

Competence Standards: Institute for Molecular Science and Engineering

All students applying for the Molecular Engineering MRes are expected to meet the basic academic competency standards as per the admissions policy of the Institute for Molecular Science and Engineering. The following table summarises the key supplementary competences expected of students studying on this programme:

Competency standard	Purpose	Possible adjustments
The ability to work independently, for the purposes of research and problem solving, and communication of findings.	To ensure that students are able to undertake independent research and problem solving (i.e. without the need for constant supervision or guidance) and that they are able to clearly communicate their results or findings.	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 work as part of a group or team, for the purposes of research, problem solving, and communication.	To ensure that students are able to effectively engage in collaborative group/team working, and to exercise appropriate interpersonal skills.	Specialist support can be put in place to help with a variety of social or communication difficulties.
The ability to clearly present key facts, theories, problem solutions, results, etc, both verbally and in written form.	To ensure that students are able to effectively communicate both verbally and in writing.	Support can be put in place to help with a variety of specific learning difficulties, disabilities, or social/communication challenges.
The ability to use computer systems and software as an aid to research, analysis, problem solving and presentation of results/findings.	To ensure that students have the IT skills required to support their learning and research.	Support such as assistive technology and software can be put in place to assist students with a variety of specific learning difficulties or disabilities.
The ability to exercise self-learning.	To ensure that students are equipped for life-long learning, and are able to constantly build their knowledge and skills to keep abreast of new developments.	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 recognise and accept personal responsibility for decisions, actions and failures, and to follow through on commitments.	To ensure that students act with a clear sense of ownership of their commitments and responsibilities, to equip them for work during their degree and after graduation.	Short-term specialist support and training can be provided to assist students with specific challenges, learning difficulties or disabilities.
The ability to use acquired theoretical and practical knowledge to tackle new 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 academic and industrial environments.	N/A
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Students seeking admission to Faculty of Engineering degrees are 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.