

OES302 Outdoor Environmental Studies Extension

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

You will participate in learning experiences to prepare you for extended fieldwork developed within the university context or in programs offered by external organisations, including schools or outdoor providers. The fieldwork aims to explore a particular place's professional, socio-cultural and environmental features in the context of outdoor environmental studies practice. The fieldwork will expand your outdoor environmental studies knowledge, skills, and experience. The exact nature and location of the fieldwork may vary from year to year, as determined by the course coordinator.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – A series of workshops will be provided throughout the trimester in preparation for the fieldwork component of the course.	2hrs	Week 1	8 times
Fieldwork – The fieldwork will expand your knowledge, skills, and experience in outdoor environmental studies. The exact nature and location of the fieldwork may vary from year to year, as determined by the course coordinator.	120hrs	Week 1	Once Only
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	8 times

1.3. Course Topics

Advanced environmental knowledge
Natural and Socio-cultural history linked to place
Outdoor experiential education theory and practice
Environmental interpretation
Safety management planning and implementation
Preparation for professional practice

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?

24 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 Conduct research to develop comprehensive knowledge and understanding of outdoor environmental studies' theoretical and pedagogical components as enacted in fieldwork specific to a particular place and program orientation.	Knowledgeable Empowered	2, 3, 5
2 Participate in, and contribute to the planning and implementation and leadership of an extended outdoor environmental studies field trip (including safety management).	Creative and critical thinker Engaged	2, 3, 5, 6
3 Develop professional knowledge and skills applicable to the outdoor education threshold concepts linked to outdoor environmental studies fieldwork	Empowered Engaged	1, 5, 7
4 Critically evaluate individual learning on an extended field trip and encapsulate that learning in a creative presentation or artefact.	Creative and critical thinker Empowered	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

CODE	COMPETENCY
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

OES240

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

After workshop two (2), students will provide a draft of their research project associated with the Outdoor environmental studies research project activity.

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 and Written Piece	Individual	40%	3000-word essay and 10minute presentation	Week 6	Online Assignment Submission with plagiarism check
All	2	Plan	Group	20%	6000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Individual	10%	10-12 day field trip using self and peer assessment	Refer to Format	To Supervisor
All	4	Artefact - Creative	Individual	30%	Equivalent of a 15 minute presentation	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Outdoor Environmental Studies Research Project

GOAL:	Conduct research to develop comprehensive knowledge and understanding of one aspect of outdoor environmental studies practice linked to either the socio-cultural components of place, the natural history of a location, or professional practice specific to a particular place	
PRODUCT:	Oral and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	You will conduct a research project on a topic negotiated with the course coordinator. You will produce a 3000-word essay and 10-minute presentation. Your project will explore an aspect of the socio-cultural components, the natural history, or the professional practice specific to the location of the major field trip. You will use the literature to develop a fully referenced paper (3000 words) and a presentation provided to your peers on the major field trip. The presentations will be scheduled at a time and location off the field trip that is appropriate to the focus of each student's topic. Early feedback will be provided on your progress in this task in a workshop with your peers in week 4 or 5, depending on your extension trip.	
CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge and understanding of the natural and cultural history for a particular place	1 3
	2 Application to the leadership of outdoor environmental studies	2 3
	3 Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	1
	4 Oral communication.	1 2
GENERIC SKILLS:	Communication, Information literacy	

All - Assessment Task 2: Field Trip Plan

GOAL:	Plan and implementation of an extended outdoor environmental studies field trip (including safety management)	
PRODUCT:	Plan	
AUTHORSHIP STATEMENT:		
FORMAT:	Submit 1 week prior to Field trip. Your comprehensive Field Trip Planning document, with clearly identified contributions from each individual, will outline the learning objectives, student details, planned activities, leadership, 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 Planning and implementation of an extended outdoor environmental studies field trip (including safety management).	2
	2 Detail and accuracy of plan	2
	3 Attention to student safety	2
	4 Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	2
GENERIC SKILLS:	Collaboration, Organisation, Applying technologies	

All - Assessment Task 3: Field Trip Leadership

GOAL:	You will demonstrate your ability to lead peers on an extended outdoor environmental studies field trip.	
PRODUCT:	Activity Participation	
AUTHORSHIP STATEMENT:		
FORMAT:	Submit Mid Trimester break or post exam period. In this task, your participation in the effective functioning of the group and your leadership contributions will be assessed.	
CRITERIA:	No.	Learning Outcome assessed
	1	Engagement and contribution to the learning process 2
	2	Leadership and initiative 2
	3	Problem solving and communication 2
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation	

All - Assessment Task 4: Creative Presentation or Artefact

GOAL:	You will be able to summarise your learning from the experience by developing an original, creative presentation or artefact	
PRODUCT:	Artefact - Creative	
AUTHORSHIP STATEMENT:		
FORMAT:	In this task, the output will be an original piece of work that encapsulates your learning on the major field trip using some combination of art, photography, video, or music. The presentations will occur in the final workshop after the major field trip.	
CRITERIA:	No.	Learning Outcome assessed
	1	Critical evaluation of individual learning on an extended field trip 1 2 4
	2	Originality and creativity. 4
	3	Quality of work and attention to detail 4
	4	Communication of learning 4
GENERIC SKILLS:	Communication, Collaboration, Information literacy	

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

This course 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 must complete and pass the UniSC fieldwork induction before the first practical session and wear appropriate clothing for fieldwork activities. The course coordinator will provide reasonable alternatives 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 of the course: suitable clothing in line with OHS requirements for all weather contingencies, a sleeping mat, a sleeping bag, and other personal camping equipment. The University will provide tents and stoves to students. Enrolment in this course requires the permission of the course coordinator. You'll need to know the course's physical components and location requirements. If you have a disability, medical condition or any concerns that may affect your participation in the compulsory practical components of the course, you are invited to discuss your options with the course coordinator or a USC 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

Your eligibility for supplementary assessment in a course is dependent on the following conditions applying: The final mark is in the percentage range of 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](#)