Undergraduate Programme Specification

Session	2025/26	**Last Modified**	16/03/2025
Named Award Title	BEng (Hons) Chemical Engineering (Sandwich Available)		
Award Title for Each Award	BEng (Hons) Chemical Engineering (Sandwich Available) BEng Chemical Engineering (Sandwich Available) BSc (Hons) Chemical Engineering (Sandwich Available) BSc Chemical Engineering (Sanwich Available) Dip HE Engineering Cert HE Engineering Science		
Date of Approval	February 2025		
Details of Cohort Applies to	All students from 2025-2026		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		Institution of Chemical Engineers (IChemE)	
Maximum Period of Registration		Full-time- 6 years (including optional Sandwich placement)	
Duration of Study			
Full-time	4 years- Full-time 5 years- Sandwich	**Part-time**	8 years- Full-time 9 years- Sandwich
Placement (compulsory)	For Sandwich Award only-Yes		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Computing, Engineering and Physical Sciences**		

Divisional Programme Board	**Engineering Physical Sciences**
Programme Leader	M Mirzaeian

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Standard Entry Requirements: BCCC (90 UCAS Tariff points) including Higher Mathematics, plus SQA National 5 Physics (Grade B, or above).
Minimum Entry Requirements: CCCC (84 UCAS Tariff points) including Mathematics, plus National 5 Physics at B.

Or GCE
Year 1: CCD including Maths and 1 science (Chemistry preferred), plus 3 GCSEs including Chemistry and English. GCE A-Level: CC including Maths and one science (preferably Chemistry)
Year 2: GCE A-Level: BCC (Chemistry, Maths and Physics).

Or SQA National Qualifications / Edexcel Foundation
Year 2 HNC Chemical Engineering or related subject (including Process Technologies).
Year 3 HND Chemical Engineering or related subject (including Process Technologies)

Other Required Qualifications/Experience
Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Further desirable skills pre-application

General Overview
The programme is designed to provide a sound fundamental knowledge of engineering and related enabling sciences, and the practical skills to operate successfully in areas such as the chemical industry, biotechnical sectors, oil and gas industry, petrochemical industry, pharmaceutical industry, energy industry, environmental sector, food industry, electronic industry, as well as in academic research and teaching. This 4-year BEng programme provides a unique opportunity for students to learn not only the fundamentals of this key subject in Chemical engineering degrees at the university are recognised by employers as having a strong applied focus which is a good preparation for work in many industries. Professional skills are developed throughout the programme through practical and project work, problem solving activities with the aid of computer technology, group working, together with the analytical, numerical, management and communication skills which are expected of the modern engineer.
The programme combines a strong academic content with the opportunity for direct, hands-on experience in the laboratory and during industrial placement with modern processing equipment and process design and analysis software.
The programme includes an optional industrial placement which allows the development of additional skills and can enhance employability.

Students with an Honours degree may proceed to postgraduate studies for MSc / PhD at this or other universities.
Chemical Engineering covers a wide variety of theoretical, conceptual and practical areas, and requires its practitioners to display and exercise a range of knowledge and skills. Delivery of the programme therefore involves a diversity of teaching and assessment methods appropriate to the learning outcomes of the modules and of the overall programme, as indicated below: Lectures are used to present, discuss and evaluate subject matter and content. Tutorial work is closely integrated with the lecture material, and generally requires students to solve problems or otherwise to develop understanding of the materials presented. Investigations and case studies require students to gather, organise and evaluate numerical or non-numerical information, either individually or on a group basis (the latter specifically designed to develop team work skills). Most modules involve an element of practical work, to develop laboratory skills, to familiarise students with modern process equipment and experimental techniques and to enhance practical, analytical, investigative, evaluative and presentational skills. Assignments, investigations, laboratory results and other coursework require presentation in a variety of forms, developing skills in oral and written presentation and in the application of various forms of IT. The level and intensity of the programme is developed throughout the programme in line with SCQF criteria for each level, while the content is closely aligned with QAA subject benchmark statements at all stages. Student autonomy and individual responsibility for learning is encouraged at all levels and PDP is developed throughout the programme.

The programme and programme specification has been reviewed and updated taking cognisance of the University's Curriculum Framework principles as discussed below.

Student Centred
Reflection on learning is inherent and credit bearing in all years of the programme.
Advanced entry to the programme is available where RPL/CPD/informal learning is evidenced.
Access to student support (programme team, peers and wider University student services) is promoted at induction, through personal tutoring/year/programme leader, group activity in all levels of the programme, SCQF Level appropriate employability and careers sessions and within modules evident in entry level of the programme.
Engagement and progress is monitored by module coordinators, this takes the form of VLE analytics, assessment engagement, on-campus activity engagement and formative and summative assessment engagement. Monthly meetings with year leads and programme leads allows the programme teams to respond appropriately and quickly both from a student and programme learning, teaching and assessment perspective.
Co-creation of curriculum is challenging due to the need to demonstrate that Engineering Council learning outcomes are met by all students. However, within a number of modules students can determine the direction of their learning with boundaries set to ensure the assessment is fit for purpose[1].

Flexible and Hybrid
Delivery of the programme is by on-campus lectures, tutorial, laboratory or group work activity. The timetables are produced to ensure on-campus learning time is efficiently maximised.

Simple and Coherent
The programme has multiple exit award points as demonstrated in the programme specification and students are supported/counselled appropriately by the programme leader after examiners' panels.

Programme teams are aware of the programme learning outcomes through ongoing programme development meetings. The importance of the modular outcomes and assessment approaches on the overall programme outcomes and Engineering Council's learning outcomes, student feedback and sustainability are core to the discussions at these meetings. Students are made aware of the programme learning outcomes at induction, module introductions and programme development workshops. A capstone module is present at L10- Chemical Engineering Design Study.
Assessment, wherever possible, follows real-world activities examination is required as part of the accreditation requirements however this follows an open-book approach providing time-bound, individually assessed, unfamiliar problems- assessing content and developing a number of important meta-skills. All modules have inherent tutorial activity with formative assessment providing concurrent feedback allowing implementable feed-forward.
Academic accreditation is the mark of assurance that individual engineering programmes within higher education meet the required overall standards set by the engineering profession and defined by the Engineering Council (EngC). The programme prepares students for a career in engineering and the content is guided and evaluated by the Engineering Councils Standard for Professional Engineering Competence and Commitment.
Meta-skills are embedded in the programme as is required by the Engineering Council and these include digital skills, creativity, critical thinking, innovation, and entrepreneurship and social enterprise.
Students are assessed in a variety of ways and settings including, practical, written, oral, time-bound, group, real-world environment, creative, critical thinking and this broad approach to assessment provides a number of transferrable skills to be developed whilst assessing.

Inclusivity
The programme team have reviewed the content of the AdvanceHE Anti-Racist Curriculum Project[2] and are aware that in this regard 'curricular reform is a continual process rather than a final destination'. With this in mind further institutional guidance is welcomed to ensure that every effort has been made to ensure the curriculum is and continues to be anti-racist and inclusive for all.

Sustainability
Wherever possible modules are shared with other engineering programmes to maximise efficiency with specific programme contextualised components of learning, teaching and assessment. All modules have been reviewed to ensure they meet the norms around contact hours.
[1] https://www.uws.ac.uk/media/8142/assessment-handbook-2021-22.pdf
[2] https://www.advance-he.ac.uk/anti-racist-curriculum-project

Typical Delivery Method
On-campus lectures, tutorials and laboratories (practical and computer) with additional independent activity.

Any additional costs
Laboratory activities require lab coat and safety glasses and students will need to pay for these.

Graduate Attributes, Employability & Personal Development Planning
Graduate Attributes

UWS' Graduate Attributes focus on academic, personal and professional skills and throughout the programmes that these skills develop competent and innovative graduates who are universally prepared, work-ready and successful.
Upon completing this programme the students will be equipped with tools that will help them in their journey to be work-ready, successful and universal.
The programme develops critical thinking and analytical skills that enhance the students' ability to deal with complicated issues and make them problem solvers. It encourages them to become motivated, innovative, autonomous, inquisitive, creative and imaginative.
The programme and the teaching approaches encourage collaborative working, effective communications, resilience and perseverance, and development of research and inquiry skills.
The aim is to produce graduates who are knowledgeable with excellent digital skills fit for the 21st century and aware of the global context in which they operate and the challenges that face humanity in the 21st century in the areas of water, food, energy, environment and well-being, who strive to lead, influence and dare to make transformational changes while being ethically-minded, socially responsible, critically aware of the environmental and social impacts of their decisions and actions, and culturally sensitive.
The professionally accredited BEng (Hons) Chemical Engineering programme provides opportunities throughout all levels to enable these skills to be developed and focussed appropriately.
UWS Graduate Attributes- https://www.uws.ac.uk/current-students/your-graduate-attributes/

Employability
The chemical and process engineering knowledge is developed throughout the programme using a variety of means including direct contact, projects, research, simulation and other productivity software utilisation wherever possible. This allows the development of graduates who are continuous learners, adaptive, innovative and leaders with the requirements of the 21st century chemical and process industries.
Particularly, but not exclusively, in later years of the programme, critical analytical and inquiry skills are developed and used to solve industry related problems. Many of these are set in and constrained by consideration of engineering, safety, environmental protection, economics, and the over-arching regulatory frameworks for the chemical industry.
Projects and research activities are used to prepare designs and analyse problems here incisive and innovative solutions are required to be effectively presented as part of collaborative groups or as individual autonomous learning activities.
The programme promotes cultural awareness and emotional intelligence with a variety of group exercises developing resilient, ambitious and enterprising leadership qualities whilst ensuring that group members are emotionally and culturally aware and respectful communication and behaviours are the norm.
Commercial awareness is linked to process design activities throughout the programme ensuring that costs associated with any process including capital costs, operating costs and/or decommissioning costs are evaluated and compared to other possible alternatives.
Ethical awareness and social responsibility are developed throughout as integral part of the programme. A total approach that considers impact on human, biota and the environment is followed.
Links to current University and programme research are promoted through the programme with opportunities for students to become involved in aspects of the research from the earliest opportunity either discretely or as part of an assessment.
PDP
The existing arrangements for PDP (Personal Development Planning) are being phased out as the UWS replace them with a university-wide approach. The timetabled PDP sessions will be associated with the following core modules for the Chemical Engineering programme:

Level 8:
Term 1: Chemical Engineering Fundamentals
Term 2: Design Analysis 1 and Process Modelling and Simulation
Level 9:
Term 1: Chemical Process Principles
Term 2: Process Design, Control and Safety
Level 10:
Term 1 & 2: Chem Eng Design Study
Term 2: Process Dynamics and Control

Work Based Learning/Placement Details

The programme includes an optional year placement between second and third years or third and fourth years. If a student completes at least 36 weeks of this work placed learning the student is eligible for the 'Sandwich' award title.
The requirements for Workplace Learning are described in the Module Descriptor ENGG00001 Sandwich Placement:Engineering. Please refer to this module descriptor for further details. It is the students' responsibility to secure these placements and therefore it is not guaranteed. However, acadamic staff will provide help and support in this regard.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Students are expected to attend all timetabled sessions and to engage with all formative and summative assessment elements of all the modules that are included in the programme specification as core modules as well as any optional module when applicable.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, all modules in this programme support equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/ (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School).

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of chemical structures, reactions and equilibria, relate knowledge to chemical theories, concepts and principles, and show an awareness of the evidence base for chemical science
A2	Show an awareness of the fundamentals of engineering sciences.
A3	Appreciate basic issues in health and safety at work.
A4	Show an awareness of the different engineering materials and their properties.
A5	Develop the ability of engineering and scientific problem solving using applied mathematics.
Practice - Applied Knowledge and Understanding	
B1	Apply basic knowledge and skills in solving routine problems in engineering and chemistry
B2	Demonstrate the practice of basic laboratory skills
B3	Be able to carry out risk assessments before carrying out basic laboratory and workshop activities
B4	Introduce the use and application of technical literature and other information sources.
B5	Develop practical engineering skills acquired through individual and group project work and the use of CAD packages.
Communication, ICT and Numeracy Skills	
C1	Tackle a range of numerical and non-numerical problems in theoretical and practical situations
C2	Present information in a variety of forms relevant to the context
C3	Obtain information and data from standard sources.
C4	Present and understand graphical depiction of information and engineering drawings.
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate information and ideas in the handling of chemical and engineering issues
D2	Use a range of approaches to the solution of routine problems.
D3	N/A
D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Exercise some initiative in and take responsibility for defined activities

E2	Take supervision especially in unfamiliar laboratory situations
E3	Work with others in defined group exercises
E4	Develop skills in planning, self-learning and improving performance, as the foundation for lifelong learning/CPD.
E5	N/A

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	ENGG07002	Applied Engineering Science		☒	☒	☐	
7	CHEM07011	Chemistry & Reactions		☐	☒	☐	
7	MATH07011	Applied Mathematics		☒	☐	☐	
7	ENGG07001	Engineering Mechanics		☐	☒	☐	
7	CHEM07003	Structure of Chemistry		☒	☐	☐	
7	ENGG07004	Technical Communications		☒	☐	☐	
Footnotes for Core Modules N/A							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules N/A							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression

1. To progress from SCQF Level 7 to SCQF Level 8 on this programme, students are required to obtain 120 credits at SCQF Level 7 from the programme of modules identified above.

2. Regulation 3.13 refers to progression with credit deficit.

Award

1. Students wishing to exit after SCQF Level 7 and who have achieved 120 credits at SCQF Level 7 or above, will be awarded a Certificate of Higher Education in Engineering Science.
2. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of main areas of chemical engineering and develop understanding of the components of a chemical process facility and familiarity with the different equipment used in the process industry.
A2	Display an understanding of some major core theories and principles of engineering, mathematics and chemistry.
A3	Show some knowledge of major current issues pertaining to the process industry and appreciate the importance of safety, environmental protection and sustainability in chemical engineering context.
A4	Develop an appreciation of the basic issues related to chemical and process engineering.
A5	Development of knowledge and understanding of the mathematical principles underpinning chemical engineering and develop the ability to apply this knowledge to practical chemical engineering problems using process modelling and simulation.
Practice - Applied Knowledge and Understanding	
B1	Use a range of routine skills, techniques and practices in engineering, mathematics and chemistry, including some advanced aspects.
B2	Use a range of routine skills, techniques and practices in chemical engineering.
B3	Carry out routine investigations into practical and theoretical issues.
B4	Ability to use knowledge of chemical engineering to identify major hazards associated with a chemical process.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Use a range of standard applications and instrumentation to obtain and process data.
C2	Apply and evaluate numerical and graphical procedures to laboratory and literature data.
C3	Present information in numerical, graphical and verbal forms to a variety of audiences.
C4	N/A
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of information related to the main ideas and concepts within the discipline.
D2	Use a variety of approaches to develop solutions to defined problems.
D3	Display a critical evaluation of solutions and explanations of experimental data.
D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in defined professional activities.
E2	Take responsibility for work planning and time management within specified contexts.

E3	Co-operate in group working exercises.
E4	Work under guidance on current professional practice and issues.
E5	N/A

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	ENGG08022	Chemical Engineering Fundamentals	20	☒	☐	☐	
8	MATH08001	Mathematics For Design	20	☒	☐	☐	
8	CHEM08001	Physical Chemistry 2	20	☒	☐	☐	
8	ENGG08017	Design Analysis 1	20	☐	☒	☐	
8	ENGG08021	Introduction to Thermo-Fluids	20	☐	☒	☐	
8	ENGG08024	Process Modelling and Simulation	20	☐	☒	☐	
Footnotes for Core Modules N/A							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG00001	Sandwich Placement: Engineering	40	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules All students undertaking the optional Industrial Placement (Sandwich) year need to enrol on the module ENGG00001 (Sandwich Placement: Engineering).							

Level 8 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*
Progression 1. To progress from SCQF Level 8 to SCQF Level 9 on this programme, students are required to obtain 120 credits at SCQF Level 8 from the programme of modules

identified above.
2. Regulation 3.13 refers to progression with credit deficit.

Award
1. Students wishing to exit after SCQF Level 8 and who have achieved 240 credits, of which a minimum of 100 credits are at SCQF Level 8 or above, will be awarded a Diploma of Higher Education in Engineering.
2. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad and integrated knowledge and understanding of major aspects of chemical engineering.
A2	Display a critical understanding of principal theories, concepts and terminologies of chemical engineering science.
A3	Develop an integrated approach to chemical processing including safety, environmental issues, sustainability, economics and management.
A4	Awareness of the importance of safe working practices and of risk assessment.
A5	N/A
Practice - Applied Knowledge and Understanding	
B1	Use a selection of skills, techniques and practices in handling chemical engineering concepts and experimental information.
B2	Display skills in selected equipment, techniques, practices and information at a specialised level in chemical engineering.
B3	Demonstrate ability to critically analyse a chemical process to identify the risks involved.
B4	Practise routine and novel investigations and enquiries in chemical engineering.
B5	N/A
Communication, ICT and Numeracy Skills	
C1	Make formal and informal presentations on topics in chemical engineering by a variety of methods to a range of audiences.
C2	Use a range of IT applications to obtain and manage information and to process and present experimental data.
C3	Display the use of numerical and graphical procedures to interpret numerical information.
C4	N/A
C5	N/A
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues in the discipline.
D2	Identify and analyse routine professional problems and issues.
D3	Make use of a range of sources in making judgments and decisions.
D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Exercise some autonomy and initiative in dealing with activities at a professional level.
E2	Take some responsibility for the work of others and for the use of resources.
E3	Practise working in group exercises taking account of others' roles and responsibilities.
E4	Work under guidance on aspects of professional skills and ethical codes.
E5	N/A

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG09053	Biochemical and Environmental Engineering	20	☒	☒	☐	
9	ENGG09037	Chemical Process Principles	20	☒	☐	☐	
9	ENGG09049	Computer Aided Process Analysis and Design	20	☒	☒	☐	
9	ENGG09036	Process Design, Control and Safety	20	☐	☒	☐	
9	ENGG09040	Thermodynamics & Heat Transfer	20	☒	☐	☐	
9	ENGG09038	Unit Operations 1	20	☐	☒	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	ENGG00001	Sandwich Placement: Engineering	40	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules All students undertaking the optional Industrial Placement (Sandwich) year need to enrol on the module ENGG00001 (Sandwich Placement Engineering).							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Progression

1. To progress from SCQF Level 9 to SCQF Level 10 on this programme, students are required to obtain 120 credits at SCQF Level 9 from the programme of modules identified above.

2. Regulation 3.13 refers to progression with credit deficit.

Award

1. Students wishing to exit after SCQF Level 9 and who have achieved 360 credits, including 120 credits at SCQF Level 9 from the programme of modules identified above, will be awarded a BEng Chemical Engineering.

2. Students who have not completed the programme of modules defined above, but who have achieved 360 credits including 100 credits at SCQF Level 9 from the above programme, will be awarded a BSc Chemical Engineering.

3. Students who have satisfied the requirements for a Sandwich award will graduate with the addition of 'Sandwich' to their named award.

4. Distinction will be awarded in line with University Regulations 3.25 and 3.26, no imported credit can be used.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Knowledge and critical understanding of a broad range of engineering principles and theories of the main areas of chemical engineering
A2	Familiarity with the principles and applications of a range of modern design techniques and the ability to identify, define, and plan the steps necessary to design a chemical process and to carry out detailed design of process equipment
A3	Knowledge of modern specialist topics in selected areas of chemical engineering, and awareness of major issues at the frontiers of chemical process development
A4	Understanding of factors influencing the feasibility, design, commissioning and operation of chemical, process and biochemical plants including environmental and economic issues
A5	Awareness of the structure of industrial organisations and economic environment in which they operate. A6. Develop clear understanding of the importance of energy conservation and emissions reduction through knowledge of process integration and waste minimisation principles. A7. Show evidence of the application of energy preservation principles in relation to the design process.
Practice - Applied Knowledge and Understanding	
B1	Practical skills in unit operations or reactor laboratory practice.
B2	The use of engineering software for the synthesis, design, analysis and evaluation of chemical processes.
B3	Investigative skills and planning of strategies in problem solving.
B4	Ability to use printed and other published materials as a learning resource.

B5	Execution of a defined programme of research / investigation / design.
Communication, ICT and Numeracy Skills	
C1	Communicate effectively within a team or group, to a non-expert audience and to individuals using a variety of means.
C2	Information management skills, especially IT skills including on-line computer searches.
C3	The ability to use, interpret results, and communicate outcomes of variety of discipline specific IT products such as process simulators, process safety analysis, cost estimation, process integration, and thermal systems analysis software.
C4	The ability to apply information technology to the design process.
C5	The ability to use IT to facilitate collaboration and information sharing within the organisation as well as communication with clients and other stakeholders.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Development of rigour in investigation, evaluation and analysis.
D2	Synthesise information from a number of sources to gain a coherent understanding of theory and practice.
D3	The ability to use analytical and modelling technique to describe and evaluate the performance of systems and processes.
D4	N/A
D5	N/A
Autonomy, Accountability and Working with Others	
E1	Operate effectively in a group / team situation.
E2	Take responsibility for personal and professional learning and development.
E3	Management of time and prioritising of workloads.
E4	N/A
E5	N/A

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	ENGG10031	Chemical Engineering Design Study	40	☒	☒	☐	
10	ENGG10033	Chemical Reactor Engineering	20	☒	☐	☐	
10	ENGG10032	Unit Operations 2	20	☒	☐	☐	
10	ENGG10084	Energy Systems Analysis and Design	20	☐	☒	☐	
10	ENGG10044	Process Dynamics and Control	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules N/A							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

N/A

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

Award

1. To be eligible for the award of BEng (Hons) Chemical Engineering a candidate must hold 480 credits, including 120 at SCQF 10 from the above programme.

2. Students obtaining 480 credits, of which a minimum of 100 credits are at SCQF 10 from the above programme, are eligible for the exit award of BSc (Hons) Chemical Engineering.

3. Students who have satisfied the requirements for a Sandwich award will graduate with the addition of 'Sandwich' to their named award.

4. The Classification of Honours will be determined by University Regulation 3.20-3.24.

Note: Where BEng (Hons) Chemical Engineering students have met the progression criteria for the MEng (Hons) Chemical Engineering programme they will be offered the opportunity to transfer to this progrmme prior to them enrolling for their BEng (Hons) Chemical Engineering graduation.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of

the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
V1.18 Following 2025 ILR - Updated Graduate Attributes, Employability, PDP, Progression and Award Statements.	March 2025	T. Leslie