



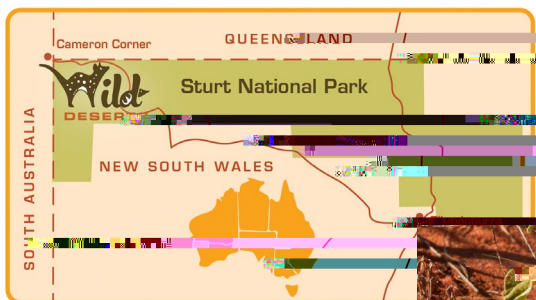
FACULTY OF SCIENCE

School of Biological, Earth and Environmental Sciences

BEES3223

Restoration and Translocation Ecology

Field
Course
Manual
2023



1. Information about the Course – BEES3223

Year of Delivery	2023	
Course Code	BEES3223	
Course Name	Restoration and Translocation Ecology	
Academic Unit	School of Biological, Earth and Environmental Sciences	
Level of Course	2 nd or 3 rd Year	
Units of Credit	6	
Session(s) Offered	1 x field trip of 10 days which contains 3 x lectures, 3 x workshops and daily field experience	
Assumed Knowledge, Prerequisites or Co-requisites		
Hours per Day	8 hours	
Number of Days/Weeks	10 days	
Commencement Date	28 August 2023	
Summary of Course Structure (for details see 'Course Schedule')		
Component	Hours	Location
Lectures	3	Field

3. Field Trip Teaching Staff

Dr

Graduate Attributes Developed in this Course ⁵		
Science Graduate Attributes	0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	Activities / Assessment
Research, inquiry and analytical thinking abilities	3	<ul style="list-style-type: none"> x Data sheets x Presentations x Report including Figures & Critique x Research Report
Capability and motivation for intellectual development	3	<ul style="list-style-type: none"> x Research proposal x Paper discussions x Report including Figures & Critique x Presentation and engagement
Ethical, social and professional understanding	1	<ul style="list-style-type: none"> x Interaction with local community x Research Report x Discussion topics
Communication	3	<ul style="list-style-type: none"> x Research proposal x Presentations x Reports including Figures & Critique x Research Report
Teamwork, collaborative and management skills	2	<ul style="list-style-type: none"> x Research proposal x Data sheets x Presentations x Research Report
Information literacy	2	<ul style="list-style-type: none"> x Research proposal x Paper discussions x Report including Figures & Critique x Research Report

Relationship to Other Courses within the Program

This course is an intensive field-based course which is run at the remote UNSW Wild Deserts Field Station, in Sturt National Park

It is intended for 2nd and 3rd year students pursuing a major in

5. Rationale for the inclusion

6. Teaching Strategies

Teaching Strategies	<p>Lectures will present and discuss theoretical issues relevant to course content. They will draw on real examples from ecosystem restoration programmes and will include reference to examples of current research. Lectures will be given during the field course with particular focus applied to the case study of the Wild Deserts project. Practical exercises and formative assessments will require the active use and application of critical thinking skills in a variety of contexts. These activities will be developing skills in research and survey techniques (including cage trapping, animal handling, use of remote cameras and vegetation quadrats); use of appropriate techniques and variables; report writing; understanding of adaptive management frameworks and team work. Written assessments will allow students to demonstrate information research skills and application of their critical and analytical skills and integrative thinking.</p>
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9. Course Schedule

(Please check Moodle regularly for content and instructions)

Date	Activity	Notes
Day 1 (Monday 28 th August 2023)	Travel Sydney to Broken Hill via train (depart 06:18, arrive 19:10). Stay overnight in Broken Hill.	Students must book and pay for their own travel to Broken Hill
Day 2 (Tuesday 29 th August 2023)	AM - Early departure at 7am from Broken Hill to arrive at Wild Deserts Field Station for lunch. Unpack and set up camp	You will be collected b(D)2.6

10. Additional Resources and Support

<p>Text Books</p>	<p>Recommended texts (bookshop and UNSW library):</p> <p>Armstrong, D., Hayward, M., Moro, D., & Seddon, P. (2015). Advances in reintroduction biology of Australian and New Zealand fauna. Csiro Publishing.</p> <p>Moseby, K., Nano, T., & Southgate, R. (2009). Tales in the sand: a guide to identifying Australian arid zone fauna using spoor and other signs. Ecological Horizons.</p>
<p>Course Manual</p>	<p>Available in print and as a pdf file on Moodle</p>
<p>Required and Supplementary Readings</p>	<p>Discussion papers will be announced and available on Moodle</p> <p>Reintroduction and role in restoration paper</p> <p>IUCN Guidelines for Reintroductions and other Conservation Translocations</p>
<p>Recommended Internet Sites</p>	<p>-</p>

11. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

Mechanisms of Review	Next Review Date	Comments or Changes Resulting from Reviews
Major Course Review	2024	Major revision of the course will occur within two years of running the course.

12.3 Required Equipment and Training

Equipment Required

Research equipment and materials:

Students must bring a laptop computer and have downloaded in advance the MapView Professional program before arrival.

<https://www.reconyx.com/software/mapview>

Please contact rebecca.west@unsw.edu.au if you do not have a laptop available to bring

Personal equipment:

1. Sturdy closed-toe walking boots
2. Long pants and long-sleeved shirts to protect skin from sun and
3. Clothing suitable for

13. Assessment details

Assessment Summary

There will be 3 key assessments of this course as detailed below

	Task	% of Total Mark	Due Date	How to Submit
1	Presentation on restoration or translocation	15	During the course	Students will present an individual 3-minute talk during the field course (topic and details will be assigned in advance)
2	Field skills and i			

Assessment 3 – Scientific report

For this assessment you must submit a scientific report (approximately 2500 words) on the macropod grazing class dataset collected during the field course at Wild Deserts. The report is worth 50 % of the total course mark and is due 1 week after field course completion).

On the final day of the field course, you will be given the collated class dataset for the macropod grazing quadrats. As a group we will discuss potential questions that could be asked using this dataset. Choose a question and then formulate a hypothesis and write a report outlining how you have tested your hypothesis and the outcome of your research.

Your report should have the sub-headings as outlined below:

Sub-heading	Outline	Marks
Introduction	Provide the background and context of your study (include references to previous work). Define any concepts or terms that you will use. Outline the aims of the study and the hypotheses to be tested. Approximately 500 words.	10
Methods	Describe the study site (include a map if necessary) and how the study was conducted i.e., sample sizes, how the data were collected and analysed (include statistical methods used). Photographs may be included in this section to depict methods. Approximately 500 words.	5

Results