UNIVERSITY of BRADFORD

Programme Specification:
Integrated Foundation Year- BEng Sustainable Process Engineering

PROGRAMME DETAILS	
Academic Year	2025/26
Framework for Higher Education Qualifications (FHEQ) Level	**Final and Interim Award(s)**
FHEQ Level 6	**BEng (Hons) Sustainable Process Engineering** **BEng Ordinary Engineering (Sustainable Process)**
FHEQ Level 5	**Diploma of Higher Education (DHE) Sustainable Process Engineering**
FHEQ Level 4	**Certificate of Higher Education (CHE) Sustainable Process Engineering**
Level 3	**Foundation Certificate**
Variants	Full Time
Degree Awarding Body	University of Bradford
Accrediting Body	Pending accreditation with Institution of Chemical Engineers
External Frameworks/ Reference Points *(if applicable)*	FHEQ IChemE AHEP UK-SPEC AHEP4
Date of Original Approval	January 25
Date of Publication *(see Review/Modification Schedule for any version updates)*	July 25

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modifications Schedule

1. April 2025: Annual Changes for the 2025 academic year, including changes to academic regulation and foundation year.

PROGRAMME AIMS

There is a pressing need in the world for cleaner and more efficient processes to move towards a sustainable society. Therefore, the aim of these programmes is to enhance students' knowledge and understanding in designing and operating chemical and manufacturing engineering processes in a more sustainable manner.

The programmes are designed to produce the future leaders that will drive sustainable social and economic development through cleaner and more efficient chemical and manufacturing processes. Focusing on the new directions of chemical engineering and other engineering fields by addressing as core part of the curriculum critical aspects such as decarbonization of industry and energy systems, renewable and cleaner sources of energy, water and wastewater treatment, sustainable engineering, plastic management, waste valorisation and life cycle analysis. A state-of-the-art laboratory will combine hands on experimentation and virtual reality process simulation training to offer students a high-quality learning experience using the latest technology for engineering education.

Graduates from these programmes will be knowledgeable about sustainable process engineering and will become the next generation of leaders with the capacity to incorporate the concept of sustainability into the design, commissioning, and efficient operation of chemical and manufacturing plants. They will be able create a greener and sustainable world, through the application of knowledge acquired in crucial sustainable development areas, such as greenhouse gasses emissions control, climate change abatement, clean water technologies, renewables, sustainable food production, energy sources etc. Knowledge and competencies acquired by students of these programmes will benefit the wider sector and the community.

Graduates would be ideally suited to employment in the chemical industries as Project Engineers, Design Engineers, Operations Engineers, or R&D Engineers. There is an international drive for sustainability and graduates will be equipped to handle current challenges in the food, pharmaceutical, energy / utilities, water, carbon management and waste sectors. Graduates would be ready to continue their professional journey onto Master's and PhD programmes in these areas.

The programmes are intended to:

A1. Develop graduates with a solid grounding in engineering fundamentals, experience of interdisciplinary working and sustainable processing awareness.

A2. Enable graduates to develop the engineering, design, management and personal skills required to become professional Process Engineers with a strong ethos in sustainable processing and appreciation in professional ethics.

A3. Equip students with the educational requirements (in compliance with UK-SPEC) to progress towards Chartered Membership of the IChemE and registration with ECUK as a chartered engineer.

A4. Provide challenging routes of study in terms of technical breadth and depth as well as supporting managerial and transferable skills in keeping UK-SPEC requirements of accredited programmes.

A5. Generate an inclusive learning culture in which students will be encouraged to consider the role of a professional engineer and the importance of diversity in engineering teams to provide outcomes fit for all.

PROGRAMME LEARNING OUTCOMES

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

To be eligible for progression to Stage 1 of the programme or for the RQF Level 3 exit award of Certificate of Foundation Studies, students will be able to:

01. Apply knowledge and understanding of mathematics, mechanics, physics, materials and chemistry to an appropriate standard to allow students to engage with an accredited Engineering programme.
02. Demonstrate knowledge and skills in the use of computers for word processing, report writing, data processing, power-point presentation, Computer Aided Design; numerical methods for simple modelling and analysing engineering problems relevant to their chosen specialism; selection and application of principles and data collection & manipulation methods to support problem solving; undertake and report on an investigation.
03. Demonstrate knowledge and skills in data management and presentation, IT and communication skills, systematic problem solving, lifelong learning, scientific method, teamwork, and personal management.

To be eligible for the award of Certificate of Higher Education at OfS level 4 Sector Recognised Standards, students will be able to:

1. Select and apply fundamental principles to analyse engineering processes, their sustainability and environmental impact.
2. Apply computational techniques to analyse engineering problems in sustainability.
3. Apply problem solving skills, teamwork, information retrieval, and effective IT usage.
4. Communicate effectively the findings of their project work.
5. Exercise personal and professional responsibility, which may be as a team member, and include evidence of safe and effective workshop and laboratory practice.

Additionally, to be eligible for the award of Diploma of Higher Education at OfS level 5 Sector Recognised Standards, students will be able to:

6. Understand, critically consider and apply the fundamental principles of Sustainable Process Engineering.
7. Apply mathematical and computational methods to critically analyse engineering problems.
8. Apply problem-solving skills and technical knowledge to create/adapt and evaluate design solutions that are fit for purpose such as sustainability, operation, reliability, safety or environmental impact assessment.
9. Apply relevant practical and/or laboratory skills to obtain accurate data to evaluate system performance and/or validate system models.
10. Work effectively as a specialist within a team towards a shared objective.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at OfS level 6 Sector Recognised Standards, students will be able to:

11. Generate innovative designs for sustainable products, systems, components, or processes and communicate the finding to technical and non-technical audiences.
12. Select, apply, and evaluate quantitative tools and data collection methods to underpin the engineering discipline.
13. Use a range of tools and notations proficiently and critically in the analysis and solution of engineering problems.
14. Select, apply and effectively integrate knowledge of other engineering disciplines to support study and evaluation of the engineering discipline.
15. Apply principles of organisation and management (project management, teamwork, health and safety, self-management, and sustainable practice) to achieve engineering objectives.

Additionally, to be eligible for the award of Honours Degree of Bachelor at OfS level 6 Sector Recognised Standards, students will be able to:

16. Demonstrate systematic knowledge and understanding of the concepts, principles and theories underpinning Sustainable Process Engineering.
17. Critically analyse problems to competently apply engineering principles to create innovative processes and/or product designs.
18. Use appropriate discipline software packages in the modelling, simulation, analysis, design, and critical performance evaluation of composite engineering systems in the discipline.
19. Adhere to legal regulations such as codes of practice, industry standards and environmental regulations.

ADMISSIONS REQUIREMENTS

The University welcomes applications from all prospective students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on these programmes.

Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

We take into consideration several factors when assessing your application. It is not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. The minimum entry requirements for the programme are English and Mathematics at GCSE grade C or grade 4 or equivalent and Mathematics at A-Level or equivalent.

Further entry requirements

Entry requirements

- Typical offer - 64 UCAS tariff points.

A levels

- BBC to include A level Maths at minimum grade C plus another science subject.

- Please note that where a science A level is taken, the University will require applicants to pass the practical element (for A levels awarded from August 2017 onwards).

T levels

- Merit or higher in the following subjects:
- Science
- Maintenance, Installation and Repair for Engineering and Manufacturing
- Design and Development for Engineering and Manufacturing
- Engineering, Manufacturing, Processing and Control

BTEC Extended Diploma

- **BTEC Level 3 (2010-2016)**
  Further Mathematics for Engineering Technicians (Unit 28) at minimum Merit.
- **BTEC Nationals Level 3 (from 2016)**
  'Calculus to Solve Engineering Problems' (Unit 7) AND 'Further Engineering Mathematics' (Unit 8) at minimum Merit.

Applicants on Access Programmes

- 112 UCAS tariff points from an Access to Higher Education Diploma in Engineering or Science and Engineering - must contain a minimum of 12 credits in Maths at minimum Merit.

International Baccalaureate requirements

- 112 UCAS tariff points to include HL Maths at grade 5 and an additional HL science subject.
- Plus, HL 3 or SL 4 in English Language and Literature A or English B.
- **Plus, minimum of** GCSE English and Mathematics at grade C or 4 (equivalents accepted).
- **English language requirements**
- Minimum IELTS at 6.0 or the equivalent.
- If you do not meet the IELTS requirement, and you have a UKVI approved IELTS, you can take a University of Bradford pre-sessional English course. See the Language Centre for more details. For further information on English Language requirements please see the dedicated international entry requirements page.
- On completion of a UCAS form students will be invited for an Open Day where they will have the opportunity to meet staff, view the facilities and discuss "the Bradford experience" with current students. Students will be made aware of the range of engineering programmes available within the School of Computing and Engineering together with the Integrated Foundation Year (Stage 0) attracting offers of 88-72 UCAS points. The Integrated Foundation Year must be completed with a Distinction grade to permit transfer to the MEng programme.

Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience. For such applicants, evidence of their interests and any work experience would be required, and this would likely take the form of a portfolio of work and/or an interview with the programme.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact Disability Services before you apply online: www.bradford.ac.uk/disability/before

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers, and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: https://www.bradford.ac.uk/applicants/progression-scheme/

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. For more details on RPL, visit the webpage: https://www.bradford.ac.uk/teaching-quality/prior-learning/

The current tariff and accepted qualifications for entry onto the programmes, is published at
https://www.bradford.ac.uk/courses/ug/sustainable-process-engineering-with-integrated-foundation/

https://www.bradford.ac.uk/courses/ug/sustainable-process-engineering-beng/

PROGRAMME STRUCTURE

BEng Curriculum

The BEng Sustainable Process Engineering with Integrated Foundation Year curriculum is organised into modular units, studied across the "Academic Year (ACYR)" of September to May or discretely in a single Semester. Students study 120 credits in each stage/year.

The Integrated Foundation Year introduces students to the principles of engineering holistically, introducing foundational concepts, frameworks, and techniques common to other Engineering professions before contextualising them for Sustainable Process Engineering. Mathematics, Mechanics, and Physics are studied to GCE Advanced level, and Fundamentals of Materials to GCE Advanced Subsidiary level. There is a 20-credit module designed to introduce students to the use of Information and Communication Technologies. The year features practical elements where students spend time in laboratories to conduct experiments on engineering applications. Students will be able to develop awareness of the breadth of opportunities and challenges posed by engineering and the exciting possibilities for their career development.

Stage 0 Modules (RQF Level 3/CertFS)

Study Period	Code	Title	Credit	Level
Semester 1	SAC3003-B	The Effective Learner	20	RQF
Semester 1	ENM3003-B	Foundation Mathematics	20	RQF
Semester 1	COS3011-B	Computer Skills and Applications	20	RQF
Semester 2	MAE3003-B	Fundamentals of Materials	20	RQF
Semester 2	COS3003-B	Introduction to Computing	20	RQF
Semester 2	MAE3004-B	Foundation Physics	20	RQF

At the end of Stage 0, students will be eligible to exit with the award of Foundation Certificate if they have successfully completed 120 RQF credits and achieved the award learning outcomes I-III.

Stage 1

The aim of this Stage is to provide students with the fundamental knowledge underpinning process engineering by expanding selected directions those aspects of physics, chemistry and mathematics which are relevant to sustainable process engineering.

Stage 1 Modules (FHEQ Level 4/CertHE)

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Mathematical Methods and Applications	Core	20	ACYR	ENM4004-B
4	Computer Aided Engineering	Core	20	ACYR	ENB4002-B
4	Design, Build & Test (Sustainable Process Engineering)	Core	20	ACYR	CPE4001-B
4	Fundamentals of Sustainability	Core	20	ACYR	CPE4002-B
4	Engineering Materials	Core	20	Sem 1	ENG4007-B
4	Thermofluids	Core	20	Sem 2	ENG4008-B

At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes 1-6.

Stage 2

The aim of this stage is to enable students to carry knowledge from stage 1 and build upon it to design and operate process engineering equipment including chemical reactors, heat exchangers, and separation processes in a sustainable manner.

Stage 2 Modules (FHEQ Level 5/DipHE)

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Chemistry for Engineers	Core	20	ACYR	CHE5001-B
5	Thermodynamics and Carbon Management Technologies	Core	20	ACYR	CPE5011-B
5	Further Mathematics and Statistics	Core	20	ACYR	ENM5005-B
5	Mass Transfer Operations	Core	20	ACYR	CPE5004-B
5	Reaction Engineering	Core	20	ACYR	CPE5005-B
5	Transport Processes	Core	20	ACYR	CPE5008-B

At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 award of **Diploma of Higher Education** if they have successfully completed at least 240 credits and achieved the award learning outcomes 1-13.

Stage 3

In stage 3, students will study 100 core credits and choose 1 out of 3 optional modules to study in Semester 2.

The aim of this stage is to enable students to utilise the knowledge gained at Levels 4 and 5 to undertake a major design project where they will work in groups and individually to design a complete process plant. The design will incorporate all aspects of process engineering including Health and Safety. Optional modules will enable students to gain expertise in different areas of energy and management.

Stage 3 Modules (FHEQ Level 6/BEng)

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
6	Sustainable Process Engineering Design Project	Core	40	ACYR	CPE6010-D
6	Process Design and Control	Core	20	ACYR	CPE6011-B
6	Environmental and Sustainable Engineering	Core	20	Sem 1	CPE6012-B
6	Reliability & Safety Engineering	Core	20	Sem 2	ENB6009-B
6	Project Management & Six Sigma	Option	20	Sem 2	ENB6010-B
6	Sustainable Energy	Option	20	Sem 2	ENG6005-B

At the end of stage 3, students will be eligible for the FHEQ Level 6 Degree award of Bachelor, BEng Sustainable Process Engineering if they have successfully completed at least 360 credits, achieved award learning outcomes 1-19 and met the requirements for an accredited award.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The University of Bradford has an inclusive learning culture and transformative university experience that empowers our students to realise their ambitions and make a positive difference to the world. This vision will be realised through the achievement of three objectives: inclusive community, inclusive curriculum and inclusive experiences. We aim to make learning accessible to all our students and to guarantee a learning environment in which students are welcomed, valued and get the opportunities to succeed in fulfilling their dreams. Sustainable Process Engineering (SPE) students will have the opportunity to thrive and train themselves in a cutting-edge and constantly developing field where they will be able to have an impact as subject experts, policy makers, process designers, effective employees, entrepreneurs, and enterprising citizens.

The Sustainable Process Engineering (SPE) programmes teaching and learning strategy take into consideration programme and module learning outcomes that need to be achieved through a progressive learning journey across different levels of study where student acquire different competencies relevant to the nature of the subject. One of the goals of Higher Education is that students develop lifelong learning skills and are increasingly able to learn independently, as well as take greater responsibility for their own learning. The programmes have been designed by incorporating the four learning dimensions of the Bradford Curriculum: Programme Centric, Liberated, Research Engaged and Future Focused. The structure of the curriculum is based on a learning spiral founded on two discipline pillars: Process Engineering and Sustainable Engineering. This enables students to learn progressively revisiting core knowledge acquired at early stages and build upon them to be able to apply them in challenging sustainable process engineering tasks and in their future professional careers. This provides a coherent student progression in which learning tasks become more challenging, inspirational, and stimulating. At all levels students will be involved in collaborative work, which is fundamental for engineering education as it enable students to learn the value of teamwork in both disciplinary and multidisciplinary tasks, while empowering them to apply their skills in a collaborative team effort. The varied nature of the group tasks ranging from small design challenges, laboratory hands-on experiments, coursework with oral presentation, virtual reality simulated real life industry challenges and completing industry design projects, provide an accessible and flexible learning experience representative of the wide diversity of learners in the university. At all stages students will face authentic real life social and industrial challenges that will stimulate and develop critical thinking skills in them.

The same concept has been applied in the forms of assessment and the level of learning independence that will progressively increase as expected from a student at the different stages of the SPE learning journey. At early stages, students will be guided closely by their personal academic tutors and will have access to additional academic support and learning resources through peer assisted learning and specialised workshops and tutorials. Assessment at this stage will focus in evaluating the acquisition and understanding of fundamental knowledge of Process and Sustainable engineering through a combination of formal and formative assessment methods. The latest being fundamental to ensure that students adapt and transition smoothly and with minimum stress to university life. Assessment will comprise of a range of exams in the form of class tests, written exams, quizzes, practical group and individual tests, individual and group coursework, and oral presentation. The diverse nature of assessment methods promotes an inclusive learning culture that gives flexibility and accessibility, as well as empower students to explore and find the learning style that better suits them. At L5 assessment methods will focus on the way students apply process engineering and sustainable engineering and analyse results in simple design assignments, experimental activities, and simulation or virtual reality tasks. Group coursework and laboratory reports will assess the hands-on acquisition of knowledge through research-engaged, experiential, and collaborative learning. The various examination methods will focus on assessing the application of advanced knowledge into simple designs of sustainable engineering processes and unit operations. At this stage, students will have the support of their academic tutors and staff

but will be expected to show a good degree of independent learning. Assessment at L6 and L7 will focus on the capacity of the student to apply, evaluate and create advanced cutting-edge SPE knowledge prioritizing future focused learning. Group and individual coursework, oral presentation, and project report will assess the academic competency of the student, capacity to create and apply in a design project knowledge specific to SPE, teamwork, and experimental skills, which are required in a SPE graduate.

The student journey has been considered at programme-level and our strategy begins with the end in mind. We want students to become great engineers, i.e. great problem solvers, great team-workers with an inquisitive and curious mind, and great people with values, professional ethics, environmental awareness and social responsibility. This means that by the end of their studies they can move seamlessly into the world of work, academic research, policy makers or become an entrepreneur. To complement their academic training, specific skill development workshops and seminars will be organised throughout their studies to provide further support in self-regulation, persistence, and the development of essential skills such as digital literacy.

Level 4 will lay the foundations for the entire learning journey and in particular the aspects of process plant design and sustainability. All students will have access to an online learning platform (CANVAS) and will receive guidance and additional support from lecturers, Personal Academic Tutors (PATs), Peer Assisted learning (PALs) and laboratory technical staff to make their transition and adaptation to university life smooth and accessible, as well as stimulating and exciting. Students will be exposed to a variety of challenges through different learning activities including formal lectures, experiential laboratory experiences and collaborative group projects that will enable them to achieve the intended learning outcomes. As part of our focus on building a learning experience which will prepare students for the world of work, the programme curriculum has been developed using the CDIO (Conceive, Design, Implement and Operate) framework that aims to provide coherent and progressive learning that empowers students to take the lead of their own learning. For example, the Design, Build & Test module at Level 4 is entirely based on this concept giving students the opportunity to experience research-engaged learning by working in groups with peers in disciplinary and multidisciplinary projects. A wide range of assessment methods are incorporated to enable students to demonstrate the achievement of intended learning outcomes. Regular formative assessments and constructive feedback will be provided to enable students to reflect on their learning and make decisions on how to improve their learning making it inclusive and co-owned.

Teaching and learning in level 5 will focus on the core principles of sustainable process engineering. Students will develop their knowledge and systematically apply it to the design of unit operations which make up these processes through interactive lectures, case studies, tutorials, virtual reality enhanced group activities and practical sessions. Experiential learning through stimulating hands-on practical experiments in small groups using scaled down versions of real unit operations will form a key part of many L5 modules including thermodynamics and carbon management technologies, mass transfer operations, reaction engineering and transport processes. This aligns with the University's future-focused and research-engaged learning principles and working together in groups promotes a collaborative learning approach. Students will apply their understanding of fundamental principles gained in L4 to the specific building blocks of sustainable processes, progressing their knowledge in a coherent manner. The assessment strategy is designed to challenge student understanding, knowledge, practical application, and collaborative skills, reflected in a range of formative and summative methods including group projects with a peer review component, presentations, laboratory reports and written exams.

At Level 6, students will critically evaluate and coherently implement the core foundational principles, knowledge and understanding of sustainable processes into the design of process plants. In the Sustainable Process Engineering Design Project, students demonstrate critical, practical, collaborative and communication skills in various authentic industry related design tasks as they work in groups as well as carrying out

independent research-led activities towards the development of sustainable chemical and manufacturing processes. Students apply the concepts of process automation and safety as they respond to the diverse challenges faced by chemical and manufacturing processes to the environment and the governing laws that regulate engineering practices. Students will also have the opportunity to interact with their tutors who will ensure that professional standard practices are observed, thereby enhancing their awareness of the changing nature of the discipline and equipping their professional awareness to manage their future career choices and direction. Both formative and summative assessments, as well as feedback are provided to challenge their research and problem-solving skills demonstrated in their current and future tasks as they prepare for future study and industry. One of the most important and challenging milestones in L6 is the presentation of the group design project to a qualified audience composed of peers, academic staff and industry representatives enabling students to showcase their results in a co-owned learning experience.

The SPE programme exposes the student to the latest in engineering education technology through the SPE laboratory that combines experimental hands-on activities with virtual reality creating a challenging and inspirational learning environment. Students will also have access and be taught the use of the best in engineering software (Aspen Plus, Aspen Hysys, Ansys Fluent, gPROMS, Matlab, Autocad), as well as the responsible and ethical use of artificial intelligence in learning and assessment activities according to the guidelines and regulations of the University of Bradford.

The University of Bradford recognises the importance of providing pastoral care, taking into consideration all aspects of our students' journeys and development. All students are allocated a personal academic tutor, with whom they meet regularly to discuss and receive guidance on their learning and development. The University also operates a wide range of support services covering areas such as disability, counselling, faith advisors and careers.

Our programmes are also committed to promoting inclusive admission for all potential students. The programmes have an inclusive learning culture in which students are encouraged to consider the role of a professional engineer and the importance of diversity in engineering teams to provide outcomes fit for all. Students from all walks of life are welcome to embark on the programmes including Asian Female Students, Mature Students, BAME Students and Disabled & Neurodiverse Students. Our Faculty has broad programmes of outreach events that aim to reach students in these groups.

PLACEMENT/STUDY ABROAD OPPORTUNITIES

This programme provides the option for students to undertake a work placement or period of study abroad in the penultimate year of study (between the 2nd and 3rd years of a BEng). Students wishing to take this option will be encouraged to register for the placement year programme. All School of EComputing and Engineering students are encouraged to apply for Industrial Placements (Year in industry).

Timetabled Pre-Placement lectures and Timetabled 'drop-in' sessions will be scheduled to support students throughout the pre-placement process. All placement opportunities received are made available to students on the placement route via the VLE.

Students can also access various support services organised by Career and Employability Services including one-to-one appointments, Employability Workshop/Webinar Programme, Careers Fairs and jobs/placement opportunities. Students are encouraged to take the opportunity to find their own placement.

For further information about study abroad opportunities, including shorter opportunities available to all students or taking a semester overseas, please refer to the International Opportunities website: https://www.bradford.ac.uk/study/abroad/

REGULATIONS

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (https://www.bradford.ac.uk/media-v8/aqeo/regulations/Regulation-2-Undergraduate-Assessment-Continuation-and-Award-1.0b.pdf for undergraduate courses (Regulation 2).

EXTERNAL FRAMEWORKS

The following external frameworks have informed the development of the programmes:

1. Framework of Higher Education Qualifications (FHEQ)

   https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks

2. The Engineering Council – Accreditation of Higher Education Programmes (AHEP)
   https://www.engc.org.uk/ahep

3. Institution of Chemical Engineers (IChemE)

   https://www.icheme.org/