



## COURSE OUTLINE

# OES100 Outdoor Living and Travel Skills

**Course Coordinator:** Brendon Munge (bmunge@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast  
USC Moreton Bay

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website 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

The course develops your skills, knowledge and experience to travel and participate in environmental studies in natural environments safely. The focus is on non-motorised forms of transport, e.g. bushwalking and flatwater paddling involving the application of navigation, weather and safety knowledge. Learning experiences emphasise the development of safe practice, sound judgement, care for others and the environment, preparation, your ability to learn from experience and provides the foundational theory and practice before assuming leadership roles and responsibilities in outdoor environmental education.

You will 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 mandatory participation in the practical components of the course, you are invited to discuss your options with the course coordinator or a USC Disability Advisor.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – There will be a scheduled weekly lecture of 1 hour combined with self direct learning tasks. Some weeks the 1hr lecture will be replaced by fieldwork. Weekly lecture notes will be available to accompany all lectures to support your learning.	1hr	Week 1	13 times
<b>Tutorial/Workshop</b> – There will be a scheduled weekly tutorial of 1 hour combined with self direct learning tasks. Some weeks the 1hr tutorial will be replaced by fieldwork. Weekly tutorial notes will be available to accompany all lectures to support your learning.	1hr	Week 1	13 times
<b>Fieldwork</b> – Students are required to complete associated fieldwork aligned to lectures and tutorials. The fieldwork requires off-campus activities and may extend up to 2 days. Total number of days of fieldwork will be identified in Blackboard	32hrs	Refer to Format	Not Yet Determined

### 1.3. Course Topics

Threshold concepts in outdoor and environmental studies

Outdoor and environmental studies goals, purposes, and rationale

Bushwalking as a way of knowing nature, bushwalking safety, and bush naturalist studies.

Flatwater paddling theory, paddling as a way of knowing nature, paddling safety and waterways naturalist studies

Navigational theory, reading landscapes, and navigational practice

Weather knowledge, theory, interpretation, technology and safety

Understanding coastal environments and developing environmental studies skills associated with them

Expedition planning and management, trip planning, safety, group and personal development in outdoor and environmental studies

## 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Draw on practical and theoretical knowledge to interpret and understand coastal environments	Knowledgeable Sustainability-focussed
2 Reflect on and critique learning experiences in outdoor environmental studies field trips	Knowledgeable Sustainability-focussed
3 Identify key components of participation in groups; care for self, others and the environment; and safe practices in bushwalking and flat-water paddling.	Creative and critical thinker Ethical Sustainability-focussed
4 Develop personal and professional skills, and an understanding of the threshold concepts of outdoor and environmental studies while living and travelling in outdoor environments.	Empowered Engaged

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program SC110, ED112, ED312, ED315, SC347 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

## 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

Early feedback will be provided to students via feedback on the Task 1 Essay. Furthermore, the first of the Task 2 quizzes will enable students to gauge how they are progressing with the overall content. Feedback will be provided promptly, and further assistance provided for students that require it

### 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	Essay	Individual	20%	1200 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Quiz/zes	Individual	40%	4 quizzes	Refer to Format	Online Assignment Submission
All	3	Artefact - Creative, and Written Piece	Individual	40%	10-minute video recording with a reference list	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Essay

<b>GOAL:</b>	This essay is designed to have you explore the research around the goals and purposes of outdoor environmental studies. There is a significant body of learning theory that informs how people interpret and understand natural environments, and it is essential that you familiarise yourself with this work.											
<b>PRODUCT:</b>	Essay											
<b>FORMAT:</b>	In this task, you will review relevant literature to develop your rationale for outdoor environmental studies. Your essay should be written in an appropriate academic style, utilising APA 7th referencing conventions.											
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding of different approaches within the outdoor learning field.</td> </tr> <tr> <td>2</td> <td>Application, analysis and critique of knowledge about a future teaching context</td> </tr> <tr> <td>3</td> <td>Literacy communication skills including APA 6th referencing, appropriate grammar, and technical accuracy</td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Knowledge and understanding of different approaches within the outdoor learning field.	2	Application, analysis and critique of knowledge about a future teaching context	3	Literacy communication skills including APA 6th referencing, appropriate grammar, and technical accuracy	4	Assessment criteria are mapped to the course learning outcomes.	<p>1 2 3 4</p>
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#### All - Assessment Task 2: Quizzes

<b>GOAL:</b>	Drawing on your lectures, tutorials and evidence in your OLATS learning journal you will demonstrate your understanding of knowledge in coastal ecology, navigation, weather, outdoor environmental studies theory and practice, and outdoor safety to respond to a range of short answer questions.
<b>PRODUCT:</b>	Quiz/zes
<b>FORMAT:</b>	<p>Short-answer quizzes measuring your knowledge and understanding about outdoor environmental studies field trips in coastal environments conducted after each module online.</p> <p>Submit: after each module</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Essential knowledge for safe participation in outdoor environmental studies field trips
	2	Identification of safety management principles for safe and unsafe practices in outdoor environmental studies field trips.
	3	Knowledge of coastal ecologies.
	4	Knowledge of outdoor environmental studies theory and practice

### All - Assessment Task 3: Learning Summary

<b>GOAL:</b>	This culminating task asks you to critically reflect on your learning about this course's intended learning outcomes. This course is all about your ability to learn from experience, using foundational theories and practices to inform your future leadership responsibilities in outdoor environmental studies. This learning summary will help you position yourself within this important and exciting field of practice.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	A 10-minute recording of the presentation of your learning, plus the submission of a reference list.	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Analysis of experiences on the practical field trip components of the course
	2	Application of theory to the analysis of fieldwork experiences
	3	Oral communication skills and written communication skills showing APA referencing conventions.

## 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. Directed study hours may vary by location. 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 Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

OES100 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 (lectures, 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 for all weather contingencies; A5 learning journal with an all-weather case; 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 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. 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).

### 10.5. 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.

### 10.6. 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.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

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