Personal Futures

HPE

Health Studies 1
COURSE DOCUMENT

PHASE 4
DRAFT FOR CONSULTATION

Catholic Education Tasmania

INDEPENDENT SCHOOLS TASMANIA

Years 9 to 12 Learning

DEPARTMENT OF EDUCATION
learners first

Tasmanian Government

Table of Contents

Health Studies, 150 hours - Level 1

This course is a Level 1 component of the Health suite of courses within Health and Physical Education.

Focus Area – Personal Futures

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 Studies Level 1 is a Personal Futures course.

Personal Futures courses prepare students to be independent young adults, able to lead healthy, fulfilled and balanced lives. Learning is highly personalised. Students develop strategies to optimise learning, make decisions, solve problems, set career and life goals, and pursue areas of strong personal interest. Personal Futures supports students to develop the required knowledge, skills and understandings to make informed choices that enhance their own and others' health and wellbeing. The inclusion of Personal Futures as a focus area responds to a range of contemporary research findings highlighting the importance of students having broad educational goals that include individual and collective wellbeing and opportunities for student agency as they navigate a complex and uncertain world.

Personal Futures courses have three key features that guide teaching and learning
- theory and dialogue
- informed action
- reflection and dialogue.
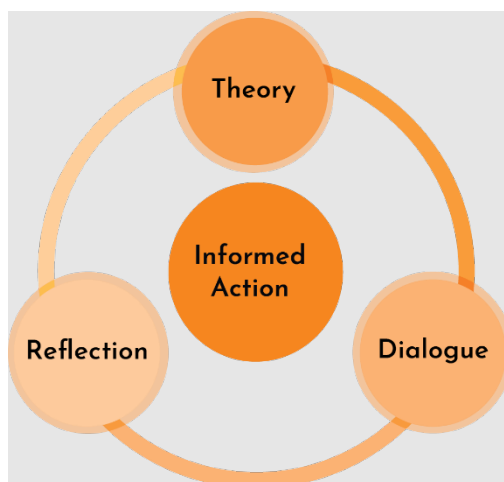
Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will do this by…
- ongoing development and refinement of personal views, skills and ideas using the Personal Futures praxis model
- exploring topics and building on existing knowledge through sharing theory, opinions and research about specific health issues
- individual and group reflection along with regular dialogue and discussion to build understanding and organised thinking
- learning by doing and responding through informed actions

- building connections across health concepts and factors
- developing awareness of personal, peer and community perspectives.

Rationale

Health Studies Level 1 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 health outcomes in the wider community.

Tasmania has an identified need for 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)

Health Studies Level 1 provides an opportunity for learners to explore and connect a broad range of health concepts with an approach based on building personal knowledge, skills and understanding through application and individual reflection on their own context whilst also considering wider impacts on community health. It supports learners in developing responsibility and capacity for managing their personal health and for considering and supporting positive health management in others, and it also provides a platform for those who may be interested in progressing to further study of Health suite courses at Levels 2 and 3.

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 Studies Level 1 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 the role of health literacy
3. demonstrate personal and social capability
4. effectively communicate health related information
5. implement inquiry and reflection skills
6. demonstrate understanding of factors impacting health
7. review significant or topical health issues
8. describe factors and issues impacting the health of specific populations.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Intercultural understanding
- 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

Health Studies Level 1 allows learners to connect and explore key health concepts. It examines community health issues including lifestyle choices, mental and social health.

The course builds personal knowledge, skills and understanding through discussion and reflection. Learners will develop skills to manage personal health and to support health management in others. Health Studies Level 1 prepares learners aiming to study other Health suite courses at Levels 2 and 3

Learners will have opportunities to explore information, and discuss their views and ideas. They will reflect on their actions, thinking, health literacy and protective health strategies.

Pathways

Health Studies Level 1 enables learning continuity from Years 9-10 Australian Curriculum Health and Physical Education and provides pathways to Health suite courses at Levels 2 and 3.

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.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules.

Core Module 1: Health of individuals
Core Module 2: Health issues
Core Module 3: Community health

Delivery

There is no specific recommended delivery sequence for the modules

Providers and learners working within this course must remain mindful of 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 1 in *Health Studies* providers address fundamental knowledge and some specialist or technical knowledge. The primary focus is on exploring personal impacts and context before considering local, state, national and global perspectives.

Learning experiences generally lead to:

- learning through application

- reflection on personal opinions, experiences, and context
- dialogue and connecting wider issues, actions and opportunities involving community health.

Course Content

Module 1 – Health of individuals

Module 1 Learning Outcomes

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

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

Module 1 Content

Learning experiences in Module 1 should have clear connections to personal wellbeing, self-awareness, personal fitness and/or locating and accessing personal and community health support.

Module 1 provides learners with opportunities to:

- examine and focus on health factors impacting personal wellbeing, self-awareness, personal fitness and/or locating and accessing personal and community health support
- develop risk-management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course-related and topical health issues.

During delivery of Module 1 providers must ensure they include the following learning experiences:

- young adults and risk-taking behaviour (group investigation and oral report)
- access to local recreational and sporting facilities (journal resource - digital register of venues/costs/opening hours/etc. – follow-up: group findings review, dialogue and reflection)
- self-awareness journal activity: personal attributes profile (reflective task).

Key Knowledge and Concepts

Module 1 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices
- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies.

Personal wellbeing (10–15 hours)
- risk-taking behaviours
- young adults and risk-taking investigation
- current adolescent health issues and concerns
- personal grooming and hygiene
- undertaking basic daily hygiene practices
- personal safety
- relaxation, mindfulness and balance.

Self-awareness (15-20 hours)

- family/social/cultural background
- gender roles
- personality traits
- character strengths and weaknesses
- values and morals
- body image and self-esteem
- engaging in positive self-talk
- verbal communication
- posture and body language
- social skills and personal space
- feelings and emotions
- stress management
- conflict resolution
- personal relationships

Personal fitness (10-15 hours)

- developing personal fitness and wellbeing
- practical fitness experiences
- maintaining a healthy lifestyle
- engaging in valuable leisure-time pursuits
- engaging in a variety of physical activities
- accessing local recreational and sporting facilities
- exercise (benefits, types, and methods).

Personal and community health support (10-15 hours)

- help within the education provider environment
- agencies available in the community
- engaging in classroom and community-based activities
- accessing and using community support services and agencies
- providing support for family and friends
- reliable information, resources, websites and contacts for support services and agencies (digital product).

Key Skills:

- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- developing effective reflective practice and journal-response skills
- demonstrating personal and social capability when working individually and in groups
- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- 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) community project product and one (1) folio 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 – Health issues

Module 2 Learning Outcomes

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

1. explain connections between personal, social and community health
2. explain the role of health literacy
3. demonstrate personal and social capability
4. effectively communicate health related information
5. implement inquiry and reflection skills
7. review significant or topical health issues.

Module 2 Content

Learning experiences in Module 2 should have clear connections to change and resilience, diet and nutrition, mental health and/or safety, accidents and First Aid.

Module 2 provides learners with opportunities to:

- examine and focus on health factors impacting change and resilience, diet and nutrition, mental health and/or safety, accidents and first aid
- develop risk management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course-related and topical health issues.

During delivery of Module 2 providers must ensure they include the following learning experiences:

- a "bouncing back" themed collaborative group project on coping and resilience involving the creation of a shared digital resource bank (sites, clips, music, images) as a product suitable for journal inclusion
- group investigation and oral report – myth busting, pros/cons, truths and dangers
- mental health resources and support – guest speaker. This may include a real or virtual visit from a suitable counsellor, social worker or organisation representative to outline the nature of their support role and share ways to access a range of suitable websites and resources.
- First Aid scenarios session(s) - applying theory via informed action, dialogue and reflection.

Key Knowledge and Concepts

Module 2 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices

- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies.

Change and resilience (10-15 hours)
- defining change, transition and resilience
- life journey and typical transitions and changes
- cultural and family influences on values and expectations
- choice in change – yours, others', imposed, opportunities to impact implementation or timing
- exploring resilience – personal reflection, sharing, inspiring case studies
- normal and healthy levels of resilience
- growth mindset and learning – positives from challenges and setbacks
- perseverance and persistence
- dynamics of health and importance of developing resilience
- role model/example – case study project
- coping skills and resilience.

Diet and nutrition (10-15 hours)
- Healthy Food Pyramid/Healthy Eating Plate models
- major food groups
- junk food and take-away food
- fad dieting
- group investigation and oral report
- myth busting, pros/cons, truths and dangers
- energy intake and output
- adopting healthy eating initiatives (e.g., selecting healthy food choices)
- combating overeating and obesity.

Mental health (10-15 hours)
- mental health versus mental illness – a continuum
- staying mentally healthy
- indicators of mental health status
- benefits of mental health
- recognising signs of depression or anxiety
- supportive action and concern – getting help for you or others
- actions people can take to help build and maintain mental health (including reflective project)

Safety, accidents and first aid (10-15 hours)
- the relationship between safety, risk, and prevention
- why accidents happen
- common accidents in the home
- hygiene, hazards and emergency help
- elevated risk awareness
- basic first aid
- scenarios session(s) - converting theory to informed action, dialogue and reflection
- safe people to be with - consider extra learning/ qualifications you can do in this area (e.g., Provide First Aid, CPR, First Aid Certificate, Sports Trainer, etc.)

Key Skills:

- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- 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 personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- 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) case study project and one (1) reflective task 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

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

1. explain connections between personal, social and community health
2. explain the role of health literacy
3. demonstrate personal and social capability
4. effectively communicate health related information
5. implement inquiry and reflection skills
8. describe factors and issues impacting the health of specific populations.

Module 3 Content

Learning experiences in Module 3 should have clear connections to community health issues, social connection and relationships, active living and/or lifestyle choices and management.

Module 3 provides learners with opportunities to:

- examine and focus on health factors impacting community health issues, social connection and relationships, active living and/or lifestyle choices and management
- develop risk management and protective strategies to achieve and maintain personal health
- recognise behaviours that impact positively and negatively on health wellbeing
- discuss and reflect on a range of course-related and topical health issues.

During delivery of Module 3 providers must ensure they include the following learning experiences:

- Active Living interview task – learners are to interview people from different age groups on their past and current levels of activity, record and reflect on their findings and report back to the group.
- Journal Task – personal lifestyle review and goal setting activity. Reflection and journal entry in digital format suitable for inclusion in the folio.

Key Knowledge and Concepts

Module 3 will address the following:

- identifying and/or examining issues impacting personal wellbeing
- making informed personal choices
- considering options and informed actions to support wellbeing of self and others
- locating and accessing community health and support agencies.

Community health issues (10-15 hours)
- issues for young adults
- cultural, regional and economic impacts on health
- reflective project – negotiated health issue
- developing awareness and support.

Social connection and relationships (10-15 hours)
- types and levels of relationships
- personal relationships.

Active living (10-15 hours)
- Tasmanian physical activity levels
- inactivity – consequences for health.

Lifestyle choices and management (10-15 hours)
- knowledge, skills and attitudes around risk
- making positive lifestyle choices
- adolescent lifestyle choices
- lifestyle management
- managing the influence of others.

Key Skills:
- appropriately communicating opinions, emotions and feelings in varying contexts
- accessing and using information related to personal and community health
- 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 personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- 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) reflective project and one (1) folio 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 Studies* Level 1 will be based on the degree to which the learner can:

1. describe connections between personal, social and community health
2. discuss health literacy concepts
3. demonstrate personal and social capability
4. communicate health related information
5. demonstrate inquiry and reflection skills
6. discuss and apply health understanding
7. discuss significant or topical health issues
8. describe factors and issues impacting the health of specific populations.

Standards

Criterion 1: describe connections between personal, social and community health

Standard Element	Rating C	Rating B	Rating A
E1 – Making healthy, safe, and active choices	identifies situations where their own or others' health or safety may be at risk	identifies actions for responding to situations where their own or others' health or safety may be at risk	explains actions for responding to situations where their own or others' health or safety may be at risk
E2 – Diversity and inclusion	identifies ways attitudes and beliefs about diversity and difference can impact personal health	describes ways attitudes and beliefs about diversity and difference can impact personal health	explains ways attitudes and beliefs about diversity and difference can impact personal health
E3 – Social health	recognises and reflect on contemporary social health and wellbeing issues	outlines and reflect on contemporary social health and wellbeing issues	describes and reflect on contemporary social health and wellbeing issues
E4 – Strategies, actions and advocacy	identifies examples of strategies, actions or advocacy used to increase the wellbeing of themselves or others.	describes examples of strategies, actions or advocacy used to increase the wellbeing of themselves or others.	explains examples of strategies, actions or advocacy used to increase the wellbeing of themselves or others.

Criterion 2: discuss health literacy concepts

Standard Element	Rating C	Rating B	Rating A
E1 - Sourcing reliable health information	identifies methods and sources individuals use to access valid health information	describes methods and sources individuals use to access valid health information	explains methods and sources individuals use to access valid health information
E2 – Validating health information	identifies practices systems use to source valid health information	describes practices systems use to source valid health information	explains practices systems use to source valid health information
E3 – Health strategies and behaviours	identifies strategies individuals employ to appraise and use information, products and services to enhance positive health behaviours	describes strategies individuals employ to appraise and use information, products and services to enhance positive health behaviours	explains strategies individuals employ to appraise and use information, products and services to enhance positive health behaviours

Standard Element	Rating C	Rating B	Rating A
E4 – Making effective health decisions	identifies approaches systems used to assess information and make effective health decisions.	describes approaches systems used to assess information and make effective health decisions.	explains approaches systems used to assess information and make effective health decisions.

Criterion 3: demonstrate personal and social capability

Standard Element	Rating C	Rating B	Rating A
E1 – Self Awareness	demonstrates self-awareness and recognises personal attributes and examples of resilience	demonstrates self-awareness and reflects on personal attributes and examples of resilience	demonstrates self-awareness and discusses personal attributes and examples of resilience
E2 – Self Management	demonstrates self-management skills including identifying examples of goal setting, and basic organisational, planning and review practices	demonstrates self-management skills including describing examples of goal setting, initiative, and basic organisational, planning and review practices	demonstrates self-management skills including comparing examples of goal setting, initiative, and basic organisational, planning and review practices
E3 – Social Awareness	demonstrates social awareness by recognising and responding to familiar challenges in various group tasks	demonstrates social awareness by describing and reflecting on responses to familiar challenges in various group tasks	demonstrates social awareness by describing and comparing responses to familiar challenges in various group tasks
E4 – Social Management	demonstrates social management skills and describes examples of basic interpersonal strategies and skills.	demonstrates social management skills and reflects on examples of basic interpersonal strategies and skills.	demonstrates social management skills and discusses examples of basic interpersonal strategies and skills.

Criterion 4: communicate health related information

Standard Element	Rating C	Rating B	Rating A
E1 - Meaning	recognises and conveys meaning of and about general health-related information and concepts	describes and conveys meaning of and about general health-related information and concepts	explains and conveys meaning of and about general health-related information and concepts

Standard Element	Rating C	Rating B	Rating A
E2 – Mode: audience and purpose	recognises and uses prescribed visual, written, and/or digital communication modes	describes and uses prescribed visual, written, and/or digital communication modes	describes and effectively uses prescribed visual, written, and/or digital communication modes
E3 – Method: common terminology and conventions	identifies and uses common health-related terminology communication practices and conventions	describes and uses common health-related terminology, communication practices and conventions	describes and appropriately uses common health-related terminology, communication practices and conventions
E4 – Manner: situationally appropriate communication	recognises and uses verbal, visual, written, and non- verbal communication, informal and formal register, and appropriate approaches for familiar settings.	describes and uses verbal, visual, written, and non- verbal communication, informal and formal register and appropriate approaches for familiar settings.	describes and effectively uses verbal, visual, written, and non- verbal communication, informal and formal register and appropriate approaches for a range of familiar settings.

Criterion 5: demonstrate inquiry and reflection skills

Standard Element	Rating C	Rating B	Rating A
E1 - Research: sourcing information	uses basic research skills to source information	uses basic research skills to source and gather information	uses basic research and critical inquiry skills to gather information
E2 - Presentation: organise and share information	organises information logically. Uses prescribed presentation modes to share health information	organises information logically and considers source of information. Uses prescribed presentation modes to share health information	organises information logically and considers source of information. Uses varied presentation modes to share health information
E3 - Review: relevance, reliability, accuracy, and currency	discusses relevance, and accuracy of evidence and information	discusses relevance, range and accuracy of evidence and information	discusses and reflects on relevance, currency, range and accuracy of evidence and information
E4 - Reflection: logic, examination, decision making	applies logical thinking, reflection and decision-making skills to consider information on personal and local health issues.	applies logical thinking, reflection and decision-making skills to examine information on personal and local health issues.	applies logical thinking, reflection and decision-making skills to effectively assess information on personal and local health issues.

Criterion 6: discuss and apply health understanding

Standard Element	Rating C	Rating B	Rating A
E1 - Monitoring personal health status	recognises, discusses and applies strategies for monitoring indicators of personal health status	describes, discusses and applies strategies for monitoring indicators of personal health status	explains, discusses and applies strategies for monitoring indicators of personal health status
E2 - Managing wellbeing of specific populations	recognises, and discusses trends and factors influencing the management of health and wellbeing issues for specific populations	describes and discusses trends and factors influencing the management of health and wellbeing issues for specific populations	explains and discusses trends and factors influencing the management of health and wellbeing issues for specific populations
E3 - Capacity to maintain personal health and wellbeing	recognises and discusses key factors impacting capacity for people to establish and maintain their personal health and wellbeing	describes and discusses key factors impacting capacity for people to establish and maintain their personal health and wellbeing	explains and discusses key factors impacting capacity for people to establish and maintain their personal health and wellbeing
E4 - Influences on health and wellbeing behaviours	recognises and discusses the influence of family, peers, culture, media, technology, and/or other factors on health and wellbeing behaviours of individuals and populations.	describes and discusses the influence of family, peers, culture, media, technology, and/or other factors on health and wellbeing behaviours of individuals and populations.	explains and discusses the influence of family, peers, culture, media, technology, and/or other factors on health and wellbeing behaviours of individuals and populations.

Criterion 7: discuss significant or topical health issues

Standard Element	Rating C	Rating B	Rating A
E1 - Identifying significant/topical issues	recognises and discusses a range of significant and/or topical health issues	describes and discusses a range of significant and/or topical health issues	explains and discusses a range of significant and/or topical health issues
E2 - Trends and status (data and populations)	recognises and discusses trends, status and high risk population groups impacted by specific health issues	describes and discusses trends, status and high risk population groups impacted by specific health issues	explains and discusses trends, status and high risk population groups impacted by specific health issues

Standard Element	Rating C	Rating B	Rating A
E3 - Research and Investigation (process)	identifies and discusses relevant information through guided research and investigation processes	selects and discusses relevant information through guided research and investigation processes	examines and discusses reliable information through guided research and investigation processes
E4 – Reflection and Conclusions (communicate findings)	communicates conclusions following reflection on research based information.	communicates conclusions following comparison of and reflection on research based information	communicates conclusions following examination of, and reflection on research based information.

Criterion 8: describe factors and issues impacting the health of specific populations

Standard Element	Rating C	Rating B	Rating A
E1 - Factors influencing health of individuals	identifies key factors that influence the health of individuals	describes key factors that influence the health of individuals	explains key factors that influence the health of individuals
E2 - Factors influencing health of populations	identifies key factors that influence the health of populations	describes key factors that influence the health of populations	explains key factors that influence the health of populations
E3 - Health management approaches for individuals	identifies impacts of health management approaches on individuals	describes impacts of health management approaches on individuals	explains impacts of health management approaches on individuals
E4 - Health management approaches for populations	identifies impacts of health management approaches on populations.	describes impacts of health management approaches on populations.	explains 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 the 8 ratings from the internal assessment.

The minimum requirements for an award in _Health Studies_ Level 1are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' rating

HIGH ACHIEVEMENT (HA)in the work requirements for all modules?
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 1 - Line of Sight
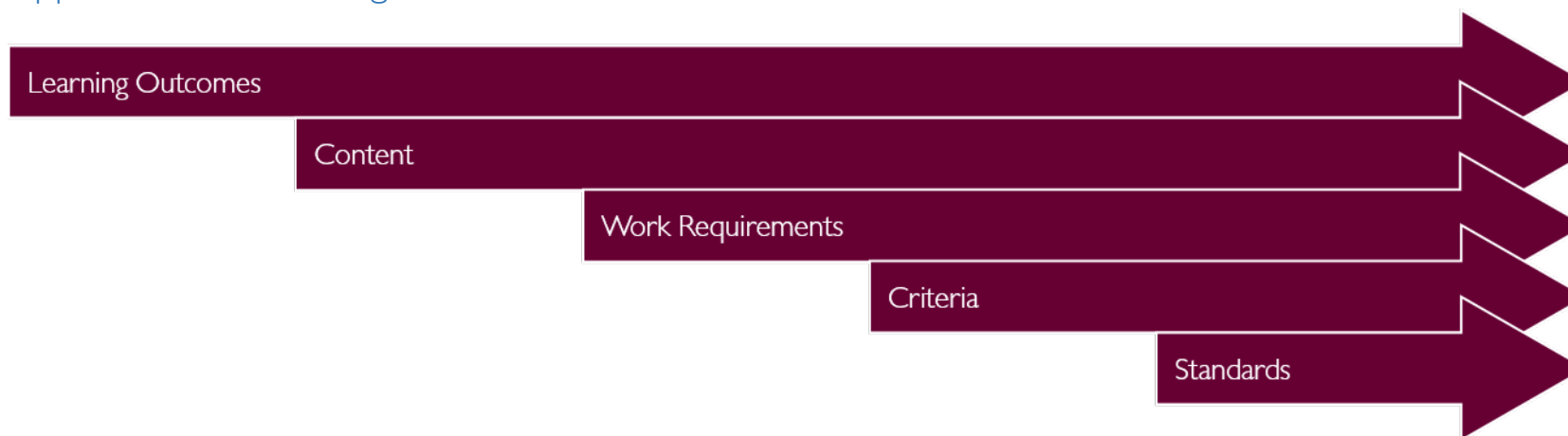
Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. explain connections between personal, social and community health	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC:
2. explain the role of health literacy	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC:
3. demonstrate personal and social capability	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:
4. effectively communicate health related information	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,	C 6	E 1, 2, 3, 4	GC:
7. review significant or topical health issues	Module 2	Module 2	C 7	E 1, 2, 3, 4	GC:
8. describe factors and issues impacting the health of specific populations	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: Personal Futures
Title of Work Requirement: Self-Awareness Unit
Mode /Format: Journal activity - reflective task
Description: Journal activity: personal attributes profile (reflective task)
Generate a product showing significant personal qualities, levels and attributes that shape your profile.
Size: 2–3 hours
Timing: 2–3 hours
External agencies: nil
Relevant Criteria: 1, 2, 3, 4, 5 and 6

Focus Area: Personal Futures
Title of Work Requirement: Personal and Community Health Support Unit
Mode /Format: Folio resource – community project – digital product
Description: Journal activity: Digital Sport and Recreation facilities register (informed action)
Create a digital product forming a register of local venues/costs/opening hours/etc.
Size: 2–3 hours
Timing: 2–4 hours
External agencies: nil
Relevant Criteria: 1, 2, 3, 4, 5 and 6

Module 2 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Change and Resilience Unit
Mode /Format: Case study project
Description: Selected role model/example - case study project
In the mode of your choice explain the reasons for choosing your inspiring role model and outline details of the experiences and qualities they have shown that influenced your choice.
Size: 3–5 hours
Timing: 3–5 hours
External agencies: nil
Relevant Criteria: 1, 2, 3, 4, 5 and 7

Focus Area: Personal Futures
Title of Work Requirement: Mental Health Unit
Mode /Format: Reflective project
Description: Reflective project - actions people can take to help build and stay mentally healthy
In the mode of your choice provide details of actions people can use to support their mental health.
Your work needs to include evidence of supporting theory/references.
Size: 2–4 hours
Timing: 2–4 hours
External agencies: nil
Relevant Criteria: 1, 2, 3, 4, 5, and 7

Module 3 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Community Health Issues Unit
Mode /Format: Reflective project - presented in mode(s) of teacher's choice
Description: Reflective project - negotiated health issue
- how does it have an impact on you?
- how does it play out for the community using 3 different approaches?
- issues for the local community
- resources and costs
- impacts on families and service provider
- prevention, reduction and management options.

Size: 3–5 hours
Timing: 3–5 hours
External agencies: nil
Relevant Criteria: 1, 2, 3, 4, 5 and 8

Focus Area: Personal Futures
Title of Work Requirement: Social Connection & Relationships Unit
Mode /Format: Reflective task
Learning Outcomes: 1,2,3,5
Description: Journal activity: circles and layers
Place people you know at appropriate levels on a diagram that you devise after viewing an example provided by your teacher. The diagram needs to depict the various levels of connection and relationships you have with specific individuals or groups.
Size: 1–2 hours
Timing: 1–2 hours
External agencies: nil
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 ᴪ
- Sustainability ⚘

Appendix 5 – Glossary (Health Suite)

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/scholarly/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 *access* and *critically analyse* information, navigate *community* services and resources, and take action to promote personal *health* and the health of others. This includes online information and websites as well as information from friends, family and health professionals. *Health literacy* has three dimensions: functional, interactive and critical.	ACARA Health and Physical Education Glossary	
wellbeing	a sense of satisfaction, happiness, effective social functioning and *spiritual health*, and *dispositions* of optimism, openness, curiosity and *resilience*.	ACARA Health and Physical Education Glossary	

Term	Definition	Source Acknowledgement	Course Context
resilience	a capacity to deal constructively with *change* 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. *Resilience* is an integral part of learning as it underpins the ability to *respond* 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 *recognise*, *understand* 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 *demonstrates* 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 *drug* 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 *enhance health* and *wellbeing* across the lifespan including individual and group activities and active *recreation* activities. With *access* 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. *Culture* is a shared system but inherently diverse – there can be individual and group differences within cultures. Everyone has *culture* – 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. *Recreation* 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/	