UniSC

COURSE OUTLINE

ENS351 Integrated Environmental Management

School: School of Science, Technology and Engineering

2025 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to 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

Environmental and conservation issues often lie at the heart of our society. In this course you will learn to investigate, synthesize and communicate the broad range of environmental management issues faced by humankind in a systematic manner. The course emphasises that environmental issues are often surrounded by complex historical, social, political, economic, and environmental systems and institutional arrangements. You will explore a diverse range of environmental and natural resource management issues within integrated management frameworks.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus tutorial	3hrs	Week 1	10 times
Fieldwork – 3 x off-campus per semester	4hrs	Not applicable	2 times

1.3. Course Topics

- The Anthropocene, population growth, population shifts, urbanisation;
- Habitat change, loss, connectivity;
- Ecosystem services and valuation;
- Legislative, policy and regulatory contexts
- Indigenous management and cultural assets
- Biodiversity Offsets, translocations and threatened species management
- Managing cultural and environmental assets across multiple scales and jurisdictions

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...
1 Synthesise and prioritise information from environmental assessments, rank the relative importance of different environmental issues and objectives at different scales and in different sectors and explain the policies, practices, management systems and legislation relevant to achieving them.	Creative and critical thinker
2 Critically evaluate the effectiveness of existing environmental management policies and procedures against relevant criteria and standards and develop innovative solutions that anticipate barriers to implementation and respond to changing conditions and identify path-dependent decision points and irreversible consequences and develop solutions that are adaptable and precautionary in the face of uncertainty.	Creative and critical thinker Sustainability-focussed
3 Demonstrate competency in identifying problems, planning investigations and correctly applying tools, techniques and discipline based knowledge to produce scientifically credible results. Communicate important issues and insights to diverse audiences in a professional manner using a variety of contemporary media and information technologies.	Empowered Engaged
4 Recognise the ethical frameworks and moral codes that shape stakeholder perspectives and influence decision making when complex environmental, social and economic objectives are in conflict and consider the practical and ethical implications of alternative courses of action on the economic, social and environmental conditions that future generations will inherit.	Sustainability-focussed

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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

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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

We do provide feedback during the weekly workshops and scaffold activities that build towards both Task 1 and Task 2. Task 1 will be graded prior to Task 2A submission

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	Written Piece	Individual	20%	1000 words	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Written Piece	Individual	45%	2500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	35%	2000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Triple Bottom Line Analysis - Professional Briefing

GOAL:	This task will demonstrate your understanding of the triple bottom line in an integrated environmental management context. You will utilise independent research skills to compile a professional briefing detailing the environmental, social and cultural aspects relating to our extended field case study. You will also link these to ecosystem services.
PRODUCT:	Written Piece
FORMAT:	Professional Briefing

CRITERIA:	No.		Learning Outcome assessed
	1	Quality of written expression (spelling, syntax, grammar, diction) and structure of the report (logical sequence, use of sections and headings).	3
	2	The relevance of the writing to the key topics and effective discrimination for what information is included	3
	3	The extent to which the key issues are covered, and the formulation of logical structures in your reports	1
	4	The effectiveness of the use of supporting information and evidence in a critical appraisal of the assessment issue	1 2
	5	The depth of research into each element of the triple-bottom line, as applicable to the site context and an integrated environmental framework	1

GENERIC SKILLS:	

All - Assessment Task 2: Field Case Study Report

GOAL:	To demonstrate your ability to synthesize, critically examine, and summarise the key issues from our extended case study, including a critical application of relevant course themes such as problem ID and multi-criterion ranking and stakeholder analysis and engagement. You will link this to current/prospective environmental challenged and strategies relevant to the field case study.
PRODUCT:	Written Piece
FORMAT:	There are 2 modules relating to the course material and extended field case study. You will prepare a written report comprising site descriptions (with relevant desktop analyses) and coverage of key module themes relating to field trips one and two.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Quality of written expression (spelling, syntax, grammar, diction) and structure of the report (logical sequence, use of sections and headings, progression of arguments and analysis)	③
	2	The relevance of the writing to the key topics and effective discrimination for what information is included	②
	3	Depth of analysis and application of environmental management concepts	① ② ③
	4	The extent to which the key issues are covered, and the formulation of logical structures in your reports	③
	5	The effectiveness of the use of supporting information and evidence in a critical appraisal of the assessment issue	①
	6	The coherence and insight of the analysis and argument	① ④
GENERIC SKILLS:			

All - Assessment Task 3: Literature Review - Offsets and/or Translocations

GOAL:	To demonstrate your ability to research, and synthesize, critically examine literature relevant to offsets and translocations
PRODUCT:	Written Piece
FORMAT:	A written literature review examining offsets and/or translocations. You will research and present details on relevant legislation and then focus on offsets/and or translocations in a critical review of the literature.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	refer to task 2a	① ② ③ ④
GENERIC SKILLS:			

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

You will be required to travel off-campus for 3 x 5 hour field trips

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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:

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 submission of assessment tasks will be penalised at the following maximum rate:
• 2% (of the assessment task's identified value) per day from the date identified as the due date for the assessment task.
• A result of zero is awarded for an assessment task submitted after 10 days from the date identified as the due date for the assessment task.
Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

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.

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.

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.

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 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 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