

Are Your Students Getting the Most out of the Process Simulator?

Are Your Students Using the Process Simulator Correctly?



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Outline

- Background
- Careless/incorrect use of simulator
- Suggestions for correct use



Background

- Simulators allow certain calculations that are not consistent with actual equipment
- Simulators do not do certain calculations that are needed for correct design
- One results is that equipment costs are not correctly estimated
- Students can also get incorrect impression about actual equipment

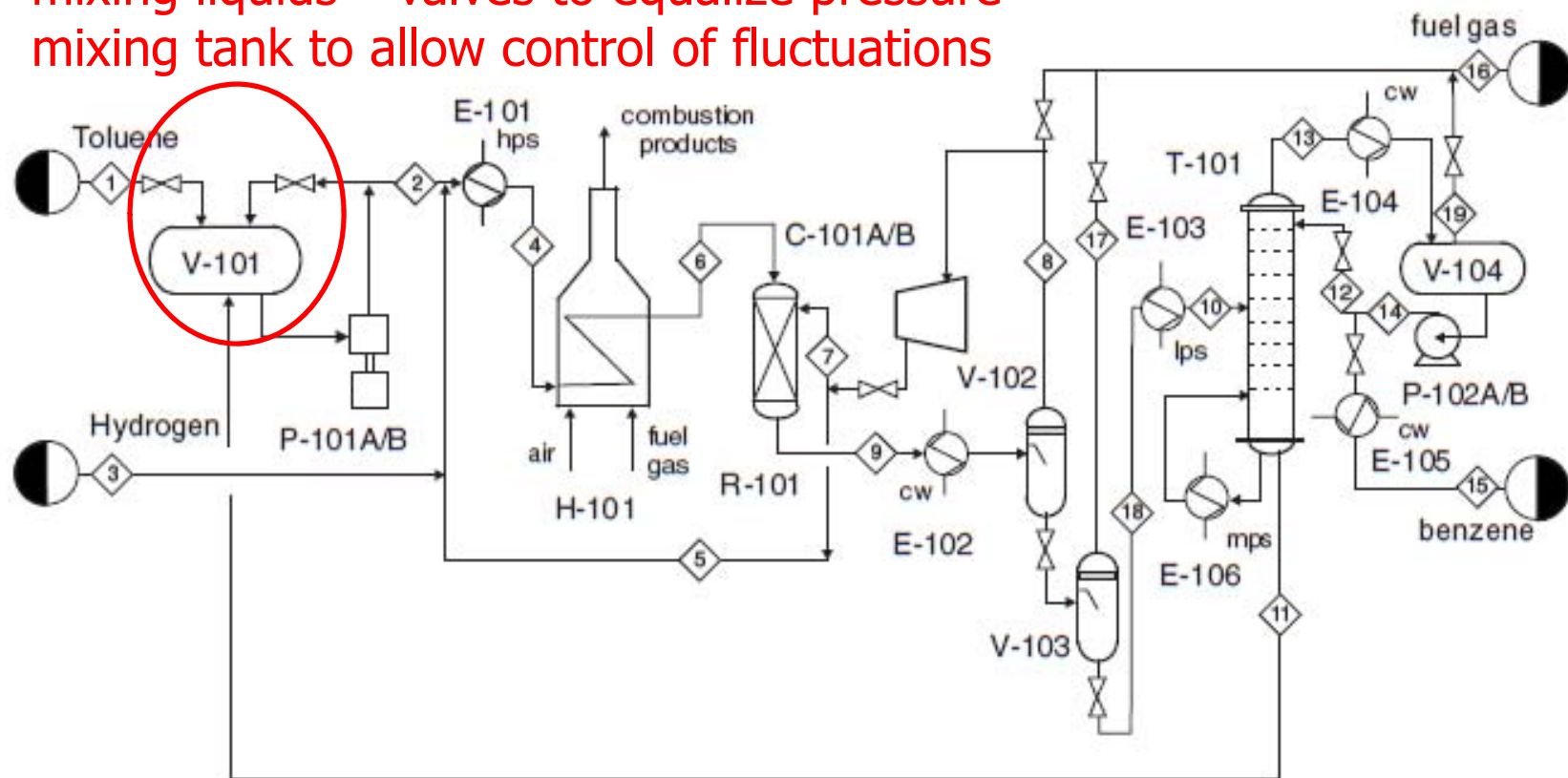


Carless/Incorrect use of Simulator – Fluid Mechanics

- All simulators allow streams to be mixed at different pressures
- Outlet stream of mixing streams taken as lowest pressure
- If designed this way, flowrates will adjust to make pressures identical at mixing point
 - Operation will not be consistent with simulation

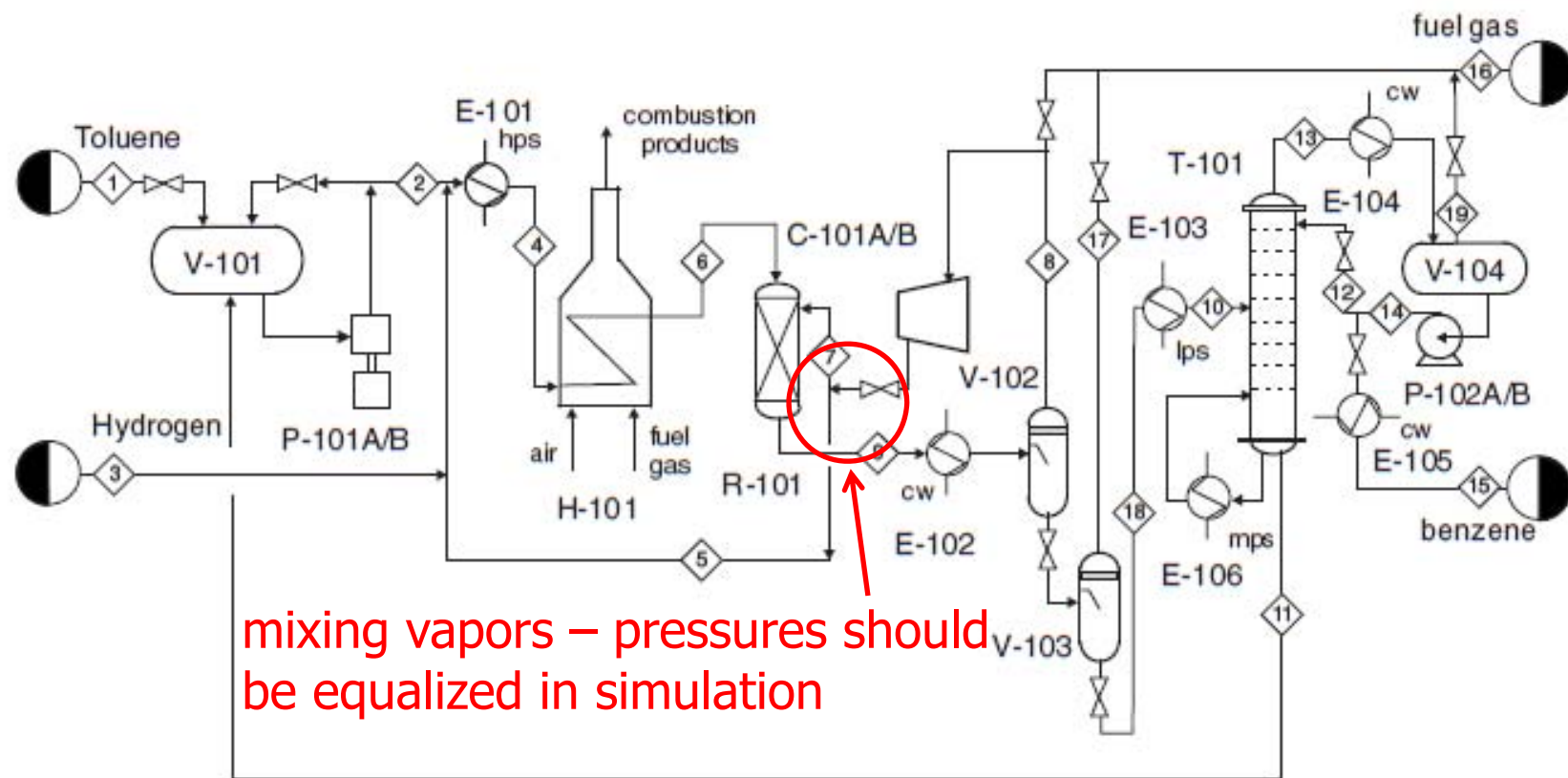
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Toluene	Toluene	Feed	Feed	Reactor	Recycle Gas	Reactor	High Pres.	Low Pres.	Tower	Benzene	Benzene	Benzene	Reflux	Reflux	Product
Storage	Feed Pumps	Preheater	Heater		Compressor	Effluent	Phase Sep.	Phase Sep.	Feed	Reboiler	Column	Condenser	Drum	Pumps	Cooler
Drum						Cooler			Heater						

mixing liquids – valves to equalize pressure
mixing tank to allow control of fluctuations



Production of Benzene via Hydrodealkylation of Toluene

V-101	P-101A/B	E-101	H-101	R-101	C-101A/B	E-102	V-102	V-103	E-103	E-106	T-101	E-104	V-104	P-102A/B	E-105
Toluene	Toluene	Feed	Feed	Reactor	Recycle Gas	Reactor	High Pres.	Low Pres.	Tower	Benzene	Benzene	Benzene	Reflux	Reflux	Product
Storage	Feed Pumps	Preheater	Heater		Compressor	Effluent	Phase Sep.	Phase Sep.	Feed	Reboiler	Column	Condenser	Drum	Pumps	Cooler
Drum						Cooler			Heater						



Production of Benzene via Hydrodealkylation of Toluene



Correct Simulation – Fluid Mechanics

- Valves should be used in simulation to make pressures at mixing points equal

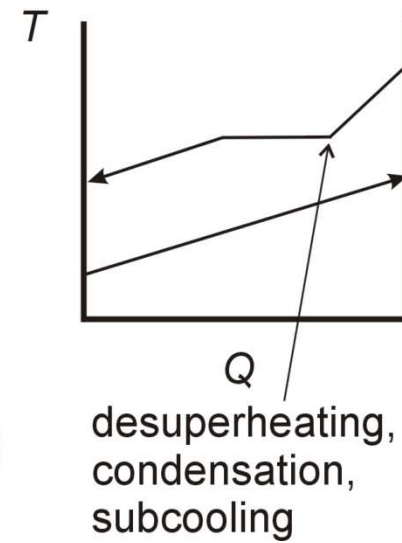
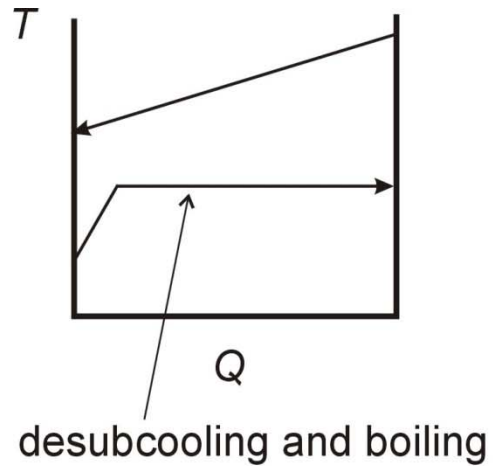
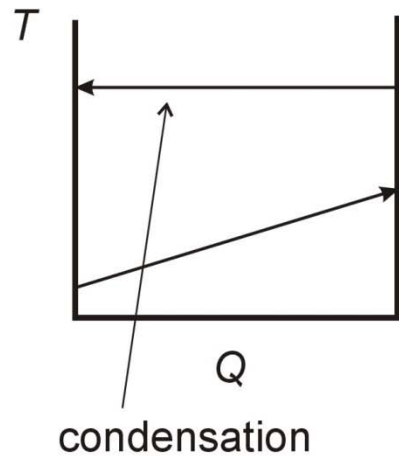


Carless/Incorrect use of Simulator – Heat Exchangers

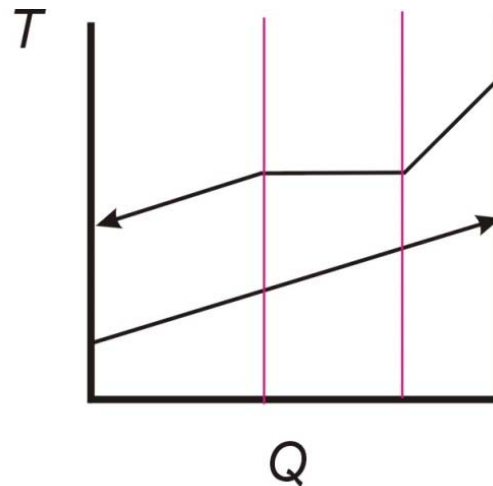
- Zoned analysis – phase change
 - each zone has different heat transfer coefficient
 - must be careful of temperature crosses
- LMTD correction factor
 - as temperature approach becomes smaller, may need more shell passes
 - becomes important in heat integration



Zoned Analysis

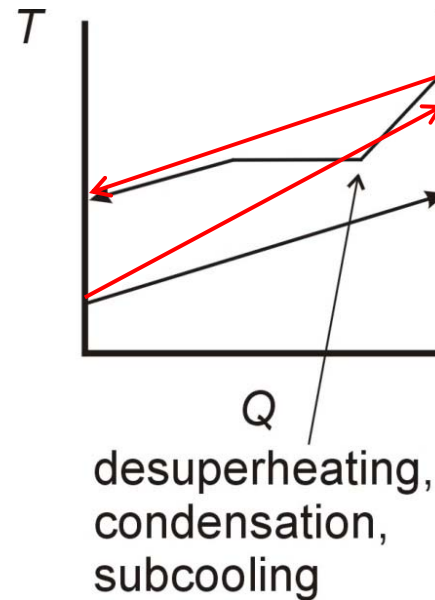
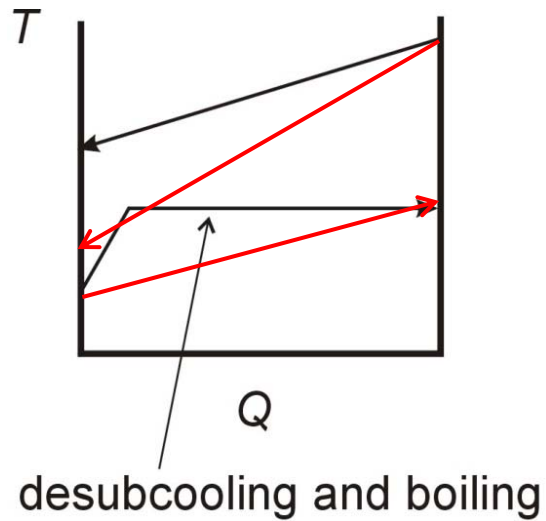


Zoned Analysis



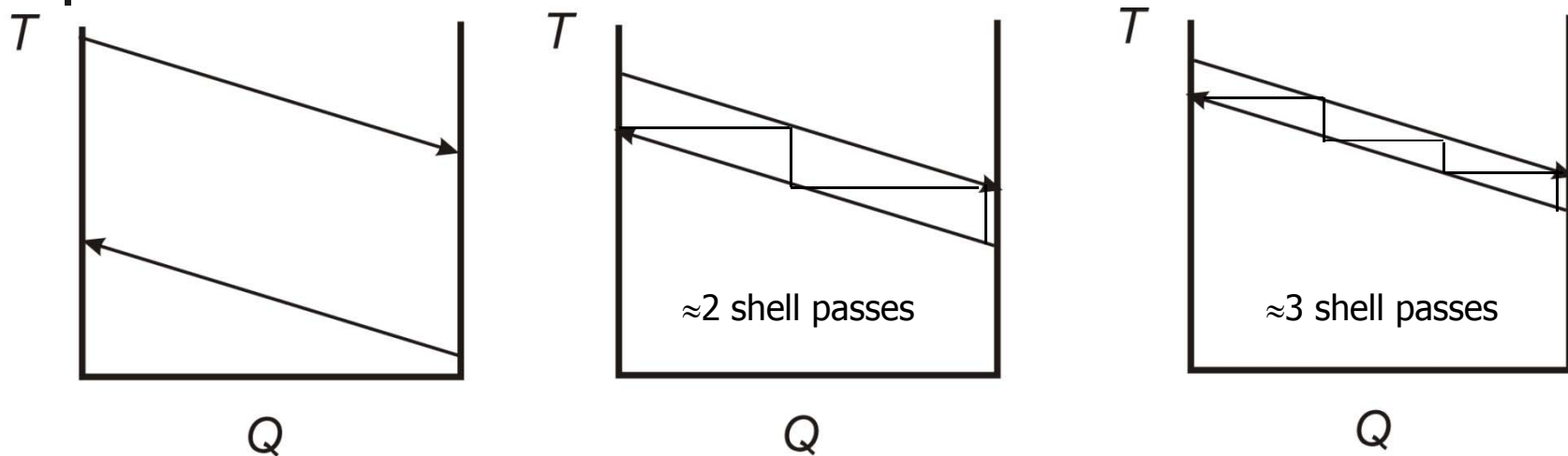
break up into zones
treat each zone as separate heat exchanger
each has different heat transfer coefficient

Zoned Analysis



red may look good – but not if have phase change

LMTD Correction Factor



$$Q = U_o A_o \Delta T_{lm} F$$

- as lines get closer together, F decreases
- may need to add shell passes
- can approximate number needed – looks like McCabe-Thiele



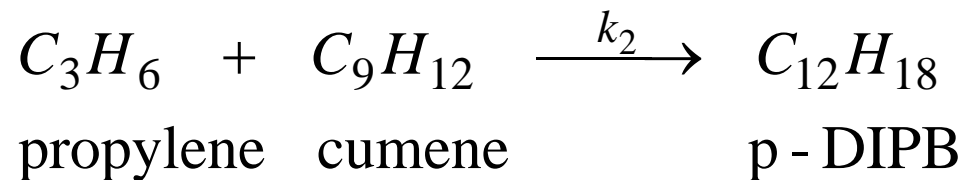
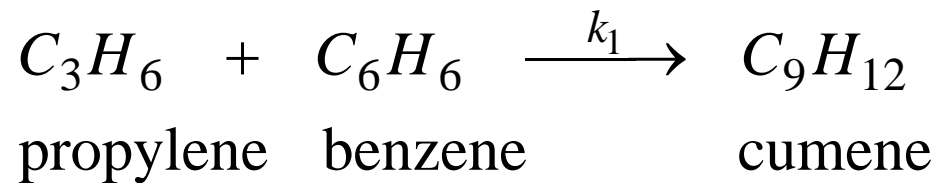
Correct Simulation – Heat Exchangers

- In simulation, break up multi-zone heat exchanger into separate heat exchangers with different heat transfer coefficients
 - if use one heat exchanger, can only specify one heat transfer coefficient
- Default exchanger in industry is 1-2
 - specify this and let simulator calculate LMTD correction factor
 - look at “temperature curve” or “heat curve” to see if more shell passes needed



Carless/Incorrect use of Simulator – Reactors

- Oversized reactor
 - look at reactor profiles
 - example:



V-801	P-801 A/B	P-802 A/B	E-801	E-808	H-801	R-801	E-802	P-803 A/B	E-803	V-802	T-801	E-804	E-805	V-803	T-802	E-806	E-807	V-804
feed	propylene	benzene	feed	recycle	feed	cumene	Dowtherm	Dowtherm	product	flash	benzene	benzene	benzene	benzene	cumene	cumene	cumene	cumene
vessel	feed pump	feed pump	preheater	cooler	fired	reactor	cooler	pump	cooler	vessel	column	column	column	column	column	column	column	column
					heater							condenser	reboiler	reflux		condenser	reboiler	reflux
														drum				drum

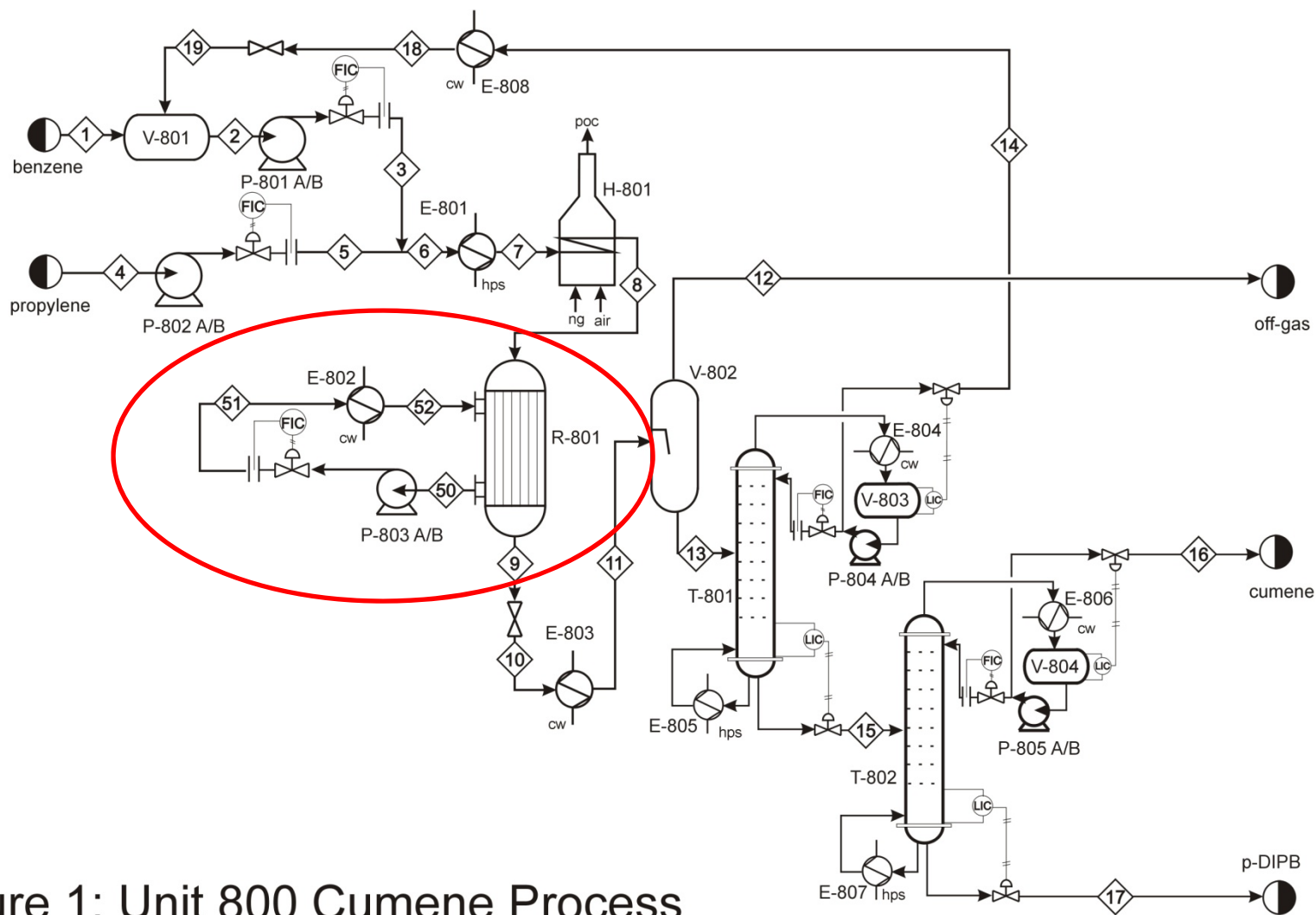
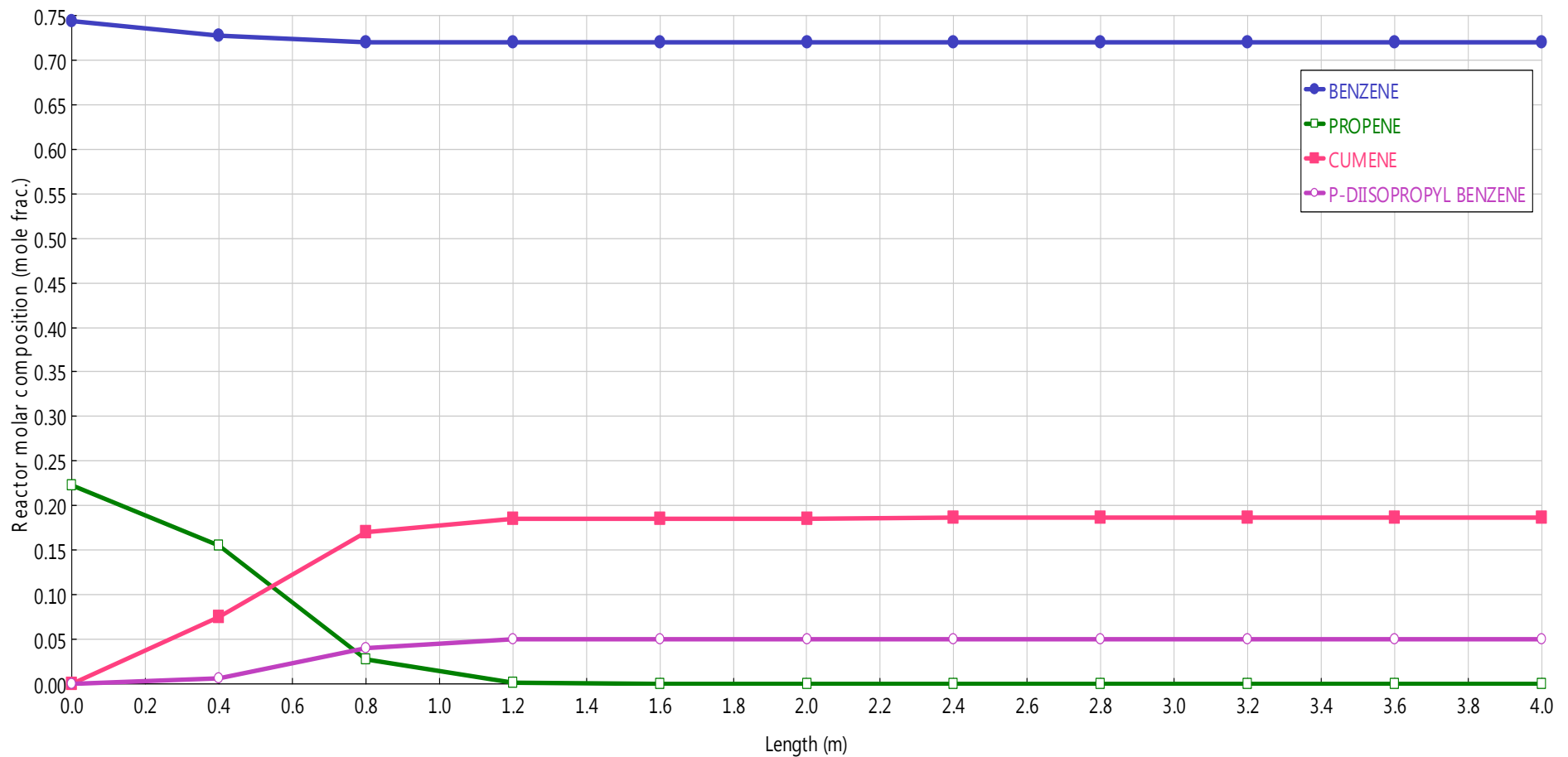


Figure 1: Unit 800 Cumene Process

Carless/Incorrect use of Simulator – Reactors





Correct Simulation – Reactors

- Look at profiles
 - Is reactor oversized?
 - Is there runaway reaction?
 - Is maximum allowable catalyst temperature exceeded?



Carless/Incorrect use of Simulator – Separations

- “Magic” flash separator
 - How are conditions reached?
- Real vs. actual trays
 - forgetting to add efficiency
- Column pressure drop
 - Are values entered realistic?

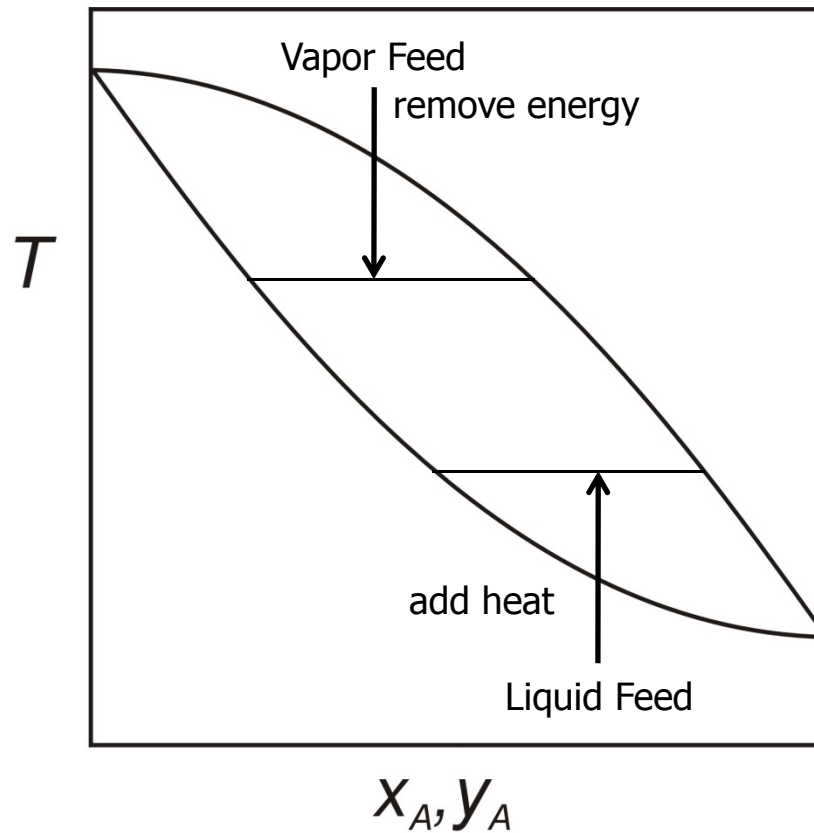


Flash Separations

- In thermodynamics and separations classes, there is a “magical” device that can produce product streams at different temperature and pressure from feed stream
 - Simulators allow this “magic”
- Real equipment requires valve/pump and heat exchanger



Flash Operations



drawn at constant pressure
A is more volatile component



Correct Simulation – Flash Separators

- Simulation should include valves, pumps, heat exchangers as needed
- “Flash” conditions are feed conditions
- Note: term “flash” used to include partial condensers and partial vaporizers



Distillation Columns

- Basic simulation input is number of equilibrium stages
 - column/tray efficiency not included
- Basic simulation input includes option of including column pressure drop
 - difficult to estimate *a priori*



Correct Simulation – Distillation Columns

- Estimate efficiency – suggest O'Connell correlation
 - include actual number of trays in simulation or in economics
- Check to see if pressure drop reasonable
 - use actual number of trays
 - check weir height $\Delta P_{col} \approx N_{trays} \rho_{liquid} g h_{weir}$
 - heuristic is weir height $\leq 0.5(\text{tray spacing})$



Correct Simulation – Distillation Columns

- Check to see if pressure drop reasonable
 - estimate pressure drop
 - use actual number of trays
 - check to see if weir height reasonable
 - heuristic is weir height $\leq 0.5(\text{tray spacing})$

$$\Delta P_{col} \approx N_{trays} \rho_{liquid} g h_{weir}$$

- Or choose weir height and add pressure drop based on number of trays



Summary

- Students should make simulations correspond to actual equipment
 - avoids misconceptions going forward
 - Can make equipment cost estimates more realistic
- Students need to be encouraged/required to look at simulation resources/information and integrate knowledge from previous classes