

MEng/BEng Chemical Engineering Programme Specification

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-meng/>

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-beng/>

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-with-integrated-foundation/>

Academic Year:	2025/26
Degree Awarding Body:	The University of Bradford
Target Degree Awards:	MEng (Hons) Chemical Engineering [Framework for Higher Education Qualifications (FHEQ) Level 7]; BEng (Hons) Chemical Engineering [FHEQ Level 6]
Interim/exit Awards:	BEng Ordinary Engineering (Chemical) [FHEQ Level 6]; Diploma of Higher Education (DipHE) Chemical Engineering [FHEQ Level 5]; Certificate of Higher Education (CertHE) Chemical Engineering [FHEQ L4]
Programme Admission:	September
Programme Modes of Study:	4 years full time towards MEng (UCAS H8X0); 5 years full time towards MEng with placement/study abroad (UCAS H8C0); 3 years full time towards BEng (UCAS H8D0); 4 years full time towards BEng with placement/study abroad (UCAS H810); 4 years full time towards BEng with integrated foundation year (UCAS H892); 5 years full time towards BEng with foundation and placement (UCAS H893)
Subject Benchmark Statement:	Engineering (QAA 2015)
Programme Accrediting Body:	IChemE- Institution of Chemical Engineers

Please note: This is the MEng/BEng without an integrated foundation year specification. Please visit the Integrated Foundation course page address above to access the specification for the H892 and H893 routes.

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. July 2022: Annual changes for 2022 academic year. Addition of Engineering Council requirements on compensation
2. July 2025: Annual Changes for the 2025 academic year, including changes to academic regulation.

Introduction

Chemical Engineering is fundamental to the economic and social prosperity of the UK. It is the profession responsible for the creation of all material objects and systems necessary for modern life from concept to customer to decommissioning. The modern society relies on the work of Chemical Engineers who develop and design the processes that make the useful products for the society by efficient use and management of resources including oil

and gas, water and energy while controlling health and safety procedures and protecting the environment. The course will provide students with essential tools based on the concept of sustainability and low carbon footprint for changing raw materials into useful products in a safe and cost-effective way.

Studies at Bradford will be a foundation for life aimed at developing a deep understanding of fundamental and advanced technical principles, analytical tools, and competence in their application together with a wide range of management, personal and professional skills. The MEng/BEng Chemical Engineering programme sets out:

- (i) to give technical depth across the discipline and in relevant specialist applications of technology
- (ii) to provide breadth to encourage innovation, and
- (iii) facilitate exposure to other engineering disciplines.

Upon graduation students will have the capacity for meaningful interdisciplinary interaction, leadership roles, and professional growth. As qualified Chemical Engineers graduates will understand how to alter the chemical, biochemical or physical state of a substance, to create everything from health care products (face creams, shampoo, perfume, drugs) to food (dairy products, cereals, agro-chemicals) and water (desalination for freshwater) to energy (petroleum to nuclear fuels).

An excellent way to further develop these skills is to undertake an industrial placement as an integral part of the degree studies.

Designed for the next generation of engineers.

Our programmes have been designed as part of the Conceive-Design-Implement-and Operate CDIO educational framework for producing the next generation of engineers. This will provide a learning experience that stresses the engineering fundamentals set within the context of CDIO real-world systems and products. This framework has been developed by universities across the globe and benefits from the ongoing collaborative experience of engineers and educationalists. This will mean that student's learning will reflect the real world, they will work in teams to solve real-world problems and in the process, they will develop professional skills alongside technical skills.

We also recognise that the future for engineers is one where they will be working in interdisciplinary teams to solve new, complex and evolving problems that will require innovative solutions. Student's ability to work across engineering disciplines and collaboratively with experts in other specialist fields will be crucial to creating the solutions of tomorrow. We have designed our programmes to encourage and experience interdisciplinary working, to develop breadth as well as depth of skills and knowledge, and in this way, we believe students will be ideally equipped to be successful and employable. All our engineering students begin with an interdisciplinary year which ensures that all students have a good understanding of the breadth of what is encompassed by the word 'engineer'. This year provides students with fundamental skills and knowledge as well as specific projects that they will work on with other students in their discipline and a final

project which will be an interdisciplinary project working with a range of engineers from different disciplines.

Learning with and as part of a research community

The School places emphasis on both teaching and research. Lecturers at Bradford are active researchers in their fields of expertise producing peer-reviewed knowledge through publications in journal articles and books. This research permeates to their teaching practice giving students access to world leading professionals, equipment and ideas within the University's academic themes of Innovative Engineering, Advanced Healthcare and Sustainable Societies.

We have research strengths in:

- polymers
- coating
- applied rheology
- materials engineering (including the creation of complex components from powders, composites, and polymers).

We draw our research strengths from the combined expertise in the Interdisciplinary Research Council (IRC) in Polymer Science and Technology, the Centre for Industrial Collaboration (CIC) in Polymer Engineering and the Engineering Materials Research Unit and inform our undergraduate programmes.

Each year students will engage in inquiry-based projects allowing learning through research. The programmes of study will include research with an emphasis on application, experiential learning and real-world engagement. This will make a major contribution to students' skill set, in the skills and attributes for enhanced employability. During the later years of the MEng studies, students can expect to interact with the Faculty's research activity.

The Bradford Graduate

We aim to produce MEng graduates who are imaginative, innovative, versatile and competitive, who will be able to progress rapidly to professional positions of responsibility with minimal additional training, and who can provide technical, managerial and entrepreneurial leadership in specialist and interdisciplinary projects.

Upon graduation students will be able to work as:

- a) Projects Engineer
- b) Design Engineer
- c) Operations Engineer or
- d) Research and Development Engineer (R&D) in Chemical/Petroleum/Food and Pharmaceutical/Water Industries.

Students will have the capacity for professional growth to continue the path to Chartered Engineer (CEng) status. However, unlike graduates from many other universities they will have high-level professional and interpersonal skills built from learning which has been through a team-based environment. An education where they have spent their time conceiving, designing, implementing and operating solutions to problems that they have tackled as part of a learning team. Students will be adept at working with complex value-added engineering systems; they will be familiar with experimentation, systems thinking, and have a solid understanding of the business and enterprise context. We value sustainability at Bradford and to that end we have embedded sustainable development across all of our programmes. In a future where sustainability is to become increasingly important students will have sound understanding of the challenges and the potential for solutions in a world where the action of human industry is creating new pressures on resources.

All our programmes are designed to provide three progression routes for graduates. Upon graduation students will be equipped to be employed as an engineer. If this is their goal, they should seriously consider a placement year as this will be invaluable. Alternatively, students could pursue a research career since they will have highly developed research skills and their personal tutor can help them identify postgraduate research opportunities here at Bradford. The third route open to students on graduation is to develop their own business. As a Bradford engineering graduate, students will have the skills to design and develop products processes or systems that could have serious commercial potential. We have a long track record of supporting and developing new companies and helping students on those first steps as an entrepreneur.

The ability of an engineer to think clearly, logically and ethically is widely appreciated by many other professions and studies at Bradford may well be a stepping-stone to many alternative careers other than Engineering. As an engineering graduate from Bradford students have a real foundation for life and for a lifetime of learning.

The University

The University of Bradford has four key strategic objectives: excellence; internationalisation; equality and diversity; and sustainability. We believe in doing research and teaching to deliver career opportunities for our students as well as for economic development and job creation. The Faculty of Management, Sciences and Engineering strongly believes that each programme subscribes to these four objectives through the three key streams of the University vision:

- The creation of knowledge through fundamental and applied research.
- The dissemination of knowledge by teaching students from all backgrounds.
- The application of knowledge for the prosperity and wellbeing of people.

The University of Bradford is well known for attracting students from a wide variety of backgrounds, experiences and countries. We recognise that society benefits from the talents of all, and that the development of creative, collaborative engineers, skilled in communication and teamwork is vital. Diverse engineering teams are known to be more innovative. We help students recognise the strength and benefits of diversity, and to

contribute to and learn from the varied perspectives of their tutors and peers. We want to equip our graduates with the knowledge and skills to respond to the many diverse needs of our businesses and communities. We contribute to Bradford Science Festival each year and participate in activities to celebrate National Science Week.

Students will have many opportunities to contribute to their Higher Education Achievement Report (HEAR) whilst with us. They can gain HEAR accreditation by becoming student representatives for their course, or by becoming a student ambassador, helping with open days and applicant experience days, or by being a PAL leader. The peer assisted learning scheme or PAL is where students in stages two and three support new students at the University. The PAL scheme has been highly successful, providing guidance on all aspects of being a student of Bradford. PAL leaders become mentors and role models for new students. We support people to become PAL leaders, but we also recognise their contribution through the HEAR.

The University has held Bronze Athena Swan accreditation (recognition of the Universities activities to advance women's careers in science, technology, engineering, and mathematics) on an institutional level since 2015, demonstrating our commitment to striving for gender equality. In May 2021, the School was successful in being awarded Bronze Athena Swan Accreditation. The University of Bradford encourages and supports women in engineering, and the School is instrumental in organising events to celebrate occasions including International Women in Engineering Day (INWED), the UN International Day of Women and Girls in Science, and International Women's Day. We are members of WISE (<https://www.wisecampaign.org.uk/>) whose long-term vision is for gender balance in STEM, and we signpost students to networking events and specific upskilling opportunities offered via the organisation.

Programme Aims

The programme is intended to:

- A1. Develop graduates with a solid grounding in engineering fundamentals and experience of interdisciplinary working.
- A2. Enable graduates to develop the engineering, design, management and personal skills required to become professional Chemical Engineers and in doing so, also equip them for careers in other professions.
- A3. Provide the educational requirements (in compliance with UK-SPEC) when combined with a period of further learning to permit progression to Chartered Membership of the IChemE and registration with ECUK as a chartered engineer.
- A4. Provide a challenging programme in terms of technical breadth and depth as well as supporting managerial and transferable skills in keeping UK-SPEC requirements of an accredited MEng programme.

Programme Learning Outcomes

To be eligible for the FHEQ Level 4 award of Certificate of Higher Education, students will be able to:

1. Select and apply physical principles to describe fundamental engineering processes.
2. Select and correctly apply quantitative methods to analyse the performance of engineering components systems.

Select and use appropriate and relevant materials, equipment, tools, processes, software, or products.

Apply simple computational techniques, including AI, to model/simulate and visualise the solution to specified engineering problems.

3. Apply skills in problem solving, working with others, information retrieval, and effective use of general IT facilities, and communicate work to technical and non-technical audiences.
4. Exercise personal and professional responsibility, which may be as a team member, and include evidence of safe and effective workshop and lab practice.

Additionally, to be eligible for the FHEQ Level 5 award of Diploma of Higher Education, students will be able to:

5. Understand the essential concepts, principles, and theories of Chemical Engineering.

Select mathematical, statistical and machine learning methods necessary to underpin the engineering discipline and proficiently apply tools and notations in the modelling, analysis, solution, and evaluation of engineering problems.

6. Apply analytical and computational methods to solve and visualize problems in the engineering discipline and to implement appropriate action.
7. Apply problem-solving skills, technical knowledge and understanding to create/adapt and evaluate design solutions that are fit for purpose (inc. operation, maintenance, reliability etc.).
8. Apply relevant practical and laboratory skills to obtain accurate data to evaluate system performance and/or validate system models.
9. Plan and apply safe methods of construction and manufacture to semi-open projects, deriving solutions that consider technical, regulatory, and client requirements.
10. Work effectively as a specialist within in a multidisciplinary team towards a shared objective.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor of Engineering, students will be able to:

11. Generate innovative designs for products, systems, components, or processes to fulfil new needs.

12. Select, apply, and evaluate quantitative tools and data collection methods to underpin the engineering discipline, and apply a range of tools and notations proficiently and critically in the analysis and solution of engineering problems.
13. Select, apply and effectively integrate knowledge of other engineering disciplines to support study and evaluation of the engineering discipline.
14. Apply principles of organisation and management (project management, change management, health and safety, self-management) to achieve engineering objectives.
15. Demonstrate comprehensive knowledge and understanding of the concepts, principles and theories underpinning Chemical Engineering.
16. Apply engineering principles to critically analyse problems to create innovative process and product designs, with systematic appreciation of key aspects of field of study, including acquisition of coherent and detailed knowledge informed by characteristics of the engineering discipline.

Plan and implement an individual programme of work, monitoring and adjusting where appropriate in an on-going basis, utilising research skills to critically evaluate and report on technical literature and newly developed data and reflect on personal and professional development to improve their performance.

17. Describe and work effectively and collaboratively in different roles within a team, and evidence responsibility of engineers to consider environmental and socio-economic aspects in the development of sustainable solutions.

Use appropriate specialised software packages, including AI applications, in the modelling, simulation, analysis, design, and critical performance evaluation of composite engineering systems in the discipline.

18. Correctly identify and use codes of practice and industry standards.

Additionally, to be eligible for the FHEQ Level 7 Integrated Degree award of Master of Engineering, students will be able to:

19. Understand fundamental concepts, principles and theories underpinning Chemical Engineering with knowledge in Upstream production and refinery operations, desalination technology, transport phenomena as well as other optional modules.
20. Apply and critically evaluate comprehensive integrated or systems approaches to engineering problems through know-how of relevant discipline concepts, theories and technologies and their application, with ability to work with technical uncertainty.
21. Apply advanced problem-solving skills, technical knowledge and understanding, to establish rigorous and creative solutions that are fit for purpose for all aspects of the problem including production, operation, maintenance and disposal.

22. Extract and evaluate pertinent data and apply engineering analysis techniques to solve unfamiliar problems and communicate outcomes by a range of advanced techniques.
23. Describe and critically evaluate different roles within an engineering team and exercise initiative and personal responsibility as a team member or team leader.

BEng Curriculum

The MEng and BEng Biomedical Engineering curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester. Students study 120 credits in each stage/year.

Stage 1 Core Modules (FHEQ Level 4/CertHE)

Study Period	Code	Title	Credit	Level
Academic Year	ENB4002-B	Computer Aided Engineering	20	FHEQ 4
Academic Year	CPE4001-B	Design, Build and Test (Chemical)	20	FHEQ 4
Academic Year	ELE4013-B	Electronics and Mechanics	20	FHEQ 4
Academic Year	ENM4004-B	Mathematical Methods and Applications	20	FHEQ 4
Semester 1	ENG4007-B	Engineering Materials	20	FHEQ 4
Semester 2	ENG4008-B	Thermofluids	20	FHEQ 4

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 Core Modules (FHEQ Level 5/DipHE)

Study Period	Code	Title	Credit	Level
Academic Year	CHE5001-B	Chemistry for Engineers	20	FHEQ 5
Academic Year	CPE5009-B	Engineering and Chemical Thermodynamics	20	FHEQ 5
Academic Year	ENM5007-B	Engineering Mathematics and Machine Learning	20	FHEQ 5
Academic Year	CPE5004-B	Mass Transfer Operations	20	FHEQ 5
Academic Year	CPE5005-B	Reaction Engineering	20	FHEQ 5
Academic Year	CPE5008-B	Transport Processes	20	FHEQ 5

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.

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

Stage 3 Modules (FHEQ Level 6/BEng)

Study Period	Code	Title	Credit	Level	Type
Academic Year	CPE6007-D	Chemical Engineering Design Project	40	FHEQ 6	Core
Semester 1	CPE6005-B	Process Design	20	FHEQ 6	Core
Semester 1	CPE6009-B	Process Dynamics and Control	20	FHEQ 6	Core
Semester 2	ENB6009-B	Reliability and Safety Engineering	20	FHEQ 6	Core
Semester 2	ENB6010-B	Project Management and Six Sigma	20	FHEQ 6	Option
Semester 2	ENG6005-B	Sustainable Energy	20	FHEQ 6	Option

At the end of stage 3, students will be eligible for the FHEQ Level 6 Degree award of Bachelor, BEng Chemical Engineering if they have successfully completed at least 360 credits, achieved award learning outcomes 1-23 to receive an accredited award. **Please note:** The curriculum may change, subject to the University's programme approval, monitoring and review processes.

MEng Curriculum

Students intending to progress to the MEng stage must have passed Stages 1-3 at 50% or higher overall and met the other variations to assessment regulations that apply to the MEng as detailed in the Assessment, Continuation and Awards section below or must exit with a BEng.

In stage 3, students will study 100 core credits and choose 1 out of 5 optional modules to study in Semester 2.

Stage 4 Modules (FHEQ Level 7/MEng)

Period	Code	Title	Credit	Level	Type
ACYR	CPE7010-D	Advanced MEng Research Project	40	FHEQ 7	Core
SEM1	CPE7002-B	Desalination Technology	20	FHEQ 7	Core
SEM1	CPE7011-B	Transport Phenomena	20	FHEQ 7	Core
SEM2	CPE7007-B	Upstream Production and Refinery Operations	20	FHEQ 7	Core
SEM2	CPE7004-B	Food and Pharmaceutical Processes Engineering	20	FHEQ 7	Option
SEM2	CPE7013-B	Oil and Gas Management	20	FHEQ 7	Option
SEM2	CPE7012-B	Polymer and Materials Engineering	20	FHEQ 7	Option
SEM2	ENB7007-B	Risk Assessment and Management	20	FHEQ 7	Option
SEM2	CSE7013-B	Water and Wastewater Treatment	20	FHEQ 7	Option

Students will be eligible for the FHEQ Level 7 Integrated Degree award of Master, MEng Chemical Engineering if they have successfully completed at least 480 credits, achieved award learning outcomes 1-28 and met the accredited award regulations.

Please note: The curriculum may change, subject to the University's programme approval, monitoring and review processes.

Placement and/or Study Abroad

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 3rd and 4th year of an MEng or 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 Computing 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/>

Learning and Teaching Strategy

The University of Bradford aims to create 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, inclusive experiences and inclusive community. We aim to make learning accessible to all of our students regardless of starting point or individual circumstance.

The teaching and learning strategy takes into consideration the learning outcomes that need to be achieved, progression through the levels of study, and the nature of the subject. One of the goals of Higher education is that students develop lifelong learning skills and are increasingly able to take greater responsibility for their own learning as they progress through the programme.

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; that means great problem solvers, great team-workers with an inquisitive and curious mind. This should mean that by the end of their study with us they can move seamlessly into the world of work, academic research or become an entrepreneur. In addition to the modules, academic skills workshops will be organised during the year to provide further support in self-regulation, persistence, and the development of essential skills such as digital literacy.

The teaching and learning methods have been selected to engage students in developing their knowledge and understanding of engineering fundamentals, chemical engineering through formal learning opportunities such as lectures and tutorials, experiential learning through practical classes and lab sessions and informal and social learning through team-working in projects and competitions.

Study with us will include formal lectures (including those from Visiting Lecturers), but these will always be interactive and two-way. We want to develop students understanding of the vast array of opportunities open to today's professional engineer and therefore we look to incorporate aspects of real-world engineering problems and solutions where possible. To this end we make use of case studies, practical demonstrations, and provide lots of opportunities for students to design their own solutions.

As part of our focus on building a learning experience which will prepare students for the world of work our curriculum has been developed using the CDIO framework. This means that our learning strategy will be to encourage students to work in teams to Conceive potential solutions, Design new products processes or services, implement (or model) and test those designs, and operate the product or solution. In line with the CDIO philosophy students will have numerous opportunities to be an active learner, to work as an engineer on real-world projects.

Students will be involved in project work from the start of their time with us and these projects will become more complex and challenging as their skills and knowledge develop. At Levels 5 and 6 students will engage with practical work on chemical engineering unit operations in a purpose-built laboratory. They will also design equipment and procedures and use control and measuring techniques in a supportive and collaborative environment with their supervisors.

The University recognises the importance of providing pastoral support, 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.

Assessment Strategy

In the same way that our teaching and learning strategy is designed to prepare students for the world of work, academic research or entrepreneurship, our assessment methods incorporate a wide range of different methods designed to meet the needs of industry, the accrediting bodies as well as prepare students for a potential academic research career.

Assessment is a key part of the learning process, it is only through challenging students to express what they have learned or put it to practical use, can they complete the learning journey and assess for themselves if they have understood what they have been taught and are able to apply and use those skills and knowledge. There are two forms of assessment formative assessment which provides an opportunity for our staff will give students feedback during their learning. This feedback is designed to help and guide students learning. All the modules will have some formative assessment, and this may be in various forms including discussions or questioning from the supervisor, tests, practical activities, et cetera. These formative activities are crucial if students are to make best use of their learning experience and they are designed to prepare students for their summative assessment. Summative assessment is how work is graded on a module and the details of this assessment will be available from the beginning of the module so that students understand how their grade will be determined.

A main method of assessment (as is common on all professional engineering degree programmes) is by formal written examinations. Nevertheless, many of the assessments will be tailored to the most efficient ways the learning outcomes. Therefore, project work will often be assessed based on the quality of the product produced as part of the project; we use practical tests to assess practical skills and written reports to show the depth of understanding of concepts and ideas. Practical skills are often assessed via individual and group technical reports with the laboratory work linked with the taught modules. The methods of assessment of transferable skills are built in the structure of the examinations, case studies, laboratory demonstrations and the 'Design Project' work. To get the students ready for world of work, assessments are designed to measure industry ready skills such as presentation skills, report writing skills, team-work skills (using group coursework to strengthened students' ability to work effectively in teams) and peer evaluation.

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/ageo/regulations/Regulation-2-Undergraduate-Assessment-Continuation-and-Award-1.0b.pdf>) for undergraduate courses (Regulation 2) with variance from the regulations as outlined below and documented in the Variance Register:

- Variance from 6.1 and 6.2 - Students must achieve a stage progression average of 50% or above to continue on the MEng.
- 7.1.2 Programme-specific calculation - The MEng award is calculated based 0:10:40:50:average of the best 100 credits at Stage 2 for 10%, average of the best 100 credits at Stage 3 for 40% and average of the best 100 credits at Stage 4 for 50%.

Admission Requirements

We take into consideration several factors when assessing your application. It's 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, Chemistry at A-level or equivalent and Mathematics at A-Level or equivalent.

Further entry requirements

- A-Level Chemistry and Mathematics (Grade C) or equivalent are required for direct entry to Stage 1. Students with AS-level Chemistry and/or Mathematics only will be required to take the integrated foundation year Stage 0.
- BTEC (Chemical/Process Engineering) with Mathematics permits entry to stage 1.
- HND (Chemical/Process Engineering) with Maths permits direct entry to stage 2.
- General Studies will not be accepted.

On completion of a UCAS form students will be invited to the Faculty 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 Faculty together with the Foundation Year (Stage 0) attracting offers of 88-72 UCAS points. The 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

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/>

Please note: This information is relevant to the contemporary recruitment cycle and therefore may be different now to when this document was originally published. The current UCAS tariff for the programmes, as well as detail of accepted equivalent qualifications, is published online at the course pages:

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-meng/>

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-beng/>

<https://www.bradford.ac.uk/courses/ug/chemical-engineering-with-integrated-foundation/>
