# Unit Outline (Higher Education)

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| **Institute / School:** | Institute of Innovation, Science & Sustainability |
| **Unit Title:** | Wildlife and Ecosystem Conservation |
| **Unit ID:** | SCENV3802 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | (SCENV2200 or SCENV2500) |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (SCENV3800) |
| **ASCED:** | 050901 |

**Description of the Unit:**

The rapid and ongoing modification and degradation of natural ecosystems and species' habitats is a global issue. In order to appropriately conserve and manage ecosystems and the habitat of threatened species to ensure their persistence we must understand the underlying processes that drive modification and degradation. We must also understand how and where to allocate conservation and management resources to better protect Earth's ecosystems and threatened species. This unit explores in detail some of the current thinking and theoretical frameworks that underpin the conservation and management of natural ecosystems and threatened species both within Australia and Internationally. Topics investigated may include island biogeography, the SLOSS concept, landscape ecology, ecosystem resilience, policy and regulatory frameworks, threatened species management, human-wildlife conflict and indigenous land management.

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

**Work Experience:**

No work experience

**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 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Intermediate | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Advanced | ☐ | ☐ | ✔ | ☐ | ☐ | ☐ |

**Learning Outcomes:**

**Knowledge:**

**K1.** Evaluate the attributes of ecosystems and species focussing on the associated ecological theories that underpin their conservation and management.

**K2.** Describe key global issues that affect the conservation and management of ecosystems and species

**K3.** Discuss and debate contemporary approaches to conservation and management of ecosystems and species

**Skills:**

**S1.** Examine, critically evaluate and synthesise published material and other resources that consider ecological conservation and management.

**S2.** Critically assess conservation plans and management actions, and apply problem solving.

**Application of knowledge and skills:**

**A1.** Apply ecological theory to conservation and management planning scenarios.

**A2.** Evaluate various issues which can affect successful conservation and management of ecosystems and species.

**A3.** Use knowledge of ecosystem function and threatened species biology to evaluate or develop conservation and management strategies.

**Unit Content:**

The unit explores the conservation and management of ecosystems and threatened species. Current thinking, theories and issues underpinning
conservation and management strategies are considered, including island biogeography, landscape ecology, human-wildlife conflict, threatened species management, indigenous
land management and ecosystem-scale conservation approaches.

Topics may include:
Island biogeography theory and its applications to management
Landscape ecology and fragmentation
Ecosystem resilience
Ecosystem-scale conservation in action.
Threatened species biology and management
Human-wildlife conflict
Comprehensive, adequate and representative conservation management.
Indigenous land management.

## 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <br>• Using effective verbal and non-verbal communication <br>• Listening for meaning and influencing via active listening <br>• Showing empathy for others <br>• Negotiating and demonstrating conflict resolution skills <br>• Working respectfully in cross-cultural and diverse teams. | Not applicable | Not applicable |
| 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: <br>• Creating a collegial environment <br>• Showing self -awareness and the ability to self-reflect <br>• Inspiring and convincing others <br>• Making informed decisions <br>• Displaying initiative | Not applicable | Not applicable |
| 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: <br>• Reflecting critically <br>• Evaluating ideas, concepts and information <br>• Considering alternative perspectives to refine ideas <br>• Challenging conventional thinking to clarify concepts <br>• Forming creative solutions in problem solving. | Not applicable | Not applicable |
| 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: <br>• Finding, evaluating, managing, curating, organising and sharing digital information <br>• Collating, managing, accessing and using digital data securely <br>• Receiving and responding to messages in a range of digital media <br>• Contributing actively to digital teams and working groups <br>• Participating in and benefiting from digital learning opportunities. | Not applicable | Not applicable |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
| --- | --- | --- | --- |
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| 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:<br>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts<br>• Committing to social responsibility as a professional and a citizen<br>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses<br>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others<br>• Implementing required actions to foster sustainability in their professional and personal life. | Not applicable | Not applicable |

## Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
| --- | --- | --- | --- |
| K1, K2, K3, S1, S2, A1, A2 | Appraisal of theoretical and practical aspects of the conservation and management of ecosystems and threatened species described in the published literature or other media. | Reflective writing piece | 20-40% |
| K1, K2, K3, S1, S2, A1, A2, A3 | Authentic response to a conservation proposal or plan | Industry standard report | 20-40% |
| K1, K2, S1, S2, A1, A2 | Scientific communication project relating to threatened species conservation | Digital media scientific output | 20-40% |

## Adopted Reference Style:

APA  ()

Refer to the library website for more information

Fed Cite - referencing tool