
BIOL361: Conservation Biology

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong
On Campus

On-Campus Delivery This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

Teaching Staff

Teaching Role	Coordinator
Name	Dr Bethany Hoye
Telephone	+61 2 4252 8209
Email	bhoye@uow.edu.au
Room	35.107
Consultation Times	Please email for appointment

Teaching Role	Lecturer
Name	A/Prof Katarina Mikac
Email	kmikac@uow.edu.au
Consultation Times	Please email for appointment

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Guiding Communication Principles for Students

Moodle Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

SOLS messages will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
- Timetable information
- Security and emergency information
- Students are encouraged to check SOLS messages daily as these messages are often of high priority

SOLS and Moodle announcements can NOT be responded to.

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

Copyright

Commonwealth of Australia

Copyright Regulations 1969

© 2026 University of Wollongong

The original material prepared for this guide is covered by copyright. Apart from fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright Act, no part may be reproduced by any process without written permission.

Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

Table of Contents

Section A: General Information	6
Learning Outcomes	6
Subject Learning Outcomes	6
Subject Description	6
Course Handbook	6
Subject Details: Practical Activities, eLearning, Readings and Materials	6
Subject eLearning	6
Safety Guidelines	7
EMBEDDED Work Integrated Learning	7
Additional Subject Details	7
Using Generative Artificial Intelligence (GenAI)	7
Major Text(s)	8
Recommended Readings and Other Resources	8
Lectures, Tutorials and Attendance Requirements	8
Lecture Times *	8
Lecture Program *	8
Additional Lecture Comments	9
Recording of Teaching and Learning Activities	10
Your Privacy - Recording of Teaching and Learning	10
Recent Improvements to Subject	10
Extraordinary Changes to the Subject Outline	11
Learning Analytics	11
Section B: Assessment	12
Assessment Summary	12
Additional Assessment Information	15
Minimum Requirements to Pass this Subject	15
Hurdle Assessment	16
UOW Grade Descriptors	16
Assessment Learning Outcome Matrix	16
Submission, Retention and Collection of Written Assessment	17
Extensions	17
Late Submission of Assessment Tasks and Penalties	17
Collection	18
Retention	18
Scaling	18
Supplementary Assessment	18
Review and Appeal of Academic Decisions	18
Assessment Quality Cycle	18
Academic Integrity	18
Referencing	19
Section C: General Advice for Students - Policies and Procedures	20
Student Services and Support	20
Student Support Coordinator (SSC)	20
Student Advocacy Service	20
AskUOW	20
Library Services	21
Academic Integrity Policy	21
Code of Practice - Research	21
Honours Policy	21
The Code of Practice - Work Integrated Learning (Professional Experience)	21
Copyright Policy	21
Course Progress Policy	21
Examination Rules and Procedures	21
Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects	21
Coursework Rules	22

Human Research Ethics	22
Inclusive Language Guidelines	22
Intellectual Property Policy.....	22
Review and Appeal of Academic Decisions Policy	22
Student Academic Consideration Policy.....	22
The Student Charter - Your Rights and Responsibilities	22
Student Assignment of Intellectual Property (IP) Policy	22
Student Conduct Rules.....	23
Teaching and Assessment: Assessment and Feedback Policy	23
Teaching and Assessment: Code of Practice - Teaching.....	23
Teaching and Assessment: Subject Delivery Policy	23
Workplace Health & Safety Policy	23

Section A: General Information

Learning Outcomes

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Explain patterns of biological variability from genes to ecosystems and across spatial & temporal scales, and interpret their ecological and evolutionary drivers
2. Assess key threatening processes impacting biodiversity, in relation to their ecological, genetic, and evolutionary consequences and propose solutions to remediate these impacts for different levels of biodiversity
3. Design and apply experimental, observational, and analytical approaches to quantify and compare different levels of biological diversity - from genes to ecosystems - and predict changes in response to threats or conservation actions.
4. Critically evaluate legislative frameworks, conservation strategies and management interventions and justify their suitability, effectiveness, and limitations in different ecological contexts.
5. Synthesize and critically appraise scientific and grey literature to construct evidence-based arguments that inform biodiversity conservation policy and practice.
6. Communicate conservation-relevant evidence effectively to both scientific and non-specialist audiences using appropriate written, oral, and visual formats.

Subject Description

BIOL361 focuses on biodiversity – what constitutes biological diversity, how important it is, processes that threaten it, and approaches to conserving it for generations to come, whether that biodiversity is fish in the ocean or microbes in your gut. The subject takes a mechanistic approach, emphasising biodiversity across all levels from genes to ecosystems, and considering both free-living ecosystems as well as the ecosystems within organisms (such as the microbiome). Students will discuss the ecological and evolutionary value of biodiversity, ecological and evolutionary processes influencing the distribution and abundance of these diversity units, and how these change over time. Students will explore the impact of anthropogenic activities and the consequences of these threatening processes for ecological, genetic and evolutionary processes, both in theory and as an integrated part of the practical exercises. Students will use the most recent tools and techniques for understanding and measuring genetic and species diversity (including metabarcoding and eDNA), quantifying gene flow, population structure, inbreeding, extinction risks, management units, assisted evolution. These tools and techniques will be paired with best-practice tools used in conservation, including legislation, management options and policy frameworks, reserve design, translocation, in situ and ex situ conservation, and methods for describing and sampling populations. Throughout the subject students will have the opportunity to learn from government, non-government and industry organisations working at the coalface of conservation in Australia and beyond.

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

The rules below are general rules that are required when participating in labs, practicals, fieldwork or simulated fieldwork activities. Before commencing these activities you are to ensure that you understand specific procedures and policy related to safety.

- All first year students undertaking Chemistry (CHEM101/102/104/105) must complete the Moodle WHS Induction (see the subject Moodle site for more details below)
- Before commencing lab/practical/fieldwork activity you are to ensure that you understand specific procedures and policy related to safety.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any fieldwork/practical work. These materials will be made available by the supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases (Access Plans) must be discussed with the Subject Coordinator prior to commencing the activity.
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.
- For subjects including field trips, students may be required to contribute to costs associated with the provision of field trips that form part of the course of study.

EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

Additional Subject Details

BIOL361 involves practical classes both in the laboratory and in the field. Please speak to the subject coordinator if you have any concerns about your learning in either of these settings.

This subject aligns with the United Nations Sustainable Development Goals (SDGs) and is part of UOW's SDG Portfolio which aims to ensure that our students are well informed global citizens that can continue to contribute to realising sustainable development through their studies and careers by being proactive, responsible and educated in relation to how realising the Global Goals will better the world.

<https://www.uow.edu.au/united-nations-sustainable-development-goals/sdg-subjects-and-courses/>

Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

PRIMARY TEXTBOOK:

Conservation biology

Author: Cardinale, Bradley J., Primack, Richard B., Murdoch, James D.,

ISBN: 9781605357140

Publisher: Oxford University Press

Publication Date: 2020 (or second edition published in 2025)

Available in hardcopy from UOW library or for purchase as an ebook through UOW Unishop (price pending confirmation)

Supplementary textbook

A primer of conservation genetics

Author: Frankham, Richard, Ballou, J. D.; Briscoe, David A.

ISBN: 1-107-08594-2

Publisher: Cambridge University Press

Publication Date: 2004.

Available from UOW library as an eText

If there is a textbook available for purchase, you can find the details at University Bookshop

<https://unishop.uow.edu.au/>

Recommended Readings and Other Resources

Please refer to the subject eLearning site (Moodle)

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at

<http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

Week	Commencing	Topics Covered
1	06 Mar 2026	Lecture 1: Conservation Biology introduction Lecture 2: Biodiversity
2	13 Mar 2026	Lecture 3: Dynamic communities - who, when, where, why Lecture 4: Dynamic communities - ecosystem consequences & conservation challenges
3	20 Mar 2026	Lecture 5: Ecosystems within Lecture 6: 'Value' of biodiversity
4	27 Mar 2026	Lecture 7: Dysbiosis in ecosystems Lecture 8: Threatening processes - habitat destruction and fragmentation
6	10 Apr 2026	Lecture 9: Threatening processes – habitat degradation

		Lecture 10: Threatening processes – over exploitation
7	17 Apr 2026	Lecture 11: Threatening processes – invasive species Lecture 12: Threatening processes – climate change
	20 Apr 2026	Mid-Session Recess
8	01 May 2026	Lecture 13: Legislative frameworks Lecture 14: Species-level conservation – escaping extinction
9	08 May 2026	Lecture 15: Species-level conservation – small populations Lecture 16: Harvesting populations
10	15 May 2026	Lecture 17: Reinforcing and re-establishing populations – <i>in situ</i> Lecture 18: Reinforcing and re-establishing populations – <i>ex situ</i>
11	22 May 2026	Lecture 19: Conservation prioritisation Lecture 20: Protected areas
12	29 May 2026	Lecture 21: Trade-offs and decision tools Lecture 22: Conservation outside protected areas
13	05 Jun 2026	Lecture 23: Remediation and Restoration Lecture 24: Natural capital/ecosystem accounting AND final exam info
	08 Jun 2026	Study Recess
	13 Jun 2026	Examinations
	20 Jun 2026	Examinations

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Additional Lecture Comments

All classes take place in weeks 1 through 13 of the session.

Practical and Tutorial Program

Week	Class date	Topics Covered
1	06 Mar 2026	T: Sourcing reliable information P: Your practical portfolio
2	13 Mar 2026	T: Types of studies P: Designing effective research in Conservation Biology Independent: self-paced “getting started in R” exercises
3	20 Mar 2026	T & P: Field trip – Assessing avian communities
4	27 Mar 2026	T: Multivariate analysis P: Demonstrating differences in avian community composition
5	03 Apr 2026	GOOD FRIDAY – no face-to-face classes this week
6	10 Apr 2026	T: Comparative reviews and grey literature (Assessment 2) P: Temporal changes in community composition
7	17 Apr 2026	T: practise for final exam P: eDNA and metabarcoding
	24 Apr 2026	Mid-Session Recess
8	01 May 2026	T: Practical portfolio drop-in session P: Quantitative metrics in species conservation - abundance
9	08 May 2026	T: Critiquing a case study (Assessment 3) P: Quantitative metrics in species conservation – genetics part 1
10	15 May 2026	T: Practical portfolio drop-in session P: Quantitative metrics in species conservation – genetics part 2

11	22 May 2026	T & P: Field trip – Designing and evaluating protected areas – case study
12	29 May 2026	Presentation of seminars in small groups (Assessment 3) – 12:30-17:30
13	05 Jun 2026	T & P: Off-campus professional experience
	12 Jun 2026	Study Recess
	19 Jun 2026	Examinations
	26 Jun 2026	Examinations

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

BIOL361 has several newly developed assessments for 2026 to better align to the updated subject learning outcomes and industry expectations of graduates. In line with this, new hands-on practical classes in the field and the laboratory have been developed for 2026, as well as a complete revision of the lecture material and workshop activities.

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Assignment	10%
Assessment 2	Report	25%
Assessment 3	Presentation	25%
Assessment 4	Portfolio	10%
Assessment 5	Exam	30%
TOTAL MARKS		100%

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Assessment 1: Assignment - Science Communication Piece

Marking Criteria	This assessment comprises two parts - due Thursday week 2 and Thursday week 5. Details of this assessment, including learning outcomes, requirements, instructions, and marking rubric will be made available on the subject eLearning site (Moodle).
Length	Part A) search queries and copy of selected scientific primary research article (pdf) Part B) 800 words
Weighting	10%
Assessment Due	12 Mar 2026 (Thursday in Session Week 2) 02 Apr 2026 (Thursday in Session Week 5) Final submission time: 11:59pm
Type of Collaboration	Individual assessment
Style and format	Part A) search queries and copy of selected scientific primary research article (pdf) Part B) written report
Generative AI use	The use of generative AI for this assessment task will be discussed in detail in the tutorial in week 1. You are responsible for the work that you submit, and it must reflect your own original thinking. Gen AI should complement, not replace, your critical thinking and decision-making skills. Pre-task planning, literature searching (in combination with other search tools), and brainstorming represent appropriate uses of gen AI in this assessment task. However, you must be transparent about your use of gen AI by acknowledging the tools used, and including a description of specific prompts, screenshots and reflections. Fact verification against reliable sources is essential as gen AI outputs can be inaccurate, fabricated or biased.
Assessment submission	Online via Moodle This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	Within 15 working days of due date, as per UOW policy

Detailed information	<p>Students will write an 800-word science communication piece (in the style of an article for The Conversation) based on the findings of a published research article as per detailed instructions on Moodle.</p> <p>Students will submit the article they have selected, together with the search queries they used to find it, using Turnitin through Moodle in week 2, after a tutorial on search queries in week 1. This represents a formative assessment (no grade). Feedback on the suitability of the selected article and search approach will be returned to the students within one week. Students will then submit their 800-word article via Turnitin through Moodle by Thursday week 5. Feedback on their writing, based on the rubric supplied, will be provided in time for students to incorporate this feedback in the development of assessment 2.</p>
-----------------------------	--

Assessment 2: Report - Conservation Frameworks Comparison

Marking Criteria	Details of this assessment, including learning outcomes, requirements, instructions and marking rubric will be made available on the subject eLearning site (Moodle) and discussed in the tutorial in week 6.
Length	2500-3000 words
Weighting	25%
Assessment Due	30 Apr 2026 (Thursday in Session Week 8) Final submission time: 11:59pm
Type of Collaboration	Individual assessment
Style and format	written report
Generative AI use	<p>The use of generative AI for this assessment task will be discussed in detail in the tutorial in week 6.</p> <p>You are responsible for the work that you submit, and it must reflect your own original thinking. Gen AI should complement, not replace, your critical thinking and decision-making skills.</p> <p>Pre-task planning, literature searching (in combination with other search tools), and brainstorming represent appropriate uses of gen AI in this assessment task. However, you must be transparent about your use of gen AI by acknowledging the tools used, and including a description of specific prompts, screenshots and reflections. Fact verification against reliable sources is essential as gen AI outputs can be inaccurate, fabricated or biased.</p>
Assessment submission	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	Within 15 working days of due date, as per UOW policy
Detailed information	<p>Students are asked to compile a 2500-3000 word report that compares and contrasts legislative and non-legislative approaches to the protection of biodiversity and their outcomes, as per detailed instructions on Moodle. This report should be in the style of a consultant's report, highlight the merits and deficiencies of the different conservation laws and approaches, including where appropriate tables, figures, maps, flow diagrams and photographs.</p> <p>Students will need to research and cite peer-reviewed scientific literature and published reports from government or non-government organisations. This type of 'benchmarking' exercise is commonly used to improve and enhance policies within organisations and jurisdictions on the basis of evidence from elsewhere.</p> <p>Students will submit their report via Turnitin through Moodle by Thursday week 8. Feedback on their writing, based on the supplied rubric, will be</p>

	provided to allow time to incorporate this feedback in the development of assessment 3.
--	---

Assessment 3: Presentation - Conservation Case Study Critique

Marking Criteria	Details of this assessment, including learning outcomes, requirements, instructions and marking rubric will be made available on the subject eLearning site (Moodle) and discussed in the tutorial in week 9.
Length	10-minute presentation
Weighting	25%
Assessment Due	29 May 2026 (Friday in Session Week 12)
Type of Collaboration	Group work
Style and format	Formal presentation of review task in small groups
Generative AI use	The use of generative AI for this assessment task will be discussed in detail in the tutorial in week 9. You are responsible for the work that you submit, and it must reflect your own original thinking. Gen AI should complement, not replace, your critical thinking and decision-making skills. Pre-task planning, literature searching (in combination with other search tools), and brainstorming represent appropriate uses of gen AI in this assessment task. However, you must be transparent about your use of gen AI by acknowledging the tools used, and including a description of specific prompts, screenshots and reflections. Fact verification against reliable sources is essential as gen AI outputs can be inaccurate, fabricated or biased.
Assessment submission	Present your findings using PowerPoint slides or equivalent, in session to a limited number of other groups
Assessment return	Within 15 working day of due date, as per UOW policy
Detailed information	Students are asked to work in groups to give a 10-minute presentation critically reviewing a conservation program as per detailed instructions on Moodle. Students will need to make use of peer-reviewed scientific literature, published reports from government or non-government organisations, or a combination of these sources. This type of 'critique' exercise would commonly be used to improve and enhance future conservation efforts for the species, and for other species with similar biology facing similar threats. Students will present their findings in small groups on Friday week 12, with group discussion of these findings at the end of each group session in order to "jigsaw" a more comprehensive appreciation for the outcomes of key conservation actions.

Assessment 4: Portfolio - Practical portfolio

Marking Criteria	Details of this assessment, including learning outcomes, requirements, instructions, and marking rubric will be made available on the subject eLearning site (Moodle).
Length	as required to complete practical tasks
Weighting	10%
Assessment Due	04 Jun 2026 (Thursday in Session Week 13) Final submission time: 11:59pm
Type of Collaboration	Individual assessment
Style and format	word or pdf file collating practical tasks, including written responses, graphs, diagrams, and other working as required

Generative AI use	The use of generative AI for this assessment task will be discussed in detail in the practical in week 1. You are responsible for the work that you submit, and it must reflect your own original thinking. Gen AI should complement, not replace, your critical thinking and decision-making skills. Code development and troubleshooting represent appropriate uses of gen AI in this assessment task. However, you must be transparent about your use of gen AI by acknowledging the tools used, and including a description of specific prompts, screenshots and reflections. Fact verification against reliable sources is essential as gen AI outputs can be inaccurate, fabricated or biased.
Assessment submission	Online via Moodle This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	Within 15 working days of due date, as per UOW policy
Detailed information	Students will be asked to design studies, collect data and analyse and interpret data through the practical classes across the session. They are required to record their progress in an online portfolio of practical tasks, as per detailed instructions on Moodle. This will include, where relevant, the code used to conduct these analyses, outputs (figures, tables, maps, diagrams), interpretations, and reflections on learnings that enable the student to use the practical portfolio as a resource in their future careers.

Assessment 5: Exam - Final Examination

Marking Criteria	Details of this assessment, including learning outcomes, requirements, and instructions will be made available on the subject eLearning site (Moodle) and will be discussed in the tutorial in week 7 and lecture in week 13.
Weighting	30%
Assessment Due	To Be Announced
Type of Collaboration	Individual assessment
Style and format	On campus, in person examination on paper, during the exam weeks (timetabled centrally)
Generative AI use	Gen AI cannot be used in this assessment as it is an invigilated paper exam with no access to digital tools permitted
Assessment return	Final exams will not be returned
Detailed information	Information on exam content, learning outcomes, and important resources will be discussed in class in week 6 and week 13, as detailed on moodle

Additional Assessment Information

All assessments must be attempted as part of the minimum performance requirements to complete the subject.

Minimum Requirements to Pass this Subject

Minimum Student Attendance and Participation

Student attendance supports learning and achievement and is strongly encouraged in all classes.

Tutorial and practical attendance is 100% compulsory and must be met to successfully complete the subject. If attendance is affected due to compassionate, compelling, or extenuating circumstances an academic consideration application should be lodged via SOLS and supporting documentation, for example a Medical

Certificate, submitted as soon as practical. For further details about applying for Academic Consideration visit the Student Central webpage: <http://www.uow.edu.au/student/central/academicconsideration/index.html>

Minimum Requirements to Pass this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved.

In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The **minimum performance requirements** for this subject are:

- attempt all assessment tasks
- meet the minimum participation requirements outlined above

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here

<https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting				
	Science Communication Piece	Conservation Frameworks Comparison	Conservation Case Study Critique	Practical portfolio	Final Exam
	(10%)	(25%)	(25%)	(10%)	(30%)
Explain patterns of biological variability from genes to ecosystems and across spatial & temporal scales, and interpret their ecological and evolutionary drivers					✓
Assess key threatening processes impacting biodiversity, in relation to their ecological, genetic, and evolutionary consequences and propose solutions to remediate these impacts for different levels of biodiversity		✓			✓

Learning Outcomes	Measures - Assessment weighting				
	Science Communication Piece (10%)	Conservation Frameworks Comparison (25%)	Conservation Case Study Critique (25%)	Practical portfolio (10%)	Final Exam (30%)
Design and apply experimental, observational, and analytical approaches to quantify and compare different levels of biological diversity - from genes to ecosystems - and predict changes in response to threats or conservation actions.				✓	✓
Critically evaluate legislative frameworks, conservation strategies and management interventions and justify their suitability, effectiveness, and limitations in different ecological contexts.		✓	✓		
Synthesize and critically appraise scientific and grey literature to construct evidence-based arguments that inform biodiversity conservation policy and practice.		✓	✓		
Communicate conservation-relevant evidence effectively to both scientific and non-specialist audiences using appropriate written, oral, and visual formats.	✓		✓		

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see: <https://www.uow.edu.au/student/admin/academic-consideration/>**

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted

previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>