Personal Health and Wellbeing

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	PER215113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2017. Use A-Z Courses to find the current version (if available).
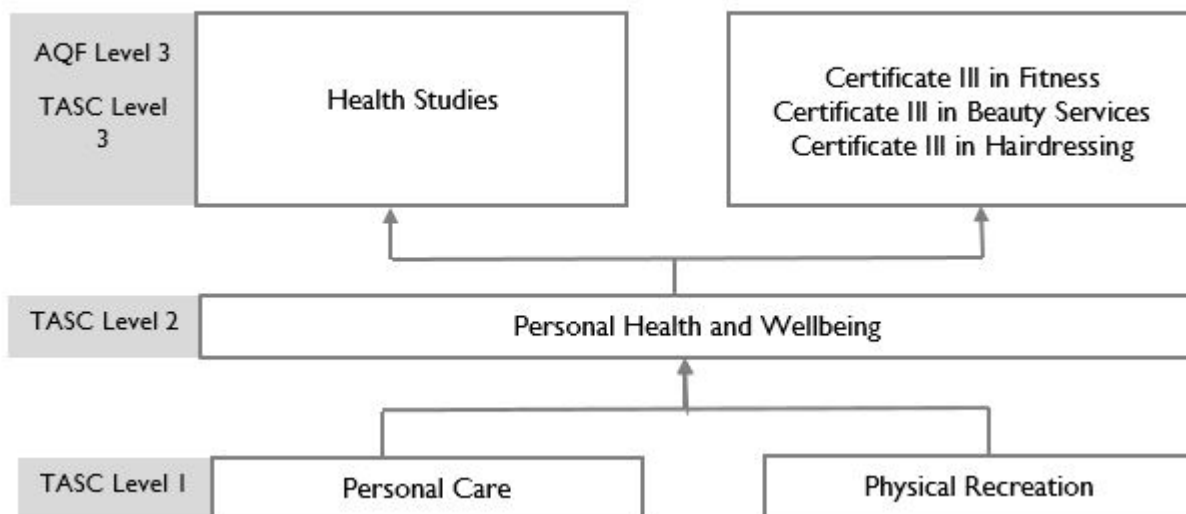
Personal Health and Wellbeing has been developed for learners seeking to improve their personal fitness, increase their self-awareness and broaden their understanding of personal care, good health and wellbeing issues

It has been designed to empower learners to reflect on - and take responsibility for - their personal health and wellbeing.

Course Description

This course offers learners an opportunity to manage their personal health. By studying the course, learners will be encouraged to develop healthy lifestyles and to become actively involved in shaping the influences that determine their health and wellbeing. Learners will develop a set of personal and interpersonal skills which underpin health behaviours.

The course includes core and elective areas of learning and is part of the health and wellbeing suite of courses depicted in the following flowchart:

Relationship to VET Training Package Qualifications

Depending on the area of learning undertaken, Personal Health and Wellbeing prepares learners for further study in the following VET Training Package qualifications:

VET Training Package Qualifications	Personal Health and Wellbeing
SRF30206 Certificate III in Fitness	• Diet and nutrition (core) • Personal fitness (core)
SIB30110 Certificate III in Beauty Services WRH30109 Certificate III in Hairdressing	• Personal grooming and deportment (elective)

Rationale

This course has been developed for students seeking to improve their personal fitness, increase their self-awareness and broaden their understanding of personal care, good health and wellbeing issues. It has been designed to empower students to reflect on – and take responsibility for – their personal health and wellbeing.

Learning Outcomes

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

1. understand the significance of personal and group health and wellbeing
2. recognise issues affecting personal wellbeing
3. develop an understanding of self and achieve personal improvement
4. understand the significance of personal identity and positive relationships
5. make informed personal life choices
6. apply factors and processes to establish and maintain personal health and wellbeing
7. recognise behaviours that impact positively and negatively on health and wellbeing
8. research alternative approaches to health and wellbeing
9. work collaboratively with others
10. explore relevant health issues
11. access community support agencies on health and wellbeing issues
12. communicate effectively in a range of contexts
13. collect and categorise information.

Access

There are no access restrictions or prerequisite requirements for entry into this course.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

The following activities (suggestions only) may complement the delivery of this course:

- engaging in healthy physical activities
- engaging in recreational and sporting activities to develop personal fitness and wellbeing
- engaging in classroom and community based activities
- adopting healthy eating initiatives
- applying alternative health practices
- applying meditation techniques
- applying stress management techniques
- accessing and using community support services and agencies.

Course Requirements

Learners must complete **at least 7** areas of learning, and **at least 5** must be from the Group A areas of learning set:

Group A - Areas of Learning	Group B - Areas of Learning
- Personal identity - Diet and nutrition - Risk taking behaviour - Personal fitness - Personal care - Personal and community support	- Alternative health practices - Grief and loss - Personal improvement - Personal grooming and deportment - Stress management

Course Content

Learners must complete **at least seven (7)** areas of learning, and **at least five (5)** must be from the Group A areas of learning set.

Each area of learning is designed to take approximately 20 hours.

GROUP A	
Area of Learning	**Content**
Personal identity (approx 20 hours)	This learning area covers the following content: • family/social background • gender roles • personal characteristics • personality and learning styles • self and identity • self management, self image and self confidence • character strengths and weaknesses • values and morals • feelings and emotions • strategies for controlling emotions • non-verbal communication • posture and body language • verbal communication (appropriate and inappropriate language) • social skills and personal space • body image and self esteem • personality traits.
Diet and nutrition (approx 20 hours)	This learning area covers the following content: • healthy eating choices • self analysis of own diet • nutritional value of takeaways • calories and kilojoules • food labelling • weight loss programs • fad dieting • energy intake and output • eating disorders (overeating, obesity and anorexia) • food additives and allergens • deficiencies in diets • healthy food pyramid • major food groups • vitamin and mineral deficiencies • osteoporosis • diabetes.
Risk taking behaviour (approx 20 hours)	This learning area covers the following content: • knowledge, skills and attitudes around risk • adolescent behaviours • driving and travel • sexual activity • sexually transmitted infections • drug and alcohol issues (including smoking) • personal relationships and levels of relationships • safer behaviours related to risk taking behaviour • social and legal issues related to risk taking behaviour.
Personal fitness (approx 20 hours)	This learning area covers the following content: • developing personal fitness and wellbeing • accessing local recreational and sporting facilities

	- exercise (benefits, types and methods) - designing fitness programs to promote wellbeing, including: ○ pulse checks ○ warm ups ○ stretching ○ exercise for target areas ○ circuit workouts ○ weight training ○ pedometer challenges ○ fitness program sheets.
Personal care (approx 20 hours)	This learning area covers the following content: - men's and women's health - dental care - foot care - acne - posture and occupational health and safety - self defence strategies - handling harassment and bullying - how to access appropriate help in cases of physical, sexual and/or psychological abuse (medical assistance, counselling and support agencies) - issues relating to personal health and wellbeing.
Personal and community support (approx 20 hours)	This learning area covers the following content: - why people need support - who provides support - how people are supported - help within the college environment - agencies available in the community - providing support for friends or other significant people.

GROUP B	
Area of Learning	**Content**
Alternative health practices (approx 20 hours)	This learning area involves research across a range of alternative and complementary health practices, such as: - acupuncture - Alexander technique - aromatherapy - homeopathy - iridology - kinesiology - naturopathy - reflexology - remedial massage - shiatsu.
Grief and loss (approx 20 hours)	This learning area covers the following content: - grief and loss as a natural part of the human experience - the grief process – models that help us understand grief - the five stages of grief - how to access appropriate help in cases of grief and/or loss - medical assistance, counselling and support agencies - beginning and ending of relationships - death - parental separation.
Personal improvement (approx 20 hours)	This learning area covers the following content:

	- exercise and relaxation - environmental health issues - balance in everyday life - basic physiology - sleep - creating and pursuing goals - community services and agencies.
Personal grooming and deportment (approx 20 hours)	This learning area covers the following content: - presenting yourself in everyday life - presenting yourself for a special occasion (e.g. interview) - self-improvement strategies - personal grooming and hygiene.
Stress management (approx 20 hours)	This learning area covers the following content: - positive habits of the mind - stressful situations (and how to deal with them) - stress management techniques - how to access appropriate help (medical assistance, counselling and support agencies) - forms of relaxation - resilience - decision making and negotiation - conflict resolution - assertiveness - visualisation - meditation.

Work Requirements

Learners must develop a personal wellbeing plan that is consistent with the seven (or more) areas of learning they study. Learners must also complete **at least one** assignment for each area of learning. Assignments may be presented in a range of formats, and the following table provides **suggestions only** for each area of learning.

Area of Learning	Suggested Assignments (*at least 1 for each area of learning*)
Personal identity	keep a journal, diary or folio
Diet and nutrition	keep a diet and nutrition log
Risk taking behaviour	research the factors that affect relationships
Personal fitness	design a fitness program
Personal care	design a friendship survey
Personal and community support	research a local community support agency
Alternative health practices	research an alternative/complementary health practice
Grief and loss	research the five stages of grief
Personal improvement	research a sleep disorder
Personal grooming and deportment	investigate the impact and popularity of cosmetic surgery
Stress management	design a stress-management box

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.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. 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 for achievement specified in the course and the standards demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

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

- learner attendance records
- course delivery plans (the sequence of course delivery/tasks and when assessments take place)
- assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
- class records of assessment
- examples of learner work that demonstrate the use of the marking guide
- samples of current learners work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present learners.

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

Criteria

The assessment for Personal Health and Wellbeing Level 2 will be based on the degree to which the learner can:

1. recognise issues affecting personal wellbeing
2. establish and maintain personal health and wellbeing
3. understand the significance of personal and group health and wellbeing
4. understand the significance of personal identify and positive relationships
5. communicate ideas, emotions and feelings
6. collect and categorise information
7. work collaboratively with others.

Standards

Criterion 1: recognise issues affecting personal wellbeing

The learner can:

Rating A	Rating B	Rating C
evaluate a range of health and wellbeing issues	describe a range of health and wellbeing issues	identify a limited range of health and wellbeing issues
evaluate a range of factors that impact and influence individual health and wellbeing	describe a range of factors that influence individual health and wellbeing	identify a limited range of factors that influence individual health and wellbeing
evaluate the consequences of risk taking behaviour	describe the consequences of risk taking behaviour	identify the consequences of risk taking behaviour
evaluate personal social rights and responsibilities.	describe personal social rights and responsibilities.	identify personal social rights and responsibilities.

Criterion 2: establish and maintain personal health and wellbeing

The learner can:

Rating A	Rating B	Rating C
select from and apply a range of factors and processes to enhance personal health and wellbeing	apply a number of factors and processes to enhance personal health and wellbeing	apply a limited range of processes to enhance personal health and wellbeing
use constructive feedback to improve, adapt and extend personal health and wellbeing	use constructive feedback to improve and adapt personal health and wellbeing	use constructive feedback to improve personal health and wellbeing
prepare a personal wellbeing plan	prepare a personal wellbeing plan	prepare a personal wellbeing plan
use health and wellbeing facilities and equipment in accordance with established safety procedures.	use health and wellbeing facilities and equipment in accordance with established safety procedures.	use health and wellbeing facilities and equipment in accordance with established safety procedures.

Criterion 3: understand the significance of personal and group health and wellbeing

The learner can:

Rating A	Rating B	Rating C
evaluate the influence of community attitudes on personal health and wellbeing	describe the influence of community attitudes on personal health and wellbeing	identify (from a limited range) the community attitudes that influence personal health and wellbeing
evaluate the influence and effect of ethical behaviours on personal relationships	describe the influence and effect of ethical behaviours on personal relationships	identify (from a limited range) the ethical behaviours that can influence personal relationships
evaluate the influence of self-management on personal and group wellbeing	describe how self-management contributes to personal and group wellbeing	identify (from a limited range) the self-management skills that can contribute to personal and group wellbeing

evaluate a range of services provided by community health and support agencies	describe a number of services provided by community health and support agencies	identify (from a limited range) the services provided by community health and support agencies
prepare a school or community health and wellbeing plan.	describe how to implement a school or community health and wellbeing plan.	identify the components of a typical school or community health and wellbeing plan.

Criterion 4: understand the significance of personal identify and positive relationships

The learner can:

Rating A	Rating B	Rating C
identify own qualities, skills and achievements and use these to set short and long-term health and wellbeing goals	identify own qualities, skills and achievements and use these to describe short-term health and wellbeing goals	identify own qualities, skills and achievements
describe how changes in personal circumstances can be effectively managed	describe how changes in personal circumstances can affect emotions and feelings	identify (from a limited range) the changes in personal circumstances that can affect emotions and feelings
evaluate how personal lifestyle choices can positively and negatively impact relationships	describe how personal lifestyle choices can positively and negatively impact relationships	identify the impact personal lifestyle choices can have on relationships
evaluate the impact that family and significant events can have on personal wellbeing	describe the impact that family and significant events can have on personal wellbeing	identify (from a limited range) the impact that family and significant events can have on personal wellbeing
develop positive relationships in a variety of contexts.	develop positive relationships in a given range of contexts.	develop positive relationships in a limited number of contexts.

Criterion 5: communicate ideas, emotions and feelings

The learner can:

Rating A	Rating B	Rating C
select and effectively use a range of appropriate methods and styles to communicate ideas, emotions and feelings	select and use a number of appropriate methods and styles to communicate ideas, emotions and feelings	select and use (from a given range) a limited number of styles to communicate ideas, emotions and feelings
adjust methods and styles to successfully respond to minor changes	adjust methods and styles to respond to new requirements	adjust styles to respond to minor new requirements
use communication methods and styles that foster positive team relationships, mutual trust and confidence	use communication methods and styles that foster positive team relationships and mutual trust	use communication styles that are appropriate and that foster positive team relationships
express emotions and feelings to a small group in an a appropriate non-verbal manner	express emotions and feelings to others in an appropriate non-verbal manner	express emotions and feelings to another person in an appropriate non-verbal manner
appropriately use technology to express and convey emotions and feelings in written and visual formats.	appropriately use technology to express emotions and feelings.	appropriately use technology to assist with the expression of emotions and feelings.

Criterion 6: collect and categorise information

The learner can:

Rating A	Rating B	Rating C
collect and categorise information from a variety of oral, written and visual material	collect and categorise information from a given range of oral, written and visual material	collect information from a given range of written and visual material
select and use a variety of relevant ICT technologies to collect, categorise and analyse information	use a variety of relevant ICT technologies to collect and categorise information	use a limited range of relevant ICT technologies to collect and categorise information
use ICT technologies in accordance with established safety procedures.	use ICT technologies in accordance with established safety procedures.	use ICT technologies in accordance with established safety procedures.

Explanation of Criteria

The term 'ICT technologies' should be understood (in its widest sense) to encompass the application of information and communication technologies (ICT) to collect, categorise and analyse information. The following may be considered 'ICT technologies' in the context of this criterion:

- using computer software/hardware to access the Internet for research purposes
- using computer software/hardware to store and categorise research information
- using computer software/hardware to format and present assignments
- using computer software/hardware to communicate through email and the web.

Criterion 7: work collaboratively with others.

The learner can:

Rating A	Rating B	Rating C
evaluate the roles and responsibilities of individuals and groups in health and wellbeing activities	describe the typical roles and responsibilities of individuals and groups in health and wellbeing activities	identify (from a limited range) the roles and responsibilities of individuals and groups in health and wellbeing activities
evaluate the social and cultural factors that influence personal and group participation in health and wellbeing activities	describe the social and cultural factors that influence personal and group participation in health and wellbeing activities	identify (from a limited range) the social and cultural factors that influence participation in health and wellbeing activities
use constructive feedback to improve, adapt and extend personal and group performance in health and wellbeing activities	use constructive feedback to improve and adapt personal and group performance in health and wellbeing activities	use constructive feedback to improve personal and group performance in health and wellbeing activities
adjust own behaviour and help others to meet changed conditions in health and wellbeing activities	adjust own behaviour to meet changed conditions in health and wellbeing activities	adjust own behaviour to meet changed conditions in health and wellbeing activities
collaborate with others to meet health and wellbeing goals.	collaborate with others to meet health and wellbeing goals.	collaborate with others to meet health and wellbeing goals.

Qualifications Available

Personal Health and Wellbeing Level 2 (with the award of):

> EXCEPTIONAL ACHIEVEMENT
>
> HIGH ACHIEVEMENT
>
> COMMENDABLE ACHIEVEMENT
>
> SATISFACTORY ACHIEVEMENT
>
> PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 7 ratings.

The minimum requirements for an award in Personal Health and Wellbeing Level 2 are as follows:

> EXCEPTIONAL ACHIEVEMENT (EA)
> 6 'A' ratings, 1 'B' rating
>
> HIGH ACHIEVEMENT (HA)
> 3 'A' ratings, 3 'B' ratings, 1 'C' rating
>
> COMMENDABLE ACHIEVEMENT (CA)
> 4 'B' ratings, 2 'C' ratings
>
> SATISFACTORY ACHIEVEMENT (SA)
> 6 'C' ratings
>
> PRELIMINARY ACHIEVEMENT (PA)
> 3 'C' ratings

A learner who otherwise achieves the ratings 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

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 forwarded 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 Mr Andrew Jones (Purple Infinity) in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited Version (10 August 2012). This course replaces Personal Health and Wellbeing (PER215108) which expired on 31 December 2012.