

OES301

Leading Coastal 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 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 work with other students to apply knowledge, skills and experience to design and facilitate two coastal environmental studies programs with novices whilst under supervision. You will use experiential education principles and an understanding of safety and risk management strategies to provide engaging, place - based, educational experiences. You will use critical reflection to identify individual learnings. You'll need to be aware of the physical components and location requirements of the course.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – A mixture of online and face-to-face tutorials and workshops throughout the trimester.	2hrs	Week 1	3 times
Fieldwork – Students will participate in a 1x day and a three-day fieldtrip	8hrs	Week 2	4 times
Learning materials – You will be required to engage with some asynchronous learning materials to prepare you for the fieldwork in this course	1hr	Week 1	10 times

1.3. Course Topics

Coastal environmental knowledge, natural and cultural history, outdoor leadership skills, experiential education theory and practice, environmental interpretation, safety management planning and implementation.

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 Identify, analyse and synthesis key learnings from outdoor education fatality case studies in Australia	Knowledgeable Empowered	6
2 Utilise specific knowledge of places, skills and experience to lead environmental studies fieldwork with novices.	Knowledgeable Empowered	1, 2, 3, 5
3 Apply facilitation skills and strategies in coastal environments.	Engaged Sustainability-focussed	1, 2
4 Develop and facilitate safe and pedagogically sound educational activities consistent with outdoor learning theories.	Creative and critical thinker Empowered	1, 2, 3, 4, 6, 7
5 Critically evaluate program design and demonstrate self-appraisal of leadership experiences.	Creative and critical thinker Empowered	5, 7
6 Develop communication skills appropriate for an outdoor leader	Empowered	5

* 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

OES300 and enrolled in Program ED315 or ED312

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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 feedback on their presentation in Assessment Task #1 before 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	Case Study	Individual	20%	10-minute presentation	Refer to Format	In Class
All	2	Plan	Individual and Group	30%	3000 words	Refer to Format	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	20%	A3 poster presentation	Week 12	Online Submission
All	4	Oral	Individual	30%	45-minute group discussion	Throughout teaching period (refer to Format)	To be Negotiated

All - Assessment Task 1: Fatality Case-Study Analysis

GOAL:	You will conduct an analysis of an Australian outdoor education fatality and present the findings to your peers.		
PRODUCT:	Case Study		
AUTHORSHIP STATEMENT:			
FORMAT:	Multi-media presentation providing a narrative account and analysis of the allocated case using the provided resources.		
CRITERIA:	No.		Learning Outcome assessed
	1	Analysis of case details and contributing factors	1
	2	Synthesis of key findings	1 5
	3	Oral communication	6
GENERIC SKILLS:			

All - Assessment Task 2: Leadership Plan for Field Trip

GOAL:	In a small group, you will prepare a comprehensive plan for the USC student group you will lead on the assigned field trip.	
PRODUCT:	Plan	
AUTHORSHIP STATEMENT:		
FORMAT:	Submit: 1 week before field trip. In this task, the output will be a planning document with clearly identified contributions from each member. Each group will outline the learning objectives, student details, planned activities, facilitation/leadership planning, logistics, roles and responsibilities, and safety management planning. Marks will be allocated to the group's work as a whole (50%) and for your individual contribution (50%)	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply facilitation skills and strategies in coastal environments. 2 3
	2	Facilitation of safe and pedagogically sound educational activities. 2 4
	3	Planning and design of program 2 4
	4	Demonstration of strategies to ensure student safety 1 4
	5	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions 6
GENERIC SKILLS:		

All - Assessment Task 3: Outdoor Teaching Philosophy Statement

GOAL:	To clarify the values and theories that underpin your outdoor leading and teaching practice.	
PRODUCT:	Artefact - Creative, and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	In this task, the output will be an A3 poster presentation that uses graphics and text to communicate your outdoor teaching and leading philosophy.	
CRITERIA:	No.	Learning Outcome assessed
	1	Identification of values and beliefs about teaching and learning drawing on evidence-based theory. 2 4 5
	2	Explanation of how values and beliefs inform the way they teach. 2 4 5
	3	Explanation of how optimal learning environments are created for all students. 2 4 5
	4	Communication skills 6
GENERIC SKILLS:	Communication, Organisation	

All - Assessment Task 4: Evaluation of Leadership Experiences

GOAL:	To review and critique your experiences leading the near-peer leadership trip.		
PRODUCT:	Oral		
AUTHORSHIP STATEMENT:			
FORMAT:	Students will engage in a 45-minute review of the leadership experiences they had and critique their experiences using references to relevant literature. This review will occur with their group within 2-3 weeks of the end of their trip at a time to be organised with the course co-ordinator.		
CRITERIA:	No.		Learning Outcome assessed
	1	Reflection and critique on experiences and summary of key learnings	5
	2	Application of outdoor learning theories in literature	4 5
	3	Oral communication	6
GENERIC SKILLS:			

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	Thomas, G. J., Dymont, J., & Prince, H.	2021	Outdoor environmental education in higher education. International Perspectives	1st	Springer

8.2. Specific requirements

OES301 is structured to provide you with a sequence of workshops and 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 workshops and fieldwork trips and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in the fieldwork in this course. 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.

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

Your eligibility for supplementary assessment in a course is dependent of 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 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](#)

