

## COURSE OUTLINE

ENS316

# Wildlife Ecology and Conservation

**School:** School of Science, Technology and Engineering

2026 | Trimester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

BLENDED  
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

During this course you will develop your knowledge of wildlife ecology and conservation biology via lectorials and field work. During lectorials you will use regional and global case studies to identify the threats confronting wildlife, and explore mitigation options. One third of all wildlife species are threatened and effective monitoring of these populations is a critical activity of conservation biologists. You will integrate the theory, tools and practices of wildlife monitoring to analyse data collected during field classes.

### 1.2. How will this course be delivered?

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Learning materials</b> – Pre-recorded concept videos and associated activity  | 1hr   | Week 1         | 11 times  |
| <b>Tutorial/Workshop 1</b> – On campus   | 2hrs  | Week 1         | 11 times  |
| <b>Fieldwork</b> – Collecting data which will be used in class and final report. | 18hrs | Week 5         | Once Only |

### 1.3. Course Topics

Life history strategies and their impacts on wildlife

Population ecology

Functional ecology

Urban ecology

Conservation and Restoration Ecology

Fire ecology

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  | GRADUATE QUALITIES   |
|---|--|
| On successful completion of this course, you should be able to...   | Completing these tasks successfully will contribute to you becoming... |
| <ul style="list-style-type: none"><li>1 Acquire and demonstrate knowledge of the factors that threaten wildlife populations, the ecological processes and mitigation measures that underpin the conservation of populations</li></ul>             | Knowledgeable<br>Engaged<br>Sustainability-focussed                    |
| <ul style="list-style-type: none"><li>2 Acquire and apply field and analytical tools and skills in an ethical manner to collect, analyse and interpret wildlife field data in the context of wildlife population ecology and monitoring</li></ul> | Knowledgeable<br>Ethical   |
| <ul style="list-style-type: none"><li>3 Communicate the results of your analysis and interpretation of data collected during the class field work via spoken presentation to your peers</li></ul>   | Creative and critical thinker<br>Empowered                             |

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

(ENS222 and SCI110) or enrolled in SB303

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

In weeks 1-4, students will complete a Kahoot quiz based on the lecture. This will be a formative assessment in the course, allowing the students to take the knowledge from the lectures, be tested in a formative way and then use that material in Tasks 2 & 3.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT                         | INDIVIDUAL OR GROUP  | WEIGHTING % | WHAT IS THE DURATION / LENGTH?           | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|--|----------------------|-------------|--|-----------------------|--|
| All           | 1        | Artefact - Professional, and Written Piece | Individual           | 20%         | One page with a minimum of size 10 font. | Week 5                | Online Submission                                  |
| All           | 2        | Oral                                       | Individual and Group | 40%         | 10-12 min                                | Week 7                | In Class   |
| All           | 3        | Report                                     | Individual           | 40%         | 3000 words                               | Week 12               | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: One page project proposal

|                        |   |  |                                  |
|------------------------|---|--|----------------------------------|
| <b>GOAL:</b>           | Demonstrate the ability to highlight the need for research in a concise, easy to read document. Many research applications to funding agencies require a short and succinct project proposal to be sent to a funding agency. The goal of this assessment is to create a project proposal based on the fieldwork you will be completing in this course. You will need to highlight the need for the work, how it is going to be completed and it will need to be visually appealing. |  |                                  |
| <b>PRODUCT:</b>        | Artefact - Professional, and Written Piece  |  |                                  |
| <b>FORMAT:</b>         | This is a written piece, however this can be created in a variety of different programs (e.g. Microsoft Word, Powerpoint or Adobe Illustrator).   |  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                        | 1 Demonstrate knowledge of the research project   |  | <b>1 2</b>                       |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Organisation, Information literacy  |  |                                  |

#### All - Assessment Task 2: Group presentation

|                        |   |  |                                  |
|------------------------|---|--|----------------------------------|
| <b>GOAL:</b>           | Demonstrate an understanding of the elements of effective spoken communication while delivering your findings, which demonstrate your understanding of the principles and analytical tools used to study wildlife populations. Deliver a spoken presentation that provides details on species extinction risks and their conservation. You and your group will investigate the life history traits of species and identify the appropriate approaches to conserving them. Conservation approaches will include dealing with current state and federal legislation in the home range for the species, while also incorporating the current threats that species faces. |  |                                  |
| <b>PRODUCT:</b>        | Oral  |  |                                  |
| <b>FORMAT:</b>         | Each group of students will present a summary of their species and the conservation approach they will take. Each of you presents using at least 3 slides as your contribution to the spoken presentation. Your grade consists of two components: an individual mark for your personal slides (worth 40% of Assessment Task 2 total) and a group mark based on the overall presentation (worth 60% of Assessment Task 2 total).   |  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                        | 1 Communicate orally to peers in a formal presentation paying attention to:<br>(i) academic structure of your presentation and adherence to timelines<br>(ii) language (including terminology)<br>(iii) use of visual material that enhance your presentation   |  | <b>1 2 3</b>                     |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Organisation, Information literacy  |  |                                  |

**All - Assessment Task 3:** Field report - major

|                        |   |  |
|------------------------|---|--|
| <b>GOAL:</b>           | Demonstrate and apply knowledge to collect, analyse and interpret data.   |  |
| <b>PRODUCT:</b>        | Report  |  |
| <b>FORMAT:</b>         | This assignment will require that you collect, manage, analyse, interpret and report on data derived from your field studies. Report is to cover the rationale, methods, results, discussion and conclusions arising from that data analysis. |  |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b>             |
|                        | 1 Appropriate analysis and interpretation of raw data collected by you during field classes.  | <span>1</span> <span>2</span> <span>3</span> |
|                        | 2 Use of appropriate software, correct model selection and output using supplied data, appropriate interpretation of results, presentation of data in written scientific report format  | <span>2</span> <span>3</span>                |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy  |  |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site— Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Students will need a laptop or access to one with the following freeware installed: R & R Studio

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](#) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)