

# Course Outline (Higher Education)

<b>School:</b>	School of Science, Psychology and Sport
<b>Course Title:</b>	ENVIRONMENTAL ASSESSMENT
<b>Course ID:</b>	SCENV3912
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(At least 60 credit points from SCENV subject-area at any level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	SCENV3902
<b>ASCED:</b>	050901

## Description of the Course:

This course 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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Describe international, federal, state and local legislation as it relates to environmental 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 to a professional standard.
- A2.** Produce an environmental audit to a professional standard.
- A3.** Critically evaluate the ability of environmental policy to conserve biodiversity and meet state, national and global biodiversity targets

#### Course 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.

#### Values:

- V1.** An appreciation of the processes and constraints involved in the environmental monitoring industry, specifically in private consultancy.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S6, A3	AT1, AT2, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, S4, A2, A3	AT3, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	A2, A3	AT3, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3, S6, A1, A2, A3	AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A3, S6	AT4

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

### Adopted Reference Style:

Australian Harvard

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

Fed Cite - [referencing tool](#)

