

Competence Standards: Department of Chemical Engineering

All undergraduate students will be expected to meet the basic academic competency standards as laid down by the admissions policy of the Department of Chemical Engineering.

The following table highlights the key supplementary competences expected of students studying in the Department of Chemical Engineering.

Competency Standard	Purpose*	Possible adjustments
The ability to work independently and as part of a group/team, for the purposes of research, collective problem solving and communication of results/findings.	To ensure students are able to engage independently and in essential collaborative group/team working and exercise appropriate interpersonal skills.	Specialist support can be put in place to help students with for students with a variety of or social/communication difficulties such as Asperger's syndrome, to facilitate communicate with other group members.
The ability to present key facts, ideas, problem solutions, results etc. both verbally and in written form.	To ensure students are able to communicate both verbally and in written form.	Support can be put in place to help students with for students with a variety of specific learning difficulties, disabilities, or social/communication difficulties such as Asperger's syndrome, to facilitate their participation.
The ability to work independently.	To ensure that students are able to undertake independent research and solve problems independently, i.e. without the need for constant supervision/guidance.	Short term specialist study skills support can be put in place for students with a variety of specific learning difficulties or disabilities to enable them to build appropriate skills

The ability to use computer systems and appropriate software packages as an aid to research, analysis, problem solving and presentation.	To ensure that students are adept at using computer technology to its best advantage in their discipline.	Support, such as assistive technology and software, can be put in place to help students with a variety of specific learning difficulties or disabilities, to facilitate their participation.
The ability to exercise self-learning.	To ensure that students are equipped for life-long learning and are able constantly to build their base of knowledge/skills in order to keep abreast of technological change.	Short term specialist study skills support can be put in place for students with a variety of specific learning difficulties or disabilities to enable them to build appropriate skills
The ability to use acquired theoretical and practical knowledge to tackle unseen problems.	To ensure that students become accustomed to solving unfamiliar problems using appropriate techniques, tools, equipment etc.	N/A
Knowledge of the general principles and practices of professional codes of conduct.	To ensure that students are aware of the expected standards of conduct in both an academic and working environment.	N/A

Students seeking admission to Faculty of Engineering degrees should also be advised to consult the Engineering Council's UK Standard for Professional Engineering Competence (UK-SPEC) which identifies key competences for the various levels of the Council's registrants:

[http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20\(1\).pdf](http://www.engc.org.uk/engcdocuments/internet/Website/UK-SPEC%20third%20edition%20(1).pdf)

This document provides insight into the expectations of the Engineering Council for practising professionals, post-graduation.