

Unit Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Unit Title:	ENVIRONMENTAL ASSESSMENT
Unit ID:	SCENV3912
Credit Points:	15.00
Prerequisite(s):	(At least 60 credit points from SCENV subject-area at any level)
Co-requisite(s):	Nil
Exclusion(s):	(ENVGC3737 and SCENV3902)
ASCED:	050901

Description of the Unit:

This unit is specifically designed to teach the skills required for a career in the environmental consulting and other professions in the environment industry. Students will become familiar with the legislation that influences the management of the environment and native vegetation. There is a specific focus on the state and federal legislation that impacts on Victoria, though we also consider differences in legislation in other parts of the world. Students will learn how to gather environmental information from a range of sources, and will learn some important environmental survey and assessment processes and techniques. Students will conduct several simulated professional tasks, including applying for an environmental tender, and preparing an Environmental Impact Statement. We aim to provide students with a broad view of the environment industry, the type of work available, and the skills required to enter the environmental workforce.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Describe international, federal, state and local legislation as it relates to environmental and cultural heritage regulation
- K2.** Discuss the processes involved in undertaking professional environmental survey and assessment work.

Skills:

- S1.** Scrutinise professional services briefs to determine the requirements of an environmental professional.
- S2.** Interpret information from database searches and mapping tools for use in environmental audits.
- S3.** Apply legislation to produce professional environmental audits.
- S4.** Demonstrate understanding of survey results.
- S5.** Select and use databases, online tools and resources required to undertake environmental audits and other sources of environmental work.
- S6.** Recognise and appreciate the value of clear, concise and precise writing and in the environment industry

Application of knowledge and skills:

- A1.** Compose an environmental tender application to a professional standard.
- A2.** Produce an environmental impact assessment to a professional standard.
- A3.** Critically evaluate the ability of environmental policy to conserve biodiversity and meet state, national and global biodiversity targets

Unit Content:

Topics may include:

- Planning systems (State and local government).
- Natural resource management (NRM) policy.
- The concept of no net loss and net gain in environmental assessment.
- NRM legislation (environmental impact, threatening processes).
- Environmental agency roles and responsibilities.
- NRM information sources and management (databases, reporting, spatial information).
- Environmental survey and assessment processes and techniques.
- Environmental Impact Statement preparation.
- NRM funding mechanisms and tender preparation.
- Project planning and implementation.
- Case studies of environmental assessment projects.

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 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, 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. 	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: <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 	K2, S2, S3	AT3
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 	S2, S3, S6, A1, A2, A3	AT3, AT4
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 	K1, S2, S4, S5	AT1, AT2, AT3

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: <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. 	S2, S3, A2, A3	AT3, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S5	Environmental information challenge.	Online quiz	10-20%
K2, S1, S6, A1,	Prepare and submit tender application in response to a professional services brief.	Simulated professional task (Tender application)	20-30%
K1, K2, S2, S3, S4, S5, S6, A2	Prepare a professional Environmental Impact Assessment based on a project proposal.	Simulated professional task (Environmental Impact Assessment)	40-60%
K2, S5, A3	Reflection on Victoria's native vegetation removal policies	Short essay	10-20%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Australian Harvard

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

Fed Cite - [referencing tool](#)