



## COURSE OUTLINE

# GEO301 Mapping with Drones

**School:** School of Science, Technology and Engineering

2026 | Trimester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

BLENDDED  
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

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

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course will introduce you to the application of drones as mapping platforms for environmental applications. You will learn about the basics of aerodynamics, flight navigation systems, legislation, data analysis and have hands-on practical experience flying small drones (< 2 kg). The emphasis of the course is on employing rigorous science for processing imagery acquired with drones and deriving and visualising a range of 3D mapping products.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous online delivery of learning material	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Synchronous and scheduled face to face computer Workshops	2hrs	Week 2	8 times
<b>Tutorial/Workshop 2</b> – Synchronous and scheduled face to face tutorials.	2hrs	Week 1	3 times
<b>Fieldwork</b> – Face to face fieldwork	8hrs	Week 8	Once Only
<b>ONLINE</b>			
<b>Learning materials</b> – Asynchronous online delivery of learning	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Synchronous and scheduled online computer Workshops	2hrs	Week 2	8 times
<b>Tutorial/Workshop 2</b> – Synchronous and scheduled online tutorials.	2hrs	Week 1	3 times
<b>Fieldwork</b> – Virtual Fieldwork (attendance at the physical fieldwork is encouraged if possible)	8hrs	Week 8	Once Only

### 1.3. Course Topics

- Drone platforms and navigation systems
- Drone regulations
- Mapping and monitoring drone applications for environmental science and management
- 3D photogrammetry and Structure from Motion algorithms
- Planning mapping missions
- 3D visualisation

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
① Explain fundamental concepts about using drones as platforms for mapping the environment	Knowledgeable Ethical	1, 2
② Design, use and evaluate different approaches to field data collection methods and interpret and analyse data collected with drones	Creative and critical thinker Engaged	3, 5
③ Search, select and critically review relevant academic information and communicate findings orally and/or writing	Creative and critical thinker	3, 6, 7

\* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN LEARNING &amp; TEACHING COUNCIL</b>	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
2	Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding.
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.
5	Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.
6	Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.
7	Self-directing and collaborating: Contribute effectively as a member or leader of diverse teams working in geographical or multidisciplinary contexts

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

GEO100 or ENS253

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

GIS and remote sensing

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback on the structure for Assessment product Task 2 report will be given during week 4.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	15%	During computer workshop	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Report	Individual	45%	2000 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Group	40%	2,000 words and 10 minutes per group	Refer to Format	Online Assignment Submission with plagiarism check and in class

#### All - Assessment Task 1: Computer workshop quizzes

<b>GOAL:</b>	To develop your theoretical and practical skills in using drones for mapping applications		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	At the end of the computer workshops you will complete a quiz/short technical report and submit via Turnitin.		
<b>CRITERIA:</b>	No.		<b>Learning Outcome assessed</b>
	1	Depth of understanding about principles of flying	1
	2	Depth of understanding about flying legislation	1
	3	Interpretation and analysis of data collected with drones.	2
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies		

#### All - Assessment Task 2: Technical report

<b>GOAL:</b>	To identify, interpret and communicate key concepts about mapping the environment with drones and to analyse and report drone-derived data.	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	The report should synthesise and communicate results derived from computer workshops in a clear and concise writing style. The length should be a maximum of 2000 words and the structure should follow a conventional scientific report template.	
<b>CRITERIA:</b>	<p><b>No.</b></p> <ol style="list-style-type: none"> <li>1 Explain key concepts about mapping with drones and provide supportive evidence from appropriate literature (relevant, current, credible)</li> <li>2 Demonstrate skills in data analysis and presentation of results</li> <li>3 Structure, clarity and style of the written assignment</li> </ol>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

#### All - Assessment Task 3: Field trip report

<b>GOAL:</b>	To present the methodology and results obtained from fieldwork, including the analysis and discussion of data/evidence collected and conclusions derived from the results	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	A concise scientific report based on data collected by each group. The written report is due Week 12 and should be around 2,000 words and written in the style of a manuscript for publication in the peer-reviewed literature, including a reference list, as well as tables and illustrations, as needed. Each group will also present their main findings as an oral presentation during weeks 11 and 12 seminars.	
<b>CRITERIA:</b>	<p><b>No.</b></p> <ol style="list-style-type: none"> <li>1 Application of theoretical and practical knowledge.</li> <li>2 Use of measuring methods and tools to collect data and produce 3D products and classified maps.</li> <li>3 Accurate interpretation and analysis of data</li> <li>4 Critical analysis of advantages and limitations of applied methods</li> <li>5 Communication, both orally and in structured writing, to informed audiences in a field report, using supporting scholarly sources and data</li> <li>6 Demonstration of collaboration and working well in a group.</li> <li>7 Quality of presentation, grammar and spelling</li> </ol>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site— Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Sharma, J. B.	2019	Applications of small unmanned aircraft systems : best practices and case studies	n/a	Boca Raton, Florida : CRC Press/Taylor & Francis Group
Recommended	Jonathan Carrivick, Mark Smith, Duncan Quincey	2016	Structure from Motion in the Geosciences	n/a	Hoboken: John Wiley & Sons, Incorporated

## 8.2. Specific requirements

Access to a Windows-based computer for running software.

Field work is a significant component for this course. You will be required to undertake field work, where you will need to wear covered footwear, hat, long-sleeved shirt and long trousers for field safety. Detailed time, location and potential costs will be set out at the beginning of the trimester. Discuss any financial hardship that might be associated with the field studies with the Course Coordinator.

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

#### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquiries contact the SafeUniSC team by phone [07 5456 3864](#) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](#) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

#### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.10. General Enquiries

##### **In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)