

**Report for the GEES Subject Centre on a Scoping
Exercise into Perceptions and Practice Related to
Employer Engagement in the Earth Sciences in UK
Higher Education.**

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Employer Engagement in the Earth Sciences

This research was commissioned by the GEES Subject Centre in order to support the collation of data for the HE Academy’s “SPHERE” (Synthesis and Practice from HE Research Evidence) observatory database. The Subject Centre’s bid for funding for this exercise identified the following rationale and aims:

“Current knowledge of EE in the GEES disciplines is patchy. None of the GEES subjects are overtly vocational in content - although Earth Science is traditionally more vocational and Geography the least. Of those GEES graduates that do enter GEES-related employment, there appears to be a very wide range of career types / industries that GEES students enter (GEES Graduate Employability Survey, 2003). This means that clear and focused relationships with industries, professional bodies and agencies such as the SSCs are many, varied and diffuse. The picture of EE in the GEES disciplines is therefore complex and difficult to pin down. For the GEES Subject Centre to progress in helping its community to develop improved employer relations and curriculum innovations, we feel we need to come to a better understanding of EE in our disciplines. To this end we aim to establish:

1. What ‘employer engagement’ means to our community – exploring the use of language and what the term means from individual, departmental, institutional and discipline specific perspectives.
2. If practitioners think EE is an important agenda.
3. What forms of EE our community is involved with – establishing the range of activities and relationships that practitioners see as relating to EE and collecting case studies.
4. The history of EE activity – what EE activities are long established? Which are new?
5. The future of EE – what are their/their department’s plans for EE? What barriers to EE have they experienced? What would help them develop their EE?”

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Research Methodology

This 'small and rapid' exercise was conducted as a series of telephone interviews with colleagues from ten Earth Science departments in English higher education institutions between 28th May and 9th June 2008. Due to the short time-scale of the exercise the departments were selected as 'convenience' samples to ensure the rapid collection of data from a range of different types of institutions. 15 colleagues were contacted initially (including those in Scotland and Wales); the 10 respondents were as follows:

Imperial College London:	Department of Earth Science and Engineering
Open University:	Department of Earth & Environmental Sciences
University of Derby:	School of Science: Geography, Earth & Environmental Sciences
University of Durham:	Department of Earth Sciences
University of Exeter:	Camborne School of Mines
University of Keele:	School of Earth Science & Geography
University of Leeds:	School of Earth and Environment
University of Liverpool:	Department of Earth & Ocean Sciences
University of Plymouth:	School of Earth, Ocean and Environmental Sciences
University of Southampton:	School of Ocean & Earth Science (SOES)

Although participating on an individual basis, all the interviewees were of sufficient seniority (e.g. Head of Department or their representative) to offer a department-wide viewpoint.

Telephone interviews were conducted with the individuals structured around a common set of ten questions. The specific order in which the questions were presented and the number which were asked were variable depending on the nature of the conversation (for example, interviewees would often offer answers to multiple questions in one go). Interviewees were sent a copy of the questions in advance (see Appendix 1); most of them did not have the chance to read them before the interview. One colleague (University of Liverpool) sent them around the Department for comment prior to the interview.

In 8 out of 10 of the interviews the respondents did not offer the 'workforce development' definition of employer engagement (in the other two cases the interviewees had researched its meaning in preparation for the interview). Consequently, a broad range of examples of practice in terms of 'engaging with employers' were presented including (when prompted) support for industrial training or CPD. All of these types of examples are provided in this report, even where they are somewhat distant from workforce development per se, for two reasons: 1) they provide useful examples of employability-related practice that will be of interest to the GEES Subject Centre, and 2) they are of relevance in that they illustrate the 'training' of the future workforce in the Earth Science-related industries through the vocational aspects of the discipline.

The length of the interviews ranged from 10 minutes (an extremely busy colleague!) to 45 minutes. There was a sense of different levels of 'excitement' about the topic in the discussions: in general, those who are working closely with employers and have been doing so for many years were more enthusiastic. For all the interviewees there was a sense that they felt it important to liaise with employers with respect to the undergraduate / postgraduate curriculum (where it was appropriate) but that their commitment to CPD-type activities was a much lower priority.

Notes from each interview (confidential: for GEES Subject Centre internal use only) have been provided in Appendix 3 separately.

Additionally information on training courses for industry has been gathered from a Google search (using the terms 'Geology CPD' and 'Earth Science CPD') and from the Geological Society website (http://www.geolsoc.org.uk/gsl/education/courses_1/). There has not been time to conduct a thorough review of all Earth Science department websites to search for examples; this will be undertaken as part of the broader survey by the GEES Subject Centre's Earth Science Senior Advisors in the 2008-09 academic year.

What ‘Employer Engagement’ Means to the Earth Science Community.

[NB Throughout this report all the examples, in *italics*, are taken from the interview notes to illustrate a general point. They are not necessarily verbatim quotes from the interviewees.

Most interviewees were not familiar with the specific term ‘employer engagement’ but all suggested that it meant something along the lines of:

...a two-way flow of information between us and employers to ensure that the appropriate knowledge and skills are developed to prepare students for employment.

All the interviewees expressed a strong sense of the rationale for employer engagement being about benefiting (undergraduate or postgraduate) students within the department; rather than for the direct benefit of the employer in terms of workforce development. Many departments noted that the high demand for geology graduates (particularly in the petroleum and mining industries) is such that employers are very keen to engage with HEIs in order to recruit.

One or two interviewees were uncomfortable (or stated that their colleagues would be) with the idea of employers having a say in curriculum development. However, 7 out of the 10 interviewees stated that employer engagement included:

[Involving employers] in course and curriculum design to make sure that what we’re doing meets their needs.

Only two people mentioned the workforce development agenda, however, one is on the GEES Subject Centre Advisory Board and the other looked up ‘Employer Engagement’ on the HEFCE website prior to the interview. Both admitted that they had not previously been aware of this definition of the term.

In addition to the example presented above, the other 9 interviewees suggested:

...the ways in which we engage with the potential employers of our students.

All aspects of the relationship between the institution, its staff, students and past, present and future employers.

Collaborative teaching and / or research with the community of potential employers.

...involving employers in curriculum development and careers issues.

We’re exploring developing distance Foundation Degrees – so need to speak to employers to find out what they need from us.

Getting employers more involved in HE through e.g. providing funding, curriculum development and knowledge transfer.

Engagement with the course – are we teaching the right thing. Regular correspondence between us and employers, setting up placements and, ultimately, ensuring graduate jobs.

...involving employers in your activity e.g. placements, review of degree programmes, input into and enhancement of curriculum.

Perceived Importance of the Employer Engagement Agenda

In general terms, liaison with employers was seen as very important by 9 out of 10 of the interviewees and the tenth suggested that, although it wasn't currently important they suspected that it would become more so. Six interviewees also mentioned that this was an important agenda for their institutions and one of these specifically mentioned that CPD was high on the new VC's agenda.

The importance of links with employers was expressed in two ways, firstly as a way of ensuring the relevance of the curriculum and supporting the employability of graduates; and secondly, as a way of illustrating to students the relevance of geology to their everyday lives.

The workforce development aspect of employer engagement was not considered a priority by any of the interviewees. In terms of learning and teaching their department's focus was very much on their undergraduates and postgraduates; however, 8 out of 10 of the departments noted that a small amount of training was provided for industry (see 'CPD / Workforce Development' below).

A quick browse for information on the institution websites indicated that four of the institutions (Derby, Imperial College, Liverpool and Plymouth) had easy-to-find pages on CPD. Two of the departmental websites mentioned courses for industry (Camborne School of Mines and Derby) and three specifically mention liaison with employers as a feature of their learning and teaching provision (Derby, Leeds and Plymouth).

Forms of Employer Engagement

There did not appear to be any systematic difference in approach to employer engagement between old and new universities. Rather the differences appear to arise mainly as a result of the historical relationships departments have had with employers. Those that were involved in a considerable number of activities had done so for a long time either through links with research, a long-term commitment to employability or through the vocational nature of the degree courses (e.g. Camborne School of Mines and Imperial College's link with the Royal School of Mines).

It should be noted that many Earth Science MSc courses are highly vocational and serve direct employment needs.

A list of examples of practice is provided below; details of CPD-type training is provided next in a separate section.

Employer input to the Curriculum e.g.

- *Colleagues from industry teach on courses; sit on course advisory boards and comment on new curricula;*
- *Employer representatives contribute to field courses (e.g. British Geological Survey, Schlumberger, petroleum sector).*
- *Vocational MSc courses involve employer supervision;*
- *Some external examiners from industry.*
- *Feedback from graduates informs new courses; liaise with companies re course content;*
- *12 week postgraduate certificate programme in applied petroleum geoscience set up with input from 6 different companies.*
- *Collaborating with British Geological Survey (BGS) on student projects;*
- *Earth Sciences Advisory Board includes representatives from Government, BGS, mining and petroleum.*
- *Direct contributions to taught programme (e.g. Rio Tinto);*
- *Many modules are vocationally orientated; Employers on review panels for all degree programmes;*
- *MSci students undertake 4th year project with external dimension – either placement or data input from employers;*
- *Industry case studies and real data included within the curriculum.*

Provision of Funding

- *Employers (e.g. BP and Exxon) provide funding to support learning and teaching developments, bursaries for final year projects, and CASE and industrially-sponsored studentships;*
- *Some overseas students are sponsored by companies e.g. Saudi Aramco;*
- *Postgraduate scholarship programme;*
- *Funding for PhDs and research projects;*
- *Student scholarships;*
- *Funding academic posts, research projects and providing vacation project opportunities;*
- *Student sponsorships in 3rd or 4th year (British Gas and Rio Tinto).*

Placements

- *Extracurricular summer placements taken up with e.g. Anglo America, Rio Tinto;*
- *'Year in Industry' scheme within the BSc programme;*
- *Student placements through a volunteering module;*
- *'Earth Science into Schools' module;*
- *Many students undertake an industrial placement;*
- *Students observe or work with a consultancy company based in the department.*

Employers into the Department

- *Companies come to talk to students about employment opportunities (e.g. oil and mining);*
- *Programme of employer talks*
- *Graduates come back to talk about career issues / opportunities;*
- *Offers from industry to give talks to students (mainly in oil and civil engineering);*
- *Visits from UK and overseas employers (e.g. PDO Oman, Shell Brunei);*
- *Annual GeoCareers / employers' fairs involving geological employers plus public sector companies, city councils, conservation trusts etc.;*
- *Employers make direct contact looking for graduates.*

CPD / Workforce Development

It is my impression (though this needs to be researched further to be verified) that the large multi-national companies (particularly in the petroleum and mining industries) have the scope to provide their own in-house training. SMEs, public sector organisations and consultancy-type businesses are more likely to take-up external training opportunities; however, the demand is not big enough to provide an economic incentive for HEIs to provide courses. As the list of training providers on the Geological Society website indicates, most CPD / workforce development provision comes from smaller, independent consultancies (see list in Appendix 2).

HEI provision includes both academics going out to industry and employees coming in to the HEI to participate in undergraduate or postgraduate modules and degrees. Of those departments interviewed the following CPD provision was noted:

- *A 5-day 'United Nations Convention on the Law of the Sea' course (international demand);*
- *Renewable Energy Industry Training Modules; Quarry Shotfiring / Explosives Supervisor courses (EPIC-validated) ;*
- *Department provides ad hoc field courses for CPD;*
- *Industry employees participate in part-time degrees or relevant BSc or MSc modules;*
- *Departmental spin-off company provides field courses on a consultancy basis;*
- *Academic staff give short courses to companies overseas (e.g. Shell Brunei);*
- *Small-scale applied mapping course (6 participants);*
- *CPD for teachers: biannual 2-day courses linked directly to geology A level curriculum;*
- *Staff going out to industry;*
- *Institute for Quarrying courses (weekends) and 10-week petroleum courses (includes participants from overseas organisations).*

Other Higher Education Providers of CPD

A brief Google search using the terms 'Geology CPD' and 'Earth Science CPD' identified the following academic providers:

Liverpool John Moores University:

- A 4 month Planetary Geology CPD course by distance learning leading to a Certificate of Professional Development in Astronomy.
<http://www.ljmu.ac.uk/courses/cpd/76361.htm>

Earth Science Education Unit (ESEU)

- The Earth Science Education Unit, based at Keele University, provides free INSET (in-service training) to teachers across England, Scotland and Wales, through workshops for schools, teacher meetings and teacher education institutions.
<http://www.earthscienceeducation.co.uk/>

Scottish Earth Science Education Forum (SESEF)

- SESEF manages a range of CPD programmes with a variety of partners. We have run more than one hundred events for around 1,000 participating teachers and student teachers in local authorities, schools and Initial Teacher Education colleges. SESEF works with many partners including Aberdeen and Edinburgh Universities.
<http://www.scottishgeology.com/SESEF/>

University of Aberdeen

- In 2009 the university is hosting the annual 2-day CPD event: 'Energy Overview: Oil, Gas and Renewable Energy' event for those wishing to gain a greater understanding of the issues and activities affecting the two industries.
<http://www.abdn.ac.uk/energyoverview/>

The following two examples are somewhat indirectly related to Earth Science but there is some inter-disciplinary cross-over (e.g. oceanography and nuclear waste disposal). The issue of economies of scale has been addressed for the marine technical and nuclear technical industries through cross-institutional collaboration. A comment article in *Geoscientist* (February 2007) and on the Geological Society website describes MTECH and NTECH and suggests the formation of a similar consortium for the geotechnical marketplace:

<http://www.geolsoc.org.uk/gsl/geoscientist/page876.html>

“The consortium approach - MTEC <http://www.mtec.ac.uk>

In the UK with its threatened, changing and declining maritime industries, a novel approach was developed to maintain relevant training and research. Thus the “multi-university consortium” concept was born, at Newcastle University’s Marine Technology Centre, in the form of the Marine Technology Education Consortium (MTEC). The MTEC programme is now offered by a consortium of six universities – Glasgow, Heriot-Watt, Newcastle, Southampton, Strathclyde and University College London (UCL) with Newcastle coordinating. Marine Technology postgraduate training is thus continued and maintained for UK and international students by combining the strengths of six centres, funded and supported by an Engineering and Physical Sciences Research Council (EPSRC) Collaborative Training Agreement (CTA) package.

The modular programme provides flexible, innovative, training for graduates working full time in the marine industry. Each module is worth 10 credits, requires 100 hours study time and is offered as a stand-alone CPD module or as part of a programme leading to a Postgraduate Certificate, Postgraduate Diploma or MSc. The MSc and Postgraduate Diploma are available in seven technology streams: Naval Architecture, Marine Engineering, Offshore Engineering, Small Craft Design, Marine Classification and Survey, Conversion and Repair of Ships and Offshore Structures, and Marine Technology for the Defence Services. The MSc and Postgraduate Diploma also involve a research project and dissertation.

Modules are delivered by a combination of distance learning and one week intensive “schools”. For each module, there are pre-school preparation and post-school assignments. MSc and Postgraduate Diploma degree awards are available in all seven technology areas, as is a Postgraduate Certificate. Those undertaking an MSc or Postgraduate Diploma must complete an industry-based project.

NTEC <http://www.ntec.ac.uk>

The next consortium to be formed, the Nuclear Technology Education Consortium (NTEC), grew up against the background of an aging workforce, poor perceptions of career prospects, and mounting concern over the loss of key skills and knowledge.

NTEC was formed to deliver a unique, nationally coordinated programme of postgraduate and CPD training for the nuclear energy, fusion, legacy clean-up, and naval propulsion sectors. The programme began operating in September 2005. It is much bigger than its predecessor. By May 2004, eleven constituent institutions (Birmingham, Lancaster, Leeds, Liverpool, Manchester and Sheffield, City, Imperial and London universities, HMS Sultan, UHI Millennium Institute & Westlakes Research Institute) was set up, together representing more than 90% of the UK’s nuclear postgraduate teaching expertise. NTEC thus provides a single umbrella organisation for a range of postgraduate training in Nuclear Science & Technology unparalleled in the UK.

The breadth and format of its training is designed to meet the UK’s projected nuclear skills requirements. The programme’s structure and content, which leads to qualifications up to Master’s level in Nuclear Science & Technology, was established following extensive consultations with the UK nuclear sector, including industry, regulators, MoD, NDA, government departments and the Cogent Skills Council. Following these consultations NTEC submitted a proposal to the Engineering and Physical Sciences Research Council (EPSRC) for development funding. EPSRC have now awarded a grant of just over £1m over four years.

The NTEC programme also has a modular structure, the core of each topic being delivered in one week’s intensive teaching at the relevant institution. This allows the MSc to be obtained over three years (part-time), or in one year full-time. A postgraduate certificate or postgraduate diploma in Nuclear Science & Technology may also be obtained. The modular structure also allows modules to be taken for CPD purposes, and students successfully completing a single module may, if they wish, apply for a transfer to the full programme.

Modules are generally delivered at the providing institution. Students seeking a postgraduate qualification register with the university of their choice and visit other consortium members for their selected modules. The programme, phased in since September 2005, is coordinated by the Dalton Nuclear Institute (University of Manchester).”

The History and Future of Employer Engagement in the Earth Sciences

Most links with employers have been developed over a long period of time in particular via academic research which often has industrial applications and / or sponsorship (academic staff, MScs and PhDs). Two departments (Camborne School of Mines and the Department of Earth Science & Engineering at Imperial College, part of the Royal School of Mines) have had direct historical connections with industry for over a hundred years.

Development of other / newer links have been through:

- *Spin-off companies;*
- *Graduates working in the sector;*
- *Employers hear of departments through 'Word of mouth' and via their websites;*
- *R&D contracts;*
- *Enterprise in Higher Education (EHE).*

Future plans for employer engagement (involving employers in the curriculum and workforce development) include:

- *Setting up a departmental group to co-ordinate employer-liaison activities;*
- *Developing a work placement module (3 departments);*
- *MSc in Quarry Management for people already in industry; also looking at developing more courses in the renewable energy field (such courses have premium fees for the CPD market);*
- *Distance-learning Foundation Degrees;*
- *Regional careers day.*

Barriers to Employer Engagement and Support Required

The most commonly quoted barrier to employer engagement was staff time; this agenda is hard to prioritise against research, teaching, administration and other demands on time. For example:

Developing e.g. Masters courses for industry is time consuming; we are a small department and are overloaded anyway. We would develop something if we thought there was a significant market. If we come under pressure from the university or if, say, undergraduate student numbers decline we may resurrect the idea.

The scope is there but keeping things going is difficult when there are so many other calls on our time. The biggest barrier is time; some sort of incentive needs to be offered, not necessarily financial, but e.g. reduced teaching hours – this is difficult for a small department.

[From a larger department:] *RAE and research is the priority. Providing CPD is only worth doing if it brings in adequate income – a profit-maker to raise resources to support other activities.*

The university doesn't reward academic staff for this but only for research.

People are busy with their research and have little spare time to devote to additional agendas.

The two departments for whom there were no barriers (Camborne School of Mines and Imperial College) noted that working with employers was part of the departmental / institutional culture due to the historical linkages with industry.

Other barriers to working with employers included:

CPD

- *Researchers have specialist skills which don't necessarily have a market in industrial training;*

- *There's no money in it [CPD]. It's just too small scale;*
- *The way universities work. There isn't really a system for running short courses – everything's geared up to year-long courses;*

General liaison with employers

- *Structural issues such as quality assurance for work placements;*
- *Lack of understanding between academics and employers, different needs and demands;*
- *Don't have the right contacts in professional areas;*
- *It's difficult to get repeat engagement – employers tend to be unreliable e.g. cancelling at short notice.*

Support

None of the interviewees felt that any support was required from organisations such as the GEES Subject Centre. Liaising with employers, including for workforce development, was seen as a departmental / institutional issue as illustrated in the following notes:

Has to be done directly with industry. The Subject Centre might be useful for educational employers but really this needs to be done directly ourselves.

The main barrier is motivation not lack of ability. If we were able to fund somebody with just this one objective it would make a huge difference but resource is extremely tight.

These type of activities need to be organised at departmental level as we have the contacts. Links with the careers office may provide a central drive and may also make available relevant employer-links from other departments.

Appendix 1: Questions for GEES Employer Engagement Telephone Interviews

Thanks very much for helping us at short notice. As well as gathering information on current activities within Earth Science departments, we're also interested in colleagues' perceptions and interpretations of the term employer engagement and what it means to our discipline.

1. What do you understand by the term 'employer engagement'?
2. What, in your experience does EE involve? Please consider this from an individual, departmental and institutional level.
3. Do you think that EE is an important agenda? Is this view shared by your department / institution?
4. What forms of EE take place within your department? (prompt to capture undergraduate, postgraduate and CPD EE)
5. Which EE activities are long-established? Which are new?
6. What are your/your department's plans for future EE activities?
7. How did the relations that you have with employers come about?
8. What barriers to EE have you experienced or do you perceive to be a problem?
9. What support do you feel would enable you/your department to develop EE further?
10. Do you have documentation on any of these examples that you are willing to share that could be easily turned into a case study?

Appendix 2: List of Training Courses on the Geological Society Website

The Geological Society of London was founded in 1807. It is the UK national society for geoscience, and the oldest geological society in the world. The Society provides a wide range of professional and scientific support to around 9500 Fellows (members), about 2000 of whom live overseas. More than 2000 Fellows are also Chartered Geologists.

Formal recording and monitoring of CPD acknowledges the responsibility of Chartered Geologists, and those intending to become chartered, to maintain and develop standards of technical and professional competence inherent in the designation of CGeol. The Geological Society certifies the CPD of those participating in the scheme who meet certain requirements. Chartered Scientists and European Geologists will also be able to use the CPD records they build up under the new scheme to maintain those titles.

http://www.geolsoc.org.uk/gsl/education/courses_1

Geological Society Courses

The Geological Society runs the following courses once a year, usually in October:

- A Practical Guide to Avoiding Professional Negligence Claims and Managing Risk
- Technical Report Writing
- An Introduction to Acting as an Expert Witness
- Consulting Skills

Endorsed Training Courses

The following training courses have been endorsed by the Geological Society.

Atkins Ltd

- CLEA UK
- Detailed Quantitative Risk Assessment
- Toxicology

British Geological Survey (www.bgs.ac.uk/training/home.html)

- Lowland Britain: Quaternary Field Mapping
- Geological Field Surveying

Decommissioning & Environmental Remediation Centre / UHI Millennium Institute

- Public and Political Aspects of Nuclear Decommissioning

ESI Ltd (www.esinternational.com)

- Borehole and Aquifer Test Interpretation
- Practical Groundwater Flow and Contaminant Transport Modelling
- Groundwater Risk Assessment of Contaminated Land
- Introduction to ArcGIS for Environmental Professionals
- Making Sense of Data from Contaminated Land
- Applying the Environment Agency's Remedial Targets Methodology
- An Introduction to Contaminated Land Risk Assessment
- Human Health Risk Assessment of Contaminated Land

First Steps Ltd (www.firststeps.eu.com)

- Field Mapping in Stratified Rock
- Lab Testing to BS 1377:1990
- Sample Collection, Preparation and Storage for MCERTS Testing of Contaminated Soils
- A Professional School in Ground Engineering at the BRE (available by appointment – see the First Steps website for more information)
- Developing Geological Knowledge for CGeol Status (available by appointment – see the First Steps website for more information)
- Writing and Interpreting BH Logs

- Learning Platform for Geotechnical Engineers
- An Introduction to Sampling and In-Site Testing Techniques
- Understanding Geophysical Investigations of Brownfield and Contaminated Sites
- Improve your Productivity Dealing with Data and Documents Efficiently
- An Introduction to Microsoft Excel Level 1: Beginners
- An Introduction to Microsoft Excel Level 2: Intermediate
- An Introduction to Microsoft Excel Level 3: Advanced
- Interpreting Geological Maps and BH Logs for Writing Geotechnical and Geo-environmental Reports
- Physical Hydrogeology for Geotechnical and Geo-environmental Engineers
- Engineering Description of Soil and Rock
- Eurocode 7 – A Time for Change

Fugro Engineering Services Ltd

- Cone Penetration Testing
- Geophysical and Geo-environmental Geophysics

Natural History Museum

- The Stratigraphy & Properties of the London Clay and Harwich Formations
- The Stratigraphy of the Lambeth Group of SE England

NERC Isotope Geosciences Laboratory

- Short Course on U-Th-Pb Geochronology

Open University (www.open.ac.uk/cpd)

- Online CPD courses (see the Open University website for more information):
- Managing Performance through People
- Effective Leadership Skills
- Managing Organisational Performance

University of Portsmouth (www.port.ac.uk/sees)

- Introduction to Geological Remote Sensing and GIS
- Engineering Characterisation of Soil and Rock
- Introduction to Geology and Basic Field Geology

Symmons Madge Associates (www.symmonsmadge.co.uk/)

- Choosing and Interpreting Soil Tests
- Site Investigation

The Geological Society also endorses CPD events. Seminars, lectures and conferences organised by the following organisations have received Geological Society endorsement:

- GSL Engineering Group
- GSL South West Regional Group
- GSL Thames Valley Regional Group
- University of Sheffield

Other Training Providers

The following organisations provide training courses relevant to geoscientists. Please note: the list below is supplied for information only and should not be taken to imply approval or endorsement of those listed by the Geological Society.

CIRIA (<http://www.ciria.org/>)

Construction industry courses

Edumine (www.edumine.com/welcome.asp)

Other mining courses.

University of Newcastle, School of Civil Engineering and Geosciences
(www.ceg.ncl.ac.uk/pd/)

Training courses for professionals across the civil engineering, geomatics and geoscience fields.

Petroleum Exploration Society of Great Britain (www.pesgb.org.uk)

The PESGB provides training courses relevant to the hydrocarbon sector.

Petroleum Institute for Continuing Education (PEICE) (www.peice.com/)

Petroleum industry courses, including 'Geology for non geologists'.

Thomas Telford Training (www.tttrain.co.uk/)

Engineering courses (owned by the Institution of Civil Engineers).

'Geology for non-geologists' courses

There are two sources of training in this area. For more information contact Dr Tony Grindrod; emails to tonygrindrod@f2s.com, telephone 07815 104421 or PEICE as listed above.

Other

On behalf of the Royal Environmental Health Institute of Scotland (REHIS) research is being carried out to inform consideration of a proposal for a series of vocational training and professional qualifications relating to Contaminated Land.