

OES240 Leading Groups in Outdoor Environments

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 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 be introduced to the theories and practices that underpin effective small group leadership in the context of outdoor/environmental education. You will get opportunities to apply, analyse, and critique leadership skills in structured experiences with peers using a range of activities and non-motorised form of outdoor travel. You will also learn how to optimise participant safety, manage risks, and improve learning when leading groups in outdoor environments.

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

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – There will be a series of 2hour workshops throughout the trimester. Attendance at some of these workshops will be a requirement as they serve as preparatory work and development or required safety knowledge for the completion of fieldwork. The schedule of tutorials/workshops will be available in Canvas	2hrs	Week 1	8 times
Fieldwork – There will be two x single day fieldwork trips and one x 3 day fieldwork trips. The fieldwork requires off-campus activities. The details of the fieldwork trips will be identified in Canvas	8hrs	Throughout teaching period (refer to Format)	5 times
Learning materials – You will also engage with asynchronous online learning materials to support your learning and preparation for fieldwork.	1hr	Week 1	8 times

1.3. Course Topics

Conditional Outdoor Leadership Theory; Experiential education theory; Group facilitation; Group leadership theory; Direct skill instruction; Social Psychology (attribution, self-efficacy and motivation theories); Student/participant safety; Risk management theories and practices; Leadership case studies & Field trips

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Analyse and evaluate the use of group facilitation, experiential education, and instructional approaches when leading groups in outdoor environments.	Creative and critical thinker	1, 2, 7
2 Apply and use judgement in decision making, regarding group safety and facilitation to enhance learning through outdoor experiences.	Empowered Ethical	5, 6
3 Facilitate environmental interpretive activities with peers.	Creative and critical thinker	1, 2, 3, 4, 6
4 Develop and apply personal and professional skills while leading peers in outdoor environments.	Engaged	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

OES101 or enrolled in Program ED112

5.2. Co-requisites

OES100

5.3. Anti-requisites

Not applicable

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

Nil

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 submit Assessment Task 1 in week 4. Prior to submission, students will discuss in tutorials the case studies they plan to use in the task and receive peer-feedback on their ideas.

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	Oral	Individual	25%	8-10 minute video-recorded presentation.	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	1000 word plan, and led outdoor education journey.	Week 7	Online Assignment Submission with plagiarism check
All	3	Examination - not Centrally Scheduled	Individual	45%	2 hours	Week 12	In Class

All - Assessment Task 1: Outdoor leadership analysis and critique

GOAL:	In this task, you will use Conditional Outdoor Leadership Theory to assess the appropriateness of the leadership style used in two self-selected case studies. You will also critique the theory and suggest any improvements for its application to leading groups in outdoor environments.	
PRODUCT:	Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	8-10 minute multi-media presentation of your analysis of two case studies.	
CRITERIA:	No.	Learning Outcome assessed
	1 Presentation and analysis of outdoor leadership case studies	1 2
	2 Application and critique of conditional outdoor leadership theory	1 2
	3 Oral communication	4
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy	

All - Assessment Task 2: Outdoor leadership session with peers

GOAL:	This task gives you the opportunity to apply experiential education principles to plan and lead one day of a three-day journey with peers. The plan and leadership session will include specific environmental interpretation activities throughout the day.	
PRODUCT:	Oral and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	You will work with a small group of 2-3 peers to safely plan one of the days of the three-day outdoor education journey including some environmental activities. You will submit a 2-3 page plan of the leadership plan, outlining the walking route, leadership practices, safety strategies, and environmental activities planned. Submit: Plan due at 4pm, Friday, week 7. Leadership session on outdoor education journey.	
CRITERIA:	No.	Learning Outcome assessed
	1 Planning and leadership of an outdoor education journey to optimise safety and engagement of group.	1 2 3
	2 Design and facilitation of an environmental interpretive activity to improve environmental awareness, understanding, and appreciation.	3 4
	3 Oral communication skills	3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation	

All - Assessment Task 3: Outdoor Leadership Reflections

GOAL:	To assess higher-order thinking on outdoor leadership issues through the written response to two exemplars regarding fieldwork and theory from the trimester of study.												
PRODUCT:	Examination - not Centrally Scheduled												
AUTHORSHIP STATEMENT:													
FORMAT:	In this task, you will complete short essay responses on a range of outdoor leadership topics. You will use theories and models from the outdoor leadership literature, as well as your own reflections recorded in your learning journal.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Application of outdoor leadership theories to outdoor leadership contexts.</td><td>1</td></tr><tr><td>2</td><td>Analysis of outdoor leadership theories and their ability to inform outdoor leadership practice.</td><td>1</td></tr><tr><td>3</td><td>Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Application of outdoor leadership theories to outdoor leadership contexts.	1	2	Analysis of outdoor leadership theories and their ability to inform outdoor leadership practice.	1	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	4
No.		Learning Outcome assessed											
1	Application of outdoor leadership theories to outdoor leadership contexts.	1											
2	Analysis of outdoor leadership theories and their ability to inform outdoor leadership practice.	1											
3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	4											
GENERIC SKILLS:	Communication, Problem solving, Organisation												

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
OUTDOOR EDUCATION THRESHOLD CONCEPTS				
All delivery modes	Examination - not Centrally Scheduled	Outdoor Leadership Reflections	3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
	Oral	Outdoor leadership analysis and critique	5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
	Oral and Written Piece	Outdoor leadership session with peers	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			7	Taught, Practiced

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

OES240 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 all of the directed study activities (learning materials, 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 fieldtrips 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 for all weather contingencies; a sleeping mat; a sleeping bag; and other personal camping equipment. Tents and stoves will be provided to students. Please note that course information, including specific information of learning activities, resources, weekly readings, etc. are available on Canvas. Please log in as soon as possible.

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](#)