Personal Care

LEVEL 1	10 TCE CREDIT POINTS
COURSE CODE	PER110118
COURSE SPAN	2018 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use A-Z Courses to find the current version (if available).

Personal Care has been designed to help learners reflect on and clarify their own values and attitudes, and to make informed decisions about their personal health and wellbeing behaviours.

Course Description

Personal Care is part of the Health and Recreation group of courses within the wider HPE suite of course offerings.

This introductory course offers learners an opportunity to build skills and knowledge to help them manage and care for their own wellbeing.

By studying the course, learners will develop a set of personal and interpersonal skills which underpin positive personal care behaviours. This course is appropriate for learners across a wide range of attribute and ability levels.

The course comprises five (5) key areas of learning designed to provide a broad range of learning experiences aimed at developing life stage appropriate awareness and skills regarding personal health matters.

Concepts central to this course include:

- recognising and responding to personal health issues
- positive health skills and strategies
- exploring basic health and hygiene
- developing skills in appropriately communicating emotions and feelings
- awareness, access and sources of information and community support.

These concepts shape:

- informed decision making
- resilience and protective behaviours
- positive communication and relationships
- awareness of support mechanisms and information
- adoption of lifelong positive health attitudes and actions.

Rationale

This course has been developed to enable learners to build their capacity to independently and positively embrace changes during various life stages.

Learners explore a range of targeted and holistic health-related content and experiences to help them develop the skills and awareness to manage their health throughout their adult lives.

This course focusses on building on learners' strengths to help them feel positive about who they are, and how they can enjoy healthy, safe, responsible and fulfilled lives.

Personal Care has been designed to help learners reflect on and clarify their own values and attitudes, and to make informed decisions about their personal health and wellbeing behaviours.

Personal Care is a Level 1 course in the Health and Recreation Group of the Health and Physical Education (HPE) suite of courses.

Aims

Personal Care aims to develop awareness and skills in relation to:

- 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
- protective personal health and hygiene behaviours
- awareness and access to information, support agencies, and community health support.

The Health learning area provides opportunities for learners to consider their impact on others, review their personal values and decisions, and their capacity to contribute to the wider community.

Learning Outcomes

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

1. identify issues affecting their personal wellbeing
2. make informed personal choices
3. develop protective strategies to achieve and maintain personal health and wellbeing
4. recognise behaviours that impact positively and negatively on personal wellbeing
5. describe basic health and hygiene issues
6. identify community agencies and access support for health and wellbeing issues
7. appropriately communicate emotions and feelings in varying contexts
8. access and use information related to personal care.

Pathways

Personal Care continues to build from the Australian Curriculum - 9/10 Health and Physical Education.

Strand: Personal Social and Community Health

Focus Areas:

- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy active communities.
- Strand: Movement and Physical Activity

Focus Area:

- moving our body

Learners completing *Personal Care* may use it to prepare for a wide range of personal, vocational and further education and training options. *Personal Care* provides a pathway to other 11/12 HPE courses such as: *Personal Health and Wellbeing* Level 2, *Outdoor Experiences* Level 1 and *Physical Recreation*.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgment is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.

Course Requirements

Learners *must* complete all five (5) Units:

- Unit 1 - self-awareness
- Unit 2 - personal wellbeing
- Unit 3 - diet and nutrition
- Unit 4 - personal and community support
- Unit 5 - personal fitness.

The order of study is not prescribed.

Course Content

Learners must complete all five (5) Units of learning.

Each Unit of learning is designed to take between 15-25 hours

Learners will participate in a variety of healthy physical activities.

Area of Learning	Content
Unit One: **Self-awareness** (approx. 25 hours)	This learning area covers the following content: • Family/social background • Gender roles • Personality traits • Character strengths and weaknesses • Values and morals • Body image and self esteem • Engaging in positive self-talk • Verbal communication (appropriate and inappropriate language) • Posture and body language • Social skills and personal space • Feelings and emotions • different emotions • triggers for emotions • reasons for expressing feelings • appropriate and inappropriate behaviour • strategies for controlling emotions • stress management • conflict resolution. • Personal relationships (family; friends; work; social; intimate).
Unit Two: **Personal Wellbeing** (approx. 25 hours)	This learning area covers the following content: • Risk-taking behaviours (drugs; alcohol; smoking; sexual activity; driving; travel) • Current health issues (obesity; anorexia; cardiovascular; cancer; asthma; allergies) • Adolescent concerns (acne; teenage pregnancy; sexually transmitted infections; mental health) • Personal grooming and hygiene (hair care; skin care; dental care; make-up; menstruation) • Undertaking basic daily hygiene practices • Personal Safety: • harassment and bullying • how to access appropriate help in cases of physical, sexual and/or psychological abuse (medical assistance, counselling and support agencies) • self-defense strategies • relaxation.
Unit Three: **Diet and Nutrition** (approx 20 hours)	This learning area covers the following content: • Healthy food pyramid/Healthy Eating Plate models • Major food groups • Junk food and take-away food • Fad dieting • Energy intake and output • Adopting healthy eating initiatives (e.g. selecting healthy food choices) • Combating overeating and obesity.
Unit Four: **Personal and Community Suppor**t (approx 15 hours)	This learning area covers the following content: • 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.

Unit Five: **Personal Fitness** (approx 15 hours)	This learning area covers the following content: • Developing personal fitness and wellbeing • Practical fitness experiences • Engaging in healthy pursuits • Engaging in valuable leisure time pursuits • Engaging in a variety of physical activities • Accessing local recreational and sporting facilities • Exercise (benefits, types and methods).

Work Requirements

Learners must develop a *Personal Wellbeing Plan* that is consistent with the five (5) Units of learning.

The *Personal Wellbeing Plan* can be in paper or electronic format but must have an organised structure with a section for each of the units which contains the following information:

- a summary of key topics covered in Units 1-5 aligned to the learners personal context
- a list of support options including local contacts and websites
- personal reflection on the unit area in relation to identifying personal strengths, and improving their current life situation by working on identified personal focus areas
- a list of unit related goals (short and long term) or with corresponding action plans
- a record of regular review of goal attainment and

Providers are encouraged to consider use of electronic tools such as shared drives or folders to effectively manage, secure and maintain the *Personal Wellbeing Plan* for each learner.

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 of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

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

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is on the TASC website: http://www.tasc.tas.gov.au

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan, assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

This process will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for *Personal Care* Level 1 will be based on whether the learner can:

1. identify issues affecting personal wellbeing
2. establish and maintain personal health and wellbeing
3. communicate emotions and feelings in varying contexts
4. access and use information related to personal care.

Standards

Criterion 1: identify issues affecting personal wellbeing

The learner identifies:

Rating C
a limited range of current health and wellbeing issues
a limited range of factors that directly influence personal health and wellbeing
a limited range of risk-taking behaviours
possible consequences of risk-taking behaviour
their own personal social rights and responsibilities.

Criterion 2: establish and maintain personal health and wellbeing

The learner:

Rating C
applies a limited range of processes to enhance personal health and wellbeing
uses constructive feedback and advice from others to improve personal health and wellbeing
sets short term goals
prepares a basic personal wellbeing plan
uses health and wellbeing facilities and equipment in accordance with established safety procedures.

Criterion 3: communicate emotions and feelings in varying contexts

The learner:

Rating C
selects and use a limited number of appropriate styles to communicate emotions and feelings
adjusts styles to respond to situational changes and settings
uses communication styles that are appropriate and that foster positive interpersonal relationships
expresses emotions and feelings to other people in an appropriate manner
appropriately uses technology to assist with the expression of emotions and feelings.

Criterion 4: access and use information related to personal care.

The learner:

Rating C
accesses information by communicating verbally with other people
accesses and uses information from provided written and visual material
uses a limited range of relevant ICT to access information
uses ICT in accordance with established safety procedures
identifies and uses basic cyber safety health practices.

Qualifications Available

Personal Care Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The minimum requirements for an award in *Personal Care* Level 1, are as follows:

SATISFACTORY ACHIEVEMENT

C rating (satisfactory standard) in all four (4) criteria

PRELIMINARY ACHIEVEMENT

C rating (satisfactory standard) in two (2) criteria

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Darren Perry (Curriculum Teacher Leader - Health and Physical Education) in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 1 October 2017 for use from 1 January 2018. This course replaces PER110113 *Personal Care* that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Line Of Sight

Learning Outcome	Unit	Criterion
identify issues affecting their personal wellbeing	1-5	1
make informed personal choices	1-5	1, 2, 4
develop protective strategies to achieve and maintain personal health and wellbeing	1-5	2, 3
recognise behaviours that impact positively and negatively on personal wellbeing	1-5	1, 3, 4
describe basic health and hygiene issues	2, 3, 5	1, 2
show awareness of community agencies and access for support with health and wellbeing issues	4	4
appropriately communicate emotions and feelings in varying contexts	1, 2, 4	3
access and use information related to personal care	2-5	4

Tasmanian Government

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