

# Professional Studies

HPE

Health Care 2  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



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## Health Care, 150 hours – Level 2

This course is the Level 2 component of the Health Care program.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

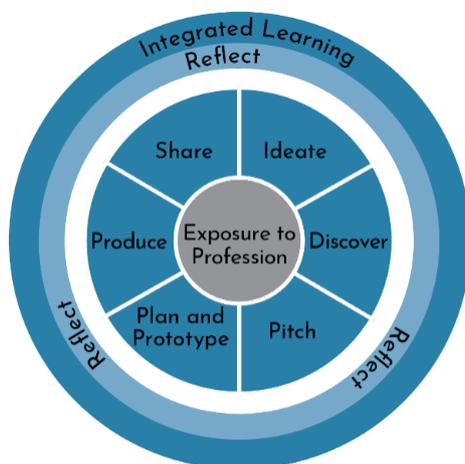
*Health Care* Level 2 is a Professional Studies course.

### Focus Area – Professional Studies

Professional Studies bridges academic courses and career-related study to provide students with a combination of academic and practical knowledge, skills and understanding to pursue a particular pathway of interest. Courses integrate exposure to professional environments, processes and practice through inquiry based learning. Professional Studies reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional Studies enhances students cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest. Professional Studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

Professional Studies courses have three key features that guide teaching and learning:

- exposure to professional practice
- ideation, research, discovery and integrated learning
- production and sharing replicating a professional paradigm.



In this course learners will do this by:

- undertaking diverse learning experiences designed to give ongoing insight into health care professions through both real and virtual exposure to the terminology, expectations and nature of professional practice.
- exploring vocational roles and attributes
- engaging in learning tasks that support sustained inquiry and connections across cycles of ideation, research, discovery and integrated-learning
- employing critical and reflective thinking skills to design solutions, present and share products using modes and formats replicating a professional paradigm.

## Rationale

The Health group of courses provide opportunities for learners to consider their impact on others, review their personal values and decisions, and their role and capacity to contribute to the wider community.

The healthcare industry involves interdisciplinary teams of trained professionals and paraprofessionals. It is one of the world's largest and fastest-growing industries and has an integration of sectors to provide services in curative, preventive, rehabilitative, and palliative care.

*Health Care Level 2* addresses:

- specialized knowledge, key topics, industry skills and competencies,
- opportunities and potential pathways to further study and/or employment in various health care professions.

Tasmania has had an identified gap in explicit educational pathways to employment in the sector across diverse frontline health and related support roles. Workforce and population trends indicate growing demand and employment opportunities. from entry level to those requiring tertiary training, in the health industry. "Health Care and Social Assistance is the largest employer, generating 35,432 local jobs (14.2% of total) in 2017/18." (<https://economy.id.com.au/tasmania/employment-by-industry>)

*Health Care Level 2* will address foundational knowledge and some specialist or technical knowledge. It will consider an expanding focus from initially exploring personal and local contexts to examine broader state, national and global perspectives.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐
- Asia and Australia's Engagement with Asia 🇦🇺
- Sustainability 🌱

## Course Description

The Health group of courses provide opportunities for learners to consider:

- wellbeing issues and their management
- their own circumstances values and decisions, and
- their role and capacity in contributing to the wider community.

*Health Care* Level 2 explores the wide range of opportunities in professional and paraprofessional health sector roles. Learners consider personal and Tasmanian issues and perspectives before state, national and global contexts.

Learners explore connections and develop skills and understanding across key areas such as:

- health literacy and undertaking health research
- strategic approaches to lifestyle management
- aligning personal attributes, potential careers and professional pathways
- entry level positions to those requiring tertiary training
- diverse frontline and support roles in aged care, nursing, childcare, disability services and other allied health and community services

Healthcare is one of the world's largest and fastest-growing industries. Tasmania has projections of high demand for suitable employees in the health care and community services sector.

## Pathways

- *Health Care* Level 2 builds on content and concepts from the [Australian Curriculum - 9/10 Health and Physical Education](#)
- There is a logical progression from *Health Care* Level 2 to other Health group courses at Level 2 and/or 3. Depending on learner interest and vocational trajectory there may also be a range of suitable and relevant VET courses on offer.

## Course Requirements

Providers and learners working within this course need to remain mindful of the potential sensitivity of many topics or issues. Considerations around expectations, mutual respect, privacy, trust and ethical behaviour should be reinforced and reflected in professional practices, mechanisms and delivery.

At Level 2 in *Health Care* providers should focus on addressing foundational knowledge and some specialist or technical knowledge. There should be an expanding focus from initially exploring personal and local contexts to examine broader state, national and global health care industry and management perspectives.

## Course Structure, Delivery and Progression

### Structure

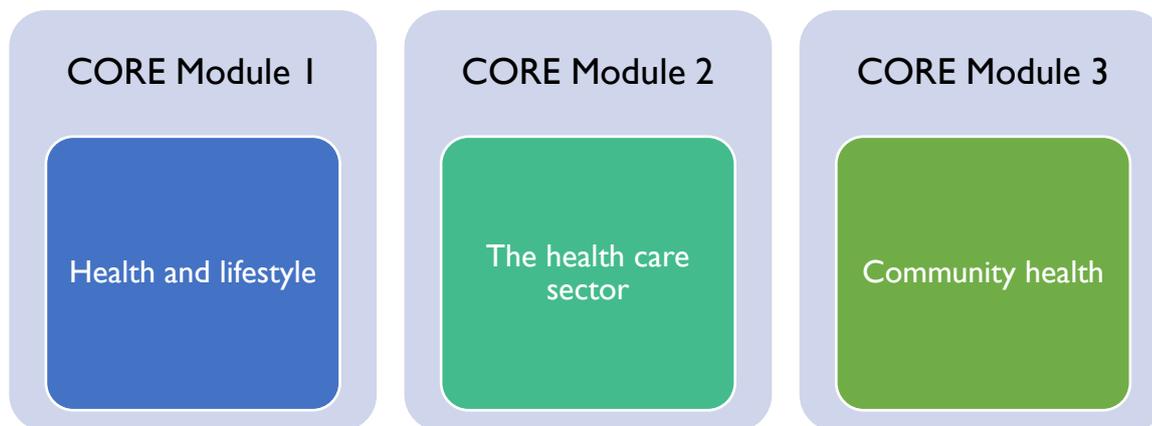
This course consists of three 50-hour modules.

## Modules Available

Core Module 1: Health and lifestyle

Core Module 2: The health care sector

Core Module 3: Community health



## Delivery

There is no specific recommended delivery sequence for the modules

## Developmental Progression

Each module introduces and builds upon key ideas, concepts, skills, knowledge and understanding leading to a culminating performance of understanding reflected in the work requirements within each module.

## Module 1 - Health and lifestyle

During Module 1 learners should be provided with the following learning experiences:

- dialogue - health literacy levels: discussion and follow-up journal self-reflection
- health research sources - conversation regarding valid sources and health profession accepted research practices
- locating and interpreting health information – using the internet for targeted inquiry
- mechanisms for community access and support - pitch advantages and disadvantages of one mechanism.

## Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
4. explain and connect health literacy concepts

## Module 1 Content

The Health Care set of courses provide opportunities for learners to consider health issues and perspectives, their impact on others, review personal values and decisions, health factors and population trends, and sector roles and capacity to contribute to health management across the wider community.

Module 1 provides learners with opportunities to:

- examine and focus on health literacy

- explore best practice industry approaches to supporting lifestyle management and wellbeing across key health factors
- develop skills in undertaking effective lifestyle research.

#### Key Knowledge and Concepts

Module 1 will address the following:

- defining and understanding how people develop health literacy skills
- exploring personal and community impacts connected to health literacy levels
- examining and explaining health literacy concepts
- recognising, monitoring and managing key areas of personal health and wellbeing
- investigating how people access community support agencies and providers
- professional approaches to lifestyle research, including locating, interpreting, selecting and managing health information
- depth study inquiry on a specific area of health, illness or disease.

#### Unit - Health literacy, lifestyles and wellbeing 2 (25 hours)

- developing health literacy
- health care implications of health literacy
- how does health care cost our community?
- personal health and wellbeing
- individual task - multimodal presentation on one personal health and wellbeing area

#### Unit - Introduction to lifestyle research 2 (25 hours)

- health based research sources and approaches
- locating and interpreting health information
- community access and support options
- health Inquiry (option choice/negotiated topic)
- research and report - digital exhibition product

## Key Skills:

- developing specialized health industry related knowledge, skills and competencies
- building awareness through sustained inquiry around the diverse opportunities and potential pathways to further study and or employment across a range of health care professions
- appropriately communicating information, opinions, ideas and products in varying contexts
- accessing and using information related to personal and community health care roles and systems
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to supporting individual and population health and wellbeing
- developing awareness and access to information, support agencies, and community health support.

## Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) multimodal presentation and one (1) digital exhibition product as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - The health care sector

During Module 2 learners should be provided with the following learning experiences:

- health related vocations - scaffolding into the folio product via exposure to suitable resources and industry collaboration
- attributes for health care sector - research sources of industry views
- health related vocations – investigation task scaffolding into the folio product via exposure to suitable resources and industry collaboration
- folio product - Personal report (folio product) – using the communication mode(s) of choice create a record of investigation, outcomes and roadmap a multi role personal pathways plan
- health care sectors – task to define, record and explain employment demand and projections in Tasmania, identify key pathways, related roles and contacts
- practical experiences using professional practices, procedures and devices to measure body function
- Mental Health First Aid & Provide First Aid micro credentials or equivalent teacher delivered content.

## Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
5. research and apply health understanding

## Module 2 Content

The Health Care set of courses provide opportunities for learners to consider health issues and perspectives, their impact on others, review personal values and decisions, health factors and population trends, and sector roles and capacity to contribute to health management across the wider community.

Module 2 provides learners with opportunities to:

- investigate the wide range of contributions and opportunities that exist across the health and community services sector both within and aligned to aged care, nursing, child care, disability services and other allied health and community service related roles
- identify and consider the attributes, skills, workforce trends and pathways that appear across the Tasmanian health care system
- examine and focus on specific health related vocations, areas and systems and their related roles

## Key Knowledge and Concepts

Module 2 will address the following:

- exploring key features, structures and scope of the Health Care industry
- using reflection and industry collaboration to build awareness and alignment of key attributes and vocations across the sector
- reviewing Tasmania's current status and trends in relation to areas within the sector such as Aged Care, Nursing, Child Care, Disability Care and a range of Allied health roles
- examining health industry roles, organisations and associated qualifications and pathways
- experiencing some exposure to basic practical skills and general health skills in mental health support and first aid
- developing health understanding through effective research and discussion.

## Unit - Introduction to the health care industry 2 (25 hours)

- Attributes for working in the Health Care industry
- Critical reflection - industry valued traits and qualities
- Health related vocations
- Guest speaker and /or site visits
- Personal report (folio product)

## Unit - Introduction to health care sectors and roles in Tasmania (25 Hours)

- Health Care sectors
- Trends and emerging opportunities
- Health industry qualifications and pathways
- Qualifications investigation:

- Roles and organisations within the community
- Skills for the health care sector
- Using devices to measure body systems, (temperature, heart rate, blood pressure, etc.)
- Mental Health First Aid
- First Aid fundamentals

Key Skills:

- developing specialized health industry related knowledge, skills and competencies
- building awareness through sustained inquiry around the diverse opportunities and potential pathways to further study and or employment across a range of health care professions
- appropriately communicating information, opinions, ideas and products in varying contexts
- accessing and using information related to personal and community health care roles and systems
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to supporting individual and population health and wellbeing
- developing awareness and access to information, support agencies, and community health support.

### Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) critical reflection, one (1) sustained inquiry & industry collaboration contributing to the folio record as work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Community health

During Module 3 learners should be provided with the following learning experiences:

- national, state and local provision – age-appropriate scenarios as case study examples of current Medicare, hospital and pharmacy scheme operations, review of state services and resources, discussion of additional local providers
- preventative health - group investigation and report on current national approaches and strategies in the preventative health area

### Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
6. analyse and compare health management approaches

## Module 3 Content

The *Health Care* set of courses provide opportunities for learners to consider health issues and perspectives, their impact on others, review personal values and decisions, health factors and population trends, and sector roles and capacity to contribute to health management across the wider community.

Module 3 provides learners with opportunities to:

- examine the respective roles of national, state and local government, and community agencies or providers in contributing to our health care system
- consider the integration and coordination of effort required for efficient health support systems
- explore the significance of holistic health considerations, preventative health measures
- critically reflect on challenges for the health and community services sector involving health based ethics and community expectations.

### Key Knowledge and Concepts

Module 3 will address the following:

- examining the community health care system structures and responsibilities for federal, state and local bodies
- evaluating and comparing specific and integrated health management approaches, systems and strategies
- exploring key community health industry issues including holistic health management approaches, preventative health measures, ethical issues and addressing community expectations and demands

### Unit - Introduction to community health care systems 2 (25 hours)

- National provision
- State provision
- Local Provision

### Unit - Introduction to Community Health Issues 2 (25 hours)

- Holistic health considerations
- Preventative health measures
- Ethics and community expectations
- Advocacy and health standards

### Key Skills

- developing specialized health industry related knowledge, skills and competencies
- building awareness through sustained inquiry around the diverse opportunities and potential pathways to further study and or employment across a range of health care professions
- appropriately communicating information, opinions, ideas and products in varying contexts
- accessing and using information related to personal and community health care roles and systems
- developing effective reflective practice and journal responses
- demonstrating personal and social capability when working individually and in groups

- recognising and dealing with issues, communication and choices related to supporting individual and population health and wellbeing
- developing awareness and access to information, support agencies, and community health support

### Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) group presentation and one (1) self-review and reflection contributing to the folio record of work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating

### Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module.

The assessment for *Health Care* Level 2 will be based on the degree to which the learner can:

1. communicate effectively
2. apply inquiry and reflection skills
3. demonstrate personal and social capability
4. recognize and explain health literacy concepts
5. discuss and apply health understanding
6. describe and compare health management approaches

## Standards

Criterion 1: communicate effectively

Rating C	Rating B	Rating A
selects and effectively uses communication modes from a prescribed range	recognises and uses situationally appropriate communication modes from a prescribed range	effectively uses situationally appropriate communication modes from a prescribed range
explains and uses a range of accepted health area communication practices and conventions	selects and correctly uses a range of accepted health area communication practices and conventions	consistently and correctly uses a range of accepted health area communication practices and conventions
explains and appropriately uses a range of health related terminology	selects and appropriately uses a range of health related and topic based terminology	consistently and appropriately uses a wide range of health and topic based terminology
interprets and conveys meaning of and about information and concepts related to health issues, promotion, disease prevention and actions to enhance health. Recognises significance of audience and purpose.	interprets and conveys meaning of and about information and concepts related to health issues, promotion, disease prevention and actions to enhance health. Makes appropriate adjustments fit for audience and purpose.	interprets and conveys meaning of and about information and concepts related to health issues, promotion, disease prevention and actions to enhance health. Considers interactions and makes effective adjustments fit for audience and purpose.

Criterion 2: apply inquiry and reflection skills

Rating C	Rating B	Rating A
uses research and inquiry skills to collect and manage information	uses research and inquiry skills to collect and manage information	uses research and critical inquiry skills to select and manage information
organises information logically, considers source and validity of information. Uses varied presentation options to share health information	organises information logically, considers source and validity of information. Selects and uses a range of presentation options to share health information	organises information logically, considers source and validity of information. Selects and uses a wide range of presentation options to share health information
examines relevance, reliability, and currency of evidence and information	examines relevance, evidence, reliability, and accuracy of evidence and information	examines relevance, reliability, currency and accuracy of evidence and information
demonstrates and uses logical thinking, reflection and decision making skills to examine personal and community health issues and information.	demonstrates and uses logical thinking, reflection and decision making skills to effectively examine personal and community health issues and information.	consistently demonstrates and uses logical thinking, reflection and decision making skills to effectively examine personal and community health issues and information.

Criterion 3: demonstrate personal and social capability

Rating C	Rating B	Rating A
<p><i>Self Management</i> recognises and expresses emotions appropriately identifies recurring personal behaviour patterns and sets learning goals identifies and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative describe examples of confidence, resilience and adaptability</p>	<p><i>Self Management</i> describes and expresses emotions appropriately identifies triggers for personal behaviour patterns and sets appropriate learning goals. describes and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative describe situations and actions that build confidence, resilience and adaptability</p>	<p><i>Self Management</i> describes, manages, and expresses emotions appropriately describes personal triggers and behaviour signs and consistently sets appropriate learning goals describes and reflects on scenarios that demonstrate self discipline, ability to work independently and show initiative explain situations and actions that build confidence, resilience and adaptability</p>
<p><i>Self Awareness</i> identifies and compares personal strengths and achievements compares examples of prescribed reflective practice describes and reviews personal learning preferences and work habits</p>	<p><i>Self Awareness</i> describes situations that align with personal strengths and experiences describes and reviews personal experiences of reflective practice reviews and explains personal learning preferences and work habits</p>	<p><i>Self Awareness</i> describes and seeks roles that align with personal strengths and experiences compares personal experiences of reflective practice explains implications of personal learning preferences and work habits</p>
<p><i>Social Management</i> works collaboratively in a range of groups and teams considers personal values when making choices and decisions recognises and uses strategies to negotiate and resolve conflict identifies basic leadership skills and attributes compares positive actions that build and maintain relationships</p>	<p><i>Social Management</i> works collaboratively in a diverse range of groups and teams considers personal and alternate values when making choices and decisions describes and uses strategies to negotiate and resolve conflict describes key leadership skills and attributes examines and discusses positive actions that build and maintain relationships</p>	<p><i>Social Management</i> works effectively and collaboratively in a diverse range of groups and teams considers personal and alternate values and cultural contexts when making choices and decisions describes and uses strategies to negotiate, diffuse and resolve conflict describes key leadership skills and attributes examines and discusses positive actions that build and maintain relationships</p>
<p><i>Social Awareness</i> recognises and respects others perspectives recognises ways to contribute to community, civil society and care for the environment and identifies options for agreeably resolving problems identifies positive and negative relationships and ways of managing these explains and demonstrate actions that positively support a positive personal and cultural identity.</p>	<p><i>Social Awareness</i> recognises and appreciates diverse perspectives describes ways to contribute to community, civil society and care for the environment and describes options for agreeably resolving problems describes typical examples of positive and negative relationships and a range of options for managing these reviews and discusses the significance of a positive personal and cultural identity.</p>	<p><i>Social Awareness</i> appreciates and describes diverse perspectives explains ways to contribute to community, civil society and care for the environment and describes and uses options for agreeably resolving problems recognises dynamics and critical factors for healthy relationships examines and explains the implications of a positive personal and cultural identity.</p>

Criterion 4: recognise and explain health literacy concepts

Rating C	Rating B	Rating A
identify and analyse methods and sources individuals use to access valid health information	analyse and describe methods and sources individuals use to access valid health information	analyse and explain methods and sources individuals use to access valid health information
identify and analyse practices systems use to source valid health information	analyse and describe practices systems use to source valid health information	analyse and explain practices systems use to source valid health information
identify and analyse approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours	analyse and describe approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours	analyse and explain approaches and strategies individuals use to appraise and use information, products and services to enhance positive health behaviours
identify and analyse approaches and strategies systems use to assess and use information to make effective health decisions.	analyse and describe approaches and strategies systems use to assess and use information to make effective health decisions.	analyse and explain approaches and strategies systems use to assess and use information to make effective health decisions.

Criterion 5: discuss and apply health understanding

Rating C	Rating B	Rating A
recognise and analyse strategies for monitoring indicators of personal and public health status	describe and analyse strategies for monitoring indicators of personal and public health status	analyse and explain strategies for monitoring indicators of personal and public health status
recognise, investigate and analyse trends and factors influencing the management of health and wellbeing issues for specific populations	describe, investigate and analyse trends and factors influencing the management of health and wellbeing issues for specific populations	investigate, analyse and explain trends and factors influencing the management of health and wellbeing issues for specific populations
recognise and analyse major factors impacting capacity for people to establish and maintain their personal health and wellbeing	describe and analyse a range of factors impacting capacity for people to establish and maintain their personal health and wellbeing	analyse and explain a range of factors impacting capacity for people to establish and maintain their personal health and wellbeing
identify and analyse the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.	describe and analyse the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.	analyse and explain the influence of family, peers, culture, media, technology, and other factors on health and wellbeing behaviours of individuals and populations.

## Criterion 6: describe and compare health management approaches

Rating C	Rating B	Rating A
identify and analyse key factors that influence the health of individuals	analyse and describe key factors that influence the health of individuals	analyse and explain key factors that influence the health of individuals
identify and analyse key factors that influence the health of populations	analyse and describe key factors that influence the health of populations	analyse and explain key factors that influence the health of populations
identify and analyse impacts of health management approaches on individuals	analyse and describe impacts of health management approaches on individuals	analyse and explain impacts of health management approaches on individuals
identify and analyse impacts of health management approaches on populations.	analyse and describe impacts of health management approaches on populations.	analyse and explain impacts of health management approaches on populations.

### Quality Assurance

- This will be determined by TASC at time of accreditation.

### Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Health Care Level 2* are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

#### HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

#### COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

#### SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

#### PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed by time of accreditation.

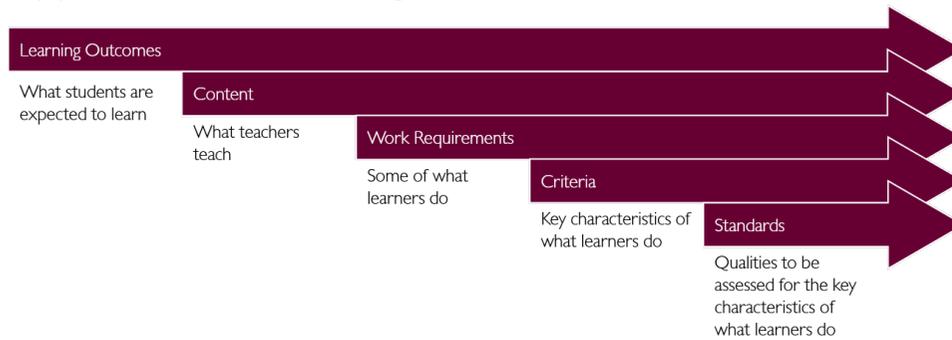
## Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate effectively.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC: 
2. Apply inquiry and reflection skills.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC: 
3. Demonstrate personal and social capability.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC: 
4. Explain and connect health literacy concepts.	Module 1	Module 1	C 4	E 1, 2, 3, 4	GC: 
5. Research and apply health understanding.	Module 2	Module 2	C 5	E 1, 2, 3, 4	GC: 

6. Analyse and compare health management approaches.	Module 3	Module 3	C 6	E 1, 2, 3, 4	GC: 
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## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Personal Health and Wellbeing presentation

**Mode /Format:** multimodal presentation

**Learning Outcomes:** 1, 2, 3, and 4

**Description:** Group or individual multimodal presentation on one of the major areas highlighted within the Personal Health and Wellbeing unit.

**Size:** 3-4 hours

**Timing:** approaching culmination of unit

**External agencies:** n/a

**Relevant Criterion/criteria:** 1, 2, 3, and 4

**Focus Area:** Professional Studies

**Title of Work Requirement:** Health Inquiry

**Mode /Format:** Product - digital exhibition

**Learning Outcomes:** 1, 2, 3, and 4

**Description:** Research and report on the selected option choice/negotiated topic

**Size:** 4-6 hours

**Timing:** approaching culmination of unit and module 1

**External agencies:** optional

**Relevant Criterion/criteria:** 1, 2, 3, and 4

### Module 2 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Attributes for working in the Health Care industry

**Mode /Format:** critical reflection - journal

**Learning Outcomes:** 1, 2, 3, and 5

**Description:** evidence based critical reflection summarizing commonly valued traits and qualities in the Health Care industry

**Size:** 3-4 hours

**Timing:** early in Module 2

**External agencies:** virtual or real time contact may be helpful for this task

**Relevant Criterion/criteria:** 1, 2, 3, and 5

**Focus Area:** Professional Studies

**Title of Work Requirement:** Skills for the Health Care Sector

**Mode /Format:** Personal project - exhibition

**Learning Outcomes:** 1, 2, 3, and 5

**Description:** sustained inquiry (including industry collaboration) and exhibition of a role, its skill profile and education pathway

**Size:** 4-6 hours

**Timing:** mid unit

**External agencies:** some form of exposure to current professional practice and employees is a requirement for this task

**Relevant Criterion/criteria:** 1, 2, 3, and 5

### Module 3 Work Requirements Specifications

**Focus Area:** Professional Studies

**Title of Work Requirement:** Introduction to Community Health Care systems

**Mode /Format:** Presentation/digital

**Learning Outcomes:** 1, 2, 3, and 6

**Description:** group role play presentation involving a “politician” or “public servant” explaining and advocating (pitching) a particular area, system, or service (presentation digitally recorded for folio)

**Size:** 4-6 hours

**Timing:** early in module 3

**External agencies:** optional engagement with external agencies

**Relevant Criterion/criteria:** 1, 2, 3, and 6

**Focus Area:** Professional Studies

**Title of Work Requirement:** Holistic and Preventative Health

**Mode /Format:** Self Review and Reflection - digital journal/report

**Learning Outcomes:** 1, 2, 3, and 6

**Description:** Learners consider their personal health status, balance and habits in light of the holistic and preventative health content and concepts. The work should show individual ratings/profiling in the report followed by reflection and responsive journal review using the areas identified and discussed in the unit content.

**Size:** 3-4 hours

**Timing:** mid module 3

**External agencies:** not required

**Relevant Criterion/criteria:** 1, 2, 3, and 6

### Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 🧠
- Ethical understanding 🏛️
- Information and communication technology capability 🖥️
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 🇺🇸
- Asia and Australia's Engagement with Asia 🌏
- Sustainability 🌱

## Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.