How to use this resource

This resource map gives you an overview of the C/PBL resource 'Recycling the undesired enantiomer of naproxen'. We have provided you with a brief guide to what the tutor and students will be doing at each stage of the course, so that you can more easily envisage how to run the course.

Module structure	Tutors	Students
Pre-module	Request the 'Teacher's guide', 'Workshop1 answers' & 'Workshop2 answers' from us. Read the 'Module booklet' & 'Teacher's guide' to familiarise yourself with the course. Ensure you have scheduled enough lab time for students on the course.	
Session 1	Use the 'Lecture 1' presentation to introduce students to the project and show them the Matthew Tozer videos.	
Session 2	Use the 'Workshop 1' presentation to run a session which gives students the opportunity to meet each other and solve a problem on process design in 'Workshop 1 – handout'.	Introduce yourselves to your group and solve the problem on process design.
Session 3	Use the 'Lecture 2' presentation to introduce students to health & safety, green concepts and time and cost in process chemistry.	
Session 4	Use the 'Workshop 2' presentation to run a session that gives students the chance to use the principles they have learned to adapt a lab-scale reaction to pilot plant scale in the 'Workshop 2 – handout'.	Adapt a lab-scale reaction to pilot plant scale.
Sessions 5-8	(The number of lab sessions will depend on how many students you have.) Supervise students in the lab, as they investigate the optimum conditions to recycle (*R*)-naproxen, using the 'Laboratory manual'.	Investigate the optimum conditions to recycle (*R*)-naproxen. In an independent study session create a presentation on your lab results.
Session 9	Run a session where all the groups can deliver presentations on their lab results and assess them.	Deliver your presentation and potentially ask questions about other groups' work
Post-module	Assess and provide feedback on students written lab reports	Complete and hand in your individual lab reports.