

# CIV403 Environmental Engineering

**School:** School of Science, Technology and Engineering

2025 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

In this course you will develop knowledge and experience in environmental engineering through application to a specific project around an environmental challenge. You will work in small groups to plan and develop designs relevant to the project. Designs will typically involve analysis, calculations and preparation of engineering drawings plus communication of the approach.

### 1.2. How will this course be delivered?

| ACTIVITY  | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>   |       |                |           |
| <b>Tutorial/Workshop 1</b> – On campus                            | 2hrs  | Week 4         | 10 times  |
| <b>Learning materials</b> – Asynchronous weekly learning material | 1hr   | Week 1         | 13 times  |
| <b>Seminar</b> – On campus  | 1hr   | Week 1         | 3 times   |
| <b>Laboratory 1</b> – On campus                                   | 2hrs  | Week 2         | 5 times   |

### 1.3. Course Topics

Topics may include:

- Climate Change Adaptation and Resilience
- Material & Energy Flows
- Sustainable Energy System
- Sustainable Water Management
- Environmental Impact Assessments and Risk Assessment and Management
- Environmental Policy and Regulations

## 2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES   | GRADUATE QUALITIES MAPPING   | PROFESSIONAL STANDARD MAPPING *  |
|--|--|--|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming... | Engineers Australia Stage 1 Professional Engineer Competency Standards |
| 1 Discuss solutions to address environmental engineering challenges.   | Knowledgeable  | 1, 1.1.a, 1.1  |
| 2 Explain the application of environmental solutions and demonstrate advanced appreciation of the interactions with other disciplines and global environmental contexts.                     | Knowledgeable<br>Sustainability-focussed                               | 1, 1.1.a, 1.5.c, 1.1, 1.5  |
| 3 Evaluate and synthesise knowledge to identify and generate solutions to complex environmental problems.  | Creative and critical thinker  | 2, 2.1.a, 2.1  |
| 4 Solve environmental problems by applying theoretical concepts to assess complex ideas  | Creative and critical thinker  | 2, 2.1.a, 2.1  |
| 5 Apply knowledge and skills to make high level, independent judgements relating to environmental engineering for a range of ethical or management functions in varied specialised contexts. | Empowered<br>Ethical   | 2, 2.3.b, 2.3  |
| 6 Develop, plan, implement and evaluate short, medium and long term plans and schedules for an environmental problem.  | Empowered  | 2, 2.3.a, 2.3  |

#### \* Competencies by Professional Body

| CODE   | COMPETENCY   |
|--|--|
| ENGINEERS AUSTRALIA STAGE 1 PROFESSIONAL ENGINEER COMPETENCY STANDARDS |  |
| 1  | Elements of competency: Knowledge and Skill Base   |
| 1.1.a  | Knowledge and Skill Base - Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline: Engages with the engineering discipline at a phenomenological level, applying sciences and engineering fundamentals to systematic investigation, interpretation, analysis and innovative solution of complex problems and broader aspects of engineering practice. |
| 1.5.c  | Knowledge and Skill Base - Knowledge of engineering design practice and contextual factors impacting the engineering discipline: Appreciates the issues associated with international engineering practice and global operating contexts.  |
| 1.1  | Knowledge and Skill Base: Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.   |
| 1.5  | Knowledge and Skill Base: Knowledge of engineering design practice and contextual factors impacting the engineering discipline.  |
| 2  | Elements of competency: Engineering Application Ability  |
| 2.1.a  | Engineering Application Ability - Application of established engineering methods to complex engineering problem solving: Identifies, discerns and characterises salient issues, determines and analyses causes and effects, justifies and applies appropriate simplifying assumptions, predicts performance and behaviour, synthesises solution strategies and develops substantiated conclusions.   |

| CODE | COMPETENCY |
|------|------------|
|------|------------|

|       |  |
|-------|--|
| 2.3.b | Engineering Application Ability - Application of systematic engineering synthesis and design processes: Addresses broad contextual constraints such as social, cultural, environmental, commercial, legal political and human factors, as well as health, safety and sustainability imperatives as an integral part of the design process. |
|-------|--|

|       |   |
|-------|---|
| 2.3.a | Engineering Application Ability - Application of systematic engineering synthesis and design processes: Proficiently applies technical knowledge and open ended problem solving skills as well as appropriate tools and resources to design components, elements, systems, plant, facilities and/or processes to satisfy user requirements. |
|-------|---|

|     |   |
|-----|---|
| 2.1 | Engineering Application Ability: Application of established engineering methods to complex engineering problem solving. |
|-----|---|

|     |  |
|-----|--|
| 2.3 | Engineering Application Ability: Application of systematic engineering synthesis and design processes. |
|-----|--|

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Enrolled in GC002, GD002, MC002, GC006, GD006, MC006, SC410, SC411 or SC425

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

CV404

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback will be provided through completion of weekly activities in workshops. Furthermore, feedback on each assessment will be provided which will be used to help with the following assessment.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT     | INDIVIDUAL OR GROUP  | WEIGHTING % | WHAT IS THE DURATION / LENGTH?  | WHEN SHOULD I SUBMIT?                        | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|------------------------|----------------------|-------------|---|--|--|
| All           | 1        | Quiz/zes               | Individual           | 50%         | Several activities and quizzes in class, spread throughout the semester, up to 30 mins. | Throughout teaching period (refer to Format) | In Class   |
| All           | 2a       | Activity Participation | Individual and Group | 20%         | 10 minutes  | Week 10                                      | In Class   |
| All           | 2b       | Report                 | Individual and Group | 30%         | Max. 2500 words   | Week 13                                      | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Quizzes

|                        |   |                                  |           |
|------------------------|---|----------------------------------|-----------|
| <b>GOAL:</b>           | Testing of learning outcomes throughout the semester  |                                  |           |
| <b>PRODUCT:</b>        | Quiz/zes  |                                  |           |
| <b>FORMAT:</b>         | 3 Canvas quizzes will test the knowledge gained throughout the course with a variety of questions. Quizzes will be held over 3 weeks throughout the semester. More details in Canvas. |                                  |           |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b> |           |
|                        | 1   | Summative in-class assessments   | 1 2 3 4 6 |
| <b>GENERIC SKILLS:</b> |   |                                  |           |

#### All - Assessment Task 2a: Presentation

|                        |  |   |   |
|------------------------|--|---|---|
| <b>GOAL:</b>           | Presenting developed concepts of the group project |   |   |
| <b>PRODUCT:</b>        | Activity Participation                             |   |   |
| <b>FORMAT:</b>         | Developed Concepts for the group project           |   |   |
| <b>CRITERIA:</b>       | <b>No.</b>   | <b>Learning Outcome assessed</b>  |   |
|                        | 1  | Discussion of solutions to address environmental engineering challenges.  | 1 |
|                        | 2  | Explanation of the application of environmental solutions and demonstration of advanced appreciation of the interactions with other disciplines and global environmental contexts.                  | 2 |
|                        | 3  | Evaluation and synthesis of knowledge to identify and generate solutions to complex environmental problems  | 3 |
|                        | 4  | Solving of environmental problems by application of theoretical concepts to assess complex ideas  | 4 |
|                        | 5  | Application of knowledge and skills to make high level, independent judgements relating to environmental engineering for a range of ethical or management functions in varied specialised contexts. | 5 |
|                        | 6  | Development, planning, implementation and evaluation of short, medium and long term plans and schedules to an environmental problem.  | 6 |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration                       |   |   |

## All - Assessment Task 2b: Final report

|                        |  |   |
|------------------------|--|---|
| <b>GOAL:</b>           | Demonstrate the appropriateness of the solution  |   |
| <b>PRODUCT:</b>        | Report   |   |
| <b>FORMAT:</b>         | Group report demonstrating the appropriateness of the solution.  |   |
| <b>CRITERIA:</b>       | <b>No.</b>   | <b>Learning Outcome assessed</b>  |
|                        | 1  | Discussion of solutions to address environmental engineering challenges. 1  |
|                        | 2  | Explanation of the application of environmental solutions and demonstration of advanced appreciation of the interactions with other disciplines and global environmental contexts. 2                  |
|                        | 3  | Evaluation and synthesis of knowledge to identify and generate solutions to complex environmental problems 3  |
|                        | 4  | Solving of environmental problems by application of theoretical concepts to assess complex ideas 4  |
|                        | 5  | Application of knowledge and skills to make high level, independent judgements relating to environmental engineering for a range of ethical or management functions in varied specialised contexts. 5 |
|                        | 6  | Development, planning, implementation and evaluation of short, medium and long term plans and schedules to an environmental problem. 6  |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy |   |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

N/A

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)