Engineering Tripos Part IIB, 4C5: Design Case Studies, 2016-17

Module Leader

Dr P Kristensson

Lecturers

Dr P Kristensson and Prof J Clarkson

Lab Leader

Dr P Kristensson

Timing and Structure

Lent term. 14 lectures + coursework. Assessment: 100% coursework

Aims

The aims of the course are to:

- illustrate the multi-disciplinary nature of engineering design.
- demonstrate the importance of considering user needs.
- illustrate the above through case studies of form, component and system design.

Objectives

As specific objectives, by the end of the course students should be able to:

- appreciate the importance of multi-disciplinary systems design.
- select simple components from catalogues.
- understand relations between customer requirements, commercial requirements and product forms.
- appreciate the role of aesthetics and ergonomics in engineering design.
- understand the importance of design for manufacture and assembly.

Syllabus

The course will be based on two case studies.

Each case study will occupy eight lectures slots with the last one or two in each case study being used for coursework.

Topics to be covered within individual case studies include: multi-disciplinary systems design; component selection; risk analysis; product testing, aesthetics and ergonomics; and design for manufacture and assembly.

Notes will be handed out summarising the main points covered in each case study.
Coursework

There will be a coursework exercise linked to each of the case studies with multi-part written assignments, using computer software where appropriate.

Booklists

Please see the Booklist for Group C Courses [2] for references for this module.

Assessment

Please refer to Form & conduct of the examinations [3].

UK-SPEC

The UK Standard for Professional Engineering Competence (UK-SPEC) [4] describes the requirements that have to be met in order to become a Chartered Engineer, and gives examples of ways of doing this.

UK-SPEC is published by the Engineering Council on behalf of the UK engineering profession. The standard has been developed, and is regularly updated, by panels representing professional engineering institutions, employers and engineering educators. Of particular relevance here is the 'Accreditation of Higher Education Programmes' (AHEP) document [5] which sets out the standard for degree accreditation.

The Output Standards Matrices [6] indicate where each of the Output Criteria as specified in the AHEP 3rd edition document is addressed within the Engineering and Manufacturing Engineering Triposes.

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