



# BIOL7870

## Regional and Global Conservation

Session 2, In person-scheduled-weekday, North Ryde 2023

*School of Natural Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

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Unit co-convenor

Jessica Boomer

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Credit points

10

Prerequisites

Admission to MRes

Corequisites

Co-badged status

BIOL8870

Unit description

This unit deals with the problem of conserving biodiversity as a whole rather than concentrating on individual species or populations. The unit is applied and multidisciplinary, drawing on such areas as ecology, evolutionary biology, biogeography, and informatics. We will explore the concept of biodiversity in both the scientific and legislative arenas. The problem of measuring biodiversity is considered in detail, including the conceptual and practical impediments to measurement. Current and emerging threats to biodiversity are reviewed on a global scale, along with the practical and ethical arguments for conservation. Tutorials and assessments are focussed on analysing and interpreting patterns in biodiversity in space and time as a means of informing conservation decisions.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Explain the principles and methods used by Conservation Biology to quantify and value biodiversity at local to global scales.

**ULO2:** Elucidate the patterns, mechanisms and consequences of biodiversity and biodiversity loss.

**ULO3:** Compile, analyze and interpret biodiversity patterns in a conservation context.

**ULO4:** Integrate observed spatial pattern of biodiversity with other sources of spatial information in order to identify and prioritise areas requiring biodiversity monitoring and/or conservation action.

**ULO5:** Critically evaluate and synthesize scientific literature on topics of interest in Conservation Biology and make recommendations on locations requiring conservation action based on sound scientific evidence.

**ULO6:** Communicate Conservation Biology issues to diverse audiences in written and oral form.

## General Assessment Information

Detailed assessment information is available on the unit's iLearn site.

### Requirements to pass this unit

To pass this unit you must:

- Attempt all assessments, and
- Achieve a total mark equal to or greater than 50%,

### Late Assessment Submission Penalty

From 1 July 2022, Students enrolled in Session based units with written assessments will have the following late penalty applied. Please see <https://students.mq.edu.au/study/assessment-exams/assessments> for more information.

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55 pm. A 1-hour grace period is provided to students who experience a technical concern.

For any late submission of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for [Special Consideration](#).

Assessments where Late Submissions will be accepted

In this unit, late submissions will accepted as follows:

- Conservation talk – NO, unless Special Consideration is granted
- Quizzes - NO, unless Special Consideration is granted
- Conservation blog - YES, Standard Late Penalty applies

- Conservation plan - YES, Standard Late Penalty applies

### Special Consideration

The [Special Consideration Policy](#) aims to support students who have been impacted by short-term circumstances or events that are serious, unavoidable and significantly disruptive, and which may affect their performance in assessment. If you experience circumstances or events that affect your ability to complete the assessments in this unit on time, please inform the convenor and submit a Special Consideration request through [ask.mq.edu.au](mailto:ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Conservation talk</a>	15%	No	Weeks 3, 4, 5
<a href="#">Conservation blog</a>	15%	No	Week 5
<a href="#">Quizzes</a>	30%	No	Week 5, 8, 13
<a href="#">Conservation plan</a>	40%	No	Week 13

### Conservation talk

Assessment Type <sup>1</sup>: Presentation

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Weeks 3, 4, 5**

Weighting: **15%**

Through an oral presentation you will be assessed on your ability to research, summarise and communicate scientifically rigorous information on a regional or global conservation issue.

On successful completion you will be able to:

- Explain the principles and methods used by Conservation Biology to quantify and value biodiversity at local to global scales.
- Elucidate the patterns, mechanisms and consequences of biodiversity and biodiversity loss.
- Compile, analyze and interpret biodiversity patterns in a conservation context.
- Critically evaluate and synthesize scientific literature on topics of interest in Conservation Biology and make recommendations on locations requiring conservation action based on

sound scientific evidence.

- Communicate Conservation Biology issues to diverse audiences in written and oral form.

## Conservation blog

Assessment Type **1**: Summary

Indicative Time on Task **2**: 9 hours

Due: **Week 5**

Weighting: **15%**

You will be assessed on your ability to summarise and communicate a regional or global conservation issue to a non-scientific audience.

On successful completion you will be able to:

- Explain the principles and methods used by Conservation Biology to quantify and value biodiversity at local to global scales.
- Compile, analyze and interpret biodiversity patterns in a conservation context.
- Communicate Conservation Biology issues to diverse audiences in written and oral form.

## Quizzes

Assessment Type **1**: Quiz/Test

Indicative Time on Task **2**: 6 hours

Due: **Week 5, 8, 13**

Weighting: **30%**

There will be several quizzes based on any lecture, tutorial or assigned reading given up to that point.

On successful completion you will be able to:

- Explain the principles and methods used by Conservation Biology to quantify and value biodiversity at local to global scales.
- Elucidate the patterns, mechanisms and consequences of biodiversity and biodiversity loss.
- Compile, analyze and interpret biodiversity patterns in a conservation context.
- Integrate observed spatial pattern of biodiversity with other sources of spatial information in order to identify and prioritise areas requiring biodiversity monitoring and/or

conservation action.

- Critically evaluate and synthesize scientific literature on topics of interest in Conservation Biology and make recommendations on locations requiring conservation action based on sound scientific evidence.

## Conservation plan

Assessment Type <sup>1</sup>: Quantitative analysis task

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **Week 13**

Weighting: **40%**

This written report will assess your understanding of regional and global conservation, your ability to research solutions and to account for uncertainty and knowledge gaps.

On successful completion you will be able to:

- Explain the principles and methods used by Conservation Biology to quantify and value biodiversity at local to global scales.
- Elucidate the patterns, mechanisms and consequences of biodiversity and biodiversity loss.
- Compile, analyze and interpret biodiversity patterns in a conservation context.
- Integrate observed spatial pattern of biodiversity with other sources of spatial information in order to identify and prioritise areas requiring biodiversity monitoring and/or conservation action.
- Critically evaluate and synthesize scientific literature on topics of interest in Conservation Biology and make recommendations on locations requiring conservation action based on sound scientific evidence.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

Lecture content will be available online. Workshops are held face to face on Mondays each week at 10am-12pm and are not recorded. There will be some site visits that will be scheduled during the workshop and lecture times in some weeks - details available on iLearn site.

In week 1 the workshop will be delivered in person but the lecture material is pre-recorded and available online through the iLearn site.

### Methods of Communication

We will communicate with you via your university email and through announcements on iLearn. Queries to convenors can either be placed on the iLearn discussion board or sent to the unit convenor via the contact email on iLearn.

### COVID Information

For the latest information on the University's response to COVID-19, please refer to the Coronavirus infection page on the Macquarie website: <https://www.mq.edu.au/about/coronavirus-faqs>. Remember to check this page regularly in case the information and requirements change during semester. If there are any changes to this unit in relation to COVID, these will be communicated via iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study



- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Changes from Previous Offering

We value student feedback to be able to continually improve the way we offer our units. As such we encourage students to provide constructive feedback via student surveys, to the teaching staff directly, or via the FSE Student Experience & Feedback link in the iLearn page.

Student feedback from the previous offering of this unit was very positive overall, with students pleased with the clarity around assessment requirements and the level of support from teaching staff. As such, no change to the delivery of the unit is planned, however we will continue to strive to improve the level of support and the level of student engagement.