



## Teaching Guide

Identifying Data					2022/23
Subject (*)	Analysis and Optimization of the Life Cycle		Code	730496210	
Study programme	Mestrado Universitario en Enxeñaría Naval e Oceánica (plan 2018)				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	Second	Obligatory	4.5	
Language	SpanishGalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Enxeñaría Naval e Industrial				
Coordinador	Castro Santos, Laura	E-mail	laura.castro.santos@udc.es		
Lecturers	Castro Santos, Laura	E-mail	laura.castro.santos@udc.es		
Web					
General description	A materia pretende conseguir un coñecemento da enxeñaría de sistemas aplicada á definición dun buque, artefacto ou plataforma marítima mediante a análise e optimización do seu ciclo de vida				

## Study programme competences / results

Code	Study programme competences / results
A14	A13 - Coñecemento da enxeñaría de sistemas aplicada á definición dun buque, artefacto ou plataforma marítima mediante a análise e optimización do seu ciclo de vida.
B5	CB10 Que os estudantes posúan as habilidades de aprendizaxe que lles permitan continuar estudando dun modo que haberá de ser en boa medida autodirixido ou autónomo.
B6	G01 Capacidade para resolver problemas complexos e para tomar decisións con responsabilidade sobre a base dos coñecementos científicos e tecnolóxicos adquiridos en materias básicas e tecnolóxicas aplicables na enxeñaría naval e oceánica, e en métodos de xestión.
B11	G06 Capacidade para realizar investigación, desenvolvemento e innovación en produtos, procesos e métodos navais e oceánicos.
B12	G07 Capacidade de integración de sistemas marítimos complexos e de tradución en solucións viables.
C2	C1 Capacidade pra desenrolar a actividade profesional nun entorno multilingue
C3	ABET (a) An ability to apply knowledge of mathematics, science, and engineering.
C4	ABET (b) An ability to design and conduct experiments, as well as to analyze and interpret data.
C7	ABET (e) An ability to identify, formulate, and solve engineering problems.
C12	ABET (j) A knowledge of contemporary issues.
C13	ABET (k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## Learning outcomes

Learning outcomes	Study programme competences / results		
Knowledge of systems engineering applied to the definition of a ship, artifact or maritime platform through the analysis and optimization of its life cycle.	AJ13	BC5 BJ1 BJ6 BJ7	CC2 CC3 CC4 CC7 CC12 CC13

## Contents

Topic	Sub-topic



The following blocks or themes develop the contents established in the Verification Report, which are:	<ul style="list-style-type: none"> <li>- General concepts.</li> <li>- Introduction to systems engineering.</li> <li>- Systems utility.</li> <li>- Logistics planning.</li> <li>- Logistics in the life cycle of the system.</li> <li>- Logistics Management.</li> <li>- Life cycle cost analysis.</li> </ul>
BLOCK I: GENERAL CONCEPTS	Unit 1: Introduction to sustainability. Unit 2: Introduction to the circular economy. Unit 3: Transition management.
BLOCK II: SYSTEMS ENGINEERING AND LIFE CYCLE LOGISTICS	Unit 4: Introduction to systems engineering. Utility of the systems. Unit 5: Logistics planning. Logistics in the life cycle of the system. Logistics Management.
BLOCK III: LIFE CYCLE ANALYSIS AND LIFE CYCLE COST ANALYSIS	Unit 6: Quantitative and qualitative methods that support life cycle assessment. Unit 7: Life cycle analysis. Normative. Unit 8: Life cycle analysis. stages. Unit 9: Tools for the application of life cycle analysis. Unit 10: Analysis of the life cycle cost.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A14 B5 B6 B11 B12 C2 C3 C4 C7 C12 C13	20	17.5	37.5
Problem solving	A14 B5 B6 B11 B12 C2 C3 C4 C7 C12 C13	10	15	25
Supervised projects	A14 B5 B6 B11 B12 C2 C3 C4 C7 C12 C13	4	20	24
Case study	A14 B5 B6 B11 B12 C2 C3 C4 C7 C12 C13	10	15	25
Personalized attention		1	0	1

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
Problem solving	Applied learning method in which student is required to use knowledge gained from study to propose a solution to a specific problem, where more than one solution may be possible.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.



Case study	Teaching-learning method in which students are presented with a specific set of real-life circumstances and a problem (?case?) which they must attempt to understand, assess and solve as a group through a process of discussion. Students should be able to analyse a series of facts relating to a particular area of knowledge or activity, and arrive at a rational conclusion via a process of discussion within small work groups.
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### Personalized attention

Methodologies	Description
Problem solving Supervised projects Case study	Os traballos tutelados, a solución de problemas e o estudo de casos serán propostos ao longo do curso, polo que o alumnado será guiado no desenvolvemento dos mesmos, requirindo unha atención personalizada.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A14 B5 B6 B11 B12 C2 C3 C4 C7 C12 C13	It will consist in the accomplishment of one or several deliveries during the course	100

### Assessment comments

In the case of students with some suspended delivery, must deliver it at the second opportunity (July), keeping the notes of the approved deliveries of the supervised work and in the case study until the call for second chance.

Students with recognition of part-time dedication and academic exemption of attendance exemption will be evaluated according to their specific characteristics

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Sergio Álvarez Gallego (2017). La huella de carbono y el análisis del ciclo de vida. AENOR</li> <li>- Carlos Ruiz Amador (2012). Análisis del ciclo de vida y huella de carbono. UNED</li> <li>- Alfonso Aranda Usón (2006). El análisis del ciclo de vida como herramienta de gestión empresarial. Confederación Confemetal</li> <li>- ISO (2016). ISO 14040:2006 Environmental management ? Life cycle assessment ? Principles and framework. ISO</li> <li>- H. Scott Matthews; Chris T. Hendrickson; Deanna H. Matthews (2015). Life Cycle Assessment: Quantitative Approaches for Decisions That Matter.</li> </ul>
<b>Complementary</b>	

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments



To help achieve an immediate sustainable environment and meet the objective of action number 5: "Healthy and sustainable environmental and social teaching and research" of the "Green Campus Ferrol Action Plan":

1. The delivery of the documentary works that are made in this subject:

 1.1. It will be requested in digital format and / or computer support.

 1.2. It will be done through Moodle, in digital format without the need to print them.

 1.3. To be made on paper:

   - Plastics will not be used.

   - Double-sided prints will be made.

   - Recycled paper will be used.

   - Printing of drafts will be avoided.

2. The importance of ethical principles related to the values ??of sustainability in personal and professional behaviors must be taken into account.

3. According to the different application regulations for university teaching, the gender perspective should be incorporated in this subject (non-sexist language will be used, bibliography of authors of both sexes will be used, intervention in class of students and students will be encouraged). female students, ...)

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.