



Course Outline

BIOS6671 **Biodiversity and Conservation of** **Natural Resources**

School of Biological, Earth and Environmental Sciences

Faculty of Science

Term 3, 2022



1 Staff

Staff roles and contact information.

Core staff

	Role	Name (initials on timetable)	Email (@unsw.edu.au)	Contact for (how/when)
	Course Convenor / Lecturer	Dr Neil Jordan (NJ)	neil.jordan	General course information, course material, (Email, practicals)
	Course Co- convenor / Lecturer	Dr Hayley Bates (HB)	h.bates	Own lecture content (Email, practicals)
	Technical Officer	Bernadette Phu (BP)	bernadette.phu	Technical issues, field trip logistics, course logistics (Email, practicals)
	Demonstrator	Brendan Alting (BA)	b.alting	Assessment advice/queries (Email, practicals)
	Demonstrator	Jana Stewart (JS)	Jana.stewart	Assessment advice/queries (Email, practicals)

Additional Lecturers

	Role	Name	Email (@unsw.edu.au)	Contact for (how/when)
	Lecturer	A/Prof. Lee Ann Rollins (LR)	l.rollins	Own lecture content (Email, scheduled practical)
	Lecturer	A/Prof. Will Cornwell (WC)	w.cornwell	Own lecture content (Email, scheduled practical)
	Lecturer	Prof. Richard Kingsford (RK)	richard.kingsford	Own lecture content (Email, scheduled practical)
	Lecturer	Prof. Mike Letnic (ML)	m.letnic	Own lecture content (Email, scheduled practical)
	Lecturer	A/Prof. Paul Adam (PA)	p.adam	Own lecture content (Email)
	Lecturer	Prof. Adriana Verges (AV)	a.verges	Own lecture content (Email, scheduled practical)
	Lecturer	Prof. Shawn Laffan (SL)	shawn.laffan	Own lecture content (Email, scheduled practical)
	Lecturer	Prof. David Keith (DK)	david.keith	Own lecture content (Email, scheduled practical)

2 Course information

Units of credit: 6

Pre-requisite(s): None.

Lectures:

Lectures cover the theoretical content, which is assessed in the final exam. There are three lectures per week. These lectures are not live but are pre-recorded. At UNSW, the people who teach you conservation biology have made significant contributions to your area of study. Lecturers are active in research and have well-established reputations in the fields in which they teach.

Practical tasks

The online practical tasks are designed to introduce you to topics that we will cover in the lectures, practical labs, and assignments. Students can complete the practicals online at their own convenience, noting that some should be completed prior to their scheduled practical labs. These requirements and links will be noted on the interactive timetable on Moodle.

Practical labs

The practical labs will be live on Blackboard Collaborate and will not be recorded. All students are expected to attend their scheduled lab on the weeks that labs take place, and attendance will be recorded. The labs will cover material that is best delivered live and to allow for discussions to take place. These are also a good opportunity for students to ask any questions they have regarding the course or course content. Sessions with lecturers for direct Q&A regarding their lectures, and for discussion of a recent and relevant (pre-assigned) article/issue, will occur at the beginning of most labs. These articles will be released the week before (also via a link of the interactive timetable). There will also be time available for working on assignments and practical tasks during these practical labs.

Please familiarise yourself with Blackboard Collaborate before the first practical lab

<https://student.unsw.edu.au/blackboard-collaborate-ultra>

Field trip

Although not compulsory, the 4-day (3-night) field trip in week 6 will provide practical hands-on experience in ecological survey methods and data gathering on predators. This immersive experience in predator surveys and management is unique at UNSW, and will provide you with practical training in survey techniques underpinning conservation management actions in a real world scenario. The course will focus on marsupial (spotted-tailed quoll), eutherian (dingo) and reptilian (goanna) predators. We will set up camera-traps for the annual dingo population survey, radio-track collared dingoes and collect and discuss the relevance of demographic and movement data from the population. You will also conduct surveys for spotted-tailed quolls and goannas (lace monitors), and nocturnal spotlight surveys for arboreal species. Collectively, this immersive field experience will provide you with a solid grounding in data collection that will inform and feed into Assessment 3, and provide practical experience of key survey techniques, outputs, and uses. The field trip will involve camping in Myall Lakes National Park (3 nights). Details will be shared in week 1, and booking will be essential due to limited spaces.

Course summary

The course covers applications of community ecology, population biology and genetics to the management of natural resources, environmental problems and solutions, and conservation of biodiversity. Principles are conveyed using examples from terrestrial and marine flora, fauna, and

ecosystems, with a focus on the nature and importance of global diversity, and the design and management of programs for the conservation of species and ecosystems.

Note: This course was previously offered as BIOS3071 but changed to BIOS6671 as of 2011.

1.1 Course aims

The aims of this course are to:

- To impart an understanding of the scope of conservation biology, from short-term to long-term management, from single species to ecosystems, and for different geographical areas.
- To teach students how to find and evaluate any and all biological information that might be relevant in a conservation management program.
- To introduce the social and legal aspects of conservation.
- To demonstrate methods to synthesise biological and other information, make decisions, then produce adaptive action plans or threatened species recovery reports.

1.2 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Communicate the scope of conservation biology, from short-term to long-term management, from single species to ecosystems, and for different geographical areas.
2. Identify and evaluate any and all biological information that might be relevant in a conservation management program.
3. Discuss the social and legal aspects of conservation.
4. Synthesise biological and other information in order to make decisions and then produce adaptive management plans.

1.3 Relationship between course and program learning outcomes and assessments

Science Program Learning Outcomes http://www.handbook.unsw.edu.au/undergraduate/programs/2018/3970.html);	Learning Activities
1. Develop and sustain an interest in and knowledge of Science.	Presentation of conservation focused conflicts (biological, geological) information and other (legal, social, political, etc), with discussion of ways to resolve these. Students have many opportunities to develop and express these skills through grant writing assessment, essays, drafting conservation management advice, etc.
2. Develop a working knowledge of scientific methods of investigation.	All practical activities and assessment tasks have been designed to help students develop a working knowledge of scientific methods of investigation
3. Encourage curiosity and creative imagination and an appreciation of the role of speculation in the selection and solution of problems, the construction of hypotheses, and the design of experiments.	All activities and assessments require and enhance ability to synthesise biological and other information, make decisions, then produce adaptive action plans
4. Develop an appreciation of scientific criteria and a concern for objectivity and precision.	As third year students, all reports are expected to be supported by citations of relevant peer-reviewed scientific literature, and critical evaluation of other non-reviewed information such as websites. Examples of appropriate sources are discussed in most lectures and practicals.
5. Develop confidence and skill in formulating problems and in treating both qualitative and quantitative data.	Students write management advice based on computer forecasts they carry out for an endangered species under various different threat and management scenarios.
6. Develop the ability and disposition to think logically, to communicate clearly by written and oral means, and to read critically and with understanding.	Grant writing, written reports and management advice
7. Develop the habit of seeking and recognising relationships between phenomena, principles, theories, conceptual frameworks and problems.	Grant writing, written reports, management advice and lectures
8. Promote understanding of the significance of science, technology, economics and social factors in modern society, and of the contributions they can make in improving material conditions.	Throughout the course there is emphasis not only on the biology but also on the social legal and political aspects of conservation, and the best methods to integrate these

9. Provide opportunities for the development of students' motivations and social maturity, and an awareness of their capabilities in relation to a choice of career which will be fruitful to themselves and to society.	Grant writing, participation in a citizen science research project- Curriculum vitae review (optional)
10. Provide opportunity to study science in combination with other disciplines	Lecture material and field expedition.

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)										Related Tasks & Assessment
		1	2	3	4	5	6	7	8	9	10	
CLO 1	Communicate the scope of conservation biology, from short-term to long-term management, from single species to ecosystems, and for different geographical areas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Grant writing, participation in citizen science project, Adaptive management plan, and Final Exam
CLO 2	Identify and evaluate any and all biological information that might be relevant in a conservation management program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Grant writing, participation in citizen science project and Adaptive management plan
CLO 3	Discuss the social and legal aspects of conservation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Grant writing, participation in citizen science project, Adaptive management plan and Final Exam
CLO 4	Synthesise biological and other information in order to make decisions and then produce adaptive management plans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Adaptive management plan and Final Exam

2 Strategies and approaches to learning

2.1 Learning and teaching activities

Learning and teaching will focus on lectures, practical exercises where students learn to synthesise biological information, make decisions and produce adaptive management plans, and explore fundamental concepts of conservation and management. Further, we will emphasise the role of using biological information to influence environmental policy.

An optional field component will provide immersive experience in ecological survey techniques and data collection underpinning conservation management and decision-making.

Students should approach each component of the course with the aim of evaluating whether particular aspects of biology are relevant to management decisions in the context of the particular conservation issue presented. Sheer memory work is NOT a recommended approach, and students should aim to comprehend the material and practice applying it to conservation situations, whether those presented in the course, or from other sources, such as newspapers. **Learning is not a spectator sport.** Active student participation is encouraged and will accelerate your learning. You are expected to attend ALL your scheduled online classes.

While the practical exercises may be completed independently, it is advised that students should spend some time discussing the interpretation of work with instructors during tutorial time. Students typically require more help with the interpretation than with repetitive tasks such as performing computer simulations.

Teaching methods will include delivery of lectures (pre-recorded), online practical tasks, practical labs, field instruction (optional) and discussion (online), and directed readings with continuous assessment. As well as being introduced to theories and methods currently used in conservation biology, students will be challenged to continually evaluate whether particular aspects of biology are relevant to conservation management decisions in a variety of contexts. There will be an emphasis on tackling current conservation problems. This course will adhere to the UNSW Guidelines on Learning and Teaching.

The course will be assessed by assignments throughout the session, and a final examination. Since this course lays emphasis on integration of different aspects of the material, to address specific conservation situations, marking of each assessment task will include emphasis on (a) integration and evaluation of material, as well as (b) specific relevant knowledge and skills. Detailed expectations for each assignment will be included in handouts. All material will be available on Moodle. The final examination will cover the entire course, including material from any lectures, additional reading material, and the non-assessed practicals.

2.2 Expectations of students

Evaluating whether particular aspects of biology are relevant to management decisions in the context of the particular conservation issue presented. Sheer memory work is NOT a recommended approach, and students should aim to comprehend the material and practice applying it to conservation situations, whether those presented in the course, or from other sources, such as newspapers.

Time commitment

This course consists of ~6 hours of class contact hours weekly (including online pre-recorded lectures; over 10 weeks). You are expected to take an additional ~4 hours of non-class contact hours per week to complete assessments, readings and exam preparation (averaged over 12 weeks).

See the course schedule on Moodle - and particularly the interactive timetable - for a detailed timetable of the course across the term.

From the university guidelines (<https://student.unsw.edu.au/uoc>): "The normal workload expectations of a student are approximately 25 hours per term for each UOC."

3 Course schedule and structure

Any alterations to the schedule will be announced in a preceding class (where possible) and will be posted on Moodle. Moodle is your go-to for up-to-date scheduling, with the interactive timetable representing the most up-to-date source of information. If you miss a class, it is your responsibility to: (1) catch up on the content, and (2) find out the details of any announcements.

The course has been organised into modules, providing a logical flow for material. Nevertheless, as senior students (or later as conservation biologists), you should have the skills to assemble the course in an order that suits you. The modules should help to identify relevant parts. See Moodle for further/updated details as the course progresses.

Modules

The course follows the below modular format, to allow concepts to be built on over time.

Module Key	
Module 1	Principles of Conservation Biology
Module 2	Threatening Processes
Module 3	Social Dimensions of Conservation
Module 4	Measuring and Monitoring Biodiversity
Module 5	Policy, Evidence, and Interventions
Module 6	Conservation Technology

The course is further split into the following teaching formats:

- **Lectures** (3/week, online, asynchronous – with synchronous Q&A)
- **Practical tasks** (online asynchronous)
- **Practical Labs** (weekly, online, synchronous)
 - Article discussion
 - Instruction, feedback, and time to complete assessment tasks
- **Field trip** (week 6, 4-days, optional, limited spaces)

Lecture Schedule

Week 1

- L1. Introduction to course
- L2. A history of conservation biology I
- L3. A history of conservation biology II

Week 2

- L4. Importance of genetics for conservation biology
- L5. Fundamental Processes in Community Ecology
- L6. Welcome to the Anthropocene

Week 3

- L7. N/A
- L8. Climate Change- Can we conserve species in their current range?
- L9. Disease and Biodiversity

Week 4

- L10. Unusual Suspects- key threatening processes
- L11. Invasion Processes
- L12. Arid zone threats and mitigation using keystone effects

Week 5

- L13. Case Study: Invasive species and Australia's mammal extinctions
- L14. Charisma in conservation
- L15. Conservation conflicts

Week 6

No lectures - Field trip

Week 7

- L16. Biodiversity rarity and measurement
- L17. Mapping habitat and species distributions / spatial conservation planning
- L18. Genetically Modified Organisms

Week 8

- L19. Rewilding: functional extinction, reinstating interaction networks
- L20. Restoration Ecology
- L21. Making Conservation Biology effective

Week 9

- L22. Federal and NSW Legislation relevant to Biodiversity Conservation
- L23. Policy and Adaptive Management of Biodiversity Conservation
- L24. Red listing of Species and Ecosystems

Week 10

- L25. Evidence-based conservation
 - L26. Conservation Technology I (overview)
 - L27. Conservation Technology II
-

Practical Lab schedule

Labs are all online and synchronous, and will be conducted on Blackboard collaborate.

Labs are split into two streams. Please ensure that you check your timetable to determine which stream you are in.

- Stream 1: Thursdays 10:00-13:00
- Stream 2: Thursdays 14:00-17:00

The broad structure of the labs is that the first 45-minutes will involve a discussion of a relevant and recent research article that is related to the course content, and asking questions of lecturers. The links to these articles will be posted on Moodle a week prior to the discussion. Please ensure that you read and come prepared to discuss these articles with the lecturer. To aid this, in week 1, we will split each stream into subgroups. Each subgroup will, in their own time, prepare 1-2 questions for lecturers on their lecture content, or conservation biology more broadly. These questions will be asked in the Q&A part of the subsequent lab. Lecturers are scheduled to appear in these sessions after they have delivered their content, wherever this is possible. Subgroups will also be called upon in labs to comment on the assigned discussion article.

Week 1:

Meet the course coordinators - ask us anything (NJ/HB) and demonstrators (BA/JS).

Recap of course structure & expectations.

Sign up for the field trip.

LAB focus:

Citizen Science

- Introduction to Practical task 1- Citizen science
- Overview of Assessment 1 (Citizen science project & grant proposal)

Week 2:

Meet the lecturer(s) (WC) and discussion article.

LAB focus:

Citizen Science

- Run through practical task 1 discussion points.
- Time to work on and trouble-shoot Assessment 1 (Citizen science).

Introduction to practical task 2: Fundamentals of genetics- time to complete it here ready for next week.

Week 3:

First 45mins. Meet the lecturer(s) (AV) and discussion article.

LAB focus:

Assessment 1 troubleshooting.

Run through practical task 2

Week 4:*LAB focus:*

Introduction to Assessment 3 (Adaptive Management plan)

Run through Practical task 3

Week 5:

Meet the Lecturer(s) (ML) and discussion article.

LAB focus:

Assessment 3 (Adaptive Management plan).

Field trip briefing

Week 6:

Field trip. No labs.

Week 7:

Meet the Lecturer(s) (RK) and discussion article.

LAB focus:

Field trip recap.

Troubleshoot/work on Assessment 3 (Adaptive Management plan)

Practical task 4 – mid trimester practice exam

Week 8:

Meet the guest – Rene Woods, Conservation Project Manager, The Nature Conservancy. Discussion and Q & A about his role and experiences managing Gayini (water) and Nari Nari Country for conservation, sustainable agriculture and Indigenous heritage.

LAB focus:

Assessment 3 (Adaptive Management plan).

Practical task 5 - Greater bilby reintroduction case study

Week 9:*LAB focus:*

Meet the lecturers (DK) and discussion article.

Practical task 6: Exam prep

Week 10:*LAB focus:*

Optional drop-in for feedback or any questions.

4 Assessment

There are assignments throughout the session, and a final examination. The Schedule below gives details of each assessment component, the marks assigned to it, and the dates of submission. Assignment submission guidelines and procedures for obtaining assignment extensions are available under 4.1 “Submission of assessment tasks / special consideration”.

Since this course lays emphasis on integration of different aspects of the material, to address specific conservation situations, marking of each assessment task will include emphasis on (a) integration and evaluation of material, as well as (b) specific relevant knowledge and skills. Neglecting either of these aspects will lead to a low mark.

Assessment task	Length	Weight	Mark	Assessment criteria	Due date	Feedback*
Assessment 1: <u>Citizen Science Grant Proposal Assessment</u>	750 words	Total 15%	15	<p>Students must write a short grant proposal for their chosen citizen science project, in the format below and within the word or character count within each section. The proposal should address the three criteria listed below.</p> <p>Criteria: We will use the same assessment criteria that is used by the Australian Government when assessing applications for funding citizen science projects.</p> <p>Students are required to provide proof that they have participated in the citizen science project.</p>	5 th October via Moodle.	Individual feedback given via Moodle Gradebook.
(Postgrads) Budget for grant proposal	250 Words		15	<p>Postgraduate students are required to additionally provide a budget description for the grant (250 words maximum).</p> <p>Criteria: Postgraduate students need to outline a detailed budget for their project. This includes a justification for the requested funds and how they will achieve the project goals and objectives. For each line item, describe how the funds will be spent and if applicable, describe the costs related to salaries/labour, stipends, contracted services, etc. It may be easier for you to tabulate your budget to show the breakdown of the budget.</p>		

Assessment 2: <u>Mid-trimester Exam</u>		15%	15	Multiple choice Moodle exam.	28 th October	Via Moodle.
Assessment 3: <u>Adaptive Management Plan</u>	2000 Words	30%	30	<p>Research (gather and synthesising) biological, social and legal information. Conduct analyses to produce predictions to inform the decision-making process.</p> <p>Writing skills. Communicate scientific information in a clear, well researched report format- ability to follow instructions and use the tools available to produce a high-quality adaptive management report.</p> <p>Understand and apply Population Viability Analysis (PVA) modelling tools.</p> <p>As third year students – and post-graduates- all reports are expected to be supported by citations of relevant peer-reviewed scientific literature, and critical evaluation of other non-reviewed information such as websites.</p>	9 th November via Moodle	Individual feedback given during and after assessment via Turnitin.
Final Exam	2.5 hour final exam	40%	100	Assessing the student's understanding of key concepts presented in the lectures.	In official exam period.	Final Grade

* Please organise a time to meet with the course convenor if you would like additional feedback. **Further information:** UNSW grading system:

<https://student.unsw.edu.au/grades>; UNSW assessment policy: <https://student.unsw.edu.au/assessment>

4.1 Submission of assessment tasks / special consideration

The citizen science grant writing assessment and management report are to be submitted through Turnitin via the course Moodle page.

If you experience sickness, misadventure or other circumstances beyond your control that may impact your ability to complete/attend compulsory classes/tests, you should request special consideration through <https://student.unsw.edu.au/special-consideration>. Please also e-mail the course convenor, as soon as possible. The School of BEES also has certified Mental Health First Aiders who can help in an emergency or help with accessing other university or external supports, and can help provide information regarding supports provided by the university and externally.
<http://www.bees.unsw.edu.au/flourish-mentally>

Requests should be made at the latest, within three days of any test or assessment, or one week after the final theory exam. Please provide a copy of your medical certificate or other documentation supporting your misadventure as soon as convenient.

Alternative assessment or extensions will be arranged at a mutually convenient time.

Assignments submitted after the due date will be penalised at the rate of 10% per day, unless accompanied by a medical certificate. All outstanding assignments must be handed in by the end of Week 10. Work will only be accepted after this date if accompanied by a medical certificate.

Academic misconduct will not be tolerated in any form in this course and particular attention is drawn to the information about plagiarism included in the following section.

5 Academic integrity, referencing 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>

As used in Austral Ecology, the Harvard (author, date) system of referencing is preferred in this course. Details can be found here: <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.¹ 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 and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

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

What is Plagiarism? †

Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.
- for the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism;
- knowingly permitting your work to be copied by another student may also be considered to be plagiarism; and
- an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

†Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle and adapted with kind permission from the University of Melbourne

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

6 Readings and resources

As this course is designed to develop and evaluate students ability to select and criticize material, students make their own choices of reading matter from the material presented in classes and course manual.

The following table lists textbooks that may be of interest; however, these are NOT PRESCRIBED. The bolded text is recommended

General references

Lindenmayer DB and Burgman MA 2005, Practical Conservation Biology. CSIRO, Sydney.

Hunter Jr, M.L. and Gibbs, J.P., 2007. *Fundamentals of Conservation Biology*. Blackwell Publishing

New, T.R., 2000. *Conservation biology: an introduction for Southern Australia*. Oxford University Press.

Pullin, A.S., 2002. *Conservation Biology*. Cambridge: Cambridge University Press.

Park C, Allaby M. *A Dictionary of Environment and Conservation*. 3 ed. ed. Oxford University Press; 2017. <http://www.oxfordreference.com/view/10.1093/acref/9780191826320.001.0001/acref-9780191826320>

Other references will be given in individual lectures, using citations of electronically available material

Students who have recently arrived from institutions where memorization is the only permitted method of learning, may find it useful to read the book "To Hit the ground running: a student workbook" Bartlett A Holzknicht S and Thom A 1999 (Asia pacific Press ANU) This is in the library.

Lecturers:

As the ultimate source of help, for each lecture and practical, the lecturer responsible is indicated by their name in the schedule. For example, enquiries about the genetics of this class, or requests for appointments, should be directed to this lecturer's email address. It will be much easier for the lecturer to help you rapidly if you come with a written attempt at a problem, or a page of notes on which you have identified your FIRST point of difficulty in the notes.

Professional Societies

Society for Conservation Biology, Royal Zoological Society of NSW, Australasian Wildlife Management Society, Ecological Society of Australia, Australian Mammal Society, Linnean Society of NSW, Birdlife Australia.

7 Administrative matters

7.1 Biological Sciences Student Office

The Biological Sciences Student Office (<http://www.bees.unsw.edu.au/>) student office is located on the Ground Floor of the Biological Sciences Building.

Who: The BEES Student Support Officer is Faye Mo. Email beesinfo@unsw.edu.au with any undergraduate enquiries.

Where: Room G06 Ground Floor of Biological Sciences North (D26).

When: Monday- Friday 9:00am-4:30pm.

7.2 Equity and diversity policy

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or <https://student.unsw.edu.au/disability>).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made (<https://student.unsw.edu.au/disability>).

The School of Biological, Earth and Environmental Sciences aims to provide a safe, supportive and welcoming environment for all staff and students regardless of their race, sex, age, religion, disability, sexual orientation or gender identification. As such, the School strongly supports UNSW's Equity and Diversity Policy in regard to these matters. <http://www.bees.unsw.edu.au/equity>

Definitions, policies and reporting portals can be found here: <https://student.unsw.edu.au/equity>.

7.3 Grievance policy

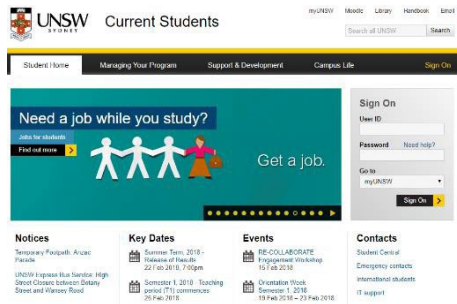
In all cases you should first try to resolve any issues with the course convenor. If this is unsatisfactory, you should contact the School Student Ethics Officer (A/Prof Stephen Bonser, s.bonser@unsw.edu.au) or the School's Grievance Officer / Designated Officer under the UNSW Plagiarism Procedure. (A/Prof Scott Mooney s.mooney@unsw.edu.au). UNSW has formal policies about the resolution of grievances that can be reviewed in myUNSW A to Z Guide (see <https://student.unsw.edu.au/complaints>).

Designated/Grievance Officer	School Student Ethics Officer	University Contact
A/Prof Scott Mooney School of BEES s.mooney@unsw.edu.au Tel: 9385 8036	A/Prof Stephen Bonser School of BEES s.bonser@unsw.edu.au Tel: 9385 3863	University Counselling Services Tel: 9385 5418

8 Additional student support

The Current Students Gateway:

<https://student.unsw.edu.au/>



Academic Skills and Support:

<https://student.unsw.edu.au/academic-skills>

Academic Skills

The Learning Centre wants you to make the most of your university studies. Here you will find resources and support to help you develop and refine your academic skills.



 <p>Essay and Assignment Writing Resources to help you with</p>	 <p>Working with Academic Integrity online module For good academic practice</p>	 <p>Individual consultations One-on-one support and advice about assignment writing</p>
---	--	---

Disability Support Services:

<https://student.unsw.edu.au/disability-services>

Disability Support Services

If you are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on your studies, our disability services may be able to provide you with assistance.

Featured information

 <p>Study skills support Disability services program</p>	 <p>Mental health video Raising awareness video</p>	 <p>Join us on facebook Disability services on facebook</p>
--	---	---

What you need to know

Register for support

If you want to receive support during your time at university for your disability needs then you will need to register for disability support.










Overview of disability services




Discover the things you need to know about studying with a disability at university as well as some answers to some commonly asked questions.

Support and educational adjustments

Student Wellbeing, Health and Safety:

<https://student.unsw.edu.au/wellbeing>

 <p>Same sex marriage debate Counselling, newsletters</p>	 <p>Sexual misconduct Harassment, assault, rape</p>	 <p>Urgent help Emergency contacts</p>
 <p>Campus security 24/7 security on campus</p>	 <p>Counselling Individual appointments</p>	 <p>Medical health services Dentist, dentist pharmacy</p>
 <p>Discrimination / harassment Know your rights</p>	 <p>Safety Online safety tutorial</p>	 <p>LGBTIQ support ALLY Network</p>

 <p>Mind smart Self-help videos and guides</p>	 <p>Student Minds Student voice on mental health</p>	 <p>Bullying & cyberbullying Put a stop to bullying</p>
 <p>UNSWalert SMS Emergency notification system</p>	 <p>Join us on facebook Wellbeing and safety pages</p>	 <p>More contacts Wellbeing, health and safety support services</p>

UNSW IT Service Centre:

www.it.unsw.edu.au/students/index.html

Services & Support for Students

Getting started at UNSW - a guide for new students

As a new student at UNSW you will receive a student ID when you collect your student card. You use this as your UNSW username with either your ePass or UniPass password to access online resources at UNSW. Each student is automatically assigned a UNSW email address and can use the free student email service. On campus, students with laptops and mobile devices can access the free UniWide wireless service. For more details on these and other services click the links below. If you require support for IT related matters contact the IT Service Centre.

UNSW Username & Passwords	Student Email
Campus Printers	UniWide Wireless & Residential Internet
Student File Storage	Educam Wireless
Research Data Management Services	Software & Hardware
Reference & Resources	myAccess
Training Portal	UNSW IT Hero Program

9 Student Conduct and Health & Safety

9.1 Respectful behaviour

You have a right to feel safe, respected and welcome to fully participate in university life. This also means that you have an obligation to ensure that your behaviour does not infringe on the enjoyment of these rights for other students or staff. Behaviour that negatively impacts on others, or is unlawful, can constitute misconduct.

Definitions, policies and reporting portals can be found at these sites:

<https://student.unsw.edu.au/equity> <https://student.unsw.edu.au/harassment>
<http://subjectguides.library.unsw.edu.au/elise/respect>

Additionally, behaviour online must be consistent with the Student Code of Conduct. There are five primary student responsibilities under this Code:

- A condition of enrolment that students inform themselves of the University's rules and policies affecting them
- An obligation to act with integrity in academic work, to ensure that all academic work is conducted ethically and safely
- An obligation to observe standards of equity and respect in dealing with every member of the University community
- An obligation to use and care for University resources in a lawful and appropriate manner
- An obligation to not diminish the University's reputation in the carrying out of academic and other associated University activities.

UNSW is within its right to terminate participation in the course and may institute academic misconduct proceedings in circumstances where a student wilfully fails to work in a safe manner or fail in the above duties.

9.2 H&S

According to the School of BEES policy (<http://www.bees.unsw.edu.au/hs-accountabilities-and-responsibilities>), each student is responsible for:

- Taking reasonable care for his or her own health and safety, and
- Taking reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
- Complying, so far as reasonably able, with any reasonable instruction that is given to ensure UNSW is not in breach of the NSW WHS Act 2011, and
- Complying with UNSW HS policies, procedures and guidelines and BEES HS protocols ,
- Taking action to avoid, eliminate or minimise hazards
- Making proper use of all safety devices and personal protective equipment
- Seeking information or advice regarding hazards and procedures before carrying out new or unfamiliar work
- Being familiar with emergency and evacuation procedures, the location of first aid and emergency personnel and equipment, and if appropriately trained, the use of such equipment.

The School of BEES recognises its obligations to provide a safe working environment for all persons involved in school-related activities. To achieve this goal with regards to teaching and learning, the school adopts the UNSW Health and Safety Policy v4.1 and the H336 HS Responsibility, Authority and Accountability Procedure. These documents stipulate that everyone attending a UNSW workplace must ensure their actions do not adversely affect the health and safety of others. This outcome is achieved through the establishment of a documented chain of responsibility and accountability for all persons in the workplace, extending from the Head of School through to the students undertaking courses offered by the School of BEES.

As part of this chain of responsibility and accountability, the course convenor is responsible for ensuring all activities associated with this course are safe. The course convenor has undertaken detailed risk assessments of all course activities and identified all associated potential hazards. These hazards have been minimised and appropriate steps taken to ensure your health and safety. For each activity, clear written instructions are given and appropriate hazard warnings or risk minimisation procedures included for your protection.