



Course Outline

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

School of Biological, Earth and Environmental Sciences

Faculty of Science

Session 2, 2018



1 Staff

Position	Name	Email (@unsw.edu.au)	Consultation times and locations	Contact Details
Course Convenor	NJ Dr Neil Jordan	neil.jordan	Arrange via email	neil.jordan@unsw.edu.au
Asst. Course Convenor	HB Dr Hayley Bates	h.bates	Arrange via email	h.bates@unsw.edu.au
Lecturer	LR Dr Lee Ann Rollins	l.rollins		
Lecturer	WC Dr Will Cornwell	w.cornwell		
Lecturer	RK Prof. Richard Kingsford	richard.kingsford		
Lecturer	ML A/Prof. Mike Letnic	m.letnic		
Lecturer	PA A/Prof. Paul Adam	p.adam		
Lecturer	AV A/Prof. Adriana Verges	a.verges		
Lecturer	MLy Dr Mitchel Lyons	mitchell.lyons		
Lecturer	SL A/Prof. Shawn Laffan	shawn.laffan		
Lecturer	JR Dr Jodi Rowley	jodi.rowley		
Lecturer	DK Prof. David Keith	david.keith		
Lecturer	CC Corey Callaghan	c.callaghan		



Dr Neil Jordan



Dr Hayley Bates



A/Prof. Adriana Verges



A/Prof. Paul Adam



Dr Jodi Rowley



Dr Mitchel Lyons



A/Prof. Shawn Laffan



Dr Lee Ann Rollins



Dr Will Cornwell



Prof. Richard Kingsford



Prof. Mike Letnic



Prof. David Keith



Corey Callaghan

2 Course information

Units of credit: 6

Pre-requisite(s): Assumed knowledge: BABS1101 and BABS1201

Excluded: BIOS3671, BIOS9210, IEST5008

Teaching times and locations:

Lecture 1	Mathews Theatre C	Mon	11:00 - 13:00
Lecture 2	Mathews Theatre D	Thu	09:00 - 10:00
Lab	E26 Teaching Lab 6	Wed	14:00 - 18:00

<http://timetable.unsw.edu.au/2018/BIOS6671.html>

Fieldtrip

The fieldtrip involves costs to students. Failure to pay the cost of the fieldtrip will also result in failure of the course. XXX hazards, resources required XXX.

The field trip is compulsory. Failure to attend the fieldtrip will result in failure of the course.

Lab Equipment Needed

Covered shoes: All students must wear covered shoes in all laboratory classes.

2.1 Course summary

The course covers applications of community ecology, population biology and genetics to the management of natural resources, environmental problems and conservation of biodiversity. Principles are conveyed using examples from terrestrial and marine flora and fauna, with a focus on the nature and importance of global diversity, and the design and management of programs for the conservation of species and ecosystems.

Note 1: This course was previously offered as BIOS3071 but changed to BIOS6671 as of 2011.

Note 2: Field excursions are compulsory and will involve additional expense to individual students.

2.2 Course aims

The aims of this course are to:

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

2.3 Course learning outcomes (CLO)

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

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

2.4 Relationship between course and program learning outcomes and assessments

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

3 Strategies and approaches to learning

3.1 Learning and teaching activities

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

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

You are expected to attend ALL your scheduled classes. Since this subject is NOT offered in distance mode, if you miss classes, your progress will be significantly hindered. After attending lectures and practicals much of the material can be studied independently, with the aid the textbook, lecture outlines (on the web), and the references contained in the lecture notes.

Some of the practical exercises may be completed independently. However, it is advised that students should spend some time discussing the interpretation of work with instructors during practical time, since performing practical tasks without critically thinking about the results is NOT adequate. Students typically require more help with the interpretation than with repetitive tasks such as performing computer simulations. The demonstrators are casual staff, and are therefore difficult to contact outside practical class times – use them while they are in the practical.

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

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

3.2 Expectations of students

Laboratory classes and the fieldtrip are compulsory. After attending lectures and practicals, much of the material can be studied independently, with the aid the textbook, lecture outlines (on the web), and the references contained in the lecture notes.

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

Some of the practical exercises may be completed independently. However, it is advised that students should spend some time discussing the interpretation of work with instructors during practicals, since performing practical tasks without critically thinking about the results is NOT adequate. Students typically require more help with the interpretation than with repetitive tasks such as performing computer simulations. The demonstrators are casual staff and are therefore difficult to contact outside practical times – use them while they are there!

Time commitment

This course consists of ~6 hours of class contact hours weekly (over 13 weeks). You are expected to take an additional ~4 hours of non-class contact hours per week to complete assessments, readings and exam preparation (averaged over 16 weeks).

See timetable on page 12 for detailed schedule.

From the university guidelines (<https://student.unsw.edu.au/uoc>): “The normal workload expectations of a student are approximately 25 hours per Semester for each UOC, including class contact hours, other learning activities, preparation and time spent on all assessable work. Thus, for a full-time enrolled student, the normal workload, averaged across the 16 weeks of teaching, study and examination periods, is about 37.5 hours per week.”

4 Course schedule and structure

Any alterations to the schedule will be announced in a preceding class and will be posted on Moodle. If you miss a class, it is your responsibility to: (1) catch up on the biology, and (2) find out the details of any announcements. The Field Trip is compulsory.

Ideally, we would go through the material in the order that it might be considered in a conservation agency, but the order must be disrupted because of availability of lecturers, computer rooms, etc. As senior students (or later as conservation biologists), you should have the skills to assemble the course in an order that suits you. The modules should help to identify parts.

See timetable on page 12 for detailed times and locations.

Topic	Activity	Related CLO
Module 1: Principles of Conservation Biology	Lectures: L1. Introduction to course L2. Importance of genetics for conservation biology L3. Genetics continued L4. Fundamental Processes in Community Ecology L5. Fundamental Processes Continued L6. The history of conservation biology	
Module 2: Threatening Processes	Lectures: L7. Welcome to the Anthropocene-threats, classification, prioritisation and mitigation L8. Invasion Process L9. Arid zone threats and mitigation using keystone effects L10. Case Study: Invasive species and Australia's mammal extinctions L11. Habitat loss and Fragmentation L12. Unusual Suspects- key threatening processes L13. Climate Change- Will it be possible to conserve species in their current range?	
Module 3: Conservation Interventions and Evidence	Lectures: L14. Drones and conservation L15. Rewilding: functional extinction, reinstating interaction networks L16. Mapping habitat and species distributions L17. Spatial Conservation Planning L18. Restoration Ecology L19. Biodiversity rarity and measurement L20. Genetically modified Organisms- Pest or Tool?	

Topic	Activity	Related CLO
Module 4: Conservation Policy and Management	Lectures: L21. Making Conservation Biology Effective L22. Case Study: Frog Systematics and biodiversity L23. Federal and NSW Legislation relevant to Biodiversity Conservation L24. Policy and Adaptive Management of Biodiversity Conservation L25. Red listing of Species L26. Red Listing of Ecosystems	
Module 5: Social Dimensions for Conservation	Lectures: L27. Aspects of biodiversity: phylogenetics, function, charisma etc. L28. Ex-situ conservation and management- can we manage species in zoos, botanic gardens etc, while we repair habitat? L29. Disease and Biodiversity L30. Citizen science and urban bird conservation. L31. Conservation conflicts	

	Lecture 1 Mathews Theatre C				Lecture 2 Mathews Theatre D			Practical Teaching Lab 6, Bldg E26		Assessment	
	Lecture 1A Mon 11:00 - 12:00		Lecture 1B Mon 12:00 - 13:00		Thu 09:00 - 10:00			Wed 14:00 - 18:00			
Wk 1	23 Jul	No Lecture		No Lecture		26 Jul	L1. Introduction to course	HB	25 Jul		
Wk 2	30 Jul	L2. Importance of genetics for conservation biology	LR	L3. Genetics continued	LR	2 Aug	L4. Fundamental Processes in Community Ecology	WC	1 Aug	Practical 1: Debate topics	
Wk 3	6 Aug	L5. Fundamental Processes Continued	WC	L6. The history of conservation biology	RK	9 Aug	L7. Welcome to the Anthropocene-threats, classification, prioritisation and mitigation	RK	8 Aug	Practical 2: Debate practice	
Wk 4	13 Aug	L8. Invasion Process	ML	L9. Arid zone threats and mitigation using keystone effects	ML	16 Aug	L10. Case Study: Invasive species and Australia's mammal extinctions	ML	15 Aug	Practical 3: Debate	Debate and Press Release Group
Wk 5	20 Aug	L11. Habitat loss and Fragmentation	HB	No Lecture		23 Aug	L12. Unusual Suspects- key threatening processes	PA	22 Aug	Practical 4: Genetic Management Approaches	
Wk 6	27 Aug	L13. Climate Change- Will it be possible to conserve species in their current range?	AV	L14. Drones and conservation	Mly	30 Aug	L15. Rewilding: functional extinction, reinstating interaction networks	ML	29 Aug	Practical 5: Genetic Management Approaches cont'd	Management Option Report due
Wk 7	3 Sep	L16. Mapping habitat and species distributions	SL	L17. Spatial Conservation Planning	SL	6 Sep	L18. Restoration Ecology	DK*	5 Sep	Practical 6: Modelling Bioiversity in a Changing World (BCCVL - Biodiversity and Climate Change Virtual Laboratory)	
Wk 8	10 Sep	L19. Biodiversity rarity and measurement	LR	L20. Genetically modified Organisms- Pest or Tool?	LR	13 Sep	L21. Making Conservation Biology Effective	HB	12 Sep	Practical 7: BCCVL continued	
Wk 9	17 Sep	L22. Case Study: Frog Systematics and biodiversity	JR	L23. Federal and NSW Legislation relevant to Biodiversity Conservation	PA	20 Sep	L24. Policy and Adaptive Management of Biodiversity Conservation	RK	19 Sep		BCCVL Report (formative)
MID-SEMESTER BREAK											
Wk 10	1 Oct	No lecture - Public Holiday		No lecture - Public Holiday		4 Oct	L25. Red listing of Species	DK	3 Oct		
Wk 11	8 Oct	L26. Red Listing of Ecosystems	DK	L27. Aspects of biodiversity: phylogenetics, function, charisma etc.	NJ	11 Oct	L28. Ex-situ conservation and management- can we manage species in zoos, botanic gardens etc, while we repair habitat?	NJ	10 Oct	Practical 8: Fieldtrip to Taronga Zoo	Field trip report due
Wk 12	15 Oct	L29. Disease and Biodiversity	NJ	L30. Citizen science and urban bird conservation.	CC	18 Oct	L31. Conservation conflicts	NJ	17 Oct		
Wk 13	22 Oct	No Lecture		No Lecture		25 Oct	No Lecture		24 Oct		

Module 1: Principles of Conservation Biology
Module 2: Threatening Processes
Module 3: Conservation Interventions and Evidence
Module 4: Conservation Policy and Management
Module 5: Social Dimensions for Conservation

5 Assessment

There are assignments throughout the session, and a final examination. The Schedule below gives details of each assessment component, the marks assigned to it, and the dates of submission. Assignment submission guidelines and procedures for obtaining assignment extensions are available under 5.1 "Submission of assessment tasks / special consideration".

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

Detailed expectations for each assignment are included in handouts or (for practical reports) in the practical notes.

Assessment task	Length	Weight	Mark	Assessment criteria	Due date	Feedback*
Assessment 1: Debate Participation				Assessed on participation in debate by presenting, providing information for presenters, asking questions and/or posing arguments.		Group feedback given in lecture time, and individual feedback given via Moodle Gradebook.
Assessment 2: Press Release	1 page			Presentation of single viewpoint of one of the topics debated. Evaluation of arguments presented (1 page)		Group feedback given in lecture time, and individual feedback given via Turnitin.
Assessment 3: Management Option Report						Group feedback given in lecture time, and individual feedback given via Turnitin.
Assessment 4: Fieldtrip Report						Group feedback given in lecture time, and individual feedback marked directly on worksheet.
Final Exam	2 hour final exam	50%	100	Understanding of key geological concepts through both multiple-choice questions (40% of exam) (about each lecture) and short answer questions (60% of exam).	In official exam period.	Marks.

** Please organise a time to meet with the course convenor if you would like additional feedback.*

Further information: UNSW grading system: <https://student.unsw.edu.au/grades>; UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.1 Submission of assessment tasks / special consideration

The press release and management report are to be submitted through Turnitin via the course Moodle page.

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

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

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

Assignments submitted after the due date will be penalised at the rate of 10% per day, unless accompanied by a medical certificate. All outstanding assignments must be handed in by the end of Week 13. Work will only be accepted after this date if accompanied by a medical certificate.

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

6 Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

As used in Austral Ecology, the Harvard (author, date) system of referencing is preferred in this course. Details can be found here: <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

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

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

What is Plagiarism? †

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

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

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

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

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

7 Readings and resources

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

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

General references

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

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

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

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

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

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

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

Demonstrators and tutors.

They can help you integrate the lecture and practical material. Note however, that they are casual staff NOT paid outside class hours, so use them during class!!

Lecturers:

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

Online material

Lecture notes and lecture recordings are available via the Moodle course page.

Professional Societies

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

8 Administrative matters

8.1 BSB Student Office

The School of BEES (<http://www.bees.unsw.edu.au/>) student office is combined with the School of BABS and SOM and is collectively known as the BSB Student Office. All hard copy assignments should be submitted to the assignment box found outside the BSB Student office.

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

Where: Room G27, Biolink. Ground Floor of Biological Sciences North (D26).

8.2 Equity and diversity policy

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

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

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

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

8.3 Grievance policy

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

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

9 Additional support for student

The Current Students Gateway:

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

Academic Skills and Support:

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

Academic Skills

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

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

Disability Support Services:

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

Disability Support Services

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

Featured information

Study skills support Disability services program	Mental health video Raising awareness video	Join us on facebook Disability services on facebook

What you need to know

Register for support

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

Overview of disability services

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

Support and educational adjustments

Student Wellbeing, Health and Safety:

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

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

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

UNSW IT Service Centre:

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

Services & Support for Students

Getting started at UNSW - a guide for new students

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

10 Student Conduct and Health & Safety

10.1 Respectful behaviour

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

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

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

Fieldtrips are academic activities which are fun and are a great way to get to know your classmates. Students and staff are committed to providing a friendly and safe environment for all. To achieve this, participants must follow the following:

- Treat all other field participants and members of the public with courtesy and respect.
- Adopt a responsible attitude whilst on the fieldtrip
- Do not perform duties or functions for the University under the influence of alcohol or drugs
- Comply with instructions and directions issued by fieldtrip supervisors
- Take action to avoid, eliminate or minimize risks

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

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

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

10.2 H&S

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

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

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

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