MANF3100

PRODUCT AND MANUFACTURING DESIGN
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1. Staff contact details

Contact details and consultation times for course convenor

Name: Mr Corey Martin  
Office location: Ainsworth Building (J17), Room 507  
Telephone: 9385 1545  
Email: corey.martin@unsw.edu.au

Consultation concerning this course is available immediately after classes. Face to face consultation is preferred.

Contact details and consultation times for additional teaching staff

Dr Erik van Voorthuysen  
Office: Ainsworth Building (J17), Room 507  
Telephone: 9385 4147  
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Dr Ron Chan  
Office: Ainsworth Building (J17), Room 507  
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Consultation concerning this course is available immediately after classes. Face to face consultation is preferred.

Please see the course Moodle.

2. Important links

- Moodle
- Lab Access
- Computing Facilities
- Student Resources
- Course Outlines
- Engineering Student Support Services Centre

3. Course details

Credit points

This is a 6 unit-of-credit (UoC) course, and involves 4 hours per week (h/w) of face-to-face contact.
Contact hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Thursday</td>
<td>11:00-13:00</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>11:00-13:00</td>
</tr>
<tr>
<td>Lab</td>
<td>Thursday</td>
<td>13:00-14:30</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>13:00-14:30</td>
</tr>
</tbody>
</table>

Please refer to your class timetable for the learning activities you are enrolled in and attend only those classes.

Summary and Aims of the course

This course focuses on making certain that a complex design—whether mechanical, mechatronic or aerospace—can also be successfully manufactured, from a quality as well as cost perspective.

The key concept is the ability to translate functional requirements of a design into detailed subsystem-, equipment- and ultimately component-level specifications. These design-related specifications are then further developed into process specifications and ultimately support process selection and planning.

Whereas the course has a strong focus on processing and transformation technology, the economic analysis of manufacturing processes is also an important part of the course. The reason for this is that around 70% of manufacturing costs—including material, processing and assembly—are determined by design specifications before the product even hits the factory floor. The remaining 30% of costs are determined by operational decisions, including machine selection, process planning, scheduling, routing and so on.

Topics include an overview of transformation processes and related cost and quality drivers, design for manufacturing related methodologies including quality function deployment (QFD), concurrent design, lifecycle design, value analysis, value engineering, robust design, axiomatic design and tolerance analysis. The course also introduces basic jig and fixture design for different levels of automation and manufacturing processes as well as an introduction to metrology for manufacturing engineers. Modern CAD/CAM systems contain sophisticated functionality and modules that automate some of the analysis and design functions with respect to process planning and even jig design. We have planned for an industry expert to give a guest lecture on this topic.

The course will combine lectures with practical case studies that require the theory taught to be applied to actual product designs and prototypes. Students have the option to bring their own examples and case studies into the course or alternatively select one of the recently developed designs provided in class.

The course aims to develop you into a skilled and all-rounded design engineer able to carry out and manage the key design processes in parallel and concurrently.
Design is inherently complex and a systematic, yet flexible, agile and interdisciplinary approach is required to bring product to the market successfully and in less time. The course teaches this approach based on global best-practice methodologies, and incorporates case studies and projects, even your own designs and plans, to apply these methodologies and become proficient at them.

**Student learning outcomes**

This course is designed to address the learning outcomes below and the corresponding Engineers Australia Stage 1 Competency Standards for Professional Engineers as shown. The full list of Stage 1 Competency Standards may be found in Appendix A.

After successfully completing this course, you should be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>EA Stage 1 Competencies</th>
</tr>
</thead>
</table>
| 1. Understand and apply systematic design principles including:  
  • Quality Function Deployment (QFD)  
  • VDI-2206 and 2221 Design Standards  
  • Axiomatic and robust design principles  
  • Value analysis and value engineering methods. | PE1.1, 1.2, 1.3, 1.5, 1.6  
  PE2.1, 2.2, 2.3, 2.4 |
| 2. Analyze and characterize manufacturing transformation processes and measurement techniques in terms of key technical and economic drivers and factors. | PE1.1, 1.2, 1.6  
  PE2.2, 2.3, 2.4  
  PE 3.1, 3.4 |
| 3. Develop an engineering design or prototype into a design that can be effectively and efficiently manufactured to meet customer as well as OEM requirements. | PE1.4, 1.6  
  PE2.1, 2.2, 2.3, 2.4  
  PE3.1, 3.2, 3.3, 3.4, 3.5, 3.6 |
| 4. Understand the principles of manufacturing economics as it applies to material transformation processes as well as assembly processes and to apply economic analysis to develop cost and production estimates for your design. | PE1.1  
  PE2.1, 2.2, 2.3, 2.4  
  PE 3.1, 3.4 |

**4. Teaching strategies**

Lectures in the course are designed to cover the terminology and core concepts and theories in the area of design for manufacturing. They do not simply reiterate the texts but build on the lecture topics using examples taken directly from industry to show how the theory is applied in practice and the details of when, where and how it should be applied.

Tutorials are designed to provide you with feedback and discussion on the assignments, and to investigate problem areas in greater depth to ensure that you understand the application.
## 5. Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Location</th>
<th>Suggested Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Design Theory, QFD, Developing Functional Requirements, V-Model design theory, Axiomatic Design, Concurrent Design</td>
<td>Ainsworth G02</td>
<td>Lecture notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Economics, Costing, Value Engineering, Quality, and Process Capability</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapters 1, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Computer Aided Manufacturing (CAM)</td>
<td>Ainsworth G02</td>
<td>Laboratory on CAM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Process and Material Selection Methods</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Primary and Secondary Processes</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapters 3, 4, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Rapid Prototyping, Plastics and Composites, EDM, Laser, Waterjet, PCB and Electronics Manufacturing, Joining Processes and Materials</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapters 5, 7, 8, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Design for Assembly (DFA), Design for Manufacturing (DFM)</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapters 10, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Metrology, limits, fits and tolerancing</td>
<td>Ainsworth G02</td>
<td>Lecture notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Surface Engineering</td>
<td>Ainsworth G02</td>
<td>Lecture Notes, Swift &amp; Booker, Chapters 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 11:00-13:00</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Jigs and Fixtures</td>
<td>Ainsworth G02</td>
<td>Lecture notes</td>
</tr>
<tr>
<td></td>
<td>(11)</td>
<td>Tuesday 11:00-13:00</td>
<td></td>
</tr>
</tbody>
</table>
### 6. Assessment

#### Assessment overview

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Group Project?</th>
<th>If Group, # Students per group</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Assessment criteria</th>
<th>Due date and submission requirements</th>
<th>Deadline for absolute fail</th>
<th>Marks returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory – process planning &amp; costing</td>
<td>No</td>
<td>1</td>
<td>2 hours laboratory attendance, short answers</td>
<td>10%</td>
<td>2 and 4</td>
<td>A pre-designed CAD model is to be analyzed in terms of primary and secondary processing and an appropriate costing estimate is to be developed based on machine and tool selection</td>
<td>In-class, week 4 during laboratory time</td>
<td>N/A</td>
<td>Two weeks after submission</td>
</tr>
<tr>
<td>Quiz 1 and 2</td>
<td>No</td>
<td>N/A</td>
<td>1 hour each</td>
<td>30%</td>
<td>1, 2, 3 and 4</td>
<td>All course content from weeks 1-9 inclusive.</td>
<td>Week 5 and 10 during class time</td>
<td>N/A</td>
<td>Two weeks after submission</td>
</tr>
<tr>
<td>Assignment Part 1 – prototype development &amp; preliminary costing</td>
<td>Yes</td>
<td>2-3</td>
<td>2000 Words</td>
<td>30%</td>
<td>1, 2, 3 and 4</td>
<td>All course content from weeks 1-6 inclusive.</td>
<td>End of Week 6 Submission via Moodle</td>
<td>One week after deadline</td>
<td>Two weeks after submission</td>
</tr>
<tr>
<td>Assignment Part 2 – prototype detailed costing</td>
<td>Yes</td>
<td>2-3</td>
<td>3000 Words</td>
<td>30%</td>
<td>1, 2, 3 and 4</td>
<td>All course content from weeks 1-10 inclusive</td>
<td>End of Week 10 Submission via Moodle</td>
<td>One week after deadline</td>
<td>Upon release of final results</td>
</tr>
</tbody>
</table>
Assignments

Full requirements for Assignment Part 1 and Part 2 will be placed on Moodle. Assistance for the assignment will be provided during allocated tutorial sessions.

Quiz 1 and 2

Two invigilated quizzes will be conducted during class time (either during the lecture or lab time as confirmed by the lecturer at least one week in advance) on the dates allocated in the table above. Each Quiz is nominally 1 hour, but extra time may be given. Each Quiz will cover all material taught up to that week in the semester.

Lab Exercises

Lab exercises will be held during the laboratory period and the written submission will be due at the end of that week. Requirements for the lab exercise will be given out during the lab.

Presentation

All non-electronic submissions should have a standard School cover sheet, which is available from this course's Moodle page.

All submissions are expected to be neat and clearly set out. Your results are the pinnacle of all your hard work and should be treated with due respect. Presenting results clearly gives the marker the best chance of understanding your method; even if the numerical results are incorrect.

Submission

Work submitted late without an approved extension by the course coordinator or delegated authority is subject to a late penalty of 20 percent (20%) of the maximum mark possible for that assessment item, per calendar day.

The late penalty is applied per calendar day (including weekends and public holidays) that the assessment is overdue. There is no pro-rata of the late penalty for submissions made part way through a day.

Work submitted after the 'deadline for absolute fail' is not accepted and a mark of zero will be awarded for that assessment item.

For some assessment items, a late penalty may not be appropriate. These are clearly indicated in the course outline, and such assessments receive a mark of zero if not completed by the specified date. Examples include:

a. Weekly online tests or laboratory work worth a small proportion of the subject mark, or
b. Online quizzes where answers are released to students on completion, or
c. Professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date, or...
d. Pass/Fail assessment tasks.

**Marking**

Marking guidelines for assignment submissions will be provided at the same time as assignment details to assist with meeting assessable requirements. Submissions will be marked according to the marking guidelines provided.

**Examinations**

There is no final examination for this course.

**Calculators**

You will need to provide your own calculator of a make and model approved by UNSW for the examinations. The list of approved calculators is available at student.unsw.edu.au/exam-approved-calculators-and-computers

It is your responsibility to ensure that your calculator is of an approved make and model, and to obtain an “Approved” sticker for it from the Engineering Student Supper Services Centre prior to the examination. Calculators not bearing an "Approved" sticker will not be allowed into the examination room.

**Special consideration and supplementary assessment**

If you have experienced an illness or misadventure beyond your control that has interfered with your assessment performance, you are eligible to apply for Special Consideration. For details of applying for Special Consideration and conditions for the award of supplementary assessment, please see the information on UNSW’s Special Consideration page.

**7. Expected resources for students**

**Reference books**


UNSW Library website: https://www.library.unsw.edu.au/
8. Course evaluation and development

Feedback on the course is gathered periodically using various means, including the UNSW myExperience process, informal discussion in the final class for the course, and the School’s Student/Staff meetings. Your feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

9. Academic honesty and plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. **Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own.**

Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW has produced a website with a wealth of resources to support students to understand and avoid plagiarism, visit: [student.unsw.edu.au/plagiarism](student.unsw.edu.au/plagiarism). The Learning Centre assists students with understanding academic integrity and how not to plagiarise. They also hold workshops and can help students one-on-one.

You are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment tasks.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an honours thesis) even suspension from the university. The Student Misconduct Procedures are available here: [www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

10. Administrative matters and links

All students are expected to read and be familiar with School guidelines and polices, available on the intranet. In particular, students should be familiar with the following:

- [Attendance](#)
- UNSW Email Address
- Computing Facilities
- Special Consideration
- Exams
- Approved Calculators
- Academic Honesty and Plagiarism
- Student Equity and Disabilities Unit
- Health and Safety
- Lab Access
- Makerspace
- UNSW Timetable
- UNSW Handbook
- UNSW Mechanical and Manufacturing Engineering

Corey Martin & Erik van Voorthuysen, December 2018-11-30
### Program Intended Learning Outcomes

<table>
<thead>
<tr>
<th>PE1: Knowledge and Skill Base</th>
<th>PE1.1 Comprehensive, theory-based understanding of underpinning fundamentals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PE1.2 Conceptual understanding of underpinning maths, analysis, statistics, computing</td>
</tr>
<tr>
<td></td>
<td>PE1.3 In-depth understanding of specialist bodies of knowledge</td>
</tr>
<tr>
<td></td>
<td>PE1.4 Discernment of knowledge development and research directions</td>
</tr>
<tr>
<td></td>
<td>PE1.5 Knowledge of engineering design practice</td>
</tr>
<tr>
<td></td>
<td>PE1.6 Understanding of scope, principles, norms, accountabilities of sustainable engineering practice</td>
</tr>
<tr>
<td>PE2: Engineering Application Ability</td>
<td>PE2.1 Application of established engineering methods to complex problem solving</td>
</tr>
<tr>
<td></td>
<td>PE2.2 Fluent application of engineering techniques, tools and resources</td>
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<tr>
<td></td>
<td>PE2.3 Application of systematic engineering synthesis and design processes</td>
</tr>
<tr>
<td></td>
<td>PE2.4 Application of systematic approaches to the conduct and management of engineering projects</td>
</tr>
<tr>
<td>PE3: Professional and Personal Attributes</td>
<td>PE3.1 Ethical conduct and professional accountability</td>
</tr>
<tr>
<td></td>
<td>PE3.2 Effective oral and written communication (professional and lay domains)</td>
</tr>
<tr>
<td></td>
<td>PE3.3 Creative, innovative and pro-active demeanour</td>
</tr>
<tr>
<td></td>
<td>PE3.4 Professional use and management of information</td>
</tr>
<tr>
<td></td>
<td>PE3.5 Orderly management of self, and professional conduct</td>
</tr>
<tr>
<td></td>
<td>PE3.6 Effective team membership and team leadership</td>
</tr>
</tbody>
</table>