

OES300

# Outdoor Environmental Expeditions

School: School of Education and Tertiary Access

2024 Semester 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](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

In this course, you will learn how to plan and lead outdoor environmental studies expeditions using non-motorized forms of transport. The expeditions can last up to 6 days, and you will learn to be responsible for others in natural outdoor environments. You will work in small groups to research, plan, and lead the expeditions. Please note that there are physical requirements and location restrictions. If you have any concerns that may affect your participation, please contact the course coordinator or a UniSC Disability Advisor for assistance.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – There will be a series of 2hour workshops throughout the semester. Attendance is a requirement at these workshops as they serve as preparatory work and development of required safety knowledge for the completion of fieldwork	2hrs	Week 1	6 times
<b>Fieldwork</b> – Sea kayak workshop	4hrs	Refer to Format	Once Only
<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	Throughout teaching period (refer to Format)	8 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>Fieldwork</b> – Fieldwork trips - duration dependent on location. Students are required to complete associated fieldwork aligned to workshops. The fieldwork requires off-campus activities. The total number of days of fieldwork will be identified in Canvas	8hrs	Throughout teaching period (refer to Format)	8 times

### 1.3. Course Topics

- Review of threshold concepts applicable to outdoor education expeditions,
- The conceptualisation of the role of journeys in outdoor education
- Outdoor education expedition planning and preparation
- Expedition logistics and resources
- Safety management for expeditions
- Peer group leadership and working in groups on extended journeys
- Place-based knowledge development for teaching naturalist skills and knowledge in the field
- Development of extension skills in activities linked to the expedition requirements

## 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...	ALTC Threshold Learning Outcomes
1 Refine and demonstrate the knowledge and skills to safely participate and lead an outdoor expedition in a remote natural setting.	Knowledgeable Empowered	3, 5, 6, 7
2 Research, analyse, and summarise cultural and natural history, ecology and/or environmental management relevant to outdoor environmental studies and present findings to a group.	Knowledgeable Sustainability-focussed	1, 2, 3, 4, 5
3 Develop and implement the teaching, safety and logistical planning documents required to lead an extended environmental studies journey.	Empowered Engaged	1, 2, 5, 6, 7

\* Competencies by Professional Body

CODE	COMPETENCY
<b>ALTC THRESHOLD LEARNING OUTCOMES</b>	
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

CODE	COMPETENCY
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

OES100 and enrolled in Program ED312, ED315 or SC347

### 5.2. Co-requisites

OES240

### 5.3. Anti-requisites

Not applicable

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

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 participate in group work activities in class and in their own time that will contribute to an early assessment task that they will receive formative feedback related to their progression.

### 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	Plan	Individual and Group	40%	Equivalent to 2000 words per individual and on trip assessment	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Report	Individual	30%	1200 words report, 300-word workshop plan, and 10-minute group workshop	Week 9	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	30%	Equivalent to 1500 words	Refer to Format	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Expedition Preparation and Planning Portfolio

<b>GOAL:</b>	Prepare and implement your plan for your expedition	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	<p>In this task, the output will be a comprehensive planning document with clear contributions from each group member. Furthermore, it will be the active implementation of this plan during the expedition by individuals. Marks will be allocated to the group's work as a whole (50%) and for your individual contribution during the planning stage and as evidenced by your contribution during the trip (50%). Groupwork will be evaluated via participation in workshop activities and contribution to the overall task.</p> <p>Staged submission: throughout the semester and on trip</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of planning and preparation skills and knowledge <span style="float: right;">1 3</span>
	2	Development of coherent and comprehensive expedition plan. <span style="float: right;">3</span>
	3	Implementation of plan on an extended journey linked to outdoor learning and leadership theory and skills <span style="float: right;">1 3</span>
	4	Literacy communication skills including APA 6th referencing, appropriate grammar, and technical accuracy <span style="float: right;">3</span>

### All - Assessment Task 2: Environmental Research Project

<b>GOAL:</b>	Conduct research on an aspect of the natural or cultural history of the specific location of the expedition	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	<p>For the chosen location of the expedition, each member of the group will research a different aspect of the relevant natural or cultural history and present the findings the findings in relation to the practice of outdoor environmental studies in a 1200 word research paper, and conduct a 10 minute workshop with peers whilst on the trip.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Review and summary of literature from a range of relevant sources. <span style="float: right;">2</span>
	2	Analysis of issues relevant to the practice of outdoor environmental studies. <span style="float: right;">2</span>
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">2 3</span>
	4	Preparation and organization of the workshop presentation <span style="float: right;">1 2 3</span>
	5	Oral communication. <span style="float: right;">2</span>

### All - Assessment Task 3: Evaluation of Learning

<b>GOAL:</b>	To develop an environmental teaching portfolio linked to the specific landscape. Components of the portfolio will be theory, teaching, safety, and logistics gained from and developed through your individual and group's experiences before and on the expedition, focusing on building knowledge towards future expeditions.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>A portfolio which will include a reflective journal, maps, literature, teaching resources, safety information and logistics details. The framework can be based on PDF, website or other formats as negotiated with the course coordinator.</p> <p>Submission: 2 weeks after the last day of the expedition.</p>	

CRITERIA:	No.	Learning Outcome assessed
	1	Development of a portfolio that provides evidence of logistics, safety and teaching material reflective of participation on an extended journey. <span style="float: right;">1 2 3</span>
	2	Application of outdoor learning and leadership theories. <span style="float: right;">1 3</span>
	3	Application to future outdoor environmental studies trips <span style="float: right;">1 3</span>
	4	Presentation and formatting skills that enable access to resource material in an interactive and accessible manner <span style="float: right;">1 3</span>

## 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
Required	Barbara Humberstone,Heather Prince,Karla A. Henderson	2017	Routledge International Handbook of Outdoor Studies	n/a	Routledge International Handbooks
Recommended	Andrew Brookes	2018	Preventing Fatal Incidents in School and Youth Group Camps and Excursions	n/a	Springer

### 8.2. Specific requirements

OES300 is structured to provide a sequence of workshops and fieldwork experiences that equip you with the knowledge and practical skills necessary to meet industry-established safety standards. Therefore, both the University and our industry partners expect you to participate in all of the workshops and fieldwork trips and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in the expedition and later OES courses in your program. You must complete and pass the UniSC fieldwork induction quiz before the first practice 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 for all weather contingencies; a sleeping mat; a sleeping bag; an A5 learning journal with an all-weather case; and other personal camping equipment. Tents and stoves will be provided to students.

Please note that course information, including specific information on learning activities, resources, weekly readings, etc., is available on Canvas. Therefore, 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 on the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale.

You have not failed an assessment task in the course due to academic misconduct.

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension, you must contact your course coordinator to negotiate an outcome.

## 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](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](tel:0754301226) 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)