



Department of Earth Sciences

Postgraduate Taught Student Handbook

2023/24

Department of Earth Sciences
School of Life Sciences & the Environment
Royal Holloway, University of London
Egham Hill, Egham
Surrey TW20 0EX

Disclaimer

This document was published in September 2023 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and 'Schools'.

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1 Introduction to your department

1.1 Welcome

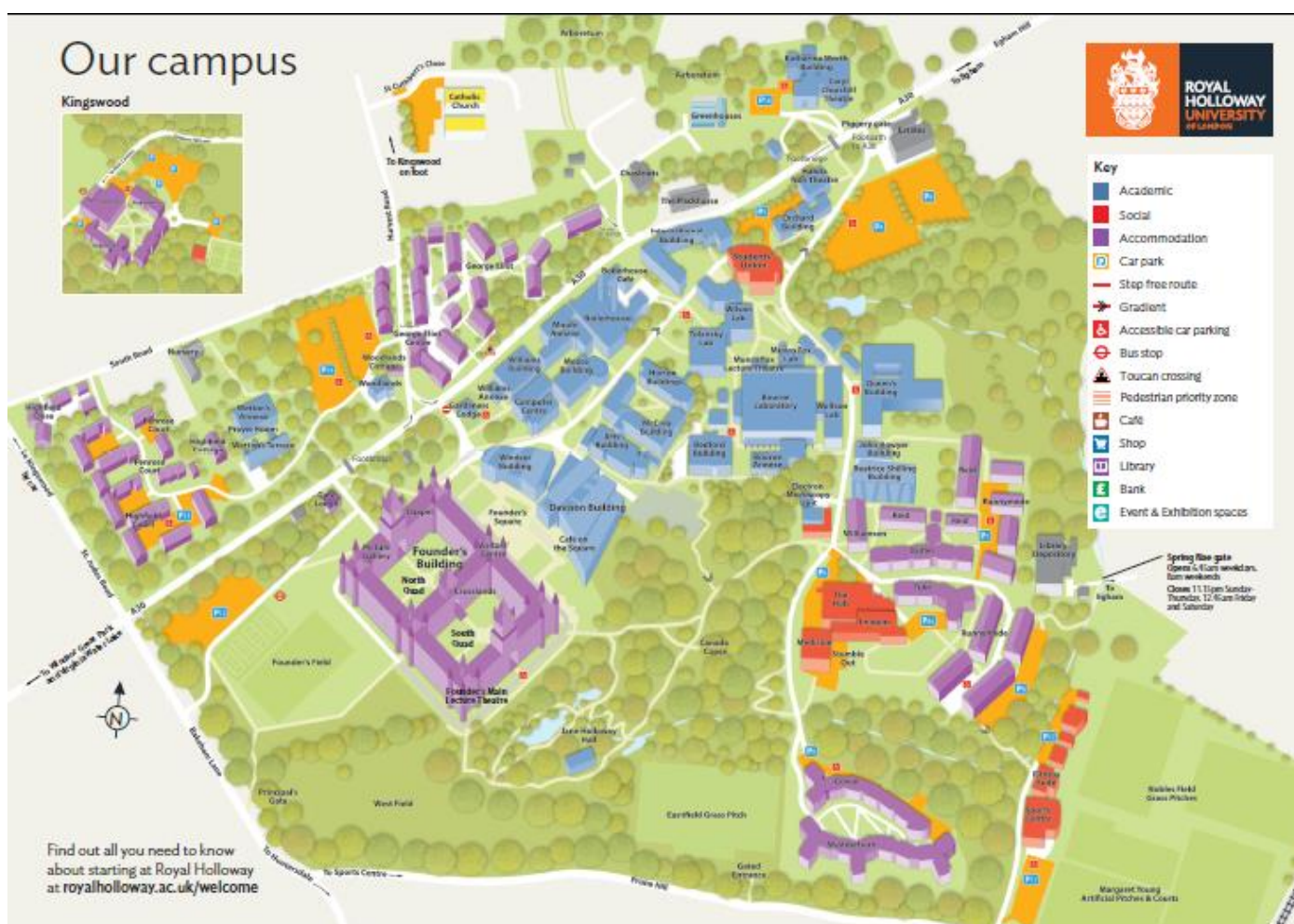
Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the College') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

Welcome to the Department of Earth Science's MSc courses in Energy Geosciences, Environmental Diagnosis and Management and Engineering Geology and Hydrogeology. The two first courses share a long history of academic excellence, international reputation and outstanding student employability, having run for 37 years and 15 years respectively. Both courses have well-established links with industry, consultancies, local and regulatory authorities, research institutes and academia. Our newest MSc, Engineering Geology and Hydrogeology started in September 2022 with very exciting modules. Its combination of Civil Geology Engineering and Hydrogeology makes this course unique in the UK. The three MSc are addressing real-world problems, water shortages, sustainable energy, environmental issues and remediation, and climate change mitigation. Professional and industry staff contribute to the teaching modules and case studies, host study visits, supervise research projects and discuss career opportunities. The courses' timetables include interactive lectures, seminars, tutorials, practical work in the field, analytical laboratory and computer room work, with a wide range of methods used to assess learning and understanding. Several traditional social events are also run with suggestions for new ones always welcome.

1.2 How to find us: the Department

The Department of Earth Sciences is located in the Queen's Building.

1.3 Map of the Egham campus



Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. Find more information about the Parking Permit portal [here](#).

1.4 How to find us: the staff

		Code (01784)	
Executive Dean of School of Life Sciences and the Environment	Professor Klaus Dodds k.dodds@rhul.ac.uk	44 3580	QB122
Head of Department:	Dr Kevin Clemitshaw K.Clemitshaw@rhul.ac.uk	41 4026	QB216
MSc Course Lead for Environmental Diagnosis and Management	Dr Nathalie Grassineau nathalie.grassineau@rhul.ac.uk	44 3810	QB249
Deputy MSc Course Lead for Environmental Diagnosis and Management	Dr David Lowry d.lowry@rhul.ac.uk	443105	QB252
MSc Course Lead for Energy Geosciences	Dr Nicola Scarselli nicola.scarselli@rhul.ac.uk	44 3597	QB280
MSc Course Lead for Engineering Geology and Hydrogeology	Dr Jonathan Paul Jonathan.Paul@rhul.ac.uk	41 4830	QB250
Deputy MSc Course Lead for Engineering Geology and Hydrogeology	Professor Richard Ghail richard.ghail@royalholloway.ac.uk	27 6766	QB245
School Director of Postgraduate Taught Education	Dr Domenico Chiarella Domenico.Chiarella@rhul.ac.uk	44 3980	QB281
School Manager:	Michelle Jux		Wolfson 118
School Helpdesk:	LSE-School@rhul.ac.uk	27 6884	Wolfson 118
Disability & Neurodiversity Liaison Officer	Professor Agust Gudmundsson Agust.Gudmundsson@rhul.ac.uk	276345	QB282
Information consultant (Library)	Information Consultant webpage		Library

1.5 How to find us: the School office

The School Office and the School Helpdesk is located in the Wolfson Building, Room 118.

1.6 The Department: practical information

The Earth Sciences Department (originally *Geology* Department) was created at Royal Holloway in 1985 by the merger of former departments at Bedford, Chelsea and King's Colleges (all part of London University). The Department is committed to providing an educational environment in which learning and research are inseparable. It aims to foster academic excellence at all levels of study and was awarded the top grade of "Excellent" in a national Teaching Quality Assessment. The 2014 Research Excellence Framework evaluation for Earth Systems and Environmental Science ranked the Department of Earth Sciences in the top ten of UK Earth Science Departments for our research quality and societal impact. There are 18 academic staff, 10

research staff, 6 technical staff, over 120 undergraduates and around 80 postgraduates (MSc and PhD) students in the department.

The Department is located on the first floor of the Queens building. The main door at the front of the building is locked overnight from 17.00 to 08.00 and during weekends and public/college holidays. During these times you can still access the building using your college swipe card. The departmental operations manager, Dan Parsonage in room QB215, will issue you with access to building and the rooms you need.

The MSc lecture rooms (rooms QB239 and QB273, and occasionally QB263) are used for almost all the class-based teaching. The workstation laboratories (rooms QB227 and QB228) contain PC workstations, and your college card controls access to those rooms. Please use the rooms with care. **Do not take food or drink into the computer labs.** The computer laboratory in QB227 is also used for occasional undergraduate classes, notably on Tuesday afternoons in the Autumn Term. Though the Energy Geosciences MSc course is by far the largest user of the computing labs, it is important that we defer to other occasional users as needed.

NB: *The fire alarm is tested once a week at 10am on a Thursday morning.*

1.7 Staff research interests

Prof Jürgen Adam - Geomechanics of brittle continental deformation, Coupled tectonic and sedimentary processes, Salt tectonics, Physical modelling of fault-fracture processes, Development of physical modelling and strain monitoring techniques, Tectono-stratigraphic analysis of Atlantic margin basins, Subsurface energy storage.

Dr Queenie Hoi Shan Chan - Meteorites; planetary science; space exploration missions; cosmochemistry; organic geochemistry; analytical chemistry; origin of life; astrobiology.

Dr Domenico Chiarella - Sedimentology, tidal deposits, mixed siliciclastic-bioclastic sediments, sedimentary petrography and provenance analysis, tectonic and sedimentation of coarse-grained deltas, seismic interpretation and attribute analysis, subsurface characterisation.

Dr Kevin Clemitshaw - Sources, sinks and trends of air pollutants with health and climate impacts; fluxes of greenhouse gases from soils and surface waters; soil biodiversity

Prof Margaret Collinson - Cenozoic floras, vegetation and climate; floras of the Cretaceous/Tertiary boundary event; evolution of wetland communities; fossil history of mammal/plant interactions; megaspore ultrastructure and the evolution of heterosporous plants; palynofacies; experimental charcoalification; organic chemistry and plant-derived biomarkers for environmental change.

Dr Alex Dickson – Trace metal geochemistry and isotope geochemistry of marine sedimentary deposits, palaeoclimate and palaeocenaography, environmental change during the Cenozoic and Mesozoic climate events.

Dr Rebecca Fisher - Modern climate change, measurement of greenhouse gases in the atmosphere, emissions calculations, stable isotope analysis of methane for source identification.

Prof Howard Falcon-Lang - the evolution of terrestrial ecosystems and palaeoclimates. Current projects include the origin and early evolution of reptiles in mid-Carboniferous, the collapse of the first rainforests in Late Pennsylvanian times, and the explosive appearance of flowering plants in the Cretaceous Period.

Dr James France - Determination of sources and quantification of greenhouse gases from a local, regional and global perspective. Snow and sea-ice chemistry and physics.

Prof Richard Ghail – Radar investigations of tectonic processes on Venus and Earth's continental areas, especially the London platform, applied to Civil Engineering activities. Scientist on EnVision, an ESA/NASA mission to use radar to determine rates of geological activity on Venus and learn why it has evolved so differently to Earth.

Dr Nathalie Grassineau - Early life and the rise of oxygen in the Archaean, by determining microbial activity using carbon and sulphur isotopes. Volcanic activity and hydrothermal vents in spreading ridges, using stable isotopes. Director/manager of the Wet Geochemistry laboratory, analysing geological, environmental and archaeological materials for major and trace elements.

Prof Agust Gudmundsson - Volcanotectonics: dyke emplacement, caldera formation, and volcanic eruptions. Seismotectonics: fault-zone development and earthquakes. Fluids in the earth's crust. Geothermal energy and solar energy.

Prof Martin King - Snow, ice and atmospheric chemistry and physics; the effect of atmospheric aerosol on modern climate change; the calibration of Earth observing satellites using sea ice and desert dust.

Dr David Lowry - Use of stable isotopes to understand geological, environmental and atmospheric problems, including sources of greenhouse gases in the atmosphere, formation of mineral deposits and intrusions, and development of the Neoproterozoic rocks of Scotland. Development of new instrumentation for greenhouse gas analysis.

Dr Christina Manning - Application of whole rock and mineral geochemistry to better understand open system processes occurring in shallow level magma storage systems and their eruptive behaviour.

Dr Jonathan Paul - Sustainable groundwater resources, tectonic geomorphology, surficial manifestations of mantle convection (e.g. dynamic topography), integration of social science techniques (e.g. citizen science), natural hazard risk reduction and resilience building, development of new sensing technologies for water resource management.

Dr Nicola Scarselli - Seismic geomorphology, structural geology and subsurface evaluation.

Prof David Waltham - Mathematical and computer modelling of Earth-science relevant processes ranging from sand-grains to planetary systems.

Dr Ian Watkinson - Structural geology, particularly active tectonics, ductile shear zones, exhumation of metamorphic rocks and the major strike-slip faults of SE Asia. Geohazards and urban seismic vulnerability.

2 Support and advice

2.1 Support within your school

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you.

- Email: LSE-School@rhul.ac.uk

The inbox is monitored from Monday to Friday from 9:00am to 5:00pm and they aim to respond to all queries within one working day.

- MS Teams appointment with a member of the admin team: [click here](#)
- Tel: 01784 276 884

Alternatively, you can visit us in-person at the Helpdesk in the Wolfson main entrance on the left-hand side. We are available to speak to in-person from Monday to Friday from 10:00am to 4:00pm during term time. If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Departmental Disabilities and Neurodiversity team (previously Disability and Dyslexia Service) representative is Prof Agust Gudmundsson (Room QB 282, ext. 6345). You must also contact the Disability and Neurodiversity team (email: disability-dyslexia@royalholloway.ac.uk, term-time drop-in sessions Founders East room 153 daily 11am-2pm); they will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Most commonly this help will be in the form of exams access arrangements, but can also involve mental health advice, mentor support, help with note taking and other

assistance. It is important that you are proactive in seeking this support, since it cannot be initiated by us.

3 Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to contact you to inform you of changes to teaching arrangements, special preparations you may have to make for a class, or meetings you might be required to attend. You will need to contact members of the Department if, for example, you are unable to attend a class, or you wish to arrange a meeting with your Personal Tutor.

3.1 Post

All post addressed to you in the Earth Sciences department is delivered to the student pigeonholes (alphabetical by surname) in Room QB 257. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed. Important information from Academic Services is often sent by internal post and tutors sometimes return work to you via the pigeonholes so you are advised to check them regularly.

3.2 Personal Tutors

Students are assigned a personal tutor (course lead or deputy course lead) who will be concerned for their academic progress and social well-being. Personal tutors may be consulted to discuss in confidence, academic, vocational or personal matters, and may also be asked to give a reference in support of an application for research or employment. Occasionally, students may be advised to discuss matters with more qualified staff within the Department or elsewhere within RHUL.

The MSc Course Leads have overall responsibility for MSc students' welfare within the department. You will meet individually with them at least three times during the MSc year. If there are any personal or private matters that you wish to discuss, you can also arrange to see the Course Lead on an individual basis to do so in confidence. It is important that you inform them of any personal problems that you might be facing, particularly if they are likely to have an impact on your studies. If you have requested confidentiality, then the issues will not be discussed with any other person without your permission except in situations of extreme emergency or where there is a risk to life. In some circumstances you may be advised to approach another member of Departmental or College staff who may be more qualified to provide help.

There may be issues that you feel more comfortable discussing with somebody who is not directly concerned with the running of the course, in which case you may also consult the Head of Department. The departmental Education Director of PGT Teaching is Dr Nathalie Grassineau may also be approached for advice, as can any member of the academic or support staff with whom you feel comfortable talking.

Questionnaires

Students are asked to complete a detailed questionnaire at the end of each module and case study that they have taken to give feedback. Completed questionnaires are returned anonymously and give students the opportunity to comment on the work associated with it and on individual lecturers. The views expressed in these questionnaires are used by the department to review and, if necessary, to improve teaching quality. The Department, the Faculty and the College all continually review degree courses and individual modules.

4 Teaching

Each MSc course may be taken on a part-time basis. However, it needs to be noted that all our MSc modules are based on week block teaching, and consequently, students need to be available for the full weeks related to the relevant module.

4.1 Attending classes and engaging with your studies

The MSc courses are taught by a combination of: conventional lectures, practical classes in computer and geochemistry laboratories, workshops, tutorials, formal seminars (often involving the wider department), 'game'-type exercises, short and multi-week team exercises and case studies, guided self-study and independent reading and research. This composite teaching is based on progressive learning throughout the year, and culminates with the Research Independent Project in Term 3, and a symposium attended by relevant industry professionals.

Teaching is led by academic staff including (but not limited to) module coordinators. In addition, a substantial part of the teaching course is led by our colleagues from industry. The teaching course is overseen by the course leads.

Supporting the teaching course, our virtual learning environment '[Moodle](#)' provides access to lecture slides, practical materials, additional materials, schedules, learning outcomes and other material for each module. Moodle is also used for some online assessments) and for submitting some essay-type assessments.

Learning during your time at RHUL should be a satisfying and pleasurable experience. You should utilise all the teaching materials and methods made available, including attending non-compulsory seminars and discussions, and submitting work that involves formative feedback (i.e. not numerically assessed) rather than just those exercises that involve summative feedback (i.e. numerically assessed).

Unlike during your undergraduate learning experience, it is important that you take the lead in your own learning during your Masters course. You should actively participate in classes and seek greater understanding, rather than passively absorbing what is provided, or learning it by rote.

Consider philosophically what you are doing here – you are not here to learn all the 'facts' that will enable you to work in wider geoscience industry. It would be impossible and pointless to try to do that in one year. You will of course pick up a good deal of knowledge along the way, but your primary learning objectives during your time here should be to:

- Learn how to quickly pick up and utilise new concepts (i.e. 'learn how to learn');
- Learn how to make connections between concepts separated;
- Learn how to make connections between concepts taught at different times
- Learn how to be critical of data, interpretations, acknowledged 'facts', and your own biases.
- Learn how to make a rigorous scientific argument, based on well-presented observations, assessment of uncertainty, and an open evaluation of alternatives.
- Learn how to work effectively in a team, how to learn from and support your peers.
- Learn how to manage your time so you can produce high quality work in a given timeframe without working excessively long hours. Learn how to deal with unexpected challenges.
- Full details about your course of study, including learning outcomes to be achieved on completion, modules, courses and case studies, etc. which make up the course, timetables, assessment marking criteria, feedback, are set out in the course-specific handbooks, and in the Course Specifications that are available via Moodle.

5 Degree Structure

Full details about your course of study, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in each MSc Course Specification available through the Course Specification Repository.

5.1 Department Specific information about degree structure

Full details about your course of study, including learning outcomes to be achieved on completion, modules which make up the course, timetables, assessment marking criteria, feedback, and course-specific regulations,

are set out in each MSc Course Handbook, and Course Specifications that are available via Moodle.

To help you make good progress in your studies at RHUL, we have a simple online **mandatory module SS1001** in 'Academic Integrity' which will guide you through preparing your assignments using the best academic standards. You will need to successfully complete this short module and you can have as many attempts as you like before the deadline to pass it. Please make sure that you complete this online exercise as soon as possible because it will help you for your following assessments.

6 Facilities

6.1 Facilities and resources within your department

The Department has 3 fully equipped Teaching Rooms for MSc lectures (QB 239, QB 273, and QB 263), ICT/PC Laboratories (QB 227 and 228), and Modelling, Wet Geochemistry (QB 041), Air Pollution, Greenhouse Gas and Munro Fox Laboratories (Geography department), all available for the MSc courses.

6.2 The Library

The Information Consultant for Earth Sciences is Greg Leurs (Greg.Leurs@rhul.ac.uk)

When using college computers, you have unlimited access to many online journals, including those of the Geological Society of London via the Lyell Collection, and Elsevier publications via Science Direct. **It is essential that you use these resources to read around lecture material, for projects and to keep up-to-date with relevant literature.**

6.3 Computing

The computer workstation laboratories in rooms QB227 and QB228 have a wide range of specialist software that you can use for practical classes and projects. You will normally log onto the PCs using your College username and password. Please save any work to your Y-Drive or on to an external hard drive - not to local disks or desktops, as these are periodically cleaned. These laboratories are managed by Frank Lehane (room QB224). **Food and drink are forbidden for all users (staff and students) in both workstation labs.**

7 Assessment Information

7.1 Anonymous marking and cover sheets

You are allocated a candidate number (different to your student number), which you can obtain via the Campus Connect web portal. **You need to use your candidate number for the submission of most coursework**, apart from work involving oral presentations or individual projects. You will be advised by the Module Coordinators and the Course Lead about which coursework can be submitted by name.

Details of marking criteria are given for each assessment are given in Appendix 4, and a general summary of marking criteria.

Some items of work cannot be marked anonymously because, for example, they include a presentation component, or because they can be obviously attributed to individuals. In all cases, marking is conducted objectively, and generally second-marked, according to the marking criteria, and marking and marking processes are scrutinised by our external examiner.

7.2 Submission of work

Coursework should normally be submitted either by [Moodle](#) and/or directly to the teaching staff by the deadline set by the member of staff responsible for the part of the course to which the coursework relates, and has been agreed with the respective MSc course lead.

Some items of work should be submitted to our '[Secure Portal](#)' – an upload site that is used for large files or files that contain commercially sensitive information. The secure portal is just that – work is saved to a password-protected location on a departmental server that is inaccessible to others outside the department. Companies who provide confidential data agree in their 'Confidentiality Agreements' that the secure portal is an appropriate means of transmitting such work for marking.

You will be told how, where and when to submit work when the work is set.

7.3 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (6) of the College's [Postgraduate Taught Regulations](#):

Section 13 (6)

Any work (written, oral presentation, film, performance) may not be marked beyond the upper limit set.

The upper limit may be a word limit or page limit in the case of written work, or a time limit in the case of assessments such as oral work, presentations, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit.

In addition to the text, the word or page count range should include quotations and footnotes. Please note that the following are excluded from the word or page count range: candidate number, title, course title, preliminary pages, bibliography and appendices.

7.4 What to do if things go wrong – Extensions to deadlines

Please refer to the Extensions Policy and guidance on the College's webpage about [Applying for an Extension](#).

Please note: - Not every assessment is eligible for an extension.

Assessment deadlines are set at the start of the year, and should not be changed unless there is a very specific reason for it. Students should be aware that applying for time extension will only create more problems and backlog with the next assessment deadline. Learning how to address deadlines is part of the skill acquisition.

7.5 Academic Misconduct

The College regulations on academic misconduct (also known as assessment offences) can be found on the Attendance and Academic Regulations page of the student intranet. Academic misconduct is anything which is against the rules which govern the assessment of work, and includes things like plagiarism, commissioning and collusion. These topics are covered as well in the **mandatory module SS1001**.

The most common types of academic misconduct are:

- **Plagiarism:** This is the presentation of another's work as your own, whether intentional or otherwise. Any work identified as coming from an unattributed source will be classified as plagiarism
- **Collusion:** Working with another student to produce work, in order to obtain an advantage for either or both students
- **Commissioning:** Requesting another person to write or re-write work in order to obtain an unfair advantage. At the most serious end of the scale this offence includes paying an individual or company to produce work for you to submit as your own. However, payment need not be involved and it can also include the situation where you have asked someone (such as a friend, family member or former teacher) to help you write work which you submit for assessment.
- **Duplication:** You can only submit the same work for assessment once. If you do so again, whether it is for the same or another course, this may be considered as duplication.

Specific examples of plagiarism include:

- including all or part of a passage by someone else in your own report without acknowledging it

- (either from published literature, or from another student's work)
paraphrasing a passage by someone else without acknowledging the source

You should also avoid using your own material in more than one piece of submitted work.

Plagiarism often occurs unintentionally, as students are not always aware of what constitutes an offence. It is therefore important that you understand what constitutes plagiarism, and how to avoid it. Lecturers are aware of the electronic methods that are available to students when writing essays and these methods make it even easier for markers to detect plagiarism.

Plagiarism can also occur when students feel that they cannot cope with the pressure of producing reports, either because of difficulties of time-management, problems of writing in English or personal crises. If you are having problems with course work, you should contact the module lecturer or the Course Lead, as they will be able to help you produce your work without resorting to plagiarism.

If you are referring to published literature in your reports, you should explain what you have read in your own words and reference it properly by citing the reference from which the material is derived at the end of the sentence.

8 Careers information

Subject-specific careers support, including information on open opportunities, is provided by the department. Throughout the year there are numerous careers events, visits from industry guests, calls for internships, CV, interview and LinkedIn workshops, and networking opportunities. These will be announced by email and posted on the Careers noticeboards. If you have any questions about career advice, please start with your MSc lead who will direct you towards the right people and/or information, or you can book an appointment with our college career service at <https://intranet.royalholloway.ac.uk/students/jobs-careers/home.aspx>

9 Health and Safety Information

The [Health and Safety webpage](#) provides general information about our health and safety policies.

9.1 Code of practice on harassment for students

The College is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The College's [Code of Practice on personal harassment for students](#) should be read in conjunction with the [Student Disciplinary regulations](#) and the [Complaints procedure](#).

9.2 Lone working policy and laboratory procedures

The College has a 'Lone Working Policy and Procedure' that can be found [here](#). Lone working is defined as working during either normal working hour at an isolated location within the normal workplace or when working outside of normal hours.

Students are not allowed to be in scientific laboratories at any time without supervision, and also not be in them outside of working hours (from 9:00 to 18:00). This does not apply to offices, computer rooms and ordinary teaching rooms.

Students will need to be trained by the supervising staff and the laboratory director or supervisor and then sign a laboratory code of practice to follow the guidelines for each laboratory. Laboratories that have

machinery with moving parts, substances covered by COSHH regulations, radioactivity and high voltages will have procedures, which must be strictly adhered to.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

9.3 Field trips

Field classes and independent fieldwork are undertaken following the [code of practice](#) set out at the Geologists' Association and a safety code for fieldwork prepared by the Committee of Heads of University Geoscience Departments, as summarized in the Earth Sciences Postgraduate Safety Handbook.

During any field course you must follow the instructions given by the field course leader. Failure to do so, or demonstration of any other behavior considered likely to compromise the safety of any individual or the group will result in immediate evacuation of the student(s) involved from the field, at their own expense.

Use of Safety equipment on fieldtrips:

- Safety helmets must be worn at all times in working quarries and in any other places where there are similar hazards, and whenever instructed by a member of staff. Helmets will be provided.
- Safety glasses must be worn when hammering rocks if required
- Suitable footwear must be worn for rough ground and adequate clothing for protection against weather conditions.
- Field equipment such as compass/clinometers, hand lenses can be purchased from Dan Parsonage. Field equipment will be provided by the course.
- Use of high visibility jackets and buoyancy aids when working near water (equipment will be provided by the course).
- Gloves should always be worn when sampling soils and waters.

A risk assessment will be carried out for every field class by the member of staff leading the trip. You will be required to complete a risk assessment of your own for every piece of independent fieldwork that you undertake as well as a Student Leave of Absence Form (you can obtain both of these forms from your postgraduate administrator). Students who are not properly equipped or who fail to heed to safety advice in the field or the laboratory will be excluded from the field and practical class.

It is essential that fieldtrip leaders are aware of any specific medical conditions you suffer from that may affect your health or safety in the field (e.g. diabetes. asthma). We ask you to complete a confidential form when you first arrive in the Department to detail any such conditions. This information will be kept on file and field trip leaders will be advised accordingly. Please note that the College Health Centre will not pass on such information from your medical record, so we rely on you to bring such matters to our attention. Please contact Prof Agust Gudmundsson, who is the DDS Liaison Officer in Earth Sciences (see contacts in section 1.4) if you have a disability which may affect your field or laboratory work.