Competencies gained Learning Outcome Specialist competency (knowledge and understanding) Students are able to: • differentiate between the phases of a process plant asset life cycle. • define and interpret requirements of the different phases of a process plant life cycle. • define interfaces between the different phases of a process plant life cycle. • define interfaces between the different phases of a process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and belaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. </th <th>Module name / title</th> <th>Plant Engineering</th>	Module name / title	Plant Engineering
Learning Outcome Students are able to: Students are able to: • differentiate between the phases of a process plant asset life cycle. • define and interpret requirements of the different phases of a process plant life cycle. • define interfaces between the different phases of a process plant life cycle. • define interfaces between the different phases of a process plant life cycle. • select methods for the evaluation of the safety of processes and process plants. • define measures to ensure safe processes and process plants. • define measures to ensure safe processes and process plants. • define and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preliminary planning, feasibility study • Basic and detail engineering	Type of module	compulsory-elective
cycle. define and interpret requirements of the different phases of a process plant life cycle. define interfaces between the different phases of a process plant life cycle. select methods for the evaluation of the safety of processes and process plants. define measures to ensure safe processes and process plants. define measures to ensure safe processes and process plants. Methodological competency (use, application and generation of knowledge) Students are able to: Students are able to: execute projects along the asset life cycle. design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: discuss and elaborate solutions in interdisciplinary teams. represent their own point of view. give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: ijustify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Projects: phases, execution structures, involved parties Procurement, expediting and inspection Civil and construction Oritent of the module Projects	Competencies gained Learning Outcome	
content of the module Projects: phase, execution structures, involved parties give presentations write papers. Content of the module Projects: phase, execution structures, involved parties justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phase, execution structures, involved parties discuss and elaborate solutions in interdisciplinary teams. represent their own point of view. give presentations. write papers. Content of the module Projects: phases, execution structures, involved parties Technology development Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection 		
plant life cycle. select methods for the evaluation of the safety of processes and process plants. define measures to ensure safe processes and process plants. Methodlogical competency (use, application and generation of knowledge) Students are able to: • structure and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preliminary planning, feasibility study • Basic and detail engineering, FEED • Procurement, expediting and inspection • Civil and construction • Civil and construction • Commissioning and operation • Maintenance/inspection • Commissioning and operation • Maintenance/inspection		
and process plants. • define measures to ensure safe processes and process plants. Methodological competency (use, application and generation of knowledge) Students are able to: • structure and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preliminary planning, feasibility study • Basic and detail engineering, FEED • Procurement, expediting and inspection • Civil and construction • Commissioning and operation • Maintenance/inspection		
Methodological competency (use, application and generation of knowledge) Students are able to: • structure and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Projects: phases, execution structures, involved parties • Technology development • Proicurement, expediting and inspection • Civil and construction		
knowledge) Students are able to: • structure and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preleminary planning, feasibility study • Basic and detail engineering, FEED • Procurement, expediting and inspection • Civil and construction • Commissioning and operation • Maintenance/inspection		define measures to ensure safe processes and process plants.
• structure and plan process plant engineering and construction projects. • execute projects along the asset life cycle. • design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preliminary planning, feasibility study • Basic and detail engineering, FEED • Procurement, expediting and inspection • Civil and construction • Civil and construction • Civil and construction • Maintenance/inspection Learning and teaching types / methods / media types Taught Seminar (computer with projector, blackboard, overhead and problem sheets)		
projects. execute projects along the asset life cycle. execute projects along the asset life cycle. design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. officeuss and elaborate solutions in interdisciplinary teams. interdisciplinary teams. students are able to: interdisciplinary teams. content of the module Projects: phases, execution structures, involved parties Technology devel		Students are able to:
 design safe processes and to build and operate safe plants. Social competency (communication and cooperation) Students are able to: discuss and elaborate solutions in interdisciplinary teams. represent their own point of view. give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types / methods / media types 		
Social competency (communication and cooperation) Students are able to: • discuss and elaborate solutions in interdisciplinary teams. • represent their own point of view. • give presentations. • write papers. Self-competency (scientific self-image, professionalism) Students are able to: • justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module • Projects: phases, execution structures, involved parties • Technology development • Preliminary planning, feasibility study • Basic and detail engineering, FEED • Procurement, expediting and inspection • Commissioning and operation • Maintenance/inspection		 execute projects along the asset life cycle.
Students are able to: discuss and elaborate solutions in interdisciplinary teams. represent their own point of view. give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: ijustify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types		 design safe processes and to build and operate safe plants.
 discuss and elaborate solutions in interdisciplinary teams. represent their own point of view. give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection 		
 represent their own point of view. give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types 		
 give presentations. write papers. Self-competency (scientific self-image, professionalism) Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types 		
 write papers. Self-competency (scientific self-image, professionalism) Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types 		
Students are able to: justify their own professional actions with theoretical and methodological knowledge and reflect on alternative designs. Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types Taught Seminar (computer with projector, blackboard, overhead and problem sheets)		
Content of the moduleProjects: phases, execution structures, involved parties 		
Content of the module Projects: phases, execution structures, involved parties Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Taught Seminar (computer with projector, blackboard, overhead and problem sheets)		
 Technology development Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection 		
 Preliminary planning, feasibility study Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types Taught Seminar (computer with projector, blackboard, overhead and problem sheets)	Content of the module	
 Basic and detail engineering, FEED Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types Taught Seminar (computer with projector, blackboard, overhead and problem sheets)		
 Procurement, expediting and inspection Civil and construction Commissioning and operation Maintenance/inspection Learning and teaching types / methods / media types Taught Seminar (computer with projector, blackboard, overhead and problem sheets)		
Commissioning and operation Maintenance/inspection Taught Seminar (computer with projector, blackboard, overhead and problem sheets) types		
Maintenance/inspection Learning and teaching types / methods / media types		Civil and construction
Learning and teaching types / methods / media types		Commissioning and operation
types / methods / media problem sheets)		Maintenance/inspection
	Learning and teaching types / methods / media types	
	Language	English

Module prerequisites Requirements for participation (previous knowledge) Applicability of the module	 Recommended: Basic knowledge about process engineering/design and process plants This module mainly covers the phases of the asset life cycle of process plants. As such, it is associated with the modules Digital Plant Design Optimization Plant Operation and the non-technical module business skills Project Work Master Thesis
Requirements for the award of credit points (Study and exam requirements)	Regular examination type for Plant Engineering: oral presentation (PL) Further possible examination type: home project, written exam, portfolio examination Regular examination type for Process and Plant Safety: written exam (PL) Further possible examination types: home project, oral presentation, oral examination Where more than one possible examination type is used in the course, the examination type to be used is to made known by the responsible lecturer at the start of the course
Workload / Credits	2,5 CP / 2 SHW In-class lecture: 2 SHW x 18 weeks = 36 h Self-study: 75 h -36 h = 39 h
Duration of the module semester / frequency	One semester / winter semester / every other semester
Literature	 Helmus, F. P.: Process Plant Design – Project Management from Inquiry to Acceptance. WILEY-VCH Verlag, Weinheim, 2008. Moran, Sean: An applied guide to process and plant design. Butterworth-Heinemann, Oxford 2015 Mosberger, E.: Chemical Plant Design and Construction, Ulmann's Encyclopedia of Industrial Chemistry. WILEY-VCH Verlag, Weinheim, 1992, 5th, p 477-558. Peters, M. et al.: Plant Design and Economics for Chemical Engineers. McGraw-Hill Professional, 2003. Sattler, K., Kasper, W.: Verfahrenstechnische Anlagen – Planung, Bau und Betrieb, Band 1 und 2. WILEY-VCH Verlag, Weinheim, 2000. Bernecker, G.: Planung und Bau verfahrenstechnischer Anlagen. Springer Verlag, Berlin, 2001.