

# OES101 Foundations of Outdoor Environmental Studies

**School:** School of Education and Tertiary Access

2026 | Trimester 2

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 [unisc.edu.au](http://unisc.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

In this course, you will gain skills and knowledge to experience and participate in environmental studies in various outdoor contexts. You will explore and evaluate different worldviews' relationship with nature, acquire and apply ecological literacy skills and knowledge, develop and reflect on safe and sustainable outdoor living and travelling practices, and research and communicate ways to advocate for environmental stewardship. This course provides a solid foundation before undertaking leadership roles and responsibilities in outdoor environmental education.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – There will be a scheduled weekly tutorial of 1 hour. Some weeks the 1hr tutorial will be replaced by fieldwork. Weekly tutorial notes will be available to support your learning.	1hr	Week 1	10 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>Fieldwork</b> – Students are required to complete associated fieldwork aligned with learning materials and tutorials. The fieldwork requires off-campus activities, including trips that may be up to four days in duration. The time and type of trip will be identified in Canvas.	8hrs	Refer to Format	6 times

### 1.3. Course Topics

Worldviews and the environment

Human-nature relationships

Outdoor living and travelling skills

Place-based knowledge in outdoor education

Incorporating sustainable principles and practices into outdoor environmental education journeys

Indigenous Ecological Knowledges

Ecological literacy

Stewardship in nature

Sustainable Development Goals

Australian conservation movement

Climate change implications for outdoor environmental education

Consumerism of and in nature/adventure

## 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...	Competencies from multiple Professional Bodies (see below) *
1 Reflect and analyse how particular worldviews, influence human-nature relationships.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	3, 4, 7
2 Reflect on and develop effective personal and professional outdoor living and travelling skills.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	3, 4, 5, 6.1.1, 6.2.3, 6.2.4, 7, 12.1.4, 12.2.2, 12.2.5, 13.2.1, 13.2.2, 15.1.1, 15.1.5, 16.3.4
3 Research, communicate and demonstrate ways in which outdoor environmental educators advocate for environmental stewardship and sustainability.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed	3, 4, 7, 7.2.1, 9.2.4, 11.2.5, 12.1.1, 12.2.1, 12.2.5, 13.1.1, 13.1.3, 13.3.1
4 Develop and demonstrate field naturalist and ecological literacy skills through the practice of field journaling and naturalist observations.	Knowledgeable Creative and critical thinker Engaged	

\* Competencies by Professional Body

CODE	COMPETENCY
<b>ALTC THRESHOLD LEARNING OUTCOMES</b>	
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
7	Outdoor educators routinely engage in reflective practice
<b>EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS</b>	
6.1.1	The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity.
6.2.3	The learner is able to feel responsible for their water use.
6.2.4	The learner is able to see the value in good sanitation and hygiene standards.
7.2.1	The learner is able to communicate the need for energy efficiency and sufficiency.
9.2.4	The learner is able to recognize and reflect on their own personal demands on the local infrastructure such as their carbon and water footprints and food miles.
11.2.5	The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.
12.1.4	The learner knows about strategies and practices of sustainable production and consumption.
12.2.2	The learner is able to encourage others to engage in sustainable practices in consumption and production.
12.2.5	The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer.

CODE	COMPETENCY
12.1.1	The learner understands how individual lifestyle choices influence social, economic and environmental development.
12.2.1	The learner is able to communicate the need for sustainable practices in production and consumption.
13.2.1	The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.
13.2.2	The learner is able to encourage others to protect the climate.
13.1.1	The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.
13.1.3	The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.
13.3.1	The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them.
15.1.1	The learner understands basic ecology with reference to local and global ecosystems, identifying local species and understanding the measure of biodiversity.
15.1.5	The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity's relationship to wildlife.
16.3.4	The learner is able to become an agent of change in local decision-making, speaking up against injustice.

## 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, SC347, ED112, ED312, ED315 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

### 5.5. Microcredential Information

Not applicable

## 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 via Task 1: Online discussion forums, and further assistance will be offered to those who require it. A formative assessment for Task 3: Journal will be provided after the Indigenous worldviews workshops, enabling students to gauge their progress with the overall content.

### 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	Activity Participation	Individual	20%	Two primary posts - drawing insights from tutorials, course readings, learning materials and fieldwork. Two secondary posts- drawing insights from tutorials, course readings, learning materials and fieldwork.	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Oral	Individual and Group	30%	Presentation: 20-minute group presentation and five-minute discussion.	Throughout teaching period (refer to Format)	In Class
All	3a	Quiz/zes	Individual	20%	30 minutes each.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	3b	Journal	Individual	30%	Trimester-long.	Throughout teaching period (refer to Format)	In Class

**All - Assessment Task 1:** Online Discussion

<b>GOAL:</b>	Actively contribute to online discussions with peers based on course readings and prompts.	
<b>PRODUCT:</b>	Activity Participation	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Written posts on the discussion board. The primary and secondary posts should be approximately 300 words long each.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Criteria 1 Content Knowledge: Discussion content relates to core reading and learning materials. <span style="float: right;">1</span>
	2	Criteria 2: Argumentation & evidence: Communicate and stimulate discussion using referenced material as supporting evidence. <span style="float: right;">3</span>
	3	Criteria 3: Engagement with peers: Secondary posts elaborate on and build upon previous discussions. <span style="float: right;">3</span>
	4	Criteria 4: Writing quality and referencing presentation Literacy communication skills, including APA referencing, appropriate grammar, and technical accuracy. <span style="float: right;">3 4</span>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy	

### All - Assessment Task 2: Environmental panel discussions

<b>GOAL:</b>	As a group member, you will contribute to the planning and presentation of an environmental panel discussion linked to a Sustainable Development Goal (SDG). In addition, you will be involved in a peer-review process in which you will be required to review two other environmental panel discussions.																			
<b>PRODUCT:</b>	Oral																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	A 20-minute environmental panel discussion that highlights the SDG, analyses ways in which this SDG is being enacted in a local context, explores the associated worldviews, and deliberates how this SDG has the potential to impact your future professional practice as an outdoor environmental educator. As a group, you will also be required to submit a two-page referenced synopsis of your findings in addition to your group's working log. Individually, you will submit two peer reviews. Group presentations will be held in weeks 7-12.																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding of the SDG</td> <td></td> </tr> <tr> <td>2</td> <td>Application, analysis and critique of knowledge about the SDG through a local environmental issue.</td> <td></td> </tr> <tr> <td>3</td> <td>Exploration of the associated human-nature relationships and reflection on how this SDG has the potential to impact your future professional practice as an outdoor environmental educator.</td> <td>1 2 3</td> </tr> <tr> <td>4</td> <td>Oral, written and visual communication skills utilising APA referencing conventions.</td> <td></td> </tr> <tr> <td>5</td> <td>Participation in peer review of two environmental panel discussions</td> <td>1 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge and understanding of the SDG		2	Application, analysis and critique of knowledge about the SDG through a local environmental issue.		3	Exploration of the associated human-nature relationships and reflection on how this SDG has the potential to impact your future professional practice as an outdoor environmental educator.	1 2 3	4	Oral, written and visual communication skills utilising APA referencing conventions.		5	Participation in peer review of two environmental panel discussions	1 3	
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5	Participation in peer review of two environmental panel discussions	1 3																		
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																			

### All - Assessment Task 3a: Quiz

<b>GOAL:</b>	You will demonstrate your knowledge and understanding of flora, fauna, landforms and processes encountered during OES101 field trips.							
<b>PRODUCT:</b>	Quiz/zes							
<b>AUTHORSHIP STATEMENT:</b>								
<b>FORMAT:</b>	Field quizzes- (based on OES101 Flora/Fauna list) Quiz 1: On Near-Peer 301/101 Expedition. Quiz 2: In class, final tutorial.							
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1	Identification and knowledge of flora, fauna, geomorphic processes and outdoor living and travelling skills.	4						
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy							

## All - Assessment Task 3b: Field journal

<b>GOAL:</b>	You will demonstrate your knowledge gained from OES field trips, tutorials, workshops and learning materials to complete a field journal. This field journal will incorporate: Identifying, describing, and recording observed species of flora and fauna, ecological relationships, geomorphic processes and environmental problems and challenges. You will also be required to reflect on your worldviews, professional outdoor living and travelling skills and sustainable practices. This field journal will become a key resource for you to refer to throughout the BROES course and a future educational tool and reference.		
<b>PRODUCT:</b>	Journal		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	The field journal will be due upon completion of your final OES101 field trip. This will either be the Campus-to-Coast-to-Campus field trip or the Near-Peer expedition (whichever you undertake last).		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Observation and recording of natural phenomena using appropriate techniques (field sketching, detailed illustration, annotated maps, diagrams, pictures, lists, tables QR codes linked to findings, discussions and detailed descriptions).	4
	2	Examination and analysis of ecological relationships, geomorphic processes and environmental problems and challenges.	1 3 4
	3	Reflection on your personal worldviews, professional outdoor living and travelling skills and ethical and sustainable practices.	1 2 3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>OUTDOOR EDUCATION THRESHOLD CONCEPTS</b>				
All delivery modes	Activity Participation	Online Discussion	4	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
	Journal	Field journal	3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced
			7	Taught, Practiced, Assessed
			Oral	Environmental panel discussions
	4	Taught, Practiced, Assessed		
	5	Taught, Practiced		
	7	Taught, Assessed		
	Quiz/zes	Quiz	5	Taught, Practiced, 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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

OES101 is structured to provide you with 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 and complete all of the directed study activities (blended learning materials, seminars, 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.

You are required to complete the WHS fieldwork induction and successfully complete the quiz before the first practical session and wear appropriate clothing for fieldwork activities. 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 trips components of the trip: suitable clothing, footwear and food for all-weather conditions; the OES A5 field journal with an all-weather case; a sleeping bag; sleeping mat and other personal camping equipment. Tents, packs and stoves will be provided to students. You may be required to provide your own transport to and from field trip starting locations.

You will need to be aware of the course's physical components and location requirements. If you have a disability, medical condition or any concerns that may affect your mandatory participation in the practical components of the course, you are invited to discuss your options with the course coordinator or a UniSC Disability Advisor.

## 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. 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>

### 10.5. 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.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)