



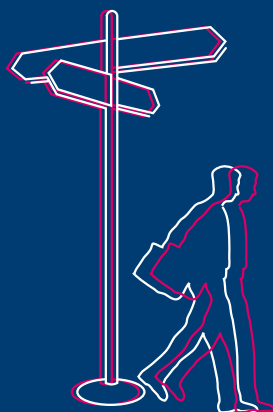
Got a degree? What next...

Make the most of your career
with this essential guide for
chemical science students

The Royal Society of Chemistry is the largest organisation in Europe for advancing the chemical sciences. Supported by a network of over 44,000 members worldwide and an internationally acclaimed publishing business, our activities span education and training, conferences and science policy, and the promotion of the chemical sciences to the public.

Contents

01 Introduction	03	05 Continuing your studies	20
		Which course?	21
		Where to study?	21
		Funding	22
		Studying abroad	23
02 Employability	04	06 PhD degrees	24
What is employability?	05	Finances and funding	25
What is Personal Development Planning?	06	Which PhD?	26
Developing your skills	06	The benefits of doing a PhD	27
03 Job searching	08	07 Membership of the RSC	24
Where to start?	09	Chartered Status	30
Applying for jobs	11	Benefits of membership	30
Tips on key CV sections	13	How can I get involved?	31
Covering letters	15	The next step	31
04 Interviews	16		
Types of interview	17		
Preparing for interviews	17		
Assessment centres	18		



01 Introduction

This guide outlines the employment and further study opportunities available to chemical science graduates. Having a degree is far more common today than it was some years ago, so the competition for jobs in nearly all sectors of the market is fierce. Getting the best advice as early as possible and taking full advantage of opportunities to develop your skills during your degree are extremely important.

This guide describes:

- what employers look for in graduates
- how to recognise and develop your skills, strengths and attributes
- ways in which you can increase your employability

There are detailed sections on:

- job hunting
- guidelines for writing your Curriculum Vitae (CV)
- how to complete application forms
- interview preparation

Got a Degree? What Next... describes the further study opportunities available at the end of a first degree. There are sections on choosing courses, obtaining funding and studying abroad.

This guide also contains information about the benefits of RSC membership, the careers advice that the RSC can offer and provides links to many other sources of help and advice.

What are employment prospects like?

A degree in the chemical sciences provides a good platform for employment in a wide range of sectors and, with continued development and experience, career prospects can be very good.

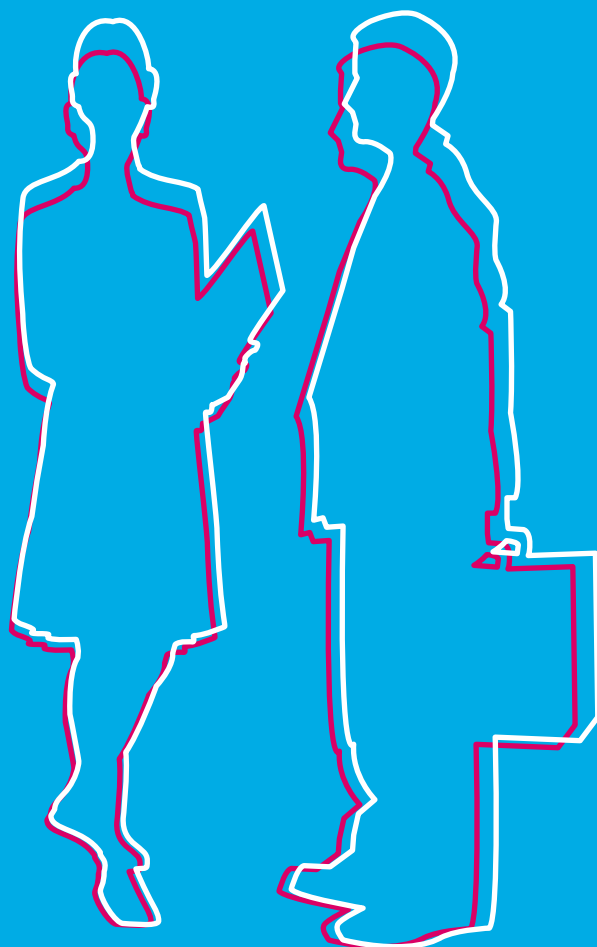
Chemical science graduates possess an excellent range of degree-related skills including numeracy, problem-solving, data handling, analysis, observation, team working, report writing and laboratory skills. These skills can open the door to a huge range of job opportunities. However, as outlined in the rest of this guide, it is how you make yourself stand out from the crowd and manage your own development that will ensure you get the job that you want.

- If you're interested in seeing where previous chemical science graduates have found employment you might like to read *What do graduates do?*, www.prospects.ac.uk/wdgd.
- *What do PhDs do?* (WDPD) contains an analysis of the destinations of postgraduates and can be viewed at www.grad.ac.uk/wdpd. WDPD breaks destination data down into different disciplines and it is possible to see where and how physical science PhD graduates are employed.

Both of these websites provide information which can be used to get a better understanding of what chemical science graduates do and they also might give you some idea of future career options.

The RSC has produced a series of employment profiles which give a useful insight into the life of chemical scientists in a wide range of industries. For copies please contact the RSC via education@rsc.org or visit www.rsc.org/profiles.

02 Employability



In an increasingly competitive job market, it's crucial to be aware of your current skills and how to develop them. Armed with this knowledge you'll be in a strong position to impress potential employers when you start to apply for jobs. Within this section you'll find information on how to recognise and record your strengths and attributes and ideas of how to gain new skills.

What is employability?

The term employability refers to a student's ability to secure a job following completion of their studies i.e. it's a measure of how attractive graduates are to prospective employers. It relates to the skills, achievements, experiences and personal attributes that make individuals more likely to be successful in their chosen occupations.

There are many definitions of what makes someone 'employable' and many skills and qualities which are considered to be valued by graduate employers. No graduate is expected to possess all these attributes. However, it is very important for you to be aware of the types of attributes that employers are looking for and to seek ways in which you might develop your own skills. Some examples are shown in the box:

- Initiative
- Communication skills
- Time management
- Managing others
- Critical analysis
- Working under pressure
- Attention to detail
- Problem solving
- Imagination/creativity
- Responsibility
- Flexibility
- Organisation skills
- Dependability
- Willingness to learn
- Adaptability
- Team working
- Interpersonal skills
- Independent working

What is Personal Development Planning (PDP)?

Personal Development Planning (PDP) is the process by which you monitor, build and reflect upon your personal development. It enables you to recognize your current skills and identify areas for improvement. There are plenty of chances to develop existing skills – the trick is to be aware of and know how to utilise the numerous opportunities presented to you every day.

What are Progress Files?

Progress Files are documents which are designed to help you record your learning and achievements, monitor your progress and help you plan your future development. You may have already been given a university Progress File or an RSC Progress File.



For more information about Progress Files please visit: <http://www.rsc.org/Education/HEstudents/publications.asp>

Why is PDP important?

Undertaking a process of recording your development and identifying areas for improvement means that when you graduate, in addition to a full range of subject-specific skills, you will possess many of the key transferable skills that are valued by graduate employers. A permanent record of these will help when applying for jobs, preparing your curriculum vitae and completing application forms.

Support for PDP

PDP is a very individual process. Progress Files are personal records which allow you to honestly record your achievements and development needs. However, it's often a good idea to invite feedback from personal tutors or supervisors. They should be able to help

you recognise the skills and qualities you possess and recommend areas for further development.

Developing your skills

Throughout the course of your studies there will be plenty of opportunities for you to enhance your skills both within the context of your degree programme and also on a wider university basis. It's quite likely that you're already involved in activities where you're developing new skills and just don't realise it. For example, as a committee member of a club or society you could be developing team working, project and time management skills by organising social events.

There are some more ideas below of activities you could become involved with and ways in which you can develop your skills:

• Departmental Committees

Most departments will have a committee that provides a forum for student representatives to communicate any concerns they may have about their degree course e.g. issues relating to lectures, tutorials, general facilities, examinations etc. As a student representative on one of these committees (often known as Staff Student Liaison Committees) you will get the opportunity to develop your communication and negotiation skills, as well as getting a better understanding of how your department operates and the way in which formal meetings are conducted.

• Ambassador schemes

There are several ambassador schemes that give undergraduates and postgraduates the opportunity to work in a local school or college, gaining experience of teaching whilst providing support to teachers and acting as role-models for pupils. In addition to providing first hand experience of teaching, these schemes will give you the opportunity to build your confidence and improve key skills such as presentation, communication, team

working, personal effectiveness, time management and priority setting. If you are interested in participating in an ambassador scheme, visit the following websites for more information:

- Undergraduate Ambassadors Scheme www.uas.ac.uk
- SETNET Science and Engineering Ambassadors www.stemnet.org.uk
- Researchers in Residence (PhD and postdoctoral ambassador scheme) www.researchersinresidence.ac.uk

• Outreach activities

Outreach activities are organised by many universities to encourage school and college students to consider further study and to raise awareness of potential career opportunities. Activities often involve scientific demonstrations and workshops and there are usually plenty of opportunities for students to become involved. Participating in these activities will give you the chance to inspire and excite young students as well as improving your communication and presentation skills and enhancing your confidence.

For more information about outreach activities visit www.rsc.org/outreach.

• RSC Student Chemical Society Network and the Younger Members Network

As a member of the RSC, there are several ways in which you can become more involved with the RSC. This will enable you to develop your communication and networking skills, form useful contacts with other RSC members and raise your awareness of important developments in the chemical sciences.

For more information on how RSC membership can develop your skills go to Chapter 7.

• Work experience

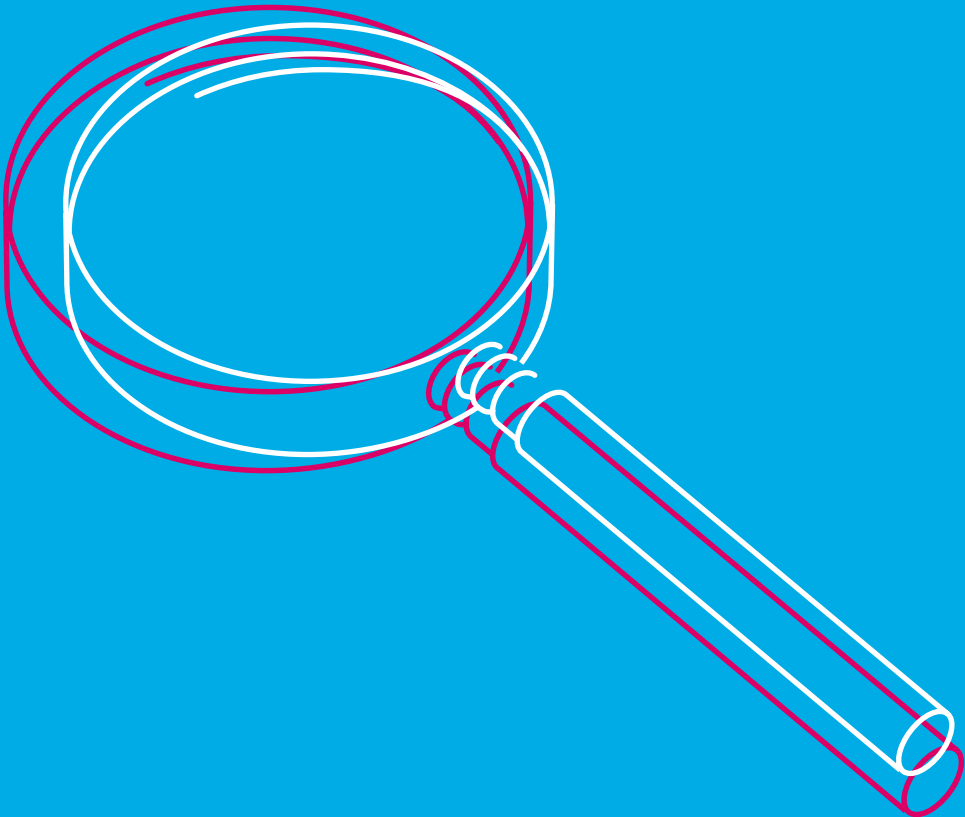
Any form of work experience can be extremely useful to you in your future career. Whether the work is during vacations, part-time or voluntary you will develop new skills, and it will undoubtedly make you more attractive

to prospective employers.

- It is possible that your university may offer work experience modules which are awarded with credits and as such form an integral part of your degree course. It is well worth taking full advantage of these extremely useful modules.
- Many universities have their own job shops which advertise local part time jobs, vacation placements and other temporary work experience opportunities. Staff at these Job Shops will be able to help you find suitable placements which you should be able to sensibly combine with your studies. Contact your careers service for more details.
- If you are looking for industrial work experience that is relevant to your degree course, the RSC has an on-line resource for members that provides information on companies offering industrial placements. For more information please visit www.rsc.org/industrialplacements.
- The STEP Programme (Shell Technology Enterprise Programme) is a national programme which provides students with work experience placements in small and medium sized companies. The placements involve working on a specific business or technical project and usually run for 8 weeks over the summer vacation, during which time you will receive financial support. STEP also offer 12 month placements and some projects which can be undertaken on a part-time basis during term time. For more information visit www.step.org.uk.

If you are interested in finding out more about any aspect of work experience, including its benefits, how to combine it with your studies and ways to secure a placement, visit the website of the National Council for Work Experience www.work-experience.org

03 Job searching



There are a number of different avenues you can take when you're looking for a job. These include applying for specific advertised vacancies, going through the Milkround process, sending out speculative applications and registering with recruitment agencies. The information that follows provides advice and guidance on each of these areas.

Where to start?

Your university careers service can be an excellent resource during all stages of your career planning process, whether you don't know what to do or you have a definite career in mind. They should be your first port of call when you're thinking about your next steps. It is also often worthwhile looking at the websites of other university careers services as they can be a useful source of extra information.

If you are unsure of what job might suit you best there are a number of ways to begin your search. Not all of them are right for everyone so try some of the activities suggested below to explore your options.

- **Use a computer aided guidance programme**

A good example is Prospects Planner, which is available online at www.prospects.ac.uk. Using information that you enter about yourself and your interests it generates a list of career ideas that match your requirements. Identify those which appeal to you most and research them further.

- **Go to employer presentations and careers fairs**

Use these opportunities to speak to representatives of various companies to find out more about different organisations and the jobs they offer. Remember that these events don't represent all graduate employers, so don't panic if you don't find the employer or job for you.

- **Read about career areas you are interested in**

Use your careers library to research different job sectors and the opportunities available within them. Find out more by looking at information on careers websites such as www.prospects.ac.uk and www.targetjobs.co.uk. It is also useful to read sector specific magazines and journals, such as Chemistry World. Keep a note of jobs that sound interesting and investigate the possibilities in these areas.

- **Get some work experience**

Gaining first hand knowledge of a job is a good way to work out if it's right for you and it allows you to network and build up contacts in a career you are interested in. These experiences allow you to find out more information about other related jobs in your area of interest, which may also suit you. If this isn't possible, try to arrange an opportunity to speak to those working in your area of interest and to find out more about what they do and the skills required. For more information on work experience, see the Enhancing Your Skills section of this guide and the National Council for Work Experience web pages, www.work-experience.org.

- **Look at job adverts**

Cut out adverts that appeal to you from newspapers or print them off the web. Store them in a file and use them to build up a picture of your ideal job. Read the job descriptions for ideas on what steps you can take to help you get similar work, e.g. by undertaking some related work experience. It's also worth looking at the

websites of companies that you might want to work for, as that's where some companies regularly advertise their graduate vacancies.

• Speak to a careers adviser

Careers advisers don't have crystal balls to see what your future is going to hold but they can work with you to help you to either narrow down or broaden out your ideas and put together an action plan to help achieve your goals. Use their expertise to refine your options and develop your job seeking skills.

The recruitment process

The traditional recruitment time for larger companies who are seeking to attract graduates is during autumn, and this process is known as the Milkround. At this time of year university careers services tend to advertise employer presentations and run careers fairs. This is a good opportunity for you to speak to prospective employers and ask them questions. If the companies you are interested in aren't coming to your university check out their websites to see if they are visiting another university which you might be able to travel to, or if they have a graduate scheme you could apply for. It is worth bearing in mind that a lot of applications for companies advertising at this time have their deadlines in November and December.

However, the Milkround period is not the only time that companies advertise for graduates; recruitment can be a year round process for some companies and others advertise for graduates towards the end of the academic year. A useful source of these vacancies is your university careers service as they are likely to have either a vacancy database that you can access or they may publish a printed list of jobs when they become aware of vacancies.

An alternative is to send out speculative applications to companies that you would like to work for. These should comprise a targeted CV and covering letter, and they should be sent to a named person in the organisation

so that you can follow it up later with a phone call if they don't get back to you.

Recruitment agencies are used by some organisations to fill vacancies. However if you do decide to use them they should only be part of your job search. You shouldn't have to pay any money to sign up to an agency. It's a good idea to sign up with more than one to widen your chances of access to appropriate jobs, about three or four is a good number. By doing this, you'll be keeping your options as open as possible but you won't overload yourself with too many agencies. This is important as you'll need to be in regular contact with the agencies you register with so that they know you are still interested, and to prompt them to keep looking for suitable vacancies for you.

Regional graduate recruitment websites

Ireland

www.gradireland.com/jobs

Midlands

www.gvp.org.uk

North West

www.nwstudentandgraduate.ac.uk

South West

www.gradsouthwest.com

Scotland

www.agcasscotland.org.uk/graduates
www.gradscotnorth.ac.uk

Wales

www.gowales.co.uk

Yorkshire and Humber

www.graduatesyorkshire.co.uk

Applying for jobs

There are a variety of ways of making the process of applying for jobs easier and less daunting. Knowing some of these tricks will help your application stand out from the competition and will hopefully secure you an interview. Read on for top tips on completing application forms, preparing your CV and writing covering letters.

Application forms

Application forms are designed so that recruiters can see at a glance what skills and achievements you have to offer and they provide the opportunity for you to sell yourself. The employer is assuming that you want the job they are advertising and will be looking for evidence that your skills and experiences will be beneficial to their organisation. It is strongly advisable that you take the time to read through any information they have sent you before you complete the application form.

Job adverts will specify how to apply and application forms fall into three types:

- Online applications
- Paper forms
- Standard Application Forms (also known as SAFs – available from your careers service)

Alternatively you might be asked to apply with a CV and covering letter. For more information on these look at the relevant sections in this guide, but be aware that some of the following application form rules apply:

- Read the job description, person specification or selection criteria carefully

These should help you to decide what information to include in your application, including which transferable skills are of importance (see the Key skills for Scientists booklet produced by the RSC and the section on employability in this guide for more information on transferable skills).

- Follow all the instructions

If they ask you to fill in an application form, don't send your CV instead.

- Address all points in the job description, selection criteria and person specification

If you have been provided with a list of essential and desirable qualifications and experience, make sure you address each point. For example, if an advertisement states that the job involves teamwork then emphasise this by showing how you have previously worked successfully in a team. It's usually a good idea to read the graduate recruitment brochure or website of the organisation you're applying to. This may give you ideas for words or phrases that you can use to make your application specific to the job. Consider using the key words outlined in the job description and person specification on your completed application form as this will help you to demonstrate how your skills exactly relate to those considered important by the employer.

- Tell the employer what they want to know, rather than what you want to tell them

The person reading your application is likely to be reading many more and may need to make a quick decision on the candidates to interview. If a recruiter cannot find the information they need to see in your application they will reject it, no matter how qualified for the job you are.

- Give examples

You can considerably strengthen your application by providing examples when answering questions. These examples should come from roughly the last four years of your experiences as employers are interested in gaining a recent picture of your skills, motivations and personality. For example, instead of writing simply 'Secretary of University Photographic Club', you should write 'Elected Secretary of University Photographic Club 2006 - 2008. During this time I organised three club exhibitions which raised £150 towards new darkroom equipment'.

- Consider using the Context Action Result (CAR) formula

The CAR formula can be a useful tool to help you structure answers:

1. Describe the **context** e.g. the situation, the team you were in, the problem you faced.
2. Describe the **action** you took e.g. what role you played within the team, how you addressed the problem.
3. Describe the **result** e.g. your team won an award for the most innovative solution to the problem.

- Fill in all the boxes

Some application forms have an 'Other information' section where you can include any other information that you think is relevant to the job. It's a good idea to use this section to further demonstrate your skills and attributes and why you are interested in the job.

Online application form tips

- Print off the form, look at the questions and maybe note down some ideas.
- Draft your answers in a Word document so that you can spell check them before completing the form.
- Consider the layout of answers. Large blocks of text are difficult to read so if the form allows, break it up into paragraphs separated by a single line.
- When you think you have completed the online form, save it if possible and come back to it later as having some time away from it can help you to spot errors before sending it.
- Print off a copy of the form so, if you get an interview, you can refer to what answers you gave. Similarly if you are submitting a paper based application, photocopy it before you send it.

If you don't have UCAS points or have lower ones than required for the position use the 'Any other information' box to explain your reasons. For example you may have entered university through an Access course if you are a mature student, or had a significant personal problem at the time of your A-levels. If the form doesn't have this option, try contacting the employer directly to explain your situation as online forms without the required UCAS points can be automatically rejected.

Your Curriculum Vitae (CV)

A CV provides a summary of your education, employment, skills and achievements over a maximum of two pages. The main purpose of a CV is to get an interview. However, as employers might have very little time to look at each one you have to make yours stand out. To overcome the short length of time you have to make an impression you need to make sure your CV is punchy, precise and well presented. You also need to tailor it to each job you apply to and emphasise relevant achievements, strengths and successes.

Use positive/action words such as those listed in the box on page 15.



For information about the RSC Graduate Training Scheme please visit www.rsc.org/gradtraining

Tips on key CV sections

Education

This should be on the first page, at the top, as this is one of your main selling points.

Degree: Include modules that are relevant to the position you're applying for and any others that you think the employer may find interesting. Consider including details of any project work that you are undertaking.

A-levels: Can be listed in one line of text or in a column format, but this will depend on how much space you have and what style you have used in other areas of your CV.

GCSEs: These should be summarised, for example, '9 A-C GCSEs, including Maths and English'.

Remember to list your qualifications in reverse chronological order i.e. your degree first, then A Levels and finally GCSEs. If you have been awarded any prizes you can either put these underneath the relevant educational qualification, or in a separate section after your work experience. In either case, make sure that you are specific about what they were awarded for.

Work experience

Try to describe the work experience you have had in terms of the transferable skills you gained in each job. For example, you can describe a job in a restaurant or pub in terms of the customer care skills you developed and your ability to work under pressure. It's important to include any experience that you've had whether it was part-time, voluntary or during a vacation. It's also a good idea to mention membership of committees and university society positions in this section. When describing the skills you have, give examples to show

how you have used them. For instance, it's much better to write 'As a Younger Member Representative of the RSC, I developed excellent organisational skills when coordinating a series of industrial visits' than 'I have good organisational skills'. For more information relating to work experience, see the Developing your skills section of this guide and the National Council for Work Experience web pages www.work-experience.org.

A traditional CV has a single work experience section, but if some of your experiences are particularly relevant to the job you're applying for you may consider splitting your work experience into two sections, one headed 'Relevant Work Experience' and the second 'Other Work Experience'. Relevant work experience should appear first on your CV, to give it greater emphasis.

However, if none of your work experience is directly relevant to the job then you might consider using a skills-based CV. This summarises your work experience whilst also highlighting the skills you have gained from each post, emphasising why you are suitable for the job you are applying for.

An alternative to both the traditional and the skills-based CV is to take elements from both and combine to make a CV which works best for your experiences and the job you are applying for.

Hobbies and interests

The purpose of this section is to give a rounded picture of who you are. Consider what interests might be relevant to the job you are applying for, for example, you might want to mention a keen interest in motor sports if you are applying for a job which involves researching petrol additives. Alternatively, if you enjoy travelling you can use this experience to demonstrate flexibility and your ability to quickly adapt to changing circumstances.

MICHELLE BROWN	
51 The Gables, Melchester, M99 2TW Tel: 01342 354657 / 07826 589589 brownm@melchester.ac.uk Date of Birth: 13th January 1981	
Curriculum Vitae	EDUCATION 2000 - 2004 Chemistry MSc, University of Melchester Key Modules: <ul style="list-style-type: none"> Environmental chemistry: Industrial settings and problems Principles of chemical analysis Analytical techniques in atmospheric chemistry and aquatics Chromatography and analytical separation Final year project: The synthesis of molecular sieves for shape selective acid catalysis. This project required me to develop a project plan and to manage effectively in order to successfully synthesise a series of novel sieves. I wrote an 8,000 word report at the end of the project and presented to an audience that included representative industry.
	1997 - 1999 Melchester Sixth Form College, Melchester A-levels: Chemistry (A), Mathematics (A), Biology (A) Physics
	1995 - 1997 Melchester Girls School, Melchester 10 GCSEs A-C including English and Maths
	RELEVANT WORK EXPERIENCE 07 - 09/2003 Laboratory Technician, ChemLab, Melchester Worked with a team to prepare soil and water samples for analysis required a high level of accuracy. Gained experience of using techniques.
07 - 12/1999 Laboratory Assistant, MacGate, Melchester Successfully achieved new synthesis of a target organic molecule. <ul style="list-style-type: none"> Worked with different team members to enhance and develop skills Produced monthly reports and presented findings during 	
	OTHER WORK EXPERIENCE 01 - 07/2003 Customer Service Assistant, Mobileworld, Melchester Responsible for resolving customer problems via telephone, which on occasions required liaising with technical support. Also: <ul style="list-style-type: none"> Promoted other products to customers and successfully met goals for sales Achieved customer targets for numbers of queries
	2001 - 2002 Customer Assistant, WH Smith, Melchester Role demanded flexibility and shift work at short notice. Successfully dealt with customer complaints and enquiries.
	PROFESSIONAL MEMBERSHIP Associate Member of the Royal Society of Chemistry
	ADDITIONAL SKILLS <ul style="list-style-type: none"> IT: Proficient with Microsoft Office packages, ChemDraw and literature searching software Languages: Conversational French Full, clean driving licence
	INTERESTS AND ACTIVITIES 2000 - 2004 Involved in the monthly University Chemistry Society events and in 2002/03 was the Social Secretary, responsible for organising different activities and gaining sponsorship for the end of year ball.
	01 - 07/2000 Travelled in South Asia and experienced different cultures requiring me to be adaptable and flexible at all times.
	REFERENCES <div> Dr J Jones School of Chemistry University of Melchester Woodhouse Lane Melchester MC2 9FF Telephone: 01449 425 784 Email: j.jones@melchester.ac.uk </div> <div> Dr S Forsyth Discovery Project Leader ChemLab 9 Rose Square Melchester MC2 3PA Telephone: 01449 529 064 Email: sff@chemlab.co.uk </div>

The example CVs shown and the tips on different sections should provide a guide to what to include in your CV. Staff at your university careers service should be able to check it for you and offer further advice.

Covering letters

Covering letters should be used in conjunction with your CV to sell yourself to prospective employers. They should contain a summary of the most important points in your CV and state why they are relevant to the position you're applying for. Letters should be no longer than a page of A4 and should be addressed to the recruiter. If it is a speculative letter, contact the company before sending it to get the name of the relevant member of staff. This will ensure that the letter reaches someone who can act on it and will enable you to follow up the letter with a phone call if you don't receive a response.

A covering letter should contain three sections:

- Introduction – this should state which job you are applying for and what your current situation is
- The next section should answer the questions:
 - Why you?
 - What key skills do you have that make you a suitable candidate for employment?
- The third section should answer the questions:
 - Why do you want to work for this company?
 - What makes this employer stand out from the rest?
 - What are you looking for in your career?

For this section, you'll probably find it very helpful to have researched the company by visiting their website, reading employer profiles from your careers service or looking at any other information that you have been able to obtain.

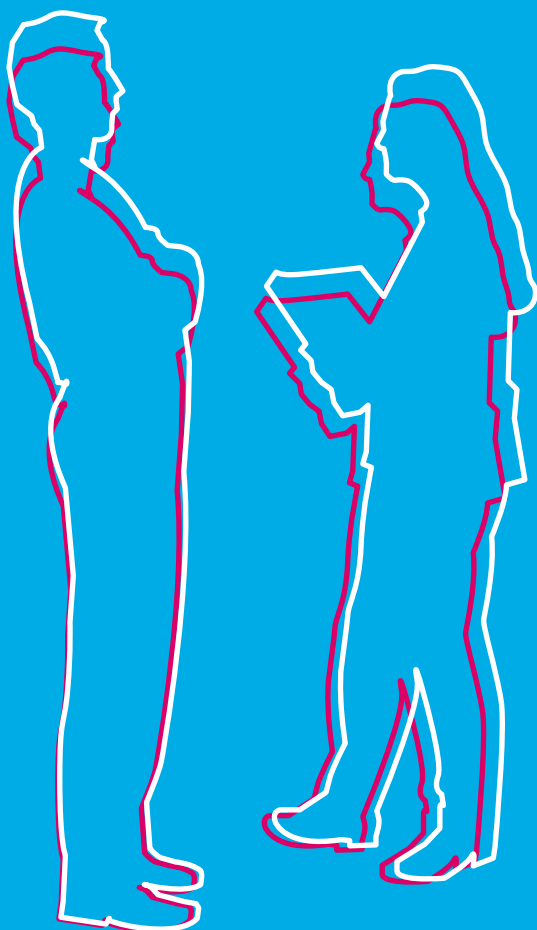
Example of a skills CV

MICHELLE BROWN <small>31 The Gables, Melchester, M99 2TW Tel: 01342 354657 / 07826 589589 brownm@melchester.ac.uk Date of Birth: 13th January 1981</small>	
Curriculum Vitae	EDUCATION 2000 - 2004 Chemistry MSci, University of Melchester Key Modules: <ul style="list-style-type: none"> Environmental chemistry: Industrial settings and problems Principles of chemical analysis Analytical techniques in atmospheric chemistry and water Chromatography and analytical separation Final year project: The synthesis of molecular sieves for shape selective acid catalysis
	1997 - 1999 Melchester Sixth Form College, Melchester A-levels: Chemistry (A), Mathematics (A), Biology (A) Physics
	1995 - 1997 Melchester Girls School, Melchester 10 GCSEs A-C including English and Maths
	WORK EXPERIENCE 07 - 09/2003 Laboratory Technician, ChemLab, Melchester Worked in a team to prepare soil and water samples for analysis
	01 - 07/2003 Customer Service Assistant, Mobileworld, Melchester Resolved customer problems via telephone and email
	2001 - 2002 Customer Assistant, WH Smith, Melchester Dealt with customer complaints and enquiries, as well as man levels in my section during each shift
	01 - 07/2000 Travelling in South Asia
	07 - 12/1999 Laboratory Assistant, MacGate, Melchester Successfully achieved new synthesis of a target organic molecule
	KEY SKILLS Team working <ul style="list-style-type: none"> ChemLab and MacGate laboratory positions involved extensive teamwork and considerable co-operation to ensure joint goals were achieved Working at WH Smith, teamwork and flexibility were vital to cover weekend rota Communication <ul style="list-style-type: none"> Submitted monthly reports during my gap year placement and gave presentations at group meetings Composed an 8,000 word report at the end of my final year project and gave a 20 minute presentation to an audience that included representatives from industry Problem-solving <ul style="list-style-type: none"> Final year laboratory based project required me to be creative and think logically to overcome problems. It also required me to develop a project plan to ensure effective time management and successful outcomes Responsible for resolving customer queries at Mobileworld which required identifying the problem, explaining solutions for different models in non-technical terms and on occasions liaising with our IT department Leadership <ul style="list-style-type: none"> Secretary of the Chemistry Society in 2002/03. Involved scheduling meetings and managing the Society's paperwork and correspondence
	ADDITIONAL SKILLS <ul style="list-style-type: none"> IT: Proficient with Microsoft Office packages, ChemDraw and literature searching software Languages: Conversational French Full, clean driving licence
	INTERESTS AND ACTIVITIES 2000 - 2004 Involved in the monthly University Chemistry Society events and in 2002/03 was the Social Secretary
	REFERENCES <ul style="list-style-type: none"> Dr I Jones, School of Chemistry, University of Melchester, Woodhouse Lane, Melchester, MC2 9JT Tel: 01449 425 784 Email: i.jones@melchester.ac.uk Dr S Forsythe, Discovery Project Leader, ChemLab, 9 Rose Square, Melchester, MC7 3PA Tel: 01449 529 064 Email: sff@chemlab.co.uk

Positive/action words suitable for use in writing your CV and covering letter

Achieved	Competitive	Effective	Innovative	Profitable
Administered	Confident	Efficient	Led	Qualified
Ambitious	Consistent	Engineered	Managed	Recognised
Analysed	Coordinated	Enthusiastic	Monitored	Resourceful
Articulate	Created	Established	Organised	Rewarded
Assertive	Designed	Experience	Participated	Specialised
Built	Determined	Guided	Positive	Stable
Capable	Developed	Implemented	Processed	Successful
Communicated	Directed	Improved	Productive	Supervised
Competent	Dynamic	Initiated	Proficient	Trained
				Versatile

04 Interviews



The key to a successful interview is being prepared and knowing what to expect. This section contains information on the interview process including the different types of interviews and forms of assessment you might experience. It also contains lots of advice, guidance and ideas to help you perform well on the day.

The purpose of an interview is to assess your suitability for a particular job. The offer of an interview means that your CV or application form has impressed the organisation sufficiently and they feel that, on paper, you have the right qualities for the job.

At the interview the employer will want to find out what kind of person you are, what qualities and experience you can bring to the job and how you will fit in with the organisation. An interview is a two-way process. It is your chance to sell yourself to the interviewer and for the interviewer to sell the organisation to you.

Interviews can take several different formats and sometimes you are expected to attend more than one. Depending on the job, you might have an interview with the personnel or human resources department followed by a more technical interview or another interview with a senior member of staff. If you are applying to a large organisation while still at university the first interviews may be conducted on campus. Some interviews may involve delivering a presentation or completing a test. However, you should be given advanced warning of this to allow you time to prepare. Please see the section on assessment centres in this guide for more information.

Types of interview

One to one

These can either be general or technical.

Panel

Panel interviews consist of two or more interviewers, all of whom will be assessing your performance. When answering questions make sure that you make eye contact with the whole panel, not just the interviewer who asked you the question as they will all be taking notes on your performance.

Second interviews

Some organisations hold a second round of interviews which may involve a technical interview and where you may be expected to give a presentation. You should be informed of the format prior to the interview to give you time to prepare.

Technical interviews

Questions can come from any aspect of your chemistry degree, so it is worth refreshing your knowledge of topics studied in previous years. Also, if you have undertaken any project work or some form of industrial work experience, then be prepared to talk about it.

Preparing for interviews

• Research the company

Read any literature they have sent you, look at their website and search the web for any further information on them. Be aware of trends in their sector, where the company is growing and what developments have occurred in the last year or so.

• Re-read the application form you sent them

First round interviews tend to be based on the application form or CV that you have submitted, so make sure you know what you submitted and can expand on it. If you have had to give examples of leadership, team working or other skills on the application form, consider what different examples you could give if asked questions about these skills.

• Have a mock interview

Your university careers service may run mock interviews during the year so that you can practice your technique prior to the real thing, or you could speak to an adviser to address any questions you might have. Alternatively you could ask to see any materials they might have on interviews, such as books or videos, to help you prepare for the types of questions you could be asked.

• On the day

- Take plenty of time to get there so that you don't feel rushed or anxious.
- Try to create a good impression with everyone you meet: dress smartly and don't underestimate the importance of smiling.
- Make eye contact, use open body language and try to look confident.
- Listen to questions and answer them as honestly as possible, taking one thing at a time and asking for clarification if needed.
- If you need a moment to think about what answer to give, take one - you don't need to answer every question immediately.
- Give examples when answering questions as these demonstrate your skills more effectively than 'yes' or 'no'.
- Use 'I' not 'we' when answering questions unless you are describing when you worked as part of a team.

- At the end of an interview you will normally be given the chance to ask questions. Use this as an opportunity to show what you know about the organisation and to clarify any areas of uncertainty about the job. Do not be afraid to bring a list of questions with you.
- When the interview is finished, express thanks and enthusiasm and leave confidently with a smile. If you haven't already been told, then ask when you can expect to hear their decision.

• After the event

After your interview, take some time to reflect on how it went. Make some notes on the questions asked and think about the answers you gave. If there were any you weren't very happy with, try and prepare an alternative response in case you are asked something similar in the future. Hopefully your interview will have been a great success and you will have been offered the job, or a second round interview. If not, don't despair; make the most of the experience in preparing for your next one. If you would like some feedback on your interview, try telephoning the personnel or human resources department of the company.

Assessment centres

Assessment centres comprise a range of activities which are designed to enable interviewers to get a well-rounded picture of you. They can be quite intensive as you are under observation throughout, but you should be informed beforehand of what you will be expected to do so you can prepare. Your university careers service may run workshops or other events which give you the opportunity to practice these exercises which may include:

• Group exercises

These range from practical tasks, like building a bridge from spaghetti, to discussions and role play scenarios. They are used to observe how you work in a team.

Some points to bear in mind are:

- Speak, but don't dominate the group or talk over someone else
- Try to bring other members of the group into the discussion
- Be constructive and logical in the points you raise. Try to build on ideas suggested by other group members
- Complete the task you have been given in the set time

• Presentations

These are designed to assess how well you communicate your ideas to others and think on your feet. You may have been asked to prepare a presentation in advance, or you may be instructed to give a presentation on a case study which you are given at the interview. Presentations can be group or individual tasks. In all cases you should remember to:

- Spend some time developing a good structure
- Produce simple visual aids with bullet points and appropriate diagrams
- Check that any visual aids can be read from a distance
- Think about how you come across, both verbally and through your body language
- If you need notes, keep them brief and use them only as prompts as it's important to look at the audience you are presenting to

See the RSC booklet *Key skills for scientists* for more tips on giving oral presentations.

• Aptitude or psychometric tests

Aptitude or psychometric tests comprise multiple choice questions which must be completed in a set amount of time. The questions are designed to test your reasoning, problem solving and numerical skills. It is worth looking at some example tests before your assessment to give you an idea of the types of questions you may get so you know what to expect.

Also, in some cases, it's possible to improve with practice. Speak to your university careers service as they may run mock tests and have books or other resources which contain practice questions. One of the major test providers, SHL, also has a website which provides access to practice tests, for more information visit www.shldirect.com

• In-tray exercises

In-tray exercises normally consist of a number of items such as documents, emails, telephone messages and memos to work through and rank in order of priority. When doing this consider:

- The seniority of the person you are dealing with
- The issue to be dealt with
- The time period that it needs to be completed in

Consider whether the task is of immediate priority. If not, bear in mind the possibility of delegating, referring or postponing it.

• Case studies

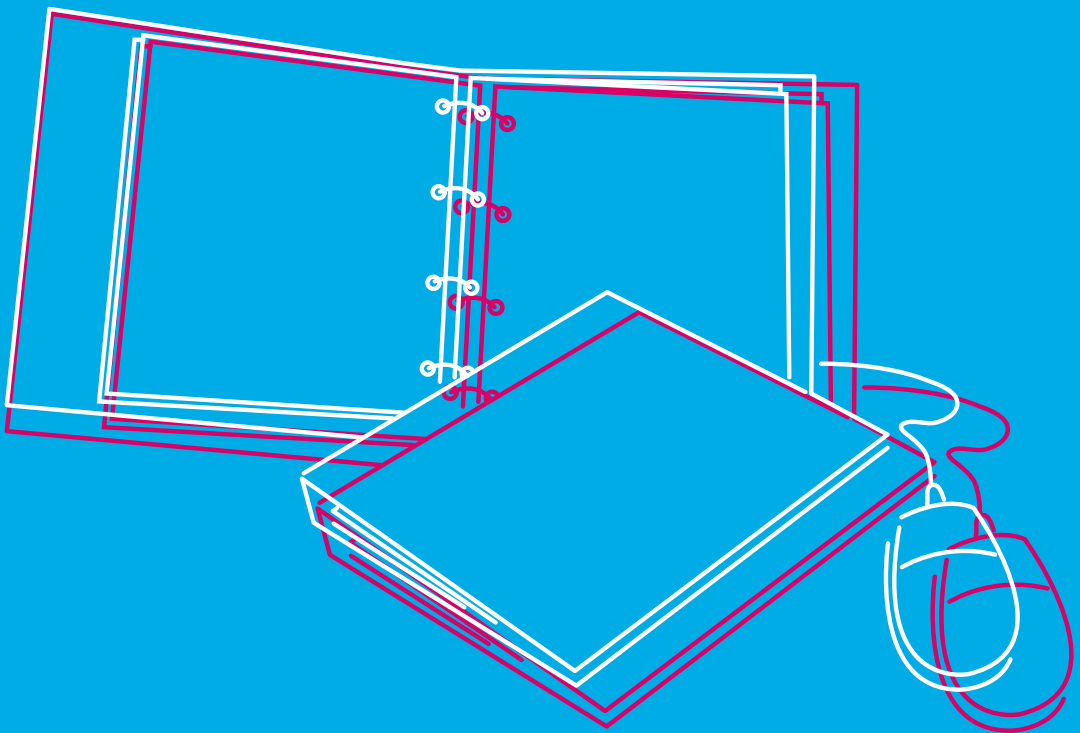
Case studies often require information to be assimilated, points to be prioritised and summarised in a report, or recommendations to be made. They need to be worked through in a fixed period of time and they tend to consist of a large amount of material. However, not everything will be relevant, so sift through it to make the most of the limited time available and aim to put together a logical and justifiable response.



For more information on any of these activities have a look at:

www.targetjobs.co.uk and
www.prospects.ac.uk

05 Continuing your studies



If you're thinking about doing further study at the end of your degree there are many things that you need to consider. This section contains advice on the types of questions you should be asking yourself and suggestions on where to find further information.

There are many reasons why you might choose to undertake postgraduate study. With more and more undergraduate degree-holders each year, a postgraduate degree is becoming increasingly valuable in the employment market. For some careers, such as academia, a PhD is essential. In other cases, a further qualification might considerably improve your chances of gaining employment, or may serve as a route to an alternative career path e.g. teaching.

Whatever your reasons for wanting to continue your studies it's important that you ask yourself how your chosen course will affect your future career options and how you will finance yourself whilst you study.

It's not a good idea to undertake postgraduate studies just because you're uncertain about what to do and want to give yourself more time to decide. Doing a further degree can be very costly in terms of both time and money and if you're not fully committed you are unlikely to benefit from the experience.

Which course?

Postgraduate degrees are generally divided into two classes; those which are largely taught and those which are mainly research based. A taught course, such as a Master of Science (MSc) degree, will usually consist of a

number of modules and will be assessed via a mixture of continuous assessment and exams. A research-based course, such as a Doctor of Philosophy (PhD) degree, involves carrying out a significant piece of original research and is usually assessed on the basis of a dissertation or thesis and an oral examination.

Postgraduate Diplomas and Certificates are usually awarded after the successful completion of a postgraduate taught course. These courses often provide access to specific vocations such as the Postgraduate Certificate in Education (PGCE) for teaching, the Graduate Diploma in Law (GPL) or the Common Professional Exam (CPE) for law.

There are a number of websites that offer practical advice on choosing the right course; Graduate Prospects (www.prospects.ac.uk) and www.hero.ac.uk provide useful general information. The Graduate Prospects site and www.postgrad.hobsons.com will allow you to search for available courses. For further information on postgraduate courses leading to Qualified Teacher Status (QTS) see the Graduate Teacher Training Registry (GTTR) website, www.gttr.ac.uk. For information specifically relating to PhDs, please see the PhD degrees section in this guide.

Where to study?

Most universities offer postgraduate studies and the choice of institutions has never been greater. To some extent, your choice will be limited by those institutions which offer your course of interest. If you are thinking of moving from your current university, find out about the new institution and if it's relevant, what its research facilities are like. Ask for a postgraduate prospectus and make arrangements to visit. Try to find out answers to the following types of questions:

- What will the format of the course be?
- What is the duration of the course?
- How will you be assessed?
- Does the university have a Graduate School?
- What facilities are available e.g. 24 hour computer access?
- How many other postgraduate students will be on your course?
- What support or mentoring will you receive?

If you would like to obtain information about the quality of the course and the institution, the Quality Assurance Agency (QAA) for Higher Education website, www.qaa.ac.uk, contains a wealth of information on the standards of higher education qualifications. The quality of UK research is also assessed through the Research Assessment Exercise (RAE) and the results of this can be viewed at www.rae.ac.uk.

In addition to using these resources, it is always worthwhile talking to your course tutors and visiting your careers service for further advice.

Funding

Undertaking postgraduate study can be expensive. This means that the competition for postgraduate funding can be fierce and for many students, covering the costs of course fees as well as day-to-day living expenses can be a problem.

The biggest providers of postgraduate funding in the UK are the eight Research Councils. Those most likely to offer grants for chemical science related postgraduate courses are:

- **The Engineering and Physical Sciences Research Council (EPSRC)**
- **The Biotechnology and Biological Sciences Research Council (BBSRC)**
- **The Natural Environment Research Council (NERC)**
- **Medical Research Council (MRC)**

The UK Research Councils directly allocate funding to universities and other institutions and as such it is not possible to apply directly to the funding agency yourself. The provider of the course that you're interested in will be able to give you information about what funding opportunities are available.

The Graduate Prospects website www.prospects.ac.uk has a detailed section on funding further study and www.support4learning.org.uk provides a comprehensive set of links to sources of postgraduate funding in the UK.

Your careers service will be able to give you advice on funding opportunities; a copy of The Grants Register

(published annually by Palgrave Macmillan) may be available, which is a comprehensive guide containing up to date information on the availability of postgraduate grants. You may also find it useful to talk to your current course tutors and postgraduate students at your institution to find out how they support themselves.

The Student Loans Company does not offer loans for postgraduate study. However, if you are interested in studying a vocational course, you may be eligible for a Career Development Loan (CDL). The website www.lifelonglearning.co.uk contains further information on applying for a CDL.

There is more detailed information on funding opportunities for PhDs in the PhD degrees section of this guide.

One to One advice on debt

If you are concerned or worried about your student debt then you can contact the RSC's One to One team for advice on managing your money and other debt advice.

Tel: +44 (0)1223 432147

Email: benfund@rsc.org

Studying abroad

Studying abroad requires careful planning and consideration, sometimes up to 18 months in advance. You should ask yourself a number of questions about why you want to study overseas, including:

- What do you hope to gain from the experience?
- Where do you want to study?
- How will you finance yourself?
- Will you meet the academic entry requirements?
- Will you need to learn a new language?

It is particularly important to remember that the quality of study and academic standards may vary from country to country and that institutions can have widely differing reputations.

If you are considering the possibility of continuing your studies abroad, you should make an appointment to talk to careers advisers at your institution. They will be able to provide you with country specific advice and will guide you to other sources of information and assistance.

The Graduate Prospects web page, www.prospects.ac.uk, contains general information on studying abroad, and the websites www.intstudy.com and www.studyoverseas.com provide a wealth of information and advice for students considering overseas study.

06 PhD degrees



Undertaking a PhD can be highly challenging, exciting and rewarding. However, the decision to commit yourself to a minimum of another three years of study requires careful consideration. Finding the right PhD and supervisor is incredibly important and it's vital that you find out as much information as possible before you embark on the process.

Doctoral degrees are awarded for the completion of a successful piece of original research which makes a substantial contribution to knowledge in the area of study. They usually take at least three years to complete, and they are assessed on the basis of a written thesis and an oral examination. The key purpose of a PhD is to provide training in research skills and techniques.

The range of research opportunities is enormous. Your PhD might be focussed on one specific area of the chemical sciences, for example the total organic synthesis of a complex natural product with anti-cancer properties. Alternatively you may undertake a multidisciplinary research project involving significant collaboration with other research groups, for example research directed towards the synthesis of new biomaterials which could involve aspects of physical, inorganic and green chemistry and extensive collaboration with materials scientists, tissue engineers and microbiologists.

The majority of PhDs are undertaken in universities although there are opportunities for studying at other research institutes, including in industry. PhDs involving CASE awards (Co-operative Awards in Science and Engineering) are usually applied research projects which are carried out in partnership between academic institutions and industry. Students who receive CASE awards are jointly supervised by an academic and an

industrial supervisor, and usually spend part of their training period working within the company. Industrial experience at doctoral level is often extremely beneficial for students who wish to continue their research career in industry.

Finances and funding

After three or four years of demanding undergraduate study and perhaps debts as high as £20,000, many students rightly ask themselves the question, "is it worth investing at least another three years of my life doing postgraduate study?". Simply being in possession of a PhD does not guarantee that you'll be able to walk into your dream job. However, if you take advantage of the many initiatives which are available to help PhD students widen their skills, in particular transferable skills, you will undoubtedly possess many attributes which will make you highly attractive to prospective employers.

There are a number of sources of funding for PhD students of the chemical sciences including the UK Research Councils (see the previous chapter), charities e.g. the Wellcome Trust, and industry. Funding is directly allocated to universities and other institutions and as such it is not possible to apply directly to the funding agency yourself. You should approach the university where you wish to undertake a PhD. The level of funding can vary from one PhD to another although the UK Research Councils have set minimum stipend levels for their doctoral students. These are £12,300 for the academic year 06/07, rising to £12,600 for 07/08, then £12,940 for 08/09. Research Council funding also pays University Fees. Students at London universities may additionally receive a London Allowance, but the level of this can vary between universities. Collaborative PhDs involving CASE awards often bring with them additional funding for the project from the industrial company, some of which goes to the student.

The positive message for students of the chemical sciences is that with a good undergraduate degree, you stand a good chance of being able to undertake a funded PhD. In all cases, it is worth bearing in mind that the funding you receive will be tax free and that whilst you are studying you will not be expected to pay back loans from the Student Loan Company or pay Council Tax. You will also be eligible for many student reductions and you may be able to earn extra income e.g. by demonstrating in undergraduate laboratories.

Which PhD?

The decision to undertake a PhD clearly needs careful consideration and it's a good idea to seek as much guidance and advice as possible:

- Visit your careers service
- Talk to existing postgraduates to find out what their experience of doing a PhD has been like
- Talk to your course tutors and research project supervisors
- Talk to prospective supervisors

Once you've decided that you are interested in undertaking further study, you need to work out what type of PhD you want to do:

- It may be that you're interested in an area of research you studied during your undergraduate degree. If this is the case, it is usually worthwhile talking to your project supervisors to find out what opportunities are available in your current institution.
- Course tutors should also be able to help you identify other researchers who are active in your field of interest.
- Websites such as The Web of Knowledge <http://wok.mimas.ac.uk/> will allow you to search for recent publications associated with research topics, from which you may be able to identify potential supervisors.

- University websites can be an extremely useful resource as they usually contain detailed information on areas of research undertaken at the institution. You may also be able to access a list of opportunities available.
- Postgraduate opportunities are also advertised in a large number of publications, periodicals and websites including:

- www.prospects.ac.uk
- www.newscientistjobs.com
- www.rsc.org/chemistryworld
- www.jobs.ac.uk
- www.findaphd.com
- www.naturejobs.com
- <http://jobs.guardian.co.uk>
- www.thesjobs.co.uk

The UK GRAD publication *What do PhD's do?* (www.grad.ac.uk/wdpcd) contains a very useful section on choosing the right PhD which will help you to identify your personal motivations and will guide you to consider the subject areas and type of project you're interested in. The 'Just for Postgrads' section of the UK GRAD Programme website also has advice on all aspects of life as a researcher, tips on how to be effective whilst undertaking research and information to help you plan your career.

When you've identified a PhD opportunity that you're interested in, whether it involves studying at your current university, or moving to a new one, it's important that you know the answers to the following questions:

- What is the research environment like?
- What facilities does the department have to offer?
- What are the supervisory arrangements?

- How will your progress be reviewed and monitored?
- Does the university have a Graduate School?
- What transferable skills training will you receive?
- What mechanisms are in place for complaints and appeals?

The benefits of doing a PhD

Whilst studying for a PhD you will be given the opportunity to manage a research project of personal interest. You will gain experience of communicating your work through a range of different media to a variety of audiences. This may involve presenting posters, delivering talks and preparing papers for publication. It is likely that you will be given the opportunity to attend national and even international conferences where you will be able to discuss your work and hear about other cutting-edge research in your field. It is possible that you will work on an interdisciplinary project where you will be able to collaborate with other research groups. This could lead to spending time at other research facilities, in the UK or overseas. During the course of your PhD you will therefore have the chance to develop a wide range of employment-related and professional skills including:

- Communication
- Research management
- Team working
- Time management
- Presentation
- Networking

This is extremely important as prospective employers are increasingly looking for evidence that graduates have a well-developed range of transferable skills in addition to the

research skills acquired during their degrees. In recognition of this, additional funding has been allocated to universities to facilitate better training of PhD students.

Many universities have Graduate Schools or Centres which exist specifically to provide support for students during their postgraduate study. These departments offer a wide variety of training courses to help students develop and broaden their research management and professional skills.

The UK Research Councils and the Wellcome Trust also recommend that their students attend a course provided by the UK GRAD Programme during their PhD.

These courses are open to all second and third year doctoral students in the UK and they focus on developing personal effectiveness, communication skills, teambuilding and career management skills. The courses offer postgraduate researchers the opportunity to take a few days out of their research studies to review the progress of their PhD and to consider their next steps.

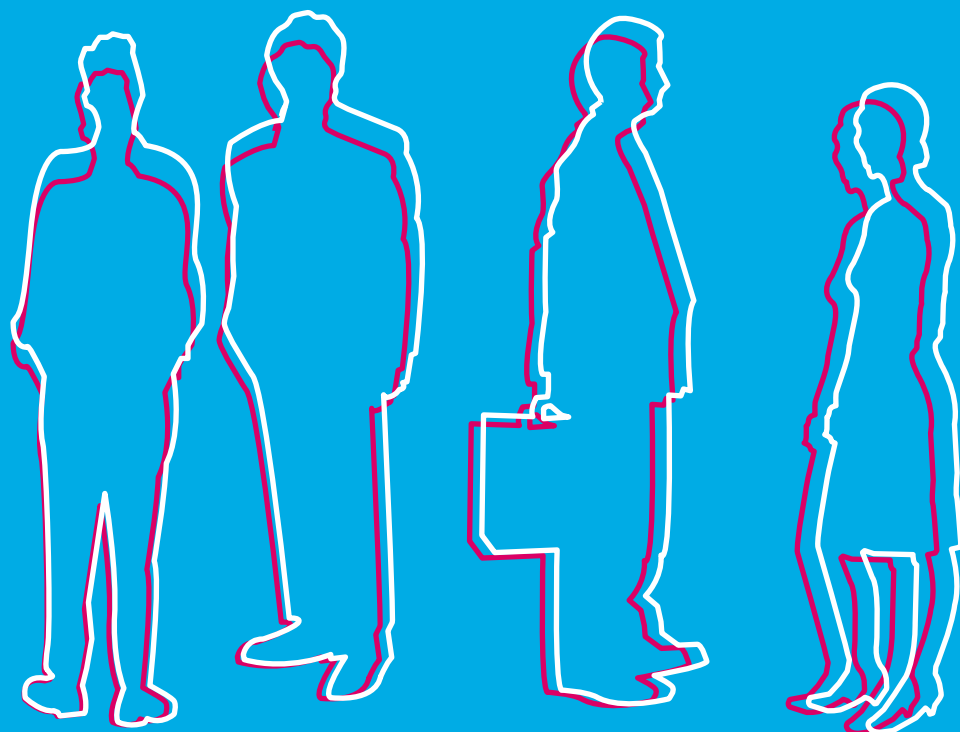
GRAD school courses are highly rated by the students who attend. For further information on the benefits of attending a course and for details on how to apply, visit www.grad.ac.uk. There are local and national courses held every year which are open to all 2nd and 3rd year PhD students. The RSC recognises the excellent training provided by the GRAD School courses and as such offers a number of bursaries to fund RSC postgraduate student members who are not entitled to any other form of funding.



For further information, visit:
www.rsc.org/education

In addition to the excellent training in research and transferable skills you'll receive as a PhD student, it's also important to consider the personal benefits that a PhD can bring. Many graduates will tell you that doing a PhD led to increased confidence, self-belief and an enormous sense of achievement.

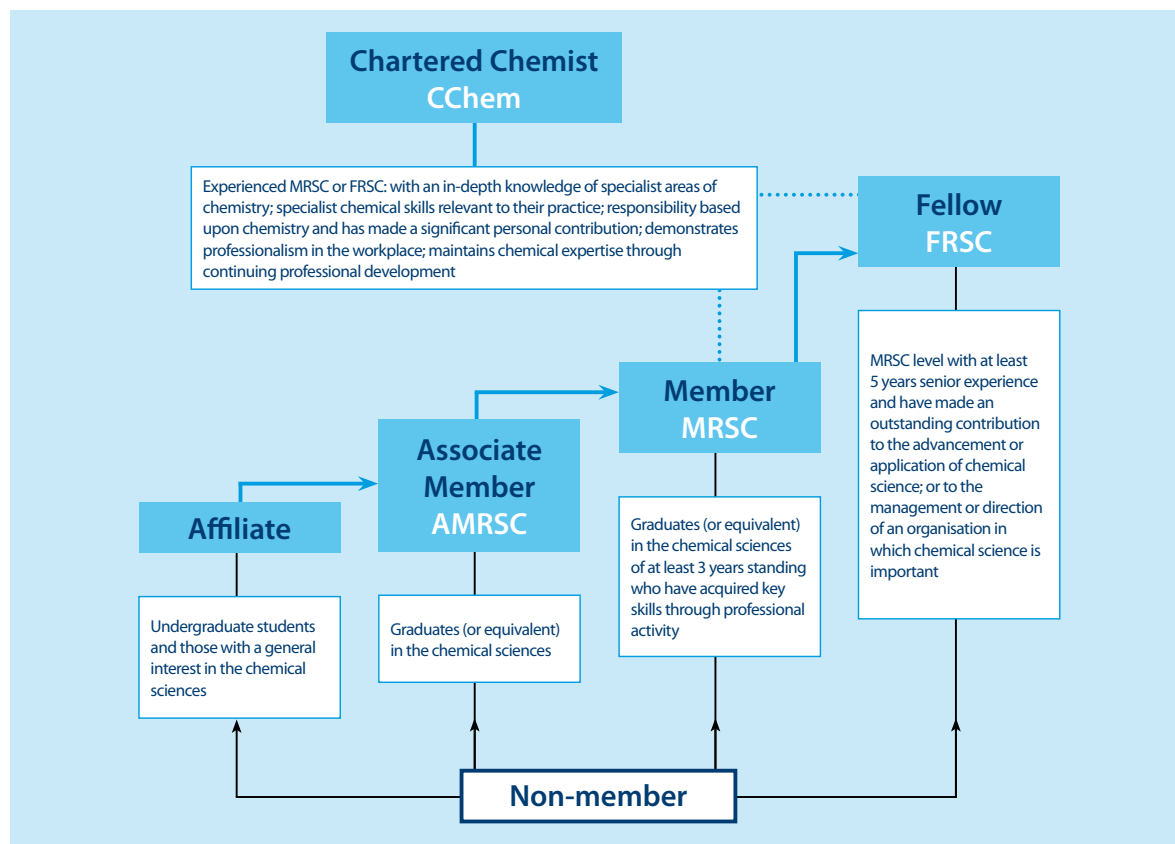
07 Membership of the RSC



The RSC is the largest organisation in Europe for advancing the chemical sciences. Supported by a network of over 44,000 members worldwide and an internationally acclaimed publishing business, our activities span education and training, conferences and science policy and the promotion of the chemical sciences to the public.

There are four categories of RSC membership as illustrated in the diagram.

As an undergraduate student of the chemical sciences you will be eligible for Affiliate membership and as soon as you graduate you can apply for Associate Member (AMRSC). To progress from AMRSC to Member (MRSC) you will need to be able to demonstrate that you have acquired key skills in five areas over a period of at least three years following graduation. However, if you work for a company with an Accredited RSC training scheme you can progress to Membership after only two years.



As an Associate Member or Member you will be entitled to use designatory letters after your name. These demonstrate professionalism and recognised achievement over and above academic qualifications.

Chartered status

The RSC also awards chartered status to chemists, which denotes a high level of specialised subject knowledge and professional competence. The award of Chartered Chemist (CChem) recognises the experienced practiced chemist who has demonstrated an in-depth knowledge of chemistry, significant personal achievements based upon chemistry, professionalism in the workplace and a commitment to maintaining technical expertise through continuing professional development (CPD).

How do I become a Chartered Chemist?

The normal route to CChem is through Personal Development Planning (PDP) which is undertaken in employment for a minimum period of two years. In all cases, a candidate for CChem is required to:

- Be either a Member of the RSC (MRSC) or Fellow of the RSC (FRSC)
- Hold an RSC accredited degree or equivalent
- Demonstrate that the chemical knowledge and skills derived from their education and training are critical to fulfilling the requirements of their job
- Demonstrate development of 12 professional attributes

If you are interested in more information about the award of CChem please visit our website.

The RSC is also licensed to register members for the designation of Chartered Scientist (CSci). Details of CSci, including its benefits, are available on the Science Council's website at:
www.sciencecouncil.org/chartered_scientist.

Benefits of membership

As an undergraduate or postgraduate student you can apply for membership of the RSC at a reduced rate of only £15 a year. This membership entitles you to many benefits including:

- **Massive Savings on RSC books and journals**
www.rsc.org/membership/benefits
- **Save up to 35% off books from other publishers**
www.rsc.org/membership/benefits
- **Conferences and events**
www.rsc.org/conferences
- **Bursaries to attend conferences**
www.rsc.org/travelgrants
- **Library and Information Centre**
www.rsc.org/library
- **Keep up to date with the chemical sciences**
www.rsc.org/aboutus/news
- **Postgraduate Industry Tours**
www.rsc.org/industrytours
- **Careers advice and professional development**
www.rsc.org/careers

How can I get involved?

Student Chemical Society Network (SCS)

www.rsc.org/scs

What is it?

The SCS Network is supported by the RSC and encourages links and communication between all ChemSocs and other RSC networks.

What do ChemSocs do?

All students linked to the chemical sciences are encouraged to run a Society and register it with the RSC to receive freebies, funding and support. Societies can be made up of students from all areas of the chemical sciences such as biosciences, forensics and environmental science.

The next step

Younger Members Network

www.rsc.org/youngermembers

What is it?

The Younger Members network provides a focus for the interests of RSC members who are in the early stages of their career. As part of the network members can make use of networking opportunities to help advance their career.

How does it work?

Younger Member Representatives are the point of contact for younger members within each RSC Local Section and receive funding from their Local Section to put on a variety of events in their local area specifically aimed at younger members.

Many Reps organise industry visits, careers events and social events and the role helps Reps develop their networking, organisational and communication skills.

Scientific Divisions, Forums and Specialist Interest Groups

www.rsc.org/scienceandtechnology

The RSC has 9 scientific Divisions and Forums which focus on different areas of the chemical sciences and members can join as many as they want. Each group holds its own meetings and conferences and keeps members informed of the latest developments in the subject area through e-alerts and newsletters.

For information on a specialist area of the chemical sciences, you can join any of our Specialist Interest Groups. There are over 90 groups and each one is affiliated to one of the scientific Divisions or Forums.

To find out more about these benefits of membership of the RSC, and how to get involved go to:



www.rsc.org/studentszone/HEstudents
or email info@rsc.org

www.rsc.org/education

Royal Society of Chemistry
Education

Registered Charity Number: 207890

Burlington House
Piccadilly
London W1J 0BA
UK

Tel: +44 (0)20 7440 3344
Fax: +44 (0)20 7287 9825
Email: education@rsc.org
www.rsc.org