

MChem Chemistry with a Year in Europe For students entering Part 1 in 2004

UCAS Code: F104

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group:
Faculty of Science

The University of Reading
The University of Reading
Chemistry
Programme Length: 4 years
Date of specification: Mar 2007
Dr M J Almond
Dr EM Page
Chemistry
The Royal Society of Chemistry

Programme Director:
Programme Adviser:
Board of Studies:
Accreditation:

* Dr G. Held will act as Programme Advisor during the year in Europe

Summary of programme aims and learning outcomes:

The programme is designed to provide a broad and rigorous study of modern Chemistry and to develop the language skills and experience of the students taking this degree programme. It is accredited by the Royal Society of Chemistry. (For a fuller statement of the programme aims and learning outcomes see below.)

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team-working and use of information technology.

As part of this programme students are expected to have gained experience and show competence in the following skills: IT (word-processing, use of spreadsheets and databases), scientific writing, oral presentation, team-working, problem-solving, use of library resources, time-management, and career planning and management.

Programme content

The MChem Chemistry with a Year in Europe degree programme is divided into four Parts, each of 120 credits. The degree profile outlined below lists the compulsory modules and gives some indication of the optional modules from which the student must make a selection. Students choose such optional modules in consultation with the Programme Adviser or the Programme Director. The number of credits for each module is given after its title.

Part 1 (three terms) (2004-2005)

Compulsory Modules (60, 70 or 80 credits)

	<i>Credits</i>	<i>Level</i>
CH1I1 <i>Introduction to Inorganic Chemistry</i>	20	C
CH1O1 <i>Introduction to Organic Chemistry</i>	20	C
CH1P1 <i>Introduction to Physical Chemistry</i>	20	C

The following module is **compulsory** for students who do not have an A-level pass in Mathematics.

CH1M <i>Chemistry M</i>	20	C
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The following module is **compulsory** for students who have an A-level pass at grade **C-E** in Mathematics and **optional** for those with a grade **A-B**.

CH1M2 <i>Mathematics for Chemistry 2</i>	10	C
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Optional modules

Students will select modules amounting to 40 credits (if they take CH1M), 50 credits (if they take CH1M2) or 60 credits (if they take neither) from outside the School of Chemistry including one 20 credit module in a language at an appropriate level unless their language skills are deemed to be adequate.

Part 2 (three terms) (2005-2006)

<i>Compulsory Modules (80 credits)</i>		<i>Credits</i>	<i>Level</i>
CH2I1	<i>Further Inorganic Chemistry</i>	20	I
CH2O1	<i>Further Organic Chemistry</i>	20	I
CH2P1	<i>Further Physical Chemistry</i>	20	I
CH2A1	<i>Analytical Chemistry & Professional Skills 2</i>	20	I
<i>Optional modules* (40 credits)</i>			
CH2AA1	<i>Further Analytical Chemistry</i>	20	I
CH2E1	<i>Environmental Chemistry</i>	20	I
CH2MM1	<i>Medicinal Chemistry</i>	20	I

*Students will normally select two chemistry modules or one chemistry module and a second language module, but these can be replaced by suitably weighted modules from other departments, timetable permitting.

Part 3 (three terms) (2006-2007)

Part 3 of the programme takes place in a university in Europe and will include a research-type project. A distance-learning programme will also be provided for the core modules.

<i>Compulsory modules (120 credits)</i>		<i>Credits</i>	<i>Level</i>
CH3EU	<i>Year in Europe</i>	120	H

Part 4 (three terms) (2007-2008)

<i>Compulsory modules (100 credits)</i>		<i>Credits</i>	<i>Level</i>
CH4SK	<i>Chemistry in Industry and Professional Skills</i>	10	M
CH4I1	<i>Structure Determination</i>	10	M
CH4O1	<i>Advanced Organic Chemistry-Synthetic Methodology</i>	10	M
CH4P1	<i>Lasers, Photochemistry and the Atmosphere</i>	10	M
CH4PR	<i>Project</i>	60	M

Optional modules (20 credits) to be chosen from:

CH4MM1	<i>Medicinal Chemistry 1</i>	10	M
CH4MM2	<i>Medicinal Chemistry 2</i>	10	M
CH4O2	<i>Advanced Organic Chemistry Heterocycles, Natural Products and Advanced Materials</i>	10	M
CH3B1	<i>Further Organometallic and Bio-inorganic Chemistry</i>	10	H
CH4PC	<i>Polymer Chemistry</i>	10	M

Progression requirements

Progression from Part 1 to Part 2:

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1, **and** not less than 40% in the compulsory core modules (CH1I1, CH1O1 and CH1P1) averaged together **and**

not less than 40% in the practical chemistry components of the core modules averaged together.

Progression from Part 2 to Part 3

To gain a threshold performance at Part 2 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2 and achieve an overall average of 50% over 120 credits taken in Part 2 (of which not less than 100 credits should normally be at I level or above), **and**

not less than 50% in the core modules (CH2I1, CH2O1, CH2P1, CH2A1) averaged together, **and**

not less than 40% in the practical chemistry components of the core chemistry modules averaged together.

[Marks of between 40-49% will be sufficient to proceed to the BSc programme]

A pass of at least 40% in module CH4PR is required to qualify for an honours degree.

Summary of Teaching and Assessment

Teaching is organised in modules that involve a combination of lectures, tutorials, workshops and practical sessions. Modules are assessed by a mixture of coursework and formal examinations. At least 50% of the assessment will normally be by formal examination except for the Part 4 project, which will be assessed through laboratory work, the written report, a poster and an oral presentation.

Part 2 contributes 20%, Part 3 contributes 30 %, and Part 4 contributes 50 % towards the Final Degree classification.

The University's honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Pass below Honours standard
0% - 35%	Fail

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade C or better in Mathematics and English in GCSE; and to have achieved

UCAS tariff: 280 from 3 A levels including B in Chemistry (two AS grades are acceptable in place of one A-level), or

International Baccalaureate: 30 points including 6 in chemistry, or

Scottish Highers: BBBB including B in Chemistry, or

Irish Leaving Certificate: BBBBC including B in Chemistry.

Admissions Tutor: Dr J M Elliott

email: j.m.elliott@rdg.ac.uk

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisers, Hall Wardens and the Students' Union.

Within the Department of Chemistry additional support is given through practical classes and tutorials in every Part of the degree programme. There are Course Advisers for every Part of the programme and the Director of Undergraduate Studies is also available for consultation and advice on academic and personal matters.

Career Prospects

Although most previous graduates from this degree programme have proceeded to further study for a higher degree at Reading or elsewhere, others have successfully found employment in a wide range of situations without further study after graduation. An MChem degree in Chemistry from the University of Reading provides a strong platform from which to undertake a wide range of careers both within the chemical community and outside. Chemists are highly valued for their numerical and problem solving skills as well as their technical knowledge. They can use their chemical knowledge as research workers, technical assistants, or sales and marketing personnel within the chemical industry. Obviously, graduates with a good linguistic ability and experience of working abroad have an even wider range of employment open to them. Chemistry graduates from Reading have also found employment using their numerical and other skills in more general areas such as accounting, computing and teaching.

Programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. the fundamental concepts and techniques chemistry
2. a selection of more specialist topics in the three main branches of the subject and in analytical chemistry
3. the main techniques involved in practical work
4. the spectroscopic methods used to identify molecules and to determine their structure and the basics of the underlying theory.
5. a modern European language (most likely French, German or Spanish).

Teaching/learning methods and strategies

The knowledge required for the basic topics is provided in formal lectures supported by problem sets for students to tackle on their own and which are discussed formally in tutorial sessions with members of staff.

2 is addressed particularly during Part 4 of the course.

Practical classes are held throughout Parts 1 & 2 in which students develop their skills prior to applying them in their Parts 3 & 4 projects.

5 is normally addressed through modules provided by the Institution-wide Language Programme (IWLP) in Parts 1 and 2 and by study abroad during Part 3.

Feedback on student work is provided by the discussion and return of work in tutorials and by regular workshop sessions during which students tackle unseen problems in the presence of academic staff who provide support.

All practical work is marked and returned to the student.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations, although 3 is assessed by coursework. Dissertations and oral presentations also contribute to assessment, particularly in Parts 3 & 4.

B. Intellectual skills – able to:

1. think logically
2. analyse and solve problems
3. organise tasks into a structured form
4. understand the evolving state of knowledge in a rapidly developing area
5. transfer appropriate knowledge and methods from one topic within the subject to another
6. plan, conduct and write a report on an independent project
7. construct a poster
8. master a modern European language and demonstrate the ability to work in a foreign environment.

Teaching/learning methods and strategies

Logic is an essential part of the understanding and construction of synthetic methods and mechanistic pathways which form the framework for much organic and inorganic chemistry.

While not exclusively the preserve of physical chemistry, problem solving plays a major part in this section of the course.

Latest developments in the subject are introduced where appropriate, particularly in Part 4.

Practical reports in Part 1 & 2 provide training for the Parts 3 & 4 project reports.

Assessment

1-4 are assessed directly and indirectly in most parts of this chemistry course, while 5 contributes to the most successful work.

6 & 7 are assessed in the Part 3 & 4 project reports.

C Practical Skills:- be able to

1. follow practical instructions safely and accurately
2. carry out a variety of experimental procedures
3. measure and interpret various spectroscopic techniques
4. interpret quantitatively the results of their experiments
5. formulate safety protocols
6. devise suitable experimental methods for tackling a particular problem

Teaching/learning methods and strategies

Detailed practical manuals are provided for all practical courses in Parts 1 & 2, together with sources of recommended further reading. Staff and post-graduate demonstrators are present during every practical session to guide and help students and to mark their reports.

Workshop sessions are held to assist students in interpreting spectroscopic information obtained on unknown compounds.

In Part 4 students work on individual projects under the supervision of one or more members of staff.

Assessment

1 to 4 are tested to different extents by the practical work associated with Parts 1 - 3 of the chemistry course.

3 is assessed through problems set in written examinations.

5 is specifically assessed during the organic practical course in Part 2, although safe working procedures are emphasised at every stage.

3 is specifically but not exclusively assessed within core module CH2A1.

6 is assessed in the Parts 3 & 4 projects and during the placement in Europe.

D. Transferable skills – able to:

1. use IT (word-processing, spreadsheets and chemical databases)
2. communicate scientific ideas
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time
7. plan their career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme but, is specifically addressed in core modules CH2I1, CH2O1 & CH2P1.

Team work and career planning are both part of module CH2A1. Oral presentations are associated with modules CH3EU and CH4PR.

Library resources are specifically addressed through a small project in module CH4PR, and within the fourth year project.

Time management is essential for the timely and effective completion of the programme

Assessment

1 - 5 contribute assessed coursework within the compulsory modules on analytical and professional skills, CH2A1.

Career planning is assessed through the 5 credit CMS course embedded within module CH2A1.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.