

## **Engineering Tripos Part IB, Sustainable Engineering, 2026-27**

### **Coordinator**

[Dr A Cabrera Serrenho](#) [1]

### **Lecturer**

[Dr E Borgomeo](#) [2]

### **Lecturer**

[Dr A Cabrera Serrenho](#) [1]

### **Lecturer**

[Prof J Cullen](#) [3]

### **Timing and Structure**

5 in-person lectures in Michaelmas Term. Lectures will be recorded but all students are expected to attend in person.

### **Aims**

The aims of the course are to:

- Introduce some of the key engineering challenges to promote global sustainability

### **Objectives**

As specific objectives, by the end of the course students should be able to:

- Recognise the scale of the global challenges in energy production and control of climate change, and the importance of identifying, quantifying and pursuing developments which will have significant impact.
- Understand a range of opportunities to reduce energy consumption and to implement lower carbon technologies, in different sectors of engineering, in both developed and developing economies.
- Complete a technical investigation into an aspect of Sustainable Engineering.

### **Content**

Students follow up 5 lectures with an individual assignment over the Christmas vacation, submitted as a poster. This is will be followed by a presentation and discussion during Lent term.

#### **Climate Change Mitigation: an Engineering challenge**

- Climate Change: review and targets
- What makes a difference and what progress has been made to date?

- Net Zero vs Absolute Zero
- The need for electrification of energy uses

### **Technology implementation to step up climate change mitigation**

- Why can't technology solve everything? Pace of deployment and change
- How to make sure we are doing the right thing? Life-cycle thinking
- How fast can we go? What may limit our desired pace of deployment?

### **Pathways for climate change mitigation**

- Buildings
- Transportation
- Industry: steel, cement, plastics, fertilisers

### **Critical minerals for the energy transition**

- Why do we need critical minerals for decarbonisation?
- What are the challenges associated with securing critical minerals globally?
- The role of circularity and opportunities for development associated with critical minerals

### **Water engineering for climate change adaptation**

- Will the world run out of water?
- Will water cause the next world war?
- Opportunities for climate change adaptation through water engineering

## **Coursework**

The coursework assessment for Sustainable Engineering comprises two stages:

1. preparation of a **technical poster** about a topic discussed in the Sustainable Engineering lectures. The poster should:
  - present an activity or service that can't happen in 2050 in the same way as today;
  - discuss how that service or activity might be delivered in 2050 and what needs to happen to make it possible.
2. **presentation and discussion** of your poster during a 1-hour lab session to take place between weeks 1 and 4 of Lent term.

## **Booklists**

Allwood, J. M., Cullen, J. M., Carruth, M. A., Cooper, D. R., McBrien, M., Milford, R. L., Moynihan, M. C., & Patel, A. C. H. (2012). Sustainable Materials with Both Eyes Open. UIT Cambridge. [www.withbotheyesopen.com](http://www.withbotheyesopen.com) [4]

Ashby, M. F. (2013) Materials and the Environmental — Eco-informed Material Choice. Elsevier. <https://www.sciencedirect.com/book/9780123859716/materials-and-the-environment> [5]

IPCC — Intergovernmental Panel on Climate Change (2021). 6<sup>th</sup> Assessment Report. <https://www.ipcc.ch> [6]

MacKay, D. (2008). Sustainable Energy — Without the Hot Air. UIT Cambridge. <http://www.withouthotair.com/Contents.html> [7]

UN — United Nations (2015). Sustainable Development Goals. <https://sdgs.un.org/goals> [8]

## Examination Guidelines

Please refer to [Form & conduct of the examinations](#) [9].

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### Links

[1] <mailto:ag806@cam.ac.uk>

[2] <mailto:eb973@cam.ac.uk>

[3] <mailto:jmc99@cam.ac.uk>

[4] <http://www.withbotheyesopen.com/>

[5] <https://www.sciencedirect.com/book/9780123859716/materials-and-the-environment>

[6] <https://www.ipcc.ch/>

[7] <http://www.withouthotair.com/Contents.html>

[8] <https://sdgs.un.org/goals>

[9] <https://teaching26-27.eng.cam.ac.uk/content/form-conduct-examinations>