



## UNSW Course Outline

# BIOS6671 Biodiversity and Conservation of Natural Resources - 2024

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## General Course Information

**Course Code :** BIOS6671

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Science

**Academic Unit :** School of Biological, Earth and Environmental Sciences

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate, Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This higher level course introduces students to the key concepts and principles underpinning

conservation and their application to conservation practice. Drawing on real-world examples from terrestrial and marine ecosystems, the course highlights the challenges and broader impacts of biodiversity conservation. The course will explore questions such as: Who owns wildlife? Who are the winners and losers of conservation interventions? Does it matter if tigers go extinct? Can hunting benefit conservation?

Students are taught (via lectures and labs) by a range of experts with ongoing research in their subject.

## Course Aims

This course introduces students to the realities of conservation management, through lectures and labs where students learn the process and value of an adaptive management plan and identify and evaluate conservation interventions. Students will gain an understanding of the scope, importance, implications, and challenges of biodiversity conservation.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe current conservation issues, interventions, and their consequences to a general audience.
CLO2 : Define clear conservation goals and propose realistic interventions to achieve them.
CLO3 : Compile relevant ecological and social data from primary sources to model/predict the impact(s) of a conservation intervention.
CLO4 : Interpret graphical and numerical outputs from ecological models to predict the likely outcome(s) of a conservation intervention.
CLO5 : Compile an evidence-based conservation management plan.
CLO6 : Identify and consult with stakeholders and revise plans based on feedback.
CLO7 : Consider and articulate how the processes and experiences engaged in during your study have affected your understanding of the science and practice of conservation management.

Course Learning Outcomes	Assessment Item
CLO1 : Describe current conservation issues, interventions, and their consequences to a general audience.	<ul style="list-style-type: none"><li>• In Class Quizzes</li><li>• Threatened Species Management Plan</li></ul>
CLO2 : Define clear conservation goals and propose realistic interventions to achieve them.	<ul style="list-style-type: none"><li>• Stakeholder Presentation</li><li>• Threatened Species Management Plan</li></ul>
CLO3 : Compile relevant ecological and social data from primary sources to model/predict the impact(s) of a conservation intervention.	<ul style="list-style-type: none"><li>• Stakeholder Presentation</li><li>• Threatened Species Management Plan</li></ul>
CLO4 : Interpret graphical and numerical outputs from ecological models to predict the likely outcome(s) of a conservation intervention.	<ul style="list-style-type: none"><li>• Stakeholder Presentation</li><li>• Threatened Species Management Plan</li></ul>
CLO5 : Compile an evidence-based conservation management plan.	<ul style="list-style-type: none"><li>• Stakeholder Presentation</li><li>• Threatened Species Management Plan</li></ul>
CLO6 : Identify and consult with stakeholders and revise plans based on feedback.	<ul style="list-style-type: none"><li>• Stakeholder Presentation</li><li>• Threatened Species Management Plan</li></ul>
CLO7 : Consider and articulate how the processes and experiences engaged in during your study have affected your understanding of the science and practice of conservation management.	<ul style="list-style-type: none"><li>• Reflective Exercise</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
In Class Quizzes Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Not Applicable
Stakeholder Presentation Assessment Format: Group	30%	Start Date: Not Applicable
Threatened Species Management Plan Assessment Format: Individual Short Extension: Yes (7 days)	30%	Start Date: Not Applicable Due Date: 22/11/2024 05:00 PM
Reflective Exercise Assessment Format: Individual Short Extension: Yes (7 days)	10%	Start Date: Not Applicable Post Date: 27/11/2024 05:00 PM

## Assessment Details

### In Class Quizzes

#### Assessment Overview

These quizzes will provide feedback on your understanding of key concepts in conservation biology as presented in lectures. You will complete 2 relatively low-stakes in-class quizzes (each worth 6%).

The remaining 18% is a longer end of term quiz (week 10) that covers ALL course lecture material.

All quizzes will take the form of a short multichoice and short answer quiz and will test your understanding of the preceding/intervening weeks' lecture content.

Low-stakes quizzes will be followed by a short session identifying and addressing gaps in learning/understanding.

You will be given the opportunity to pose questions or seek clarification from demonstrators and lecturers, which will be discussed in the class setting and with the appropriate lecturer.

As themes will be retested in the final in-lab quiz at the end of term, this is an opportunity for students to seek clarification and deepen their learning.

#### Course Learning Outcomes

- CLO1 : Describe current conservation issues, interventions, and their consequences to a

general audience.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Generative AI Permission Level

##### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **Stakeholder Presentation**

#### Assessment Overview

You will work as a group to prepare and present a draft management plan for a threatened species to the class. As members of the audience, the class members and demonstrators will represent the viewpoints of potential stakeholders.

You will present your work as a group (each taking a specific role), before fielding questions from the floor. Your presentation will include outputs from formative assessments, including a stakeholder list and population viability analysis.

You will be marked on your performance as a group (15%) and individual performance (15%) including answering questions from the floor.

#### Course Learning Outcomes

- CLO2 : Define clear conservation goals and propose realistic interventions to achieve them.
- CLO3 : Compile relevant ecological and social data from primary sources to model/predict the impact(s) of a conservation intervention.
- CLO4 : Interpret graphical and numerical outputs from ecological models to predict the likely outcome(s) of a conservation intervention.
- CLO5 : Compile an evidence-based conservation management plan.
- CLO6 : Identify and consult with stakeholders and revise plans based on feedback.

#### Assignment submission Turnitin type

Not Applicable

#### Generative AI Permission Level

##### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are

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## Threatened Species Management Plan

### Assessment Overview

This is your signature assessment. It builds on formative activities in-class - including a Population Viability Analysis (PVA) , stakeholder list – and on Assessment 2.

You will write a species management plan, and present and assess a management intervention. Your report will include information on the species and context or problem statement, outputs from your Population Viability Analysis (PVA).

The report should follow the provided format and will be less than 3000 words in length.

This report will be submitted in week 11 for marking, with grades and feedback provided within 2 weeks of submission .

### Course Learning Outcomes

- CLO1 : Describe current conservation issues, interventions, and their consequences to a general audience.
- CLO2 : Define clear conservation goals and propose realistic interventions to achieve them.
- CLO3 : Compile relevant ecological and social data from primary sources to model/predict the impact(s) of a conservation intervention.
- CLO4 : Interpret graphical and numerical outputs from ecological models to predict the likely outcome(s) of a conservation intervention.
- CLO5 : Compile an evidence-based conservation management plan.
- CLO6 : Identify and consult with stakeholders and revise plans based on feedback.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show

your Course Authority if there is any uncertainty about the originality of your work. If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Reflective Exercise

### Assessment Overview

The aims of this course include providing practical training and facilitating experience of current ecosystem conservation and management strategies.

This reflective exercise is designed to assess less tangible aspects of your learning and to highlight the importance of reflection to obtain a complete conservation experience.

You will refer to your responses from Activity 1 (Threatened Species Grant Proposal) to use as a benchmark for comparison with your Assessment 3 (Threatened Species Adaptive Management Plan), reflecting on how your answers compare and what this demonstrates about your learning.

This report will be submitted in during the exam period for marking, with grades and feedback provided within 2 weeks of submission.

### Course Learning Outcomes

- CLO7 : Consider and articulate how the processes and experiences engaged in during your study have affected your understanding of the science and practice of conservation management.

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

### Grading Basis

Standard

## Course Schedule

### Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Neil Jordan		Centre for Ecosystem Science			No	Yes

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

### Academic Honesty and Plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your

assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

## Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

*Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.*

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply

by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

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**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## Faculty-specific Information

### Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)