



Unit Outline (Higher Education)

Institute / School:	School of Science, Psychology and Sport
Unit Title:	BIODIVERSITY CONSERVATION
Unit ID:	SCENV1002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	010905

Description of the Unit:

This unit introduces students to the global environment and its basic natural systems. It is designed to develop in students an understanding of the application of biological and ecological principles to the conservation of global biological diversity. Major themes include the diversity and interrelationships of the biotic and abiotic components of the environment, plant and animal diversity, threatening processes, threatened species, conservation strategies, wildlife exploitation and conservation, and wildlife forensics. The unit is taught by internal lectures, tutorials and fieldwork, and is also available on-line.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe living systems including diversity, classification and importance.
- K2.** Explain the application of ecological and biological principles in conserving global biodiversity
- K3.** Describe threats to wildlife and general biodiversity
- K4.** Discuss differing attitudes to wildlife and the impact these can have on conservation strategies
- K5.** Describe the use of molecular genetics in wildlife conservation

Skills:

- S1.** Communicate scientific ideas and information both orally and in writing
- S2.** Identification of flora and fauna in the field

Application of knowledge and skills:

- A1.** Integrate biodiversity concepts in assignments
- A2.** Critical analysis of peer reviewed research articles

Unit Content:

Topics may include:

- Biodiversity at various ecological levels and its significance
- Significance of biodiversity, sustainability and loss on a global scale
- Global threatening processes and species loss
- Biodiversity conservation strategies
- Wildlife exploitation, illegal trade and conservation
- Genetic diversity
- Wildlife forensics
- Australian Biodiversity and Conservation

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	S1, A1, A2	AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	S1, A1, A2	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving 	S1, S2, A1, A2	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities 	Not applicable	AT1, AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts Committing to social responsibility as a professional and a citizen Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses Embracing lifelong, life-wide and life-deep learning to be open to diverse others Implementing required actions to foster sustainability in their professional and personal life. 	K2, K3, K4, K5	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, A1	Produce a report displaying Australian biodiversity	Written Report	20 - 30%
K1, K2, K3, K4, K5, S1, S2, A1, A2	Critically assess a published research article	Oral Presentation	20 - 30%
K1, K2, K3, K4, K5	Comprehension and synthesis of unit content	Online quizzes / tutorial activities	40 - 60%

Adopted Reference Style:

Australian Harvard

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)