UNIVERSITY OF Southampton

Student Handbook 2019-20

School of Chemistry

Faculty of Engineering and Physical Sciences

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. It should be noted that it may not be possible to offer all modules or components of a programme in each academic session.

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Welcome

Dear Student,

On behalf of all staff in the Faculty of Engineering & Physical Sciences I would like to welcome you to your programme of study. We are delighted that you have chosen to undertake your education at the University of Southampton and hope that you will enjoy your programme and your time as a student. I hope your time with us will be rewarding and challenging and will provide opportunities for you to achieve both personal and professional goals. Your programme involves learning experiences in a variety of environments where academics work in partnership with professional service colleagues to facilitate your learning; providing advice, guidance and direction. As a student in the Faculty and at the University of Southampton, you will be encouraged to participate in improving the student experience and your views and comments will be valued and welcomed.

I would like to take this opportunity to wish you every success with your studies.

Professor Bashir Al-Hashimi

Dean
Faculty of Engineering & Physical Sciences

The information contained within this School of Chemistry Undergraduate 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.

Resource	**Web link**
School website	https://www.southampton.ac.uk/chemistry/index.page
Staff information	Contact details of academic staff can be found at http://www.southampton.ac.uk/chemistry/about/staff.page In general your first point of contact for most issues is the Chemistry Student Office team in building 59, room 1201 (chem-studentoffice@soton.ac.uk) or your personal academic tutor. Other key staff that you may need to contact are listed below and their roles are explained in section 2.1. Senior Faculty Staff Associate Dean Education — Professor Martyn Hill Faculty Academic Registrar — Lesley Adams School of Chemistry Staff Deputy Head of School (Education) — Andrew Hector Director of Programmes (UG) — Chris-Kriton Skylaris Director of Programmes (MSc/ MRes) — Guy Denuault Head of Teaching (Organic Chemistry) — Richard Whitby Head of Teaching (Inorganic Chemistry) — Robert Raja Head of Teaching (Physical Chemistry) — Syma Khalid Senior Tutor — Eugen Stulz Level 4 Teaching Lab Manager — Colin Flowers Level 5 Teaching Lab Manager — Thomas Logothetis Advanced Practical Coordinator — Peter Birkin Project Coordinator — Ramon Rios-Torres Placements Coordinator — Paul Duckmanton
	Descriptions relating to your programme can be found via the programme pages on the web. Your programme structure (i.e. which modules make up your programme) is available in your programme specification on SUSSED and via the on-line programme catalogue which is accessible via Banner Self Service. To find links to broad generic descriptions of Chemistry programmes and modules, follow links to your programme starting from the Undergraduate Courses web pages.
Important dates	Semester dates can be found in the University Calendar. Please note that you are expected to be available for teaching sessions throughout these periods. The general timetable for exam periods is also available, but specific exam dates will be published a few weeks before the exams.
Key documents	The faculty hub and Chemistry UG Information (CHEM-UG) pages on Blackboard contain information about programmes, support available within the university and the regulations that apply to Chemistry programmes.

1. General Information

1.1 Your student office

Building 59, room 1201 (chem-studentoffice@soton.ac.uk). Opening hours: 9am to 5pm

Location and contact details: You should visit the Student Office for all general queries relating to the administration of your programme, such as module registration changes, special considerations requests, sickness self-certification forms, programme transfer, 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.

Please note that staff in the School of Chemistry are not allowed to interact with students through social network sites (professional networks like LinkedIn not included), so please don't send them invitations.

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, to your student office for information, or to the senior tutor. These staff 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 request a change to your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend any scheduled meetings, respond to messages and notify your Personal Academic Tutor (or senior tutor if your Personal Academic Tutor is unavailable) 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.

You may also need to engage with other key staff around education issues during your time here (the current holders of these roles are listed on page 3):

- The **Deputy Head of School (Education)** is responsible for the management, quality assurance and development of the programmes. Useful for discussion of any queries about the structure of your programme.
- The **Director of Programmes** has responsibility for operational aspects of the programmes including exams, appeals and timetabling, and will sign module or programme transfer forms for you.
- The **Heads of Teaching** (organic/inorganic/physical) develop changes to the curriculum through discussion with colleagues within the teaching sections and each other, and assign staff to specific teaching roles.
- The **Teaching Lab Managers** schedule and manage practical work and the assessment of practical work for students in parts 1 and 2.
- The **Advanced Practical Coordinator** schedules and manages the advanced practicals in part 3 including the BSc literature project (CHEM3050).
- The **Project Coordinator** assigns students to supervisors for research projects in parts 3 and 4 and manages the project system including the assessment process.
- The **Placements Coordinator** advises students in finding part 4 external placements, ensures that students are supported during their placements and manages the assessment process.

2.2 What to do if you are ill

It is important that your Personal Academic Tutor and the student office (chem-student@soton.ac.uk) are immediately informed of any illness that is likely to affect your studies. If appropriate, you should talk to your GP and they may inform your Personal Academic Tutor that you are experiencing 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 the Student Office 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 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. The University will accept self-certification for short illnesses and for circumstances for which it is not possible to obtain any other evidence. However students will be required to have the self-certification form signed off by the Personal Academic Tutor, Senior Tutor, Director of Programmes or Deputy Head of School Education who must sign the form to confirm they have discussed the students circumstances with them.

All claims will be reviewed by the Special Considerations Board which meets at the end of the semester and at interim times if necessary. The Student Office will be able to give you a timescale for the decision and will contact you via your University email account to let you know once a decision 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

Should 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. Timing of a suspension may affect the fees that you need to pay so you are also advice to consult the Students' Union Advice Centre. 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.

3. Your safety

3.1 Health and Safety Policy

Chemistry is a practical subject and during your programme it will be necessary for you to handle hazardous substances and to carry out procedures that may involve very high or low temperatures. This work is carried out with supervision and with prior planning to minimise risk of harm, however you must pay attention to safety information given to you both in presentations and in writing. You should also report any issues that cause you concern.

During part 1 induction a presentation and a written document detailing basic lab safety procedures are provided. You should ensure that you aware of this content. It is also available on the CHEM-UG Blackboard site if you need to revisit it. This information will be supplemented by experiment-specific safety information given in the teaching labs.

Part 3 and 4 students entering advanced practicals, projects and placements are given further safety information. If you have concerns contact your supervisor for the activity or the coordinator of the module.

3.2 Access to Buildings

The School of Chemistry occupies buildings 27, 29 and 30 on the Highfield campus. Undergraduate students have access to these buildings using their university ID cards so during normal working hours you should be able to access most areas in order to attend teaching sessions, visit staff offices and use the Chemistry common room. Loaning your ID card to another person would be a serious breach of University regulations.

There are strict rules for accessing Chemistry buildings and undergraduates only have access between 8am and 6pm on normal working days (Monday-Friday excluding bank holidays and university closure periods). Hence lab and project work need to be planned such that you can leave at 6pm. In very rare cases project work may require working outside of normal hours, but this would require your supervisor to obtain permission from the Head of School and careful further risk assessment of the activity.

4. Your Academic Programme

4.1 Programme structures

You can view the most up to date version of the programme specification via SUSSED and view your programme structure *via* the programme catalogue in Self-Service.

4.2 Registration and amendment to optional modules

Most programmes offered in the School of Chemistry have a number of 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. Common choices will be offered to you via the option choice system, which is available to Year 1 students prior to induction and to continuing students late in Semester 2 of each academic year for the following year. The modules listed are recommended, although it is sometimes possible to take other optional modules with permission from the Director of Programmes.

When choosing your options, you should ensure that you have an equal number of credit points 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 detail the University expectations relating to attendance. All scheduled teaching sessions (lectures, support teaching, assessments and labs) are compulsory and should be attended unless there are exceptional circumstances that prevent attendance. This applies to the full timetabled working day. Part time jobs and leave must be organised such that they do not affect your ability to attend scheduled sessions.

The School of Chemistry monitors attendance routinely in some activities and randomly (or when we consider it necessary) in others. Students should note that this data is available to exam boards when they make decisions on module and student outcomes.

Lectures are traditionally the mechanism by which university programmes deliver content to students, supplemented by opportunities to think further and try out problems in tutorials or workshops. Attending the lecture and engaging actively, including taking appropriate and in-depth notes and reviewing those after the lecture, helps you to structure your learning over the course of the semester. We record many lectures and it may be tempting to believe that replaces live sessions – it does not. The recordings or online resources are an effective way for you to check your notes and fill in anything that you missed, but occasionally a recording will fail so its availability cannot be relied upon.

Participating in tutorials or workshops helps you to identify what you understand and to practice applying what you have learned. In all sessions you can ask for clarification, and teaching in front of a live class allows us to judge how well you understand the content.

Our degrees are accredited by the Royal Society of Chemistry, and a requirement of that accreditation is a check that the amount of laboratory experience you receive in your degree is consistent with you working as a professional chemist after you graduate. Hence, lab classes are

compulsory and if you miss them without an acceptable (and possibly documented) reason that may result in failure of a core module and a repeat of the part the following year.

4.4 Additional Costs

You may incur additional costs because of your programme, for example for materials, field trips or books. Some examples specific to programmes in the School of Chemistry include:

Books: We recommend a basic set of text books at the start of your degree and urge you to purchase personal copies as you will refer to them frequently throughout your programme. Usually we are able to negotiate a discounted rate for the package at the university book shop. It may be useful to also purchase other recommended books, but most are also available in the library.

Printing: Lecture handouts and other material are made available online and often you will need a printed or electronic copy to be available during the lecture. Some assignments may also need to be submitted in paper form. In order to keep your printing costs to a minimum it is recommended that where possible you print in black and white and double-sided; in the case of PowerPoint presentations you can reduce the size to show multiple slides per sheet.

Clothing: You are provided with a lab coat and safety glasses. If these are lost you must replace them at your own expense.

Placement expenses: Students on placement programmes can expect to cover costs for health and travel insurance, accommodation and living expenses; travel costs; visa costs. This will vary depending on which country you are travelling to.

4.5 Placement programmes

Some programmes offered by the School of Chemistry include a placement during part 4. With support from the Placements Coordinator, these students will need to actively apply for positions during part 3. Whilst every effort will be made to assist in securing placements, the failure to secure a placement will result in a student transferring to a degree without placement opportunity.

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 the module coordinator or your Personal Academic Tutor. 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. You will need to make your own notes even if the lecturer has provided a handout for you to use during the lecture. 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 seek assistance from teaching staff (e.g. during tutorials and workshops) 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 arrange to catch up notes from recordings and/or other students as soon as possible.

All modules in the School of Chemistry have a Blackboard course. Where lectures are presented on screen copies of the slides will be made available at least 48 hours before the lecture so that you can print or download copies to annotate if you wish to do so.

Chemistry attempts to record all core lectures and make them available. In elective modules, lecture recording is at the discretion of the module coordinator/team but most will still do this. It is important to recognise that the focus of the staff members will be on the audience of students that are present in the lecture room, and that the equipment is not infallible. In some cases recordings may fail or be of lower quality than that observed live. In other cases the equipment in a timetabled room may not be appropriate to a particular teaching style. Staff have limited time to sort out audio-visual problems at the start of a session and ensuring delivery of a good live lecture will always be a higher priority than ensuring a good recording. Sometimes in such cases where a recording fails or is poor, a recording from a previous year may be appropriate and made available. In other cases it will not be suitable and you will need to rely on the attention you paid and the notes you took in the lecture.

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 view handouts or 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 where this is not provided by the module team.

5.4 Tutorials/workshops

Tutorials or workshops are timetabled for most 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 some of the most effective ways of reinforcing the lecture material.

Most core modules in parts 1 and 2 include fortnightly assessed tutorials. You will need to hand in some work in advance, prepare other work in advance of the tutorial and actively participate in each session. Please attend the tutorial group assigned in your timetable. If you are ill on that day you should email your tutor for the session and the student office (inform-chem@soton.ac.uk) to let them know you will be unable to attend. If you have a timetable conflict please inform Timetabling by sending an email to timetabling@soton.ac.uk and your tutorial group will be changed. Note that requests to change groups based on personal preferences cannot be accommodated.

Part 2 physical chemistry modules have assessed workshops, for which you will need to complete some work in advance and explain it to the staff that are overseeing the session.

Core physical chemistry modules in Part 1 have maths workshops in addition to the tutorials. Please attend the workshop group to which you have been assigned. The questions for the workshops will be posted on Blackboard before each workshop. Please have a look at the problems in advance, but note that you will not be handing your answers in. Do not be tempted to skip the workshop even if you think the material looks easy. The point of these workshops is to improve your ability to apply mathematical methods in the context of chemistry and this takes practice.

5.5 Labs

Practicals are a compulsory component of the part 1 and 2 core modules. Chemistry is a practical subject and a high level of practical experience is a necessary part of any high quality Chemistry degree. Hence practical attendance is compulsory – you can fail a core module by failing to attend one lab session without a documented and unavoidable reason (holidays booked during term time do not count). If you fail on grounds of attendance there will be no referral opportunity and progression will require you to attend the (practical) course in full during the following academic year.

In parts 3 and 4, advanced practicals, research projects and placements form your practical experience. These are separate modules, and similarly must be attended in full and the required coursework submitted by the deadlines specified.

Any absence must be notified to the laboratory manager or the coordinator of the activity as soon as possible and the associated reasons supported by documentary evidence. Special considerations of issues impacting on practical performance are taken into account provided that they are submitted before the end of the course.

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.

5.9 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. Note that copying written material or results from other students or published material is a serious breach of regulations.

The Students' Union Advice Centre has developed a Guide for students.

6. Assessment and Examinations

A summary of the key attributes expected of students for attainment of each qualification is presented in the University's Quality Handbook. The table is a guide to the minimum attributes one would expect from a student at each level.

6.1 Coursework assessment and submission

A number of 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.

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.

6.3 Coursework extensions

If, for reasons outside your control such as illness, you are unable to meet a coursework deadline you should approach the module coordinator to request an extension at least 48 hours before the deadline. You may need to provide evidence (e.g. a letter from your GP) of the reasons for the required delay.

See paragraph 2.4 above.

6.4 Examination preparation (also see Appendix A)

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 the library. The cohort-level feedback given on Chemistry papers in previous years is also available on the CHEM-UG Blackboard site.

Remember that if you get into difficulty during your revision process on a particular subject you can ask someone to help you. This may be one of the lecturers 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.

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. The Student Feedback Policy provides an overview of formal feedback.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders 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.

Typically feedback in the School of Chemistry takes the following forms:

- On tutorials – marked work returned to you in the tutorial and verbal feedback from the tutor and other students on work presented in the session.
- On part 1 and 2 practicals – verbal feedback in the lab from staff and research student demonstrators, including on components marked during lab sessions. Written feedback on reports available *via* Turnitin after your work has been marked. Be sure to follow up on any questions you have by seeking advice from Colin Flowers and/or Thomas Logothetis.
- On coursework – in most cases work is submitted via eAssignments and written feedback will be available there after it is marked.
- On projects and placements – seek verbal feedback from your supervisor and others you work with. On formal assessments you will typically receive written feedback via eAssignments, but in some instances including vivas and presentations there may be opportunities to request immediate verbal feedback.
- On exams – generic feedback will be posted on the CHEM UG Blackboard site after the marks are released.

6.8 Access to coursework/examination scripts

Most coursework is submitted electronically, but for any coursework submitted in paper form you can ask the module coordinator for access to your work after marking.

You are entitled to view your examination scripts on request to the Student Office. 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.

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.

Component marks (e.g. lab/theory breakdown) are available on Self-Service upon marks release.

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

To reward exceptional achievement, the Faculty publishes a Gold Merit list at the end of each year for students with an overall average part mark ≥75%. You may wish to add this to your CV if you

are awarded. Chemistry awards prizes to finalist students each year. At the time of writing those listed below are available (subject to change each year):

Name of Prize	Eligibility criteria
John Mellor Prize	Outstanding project in Organic Chemistry or related field for a Y4 MChem project completed in Southampton
Alan Carrington Prize	Outstanding project in Physical Chemistry or a related field for a Y4 MChem project completed in Southampton
Judith Corker Prize	Outstanding project in Inorganic Chemistry or related field for a Y4 MChem project completed in Southampton
Progression Award	Academic development award across contributory part of degree
A E Clarence Smith	Outstanding performance by a student graduating from a BSc degree
David Runciman Boyd	Outstanding performance by a student graduating from a MChem degree
MChem Poster Day	Poster competition with internal and external judges.
Outstanding Research Placement Project	Outstanding research placement project
R E Parker Project	Best BSc Project
Roger Parsons Prize	Highest level of academic achievement in the graduating cohort
Ishbel Campbell Award	This award recognises an individual who has shown initiative to promote outreach, equality or diversity within Chemistry. Through their commitment they have made a positive difference to the life of the department through significant contributions to outreach, social activities and thereby promoting Athena SWAN principles.

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

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 Evaluations

We aim 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.

Module evaluations take place toward the end of each semester in the form of a short online questionnaire. You will receive links by email for the modules you are taking and they will also be publicised in lectures. We particularly value this feedback, especially any written comments you make, and frequently implement changes in response to it.

7.2 Module Reports

Your feedback to module evaluations 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

To have your opinion heard you should contact the membership of the Staff Student Liaison Committee (SSLC), which has representation from the student community (two per year group) and academic staff. SSLC has a section on the CHEM-UG Blackboard resource onto which all students are automatically registered. If you want to be a representative for your year group you will have a chance to be in each year of your degree. In addition, the student community elects a School President each year with the elected individual jointly chairing SSLC and representing the School on Student Union committees.

7.4 Student Representation

Through the Students' Union you will be invited to elect your Faculty representatives (Faculty Officers, Academic Presidents, Academic Vice-Presidents and Course 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.

8. 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 a 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 are 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 clear 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

8.7 Employability events within the School/Faculty

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 appear within the timetable, or be advertised within your School/Faculty. 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.

8.8 Professional accreditation

Most undergraduate programmes offered by the School of Chemistry are accredited by the Royal Society of Chemistry, the professional body for those working in the Chemical Sciences in the UK. New programmes are designed to meet the accreditation criteria and expected to become accredited when the first students have graduated.

As a Chemistry student you might consider joining the RSC as a student member, which has a low cost and will give you access to further resources during your studies.

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. We aim to retain our 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 in itself 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 here can be found on the School of Chemistry website, however we strongly encourage you to directly discuss opportunities for postgraduate research with potential supervisors in areas that interest you.

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 staff-student liaison committee representatives or 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.

Students who wish to appeal should submit a 'Notice to Appeal' form to the Faculty Curriculum and Quality Assurance Team *via* email to feps-cqa@soton.ac.uk.

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 required to comply with the University's Regulations at all times. 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

Appendix A - 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. "Re-vision" 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.

A.2 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, in particular, 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 definitely 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 actually *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.