

Professional Studies

HPE

Health Care 2
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION



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Health Care, 150 Hours – Level 2

This course is a Level 2 component in the proposed Health suite of courses within Health and Physical Education.

Focus Area – Professional Studies

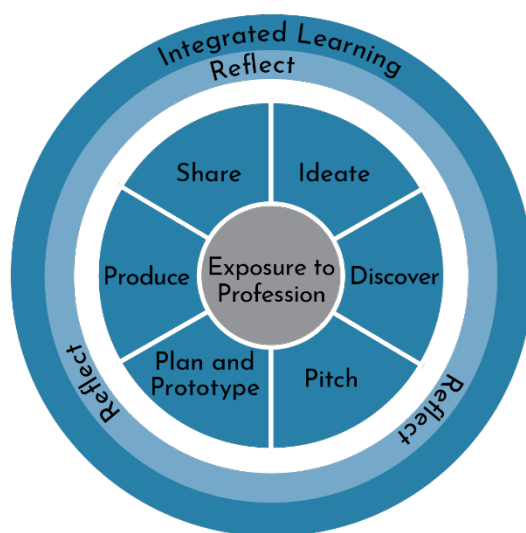
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Health Care Level 2 is a Professional Studies course.

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

Health Care Level 2 directly addresses Goal 2 of the *Alice Springs (Mparntwe) Education Declaration (December 2019)* Goals for Young Australians: that “all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community”.

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

The health care 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 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 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>)

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.

Health Care Level 2 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 flexible range of learning opportunities suited to their level of readiness, interests and aspirations.






Learning Outcomes

On successful completion of this course learners will be able to:

1. explain connections between personal, social and community health
2. explain health literacy concepts
3. demonstrate personal and social capability
4. communicate effectively
5. implement inquiry and reflection skills
6. demonstrate understanding of factors impacting health
7. explain structures, roles, and opportunities within the health care sector
8. describe community health management approaches.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

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

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 

Course Description

The Health suite of courses provides 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 a wide range of opportunities in health sector roles. Health care 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.

Learners consider personal and Tasmanian perspectives across various national and global issues.

They examine personal attributes, potential careers and pathways to frontline and support roles including aged care, nursing, childcare, disability services and other allied health and community services. Learners explore connections and develop skills in health literacy, research, and lifestyle management.

Learners will have opportunities to shape their learning experience through their interests. They will be able to explore questions and respond to health industry issues and challenges.

Pathways

- *Health Care* Level 2 builds on content and concepts from the [Australian Curriculum - 9/10 Health and Physical Education](#)
- *Health Care* Level 2 complements and provides breadth and extension of learning from current Health suite courses *Personal Care* Level 1, *Personal Health and Wellbeing* Level 2 and the proposed *Health Studies* Level 1 course
- There is a logical progression from *Health Care* Level 2 to other Health suite courses at Level 2 and/or 3. Depending on learner interest and vocational trajectory there may also be a range of suitable and related VET courses on offer.

Course Requirements

Access

This course enables inclusion, equity and diversity. Learners from diverse communities with suitable learning profiles can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.

Resource Requirements

Providers will need to ensure access to suitable equipment and facilities for practical work in Module 2. They will also need to ensure learners have access to a range of suitable contacts and service providers for the industry exposure component of Module 2 and the community health care focus of Module 3.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules.

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

Providers and learners working within this course need to remain mindful of the potential sensitivity of many topics or issues. Considerations regarding 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 examining broader state, national and global health care industry and management perspectives.

Course Content

Module 1 – Health and lifestyle

Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. explain connections between personal, social and community health
2. explain health literacy concepts
3. demonstrate personal and social capability
4. communicate effectively
5. implement inquiry and reflection skills
6. demonstrate understanding of factors impacting health.

Module 1 Content

The Health suite of courses enable opportunities for learners to:

- consider health issues and perspectives and their impacts on others
- review personal values and health related decisions
- examine health factors and population trends,
- investigate sector roles and capacity to contribute to health management across the wider community.

Module 1 has a particular focus on examining the impacts of health literacy, lifestyle choices and management in supporting community health outcomes.

Module I 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.

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

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

Key Knowledge and Concepts

Module I 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
- a depth study inquiry on a specific area of health, illness or disease.

Health literacy, lifestyle, 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.

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 into 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 of and access to information, support agencies, and community health support.

Module 1 Work Requirements Summary

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 work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Module 2 – The health care sector

Module 2 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. explain connections between personal, social and community health
2. explain health literacy concepts
3. demonstrate personal and social capability
4. communicate effectively
5. implement inquiry and reflection skills
7. explain structures, roles, and opportunities within the health care sector.

Module 2 Content

- The Health suite of courses enable opportunities for learners to:
- consider health issues and perspectives and their impacts on others
- review personal values and health related decisions
- examine health factors and population trends,
- investigate sector roles and capacity to contribute to health management across the wider community.

Module 2 has a particular focus on examining the role of the health care and community services industry sector in supporting community health outcomes.

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.

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 and outcomes, and roadmap a multi-role personal pathways plan
- health care sector workforce – task to define, record, and explain employment demand and projections in Tasmania and identify key pathways, related roles and contacts
- practical experiences using professional practices, procedures and basic devices to measure body function (eg temperature, heart rate, blood pressure)
- Mental Health First Aid and Provide First Aid micro-credentials or equivalent teacher-delivered content.

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 and 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.

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).

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

- health care sector overview
- 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 into 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 of and access to information, support agencies and community health support.

Module 2 Work Requirements Summary

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 exposure contributing to the folio record as work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

Module 3 – Community health

Module 3 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. explain connections between personal, social and community health
2. explain health literacy concepts
3. demonstrate personal and social capability
4. communicate effectively
5. implement inquiry and reflection skills
8. describe community health management approaches.

Module 3 Content

The Health suite of courses enable opportunities for learners to:

- consider health issues and perspectives and their impacts on others
- review personal values and health related decisions
- examine health factors and population trends,
- investigate sector roles and capacity to contribute to health management across the wider community.

Module 3 has a particular focus on exploring the impacts of health care systems and provision, holistic approaches, preventative health, ethics, community expectations, advocacy and health standards.

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 and preventative health measures
- examine the impacts of diversity including cultural, regional and other specific population issues
- critically reflect on challenges for the health and community services sector involving health-based ethics and community expectations.

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

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

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.

Introduction to community health care systems 2 (25 hours)

- national provision
- state provision
- local provision.

Introduction to community health issues 2 (25 hours)

- holistic health considerations
- preventative health measures
- ethics and community expectations
- impacts of diversity including cultural, regional and other specific population issues
- advocacy and health standards.

Key Skills

- developing specialized health industry-related knowledge, skills and competencies
- building awareness through sustained inquiry into 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 of and access to information, support agencies, and community health support.

Module 3 Work Requirements Summary

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) as work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5, and 8.

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 for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3
Criteria Focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

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

1. examine and explain connections between personal, social and community health
2. examine and explain health literacy concepts
3. demonstrate personal and social capability
4. communicate health related information
5. demonstrate inquiry and reflection skills
6. explain and apply health understanding

7. investigate and review health care systems, strategies and roles
8. describe community health management approaches.

Standards

Criterion 1: examine and explain connections between personal, social and community health

Standard Element	Rating C	Rating B	Rating A
E1 – Making healthy, safe and active choices	plans, considers and describes options for managing situations where their own or others' health or safety may be at risk	plans, considers and reviews options for managing situations where their own or others' health or safety may be at risk	plans, considers and reviews options for managing situations where their own or others' health or safety may be at risk
E2 – Diversity and inclusion	examines how attitudes and beliefs about diversity and difference can impact personal and community health	examines and describes how attitudes and beliefs about diversity and difference can impact personal and community health	examines and explains how attitudes and beliefs about diversity and difference can impact personal and community health
E3 – Social health	describes and responds to contemporary social health and wellbeing issues	examines and responds to contemporary social health and wellbeing issues	explains and responds to contemporary social health and wellbeing issues
E4 – Strategies, interventions and advocacy	proposes and describes strategies, interventions, or advocacy to increase the wellbeing of themselves, and others in Australian communities.	proposes and examines strategies, interventions, or advocacy to increase the wellbeing of themselves, and others in Australian communities.	proposes and explains strategies, interventions, or advocacy to increase the wellbeing of themselves, and others in Australian communities.

Criterion 2: examine and explain health literacy concepts

Standard Element	Rating C	Rating B	Rating A
E1 - Sourcing reliable health information	identifies and examines methods and sources individuals use to access reliable health information	examines and describes methods and sources individuals use to access reliable health information	examine and explains methods and sources individuals use to access reliable health information
E2 – Validating health information	identifies and examines practices systems use to source valid health information	examines and describes practices systems use to source valid health information	examines and explains practices systems use to source valid health information

Standard Element	Rating C	Rating B	Rating A
E3 – Health strategies and behaviours	identifies and examines approaches and strategies individuals use to appraise and use health information, products, and services	examines and describes approaches and strategies individuals use to appraise and use health information, products, and services	examines and explains approaches and strategies individuals use to appraise and use health information, products, and services
E4 – Making effective health decisions	identifies and examines approaches and strategies systems employ to assess information used to guide effective health decisions.	analyses and examines approaches and strategies systems employ to assess information used to guide effective health decisions.	examines and explains approaches and strategies systems employ to assess information used to guide effective health decisions.

Criterion 3: demonstrate personal and social capability

Standard Element	Rating C	Rating B	Rating A
E1 – Self Awareness	demonstrates self-awareness including recording and describing examples of resilience, and self-confidence	demonstrates self-awareness including recording and comparing examples of resilience, and self-confidence	demonstrates self-awareness including recording and evaluating examples of resilience, and self-confidence
E2 – Self Management	demonstrates self-management skills including describing examples of goal setting, and personal autonomy and sound organisational, planning and review practices	demonstrates self-management skills including examining examples of goal setting, personal autonomy and sound organisational, planning and review practices	consistently demonstrates self-management skills including comparing examples of goal setting, personal autonomy and sound organisational, planning and review practices
E3 – Social Awareness	demonstrates social awareness including recognising and describing examples of collaboration, teamwork and interdependence	demonstrates social awareness including recognising and reviewing examples of collaboration, teamwork, and interdependence	demonstrates social awareness including recognising and evaluating examples of collaboration, teamwork, and interdependence

Standard Element	Rating C	Rating B	Rating A
E4 – Social Management	demonstrates social management skills including implementing and describing examples of interpersonal skills and situationally appropriate communication.	demonstrates social management skills including implementing and comparing examples of interpersonal skills and situationally appropriate communication.	demonstrates social management skills including implementing and evaluating examples of interpersonal skill, and situationally appropriate communication.

Criterion 4: communicate health related information

Standard Element	Rating C	Rating B	Rating A
E1 - Meaning	interprets and conveys meaning regarding information and concepts related to health issues.	interprets and describes meaning regarding information and concepts related to health issues and influences.	interprets and explains meaning regarding information and concepts related to health issues and influences.
E2 – Mode: audience and purpose	recognises and uses contextually appropriate visual, written, and digital communication modes	selects and uses contextually appropriate visual, written, and digital communication modes	effectively uses contextually appropriate visual, written, and digital communication modes
E3 - Method: common terminology and conventions	explains and uses a range of health related terminology, conventions and industry communication practices	selects and correctly uses a range of health related and topic-based terminology, conventions and industry communication practices	consistently and correctly uses a range of health related and topic-based terminology, conventions and industry communication practices
E4 - Manner: situationally appropriate communication	recognises and uses situationally appropriate communication combinations including verbal, visual, written, non-verbal, informal, and formal.	describes and uses situationally appropriate communication combinations including verbal, visual, written, non-verbal, informal, and formal.	describes and effectively uses situationally appropriate communication combinations including verbal, visual, written, non-verbal, informal, and formal.

Criterion 5: demonstrate inquiry and reflection skills

Standard Element	Rating C	Rating B	Rating A
E1 - Research: sourcing information	uses research and critical inquiry skills to consider sources, collect and collate information	uses research and critical inquiry skills to consider sources, collect and collate information	uses research and critical inquiry skills to consider sources, select and collate information
E2 - Presentation: organise and share information	organises information logically, and uses varied presentation options to share health information.	organises information logically and accurately, v appropriately selects and uses suitable presentation options to efficiently share health information.	organises information logically and precisely, appropriately selects and uses varied presentation options to effectively share health information
E3 - Review: relevance, reliability, validity accuracy and currency	examines relevance, reliability, validity and currency of evidence and information	examines relevance, reliability, validity and accuracy of evidence and information	examines relevance, reliability, validity currency and accuracy of evidence and information
E4 - Reflection: logic, examination, decision making	describes and discusses examples of logical thinking, reflection and decision making skills used to examine personal and community health issues and information.	examines and discusses examples of logical thinking, reflection and decision making skills used to effectively examine personal and community health issues and information.	explains and discusses examples of logical thinking, reflection and decision making skills used to effectively examine personal and community health issues and information.

Criterion 6: explain and apply health understanding

Standard Element	Rating C	Rating B	Rating A
E1 - Monitoring personal health status	describes strategies for monitoring indicators of personal and public health status	explains strategies for monitoring indicators of personal and public health status	examines strategies for monitoring indicators of personal and public health status
E2 - Capacity to maintain personal health and wellbeing	describes major factors impacting capacity for people to establish and maintain their personal health and wellbeing	explains a range of factors impacting capacity for people to establish and maintain their personal health and wellbeing	evaluates a range of factors impacting capacity for people to establish and maintain their personal health and wellbeing

Standard Element	Rating C	Rating B	Rating A
E3 - Health literacy skills	describes factors impacting the development of personal health literacy skills	explains factors impacting the development of building personal health literacy skills	evaluates factors impacting the development of personal health literacy skills
E4 - Lifestyle influences on health and wellbeing	describes the influence of lifestyle, education, and food choices on health and wellbeing behaviours of individuals.	explains the influence of lifestyle, education, and food choices on health and wellbeing behaviours of individuals.	examines the influence of lifestyle, education, and food choices on health and wellbeing behaviours of individuals.

Criterion 7: investigate and review health care systems, strategies and roles

Standard Element	Rating C	Rating B	Rating A
E1 - Health care system structures	identifies and analyses community health care system structures for federal, state, and local bodies	describes and analyses community health care system structures for federal, state, and local bodies	analyses and explains community health care system structures for federal, state, and local bodies
E2 - Holistic approaches, preventative health, and ethical issues	identifies holistic health management strategies, preventative health measures, and ethical issues	describes holistic health management strategies, preventative health measures, and ethical issues	explains holistic health management strategies, preventative health measures, and ethical issues
E3– Strategies, community expectations and demands	recognises and describes approaches and strategies systems use to address community expectations and demands.	analyses and describes approaches and strategies systems use to address community expectations and demands.	analyses and explains approaches and strategies systems use to address community expectations and demands.
E4 - Health care sector roles and opportunities	recognises opportunities and general employee attributes required within the health care sector.	describes a range of opportunities and employee attributes required within the health care sector.	explains a range of opportunities and corresponding employee attributes required for specific roles within the health care sector.

Criterion 8: describe community health management approaches

Standard Element	Rating C	Rating B	Rating A
E1 - National state and local responsibilities	identifies and examines responsibilities of national, state, and local health services	examines and describes responsibilities of national, state, and local health services	examines and explains responsibilities of national, state, and local health services
E2 - Medicare, hospital, and pharmacy operations	describes Medicare, hospital, and pharmacy scheme operation	examines and describes Medicare, hospital, and pharmacy scheme operations	examines and explains Medicare, hospital, and pharmacy scheme operations
E3 - National state and local provision	recognises examples of national, state, and local health service provision	describes examples of national, state, and local health service provision	compares examples of national, state, and local health service provision
E4 - Preventative health strategies	identifies and reflects on the importance and effectiveness of preventative health strategies.	describes and reflects on the importance and effectiveness of various preventative health strategies.	explains and reflects on the importance and effectiveness of integrated preventative health strategies.

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 the 8 ratings from the internal assessment.

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

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or 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.

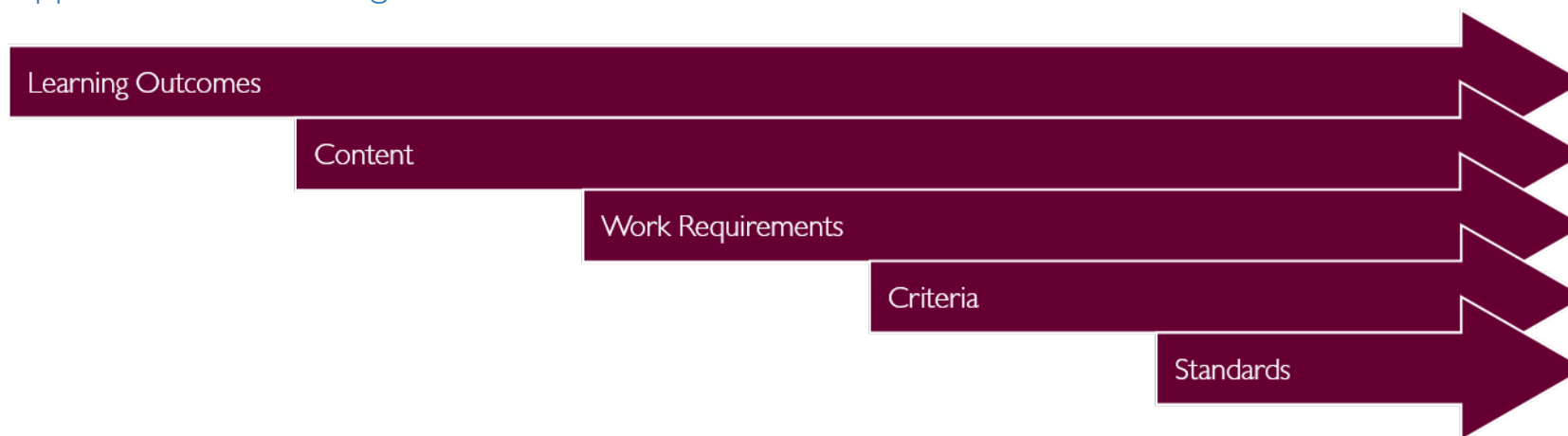
Course Developer






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. explain connections between personal, social and community health	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC: 
2. explain health literacy concepts	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. communicate effectively	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3, 4	GC: 
5. implement inquiry and reflection skills	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3, 4	GC: 

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
6. demonstrate understanding of factors impacting health	Module 1	Module 1, 2, 3	C 6	E 1, 2, 3, 4	GC: 
7. explain structures, roles, and opportunities within the health care sector	Module 2	Module 2	C 7	E 1, 2, 3, 4	GC: 
8. describe community health management approaches	Module 3	Module 3	C 8	E 1, 2, 3, 4	GC: 

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

Description: Group or individual multimodal presentation on one a major area highlighted within the personal health and wellbeing topic of the Health literacy, lifestyle, and wellbeing unit.

Size: 3–4 hours

Timing: Approaching culmination of unit

External agencies: n/a

Relevant Criteria: 1, 2, 3, 4, 5 and 6

Focus Area: Professional Studies

Title of Work Requirement: Health Inquiry

Mode /Format: Product - digital exhibition

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 Criteria: 1, 2, 3, 4, 5 and 6

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

Description: Evidence-based critical reflection summarising 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 (or a combination) may be helpful for this task

Relevant Criteria: 1, 2, 3, 4, 5 and 7

Focus Area: Professional Studies

Title of Work Requirement: Skills for the Health Care Sector

Mode /Format: Personal project – exhibition

Description: Sustained inquiry into (including industry exposure), and exhibition of, a role, its skill profile, and its 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 Criteria: 1, 2, 3, 4, 5 and 7

Module 3 Work Requirements Specifications

Focus Area: Professional Studies

Title of Work Requirement: Introduction to Community Health Care Systems

Mode /Format: Presentation/digital

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 Criteria: 1, 2, 3, 4, 5 and 8

Focus Area: Professional Studies

Title of Work Requirement: Holistic and Preventative Health

Mode /Format: Self-review and reflection – digital journal/report

Description: Learners consider their personal health status, balance and habits in light of 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 Criteria: 1, 2, 3, 4, 5 and 8

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

Term	Definition	Source Acknowledgement	Course Context
sense of self	an individual's perception of 'self' and how they perceive their place in the world in relation to a range of personal characteristics and cultural norms and expectations.	ACARA Health and Physical Education Glossary	
personal health	Personal Health is the ability to take charge of your health by making conscious decisions to be healthy. It not only refers to the physical well being of an individual but it also comprises the wellness of emotional, intellect, social, economical, spiritual and other areas of life.	https://www.imedpub.com/sc-holarly/personal-health-journals-articles-ppts-list.php	
social health	an ability to form satisfying interpersonal relationships with others. It also relates to an ability to adapt comfortably to different social situations, social institutions, social values and norms, and act appropriately in a variety of settings. This requires strong communication skills, empathy for others and a sense of accountability.	ACARA Health and Physical Education Glossary	
health literacy	an ability to selectively <i>access</i> and <i>critically analyse</i> information, navigate <i>community</i> services and resources, and take action to promote personal <i>health</i> and the health of others. This includes online information and websites as well as information from friends, family and health professionals. <i>Health literacy</i> has three dimensions: functional, interactive and critical.	ACARA Health and Physical Education Glossary	
wellbeing	a sense of satisfaction, happiness, effective social functioning and <i>spiritual health</i> , and <i>dispositions</i> of optimism, openness, curiosity and <i>resilience</i> .	ACARA Health and Physical Education Glossary	

Term	Definition	Source Acknowledgement	Course Context
resilience	a capacity to deal constructively with <i>change</i> or challenge, allowing a person to maintain or re-establish their social and emotional wellbeing in the face of difficult events. It involves thoughts, feelings and actions. <i>Resilience</i> is an integral part of learning as it underpins the ability to <i>respond</i> positively to setbacks or mistakes	ACARA Health and Physical Education Glossary	
mental health	a state of wellbeing in which an individual thrives and can manage normal stresses of life, work and recreation. Social, emotional and spiritual resilience, which enables people to enjoy life and survive pain, disappointment and sadness. It is a positive sense of wellbeing and an underlying belief in our own and others' dignity and worth	ACARA Health and Physical Education Glossary	
paraprofessional	a trained aide who assists a professional person (such as a teacher or doctor)	https://www.merriam-webster.com/dictionary/paraprofessional	
emotional health	an ability to <i>recognise, understand</i> and effectively manage emotions and use this knowledge when thinking, feeling and acting.	ACARA Health and Physical Education Glossary	
explain	to provide extra information that <i>demonstrates</i> understanding of reasoning and/or application	ACARA Health and Physical Education Glossary	
familiar (adj.)	content, process or approach previously encountered in learning activities.	ACARA Health and Physical Education Glossary	
harm minimisation	A strategy that aims to lower the risks and harmful consequences associated with <i>drug</i> use and other high-risk behaviours, rather than simply promoting abstinence.	https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/?letter=H	

Term	Definition	Source Acknowledgement	Course Context
lifelong physical activity	Physical activities that can <i>enhance health</i> and <i>wellbeing</i> across the lifespan including individual and group activities and active <i>recreation</i> activities. With <i>access</i> to specialised facilities, equipment and expertise, these activities can include swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.	https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/?letter=L	
culture	Shared stories, beliefs, attitudes and behaviours that give a group or individual a sense of who they are and help them make sense of the world in which they live. <i>Culture</i> is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has <i>culture</i> – it is a lens through which we see the world.	https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/?letter=C	
recreation	An activity in which people enjoy participating during their free time. <i>Recreation</i> is often recognised as having socially worthwhile qualities. Active recreation requires physical exertion.	https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/?letter=R	
specific populations	...". populations are often geographic regions, such as nations or communities, but they can also be other groups, such as employees, ethnic groups, disabled persons, or prisoners. Such populations are of relevance to policymakers. In addition, many determinants of health, such as medical care systems, the social environment, and the physical environment, have their biological impact on individuals in part at a population level."	What is Population Health? https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447747/	