

The School uses this questionnaire of teaching quality in an attempt to identify problems and good practice. The results of this survey are circulated to students (*via the intranet*), all staff and are scrutinised at Faculty and University Levels. To be meaningful we therefore need to have as large a response as possible from students. Please take a few minutes to complete this questionnaire, by doing this, you will be helping us, yourself and others.

For each question please indicate your level of satisfaction by marking the appropriate number on the scales

1 = unsatisfactory; 3 = satisfactory; 5 = excellent

**CHEM20311 Group Theory**

Applications of Symmetry & Group Theory Part 1 - Prof D Collison	Content	Replies: 85	Average: 4.1
	Delivery	Replies: 84	Average: 3.8
Molecular Orbitals and Their Influence on Chemical Properties - Dr Joe McDouall	Content	Replies: 85	Average: 4.0
	Delivery	Replies: 84	Average: 4.0
Applications of Symmetry & Group Theory Part II - Dr R Pritchard	Content	Replies: 83	Average: 4.3
	Delivery	Replies: 82	Average: 4.4

**Best features**

- Workshops (30)
- Good lectures (7)
- RP delivery (6)
- RP models (4)
- Lecturers (3)
- Delivery good (2)
- Interesting topics (3)
- DC delivery (2)
- Well supported
- JM good lecturer (2)
- Clear explanations in lectures
- Handouts (2)
- Tutorials
- Workshops helpful
- Open book exam

**Worst features**

- DC material not online (9)
- DC delivery (5)
- DC notes (4)
- First half too fast (2)
- No handouts for DC (2)
- Handouts stapled badly (2)
- No feedback from assessed exams (3)
- Online tests don't have answers
- Workshops not long enough (2)
- Difficult notes (2)
- JM lectures not interactive enough
- BB part of the course was hard to follow

**CHEM20411 Organic Synthesis**

Introducing Carbon Acids Dr P Quayle	Content	Replies: 83	Average: 3.3
	Delivery	Replies: 82	Average: 3.2
Introduction to Heterocyclic Chemistry Dr S.J.Webb	Content	Replies: 83	Average: 3.7
	Delivery	Replies: 83	Average: 3.8
Introduction to Primary Metabolites Prof E.J.Thomas	Content	Replies: 84	Average: 3.8
	Delivery	Replies: 84	Average: 3.6

**Clear/detailed notes and handouts (13)**

- Metabolites
- Good lecturers (3)
- Interesting content
- JT delivery (4)
- JT notes
- SW good (6)
- Relevant content
- Introduction to Primary Metabolites
- PQ slides

**Worst features**

- Mechanisms not delivered well.
- Dull content (2)
- Too many mechanisms (2)
- PQ delivery/lectures (6)
- PQ never answers emails (2)
- PQ content just a recap of last year
- PQ lectures disorganised
- Tutorials given before content is covered (2)
- Too much content (9)
- JT = poor notes/too much to fill in (8)
- No workshops (5)
- Organic Chemistry
- SW notes too hard to follow
- Tutorials difficult to the point of being demoralising
- Wrong tutorial sheets given several times (3)
- Not enough time/space to write in notes (2)
- PQ rude
- Wrong weeks tutorial on BB (2)

**CHEM20611 Molecular & Structure Determination**

Vibrational Spectroscopy Dr A Horn	Content	Replies: 81	Average: 3.9
	Delivery	Replies: 81	Average: 4.1
Organic NMR and Mass Spectroscopy Lu Shin Wong	Content	Replies: 81	Average: 3.7
	Delivery	Replies: 81	Average: 3.5
Multinuclear NMR Dr M Attfield	Content	Replies: 81	Average: 3.5
	Delivery	Replies: 81	Average: 3.4

**Best features**

- Good content (3)
- Links with group theory
- Useful workshops (4)
- Useful, applicable topic
- Pace of AH lectures
- Good lecturers (2)
- LSW concise (2)
- AH notes (4)
- AH delivery (5)
- Accessible
- Taught well
- Handouts (2)
- MA section interesting (2)

**Worst features**

- Not enough examples given in lectures
- Difficult to understand/unclear (3)
- Content wasn't interesting at all
- Unhelpful workshops
- Too theoretical, could do with a more practical emphasis.
- Tutorial questions often irrelevant to the lectures
- NMR can be quite unclear at times (2)
- MA needed to explain things more (2)
- MA delivery
- Scattered around campus
- Delivery of LSW lectures not good (2)

**Tutorials (Please write the name of your tutor)**

How useful did you find your tutorial?	Replies: 73				Average: 4.3
How many sessions did you attend?	all: 25.3%	most: 62.0%	half: 9.9%	few: 2.8%	none: 0%
What would encourage you to attend more tutorials?	<ul style="list-style-type: none"> <li>• BC teaching methods</li> <li>• Unsure of when they were/arranged too late (3)</li> <li>• None/late emails</li> <li>• Hard to find organised list</li> <li>• Timing</li> <li>• I don't bother attending as the content hasn't been covered</li> </ul>				
<b>Best features</b>	<ul style="list-style-type: none"> <li>• Improved understanding of content (8)</li> <li>• Chance to discuss problems informally (2)</li> <li>• Helpful at increasing understanding</li> <li>• Useful/helpful (2)</li> <li>• Good tutors – AB, JC, RL (2), AH (2), AR, DM, SW, LN, GM, CP, TW, VR, Ni and MMW</li> <li>• Small sessions</li> <li>• Makes content simple</li> </ul>				
<b>Worst features</b>	<ul style="list-style-type: none"> <li>• Hadn't covered relevant content. (5)</li> <li>• Sometimes they are pointless.</li> <li>• Awkward timing</li> <li>• Tutorial worksheets given out late (2)</li> <li>• PQ 'only shouts about what poor students we are'</li> <li>• PQ didn't mark tutorial work in time</li> <li>• KMD tutor rarely involved/left us to work alone (2) never replies to emails</li> <li>• LSW timing relative to timetable poor</li> <li>• LSW in MIB</li> <li>• Wrong organic tutorials put up on BB and correct ones then uploaded too late. (4)</li> <li>• JA reluctant to be involved with us</li> <li>• RH no explaining</li> <li>• PG tutorial – too intimidated to ask questions</li> <li>• MG unhelpful/uninterested and didn't teach us.</li> <li>• RD lost one of my tutorials</li> <li>• NB started very late and overran</li> <li>• Would like a slot for a one-to-one meeting every so often.</li> </ul>				

**CHEM22600 Practical Chemistry**

Measurement Lab	Experiments	Replies: 76	Average: 3.6
	Delivery/equipment	Replies: 75	Average: 3.9
	Demonstrators	Replies: 75	Average: 3.8
Synthesis lab	Experiments	Replies: 74	Average: 3.7
	Delivery/equipment	Replies: 74	Average: 3.6
	Demonstrators	Replies: 75	Average: 3.0

**Best features**

- Helpful technicians/demonstrators (7)
- Measurement markings/feedback (6)
- Varied/interesting
- Measurement demonstrators (7)
- Measurements good/well organised (4)
- Measurements experiments
- Syn Tuesday afternoon demonstrators were great.
- SLAB experiments
- Relevant practicals (2)
- FM very helpful
- NB helpful
- Experiments allowed me to learn/exercise chemistry that was relevant to course (5)

**Worst features**

- Long reports
- No time for revision
- Dull experiments
- Unhelpful demonstrators (5) 'my demonstrator has severely affected my grade'
- Lazy demonstrators (2)
- Synthesis demonstrators (5)
- Poor organisation of Synthesis lab
- Not enough demonstrators (5)
- General poor timing of lab marks
- Demonstrators often uninterested, on their phones.
- Measurement reports too long (7)
- Measurements more difficult than it should be. (2)
- Haven't been shown how to use equipment.
- Synthesis marking/feedback – still none (18)
- NMR machine broke often (3)
- ACD labs not demonstrated. (2)
- MLAB had too much self-study
- Synthesis demonstrators (rude, unhelpful, unknowledgable) (4) (Omar Bay 2 mentioned specifically as rushing students so he could leave labs)
- Synthesis Bay 12 demonstrator unhelpful and gave confusing and contradictory advice. (2)
- No standard markscheme – demonstrators say different things (2)
- PQ unhelpful
- NB rarely responded to anything

**CHEM20500 Transferable Skills for Chemists**

Content	Replies: 83	Average: 2.7			
Delivery	Replies: 83	Average: 2.7			
How relevant have you found CHEM20500 to the remainder of your course?	very: 6.3%	quite: 20.3%	more or less: 23.4%	slightly: 37.5%	not at all: 12.5%

**Best features**

- Essay writing skills (2)
- Infrequency of it
- Learning techniques relevant in the working world.
- Maths lectures/content (8)
- Maths tutorials
- Maths online teaching
- Interesting report choices available
- Web of knowledge (6)
- Online lectures
- Interesting essay
- Considerate extension of essay deadline (6)

**Worst features**

- Timing of submissions (4)
- Essay could be earlier in the semester
- Maths exam conditions – too crowded/not enough room (3)
- No feedback on Maths test (4)
- No help from office hours
- Not taught how to use SciFinder (2)
- Not taught how to use lab software
- Poor delivery (2)
- Web of Knowledge pointless
- Printed maths booklet
- Irrelevant essay (3)
- Irrelevant to rest of course/careers (5)
- Time constraints of essay (2)
- More written notes for maths (2)
- RH has very poor delivery
- RH not helpful (3)
- Maths test was easy for us with A-Levels – those without at a disadvantage (2)

**CHEM21811 Forensic Science**

X-Ray Analysis and DNA Finger-Printing	Content	Replies: 2	Average: 4.0
	Delivery	Replies: 1	Average: 4.0
Forensic Podiatry	Content	Replies: 2	Average: 5.0
	Delivery	Replies: 2	Average: 5.0
Fire Analysis	Content	Replies: 2	Average: 4.5
	Delivery	Replies: 2	Average: 4.5
Facial Mapping	Content	Replies: 1	Average: 4.0
	Delivery	Replies: 1	Average: 3.0

**Best features**

- Interesting – insight into future careers

**Worst features**

- Postponed and cancelled lectures

**CHEM20711 Contemporary Themes in Chemistry**

From gas theory to heterogeneous catalysis Dr S Koehler	Content	Replies: 56	Average: 3.5
	Delivery	Replies: 56	Average: 3.5
Solar Energy and Inorganic Materials Prof. P O'Brien	Content	Replies: 55	Average: 2.9
	Delivery	Replies: 56	Average: 2.8
Chemistry and Digital Media Prof S G Yeates	Content	Replies: 56	Average: 3.6
	Delivery	Replies: 56	Average: 4.1
Aspects of Drug Discovery Dr G. Miller	Content	Replies: 56	Average: 4.4
	Delivery	Replies: 53	Average: 3.3
Industrial Biotechnology Dr N Turner	Content	Replies: 53	Average: 2.9
	Delivery	Replies: 53	Average: 3.8
Chemical Space Dr N Burton	Content	Replies: 45	Average: 3.8
	Delivery	Replies: 46	Average: 3.8

**Best features**

- Broad variety of topics (5)
- Medicinal
- Drug Discovery
- Relevant material (1)
- All lecturers interested
- Interesting material (4)
- GM content interesting (3)
- GM lecture notes (2)
- GM delivery
- SY interesting lecturer (2)
- NB engaging lecturer (2)
- POB knowledgeable went extra mile
- BB constantly updated
- SK interesting content (2)
- Variety

**Worst features**

- Disorganised lectures (2)
- Solar energy (4)
- Biotechnology lectures
- Handouts unorganised
- Unsure of exam content/format (4)
- Random topics (2)
- Too many topics (5)
- Uninteresting notes
- Need more questions to prepare for exam
- SK uninteresting notes/difficult notes (2)
- NT too quiet
- NT cancelled a lecture and then rushed through it
- POB doesn't specifically indicate what we need to know (2)
- Need to summarised the lectures notes for solar energy in chemistry and digital media.
- Some topics too dull
- Too much biology (2)

**Feedback**

Have you made use of the following feedback available to you? (please ring each one you have used)	attend tutorial: 92.6%	tutorial work sheets 79.6%	office hours: 14.8%	Previous year exam scripts	work shops: 98.1%	
What additional feedback would you like to receive?	<ul style="list-style-type: none"> <li>• No feedback from group theory online tests, just a score. (5)</li> <li>• More specific lab report feedback (3) 'if we have to work to a deadline, why don't the markers?'</li> <li>• Quicker lab feedback</li> <li>• Video stream of lectures</li> <li>• Model exam answers (5)</li> <li>• Core units would benefit from regular workshops (2)</li> <li>• Tutorials should be organised earlier and remain in an allocated time slot.</li> <li>• Workshops for Organic</li> <li>• One less section in Contemporary themes</li> <li>• More regular meetings with a good personal tutor</li> <li>• Podcasts</li> </ul>					
<ul style="list-style-type: none"> <li>• Organic needs more structure</li> <li>• DC material should go online</li> <li>• On time feedback from Synthesis labs (3)</li> <li>• All notes should be available on BB.</li> <li>• Better instruction on how to use specialised equipment in synthesis labs.</li> <li>• Group Theory is well supported</li> <li>• Why doesn't Contemporary Themes have a graphene module?</li> <li>• Video lecture streams</li> <li>• Reading Week with just labs (4)</li> <li>• Students who aren't on the Europe programme should still be able to do a language (2)</li> <li>• Demonstrators need supervision as they spend more time on their phones.</li> <li>• Replace poor demonstrators and have regular checks that they are fulfilling their duties and not disappearing for 30 minutes at a time.</li> <li>• The Synthesis demonstrators need to be sorted out. 90% of them are terrible, they are clueless about the experiments and some don't even speak English. I pay £9000 per year for demonstrators who give hardly any assistance. Their training needs serious improvement.</li> <li>• Workshop for Organic (2)</li> <li>• Want credits to be more spread out – not all reliant on exams</li> <li>• Tutor: still yet to have a personal tutor meeting this semester. Feel like he doesn't care about his tutees. When he decides to have a tutorial (sometimes its with one of his post docs instead) he makes us feel like we don't know anything about Organic chemistry. A couple of tutorials I couldn't make for personal reasons, I emailed to re-arrange and never received a response. I mentioned this situation to another member of staff and they immediately offered to meet me for any personal tutoring matters should I need it. I am going to seek to change Organic tutor. '</li> <li>• Can the air conditioning be turned off in winter – G.51 is always freezing.</li> <li>• Stop booking out computer cluster in the mornings before labs – very inconvenient when library is full (2)</li> <li>• More coursework based work in all units such as blackboard quizzes</li> <li>• Previous years BB material should be made available for revision purposes</li> </ul>						