

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	OUTDOOR LIVING AND TRAVEL SKILLS - LAND
Course ID:	OEEDU1004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(OEEDU2300)
ASCED:	079999

Description of the Course:

This course develops students' outdoor living and travel skills for safe participation in bushwalking and camp craft activities. They begin to consider how safety is managed through personal and group preparation for such activities, including using the correct equipment and personal physical and psychological preparation for given activities in line with relevant safety guidelines. Students explore current articulations of learning and being active through the outdoors. They evaluate the use of outdoor experiences across the lifespan and compare the different approaches to learning and being active in and through the outdoors. Students focus on how the outdoors is used within schools and investigate the current articulations of the outdoors through and alongside the school curriculum.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this course? Yes

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

- K1.** Identify and understand safe and sustainable outdoor living and travel skills in land environments through multi-day bushwalking and camp craft in a group setting.
- K2.** Identify a range of equipment for safe and sustainable outdoor experiences including the environmental impacts that different equipment choices have.
- K3.** Recognise the demands of multi-day bushwalking on individuals including the requirements for both psychological and physical preparation for experiences.
- K4.** Participate in and describe how outdoor experiences are used in both educational and recreational contexts.
- K5.** Define and describe the current role and place of nature play, outdoor learning, outdoor education, VCE Outdoor and Environmental Studies, and active outdoor recreation in schools.

Skills:

- S1.** Adopt, and encourage peers to adopt, safe and sustainable outdoor living and travel skills in a land environment by following both codes of conduct and bushwalking guidelines.
- S2.** Demonstrate safe and sustainable planning and preparation for their own participation in a multi-day bushwalking activity.
- S3.** Describe and analyse the use of nature play, outdoor learning, outdoor education, VCE Outdoor and Environmental Studies, and active outdoor recreation in schools.
- S4.** Compare and evaluate different articulations of outdoor experiences and curricula in schools, including their benefits to students and barriers to implementation.
- S5.** Evaluate personal preparation for outdoor experiences, including equipment selection and physical and psychological preparedness.

Application of knowledge and skills:

- A1.** Identify, demonstrate and describe the use of safe and sustainable practices that enable students to participate in multi-day bushwalking and other associated camp craft activities.
- A2.** Identify and describe the required equipment, and other preparation required to safely and sustainability participate in multi-day bushwalking and various camp craft activities.
- A3.** Compare and evaluate different articulations of nature play, outdoor learning, outdoor education, VCE Outdoor and Environmental Studies, and active outdoor recreation in schools using oral presentation skills.
- A4.** Defend findings about personal research and course learnings into nature play, outdoor learning, outdoor education, VCE Outdoor and Environmental Studies, and active outdoor recreation in schools in an oral examination setting.
- A5.** Students evaluate through a pre-departure activity their own preparation for a three-day bushwalk and camp craft activities.

Course Content:

Topics may include:

- An Introduction to nature play, outdoor learning, outdoor education, VCE Outdoor and Environmental Studies, and active outdoor recreation in schools
- Multi-day bushwalking preparation, including equipment, physical and psychological preparedness.
- Minimal impact strategies, guidelines for safe participation in, and codes of conduct for bushwalking.
- The benefits and barriers of various outdoor experiences in schooling.
- Active participation in group outdoor activities.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, K5, S1, A1.	AT2, 4.
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	NA	NA
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K4, K5, S3, S4, A3, A4.	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K4, K5, S2, S3, S4, A2, A3, A4.	AT1, 3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K2, S2, A2.	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S5, A1, A2, A5.	Students will complete a booklet demonstrating their preparation for a three-day bushwalk in a local outdoor environment. Through the fieldwork booklet, students will evaluate their preparation for the outdoor experience, including their equipment, physical fitness and psychological fitness for the planned experience. They examine the sustainability of their equipment choices.	Fieldwork preparation booklet	10 - 30%
K1, K2, K3, S1, S2, A1, A2.	Students will participate in a land based fieldwork experience. They will assess, and be assessed on, common land based outdoor living and travel knowledge and skills that contribute to safe, sustainable outdoor educative experiences. Students and staff document the students' performance via a checklist.	Practical Performance	30-50%
K4, K5, S3, S4, A3, A4.	Students will undertake an oral examination on their choice of topics around the current articulations of and possibilities in the outdoors. Students will deliver a 5-6 minute pre-prepared presentation, followed by a 5-6 minute defence of questions. During the defence of questions, students will be asked about both their chosen and other topics covered.	Oral Examination	30 - 50%
K1, K2, K4, S1, S2, A1, A2.	Active participation in a three-day bushwalk.	Participation	S/N

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course

Yes

Date:

18/04/2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)