE 44d
DIFFICULTIES IN SPEAKING ONLY
(SINGLE-CATEGORY)

TYPE OF TRAINING	G		Ps		M/S	UNSP.
	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY
SAMPLE GP.						
<u>FIELD OF COMMUNICATION</u>						
P	1	-	-	-	-	-
St.	-	-	-	-	-	-
SS	2	1	-	1	-	-
TS	1	-	-	-	-	-
TOTALS	4	1	-	1	-	-

NO. OF SUBJECTS = 6 : O/S = 4
CONTROL = 2

TABLE 4e
DIFFICULTIES IN SPEAKING ONLY
(MULTIPLE-CATEGORY)

TYPE OF TRAINING	G		Ps		M/S	UNSP.
	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY
SAMPLE GP.						
<u>FIELD OF COMMUNICATION</u>						
P. St.	-	-	1	-	- -	-
P SS	1	-	-	-	-	-
St. SS	2	-	-	-	-	-
SS TS	1	1	-	-	-	-
TOTALS	4	1	1	-	-	-

NO. OF SUBJECTS = 6 : O/S = 5
CONTROL = 1

TABLE 44f
DIFFICULTIES IN READING AND/OR WRITING
ONLY.

TYPE OF TRAINING	G		Ps		M/S	UNSP.
	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY
SAMPLE GP.						
<u>FIELD OF COMMUNICATION</u>						
R	-	-	1	-	-	-
W	8	-	-	4	-	-
R/W	-	-	-	-	-	-
TOTALS	8	-	1	4	-	-

NO. OF SUBJECTS = 13 : O/S = 9

CONTROL = 4

TABLE 44g

DIFFICULTIES IN UNDERSTANDING AND SPEAKING

TYPE OF TRAINING		G		Ps		M/S	UNSP.
SAMPLE GP.		O/S	CON-TROL	O/S	CON-TROL	O/S ONLY	O/S ONLY
<u>U.</u>	<u>SPK.</u>						
P	P	3	-	3	1	1	1
P	SS	1	-	-	-	-	-
St.	P	-	-	1	-	-	-
St.	St.	-	1	-	2	-	-
SS	SS	1	1	1	-	-	1
P	P St.SS TS	1	-	-	-	-	1
St.	P St.	-	-	1	-	-	-
St.	St.SS TS	-	-	1	-	-	-
P St.	P	2	-	-	-	-	-
P St.	SS	-	1	-	-	-	-
P St.	P St.	-	-	-	1	-	1
P SS	P	2	-	-	-	-	-
P SS	SS	2	-	-	-	-	-
P SS	P SS	1	-	-	-	-	-
P SS	P SS TS	1	-	1	-	-	-
P TS	P SS	2	-	-	-	-	-
P TS	P SS TS	-	-	1	-	-	-
St.SS	St.	-	-	1	1	-	-
St.SS	SS	1	-	-	-	-	-
St.SS	St.SS	1	-	-	-	-	-
St. TS	St.	-	1	-	-	-	-
P St.SS	P St.	1	-	-	-	-	-
P St.SS	St.SS	2	-	-	-	-	-
P St.SS	P St.SS	1	-	-	-	-	-
P St.SS	P SS TS	1	-	-	-	-	-
P St.SS	St.SS TS	1	-	-	-	-	-
P St.SS	P St.SS TS	2	-	-	-	-	-
P St.SS TS	St.	1	-	-	-	-	-
P St.SS TS	SS	-	-	1	-	-	-
P St.SS TS	SS TS	1	-	-	-	-	-
P St.SS TS	P St.SS	1	-	1	-	-	-
P St.SS TS	St.SS TS	1	-	2	-	-	-
P St.SS TS	P St.SS TS	2	-	1	-	-	-
St.SS TS	St.SS TS	-	1	-	-	-	-
TOTALS		32	5	15	5	1	4

NO. OF SUBJECTS = 62 : O/S = 52
CONTROL = 10

TABLE 44hDIFFICULTIES IN UNDERSTANDING + READING OR
WRITING

TYPE OF TRAINING	G		Ps		M/S	UNSP.	
STATUS	O/S	CONTROL	O/S	CONTROL	O/S ONLY	O/S ONLY	
<u>FIELD OF COMMUNICATION</u>							
	<u>U</u>	<u>R W</u>					
P		✓	1	-	-	-	
P St.SS		✓	1	-	-	-	
	TS	✓	+1*	1	+1* +1x	+1x	
P		✓	2	-	1	-	
P St.		✓	-	1	-	-	
	St.	✓	1	-	-	-	
	SS	✓	1	-	-	-	
	SS TS	✓	1	-	-	-	
	TS	✓	-	-	1	-	
TOTALS			7 +1*	2	2 +1* +1x	- +1x	-

NO. OF SUBJECTS = 13 : O/S = 11
CONTROL = 2

TABLE 441

DIFFICULTIES IN SPEAKING + READING OR WRITING

TYPE OF TRAINING	G		Ps		M/S	UNSP.
SAMPLE G.P.	O/S	CON-TROL	O/S	CON-TROL	O/S ONLY	O/S ONLY
<u>FIELD OF COMMUNICATION</u>						
	<u>SPK.</u>	<u>R</u> <u>W</u>				
P		✓	1	-	-	-
	SS	✓	1	-	-	-
	TS	✓	-	-	1	-
P		✓	1	-	-	-
TOTALS			3	-	1	-

NO. OF SUBJECTS = 4: O/S = 4
CONTROL = 0

TABLE 44j

DIFFICULTIES IN UNDERSTANDING AND SPEAKING+ WRITING

TYPE OF TRAINING				G		Ps		M/S	UNSP.
STATUS				O/S	CON-	O/S	CON-	O/S ONLY	O/S ONLY
FIELD OF COMMUNICATION					TROL		TROL		
<u>U</u>		<u>SPK.</u>	<u>W</u>						
P		SS	✓	1					
	St.	St.	✓	-	-	-	-	1	
	SS	SS	✓	-	1	1			
	SS	TS	✓	1	-				
	TS	SS	✓	1					
	TS	TS	✓	1	1				
P	SS	P SS	✓	1					
P	SS	St.SS	✓	1					
P	SS	SS TS	✓	2					
	St.SS	St.	✓	-	-	-	1		
	St.	P SS TS	✓	-	-	1			
P	TS	P St. TS	✓	-	-	1			
P	St.SS	St.SS TS	✓	1					
P	SS TS	SS TS	✓	-	-	-	-	1	
P	St.SS	P St.SS TS	✓	-	-	1	-	-	
						+1x		+1x	
P	SS TS	P St.SS TS	✓	1					
P	St.SS TS	SS	✓	-	-	-	-	-	1
P	St.SS TS	P St.SS TS	✓	-	-	-	-	1	-
				-	-	-	-	1	-
TOTALS				10	2	4 +1x	1	4 +1x	1

NO. OF SUBJECTS = 23: O/S = 20

CONTROL: = 3

TABLE 44k

DIFFICULTIES IN UNDERSTANDING AND SPEAKING + READING

TYPE OF TRAINING				G		Ps		M/S	UNSP.
STATUS				O/S	CON-TROL	O/S	CON-TROL	O/S ONLY	O/S ONLY
<u>FIELD OF COMMUNICATION</u>									
	<u>U</u>		<u>SPK.</u>	<u>R</u>					
P			SS	✓	1				
	TS	P		✓	1				
P		P	SS	✓	1				
P		P	TS	✓	1				
P	SS		SS	✓	3				
P	SS	P	St.SS	✓	1				
P	SS		St.SS	TS ✓	-	-	-	1	
P	St.SS	P	St.SS	✓	-	-	1		
	SS	TS	SS	TS ✓	1				
P	St.SS	TS	St.SS	TS ✓	-	-	-	1	
TOTALS					9	-	1	-	2

NO. OF SUBJECTS = 12: O/S = 12

CONTROL = 0

Table 44m
SUMMATION OF TABLES 44b - 1.

AREA OF DIFFICULTY	SAMPLE GPS				S				P			
	O/S		CONTROL		O/S		CONTROL		O/S		CONTROL	
	N	%	N	%	N	%	N	%	N	%	N	%
DU ONLY	37	23.0	13	35.2	27	73.0	9	69.2	10	27.0	4	30.8
DSPK "	9	5.6	3	8.1	7	77.8	2	50.0	2	22.2	1	50.0
R/W "	9	5.6	4	10.8	7	77.8	3	75.0	2	22.2	1	25.0
DU/SPK	52	32.3	10	27.0	39	75.0	10	100.0	13	25.0	-	-
DU + R or W	11	6.8	2	5.4	7	63.6	2	100.0	4	36.4	-	-
D SIK + R or W	4	2.5	-	-	4	100.0	-	-	-	-	-	-
DU/SPK + W	20	12.4	3	8.1	14	70.0	2	66.7	6	30.0	1	33.3
DU/SPK + R	12	7.5	-	-	8	60.0	-	-	4	40.0	-	-
DU/SPK/R/W	7	4.3	2	5.4	6	85.7	2	66.7	1	14.3	-	33.3
TOTALS	161	100.0	37	100.0	119	73.9	30	81.1	42	26.1	7	18.9

TABLE 45
ASKED TO PERFORM SERVICES FOR PATIENTS IN
WHICH NOT ADEQUATELY INSTRUCTED.

TYPE OF TRAINING	GENERAL		PSYCHIATRIC		MENTAL SUBNORMALITY		TRAINING UNSPECIFIED.	
	S	P	S	P	S	P	S	P
	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO	YES NO
	72 22 +1*	21 10	29 18 +2x +1*	6 4 +1x	6 4 +2x	4 4 +1x	7 -	1 -
NO ANSWER	1 -	2 -	2 -	- -	- -	1 -	- -	- -
DON'T KNOW	- -	1 -	- -	- -	- -	- -	- -	- -
	73 22	24 10	31 18	6 4	6 4	5 4	7 -	1 -
TOTALS	+1*		+2x +1*	+1x	+2x	+1x		212
(CONTROL)								
	YES NO	YES NO	YES NO	YES NO				
	25 7	3 2	11 4	3 4				

APPENDIX XI

General Comments and Quotations
from Letters
(OVERSEAS)

a) Comments

1. S.E.Asian Student:

"Enjoy work and am quite happy but can't deny that prejudice, unfairness and laziness exist in the nursing profession. These things really "put me off" (sic). Don't you think the NHS (sic) should be more grateful instead of pushing us around? - as if we were machines! Foreigners are also human, you know! I wish you all the best in your survey.

2. S.E.Asian Pupil:

"Respectfully yours" (signed)

3. S.E.Asian Pupil:

"Thank you"

4. S.E.Asian Pupil:

"Now that I have overcome the language difficulties I admit that when I first came here, very very difficult (sic) to understand the accent here. It's really great different from what we learnt from school".

5. S.E.Asian Student:

"The people that I generally can't understand are those who don't speak "B.B.C.English" (if you know what I mean). They have a different accent and sometimes speak very fast. I usually find it hard

to understand her (sic) at the moment but could figure out what she says later when I think about it!

The patients are no problem at all. It is usually the Sisters who are in a great hurry.

I would be most cheerful to provide any further information should you need it. (Signed and address supplied).

6. S.E.Asian Student.

"Thank you for asking me to fill in this form".

(Signed)

7. W.African Student:

"I hope your experiment proves successful. Good luck! "

8. Mauritian Pupil:

"I would be more than grateful (sic) if someone could teach me more English Language. I would like to learn more, especially the slang and colloquial English which is very common on Geriatric Ward.

9. Mauritian Student: ("Yes" to specialised course)

"Proper selection of candidates and a good introduction I hope will not bring many of these unfortunate difficulties. And I think to be a nurse you must dedicated and not choose it just as a profession because you could any other thing to suit you".(Sic).

10. Mauritian Student: ("Yes" to course).

"Foreign Students should be asked to work on wards or departments in the hospitals for a couple of weeks. This would allow them time to settle down to the new jobs, new people, different accents and new country. The majority of students start their training only

after few days after their arrival into G.B.(Sic).
This is the only solution to solve the problem for
foreign students in understanding hospital language
at the beginning of their training".

b) Text of Letters.

1. S.E.Asian Pupil:

Was worried in case participation in the research
would involve him/her in expense. "... if it is,
I cannot afford; because I'm sending money (home).
So I don't have enough money to spent (sic) for my
studies. But I'm very interested to this matter"
(sic). (Signed).

2. W.African Student:

"... I was very glad when I received your forms. I
shall be very happy if you could give me any help
in my nursing training and also English Language.
Thank you". (Signed and address supplied).

3. Mauritian Student:

"I am rather pleased to receive your letter ... I
have got a lot of things to put forward to you ...
but I'll do it a next time ..."
(Signed and address supplied).

4. S.E.Asian Pupil:

"... It is tremendously kind of you to come forward
to help us, the overseas students. I am ever so
greatful (sic) you understand our problems ... I
look forward to any help".
(Signed and address supplied).

5. S.E.Asian Pupil:

(Summary)

No problems with understanding English but cannot

speak fluently. 5 weeks in Preliminary Training School "a very upsetting period". Could not understand tutor, who said English was poor. "He never know he speaking (local accent) instead of proper English. Every day I just wanted to cry ... and was thinking how to manage to finish my training". Asked for help from senior nurses, read books and learnt by heart. "I found it even worse when I was in the ward". Amount learnt in P.T.S. limited but expected to know much more by senior staff. Had (now) got used to the accent but worried about P.T.S. and ward reports commenting on language difficulties. "I hope you can do something to help us".

(Signed: "One of the (S.E.Asian) nurses.
 As you don't want to know my name").

6. S.E.Asian Pupil:

"... I'm very glad I'm one of the luckiest names you picked up. I'm very much grateful for your kindness and understanding for those students who find difficulty in understanding British accents ...". Had considerable difficulty in understanding either patients or all levels of staff and could never find the words in the dictionary. Discovered much later that it was (local) slang. Also had difficulties with making him/herself understood, owing to "school English" being different from "British English". (Initialled).

7. S.E.Asian Student:

While making up mind what to do "connected with

medicine or nursing", took temporary post as Primary School teacher. Could have applied for teacher training but gave it up after a year and applied for nurse training. Several refusals and some acceptances. Did not know the difference between student/pupil status; nor between different types of training. Took up acceptance at (named) hospital. Not much information given on what to expect or what was expected of him/her. Happy and soon adapted. No problem with training or examinations. Passed first time. "By now I realised 'how important' or 'how useless' (student's italics) the training I am doing is. But it was too late ..." Finished 2-year contract, then applied for State Registration training. Accepted by London hospital. Problem: only 3 months reduction from 3-year S.R.N. (instead of 18 months). "... All they said was the General Nursing Council does not recognise (named) qualification. So at this point I feel I have wasted $2\frac{1}{2}$ years, trying my best to obtain a certificate which is of no value. If that was the case the hospital concerned should have informed the conditions (sic) etc. to the applicant before they leave their country ... I don't regret the $2\frac{1}{2}$ years I spent in the (-) hospital at all. I enjoyed my work there very much. But what I am trying to point out is - that I hold a certificate which has no value in the eyes of the GNC. After 4 years in England I am nowhere in my training ... This I feel is a great failure at this

stage of my life ...” Thanks for the interest and good wishes for success followed.

(Signed. Address deduced).

8. S.E.Asian Student:

Appeal for information concerning G.C.E. O Level correspondence courses.

"As regards your intention to make a way in helping foreign students in fully understanding the language ... As for myself alone, I am too eager that at this very instant you could do something for me so that I can fully understand the English language as spoken by some people around me. Thanking you very much ...".

(Signed and address given).

KEY TO TABLES

Abbreviations used in the following Tables (if not included in previous key - see A.42).

Tables 46-51

L	=	lecture
D	=	demonstration
T	=	testing
O	=	other
E	=	indigene learners
s.i.	=	seeks information
s.c.(c)	=	" clarification (content)
g.i.	=	gives information
aQs	=	answers question specifically asked.
faQs	=	fails to answer question specifically asked.
aQg	=	answers question asked of class in general.
st.i.	=	student idea.

TABLE 46

TYPE OF CLASSROOM ACTIVITY BY STATUS AND TYPE AND YEAR OF TRAINING.

ACTIVITY	L			D			T			O			TOTALS (ACTIVITIES)
	G	Ps	MS	G	Ps	MS	G	Ps	MS	G	Ps	MS	
<u>TYPE OF BLOCK</u>													
INTRO.(S)	1	2	-	-	-	-	-	-	-	1	-	-	4
1st YR (S)	-	1*	-	-	1*	-	-	-	-	-	-	1	3
2nd YR (S)	2	-	-	1	-	-	-	-	-	-	1	-	4
1st YR (P)	-	-	-	-	1	1	-	-	-	1	-	-	4
TOTALS	3	3	-	1	2	1	-	-	-	1	2	1	15

* = mainly lecture/small part demonstration.

TABLE 47

NUMBER OF LEARNERS OBSERVED IN CLASSROOM PARTICIPATION BY ORIGIN, TYPE AND LEVEL OF TRAINING AND STATUS.

TYPE OF TRAINING	G				Ps				MS				TOTALS
	E		O/S		E		O/S		E		O/S		
STATUS	S	P	S	P	S	P	S	P	S	P	S	P	
INTRO. (S)	5	-	9	-	3	-	1	-	-	-	-	-	18
1st YR. (S)	-	-	-	-	3	-	9	-	-	-	-	-	12
2nd YR. (S)	15	-	14	-	6	-	4	-	-	-	-	-	39
	21	-	9	-	-	-	-	-	-	-	-	-	30
1st YR. (P)	-	10	-	8	-	-	-	8	-	7	-	2	35
	-	-	-	-	-	-	-	-	-	-	-	12	12
TOTALS	41	10	32	8	12	-	14	8	-	7	-	14	146

TABLE 48
TOTAL NUMBER OF LEARNER PARTICIPATIONS.

TYPE OF TRAINING	G				PS				MS				TOTALS
	S		P		S		P		S		P		
	E	OS	E	OS	E	OS	E	OS	E	OS	E	OS	
ORIGIN	E	OS	E	OS	E	OS	E	OS	E	OS	E	OS	
TYPE OF PARTICIPATION													
st.i.	14	1	-	-	4	1	-	1	-	-	1	-	22
s.c.(c)	12	7	-	-	8	4	-	-	-	-	10	2	43
s.i.	11	2	6	1	21	8	-	-	-	-	-	2	51
aqs	18	9	12	8	8	2	-	1	-	-	25	6	89
faqs	7	5	-	5	-	1	-	-	-	-	3	-	21
aqs	86	15	45	31	60	17	-	5	-	-	19	5	283
st.i.	7	1	4	-	7	2	-	-	-	-	-	-	21
TOTAL (LEARNERS)	41	32	10	8	12	14	-	8	-	-	7	14	146

TABLE 49a
EXPECTED AND ACTUAL PARTICIPATION RATES
(OVERALL)

ORIGIN	E	O/S
	(N = 70) <u>expected participation %</u> 47.9 <u>actual</u> N %	(N = 76) <u>expected participation %</u> 52.1 <u>actual</u> N %
s.i.	19 (90.5)	2 (9.5 (- 42.6))
s.c.(c)	30 (69.8)	13 (30.2 (- 21.9))
s.i.	38 (74.5)	13 (25.5 (- 26.6))
aQS	210 (75.5)	68 (24.5 (- 27.6))
st.i.	18 (85.7)	3 (14.3 (- 37.8))

TABLE 49b
EXPECTED AND ACTUAL PARTICIPATION RATES BY
TYPE OF TRAINING AND STATUS

TYPE OF TRAINING	G		P		S		MS	
	STATUS		STATUS		STATUS		STATUS	
ORIGIN	E	OS	E	OS	E	OS	E	OS
TYPE OF PARTICIPATION	expected		expected		expected		expected	
	N	%	N	%	N	%	N	%
s.i.	14(93.3)	1(0.7(-43.1))	-	-	4(80.0)	1(20.0(-33.8))	1	-
s.c.(c)	12(63.2)	7(36.8(-7.0))	-	-	8(66.7)	4(33.3(-20.5))	10(83.3)	2(16.7(-50.0))
s.i.	11(84.6)	2(15.4(-28.4))	6(85.7)	1(14.3(-30.1))	21(72.4)	8(27.6(-26.2))	-	2
aqs	86(85.1)	15(14.9(-28.9))	45(59.2)	31(40.8(-3.6))	60(77.9)	17(22.1(-31.7))	19(79.2)	5(20.8(-45.9))
st.i.	7(87.5)	1(12.5(31.3))	4(100.0)	-(0.0(-44.4))	7(60.5)	2(39.5(-14.3))	-	-
	actual		actual		actual		actual	
	N	%	N	%	N	%	N	%
	56.2	43.8	55.6	44.4	46.2	53.8	33.3	66.7
	N=41	N=32	N=10	N=8	N=12	N=14	N=7	N=14

TABLE 50

% OF TUTOR/LEARNER PARTICIPATION, IN ALL ACTIVITIES.

SESSION	No. OF LEARNERS		TUTOR		LEARNER		TOTAL	
	E	OS	N	%	N	%	N	%
1 (Q/A)	10	18	2,045	89.2	46 ⁺	10.8	2,291	100.0
2 (D)	7	2	2,312	78.2	645	21.8	2,957	100.0
3 (L/D)	3	9	3,500	89.7	360 ⁺	10.3	3,860	100.0
4 (L)	3	1	5,794	98.8	72 ⁺	1.2	5,866	100.0
5 (L)	21	9	2,556	80.0	640	20.0	3,196	100.0
6 (L)	3	1	3,225	78.1	902	21.9	4,127	100.0
7 (D.G)	4	6	4,035	66.7	2,013 ⁺	33.3	6,048	100.0
8 (D)	15	14	1,209	93.9	525	6.1	1,730	100.0
9 (L)	21	9	3,705	93.2	271	6.8	3,976	100.0

+ = inaudible on tape.

TABLE 52

DISTRIBUTION OF SUBJECTS BY C.O.O., STATUS, TYPE AND YEAR OF TRAINING.

TYPE OF TRAINING	G				Ps				MS				TOTALS		
	S	P	S	P	S	P	S	P	S	P					
YEAR OF TRAINING	1	2	3	1	2	1	2	3	1	2	1	2	1	2	
GHANA							1								1
MALAYSIA		2	3				1	1							7
PHILIPPINES				2									1		3
MAURITIANS			1	2		2		3		1	1	1		2	14
TOTALS		2	4	4	1	2	1	2	3		1	1	1	3	25

TABLE 53
NUMBER OF INSTANCES OF STYLE-SHIFTING
AND INCOMPREHENSIBILITY PER SUBJECT

SUBJECT NUMBER	FORMAL	CASUAL		INCOMPREHENSIBILITY	TYPE OF TRAINING
		ELLIPSIS	SLANG		
1	-	2	1	-	G
2	-	3	-	2	
3	1	2	2	15	
4	-	3	-	-	
5	-	1	-	-	
6	2	3	1	1	
7	1	5	2	1	
8	2	3	1	-	
9	-	2	3	1	
10	-	4	-	-	
11	-	4	-	3	
12	-	-	-	-	Ps
13	-	2	-	-	
14	1	3	-	-	
15	-	2	2	-	
16	1	1	2	1	
17	1	3	-	-	
18	1	1	-	1	
19	-	2	2	5	
20	-	3	-	-	MS
21	-	3	-	-	
22	1	5	1	2	
23	-	2	-	3	
24	1	-	-	8	
25	2	2	-	1	
TOTAL	14	61	17	44	

TABLE 54

LEARNER-PATIENT INTERACTIO BY TYPE AND EXTENT.

SUBJECT AND TYPE OF TRAINING.	TYPE AND EXTENT OF INTERACTION	
	LEARNER-INITIATED	PATIENT-INITIATED.
G	1	PPP/PPPPPP)GGPPGPP/PGPP)
	2	PPPP/PPPGGPPPPP)PGPGGGGPGG)
	3	PPPPGGGP PGPGP
	4	PGPPPPPPP GP
	5	PP
	6	GP/P/P/P/PP G/P/P/P
	7	P/PPG/P/P/P /G/ / /GG
	8	P/PPGP/P/P/P/P / /G/ /G/GG P GPGP
	9	PGPGPPPPPPPPP
	10	GPGPPP GGG
	11	PPPPPPPPP GPPPP
Ps	14	G PGGGG
MS	20	PPPPPP
	22	G
	23	G
	24	P
	25	G/G/G

/ = change of patient. P = Professional topic.
G = General topic.