

BACHELORS DEGREE ASSIGNMENT SPECIFICATION

Student name:	HART	Student P number:	
Programme:	BEng Automotive and Manufacturing streams		
Module:	Advanced Stress Analysis & FEA	Module Level (4, 5, 6):	6
Module code:	M6X00420	Contribution to Overall Module Assessment (%):	50 %
Lecturer:	Kelvin Lake	Internal Verifier:	Rob Goodson
Assignment Title:	Can FEA replace physical testing?	Assignment No (x of x):	1 OF 1
Hand Out Date:	25/02/2020	Submission deadline:	29/03/2020

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).			
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.			
Student's Signature:	<i>Assignments will not be accepted without a signature here</i>	Date:		
Turnitin: Lecturer to tick to indicate if an electronic version of the assignment must be submitted to Turnitin. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Penalties for late submission: Up to four weeks late, maximum mark of 40%. Over four weeks late, Refer. Only Year Tutors and the Programme Director may grant an extension.			YES	✓
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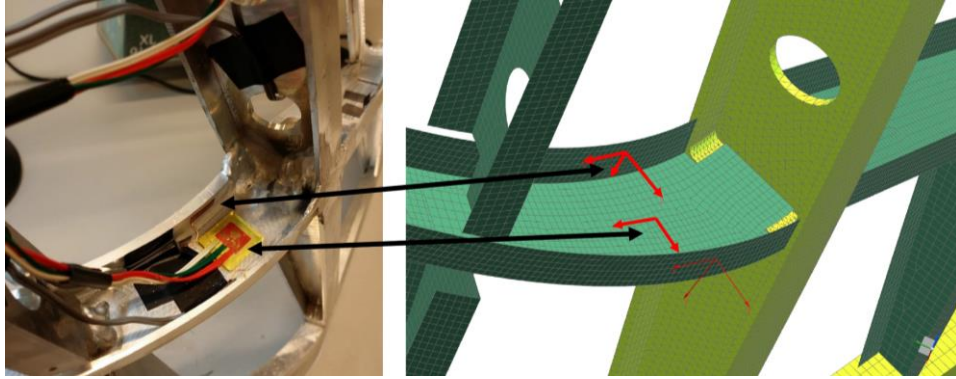
Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
Demonstrate an ability to analyse a range of engineering problems using advanced stress analysis principles.	

- DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

TASK DESCRIPTION

This assignment explores FEA and the role that it plays in product development. It is expected that the student will research this topic (referencing any sources used, using Harvard or Vancouver).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS



The above image shows a component undergoing physical testing and the corresponding FE model. Your task for this assignment is to discuss the following;

1. Why companies typically carryout FE analysis alongside physical testing.
2. How a physical test may be correlated to an FE model.
3. If you think that FE analysis can (or should) ever replace physical testing.

In order to do this, you should consider a case study and use this to discuss the above tasks.

This report should be 3000 words long and should be submitted via moodle

STRUCTURAL SECTION MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
(Assessed in point 1)	30	21.3
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
(Assessed in point 2)	30	14.5
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
(N/A)	0	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
(Assessed in point 3)	30	20.4
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
(Assessed in report presentation and structure)	10	7

Assignment Mark Overall (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		68.2 %
	Up to one-week late		
	Over one week late		

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			



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SCHOOL OF ENGINEERING

ADVANCED STRESS ANALYSIS AND
FINITE ELEMENT ANALYSIS

CAN FEA REPLACE PHYSICAL TESTING?

M6X00420

MAXIMILIAN HART
1700625

29-03-2020

Table of Contents

1	Introduction	3
2	Benefits of Carrying out FEA Alongside Physical testing.....	4
2.1	Supporting Case Studies	5
2.1.1	Impact Performance Evaluation of a Crash Cushion Design Using Finite Element Simulation and Full-Scale Crash Testing (Büyük <i>et al.</i> , 2018).	5
2.1.2	Finite Element Analysis and Experimental Characterisation of SMC Composite Car Hood Specimens under Complex Loadings (Kelly <i>et al.</i> , 2018).	6
3	Correlating Physical Testing and FEA Model Results	7
3.1	Supporting Case Studies	7
3.1.1	Impact Performance Evaluation of a Crash Cushion Design Using Finite Element Simulation and Full-Scale Crash Testing (Büyük <i>et al.</i> , 2018).	7
3.1.2	Finite Element Analysis and Experimental Characterisation of SMC Composite Car Hood Specimens under Complex Loadings (Kelly <i>et al.</i> , 2018).	8
4	Possibility of FEA Completely Replacing Physical Testing.....	10
4.1	Advantages of FEA replacing Physical Testing.....	10
4.2	Disadvantages of FEA replacing Physical Testing	11
4.3	Conclusion and Evaluation	11
5	Referenced Work	12

Table of Figures

Figure 1 - Example of 1D Series Spring System (Ashkan, 2006)	3
Figure 2 - FEA and Physical Models of Crash Cushion (Büyük <i>et al.</i> , 2018)	5
Figure 3 - Physical and FEA Analysis of Composite Sample (Kelly <i>et al.</i> , 2018)	6
Figure 4 - Visual Comparison of Simulated and Physical Tests (Büyük <i>et al.</i> , 2018).....	8
Figure 5 - Deformed Shape Comparison from Physical and FEA Tests (Büyük <i>et al.</i> , 2018).....	8
Figure 6 - Physical Testing Tensile Strain Results (Kelly <i>et al.</i> , 2018).....	9
Figure 7 - FEA Testing Tensile Strain Results (Kelly <i>et al.</i> , 2018).....	9
Figure 8 - Table of Numerical Analysis of Tensile Results (Kelly <i>et al.</i> , 2018).....	9
Figure 9 - Physical Testing Flexural Displacement Results (Kelly <i>et al.</i> , 2018).....	9
Figure 10 - FEA Testing Flexural Displacement Results (Kelly <i>et al.</i> , 2018).....	10
Figure 11 - Table of Numerical Analysis of Flexural Results (Kelly <i>et al.</i> , 2018)	10

Table of Equations

Equation 1 - Hooke's Law	3
Equation 2 - Finding Stress from Hooke's Law (HBM, 2019)	3

1 Introduction

In almost every engineering application, stress analysis is crucial. Components within any mechanical system are likely to experience large amounts of stress, especially in a performance application. To manufacture a good product, engineering companies must fully understand these stresses to ensure chances of failure are eliminated. It is also important, especially in performance applications, to understand how to reduce the mass of a component as much as possible whilst still ensuring there is no risk of failure (Miller, 2015; Edoxx, 2018). The two most common ways of analysing the stresses acting on a component are through Finite Element Analysis (FEA) and physical testing.

FEA uses the finite element method to numerically analyse stresses acting on a component. This consists of user-selected boundary conditions that dictate a set of partial differential equations to numerically characterise the scenario (Harish, 2020). The finite element method discretises these equations through integration by parts to convert them to a set of matrix equations, allowing matrix algebra to be used to find a numerical solution of all unknowns (Morris and Rahman, 2008; Rieg *et al.*, 2014). This matrix is developed by placing a grid, known as a mesh, onto the existing geometry. This breaks down the component into smaller, more localised calculations. This makes large stress analysis more manageable and increases accuracy. Each section of the grid is known as an element, and from this each element can be analysed using Hooke's Law:

$$F = K \cdot U$$

Force = Spring Stiffness · Displacement

Equation 1 - Hooke's Law

It is considered that the elements connect in such a way that a spring stiffness can be applied. This stiffness is quantified as $\frac{E \cdot A}{L}$, where E = Young's Modulus, A = Area and L = Length (Dean, 2012). This, and a simple springs in series arrangement, can be used to analyse the stresses of each element.

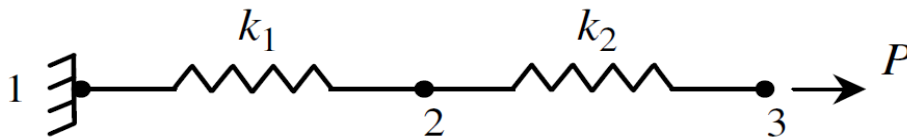


Figure 1 - Example of 1D Series Spring System (Ashkan, 2006)

Figure one shows how the nodes interact via spring rates under load from a total force 'P' exerted. This can be true for a 1D, 2D or 3D system and can be converted to matrix form for ease of calculations:

$$\begin{bmatrix} F_1 \\ F_2 \end{bmatrix} = \begin{bmatrix} K_1 & -K_1 \\ -K_1 & K_1 \end{bmatrix} \cdot \begin{bmatrix} U_1 \\ U_1 \end{bmatrix}$$

NOT
NEEDED

From adding the matrices of each node, an overall resolved force can be calculated, leading to localised stresses within the component by implementing:

$$\sigma = \frac{F}{A}$$
$$\text{Stress} = \frac{\text{Force}}{\text{Area}}$$

Equation 2 - Finding Stress from Hooke's Law (HBM, 2019)

Physical testing is a more traditional, experimental way of drawing the same conclusions as FEA. The stresses on a component can be measured using specialist equipment or in some cases calculated by hand from the forces applied. Strain gauges can be used to calculate the stresses in a variety of areas of a component to give an overview of the total stresses acting upon it. Even more simply, the stress at a given area of a component can be calculated from equation 2 (HBM, 2019). Other, generally less accurate techniques such as application of brittle lacquers may also be used. A brittle coating with known threshold strain can be applied to a component to test stresses applied, as the user will know what strain cracks the coating. This is a less comprehensive test but can confirm existing results (Hearn, 1997).

The equations in the later method can be taken at various points around the component and solved simultaneously through matrix algebra much like within FEA, however by hand this is very time consuming.

Both FEA and physical testing are good for calculating the physical reliability of a component and have their individual advantages and disadvantages, however using them together is always thought to be the most reliable, accurate and failsafe form of stress analysis (Dey, 2014).

This research shall critically analyse both methods, discussing how they can be used together and how using one may be more beneficial than the other in certain applications through discussion and analysis of case studies specific to the author's area of study: Automotive Engineering.

2 Benefits of Carrying out FEA Alongside Physical testing

The main disadvantage of FEA is any software is only as good as its user. There are many complex parameters that must be correctly set up by the user, any errors in which could severely impact the accuracy of results found. To ensure the FEA software has been initialised correctly and the results are accurate, it is good practice to carry out physical testing on a component alongside FEA to correlate results. It is incredibly dangerous if the computer model suggests a component is safe but the calculations were off by a factor of ten, as this could potentially mean a component would be designed to only withstand 10% of the forces it's expected to experience.

Errors within how the FEA model is set up can come from a variety of places. Some problems will require a large amount of data to be inputted by the user. Within each input, errors can be apparent. It is possible that these errors can combine in such a way that the results still look feasible, however this is down to chance and not accurate calculations. If the same setup was to be used for another example, the results may be entirely inaccurate; equally, a setup that works for one geometry will not work for all, so this inaccuracy is a threat for each model that is run (Underwood, 1989). Moreover, within the finite element method on a complex geometry, many equations need to be simultaneously solved to come to a solution. Within each of these equations, a rounding error can cause inaccuracy; even the best computers around can only work with a certain number of decimal places, and although this may only cause a very small error, with so many equations, when they add up it could result in a large overall error in the final result, known as a truncation error (Langtangen, 2014).

Because of this, it is always a good idea to correlate FEA results with real life results. If the results of both are directly comparable, it is clear that the numbers from FEA are trustworthy. For scenarios surrounding one geometry it is acceptable to suggest that only two physical and FEA tests need to be correlated, which is enough to confirm that the FEA model being used is producing accurate results (Wen, 2007). Once this confirmation is in place, the user may confidently continue using FEA to analyse multiple design iterations without the time constraints of producing and testing physical models. This really is the main benefit of FEA. Once confirmation that the model is producing accurate results has been obtained, the user can save huge amounts of time by eliminating time spent producing and testing physical models (Everett, 1994).

2.1 Supporting Case Studies

2.1.1 Impact Performance Evaluation of a Crash Cushion Design Using Finite Element Simulation and Full-Scale Crash Testing (Büyük *et al.*, 2018).

An impact attenuator, otherwise known as a crash cushion, is designed to gradually absorb the kinetic energy of a collision between it and a vehicle. There is a set maximum deceleration that the vehicle must not exceed to ensure the safety of the occupants. The idea is for the crash cushion to be entirely sacrificial, limiting vehicle damage as much as possible (Trinity Highway, 2019).

Due to the sacrificial nature of this product, and the fact that staging a car crash is the only accurate way of testing it, product development tests are incredibly expensive. For this reason, FEA is a fantastic way of validating physical testing. It is considerably cheaper to find an existing computer package and experienced user to run tests than to stage real-life tests. Once the FEA is completed, the results can be analysed to ensure the crash cushion is acting as expected. If the results look good, the user can be confident that staging a real-life test will not be a waste of money (Grabianowski, 2017). The real-life test then acts as validation of the FEA, which can be compared to ensure neither results are erroneous.

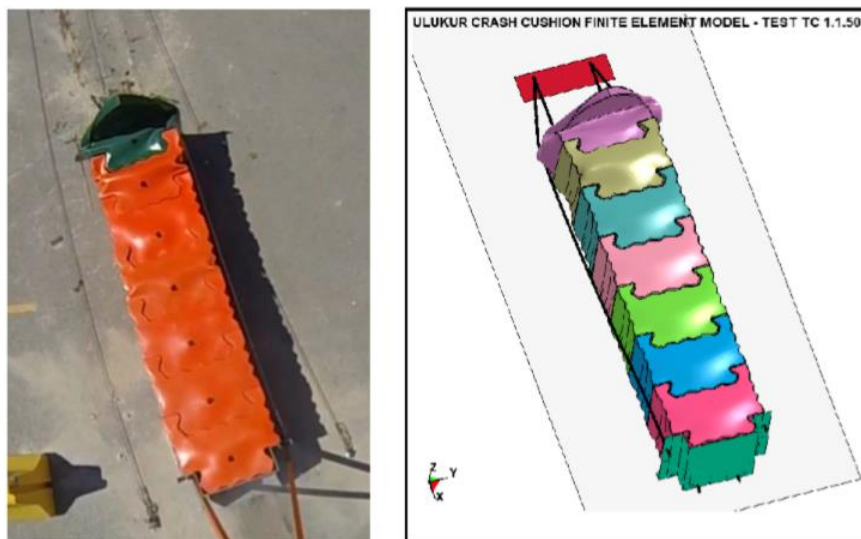


Figure 2 - FEA and Physical Models of Crash Cushion (Büyük *et al.*, 2018)

2.1.2 Finite Element Analysis and Experimental Characterisation of SMC Composite Car Hood Specimens under Complex Loadings (Kelly et al., 2018).

Composite materials are quickly becoming more popular in the automotive industry due to their light weight and high strength. However, their behaviour at failure is very different to most metals and is widely thought to be understood by FEA applications less than metals (Adams, 2012). To understand the advantages of use of composites within a car hood [bonnet], samples of the materials were taken for this report and stress tested.

The report hypothesised that the findings of the FEA would become less accurate at higher applied forces, producing a result of higher volume fraction percentages. The report states that this would encourage a higher chance of fibre-related failure modes such as kinking or rupture. These faults within the model cause localised failure, causing the part to fail before reaching ultimate tensile strain, creating less trustworthy results. Moreover, the report explains that the FEA model used is based on a tensile finite model, accounting for the tensile properties of the material, but not the compression; this, of course, is a further source of inaccuracy.

The hypothesised inaccuracies were apparent in the FEA results; however they were close to what was expected and within tolerance, showing validity (Pederson, 2008). This showed it was worth investing in physical testing. Taking the results from both tests, the inaccuracy within the FEA model was properly understood, but the correlation of results validated both. By understanding the percentage errors of the FEA, the user may not have to conduct physical testing in future work, thus saving time and money.

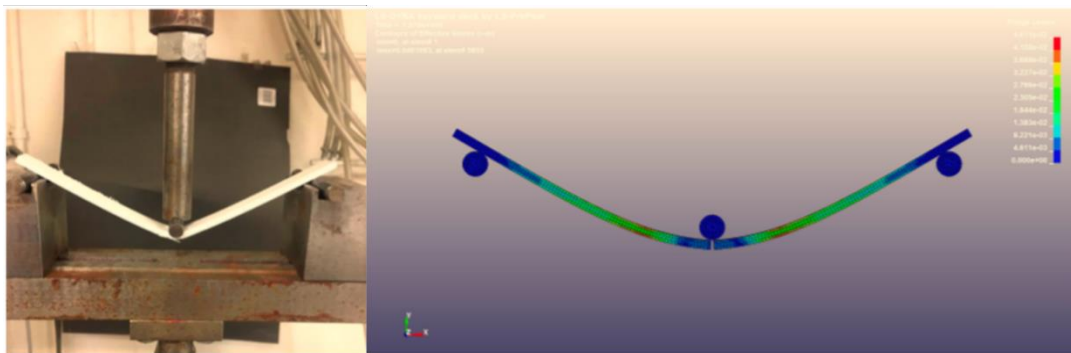


Figure 3 - Physical and FEA Analysis of Composite Sample (Kelly et al., 2018)

3 Correlating Physical Testing and FEA Model Results

For every stress analysis test conducted, a specific result will be important to the user. This may be the specific stress such as tensile, bending or Von Mises stresses, deformation or resultant deceleration acting on a body in a certain scenario. FEA is designed to replicate real-world, stress imposing situations to produce results. Because of this, a real-world test can always theoretically be conducted to achieve the same results, and be directly comparable (Hemez and Doebling, 1998; Behrens *et al.*, 2014).

To correlate physical testing as accurately as possible, a reference solution must first be found. This can be either experimental or computational, however it is usually the latter as this is generally a cheaper, faster way of finding initial results. From this, baseline results can be found to be replicated by other means later on (Bathe, 2014). Correlation will depend on the type of study being carried out, as generally FEA will produce very accurate results with simple, linear elastic models; however, as the loading scenario and resultant stresses become more complex and non-linear, the finite element method becomes more inaccurate (Bathe, 2014). Every FEA test should be carried out more than once to ensure no accidental mistakes were made when setting up the simulation, and ideally physical testing should be done more than once also to eliminate the chance of random error, potentially from equipment, measurement or user error (Bi, 2018).

As previously mentioned, the user may use strain gauges or overall hand calculations to recreate FEA results. It is a good approach to physically test the worst-case scenario on the component. For example within an engine connecting rod study, the user may run FEA simulation on stresses experienced at every RPM; however, only physically test the component at the forces seen at the RPM producing the highest cylinder pressure. This way, the user can analyse the effects on the component when most likely to fail. If this crucial point correlates with the FEA results, they can be deemed trustworthy (Bathe, 2014).

3.1 Supporting Case Studies

3.1.1 Impact Performance Evaluation of a Crash Cushion Design Using Finite Element Simulation and Full-Scale Crash Testing (Büyük *et al.*, 2018).

This report focused primarily on the deceleration of the vehicle upon impact with the crash cushion. This is something the chosen FEA software (LS-DYNA, a multiphysics simulation software package specialising in impact deformation) can accurately calculate (Livermore Software Technology, 2015). The user was also interested in how the crash cushion deformed compared to the vehicle. Upon completing both tests, the deformation was both numerically and visually compared as well as confirming the deceleration was below the minimum safe threshold.

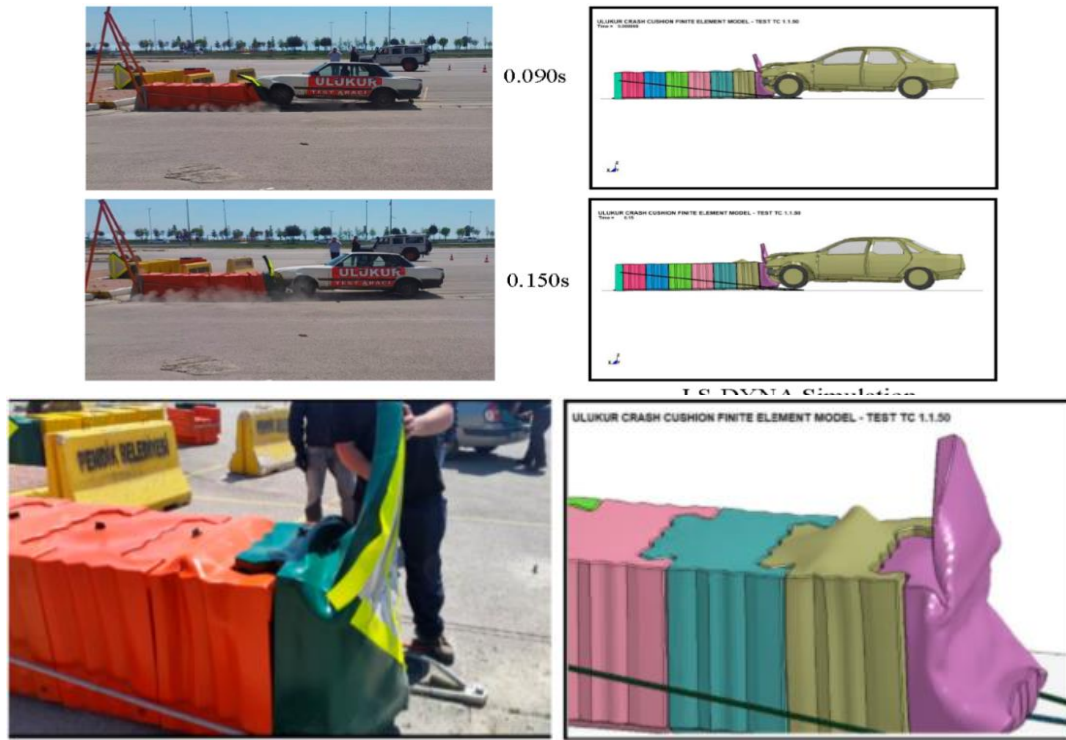


Figure 5 - Deformed Shape Comparison from Physical and FEA Tests (Büyük et al., 2018)

It is clear visually that the FEA analysis accurately predicted the severe deformation of the first module of the crash cushion, and mild deformation of the second. It is also clear that the vehicle was only lightly damaged, with no damage to the passenger occupancy area. Accelerometers within the real car confirmed the FEA results of deceleration to be safe. This confirms many things; the design works well and protects the occupants of the vehicle, and the design also is cost-effective as only one or two modules need to be replaced, reducing the cost of replacing an entire barrier (Mori et al., 1983; Trinity Highway, 2019).

3.1.2 Finite Element Analysis and Experimental Characterisation of SMC Composite Car Hood Specimens under Complex Loadings (Kelly et al., 2018).

From the material sample tested, the tensile strain and flexural displacement were measured in both longitudinal and transverse directions. The data was taken directly from the FEA results and calculated from the results of the physical testing so a comparison could be made.

3.1.2.1 Tensile Strain

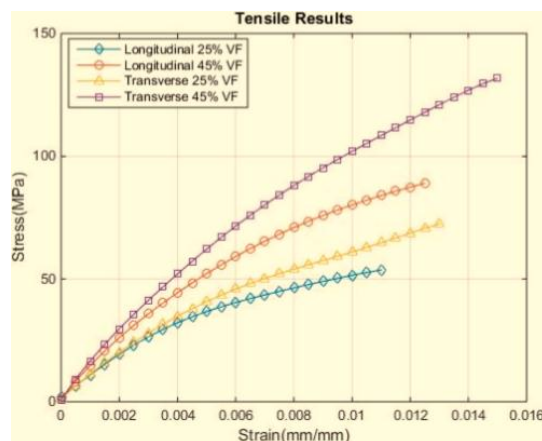


Figure 6 - Physical Testing Tensile Strain Results (Kelly et al., 2018)

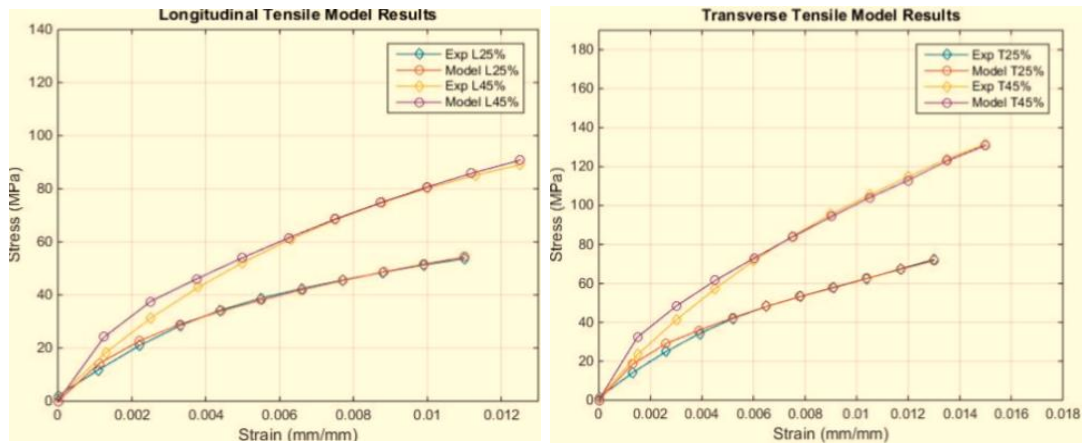


Figure 7 - FEA Testing Tensile Strain Results (Kelly et al., 2018)

Volume Fraction	UTS (MPa) Experimental	UTS (MPa) Simulation	% Difference	$\epsilon_{\text{Fracture}}$ Experimental	$\epsilon_{\text{Fracture}}$ Simulation	% Difference	RMS Error (MPa)
L25%	53.7	54.3	1.10%	1.10%	1.10%	0%	0.99
L45%	89	90.7	1.90%	1.25%	1.25%	0%	2.98
T25%	72.4	71.7	1.00%	1.30%	1.30%	0%	1.97
T45%	131.7	131	0.50%	1.50%	1.50%	0%	4

Figure 8 - Table of Numerical Analysis of Tensile Results (Kelly et al., 2018)

Figures six to eight clearly show how data is correlated from the FEA and physical tests. Each result is graphed to visually compare trends then tabulated with percentage differences and errors shown. This clearly displays the errors mentioned in section 2.1.2 and shows the expected trend of larger error at higher forces applied. As previously mentioned, this data was then used within the report to predict FEA error at higher applied force, eliminating the need for physical testing in further iterations.

3.1.2.2 Flexural Displacement

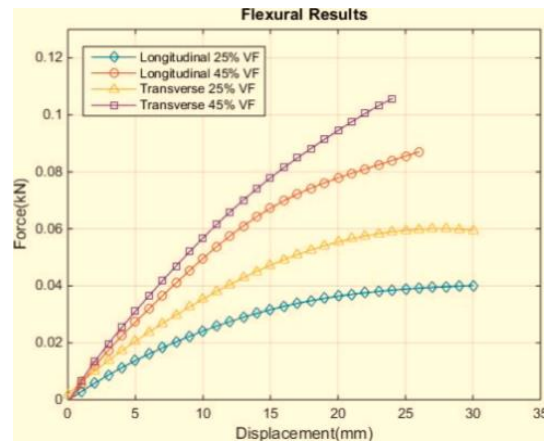


Figure 9 - Physical Testing Flexural Displacement Results (Kelly et al., 2018)

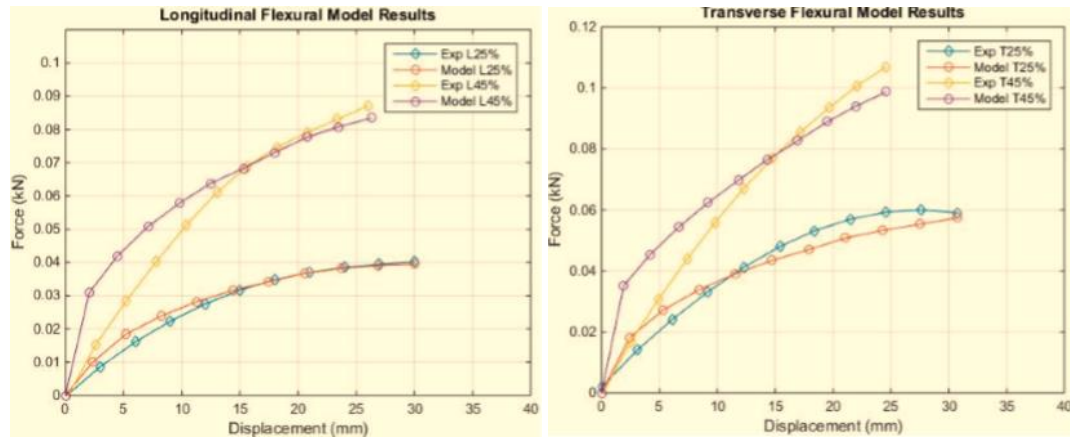


Figure 10 - FEA Testing Flexural Displacement Results (Kelly et al., 2018)

Volume Fraction	Failure Force (N) Experimental	Failure Force (N) Simulation	% Difference	Displacement (mm) Experimental	Displacement (mm) Simulation	% Difference	RMS Error (N)
L25%	40.1	39.5	1.50%	30	30	0%	1.53
L45%	87.1	83.4	4.20%	26	26.3	1.20%	6.22
T25%	59.5	57.4	3.50%	30	30.7	2.30%	3.39
T45%	105.7	98.7	6.60%	24	24.6	2.50%	6.74

Figure 11 - Table of Numerical Analysis of Flexural Results (Kelly et al., 2018)

Figures nine to eleven also clearly show expected trends and allow the user to form good ideas of how FEA results can be altered to be more accurate at higher applied forces. From these results, factors of error for this setup can be found and applied to future iterations to get a more representative result. These trends support the previously mentioned advantages to FEA modelling; once a small number of physical tests have been correlated to the simulated results, there is no need to run any further physical testing, saving both time and money (Pederson, 2008).

Sections 3.1.1 and 3.1.2 demonstrate how physical and FEA testing can be correlated through both visual and numerical analysis; both confirmed the trends that the authors expected, while giving further confidence in the results through repetition of tests.

4 Possibility of FEA Completely Replacing Physical Testing

4.1 Advantages of FEA replacing Physical Testing

As discussed throughout this research and confirmed by analysis of case studies, there are many clear advantages to using FEA. It is widely regarded as one of the fastest growing disciplines of engineering and is becoming increasingly more popular, this would not be the case if it was not a valuable tool.

FEA can give the user a comprehensive overview of the stresses acting on a component, providing the user selects an appropriate, accurate mesh. This is beneficial as some areas may be missed out in physical testing as only certain areas chosen by the user to place gauges and sensors on or perform calculations on are analysed (Pre Technologies, 2020). By this logic, FEA reduces the chance of an engineer overlooking a critical failure point within a component. Equally, FEA offers a visual representation of a stress system. This gives a huge advantage over physical testing as areas of weakening may not be apparent in real-world applications. Some materials can be severely damaged and show little sign of stress. This, again reduces the chance of overlooking the possibility of failure (Miller, 2015).

FEA also offers the user a safe way to test potentially dangerous scenarios. If a component needs to be tested to destruction, physical testing could have catastrophic consequences. For example, a wishbone within a car's suspension system; to test this to destruction a vehicle must hit a large bump at high speed, which is not a safe or easy test to run (Hearn, 1997). It could be argued that the most important advantage of FEA is its ability to save time and money. This has been demonstrated many times within this research and is the fundamental advantage to computational stress analysis. If tested to destruction, the model can simply be reset and the testing can start again. There is no need for rebuilding multiple models for multiple iterations; this can save vast amounts of money throughout a component's research and development stages. Moreover, not having to build multiple models saves time, along with computational power having the ability to solve complex matrix algebra in a fraction of the time it would take an engineer (Tovey, 2002).

4.2 Disadvantages of FEA replacing Physical Testing

As discussed throughout this research, there are many disadvantages to FEA testing. Most notably, inaccuracy within results. FEA accuracy is down to the user. If a model is poorly set up, results found will be invalid (Bathe, 2014).

For anything more than simple geometries, large amounts of data are required to be inputted to the model and the software has to perform large amounts of calculations on them. Most component geometry will be of a complex nature, with a sophisticated, fine mesh needed to produce any valid results. This increases the likelihood of errors within the model and can increase the time taken to reach a result. Even with a good user setup, FEA packages are generally accepted to be very accurate at modelling component stresses within the region of linear deformation, however beyond the yield point, in the plastic region, results can be less trustworthy. This is generally acceptable as most component testing is analysing the behaviour up until the point of deformation; however it is important to understand behaviour after this point also, and to confirm results physical testing is often required (Dean, 2012; Javidinejad, 2012).

It is important to use the correct FEA package for the test being carried out. There are many different options available and each vary in levels of accuracy. If an engineer is in a situation where the best package is unavailable due to lack of resources or funding, their results may be impaired. (VGO Inc., 2020). Moreover, if results are in the public eye, physical testing is more understandable. For example, Euro NCAP safety tests are predominantly carried out in real-world scenarios as the consumer can physically see and trust results demonstrating the safety of the product they are buying, FEA results are outside most people's understanding, which could lead to them being perceived as untrustworthy, which could affect sales.

4.3 Conclusion and Evaluation

Overall, due to the nature of FEA and the large margin for user error, the author does not foresee physical testing ever being completely replaced, at very least not in the near future. Physical testing will still be needed to correlate simulated findings. It is clear that the best compromise is to carry out a limited number of initial physical tests to correlate to initial FEA tests; once correlation is found showing valid results, FEA tests can be run on more iterations of the component to save time and money. Due to the high risk of error, the author does not believe FEA models alone can always be taken as completely trustworthy.

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