

OES100 Outdoor Living and Travel Skills

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

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

Please go to 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 teaches safe and environmentally responsible outdoor travel and study skills, focusing on non-motorised transportation. Learning experiences emphasise the development of safe practice, sound judgement, care for others and the environment, preparation, and your ability to learn from experience. In addition, it prepares you with the foundational knowledge for future leadership roles and responsibilities in outdoor environmental education. Physical participation is required, and if you have any concerns, speak to the course coordinator or a UniSC Disability Advisor.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	10 times
Fieldwork – Introductory Workshop, which includes paddling skills, naturalist skills, and introduction to safety and fieldwork protocols	6hrs	Refer to Format	Once Only
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of 1-hour connected to the learning material tasks. Some weeks the 1hr tutorial will be replaced by fieldwork. Weekly tutorial notes will be available to accompany learning material to support your learning.	1hr	Week 1	10 times
Fieldwork – Students are required to complete associated fieldwork aligned to learning materials and tutorials. The fieldwork requires off-campus activities including some trips that may last 2 days in duration. The time and type of trip will be identified in Canvas	8hrs	Throughout teaching period (refer to Format)	4 times

1.3. Course Topics

- Threshold concepts in outdoor education
- Outdoor and environmental studies goals, purposes, and rationale
- Bushwalking theory and practice, bushwalking as a way of knowing nature, bushwalking safety, and bush naturalist studies.
- Flatwater paddling theory and practice, paddling as a way of knowing nature, paddling safety and waterways naturalist studies.
- Navigational theory, reading landscapes, and navigation practice
- Weather knowledge, theory, interpretation, technology and safety
- Understanding coastal environments and developing environmental studies skills associated with them
- Expedition planning, preparation, and behaviour,
- Safety in outdoor environments,
- Personal and professional development in outdoor and environmental studies

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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...	ALTC Threshold Learning Outcomes
1 Draw on practical and theoretical knowledge to interpret and understand coastal environments	Knowledgeable Sustainability-focussed	1, 3, 4, 5
2 Reflect on and critique learning experiences in outdoor environmental studies field trips	Knowledgeable Sustainability-focussed	1, 2, 3, 7
3 Identify key components of participation in groups; care for self, others and the environment; and safe practices in bushwalking and flat-water paddling.	Creative and critical thinker Ethical Sustainability-focussed	4, 5, 6
4 Develop personal and professional skills, and an understanding of the threshold concepts of outdoor and environmental studies while living and travelling in outdoor environments.	Empowered Engaged	1, 2, 5, 7

* Competencies by Professional Body

CODE	COMPETENCY
ALTC THRESHOLD LEARNING OUTCOMES	
1	Outdoor educators create opportunities for experiential learning
2	Outdoor educators use pedagogies that align their program's purpose and practice
3	Outdoor educators are place-responsive, and see their work as a social, cultural and environmental endeavour
4	Outdoor educators advocate for social and environmental justice
5	Outdoor educators continue to develop their skills, knowledge and expertise
6	Outdoor educators understand safety and apply a strict aversion to fatalities
7	Outdoor educators routinely engage in reflective practice

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

Enrolled in Program SC110, ED112, ED312, ED315, SC347 or by permission of the course coordinator

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

First-Aid Certificate

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

Students will receive early feedback on the Task 1 Essay. Furthermore, the first of the Task 2 Tests will enable students to gauge their progress with the overall content. Feedback will be provided promptly before the end of week 4, and further assistance will be offered to students who require it.

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	Essay	Individual	20%	1200 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Examination - not Centrally Scheduled	Individual	40%	Three non-centrally scheduled short-response examinations Submit: after each module	Throughout teaching period (refer to Format)	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	40%	14-minute video recording with a reference list	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Essay

GOAL:	This essay is designed to have you explore the research around the goals and purposes of outdoor environmental studies. There is a significant body of learning theory that informs how people interpret and understand natural environments, and you must familiarise yourself with this work.		
PRODUCT:	Essay		
FORMAT:	In this task, you will review relevant literature to develop your rationale for outdoor environmental studies. Your essay should be written in an appropriate academic style, utilising APA 7th referencing conventions.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of different approaches within the outdoor learning field, including the goals, purpose and application, drawn from theory and literature.	2 4
	2	Application, analysis and critique of knowledge of the different approaches to outdoor learning aligned with a future professional context	2 4
	3	Literacy communication skills including APA 7th referencing, appropriate grammar, and technical accuracy	4
GENERIC SKILLS:	Communication, Organisation, Information literacy		

All - Assessment Task 2: Module Exams

GOAL:	Across three short-answer exams, you will demonstrate your understanding of key concepts in outdoor environmental studies by responding to targeted questions. Drawing on your fieldwork, journal, blended learning materials, tutorials, and course readings, you will apply essential knowledge in areas drawn from the course topics. Your responses should demonstrate how experiential learning from field trips connects with theoretical frameworks and literature, while highlighting your ability to reflect and integrate learning across contexts critically.		
PRODUCT:	Examination - not Centrally Scheduled		
FORMAT:	Short-answer examinations, which measure your knowledge and understanding of the outdoor environmental studies field trips in coastal environments, are conducted online after each module. First exam Week 3; feedback will be provided before the end of Week 4 for early formative feedback Second exam Week 7 Third exam Week 11		
CRITERIA:	No.		Learning Outcome assessed
	1	Essential knowledge for the preparation and safe participation in outdoor environmental studies field trips	2 3 4
	2	Identification of safety management principles and theory for safe and unsafe practices in the outdoor environmental studies field trips	1 2 3 4
	3	Knowledge and application of outdoor environmental studies theory and practice, incorporating the outdoor education graduate threshold concepts	2 4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Learning Summary

GOAL:	This culminating assessment invites you to deliver a critical and reflective oral presentation that synthesises your learning across the course. You will articulate how key insights gained through fieldwork experiences connect with relevant academic literature, course materials, and the threshold concepts identified for outdoor education graduates. Your presentation should demonstrate a deep engagement with the course's intended learning outcomes, particularly your capacity to learn through experience and apply foundational theories and practices to future leadership roles in outdoor environmental studies. This task is designed to help you position yourself within the broader field of outdoor environmental education and reflect on your evolving professional identity.		
PRODUCT:	Artefact - Creative, and Written Piece		
FORMAT:	A 14-minute recording of the presentation of your learning, plus the submission of a reference list.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Critical reflection and fieldwork integration analysis: Reflection and evidence from the fieldwork journal on field experiences linked to all intended learning outcomes and relevant threshold concepts	1 2 3 4
	2	Use of theory and course materials: Practical application of course concepts and literature to support analysis of fieldwork learning.	2 4
	3	Communication and structure: Clear, engaging oral presentation with logical structure and coherent delivery.	4
	4	Referencing and academic integrity: Accurate use of APA 7th referencing conventions in both the presentation and reference list.	4
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
OUTDOOR EDUCATION THRESHOLD CONCEPTS				
All delivery modes	Artefact - Creative, and Written Piece	Learning Summary	1	Taught, Assessed
			2	Taught
			5	Taught, Assessed
			6	Taught, Assessed
			7	Taught, Assessed
	Essay	Essay	1	Taught
			2	Taught, Assessed
			7	Taught, Practiced
	Examination - not Centrally Scheduled	Module Exams	1	Taught
			2	Taught
			3	Practiced
			4	Taught
			5	Assessed
			6	Practiced
			7	Assessed

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
Required	Glyn Thomas, Janet Dymont, Heather Prince	2021	Outdoor Environmental Education in Higher Education	n/a	Springer

8.2. Specific requirements

OES100 is structured to provide a sequence of fieldwork experiences that equip you with the knowledge and practical skills necessary to meet industry-established safety standards. It is, therefore, an expectation of both the University and our industry partners that you will participate in all of the directed study activities (blended learning material, tutorials and fieldwork) and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in fieldwork within this course and other OES courses in your program. All Fieldwork activities are processed via the Field Friendly system. Students will receive an invitation via email for specific field trips, along with a request to complete the 'Online Induction for Fieldwork'. You must complete the Fieldwork Induction quiz and receive 100% before participating in fieldwork activities. You must also complete your personal details and emergency contacts. Trip information and risk management details will also be provided within Field Friendly. Please be aware that field trip dates may change due to adverse weather or other unforeseen circumstances. Reasonable alternatives will be provided for students who cannot attend field trips because of circumstances beyond their control. You will need to provide the following items for the practical field trip components: suitable clothing for all weather contingencies; an A5 learning journal with an all-weather case; a sleeping mat; a sleeping bag; and other personal camping equipment. Tents and stoves will be provided to students. You may be required to provide your own transport to and from the field trip starting locations. Please be aware that this course includes physically active, outdoor components that require a reasonable level of fitness to participate in safely and effectively. If you have a disability, medical condition, or any concerns that may affect your involvement in these practical experiences, you are encouraged to contact the course coordinator or a UniSC Accessibility Advisor to discuss available support and adjustments.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email 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](tel:0754301226) or email 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.

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 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 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