

Subject Description Form

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| Subject Code | EE537 |
| Subject Title | Railway Vehicles |
| Credit Value | 3 |
| Level | 5 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Collaboration Institute | MTR Academy |
| Objectives | <ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding on design and applications of railway vehicles. 2. To ensure the students aware of the current state-of-the-art on design, operation and maintenance of railway vehicles in Hong Kong and overseas. 3. To enable students to understand the procurement process of railway vehicles and the necessary management. 4. To acquire knowledge on the components in railway vehicles and their modelling for analysis. 5. To appreciate the testing standards for vehicles; and the inspection and quality control measures. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Identify various types and configurations of railway vehicles. b. Discuss the design principles and system performance of railway vehicles and be aware of the latest development in the technology. c. Elaborate on the project management process for railway vehicle procurement and devise feasibility study and maintenance planning. d. Apply appropriate modelling for vehicles, body design and train dynamics in vehicle performance analysis. e. Given the acceptance standards, formulate tests and inspection for quality control purposes. f. Appreciate the role of engineers on matters other than technical issues. g. Recognise the importance to engage in self-learning on latest technologies on railway vehicle design at this advanced level of study. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. <i>Project management for procurement of railway vehicle:</i> Planning and preliminary design, System selection, definition of vehicle, specification, design management, testing and commissioning, maintenance planning. 2. <i>Railway vehicle design and development:</i> Types and configurations of railway vehicles, design principles, system performance, Interface and environmental considerations, modern development. 3. <i>System description and mechanism design:</i> Carbody, bogie, coupler, door, brake, pneumatics, air-conditioning, traction and control, pantograph, and train management system. 4. <i>Vehicle modelling and gauging:</i> Rail vehicle components, suspension system, modelling of vehicles and analysis, kinetic envelope, load gauge. 5. <i>Vehicle structures and dynamics:</i> Body shell design, load cases, structural testing and analysis, fundamentals of train dynamics, wheel rail interface, track geometry effect, derailment prediction. |

| | <p>6. Vehicle acceptance and testing: Acceptance standards, type test, inspection and quality control, static testing, dynamic runs, trial operation and reliability monitoring.</p> <p>Case Study: Site Visits to MTRCL Depots Industrial/Research Seminars</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> | <p>The main lecturers are from MTRC, and their experiences/knowledge are shared with students via lectures and tutorials for conveying the concept and theories. The site visit to MTR system has reinforced the pragmatic design and application in a realistic system. Problem solving skill and team work are trained via minor project.</p> <table border="1" data-bbox="432 533 1455 719"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodology</th> <th colspan="7">Outcomes</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Tutorials</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> | Teaching/Learning Methodology | Outcomes | | | | | | | a | b | c | d | e | f | g | Lectures | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Tutorials | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | |
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| Tutorials | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="432 786 1455 1126"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Test</td> <td>25%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Presentation with Essay Submission</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="7"></td> </tr> </tbody> </table> <p>The outcomes on concepts, design and applications are assessed by the usual means of examination and test.</p> <p>The problem solving skill is evaluated via presentation (with essay submission).</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | | a | b | c | d | e | f | g | 1. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | 2. Test | 25% | ✓ | | ✓ | ✓ | ✓ | ✓ | | 3. Presentation with Essay Submission | 15% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | | | |
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| 2. Test | 25% | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Presentation with Essay Submission | 15% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <table border="1" data-bbox="432 1279 1455 1803"> <tr> <td colspan="2">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture/Tutorial</td> <td></td> <td>33 Hrs.</td> </tr> <tr> <td>▪ Presentation seminar</td> <td></td> <td>3 Hrs.</td> </tr> <tr> <td>▪ Site visit</td> <td></td> <td>3 Hrs.</td> </tr> <tr> <td colspan="2">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Presentation preparation/report</td> <td></td> <td>24 Hrs.</td> </tr> <tr> <td>▪ Self-study</td> <td></td> <td>42 Hrs.</td> </tr> <tr> <td colspan="2">Total student study effort</td> <td>105 Hrs.</td> </tr> </table> | Class contact: | | | ▪ Lecture/Tutorial | | 33 Hrs. | ▪ Presentation seminar | | 3 Hrs. | ▪ Site visit | | 3 Hrs. | Other student study effort: | | | ▪ Presentation preparation/report | | 24 Hrs. | ▪ Self-study | | 42 Hrs. | Total student study effort | | 105 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Presentation seminar | | 3 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Presentation preparation/report | | 24 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Reading List and References</p> | <p>Textbooks:</p> <ol style="list-style-type: none"> A.H. Wickens, Fundamentals of Rail Vehicle Dynamics: Guidance and Stability, Swets & Zeitlinger Publishers, 2003 <p>Reference books:</p> <ol style="list-style-type: none"> Selected papers from the Proceedings of IMechE Part F – Journal of Rail and Rapid Transit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |