UNSW Engineering

Education Specification

1. Program Overview

Program Title: Master of Engineering

Award Title: Master of Engineering (Environmental Engineering)

Engineering Discipline: Environmental Engineering

The ME Environmental Engineering program meets the Engineers Australia Stage 1 Competency Standard through a curriculum structure that systematically develops both technical depth and professional capabilities. The program title reflects the interdisciplinary nature of the field—integrating civil engineering infrastructure knowledge with environmental science, chemistry, biology, and sustainability principles. This breadth is essential as environmental engineers must coordinate across multiple specialist domains (hydrologists, ecologists, chemists, policy experts) to address complex environmental challenges The program is designed to demonstrate mastery in key areas of Environmental Engineering as well as the developing professional skills to enable graduates to enter the professional discipline. As a masters level degree it provides a pathway for future learning building on undergraduate engineering or relevant engineering science degrees in a different disciplinary area, or completed overseas. This program is accredited by Engineers Australia and requires all students to complete 60 days of industry placement, a thesis, completion of capstone design subjects, as well as disciplinary specific core and elective courses.

2. Career Alignment

The Master of Engineering (Environmental Engineering) specialisation prepares graduates for a wide range of career pathways across both established and emerging sectors. The program is designed to equip students with the technical expertise, professional judgement, and interdisciplinary skills required to address complex environmental challenges in a rapidly evolving global context.

Graduates are well-positioned for roles in:

- Water and Wastewater Management: Working with utilities, councils, and private consultancies on water treatment, distribution, and sustainable reuse.

- Environmental Consulting: Conducting environmental impact assessments, remediation planning, and regulatory compliance for infrastructure and development projects.

- Sustainable Infrastructure and Urban Development: Designing and managing infrastructure projects with a focus on sustainability, resilience, and climate adaptation.

- Government and Policy: Contributing to environmental policy, regulation, and planning at local, state, and federal levels.

- Mining and Resources: Managing environmental risks, rehabilitation, and water resources in extractive industries.

- Climate Change and Resilience Planning: Supporting adaptation strategies, emissions reduction, and climate risk assessment in both public and private sectors.

The curriculum is aligned with the Engineers Australia Stage 1 Competency Standards, ensuring that graduates are prepared for professional registration and practice. Emphasis is placed on ethical and sustainable engineering practice, interdisciplinary collaboration, communication and stakeholder engagement which are key for the multidisciplinary nature of environmental engineering professions.

In response to the growing demand for sustainability and environmental accountability, the program embeds content related to organisational sustainability reporting. Students are introduced to tools and methodologies such as carbon accounting, life cycle assessment (LCA), and environmental footprinting. These are taught at varying levels of depth and applied across different industry contexts, equipping graduates with the skills to contribute to sustainability initiatives both in Australia and globally.

The program's location within the School of Civil and Environmental Engineering enables students to engage with the broader civil infrastructure sector, through a wide range of elective courses that complement core disciplinary knowledge. These electives span areas such as remote sensing and GPS, transport engineering, project and risk management, water engineering, geotechnics, and engineering geology. This breadth allows students to deepen their expertise in specific technical domains or broaden their interdisciplinary understanding, depending on their academic background and career aspirations.

Given the diversity of the student cohort—including those transitioning from other engineering disciplines and international students—the program is designed to accommodate varied educational experiences. In particular, Advanced Disciplinary Knowledge electives are structured to reflect current industry practices. These courses often feature guest lectures from industry professionals, real-world case studies, and field trips, providing students with direct exposure to contemporary challenges and solutions in environmental engineering.

3. Specialisation Framework

Initial development of the Specialisation Learning Outcomes (SLOs) involved a working party consisting of most of the staff teaching into the Environmental Engineering specific courses of the stream. The draft was then presented to the School Teaching and Learning Committee (TLC) for discussion. This discussion included student opinion collected from representatives of the The Civil & Environmental Postgraduate Coursework Association (CEPCA). After including amendments from TLC, the draft was presented to the School Management Committee (SMC) for discussion. After approval from the SMC the draft was submitted to the Industry Advisory Committee (IAC) for comment. The final set of suggested improvements were received from the Faculty Accreditation Working Group (FAWG).

The final version of the SLOs incorporated all the comments from the TLC, SMC, IAC and FAWG. The final SLOs were then resubmitted to the TLC, SMC and IAC in turn for final endorsement.

On successful completion of this stream, graduates will be able to:

1. Show mastery in the enabling sciences (maths, chemistry, physics, sustainability, and ecology) that underpin Environmental Engineering.

2. Demonstrate mastery in Environmental Engineering specialist technical knowledge such as: sustainability assessment, regulatory and environmental frameworks, thermodynamics and contaminant transport, water treatment and resources management, hydrology/hydraulics, wastewater and solid waste management and the intersection of human activities with the preservation and utilisation of the biosphere and its ecological functions, now and in the future under climate change.
3. Source, critically evaluate and apply current research and/or industry best practice to solve complex problems in Environmental Engineering.
4. Select and use appropriate analytical and computational tools as well as data literacy and analysis to analyse complex problems in Environmental Engineering.
5. Design, critique and implement innovative and sustainable engineering solutions and systems in Environmental Engineering.
6. Lead, manage, and integrate Environmental Engineering projects, individually or as part of a team, in a systematic and professional manner.
7. Apply nuanced professional judgement that contributes to the ethical and sustainable practice of Environmental Engineering.
8. Communicate and present professionally and effectively within and outside of the field of Environmental Engineering.

The discipline-specific technical knowledge and application skills embedded in this program ensures the attainment of the Engineers Australia Stage 1 competencies through a systematic alignment of Course Learning Outcomes, Specialisation Learning Outcomes, Program Learning Outcomes and EA Professional competencies Stage 1. Details of this are provided on Section 6 of this document.

4. Continuous Improvement

The program undergoes continuous improvement through continuous evaluation of engineering practices, industry needs, and future demand. While the program structure itself is largely consistent, more recent changes include the splitting of a core course into two (CVEN9886 Microbial and CVEN9887 Chemical processes) ensuring all students have a detailed understanding and fluency in these fundamental core courses.

At a course level content is consistently being updated by course coordinators to reflect current industry practice and innovations in the areas. As well as to support academic excellence by enhancing assessment practices and ensure academic integrity at scale. These continuous improvement activities are facilitated by School and Faculty initiatives, as well as changes in course coordinators bringing new ideas and directions.

The Head of School and the Deputy Head (Education), have the overall responsibility for the management of the undergraduate and postgraduate coursework programs within the School. The Teaching and Learning Committee of the School consists of academic staff members, teaching support assistants, members of the undergraduate and postgraduate student societies and a represent from the student Nucleus. The committee meets monthly to discuss co-ordination of teaching, program review, designing new courses and revision of existing courses, course organisation and administration, students’ feedback on courses, etc. The undergraduate and postgraduate student society representatives provide a student voice and present focus group feedback each term. The committee supports the focus groups run by the societies with catering.

Proposals for new courses or course revisions relating to a particular discipline are born out of discussion among all staff in that discipline as well as relevant industry representatives. New proposals for both undergraduate and postgraduate elective courses are typically driven by discipline specific academic staff and motivated by current industry or research trends. Course changes are discussed at the TLC first and then discussed at the School level at the School Management Committee meetings.

5. Review Process

UNSW's Academic Offering Review and Monitoring Procedure outlines a structured approach to maintaining the quality and relevance of academic programs and courses. It includes both program-level and course-level review processes, with defined responsibilities and timelines.

Program Monitoring is conducted annually for all programs and specialisations. A comprehensive program review must occur at least once every five years for accredited programs, and every seven years for others. These reviews include a self-evaluation report (SER), review panel, review event, and a formal response with an implementation plan. Oversight is provided by the Academic Board and University Academic Quality Committee (UAQC), with input from Faculty Education Committees and Deans.

Course Review within UNSW Engineering is managed through a two-tiered process: Routine Course Review and Comprehensive Course Review. Routine reviews are conducted at the end of each term by Schools, using data such as enrolment, assessment outcomes, academic integrity issues, WAM differences, and student feedback (myExperience). Courses flagged through this process are added to the Comprehensive Course Review roster.

Comprehensive Course Reviews are detailed evaluations led by the Course Convenor in collaboration with a Faculty Educational Developer, Nexus Fellow, or Senior Academic. These reviews assess course design, pedagogy, alignment with learning outcomes, and feedback mechanisms. Outcomes are documented in a Course Development Plan and an Evaluation Report following the next course delivery. Schools must review at least 10% of their courses annually.

Stakeholder involvement spans multiple levels, including the Academic Board, UAQC, Faculty and School committees, Course Convenors, and external contributors such as students and professional bodies.

Frequency of updates includes termly course reviews, annual program monitoring, and five-yearly comprehensive reviews for accredited programs.

6. Curriculum Mapping

A curriculum mapping exercise has been carried out for the CVENLT Environmental Engineering specialisation of the 8621 Master of Engineering program at UNSW. The Environmental Engineering specialisation provides good coverage of all the Engineers Australia Stage 1 Graduate Competencies. It is particularly strong in specialist engineering knowledge, the use of design, analysis and computation tools, and design of innovative engineering solutions and systems. Future direction for the specialisation involves working on embedding ethics more widely throughout the stream. The specialisation has rigorous and varied assessment tasks.

Table 1 provides the alignment mapping between the specialisation learning outcomes and the Engineers Australia Stage 1 Competencies. Table 2 provides the alignment mapping between the Specialisation Learning Outcomes and each of the Courses. Table 3 provides the alignment between each assessment to the course learning outcomes.

Table 2 shows that the CVENLT specialisation provides strongest coverage in SLO 2 (specialist technical knowledge in environmental engineering), SLO 4 (analytical and computational tools), and SLO 5 (design and implementation of sustainable solutions), with most courses showing 'Proficient' level alignment. Coverage of SLO 1 (enabling sciences including chemistry, physics, ecology) is concentrated in the three core courses (CVEN9625, CVEN9886, CVEN9887) rather than distributed across electives, as students enter with undergraduate degrees already covering fundamental sciences. However, unlike other engineering specialisations, the environmental program requires refreshing and extending these sciences due to the interdisciplinary nature of the field—civil engineering graduates need microbiology and chemistry depth, while chemical engineering graduates need hydraulics and water systems knowledge.

SLO 6 (project management and integration) and SLO 7 (professional judgement and ethics) show more selective coverage, concentrated primarily in the design practice course (CVEN9000), research projects (CVEN9050/51, CVEN9451/52/53), and dedicated management/sustainability electives (e.g., CVEN9888 Environmental Management, GSOE9510 Ethics and Leadership) rather than embedded across all technical electives.

All assessment tasks are explicitly mapped to Course Learning Outcomes (CLOs), which in turn align with Stream Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). This ensures that assessments not only measure academic achievement but also contribute to verifying graduate capabilities at the program level, supporting continuous curriculum improvement and accreditation standards.

The mapping ensures alignment among CLOs, SLOs, and PLOs within the specialisation. CLOs are created by course coordinators to support relevant SLOs while addressing the specific technical knowledge, skills, and practices expected of students. Each assessment task is clearly mapped to CLOs to ensure direct measurement of student achievement. Every course undergoes an annual review where course convenors analyse assessment results, gather student feedback, reflect on industry and societal trends and issues, and update courses if necessary. The achievement of learning outcomes is verified through analysis of assessment performance at the course level, with results then aggregated to evaluate attainment across the specialisation and program level for different student cohorts.

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Table 1: Mapping of courses to the stream learning outcomes

SLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13	PLO14	PLO15	PLO16
1. Show mastery in the enabling sciences (maths, chemistry, physics, sustainability, and ecology) that underpin Environmental Engineering.	x	x														
2. Demonstrate mastery in Environmental Engineering specialist technical knowledge such as: sustainability assessment, regulatory and environmental frameworks, thermodynamics and contaminant transport, water treatment and resources management, hydrology/hydraulics, wastewater and solid waste management and the intersection of human activities with the preservation and utilisation of the biosphere and its ecological functions, now and in the future under climate change.			x		x											
3. Source, critically evaluate and apply current research and/or industry best practice to solve complex problems in Environmental Engineering				x												
4. Select and use appropriate analytical and computational tools as well as data literacy and analysis to analyse complex problems in Environmental Engineering					x		x	x						x		
5. Design, critique and implement innovative and sustainable engineering solutions and systems in Environmental Engineering									x				x			
6. Lead manage, and integrate Environmental Engineering projects, individually or as part of a team, in a systematic and professional manner										x				x		x
7. Apply nuanced professional judgement that contributes to the ethical and sustainable practice of Environmental Engineering					x	x					x				x	
8. Communicate and present professionally and effectively within and outside of the field of Environmental Engineering												x				x

Table 2: Mapping of the stream learning outcomes to the Engineers Australia Stage 1 Competencies.

Course code	1. Show mastery in the enabling sciences (maths, chemistry, physics, sustainability, and ecology) that underpin Environmental Engineering.	2. Demonstrate mastery in Environmental Engineering specialist technical knowledge such as: sustainability assessment, regulatory and environmental frameworks, thermodynamics and contaminant transport, water treatment and resources management, hydrology/h	3. Source, critically evaluate and apply current research and/or industry best practice to solve complex problems in Environmental Engineering	4. Select and use appropriate analytical and computational tools as well as data literacy and analysis to analyse complex problems in Environmental Engineering	5. Design, critique and implement innovative and sustainable engineering solutions and systems in Environmental Engineering	6. Lead manage, and integrate Environmental Engineering projects, individually or as part of a team, in a systematic and professional manner	7. Apply nuanced professional judgement that contributes to the ethical and sustainable practice of Environmental Engineering	8. Communicate and present professionally and effectively within and outside of the field of Environmental Engineering
Analysis and Design Core Courses								
CVEN9625	Proficient	Proficient	Developed	Proficient	Proficient	no alignment	Introduced	Developed
CVEN9886	Proficient	Introduced	Developed	Developed	Developed	Introduced	Introduced	Developed
CVEN9887	Proficient	Proficient	Developed	Proficient	no alignment	no alignment	Developed	no alignment
Disciplinary Knowledge Courses								
CVEN4104	Developed	Developed	Proficient	Developed	Proficient	Developed	Proficient	Proficient

CVEN4201	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Proficient
CVEN4202	Proficient	Proficient	Proficient	Proficient	Proficient	Developed	Proficient	Proficient
CVEN4402	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Proficient	no alignment
CVEN4507	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Developed	no alignment
CVEN4703	Developed	Developed	Proficient	Developed	Developed	Proficient	Proficient	Proficient
CVEN4800								
CVEN9525	Developed	Proficient	Developed	Developed	Introduced	Introduced	Developed	Introduced
GMAT9205								
GMAT9600	Developed	Developed	Introduced	Introduced	Developed	no alignment	no alignment	no alignment
Engineering and the Environment Electives								
CVEN3701	no alignment	Proficient	Proficient	Proficient	Developed	Proficient	Proficient	Developed
CVEN4706	no alignment	Proficient	Introduced	Developed	no alignment	no alignment	Proficient	Proficient
CVEN9888	Proficient	Proficient	Proficient	Proficient	Introduced	Proficient	Proficient	Proficient
CVEN9898	no alignment	Developed	Proficient	Proficient	Proficient	Developed	Proficient	Proficient
CVEN4705	no alignment	Proficient	Developed	Proficient	no alignment	no alignment	Proficient	Developed
Management Electives								
CVEN4102	no alignment	Proficient	Proficient	Proficient	Proficient	Developed	Developed	Proficient
CVEN4103	no alignment	Proficient	Proficient	Developed	Developed	Proficient	Developed	Developed
CVEN9701	no alignment	Proficient	no alignment	Introduced	Proficient	Proficient	Proficient	no alignment
CVEN9710	no alignment	Proficient	Developed	Introduced	Introduced	Proficient	Proficient	no alignment
CVEN9741	Proficient	Proficient	Developed	Proficient	Developed	Developed	Developed	Developed
CVEN9742	Proficient	Proficient	Introduced	Developed	Developed	Proficient	Developed	Proficient
CVEN9743	Proficient	Proficient	Proficient	Proficient	Developed	Developed	Introduced	Developed
CVEN9744	Proficient	Proficient	Developed	Proficient	Developed	Developed	Proficient	Proficient
GSOE9010	no alignment	no alignment	Proficient	Proficient	Proficient	Developed	no alignment	Proficient
GSOE9011	no alignment	no alignment	Proficient	Proficient	Proficient	Proficient	Developed	Proficient
GSOE9360	no alignment	Proficient	no alignment	no alignment	no alignment	no alignment	no alignment	Proficient
GSOE9510	no alignment	no alignment	Developed	no alignment	no alignment	Developed	Proficient	Proficient
Advanced Disciplinary Knowledge Prescribed Electives								
CVEN9405	Proficient	Proficient	Proficient	Developed	Developed	Developed	Introduced	Proficient

CVEN9407	Proficient	Proficient	Developed	Proficient	Developed	Introduced	Introduced	Developed
CVEN9415	no alignment	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CVEN9421	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
CVEN9422	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Developed	no alignment
CVEN9510	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	no alignment	Proficient
CVEN9511	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Proficient
CVEN9512	no alignment	Proficient	Proficient	Proficient	Proficient	no alignment	Developed	no alignment
CVEN9611	Developed	Proficient	Proficient	Proficient	Proficient	Developed	Proficient	Proficient
CVEN9612	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Developed	Developed
CVEN9620	Proficient	Proficient	Proficient	Proficient	Proficient	Developed	Proficient	Proficient
CVEN9630	Developed	Developed	Developed	Developed	no alignment	no alignment	no alignment	Introduced
CVEN9640	Introduced	Introduced	Developed	Developed	Developed	no alignment	Developed	Developed
CVEN9701	no alignment	Proficient	no alignment	Introduced	Proficient	Proficient	Proficient	no alignment
CVEN9702	no alignment	Proficient	no alignment	Developed	Proficient	Proficient	Proficient	Proficient
CVEN9710	no alignment	Proficient	Developed	Introduced	Introduced	Proficient	Proficient	no alignment
CVEN9723	no alignment	Proficient	Proficient	Proficient	Proficient	Developed	Developed	Proficient
CVEN9731	Proficient	Proficient	Developed	Developed	no alignment	Proficient	Introduced	no alignment
CVEN9855	Developed	Developed	Developed	Developed	no alignment	no alignment	Developed	no alignment
CVEN9856	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
CVEN9857	Proficient	Proficient	Proficient	Proficient	Developed	Developed	Developed	Proficient
CVEN9872	Developed	Proficient	Developed	Proficient	Proficient	Proficient	Developed	Proficient
CVEN9881	Developed	Developed	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
CVEN9888	Proficient	Proficient	Proficient	Proficient	Introduced	Proficient	Proficient	Proficient
CVEN9892	no alignment	Proficient	Developed	Proficient	no alignment	no alignment	Proficient	no alignment
GMAT9606								
GSOE9740	Developed	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Research Project								
CVEN9000	no alignment	Proficient	Developed	Introduced	Proficient	Developed	Introduced	Developed
CVEN9451	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Proficient	Proficient
CVEN9453	Proficient	Proficient	Proficient	Proficient	Proficient	no alignment	Proficient	Proficient

CVEN9050	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
CVEN9051	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient

7. Assessments

Complete overview of the assessment types is provided in Figures 1-3. Figure 1 shows assessment distribution for all specialisation courses, while Figures 2 and 3 show assessment distribution for core and elective courses, respectively.

This assessment distribution reveals the different approaches between core and elective courses. Core courses (Figure 2) balance traditional examinations (53.45% combined test and examination components) with assignment-based work (34.48% assignments), supplemented by reports (5.17%), presentations (5.17%), and laboratory work (1.72%). This distribution reflects the nature of the three core courses (CVEN9625, CVEN9886, and CVEN9887) which combine fundamental theory (assessed via exams) with applied laboratory and computational skills (assessed through reports and assignments).

In contrast, elective courses (Figure 3) maintain a similar examination weighting (38.61% combined test and examination components) but show higher assignment emphasis (34.81%) and greater diversity of assessment types including reports (9.49%), presentations (6.33%) and projects (6.33%). This variety reflects the range of elective offerings spanning water systems modelling, waste and wastewater management, and sustainability assessment, each requiring discipline-specific assessment approaches.

The enquiry-based courses—Design Practice (CVEN9000) and Practice Projects (CVEN9050 & CVEN9051) or Masters Projects (CVEN9451, CVEN9452 & CVEN9453) revolve around major works with draft sections assessed progressively to provide formative feedback. Assessments such as video presentations and interviews used to improve student communication skills and increase academic integrity in research-intensive work.

Reflective Practice and Critical Review are embedded particularly in project-based and report-writing tasks, where students are encouraged to evaluate their learning processes, decision-making, and outcomes. Courses incorporate structured opportunities for self and peer assessment, especially in group projects and presentations, to cultivate professional judgement and collaborative skills

The School has implemented a number of processes to ensure that academic integrity is maintained in assessments:

- All exam papers are reviewed by another academic. The reviewer will also be given the rubric and worked solution. When a paper is written by a new academic it will be reviewed by a professor or A/Prof to ensure standards are being maintained. Admin staff follow up to ensure all papers have been reviewed.
- Reports are submitted using TurnItIn, which ensures that students are not plagiarising or colluding.
- Academics provide rubrics and worked solutions to markers. In this case the academic will re-mark a sample of the reports or exam papers to ensure the rubric is being used correctly.
- Important works, such as Masters Projects, will have two markers to ensure consistency.
- All courses in the school should have at least one important assessment secured against AI, such as an invigilated exam, in-person presentation or observed activity for assurance of learning in the age of generative AI.
- Where online assessments are used, the School has invested heavily in online assessment platforms such as Inspera and STACK, which enable advanced computational questions and

allow programming of mathematical models that can be individualised through randomisation of input values. Since the programming is time-intensive, the School has employed a team of programmers to code the questions as specified in detail by the academics.

- Local students living more than 100 kms from the Kensington campus can enrol in certain courses offering distance/online delivery. These students can apply to complete an exam remotely, with supervision by a qualified engineer managed by the School according to a set process. This is important for assuring academic integrity for local postgraduate students who may be located interstate and working part-time while completing their advanced qualifications.

The School supports the ethical and transparent use of generative AI tools. Students are guided on appropriate applications of AI in tasks such as data analysis, report drafting, and design ideation, with clear expectations around academic integrity and authorship. The use of generative AI in coursework is allowed only to the extent explicitly stated in each assessment's instructions. Where AI is allowed (e.g., limited planning or ideation, or language polishing), students must transparently acknowledge and reference any AI assistance. Assessment design prioritises authentic evidence of individual learning, so some assessments, including invigilated exams and quizzes as well as presentations, prohibit AI entirely, while others may allow constrained use with proper attribution. These policies align with UNSW's AI teaching guidelines and assessment guidance for ethical, responsible use (for details see https://www.teaching.unsw.edu.au/ai/guidelines).

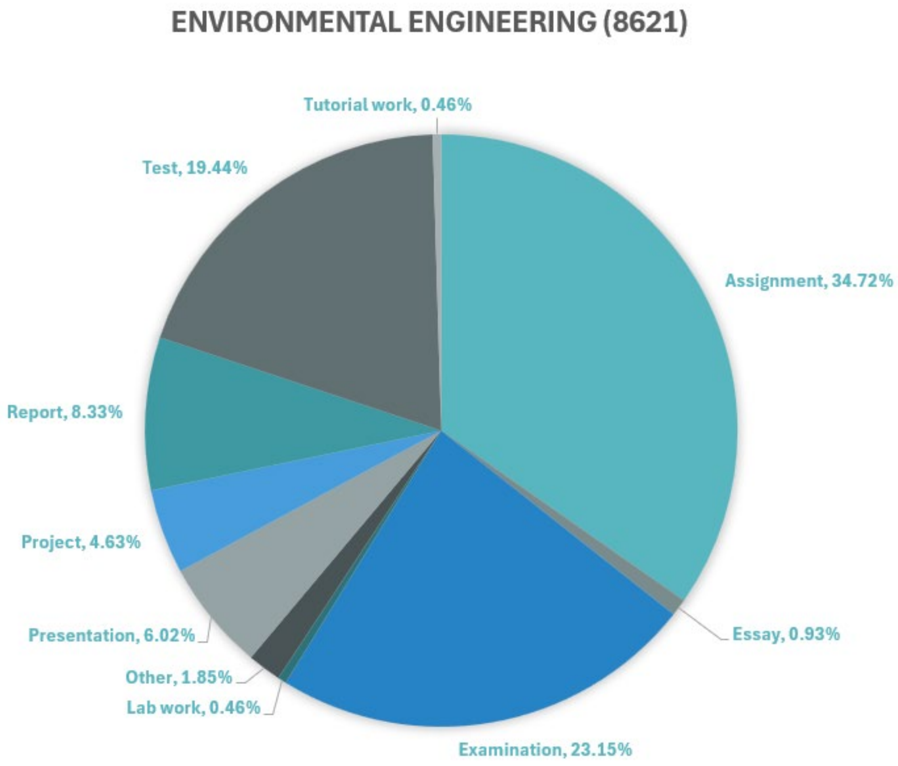

Figure 1: Percentage of assessment types used within the specialisation.

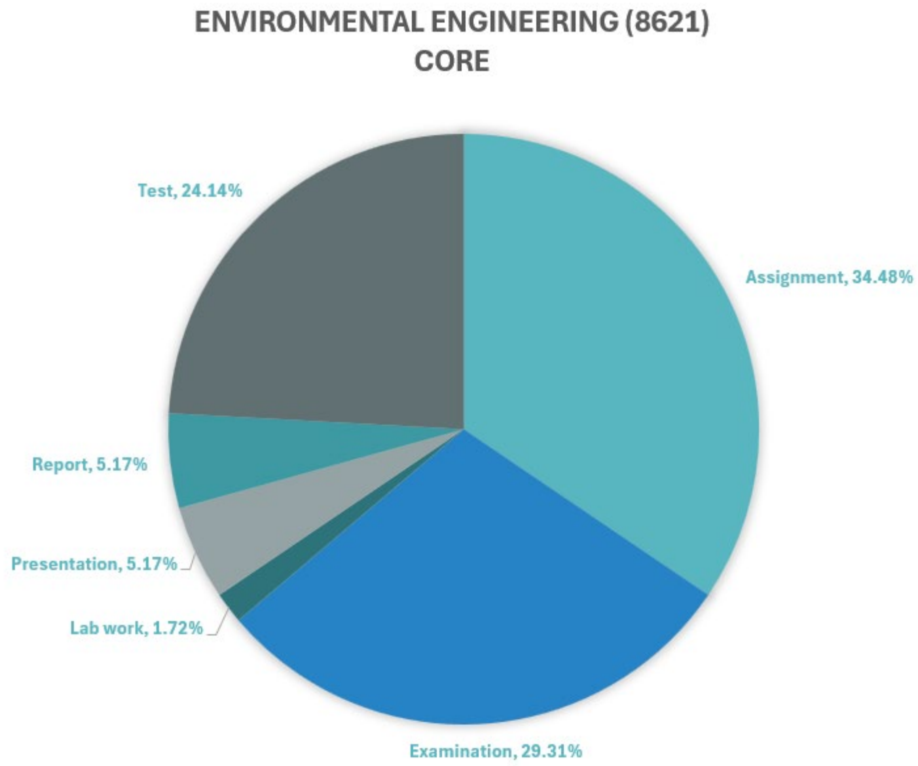

Figure 2: Percentage of assessment types used within the core of the specialisation.

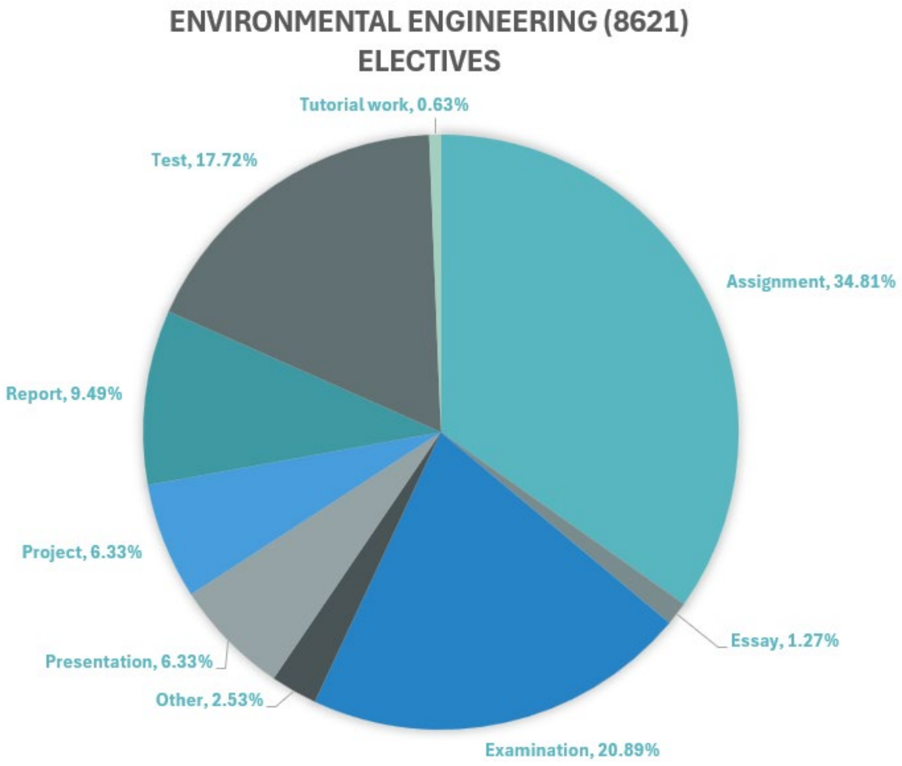

Figure 3: Percentage of assessment types used within the electives of the specialisation.

8. Specialisation Progression Plan

The structure of the CVENLT specialisation ensures that graduate-level capabilities are developed through fundamental environmental engineering courses in Year 1, and in Year 2 specialised knowledge in Environmental assessment, Water engineering, Wastewater engineering, Waste Management, Engineering Management, Geotechnical Engineering, Geospatial Engineering and/orTransport Engineering. This approach allows students to reflect on their learning, enabling them to self-assess and develop graduate capabilities aligned with their interests or career aspirations.

To this end, students are supported in monitoring and adjusting their study progress through UNSW's official advising channels. Program information and enrolment support are provided through The Nucleus: Student Hub. Specialisation-specific level support is provided by designated year advisors who are appointed by the School. A study plan specific to each term entry and a progression checklist is provided to the student. In addition, the myPlan online tool combines the study plans progression checklist into a single interactive tool that allows students and staff to plan courses, view prerequisites, and track progress toward graduation in real time.

Each term, students use myPlan to confirm which requirements they have completed, which remain, and which prerequisite sequences apply, which supports self-checking of readiness for later-stage courses and informed elective selection. This is reinforced by term-by-term communications from the specialisation coordinator and by course coordinators clarifying how courses link across the program, which helps students to reflect on their results and feedback against course learning outcomes and graduate capabilities and to adjust their plan where needed.

Students can track their progression through the “myPlan” checker tool.

myPlan | Current Students - UNSW Sydney

A progression checklist and/or study plan is also available for students for the single degree and the double degree offerings.

Progression checksheets & study plans | Engineering - UNSW Sydney