

# Student Handbook 2019-20

## Faculty of Environmental and Life Sciences

## School of Ocean and Earth Science

**Disclaimer**

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it might not be possible to offer all modules or components of a programme in each academic session.

This handbook is available in alternative formats on request.

## Welcome from the Associate Dean – Faculty of Environmental and Life Sciences

Dear Student,

Congratulations on what must have been a great last year for all of you. For our Freshers, we want you to know that we already think you are brilliant – you have beaten off perhaps 10 to 12 people for your place to study at Southampton and that, in our eyes, means that you are a star. For our Continuing Students, you have not only won your place here, but you have progressed through your initial studies and are well on the way to achieving your degree now. For all of you, welcome (back) to Southampton.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and vision behind your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and a forum for energetic and imaginative discussions about the education we deliver. I have a commitment to ensuring the best possible student experience and, if it is working well, I will be like the duck on the pond – calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our innovative way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you. Most of all, we hope that you will be happy during your time with us. Our staff are ready and willing to help you on your journey and we will be delighted to hear from you.

For now though, welcome (back) to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,



Sarah Stevenage  
Associate Dean (Education)  
Professor of Cognitive Psychology  
[S.V.Stevenage@soton.ac.uk](mailto:S.V.Stevenage@soton.ac.uk)

## Welcome

We welcome you to Ocean and Earth Science at the National Oceanography Centre Southampton NOCS. SOES is unique within the UK University system in being located within an international centre for research and education. The NOCS affords students a stimulating environment in which to learn and acquire skills relevant to a scientific career. We are here to support you every step of the way and we will work hard to ensure that you achieve to the very best of your abilities. The work at times will be hard, but the rewards will be great, including employability and your own personal development.

This handbook is intended to provide a convenient source of information for undergraduate students enrolled within Ocean and Earth Science. Please take the time to read it carefully and consult it often during the year. We recommend that you familiarise yourself with the overall content of this handbook, particularly the section on safety in Ocean and Earth Science laboratories and in the field, and hopefully you will find it a useful reference. At the beginning of each academic year an updated copy will be available on the OES Blackboard Communications and Feedback site. <https://blackboard.soton.ac.uk/>

Once again, we extend you a warm welcome and hope that you will find your time with us rewarding.

The information contained within your Ocean and Earth Science handbook is designed to provide key information applicable to you and your programme during the 2019/20 academic year.

It will complement the University's Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton.

It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Web link
School website	<a href="http://www.southampton.ac.uk/oes">www.southampton.ac.uk/oes</a>
Deanery	Professor Rachel Mills, Dean of Faculty - <a href="mailto:Rachel.Mills@soton.ac.uk">Rachel.Mills@soton.ac.uk</a> Professor Sarah Stevenage Associate Dean Education - <a href="mailto:s.v.stevenage@soton.ac.uk">s.v.stevenage@soton.ac.uk</a>
Deputy Head of School Education	Ocean & Earth Science Professor Christopher Hutton <a href="mailto:CH10@soton.ac.uk">CH10@soton.ac.uk</a>
Student Offices and Contact Emails	Student Office: Waterfront Building 68, Room 166/09 Undergraduate and PGT: Ocean & Earth Science: <a href="mailto:felssoes@soton.ac.uk">felssoes@soton.ac.uk</a> Student Office: Highfield Building 85, Room 2043 Centre for Biological Sciences: <a href="mailto:felsbiol@soton.ac.uk">felsbiol@soton.ac.uk</a>

## Key Dates

Semester 1: Monday 30 September 2019 to Saturday 25 January 2020

Semester 2: Monday 27 January 2020 to Saturday 13 June 2020

Autumn Term: Monday 30 September 2019 to Saturday 14 December 2019

Spring Term: Monday 6 January 2020 to Saturday 21 March 2020

Summer Term: Monday 20 April 2020 to Saturday 13 June 2020

## Academic Staff

Academic/Academic-Related Staff	Tel	Room	Email
AMOS, Prof. Carl	26068	164/03	<a href="mailto:cla8@noc.soton.ac.uk">cla8@noc.soton.ac.uk</a>
ANDERSON, Prof Tom	26337	256/33	<a href="mailto:tra@noc.soton.ac.uk">tra@noc.soton.ac.uk</a>
BARKER, Dr Andy	26261	786/02	<a href="mailto:a.j.Barker@soton.ac.uk">a.j.Barker@soton.ac.uk</a>
BIBBY, Prof Tom	26446	456/18	<a href="mailto:tsb@noc.soton.ac.uk">tsb@noc.soton.ac.uk</a>
BOHATY, Dr Steven	23040	164/40	<a href="mailto:S.Bohaty@soton.ac.uk">S.Bohaty@soton.ac.uk</a>
BOXALL, Dr Simon	22744	456/02	<a href="mailto:simon.boxall@soton.ac.uk">simon.boxall@soton.ac.uk</a>
BULL, Prof. Jon	23078	786/06	<a href="mailto:bull@noc.soton.ac.uk">bull@noc.soton.ac.uk</a>
COLLINS, Dr Ken	26010	346/35	<a href="mailto:kjc@noc.soton.ac.uk">kjc@noc.soton.ac.uk</a>
COGGON, Dr Judith	26539	186/04	<a href="mailto:jude.coggon@soton.ac.uk">jude.coggon@soton.ac.uk</a>
COPLEY, Dr Jon	26621	566/12	<a href="mailto:jtc@soton.ac.uk">jtc@soton.ac.uk</a>
CUNDY, Professor A	26179	184/14	<a href="mailto:A.Cundy@noc.soton.ac.uk">A.Cundy@noc.soton.ac.uk</a>
DICKIE, Mr Brian	22260	346/34	<a href="mailto:bxid@soton.ac.uk">bxid@soton.ac.uk</a>
DIX, Prof Justin	23057	186/14	<a href="mailto:J.K.Dix@soton.ac.uk">J.K.Dix@soton.ac.uk</a>
DRIJFHOUT, Prof. Sybren	26202	256/13	<a href="mailto:S.S.Drijfhout@soton.ac.uk">S.S.Drijfhout@soton.ac.uk</a>
FOSTER, Prof Gavin	23786	186/10	<a href="mailto:Gavin.Foster@noc.soton.ac.uk">Gavin.Foster@noc.soton.ac.uk</a>
GERNON, Dr Tom	22670	186/02	<a href="mailto:Thomas.Gernon@noc.soton.ac.uk">Thomas.Gernon@noc.soton.ac.uk</a>
GIBBS, Dr Sam	22003	164/42	<a href="mailto:Samantha.Gibbs@noc.soton.ac.uk">Samantha.Gibbs@noc.soton.ac.uk</a>
GODBOLD, Dr Jasmin	28722	186/20	<a href="mailto:J.A.Godbold@soton.ac.uk">J.A.Godbold@soton.ac.uk</a>
GOODWIN, Dr Philip	26161	564/16	<a href="mailto:P.A.Goodwin@soton.ac.uk">P.A.Goodwin@soton.ac.uk</a>
HAIGH, Dr Ivan	26501	564/08	<a href="mailto:I.D.Haigh@soton.ac.uk">I.D.Haigh@soton.ac.uk</a>
HARMON, Dr Nick	24783	786/01	<a href="mailto:nh1v08@soton.ac.uk">nh1v08@soton.ac.uk</a>
HARDING, Dr Ian	22071	186/03	<a href="mailto:ich@noc.soton.ac.uk">ich@noc.soton.ac.uk</a>
HAUTON, Prof Chris	25784	566/16	<a href="mailto:ch10@noc.soton.ac.uk">ch10@noc.soton.ac.uk</a>
HENSTOCK, Prof Tim	26491	786/03	<a href="mailto:then@noc.soton.ac.uk">then@noc.soton.ac.uk</a>
JAMES, Prof Rachael	29005	566/19	<a href="mailto:R.H.James@soton.ac.uk">R.H.James@soton.ac.uk</a>
JENSEN, Dr Antony	23428	456/04	<a href="mailto:acj@noc.soton.ac.uk">acj@noc.soton.ac.uk</a>
KASSEM, Mr Hachem	26205	566/06	<a href="mailto:H.Kassem@soton.ac.uk">H.Kassem@soton.ac.uk</a>
KEIR, Dr Derek	26614	786/12	<a href="mailto:D.Keir@soton.ac.uk">D.Keir@soton.ac.uk</a>
KEMP, Prof. Alan	22788	164/22	<a href="mailto:aesk@soton.ac.uk">aesk@soton.ac.uk</a>
LAM, Dr Phyllis	28388	566/20	<a href="mailto:P.Lam@southampton.ac.uk">P.Lam@southampton.ac.uk</a>
LOHAN, Prof Maeve	26499	566/11	<a href="mailto:m.lohan@soton.ac.uk">m.lohan@soton.ac.uk</a>
LUCAS, Dr Cathy	26617	456/08	<a href="mailto:cathy.lucas@noc.soton.ac.uk">cathy.lucas@noc.soton.ac.uk</a>
MARSHALL, Prof. John	22015	186/16	<a href="mailto:jeam@soton.ac.uk">jeam@soton.ac.uk</a>
MARSH, Prof. Bob	26214	564/03	<a href="mailto:robert.marsh@soton.ac.uk">robert.marsh@soton.ac.uk</a>
MATTER, Dr Juerg	23042	186/11	<a href="mailto:J.Matter@southampton.ac.uk">J.Matter@southampton.ac.uk</a>
MCNEILL, Prof. Lisa	23640	786/05	<a href="mailto:lcmn@soton.ac.uk">lcmn@soton.ac.uk</a>
MILLS, Prof Rachel	22678	566/17	<a href="mailto:Rachel.Mills@soton.ac.uk">Rachel.Mills@soton.ac.uk</a>
MINSHULL, Prof. Tim	26569	786/11	<a href="mailto:tmin@noc.soton.ac.uk">tmin@noc.soton.ac.uk</a>
MOORE, Prof Mark	24801	566/04	<a href="mailto:c.moore@noc.soton.ac.uk">c.moore@noc.soton.ac.uk</a>
NAVEIRA-GARABATO, Prof. Alberto	22680	564/17	<a href="mailto:acng@noc.soton.ac.uk">acng@noc.soton.ac.uk</a>

Academic/Academic-Related Staff	Tel	Room	Email
OLIVER, Dr Kevin	26490	564/12	<a href="mailto:K.Oliver@noc.soton.ac.uk">K.Oliver@noc.soton.ac.uk</a>
PALMER, Prof. Martin	26607	676/15	<a href="mailto:mrpl@soton.ac.uk">mrpl@soton.ac.uk</a>
PURDIE, Prof. Duncan	22263	456/14	<a href="mailto:duncan.purdie@noc.soton.ac.uk">duncan.purdie@noc.soton.ac.uk</a>
RIUS, Dr Marc	23275	566/14	<a href="mailto:M.Rius@soton.ac.uk">M.Rius@soton.ac.uk</a>
ROBERTS, Prof. Steve	23246	184/08	<a href="mailto:steve.roberts@noc.soton.ac.uk">steve.roberts@noc.soton.ac.uk</a>
RYCHERT, Dr Kate	28663	676/17	<a href="mailto:C.Rychert@soton.ac.uk">C.Rychert@soton.ac.uk</a>
SHEPHERD, Prof. John	26256	564/14	<a href="mailto:jgs@noc.soton.ac.uk">jgs@noc.soton.ac.uk</a>
SOLAN, Prof. Martin	23755	566/08	<a href="mailto:M.Solan@soton.ac.uk">M.Solan@soton.ac.uk</a>
SUMNER, Dr Esther	22067	186/14	<a href="mailto:E.J.Sumner@soton.ac.uk">E.J.Sumner@soton.ac.uk</a>
TAYLOR, Dr Rex	22007	184/04	<a href="mailto:rex@noc.soton.ac.uk">rex@noc.soton.ac.uk</a>
TEAGLE, Prof. Damon	22723	186/08	<a href="mailto:Damon.Teagle@soton.ac.uk">Damon.Teagle@soton.ac.uk</a>
TRUEMAN, Dr Clive	26571	186/12	<a href="mailto:trueeman@noc.soton.ac.uk">trueeman@noc.soton.ac.uk</a>
TYRRELL, Prof. Toby	26110	164/05	<a href="mailto:Toby.Tyrrell@soton.ac.uk">Toby.Tyrrell@soton.ac.uk</a>
WHITESIDE Dr Jessica	23199	164/01	<a href="mailto:J.Whiteside@soton.ac.uk">J.Whiteside@soton.ac.uk</a>
WIEDENMANN, Prof. Joerg	26497	566/18	<a href="mailto:joerg.wiedenmann@noc.soton.ac.uk">joerg.wiedenmann@noc.soton.ac.uk</a>
WILSON, Prof. Paul	26164	164/20	<a href="mailto:paul.wilson@noc.soton.ac.uk">paul.wilson@noc.soton.ac.uk</a>
XUAN, Dr Chuang	26401	164/32	<a href="mailto:C.Xuan@soton.ac.uk">C.Xuan@soton.ac.uk</a>
<b>School Student Office – Waterfront Campus</b>			<b>Contact Details</b>
Terry Prince, Team Leader: Student Administration, Assessment,			<a href="mailto:ttmp@soton.ac.uk">ttmp@soton.ac.uk</a>
Undergraduate Student Office			<a href="mailto:felssoes@soton.ac.uk">felssoes@soton.ac.uk</a>
Postgraduate Student Office			<a href="mailto:gsnocs@soton.ac.uk">gsnocs@soton.ac.uk</a>

A full list of members of the academic and technical support team can be found on the OES web pages at: <http://www.southampton.ac.uk/soes/about/staff.page?>

### Primary Education-related Staff

Prof Christopher Hutton                      Office Hours                      023 8059 5784  
Deputy Head of School Education

Mrs Jenny Atkins                              Office Hours                      023 8059 8500  
Faculty Academic Registrar

Mr Terry Prince                              Office Hours                      023 8059 4399

University and NOCS Contact Numbers	Extension
24-hr/365 day University Emergency phone number	023 8059 3311
Security at NOCS (Main Control)	26999
Security at NOCS (Gatehouse)	26234
Serviceline (IT)	25656
NOCS Main Reception/Help Desk	26666

## 1. General Information

### 1.1 Your student office

Opening Hours: 10:00 – 15:00 Monday to Friday

Location and contact details: National Oceanography Centre Room 166/09 You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests

### 1.2 How we keep in touch with you

#### Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

#### Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

#### Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to [disciplinary action](#) within the scope of the University's Regulations.

### 1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 'Transcripts, Certificates and Award Letters' within the [fees section](#) of the University Calendar.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via [Banner Self Service](#).

## 2. Supporting you through your studies

### 2.1 The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor](#). Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor.

Geology-Geophysics Senior Tutor: **Dr Andy Barker** - [a.j.Barker@soton.ac.uk](mailto:a.j.Barker@soton.ac.uk)

Marine Biology-Oceanography Senior Tutor: **Dr Simon Boxall** - [srb2@soton.ac.uk](mailto:srb2@soton.ac.uk)

The Senior Tutor will have a more specialised understanding of supporting students and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

### 2.2 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

### 2.3 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors, you must bring this to the attention of your Personal Academic Tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

### 2.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered by the School you must complete a [Special Considerations form](#). **It is important that you submit this to your School in a timely manner and prior to the Board of Examiners.**

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The

purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

## **2.5 Student Support Review**

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

## **2.6 Suspending your studies**

If you feel that you need to take some time out from your studies, known as [suspending your studies](#), you should first discuss this with your Personal Academic Tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

## **2.7 Withdrawing from your studies**

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations - Transfer, Suspension, Withdrawal and Termination](#)

The Students' Union Advice Centre has developed a [Guide for students](#).

## **2.8 The Hub**

The Hub is our new online resource and one-stop-shop to help you make the most of your time studying with us.

The sites signpost undergraduate and postgraduate taught students to lots of helpful information including: student support, academic help, careers information, 'how to' guides (such as 'How do I find out more about a module'), and much more.

You can access The Hub via Blackboard at <http://go.soton.ac.uk/environmentalandlifesciences>.

## **3. Your safety**

### **3.1 Faculty/School Health and Safety Policy**

All students and staff have a duty to co-operate to enable the University to comply with the law and to ensure that the workplace is safe for everyone. They must consider safety in all of their activities and work in accordance with the academic unit policy, and in accordance with the assessments made of activities. They must take all reasonable steps to ensure their own health and safety and that of anybody else who may be affected by their actions. Students and staff who are not prepared to work safely are a danger to themselves and their colleagues and are a liability to the University. During their work, if any member of the University becomes aware of any hazard, or if any situation arises which they have not been trained to deal with, they should inform their manager or supervisor so that appropriate corrective action can be taken. Staff and students are required to attend appropriate induction and job training to enable them to work safely.

The full Health and Safety policy can be viewed here [Health and Safety Policy](#)



## 3.2 Access to Buildings

You should always keep your UoS ID card on you whilst on University property and be able to present it if challenged. The NOCS, building 68 has an access control system that requires a UoS ID card for access and exit.

## 4. Your Academic Programme

### 4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme.

You can view the most up to date version of the programme specification by accessing [SUSSED](#).

### 4.2 Registration and amendment to optional modules

Most programmes will have several optional modules. If applicable, you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

When choosing your options, you are strongly advised to ensure that you have a similar total number of modules in Semester 1 and Semester 2, to maintain a balanced workload throughout the year. Once you have registered your options, it is possible for you make changes but there are restrictions. The substitution of modules is not allowed (i.e. you cannot take an extra module in semester 2 to replace a semester 1 module in which you failed to perform well).

You may request a change to your optional module choice up to the **end of week 2** in each semester. You should complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your optional module choices clash in your timetable, then you will need to amend your optional choice accordingly by contacting the Student Office immediately.

You should regularly check your online student record for details of your registered modules. This is particularly important after you have made any changes and will help to maintain the accuracy of your student record. It will also save time and confusion during the examination period.

### 4.3 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance.

### 4.4 Additional Costs

You may incur additional costs because of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select also include information on module specific costs.

### 4.5 Exchanges / Placement programmes

Study Abroad: A selective/competitive entry for a limited number of places based on the exam achievements at the end of the first year at University. Students joining the SA programme will be those who have worked consistently and achieved the highest grades during year 1. The lowest grade considered for entry to a Study Abroad programme will be 65%. Successful students will transfer to MSci Marine Biology with Study Abroad from their BSc or MSci programmes. This means all our first-year students can aspire to be part of this flagship degree, hard work in year 1 could well be rewarded with the opportunity to transfer to a Study Abroad programme which allows the student to spend a

semester at a partner University outside the UK. There will be additional costs associated with this, for example: health and travel insurance, accommodation and living expenses; travel costs; visa costs. This will vary depending on country.

Erasmus Exchange: Subject to the approval of the relevant Exchange Coordinator, the School is also able to offer opportunities for students to undertake a period of study in Europe under the Erasmus Exchange scheme. Details of the Erasmus scheme is available from [here](#). There will be additional costs associated with this, for example: health and travel insurance, accommodation and living expenses; travel costs; visa costs. This will vary depending on country. If you are interested in spending a semester abroad, you should in the first instance discuss this with the ERASMUS Co-ordinator Dr Mark Rius.

Placements: There are also opportunities to undertake an optional year out to undertake an industrial placement. You will be responsible for any additional costs incurred should you choose to take up this opportunity. Details can be found on the Ocean and Earth Science web pages: [Student Placements](#)

## **5. Teaching and Learning Skills**

### **5.1 Time management**

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to otherwise marks will be deducted via the imposition of a [late submission penalty](#).

The framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme lead. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area, please discuss them with your Personal Academic Tutor.

### **5.2 Lectures**

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

### **5.3 Use of electronic recording devices or mobile phones in lectures or classes**

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

## 5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem-solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

## 5.5 Labs

Laboratory areas are inherently dangerous places. Every individual in the laboratory is responsible for the safety of all workers who could be affected by his/her own experiment.

### Clothing

All students must wear appropriate **safety clothing**, laboratory coats, gloves and safety glasses in all laboratories where chemicals are used and where required by a particular risk assessment.

Along with the appropriate safety wear, you should also consider your general apparel when working in laboratories. Shorts, short skirts and open footwear are NOT appropriate clothing for working in a laboratory environment. You should wear long trousers or a skirt that covers the legs. Clothing made from natural fibres is preferable to manmade fabrics, especially nylon. Shoes that cover the feet completely must be worn.

### Chemicals

Before any student is allowed to use chemicals in any laboratory, they must comply with any safety instructions given by an appropriate member of staff risk assessment details will be provided in the briefing and documentation given to the class.

Certain chemical substances may also require a **COSHH (Control of Substances Hazardous to Health) Assessment**.

The COSHH Assessment is an assessment which is required by the University for certain categories of chemical substance; it is additional to the requirements of the Risk Assessment. Any COSHH assessable materials which you encounter in practical classes will be accompanied by a set of much stricter rules which must be fully complied with whilst you are handling that substance (e.g. a COSHH assessment may stipulate that you are only allowed to use some particular substance when it is contained in a fume cupboard). In your third year you will be expected to complete COSHH Assessments for certain materials if required during individual project work.

### Electrical Equipment

All mains supply electrical equipment used in OES regardless of ownership must have an in-date electrical safety test. If electrical equipment does not work DO NOT, attempt to repair it yourself. Report it to the person in charge of the class, or the person responsible for the room.

### Food

The consumption of food or drink is **STRICTLY FORBIDDEN** in all laboratories.

## D5. Emergency Contacts & Procedures – Guidance for Students Undertaking Fieldwork

During enrolment or re-enrolment, you are required to complete an Emergency Contact form which is then retained in the Student Office. When attending residential field modules or preparing to go on independent mapping/fieldwork, please ensure that you update your Emergency Contact form with the Student Office and through the link on SUSSED, under Resources, Your Personal Information. Either should an incident occur whilst in the field, the Field Module Leader or, if you are working independently, you/a member of your group should contact the 24hr/365-day University Emergency phone number.

24-hr/365-day University Emergency phone number:

023 8059 3311

## **Academic Unit Contact Numbers**

Deputy Head of School Education	Office Hours	023 8059 5784
Professor Christopher Hauton		
Ms Jenny Atkins	Office Hours	023 8059 8500
Faculty Academic Registrar		
Mr Terry Prince	Office Hours	023 8059 4399

## **5.6 Independent or Self learning**

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem-solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

## **5.7 Key skills**

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the [library website](#).

## **5.8 School Policy on referencing**

The school uses the Harvard referencing style. The Library has a comprehensive guide to [referencing](#). In addition, students will also receive guidance via lectures and Blackboard regarding [Study Skills](#).

## **5.9 Academic integrity: University Policy**

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#).

The Students' Union Advice Centre has developed a [Guide for students](#).

# **6. Assessment and Examinations**

## **6.1 Coursework assessment and submission**

Several modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Normally, all coursework should be accompanied by a completed Coursework Submission/Feedback form and submitted to the Student Office by no later than the published date and time. If both paper-based and electronic submission is required, you should note that your submission would not be considered complete until both formats have been submitted. If other arrangements are in force for submission of a piece of coursework, this will be advised by your module co-ordinator.

## **6.2 Penalties for late coursework submission**

When coursework is set, a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a [uniform policy for the late submission](#).

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

### 6.3 Coursework extensions

If you know, there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete an Extension Request form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed and approved. However, please note that the following are examples of circumstances likely to be rejected:

- If there is a clear case that circumstances relied on were foreseeable or preventable
- Pressures of paid work
- Holidays
- Personal computer/printer problems
- Poor practice e.g. no back-up of electronic documents
- Claims that students were unaware of the dates or times of submission or examination
- Poor time management

This list is a non-exhaustive list of examples unlikely to fall within the definition of Section, 2.1 of the [Special Considerations Regulations](#). The Student Office will contact you via your University email account to let you know once approval has been made. **It is your responsibility to request an extension in a timely manner.** The entire process should be completed at least 48 hours before the published deadline for submission of the piece of coursework.

See paragraph 2.5 above.

### 6.4 Examination preparation

You will know yourself how best you prepare for examinations. It is always worth remembering that the sooner you start your preparation the better and that one of the aims of each module is to help you prepare for the examination. Make sure that you have a complete set of notes; that you understand their content; that you can apply the material by solving the example sheet questions; and that you have practiced questions from past papers under examination time constraints. The University's online archive of previously set examination papers is available to assist with your learning and preparation for forthcoming examinations.

[Past Exam Papers](#) are available via sussed. Not all past examination papers are available only those considered suitable.

Remember that if you get into difficulty during your revision process on a particular subject ask someone to help you. This may be either one of the lecturers or teaching assistants on the module. For helpful hints on revision strategy and examination techniques, please refer to Appendix A.

## 6.5 Examinations

The dates of University examination periods are published annually on the [exam timetables web page](#). However, Faculties that have extended academic years, may have assessment periods outside of these times.

The Assessment webpages <http://www.southampton.ac.uk/studentadmin/assessment/> provide helpful information on policy, process, exam regulations, venues and timetables.

Dates of examination periods for the 2019/20 academic year are as follows:

### Semester 1 Examinations

Monday 13 January - Friday 24 January 2020 (but possibly including Saturday 18 January and 25 January 2020)

### Semester 2 Examinations

Monday 18 May - Friday 5 June 2020 (excluding Bank Holiday Monday 25 May but possibly including Saturday 23 May and 30 May 2020)

## 6.6 Illegible exam scripts

If your examination script is considered illegible, the [Illegible Examination Scripts Policy](#) will be instigated. You will be asked to come in to dictate your script so that it can be transcribed. The cost of this work will be met by you. If your script is not transcribed, then it will receive a mark of zero (0).

## 6.7 Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. Formal feedback is well documented, and the following paragraphs identify ones that you are officially entitled to. Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module coordinators or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem-solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made, and the module lead will explain those to you.

Although individual feedback on examinations is not normally given, feedback on the strengths and weaknesses of the performance of the whole group, which took an examination, may be available via Blackboard.

Feedback is also given via Staff/Student Liaison Committees and School Programmes Committees, both of which have student representatives. Programme Validation for new and existing programmes also consult student representatives for feedback which is an integral part of the validation process. In addition to this, Module and Programme Annual Reports, Module questionnaires and External Examiner reports are also published annually via the Student Information Site within Blackboard.

## 6.8 Access to coursework/examination scripts

The University has agreed that students may have access to their marked examination scripts. In spring each year students will be invited to view their semester 1 scripts. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked. You are strongly advised to meet with your tutor if you have any concerns about your performance. In addition, each Academic Unit may organise a day when students are able to view their scripts as part of student feedback. Please note the following:

- No discussion may be conducted during the process regarding anything written on the script either by the student or the examiner.
- No mark or other annotation on the script is negotiable or open to alteration.
- No copy may be made of the whole or any part of the script by the student
- No writing or marks may be made on the original script during any scrutiny under these procedures.
- Access is given to a script only once.

Access to semester 2 scripts is available and you should contact the student office.

## 6.9 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the [Release of Marks procedure](#).

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

## 6.10 Prizes

**The Hodson-Najoan Prize** was founded in 1982 by Emeritus Professor F Hodson and is awarded annually to the third-year undergraduate student who submits the best field map and mapping report for assessment for the degree of MSci Geology or BSc Geology.

**The D E Wisden Prize** was founded in 1984 by Miss D E Wisden and is awarded annually to the second-year undergraduate Geology student who obtains the highest aggregate mark in the second-year examinations for the degree of Bachelor of Science with Honours.

**The Mineralogical Society Prize:** is given to the second-year student with the highest-ranking marks in SOES2004 Igneous and Metamorphic Petrology. The prize winners receive free Associate membership of the Society for two years.

**The Palaeontological Association Prize** is given annually to the student who obtains the highest mark in the second year Palaeontology course and consists of a two-year membership to the Palaeontological Association.

**The Micropalaeontological Society Prize** is awarded annually to the student who obtains the highest mark in SOES3004 and consists of 1-year membership of the society.

**Best Graduating Student:** Prizes are awarded to the graduating student with the highest aggregate mark in each of the undergraduate 3-year and 4-year programmes in Geology, Geophysics, Oceanography and Marine Biology.

**The Tyler Prize** for the student achieving the highest mark in a final year MSci Marine Biology project

**The Tyler prize** for the student achieving the highest average mark in MSci Marine Biology completing the third year.

**SAND Geophysics Prize** awarded by SAND Geophysics for the best year 4 Geophysics project

## 6.11 Final assessment

At the end of your programme, your overall performance will be assessed.

<http://www.calendar.soton.ac.uk/sectionIX/sectIX-index.html>

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

## 7. Staff/Student Liaison: getting your voice heard

### 7.1 Module Survey

The School aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken.

On-line module surveys will be emailed to students at the end of each semester or at the end of the module and students are encouraged to complete them.

### 7.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the - programme specific information tab.

### 7.3 Staff Student Liaison Committees

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

### 7.4 Student Representation

Through the [Students' Union](#) you will be invited to elect your Faculty/School representatives who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students' Union officers and their roles is available on the [Students' Union Representation webpages](#).

### 7.5 Careers and Employability

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. They provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:



## **8.1 Excel Southampton Internships**

The [Excel Southampton Internship Programme](#) offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities

## **8.2 Business Innovation Programme**

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 6 week project put forward by local businesses or not-for-profit organisations.

## **8.3 Year in Employment Placements**

The [Year in Employment](#) is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available [here](#) please check before applying.

## **8.4 Volunteering Bank**

[Volunteering](#) is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

## **8.5 Enterprise**

Whether you want to develop your own start-up or make a real difference from within an existing organisation, enterprise skills are essential to working life and highly valued by employers. The University of Southampton's Student Enterprise Team support all students in developing their enterprising and entrepreneurial skills. Click [here](#) to find out more about opportunities and support.

## **8.6 Career Readiness Test**

Developed especially for University of Southampton students and graduates, our Career Readiness Test will give you an insight into your career planning. Research shows that students who are more self-aware and clearer on their career strengths feel more confident in their ability to succeed in the future. The test is for everyone. Take the test to:

- Understand where to start
- Reflect on your strengths and areas for development
- Recognise what makes students most employable
- Structure your thinking
- Identify priorities for action

Just go to [www.soton.ac.uk/careers](http://www.soton.ac.uk/careers) and click on the Graduate Capital Model to find out more.

## **8.7 Employability events within the School of Ocean and Earth Science**

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may be advertised within the school or on blackboard. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to connect with organisations that offer themed events focused on employability. Some companies offer projects linked to dissertations or specific research.

An Ocean and Earth Science Careers Fair will be held in early spring at which local, national and international employers will be present.

## 8.8 Professional accreditation

The Geological Society of London accredits the Geology and Geophysics degrees. Current students can apply for Candidate Fellowship and, once graduated, can apply for Fellowship status.

Marine Biology and Oceanography programmes are accredited by The Institute of Marine Engineering, Science and Technology (IMarEST) see: <http://www.imarest.org/>. Current students can apply for Student (IMarEST) and once graduated have the option of several types of membership depending on their career path or interest, these include: Affiliate, Elective Member, Associate Member, Member or Fellow

## 9. Further study opportunities

Perhaps you are considering postgraduate study. There is a wide range of programmes leading to various qualifications available to you and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well-informed decision and therefore the key is to obtain all the information you need. The School always aims to retain its best and brightest students for research. However, when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task because you will also seek an area that has good employment prospects. There is also the choice between taught postgraduate programmes leading towards a Master of Science (MSc) and/or research postgraduate degrees.

Further details on the programmes offered by the School can be found on the School's website.

## 10. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton, but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University, we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

### 10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Students](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a [Guide for students](#).

### 10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

### 10.3 Dignity at work and study

The [University's Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

## 10.4 Student Non Academic Misconduct

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are always required to comply with the University's Regulations. Any allegation of misconduct will be considered within the [Student Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#)

### Revision Strategy and Examination Techniques

#### A.1 Revision strategy

Revision should be an on-going process which starts very early in your programme. The amount of knowledge to be accumulated and the variety of skills and techniques to be developed are large and they are best assimilated gradually and consolidated as you go along. Regular revision is really a part of the learning process but, of necessity, becomes more concentrated as the examination approaches. Revision means looking again at things you have already seen – it is not about learning for the first time.

##### A.1.1 Final revision programme

At the start of your final revision schedule (during the Christmas Vacation for Semester 1 exams, and during the Easter Vacation and at the end of the taught element of the programme for Semester 2 exams) you must get organised, and the best way to do this is to devise a revision timetable. Plan your time carefully, give yourself definite objectives for each session, revise actively, test yourself regularly, make notes, and practise problem solving. Use revision sessions to study topics you have worked on before, as revision is simply the process of reminding you of topics and techniques previously understood. You will appreciate how well-organised notes will help you during your revision. Write out important definitions, proofs, formulae and equations, checking them against your notes. Re-work previously solved problems without looking at your previous solution, then attempt questions that you have not looked at before. Make special revision notes for quick reference on cards to keep in your pocket and charts to hang on the wall of your study room. Practise your examination technique.

##### A.1.2 Examination practice

You should be familiar with the modules and syllabuses you will be examined in at the end of Semesters 1 and 2. Analyse recent examination papers. Work out how long you have for each question and become familiar with the style of questions.

During your ordinary study periods you will no doubt have attempted many questions but will have seldom given yourself strict time restrictions. In examinations the timing of your answers to questions is vitally important. Practice answering examination questions in mock examination conditions, allowing yourself only the normal available examination time and the equipment you are permitted to take into the examination room. To obtain 'mock examination' practice save one or two complete examination papers so that you can use them as final test papers 'against the clock'.

Examination nerves are common and understandable but will be lessened if you have followed a sensible course of study and revision. You may not do yourself justice if you have a poor examination technique. The hints on the next page should help you to tackle the examination with greater confidence.

## A2 Examination techniques

### A.2.1 Before the day

Before the actual day of your examination, make sure you know:

- the date, day, time and venue of each paper for your course;
- how to get to the examination venue if it is not well known to you;
- your candidate number;
- the telephone number of the Student Office.

Prepare any equipment you will need for your particular examination:

- pens which are comfortable to use;
- sharp pencils, a pencil sharpener and rubber;
- drawing instruments such as a ruler, compasses, protractor, set squares;
- University approved calculator (if allowed) and spare batteries (check that you know how to replace them quickly);
- an accurate watch or small clock.

### A.2.2 On the Day

Before the examination:

Check that you have all the equipment you will need before setting off for your examination with plenty of time to spare. If you are delayed, contact the Student Office (have the telephone number with you) to explain what has happened. Arrive at the examination room early; a late start to an examination cannot be a good start and you will not be permitted to enter the examination room later than 30 minutes after its scheduled start time.

Just before the start:

Listen carefully to the invigilator. There may be some changes or special instructions which you were not expecting or some errors in the paper. Fill in any details, such as your candidate number, when the invigilator instructs you to do so.

Reading the instructions:

When the invigilator says that you may begin, read the instructions on your examination paper very carefully. Make sure that it is the correct examination paper and note:

- the number of sections and questions you have to do;
- how much time you have to do them in;
- which questions (if any) are compulsory;
- what choice of questions (if any) you have;
- how to present your answers.

Planning your time

Quickly calculate the length of time you should spend on each question. You will have practised doing this for past papers but make sure that you use the instructions on your actual examination paper, rather than making any assumptions. Try to allow about 10 minutes at the end for checking your paper.

Choosing the questions

Read through the whole examination paper carefully, checking that you have read each page. If you have a choice of questions:

- cross out the ones you can't do;
- tick those you can do;
- choose the correct number to do;
- mark the order in which you are going to attempt them, attempting your best question(s) first.

### Answering the question

Before you attempt to answer a question, read it all again carefully, jotting down points such as formulae and information relating to that question. These hints should help you when writing an answer.

- Plan before you write – the stress of working under time constraints in the exam room can make all your good study intentions disappear. However, this is when it is more important than ever. Take a few minutes to think and plan.
- Think about what the question is asking. What are you expected to include in your answer? What material will be relevant?  
Underline the key words in the question; identify the main topic and discussion areas; choose a few points/arguments about which you can write; make a mini plan which puts them in order before you start writing. You can cross it through afterwards.
- Make sure that your writing is legible.
- Present your answer in a neat, logical and concise way.
- Show all your working; marks are often given for methodology as well as your answers. You should be able to refer by name to the main theorists/researchers in your topic, giving the year of their major works. You do not need to give page numbers of lengthy quotes, except in an open book exam. You do not need a reference list.
- Do not do things you are not asked for.
- If relevant, state any principles, results or formulae used and indicate your reasons for using them.
- Check any formulae you use with the formula sheet, if provided.
- Always do a rough estimate of any calculation to check that your answer is sensible.
- When using a calculator, make sure that each calculation is shown clearly in your answer and give your final answer to the required degree of accuracy.
- If you get 'stuck', re-read the question carefully to check that you have not missed any important information or hints given in the question itself.
- When you have completed your answer, re-read the question to check that you have answered all parts.

### Examination discipline

It is important that you try to keep to the times you have allocated to answering a question or section and that you answer the correct number of questions. If you answer less than the number of questions required, you are limiting the number of marks available to you.

### At the end

Before handing in your examination script check that:

- any 'front sheet' is completed according to the instructions;
- every loose page is clearly marked with your candidate number, etc;
- every answer is numbered correctly;
- pages are numbered clearly and in order.

## Marking Criteria Related to Level of Study

### Expectations and Guidance for Grading Student Work - Levels 4, 5, 6 and 7

	Level 4	Level 5	Level 6	Level 7
First (80-100%)	<p><b>Excellent</b> knowledge of subject</p> <p><b>High degree of technical and practical competence</b> in using software or equipment/instruments</p> <p><b>High degree of competence</b> in evaluating and/or interpreting data and different approaches/ problem solving</p> <p><b>High degree of competence</b> in communicating accurately, contextualising knowledge and structuring arguments</p> <p><b>Presentation</b> is very concise, clear and in an appropriate format</p> <p><b>Citation and referencing</b> is consistent and uses an appropriate style</p>	<p><b>Excellent</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations; evidence of significant reading</p> <p><b>High degree of technical and practical competence</b> in using software or equipment/instruments</p> <p><b>High degree of competence</b> in applying concepts / principles / methods of enquiry outside the area in which they were studied</p> <p><b>Very high degree of competence</b> in communicating accurately and reliably, contextualising knowledge and structuring arguments</p> <p><b>Presentation</b> is crisp, uncluttered, and in an appropriate format</p> <p><b>Citation and referencing</b> are accurate, consistent and uses an appropriate style</p>	<p><b>Excellent systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of extensive reading</p> <p><b>Excellent technical and practical competence</b> in using software or equipment/instruments</p> <p><b>Very high degree of competence</b> in solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought</p> <p><b>Very high degree of competence</b> in communicating information, ideas problems and solutions, contextualising knowledge and structuring/sustaining arguments</p> <p><b>Presentation</b> is crisp, uncluttered, fluent, sophisticated and in an appropriate format</p> <p><b>Citation and referencing</b> is accurate, consistent and uses an appropriate style</p>	<p><b>Excellent systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of very extensive reading</p> <p><b>Excellent technical and practical competence</b> in using software or equipment/instruments</p> <p><b>Excellent degree of competence</b> in solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought and a willingness to challenge received wisdom</p> <p><b>Excellent degree of competence</b> in communicating information, ideas problems and solutions, contextualising knowledge and structuring/sustaining arguments</p> <p><b>Presentation</b> is crisp, uncluttered, fluent, focused and sophisticated, and in an appropriate format</p> <p><b>Citation and referencing</b> are accurate, consistent and uses an appropriate style</p> <p><b>The work</b> may be of publishable quality</p>

	Level 4	Level 5	Level 6	Level 7
First (70-79%)	<p><b>Comprehensive</b> knowledge of subject and its underlying concepts  <b>High degree of technical and practical competence</b> in using software or equipment/instruments  <b>High degree of competence</b> in evaluating and/or interpreting data and different approaches/ problem solving  <b>High degree of competence</b> in communicating accurately, and structuring arguments  <b>Presentation</b> is highly competent and in an appropriate format  <b>Citation and referencing</b> is consistent and uses an appropriate style</p>	<p><b>Comprehensive</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations; clear evidence of reading  <b>High degree of technical and practical competence</b> in using software or equipment/instruments  <b>High degree of competence</b> in applying concepts / principles / methods of enquiry outside the area in which they were studied  <b>High degree of competence in</b> communicating accurately and reliably, contextualising knowledge and structuring arguments  <b>Presentation</b> is crisp, uncluttered, sophisticated and in an appropriate format  <b>Citation and referencing</b> is accurate, consistent and uses an appropriate style</p>	<p><b>Comprehensive systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of wide reading  <b>Very high degree of technical and practical competence</b> in using software or equipment/instruments  <b>High degree of competence in</b> solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought  <b>High degree of competence in</b> communicating accurately and reliably, contextualising knowledge and structuring/sustaining arguments  <b>Presentation</b> is crisp, uncluttered, sophisticated and in an appropriate format  <b>Citation and referencing</b> is accurate, consistent and uses an appropriate style</p>	<p><b>Comprehensive systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of extensive wide reading  <b>Very high degree of technical and practical competence</b> in using software or equipment/instruments  <b>High degree of competence</b> in solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought  <b>High degree of competence in</b> communicating information, ideas problems and solutions, contextualising knowledge and structuring/sustaining arguments  <b>Presentation</b> is crisp, uncluttered, fluent, highly sophisticated and in an appropriate format  <b>Citation and referencing</b> is accurate, consistent and uses an appropriate style</p>

	Level 4	Level 5	Level 6	Level 7
Upper Second (60-69%)	<p><b>Good</b> knowledge of subject and its underlying concepts  <b>Good technical and practical competence</b> in using software or equipment/instruments  <b>Good</b> at evaluating and/or interpreting data and different approaches/ problem solving  <b>Good</b> at communicating accurately, reliably and in structuring arguments  <b>Presentation</b> is competent and in generally in an appropriate format  <b>Citation and referencing</b> are consistent and uses an appropriate style, with few errors</p>	<p><b>Good</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations; reasonable potentially evidence of reading  <b>Good technical and practical competence</b> in using software or equipment/instruments  <b>Good</b> at applying concepts / principles / methods of enquiry outside the area in which they were studied  <b>Good</b> at communicating accurately, reliably, and structuring arguments  <b>Presentation</b> is highly competent and in an appropriate format  <b>Citation and referencing</b> are accurate, consistent and uses an appropriate style, with few errors</p>	<p><b>Good systematic</b> knowledge of key aspects of area of study and competent conceptual understanding of ideas and techniques of discipline; some evidence of wide reading  <b>High degree of technical and practical competence</b> in using software or equipment/instruments  <b>Good</b> at solving problems / evaluating and make judgements and appreciate limits of knowledge  <b>Good</b> at communicating accurately and reliably, contextualising knowledge and structuring arguments  <b>Presentation</b> is crisp, uncluttered, sophisticated and in an appropriate format  <b>Citation and referencing</b> are accurate, consistent and uses an appropriate style</p>	<p><b>Good systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of significant additional/wider reading  <b>High degree of technical and practical competence</b> in using software or equipment/instruments  <b>Good</b> at solving problems / evaluating and making judgements and appreciating limits of knowledge; some evidence of independent thought  <b>Good</b> at communicating accurately and reliably, contextualising knowledge and structuring/sustaining arguments  <b>Presentation</b> is crisp, uncluttered, sophisticated and in an appropriate format  <b>Citation and referencing</b> are accurate, consistent and uses an appropriate style</p>
Lower Second (50-59%)	<p><b>Competent</b> knowledge of subject and its underlying concepts  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Competent</b> ability to evaluate and/or interpret data and different approaches/ problem solving  <b>Competent</b> ability to communicate and structure arguments, knowledge of subject and its underlying concepts; reliance upon description as a substitute for analysis  <b>Presentation</b> is competent and in generally in an appropriate format  <b>Citation and referencing</b> are generally consistent and uses an appropriate style, with some errors</p>	<p><b>Competent</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations; limited or no evidence of reading  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Competent</b> ability to apply concepts / principles / methods of enquiry outside the area in which they were studied  <b>Competent ability</b> to communicate and structure arguments, knowledge of subject and its underlying concepts; reliance upon description as a substitute for analysis  <b>Presentation</b> is competent and in generally in an appropriate format  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with some errors</p>	<p><b>Competent systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of limited reading  <b>Good technical and practical competence</b> in using software or equipment/instruments  <b>Competent ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge  <b>Competent ability</b> to communicate and structure/sustain arguments, knowledge of subject and its underlying concepts; reliance upon description as a substitute for analysis  <b>Presentation</b> is highly competent and in an appropriate format  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with few errors</p>	<p><b>Competent systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; clear evidence of some reading  <b>Good technical and practical competence</b> in using software or equipment/instruments  <b>Competent ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge  <b>Good</b> at communicating accurately and reliably, contextualising knowledge and structuring/sustaining arguments  <b>Presentation</b> is crisp, uncluttered, sophisticated and in an appropriate format  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with few errors</p>



	Level 4	Level 5	Level 6	Level 7
Third (40-49%)	<p><b>Acceptable</b> knowledge of subject and its underlying concepts  <b>Acceptable technical and practical competence</b> in using software or equipment/instruments  <b>Acceptable</b> ability to evaluate and/or interpret different approaches/ problem solving; heavy reliance upon description as a substitute for analysis  <b>Acceptable</b> ability to communicate accurately, reliably, and structure arguments  <b>Presentation</b> is satisfactory and in generally in an appropriate format, although deficiencies are apparent  <b>Citation and referencing</b> shows some consistency but many deficiencies are apparent</p>	<p><b>Acceptable</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations  <b>Acceptable technical and practical competence</b> in using software or equipment/instruments  <b>Acceptable ability</b> to apply concepts / principles / methods of enquiry outside the area in which they were studied  <b>Acceptable ability</b> to communicate and structure arguments, knowledge of subject and its underlying concepts  <b>Presentation</b> is satisfactory and in generally in an appropriate format, although deficiencies are apparent  <b>Citation and referencing</b> shows some consistency and accuracy but many deficiencies are apparent</p>	<p><b>Acceptable</b> conceptual knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; limited evidence of wider reading  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Acceptable ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge  <b>Acceptable ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments  <b>Presentation</b> is competent and in generally in an appropriate format  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with some errors</p>	<p><b>Acceptable systematic</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; limited evidence of wider reading  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Acceptable ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge  <b>Acceptable ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments  <b>Presentation</b> is competent and in generally in an appropriate format  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with some errors</p>
25-39% Compensatable Fail	<p><b>Some</b> knowledge of subject and its underlying concepts  <b>Some technical and practical competence</b> in using software or equipment/instruments  <b>Some ability</b> to evaluate and/or interpret different approaches/ problem solving</p> <p><b>Some ability</b> to communicate accurately, reliably, and structure arguments  <b>Presentation</b> is poor and may be in an inappropriate format  <b>Citation and referencing</b> are present, but may be inconsistent and use an inappropriate format</p>	<p><b>Some</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations  <b>Some technical and practical competence</b> in using software or equipment/instruments  <b>Some ability</b> to apply concepts / principles / methods of enquiry outside the area in which they were studied  <b>Some ability</b> to communicate accurately, reliably, and structure arguments  <b>Presentation</b> is acceptable, although deficiencies are apparent, but may be in an inappropriate format  <b>Citation and referencing</b> shows some consistency but many deficiencies are apparent</p>	<p><b>Some</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Some ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge</p> <p><b>Some ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments  <b>Presentation</b> is satisfactory and in generally in an appropriate format, but there may be some errors  <b>Citation and referencing</b> shows some consistency and accuracy but many deficiencies are apparent</p>	<p><b>Some</b> knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; very limited or no evidence of wider reading  <b>Sound technical and practical competence</b> in using software or equipment/instruments  <b>Some ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge  <b>Some ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments  <b>Presentation</b> is competent and in generally in an appropriate format, but there may be some errors  <b>Citation and referencing</b> are generally accurate, consistent and uses an appropriate style, with some errors</p>

	Level 4	Level 5	Level 6	Level 7
<b>Uncompen</b> <b>satable</b> <b>Fail</b> <b>0-24%</b>	<b>Very little</b> knowledge of subject and its underlying concepts <b>Very little technical and practical competence</b> in using software or equipment/instruments <b>Inadequate ability</b> to evaluate and/or interpret different approaches/ problem solving <b>Inadequate ability</b> to communicate accurately, reliably, and structure arguments <b>Presentation</b> is very poor and in an inappropriate format <b>Citation and referencing</b> are very poor or absent	<b>Very little</b> knowledge of established principles / concepts / methods of enquiry of subject and their limitations <b>Very little technical and practical competence</b> in using software or equipment/instruments <b>Inadequate ability</b> to apply concepts / principles / methods of enquiry outside the area in which they were studied <b>Inadequate ability</b> to communicate accurately, reliably, and structure arguments <b>Presentation</b> is very poor and in an inappropriate format <b>Citation and referencing</b> are very poor or absent	<b>Very little</b> knowledge of key aspects of area of study and very little conceptual understanding of ideas and techniques of discipline <b>Some technical and practical competence</b> in using software or equipment/instruments <b>Inadequate ability</b> solves problems / evaluate and make judgements and appreciate limits of knowledge <b>Inadequate ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments <b>Presentation</b> is poor and in an inappropriate format <b>Citation and referencing</b> are poor or absent	<b>Very little</b> knowledge of key aspects of area of study and little conceptual understanding of ideas and techniques of discipline <b>Some technical and practical competence</b> in using software or equipment/instruments <b>Inadequate ability</b> to solve problems / evaluate and make judgements and appreciate limits of knowledge <b>Inadequate ability</b> to communicate information, ideas problems and solutions and structure/sustain arguments <b>Presentation</b> is poor and in an inappropriate format <b>Citation and referencing</b> are poor or absent

## **Safety during Oceanography and Marine Biology Fieldwork and for Boat-work for all OES Students**

Fieldwork and boat-work are activities, which involve inherent special risks and hazards. These activities are an integral part of teaching in the academic unit. A number of 1st year students and all 2nd year students will attend formal field modules. Some modules also include boat days and boat practical classes.

As indicated in the introduction, all of your activities undertaken in the field or on the boat will be subject to a written Risk Assessment prior to the start of the work. The member of staff involved will ensure that all of the appropriate safety precautions have been adopted and that you have been fully briefed regarding these precautions. On field activities, the member of staff in charge of the activity is also responsible for ensuring that a field expedition memo is completed before departure.

While leaders will take every reasonable care concerning the safety of students on fieldwork or boat-work parties, the potential dangers make it imperative that everyone should cooperate by behaving responsibly in order to reduce the risk of accidents. Ultimately, each individual should act in a reasonable manner in order to ensure the safety of themselves and all others who may be affected by their acts or omissions.

**Students must observe all safety instructions given by party leaders, supervisors or crew. Anyone not conforming to the standards required may be dismissed from the field or from the vessel.**

Students should ensure that their anti-tetanus inoculations are up to date before attending any field/boat activities. If in doubt, check with your GP. If you suffer from any medical condition (including asthma, vertigo, agoraphobia, diabetes, allergies or are on medication) you must tell the leader before the start of the field module. Appropriate protective clothing, for sun as well as cold should be worn:

A waterproof jacket and over trousers are essential and are required for all boat-work. Students who are not adequately equipped will not be allowed to participate in boat-work activities. Simple but effective 'foul weather' gear can be purchased locally. Waterproof boots with non-slip soles should be worn, as decks can be wet and slippery. Sports shoes are unsuitable. Steel toecap boots are recommended but not mandatory. Walking boots usually give some protection to the toes and are acceptable for most boat-work activities. Warm clothing is normally required since many of the boat activities occur over the winter and early spring months. Appropriate protective clothing, for sun as well as cold should be worn. A woollen hat, in addition to the hood of an anorak is useful in winter. **The member of staff in charge of the activity may refuse to take persons who do not have the correct clothing.**

**Life jackets are provided on the OES vessels and must be worn at all times.**

**The Skipper of the vessel has absolute authority in all matters of safety**

### **Safety during Geology and Geophysics Fieldwork**

Some of the special risks and hazards associated with 'geological' field activities are due to working on coast exposures, in quarries, mines, river sections, and mountains. Severe or dangerous weather conditions may also be encountered at any season, especially on mountains or the coast.

If you suffer from any medical condition (including asthma, vertigo, agoraphobia, diabetes, allergies or are on medication) you must tell the leader **before** the start of a field module.

### **Personal Behaviour**

- Observe all safety instructions given by party leaders or supervisors. Anyone not conforming to the standards required may be dismissed from the field module.
- Stay with the party, except by clear arrangement with the leaders. Assemble where requested (e.g. outside a quarry) in order to receive specific instructions regarding likely hazards.
- Observe instructions for reporting in after the completion of work.
- Report any injury or illness.

## Clothing and First Aid Provision

- Wear adequate clothing and footwear for the types of weather and terrain likely to be encountered. Shirts, loose-fitting trousers, a warm sweater, brightly coloured anorak with hood, are normally desirable in the UK. A woollen hat, in addition to the hood of an anorak is useful in winter or on high ground. Gaiters and waterproof over-trousers are essential for wet weather. Jeans are unsuitable because they do not give sufficient protection when wet. They are also very difficult to dry out when in field accommodation.
- Walking boots with polymer mountaineering soles are normally essential. Sports shoes are unsuitable for mountains, quarries and rough country. Wellingtons are generally best reserved for walking through shallow water and peat bogs.
- **Leaders will refuse to allow ill-equipped persons on their field modules, and this will have consequences for progression within your degree programme.**
- Field modules are accompanied by qualified first aiders, but students are required to bring their own first aid kit for personal use as part of their own equipment provision.

## Safety equipment and practice

- A safety helmet must be worn when visiting old quarries, cliffs, scree slopes, etc., or wherever there is a risk from falling objects. It is obligatory to do so when visiting working quarries, mines and building sites.
- Wear safety goggles (or safety glasses with plastic lenses) for protection against flying splinters when hammering rocks.
- Do not use a geological hammer as a chisel or hammer it with another. Use only a soft steel chisel.
- Avoid hammering near another person or looking towards another person who is hammering.

## Distress signal

The international distress signal is 6 whistle blasts, torch flashes, shouts or waves of a brightly coloured cloth with a gap of 1 minute between each repetition. Acknowledgement of this signal is by 3 whistle blasts.

## Precautions

- Take special care near the edges of cliffs and quarries, or any other steep or sheer faces, particularly in gusting winds.
- Ensure that rocks above are safe before venturing below. Quarries with rock faces loosened by explosives are especially dangerous.
- Avoid working under an unstable overhang.
- Avoid loosening rocks on steep slopes.
- Do not work directly above or below another person.
- Never roll rocks down slopes or over cliffs for amusement.
- Do not run down steep slopes.
- Beware of landslides and mudflows occurring on clay cliffs and in clay-pits, and of rock-falls from any cliffs.
- Be aware of tide times when working on tidal shorelines.

## Quarries

- Avoid touching any machinery or equipment in quarries, mines or building sites.
- Never pick up explosives or detonators from rock piles; if found, inform the management immediately.
- Comply with safety rules, blast-warning procedures and any instructions given by officials.
- Keep a sharp look-out for moving vehicles, etc.
- Beware of sludge lagoons.

## Cliffs and cuttings

- Do not climb cliffs, rock faces or crags unless this has been approved as an essential part of the work.
- Take great care when walking or climbing over slippery rocks below high-water mark on rocky shores.

- More accidents to geologists, including fatalities, occur along rocky shorelines than anywhere else.
- Beware of traffic when examining road cuttings.
- Avoid hammering, and do not leave rock debris on the roadway or verges.
- Railway and motorway cuttings are not open to geologists, unless special permission has been obtained from the appropriate authorities.

## **Mines**

- Do not enter old mine workings or cave systems unless it has been approved as an essential part of the work. Only do so then by arrangement, with proper lighting and headgear, and never alone.
- Ensure that someone on the surface knows your location and expected time of return.
- Be sure to report after returning.

## **General behaviour**

All participants in geological field modules, or undertaking independent fieldwork, are expected to observe sensible standards of behaviour, to conduct themselves with consideration for others, particularly in hotels or other accommodation, and not to damage property in any way by climbing over walls, leaving gates open, trampling crops. All students must not be under the influence of any drink or drugs when participating in fieldwork.

- Please do not disturb the environment more than is necessary.
- Do not collect specimens unless required for serious study.
- Do not hammer outcrops casually or indiscriminately and never in areas of special scientific interest with no geological hammering allowed.
- Do not disturb living plants and animals.
- Do not leave litter, including rock chippings.
- Observe conservation requirements. Remember that public access is an acute problem in the countryside and especially in areas designated as National Parks.

## **Safety on Independent Non-Group Fieldwork**

It is the policy of the academic unit that geological fieldwork must not be undertaken alone and is subject to an appropriate risk assessment. During independent work you will be directed to be accompanied by another student or field assistant.

Geological fieldwork is an activity involving some inherent special risks and hazards, e.g. coast exposures, quarries, mines, river sections, and mountains. Severe weather conditions may also be encountered at any season, especially on mountains or the coast.

The potential dangers make it imperative that everyone should cooperate by behaving responsibly in order to reduce the risk of accidents. Everyone is responsible for his or her own safety.

If you suffer from any medical condition including asthma, vertigo, agoraphobia, diabetes, allergies or are on medication you must tell your supervisor/module coordinator before the start of the fieldwork.

Each day you should inform an appropriate person or organisation Police, Mountain Rescue Team, Coastguard, Geological Mapping Group members etc. of the area in which you will be working and the expected time of return. At the end of the day you should inform them that you have returned.

Your attention is particularly drawn to all the points of guidance and good practice described above in the section on Safety on Group Field Modules, which apply equally on independent fieldwork. Students working independently should carry a whistle to attract attention and a first aid kit for personal use.

## **Safety during Geophysical Prospecting**

- Only operate Geophysical equipment in a manner as instructed by the field module leaders and technician.
- When levelling, particular care should be taken to avoid any overhead power lines.
- When collecting survey data on roads, two people within the group must observe oncoming traffic and warn data collectors of any danger. All members of the party should always wear fluorescent jackets .

- If there is a risk of lightning, geophysical fieldwork should cease, and the individuals should move down from high ground. Sheltering under isolated trees is not advised.
- Extreme care should be exercised in operating the Weight Drop. Only use the winding mechanism with the safety catch in place. If the weight becomes stuck DO NOT attempt to release it yourselves. Ask the technician or field module leaders to release it.
- Exercise care when lifting geophysical equipment and laying out cables.
- Observe correct procedures when using and moving current electrodes.

### **The Geologists' Association Code for Geological Fieldwork**

A 'Code of Conduct' is essential if opportunities for fieldwork in the future are to be preserved. To achieve this, the following general points should be observed.

- Obey the Country Code and observe local byelaws. Remember to shut gates and leave no litter.
- Always seek prior permission before entering private land. Do not interfere with machinery.
- Do not litter fields or roads with rock fragments, which might cause injury to livestock or be a hazard to pedestrians or vehicles. Avoid undue disturbance to wildlife. Plants and animals may inadvertently be displaced or destroyed by careless actions. Observe and record; do not hammer indiscriminately. Keep collecting to a minimum. Avoid removing in situ fossils, rocks or minerals unless they are genuinely needed for serious study. Never collect from walls or buildings. Take care not to undermine fences, walls, bridges or other structures.

### **Fieldwork Equipment**

#### **For Geoscience Field Modules**

Several essential items will be provided to you during the induction session and these will be required during field work.

#### **Geology and Geophysics students**

- Geology and Geophysics students will need a minimum amount of field equipment and this is provided by the department. Most will be provided during Induction.
- Geology students receive: compass-clinometer; geological hammer; hand lens; waterproof field notebooks (quantity depends on degree programme); steel tape measure; safety helmet; clip board; safety goggles; bottle for dilute hydrochloric acid; outdoor first aid kit; 3 mapping pens; grain size comparator cards.
- Geophysics students receive: compass-clinometer; hand lens; waterproof field notebooks (quantity depends on degree programme); steel tape measure; safety helmet; clip board; safety goggles; bottle for dilute hydrochloric acid; outdoor first aid kit; 3 mapping pens; grain size comparator cards.
- All Geology and Geophysics students are recommended to purchase the following items: a pair of compasses; set squares; protractor; pencils (including coloured); eraser; University-approved calculator.
- Geology and Geophysics students will also need to provide their own walking boots, waterproof clothing, and a rucksack; some students purchase a 'Weather writer' which affords more protection for maps in wet weather.
- Some of the items not included in the induction pack can be purchased from the department/University. Please visit Room 161/05, Level 1, NOCS.

#### **Marine Biology and Oceanography**

- Marine Biology students will receive a lab coat, dissection kit and waterproof notebook during Induction.
- Oceanography students will receive a lab coat and waterproof notebook during Induction.

Other useful equipment that you should bring with you into the field: ruler; a pair of compasses; set squares; protractor; pencils; eraser; calculator, penknife

If items provided are lost replacements can be purchased from room 161/05 at Ocean and Earth Science, NOCS

## Insurance - Travel, Medical, Personal Property and Baggage

Travel cover is automatically in operation for all students whilst on University organised field modules undertaken in connection with the module being studied, including field-modules within the UK involving an overnight stay. For further information please visit <http://www.southampton.ac.uk/finance/services/index.php#5> email [insure@soton.ac.uk](mailto:insure@soton.ac.uk) or visit the Insurance Office in Building 37.

Travel and Personal Accident Insurance:

<b>Insurer</b>	<b>AIG Europe (UK)</b>
<b>Policy number</b>	<b>0015865121</b>
<b>Expiry Date</b>	<b>31st July</b>

Foreign & Commonwealth Office Travel advice [www.gov.uk/browse/abroad](http://www.gov.uk/browse/abroad)

## Parking on Campus

Permits are only available in certain circumstances and restrictions that apply.  
[http://www.southampton.ac.uk/estates/services/carparking/student\\_park\\_permit.html](http://www.southampton.ac.uk/estates/services/carparking/student_park_permit.html)

## Smoking Policy

We are committed as a university to a No Smoking Policy which applies to staff, students and visitors. Smoking is prohibited in all buildings.

- Smoking is not allowed within the NOCS or on the pontoon.
- Smoking on-board the OES research vessel Callista is only allowed on open deck and at the discretion of the skipper.
- Smoking is forbidden in the vicinity of portable generators or other equipment that uses petrol or inflammable fuel.
- Smoking is forbidden in any of the OES vehicles or in vehicles on hire to OES.
- The following areas have been designated as smoking areas within the 5-metre smoke free zone surrounding the NOCS buildings. These areas will remain under review by the NOCS Health and Safety Committee.
- These areas should only be used when it is safe to do so. They should not be made use of when an emergency evacuation of the building is in operation.
- NOCS Main Entrance – the covered area immediately outside the main entrance will be reserved for visitors. We are keen not to encourage wider use of this area to prevent a poor first impression of NOCS. All staff and students are therefore kindly requested to make use of other designated smoking areas to keep use of this area to a minimum;
- Node 3 – covered area immediately outside the Node 3 door onto the quayside;
- The covered container provided for smokers on the grass area opposite Node 5;

## NOCS Campus Maps

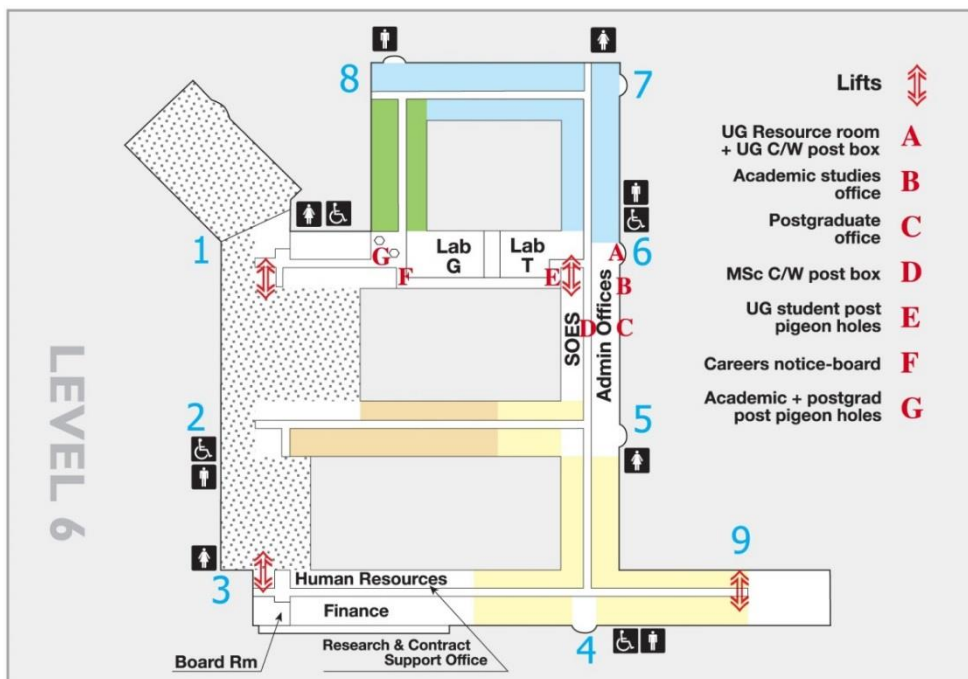
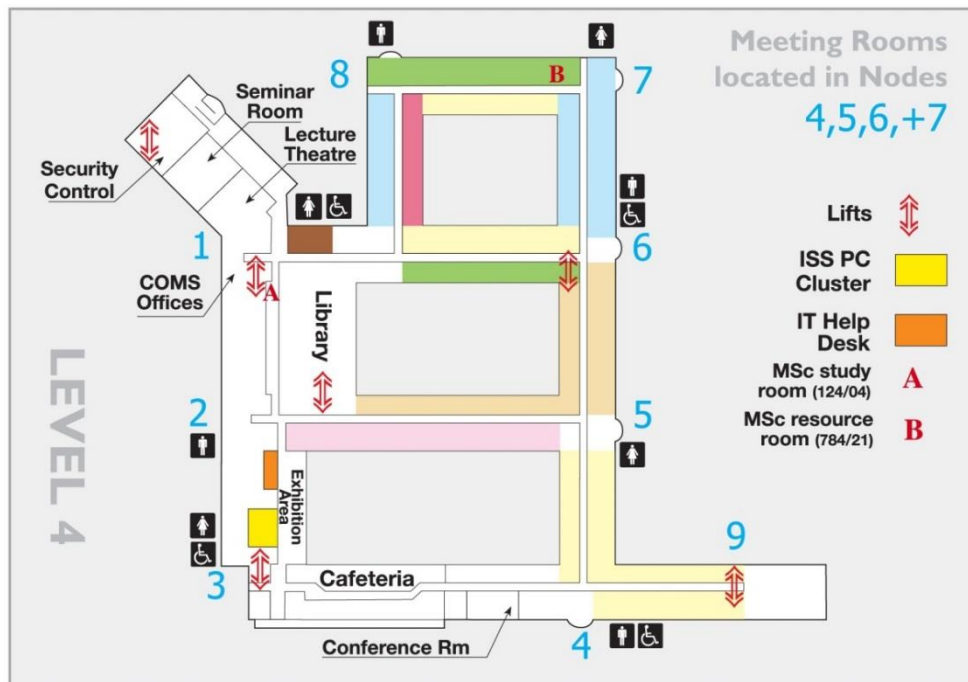
### Finding Your Way Around: Guide to Room Numbering at the NOCS

There are three floors at the NOCS that are used for Offices, Laboratories, and Meeting Rooms. These are Floors 1, 4 and 6. The intermediate floors are service floors only and there is no access to them except for maintenance staff.

Within the building the corridors are known as 'Plates' and the intersections of two corridors as Nodes. Nodes are numbered 1 to 9 according to the attached plan.

Each corridor (plate) is known by a three-digit number. The first two digits are the numbers of the nodes between which the plate runs, and the third digit is the floor number. For example, plate 564 is between nodes 5 and 6 on level 4.

Each room number is made up of 5 digits in the form xxx/xx. The first three digits are the plate number and the last two are the room number. For example, room 566/03 is located between nodes 5 and 6 on level 6 and is room number 3 along that plate.





**KEY:**

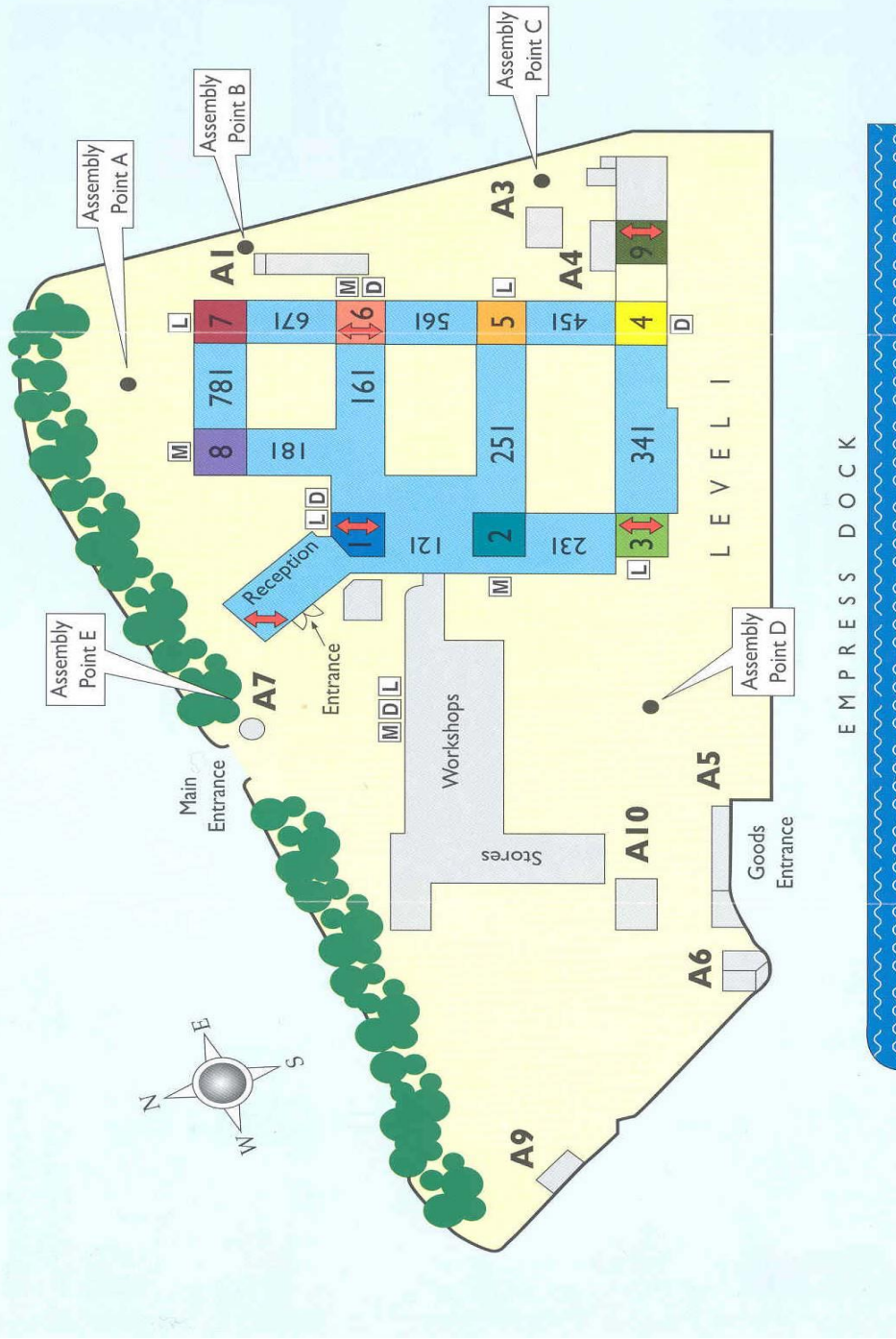
↕ = Lifts

Toilets:

M Mens

L Ladies

D Disabled



## Environmental Management at NOCS

NOCS has gained the internationally recognised ISO14001 standard for Environmental Management. Through this standard the Centre is committed to continual environmental improvement, pollution prevention and legal compliance. These commitments are outlined in the NOCS Environment and Sustainability Policy which is available on NOCSnet under the Environmental Management Tab. All students play an important role in reducing the negative environmental impact of the centre. Please observe the following guidelines when at the Centre:

- Only use chemicals in lab spaces and when authorised to do so. If you find a chemical spill at the centre, please report it NOCS Reception.
- Switch off all lights and other electrical items when not needed.
- Log off computers once you have finished with them and following energy guidance within computer rooms. Note: PCs in student clusters will hibernate but please switch the screens off after use.
- Use the recycling banks around the centre following the guidance provided on accompanying posters. If you are unsure whether an item can be recycled or not, please refer to the Environmental Management pages on NOCSnet (click on Waste Management) or email [environ@noc.ac.uk](mailto:environ@noc.ac.uk). Note: The waste regime at NOCS is different from that at Highfield

Students are encouraged to cycle to NOCS. Even though bike theft is extremely rare please lock your bike up in the cycle parking provided. Cycle parking can be found next to the A1 building and outside reception. For more information on cycling facilities at NOCS, cycle maps of the local area and guidance please visit the Environmental Management pages on NOCSnet. There is an emergency bike kit at reception if you need it. There are repair stands, tools and track pumps at each major cycle rack.

There are a number of large projects and initiatives underway at NOCS aimed at improving the environmental performance of the Centre. The NOCS Student Environment Group has been re-established this year to enable students to get involved. For more information, please email: [environ@noc.ac.uk](mailto:environ@noc.ac.uk)

## What to do in emergencies

### Fire

The evacuation signal indicating a fire within the building is a CONTINUOUS audible tone

On hearing the signal:

Leave the area immediately. Do **NOT** stop to collect belongings.  
Close the door behind the last person.  
Follow the exit signs to the nearest fire escape.  
Proceed calmly to the ground floor. Do **NOT** use the lifts.  
Make your way to the assembly point.  
Do not re-enter the building until instructed that it is safe to do so.

**EVACUATE THE BUILDING BY THE NEAREST EXIT POINT AND MAKE YOUR WAY TO THE ASSEMBLY POINT (AS INDICATED ON THE MAP)**

Outside working hours (i.e. from 1700- 0900) the fire Assembly Point is located at the Main Gate.

NB: The Fire Alarms are sounded at 8.45 every Monday.

### First Aid

In the event of an accident involving an injury, you should call the NOCS Security Control Room (Ext 26999) on an internal phone and they will send help.

If you call the emergency services (91-999) directly, make sure you also call Security (extension 26999) as well. They will meet the emergency services and direct them to your location. In the event of an accident a member of OES staff (e.g. your supervisor, the Technical Superintendent, Safety Officer, or the Head of Ocean and Earth Science) must be informed as soon as possible. Personal injuries must be reported immediately to the Safety Officer, to the Head of Ocean and Earth Science via the Student

Office, or to your supervisor. The University is required by law to keep a record of all accidents involving personal injury. An accident report form **MUST** be completed on the **SAME DAY**.

## Fieldwork

Experience of working in the field is an essential part of your learning process and is also widely regarded as valuable in personal development. Please note that circumstances may dictate that some field-courses are timetabled within part of the vacation period. For compulsory residential field courses, accommodation and travel are provided (for Independent Geology Mapping a fixed amount is provided to cover these costs for the least expensive area). You are usually expected to cover the costs of food and drink, although some courses may include meals. For optional field courses, students are asked to make a contribution to the travel and/or accommodation costs. Details are provided in the table below.

Please note that if a field course is compulsory for your degree programme and you later move from that degree programme to one where that field course is optional, you will be charged for the cost of that field course. To provide an example: students on the MSci Marine Biology programme undertaking the field course to Bermuda will be charged the full cost of the field course if they later choose to transfer to the BSc Marine Biology degree programme. In addition to the field courses mentioned in this booklet, there are also one-day field courses associated with specific modules; students are expected to cover food and drink costs for these days, but transport is arranged and paid for by the department. As the department arranges transport, should students wish to make their own way to or from field courses, then they must meet these costs themselves.

### SOES3020: Tenerife Field Course

As this is an overseas field course which requires the department to make early flight bookings to minimise costs, students who pre-register for this module will be liable for the full flight costs if they subsequently opt not to take the module. Students will be expected to contribute approximately £400.00 toward the cost of the fieldtrip.

### SOES3025: Independent Geology Mapping

Precise costs depend on specific arrangements made by students and on individual destinations. The department undertakes to cover the costs for accommodation and travel up to the cost of the least expensive destination, and currently provides £500 per student.

### SOES6052: Tropical Field Course

This field trip is optional and open only to MSci Marine Biology and MSci Biology with Marine Biology students. Students are expected to fund their travel and to provide their own snorkelling equipment, including 3mm-thick wetsuit. The total cost is currently expected to be no more than £1500. The department provides full board, IT and lab facilities and course-related travel whilst in Bermuda.

### Notes:

Where a student contribution is made, invoices will be issued approximately 2 weeks prior to the start of a field course and payment will be due within 7 days. Dates and costs are correct at the time of going to press.

## Fieldwork equipment

### Geology and Geophysics students

- Geology and Geophysics students will need a minimum amount of field equipment and this is provided by the department. Most will be provided during Induction.
- Geology students receive: compass-clinometer; geological hammer; hand lens; waterproof field notebooks (quantity depends on degree programme); steel tape measure; safety helmet; clip board; safety goggles; bottle for dilute hydrochloric acid; outdoor first aid kit; 3 mapping pens; grain size comparator cards.
- Geophysics students receive: compass-clinometer; hand lens; waterproof field notebooks (quantity depends on degree programme); steel tape measure; safety helmet; clip board; safety goggles; bottle for dilute hydrochloric acid; outdoor first aid kit; 3 mapping pens; grain size comparator cards.
- All Geology and Geophysics students are recommended to purchase the following items: a pair of compasses; set squares; protractor; pencils (including coloured); eraser; University-approved calculator.

- Geology and Geophysics students will also need to provide their own walking boots, waterproof clothing, and a rucksack; some students purchase a 'Weather writer' which affords more protection for maps in wet weather.
- Some of the items not included in the induction pack can be purchased from the department/University. Please visit Room 161/05, Level 1, NOCS.

#### Marine Biology and Oceanography

- Marine Biology students will receive a lab coat, dissection kit and waterproof notebook during Induction.
- Oceanography students will receive a lab coat and waterproof notebook during Induction.

#### Insurance (travel, medical, personal property and baggage)

- Students are automatically insured whilst on University organised field courses undertaken as part of their official studies, including field courses in the UK involving an overnight stay.

## PROVISIONAL FIELDWORK INFORMATION, TIMING AND ASSOCIATED COSTS

Module	Current field course destination	Usual time of field course (Year)	Number of Days	Additional notes on costs	Compulsory for these Degree Programmes	Optional for these Degree Programmes
SOES 1014	Tenby	March/April - Easter vacation (Year 1)	7	Students pay for food and drink	BSc, MSci, and MSci Study Abroad Geology, and Geophysics; BSc Geology with Physical Geog.	
SOES 1013	Southampton	March/April - Easter vacation (Year 1)	7	Students will need to make arrangements to stay in Southampton for a week in the Easter vacation. Students pay for food and drink	BSc Marine Biology with Oceanography, Oceanography, and Oceanography with Physical. Geog. MSci, and MSci Study Abroad Marine Biology, Biology with Marine Biology, Oceanography	
SOES 1013	Hampshire	May (Year 1)	2	Students stay in Southampton and pay for food and drink	BSc, MSci, and MSci Study Abroad Geophysics	
SOES 2034 and 2035	Ingleton	June - Summer vacation (End of Year 1)	7	Students are provided with a fixed sum to cover accommodation (accom. details provided, students make bookings). Students pay for food and drink	BSc, MSci, and MSci Study Abroad Geology, and Geophysics, BSc Geology with Physical. Geog.	
SOES 2030	Dale Fort	September (Start of Year 2)	5-7	All meals are included	BSc Marine Biology with Oceanography, MSci and MSci Study Abroad Marine Biology, Biology with Marine Biology	
SOES 2034	Spain	March/April - Easter vacation (Year 2)	12-14	Students pay for food and drink	BSc, MSci, and MSci Study Abroad Geology, BSc Geology with Phys. Geog.	
SOES 3018 and 3040	Falmouth	June/July - Summer vacation (End of Year 2)	10-12	Students pay for food and drink	BSc Marine Biology with Oceanography, Oceanography and Oceanography with Physical. Geog. MSci, and MSci Study Abroad Marine Biology, Oceanography	
SOES 3020	Tenerife	November (Year 3)	7	Students contribute approx. £400 to costs of travel and pay for food and drink		Optional for all Geology and Geophysics programmes
SOES 3021	Brittany	June - Summer vacation (End of Year 2)	7-10	Breakfast and dinner provided, students pay for other food/drink costs	BSc, MSci, and MSci Study Abroad Geophysics	
SOES 3022	Cornwall	April (Year 3)	7	Students pay for food and drink	MSci, and MSci Study Abroad Geophysics	

SOES 3025 and 3027	Anglesey	June - Summer vacation (End of Year 2)	7	Students pay for food and drink	BSc, MSci, and MSci Study Abroad Geology, BSc Geology with Phys. Geog.	
SOES 3025	Independent Geology Mapping	July/August - Summer vacation (End of Year 2)	5 weeks	Accommodation and transport costs for least expensive destination provided (currently £500). Students pay for food and drink - this applies if compulsory or optional	BSc, MSci, and MSci Study Abroad Geology	BSc Geology with Phys. Geog.
SOES 6052	Tropical Field course (Bermuda)	June - Summer vacation (End of Year 3)	10	Students contribute travel costs and own Protective Equipment (3mm wet suit) – total cost approx. £1500. Department covers costs of food, drink & accommodation.		MSci, MSci Study Abroad Marine Biology, Biology with Marine Biology
SOES 6065	Cornwall	September - pre- sessional (Start of Year 4)	7	Students pay for food and drink	MSci, and MSci Study Abroad Geology	
SOES 6070	Plymouth	July - Summer vacation (End of Year 3)	5	Students provided with fixed sum to cover pre-booked rail fare (Southampton-Plymouth). Students pay for food and drink.		MSci, MSci Study Abroad Oceanography, Ocean Chemistry