## PROJECT: DeLaval

## MARKER: Tobias Vahlne

### Report Layout:

(Abstract, content, figures/text, discussion etc.)

Good layout, clean design with nice image and graphics. Quite a lot of appendixes but the length of the report is well balanced.

The have also a section called “Readers Guide” which gives a nice overview to the report.

### Language:

(Good/bad? Consistent through the report?)

The langue is good with a high technical level without being difficult to read. The quality is consistent throughout the report.

### Ethics, sustainability:

(Included? How/what?)

NO, not included.

### Project organization:

(Project management? Influence on the result? Progress during the course?)

The project seam to have been fairly well organized with a structured time plan and deliverables. They have also worked with a setup for risk assessment.

### Requirements:

(Well defined?)

The requirements are well structured in two categories and numbered to be able to track them throughout the report. There are also delimitations.

### SOTA:

(Included? References?)

The SOTA is good and made at a component level and not for different solutions as a whole.

### Design concept:

(Good/bad? Based on what?)

Its easy to follow the design thinking based on the requirements and the SOTA. It’s a very clean setup and its simple to see how they have evaluated the different alternatives.

### Mechanics:

(Included much/little/enough, complexity?)

### Electronics:

(Included much/little/enough, complexity?)

### Software:

(Included much/little/enough, complexity?)

### Control/dynamics:

(Included much/little/enough, complexity?)

### Result/discussion:

(A bad result can be good from a learning perspective! Bad/good planning? Unlucky? Related to requirements?)

They have clearly showed how well their solution work with plenty of data to back it up. They have also made a good link to how the different requirements have been met. Given their structured approach its very easy to follow the requirements, the design, the verification and finally the conclusion.

### Physical prototype:

(The physical prototype? Result related to report quality?)

They created a prototype that clearly was sufficient to gather the required test data to prove the functionality of the solution.

### Grade suggestion:

(Grade A-F for the entire project (report+prototype). Add remarks if any)

A-/B+

### First check

(Can you get a good overview just by reading the abstract, intro and result?)

Yes, its gives a good overview.

### Learning outcomes:

**Check the learning goals below. Are they met in the project? Mark a grade for each from 1-5 (5 is highest)**

|  |  |
| --- | --- |
| Score 1-5 \_\_4\_\_\_ | **Goal 1: Apply knowledge and skills from earlier courses, as well as learn to acquire new ones on demand** |
| Any comments re Goal 1? |  |
| Score 1-5 \_\_4\_\_\_ | **Goal 2: Identify, compare and critically assess aspects of an engineering problem, towards making design decisions** |
| Any comments re Goal 2? |  |
| Score 1-5 \_\_4\_\_\_ | **Goal 3: Use professional tools and processes necessary for the development of mechatronics products** |
| Any comments re Goal 3? |  |
| Score 1-5 \_\_5\_\_\_ | **Goal 4: Learn to get organised, manage, lead and become part of a cross technical and complex development project** |
| Any comments re Goal 4? |  |
| Score 1-5 \_\_\_4\_\_ | **Goal 5: Modelling, simulation and visualization of dynamic products and systems** |
| Any comments re Goal 5? |  |
| Score 1-5 \_\_\_4\_\_ | **Goal 6: Working through all aspects of an engineering development process** |
| Any comments re Goal 6? |  |
| Score 1-5 \_\_\_4\_\_ | **Goal 7: Designing and implementing prototypes** |
| Any comments re Goal 7? |  |
| Score 1-5 \_\_\_\_\_\_ | **Goal 8: Model-based development of mechatronics products** |
| Any comments re Goal 8? |  |
| Score 1-5 \_\_\_5\_\_ | **Goal 9: Verification, Validation and Testing** |
| Any comments re Goal 9? |  |
| Score 1-5 \_\_4\_\_\_ | **Goal 10: Requirements Engineering** |
| Any comments re Goal 10? |  |