

# Personal Health and Wellbeing

LEVEL 2	15 TCE CREDIT POINTS
<b>COURSE CODE</b>	PER215118
<b>COURSE SPAN</b>	2018 — 2025
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2018. 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, and increase their awareness of - 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 own personal health and wellbeing.

## Course Description

*Personal Health and Wellbeing* is part of the Health and Recreation group of courses within the wider Health and Physical Education suite of course offerings.

This course offers learners an opportunity to develop awareness of health issues at various life stages and to build capacity to manage their personal health.

Through 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 range of personal and interpersonal skills which underpin positive health behaviours.

The course comprises two sections: Section A; and Section B.

All Units in Section A are *compulsory* and include:

- recognising and responding to personal health issues
- identifying critical health factors, connections and intervention strategies
- taking a holistic approach to managing personal health
- developing skills in comfortably communicating personal views.

Section B contains elective units which offer opportunities to select from health related areas of particular relevance or interest to learners including:

- non-traditional health management practices
- dealing with change, grief and loss
- self-improvement
- personal presentation
- 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

The significance of Health and Wellbeing for young Australians is highlighted in the Australian Government Institute of Health and Welfare's 4th National report; Young Australians: their health and wellbeing 2011,\* and in the Tasmanian Government Department of Health and Human Services' 5 Year Strategic Plan – A Healthy Tasmania.\*\*

*Personal Health and Wellbeing* has been developed for learners seeking to improve their personal fitness, and increase their awareness of - 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 own personal health and wellbeing.

*Personal Health and Wellbeing* is central to the Health Education suite with its focus on developing a personal skillset that prepares learners across a wide range of pathways and vocational plans.

Like other courses within the Health Education field this course builds from a strengths perspective to help individuals feel positive about who they are and enjoy healthy practical learning experiences.

*Personal Health and Wellbeing* is aimed at developing independence, critical and creative thinking skills and awareness around lifelong health issues so learners are prepared to manage their health throughout their adult lives.

*Personal Health and Wellbeing* is a Level 2 course in the Health Recreation group of the Health and Physical Education (HPE) suite of courses. The course takes a holistic approach towards examining multiple elements that are important in establishing and maintaining personal health.

-----

\*<http://www.aihw.gov.au/youth-health-and-wellbeing/> (accessed Nov, 2016)

\*\* [http://www.dhhs.tas.gov.au/about\\_the\\_department/our\\_plans\\_and\\_strategies/a\\_healthy\\_tasmania](http://www.dhhs.tas.gov.au/about_the_department/our_plans_and_strategies/a_healthy_tasmania) (accessed Nov, 2016)

## Aims

*Personal Health and Wellbeing* aims to develop awareness and skills in relation to:

- reviewing personal and group health and wellbeing
- critical factors, connections and impacts for managing a holistic approach to personal health
- developing, monitoring and maintaining personal health levels using positive interventions and actions
- exploring a range of health issues and positive health strategies
- options and access for personal health support
- recognising the relative quality of information sources
- being comfortable communicating personal views on a range of personal health related issues
- teamwork, empathy, collaboration and respect for diversity when working with others.

## Learning Outcomes

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

1. recognise important issues and factors affecting personal wellbeing
2. describe the importance of personal identity and positive relationships
3. discuss the significance of personal and group health and wellbeing
4. recognise behaviours that impact positively and negatively on personal health and wellbeing
5. investigate and apply factors and processes which establish and maintain personal health and wellbeing
6. make informed personal life choices
7. recognise valid and relevant sources of health information
8. communicate personal views on a wide range of health related issues in various contexts
9. work collaboratively with others
10. Additionally learners may: discuss alternative, complementary and integrated approaches to health and wellbeing, identify and utilise strategies for coping with grief and loss, identify and utilise strategies for self-development and personal improvement, identify and utilise strategies for improving personal presentation, identify and utilise strategies for managing stress, identify and communicate with community support agencies on health and wellbeing issues, and show empathy and respect for diversity.

## Pathways

*Personal Health and Wellbeing* Level 2, builds on content and concepts 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 Health and Wellbeing* may use it for its foundation to personal development and life preparation and/or to prepare for a wide range of personal, vocational and further education and training options.

*Personal Health and Wellbeing* provides a pathway to build breadth with other 11/12 HPE courses such as *Physical Recreation*, *Sports Science - Foundation*, and *Outdoor Recreation*, as well as providing background to support the transition to studying Level 3 courses in the HPE area.

The course also provides skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness; and Certificate III in Aquatics and Community Recreation.

## Resource Requirements

When planning and conducting outdoor activities providers of this course must ensure that their Risk Management practices and planning meet the requirements of Tasmanian Department of Education's Procedures for Planning Off Campus Activities (or equivalent), which are aligned with the Australian Adventure Activity Standards.

Providers should seek case-by-case advice when dealing with learners with high or additional needs.

### 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 judgment 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

Providers will match content to the needs and interests of the group and their own setting when selecting topics to deliver.

Providers must deliver all Units in Section A before commencing Section B, however order of delivery within Sections is *not* prescribed.

### Course Requirements

In *Personal Health and Wellbeing* learners **must** complete at least 7 Units in total.

Learners must complete all 5 Units from Section A and at least 2 Units from Section B.

Over the course of the year of study learners must develop a personal wellbeing plan that collectively embraces and integrates the topics they study.

Section A – PERSONAL HEALTH AND WELLBEING Fundamental Topics	Section B – PERSONAL HEALTH AND WELLBEING Elective Topics
1. Personal identity	6. Alternative, complementary and integrated health practices
2. Diet and nutrition	7. Grief and loss
3. Risk taking behaviour	8. Personal improvement
4. Personal fitness	9. Personal presentation
5. Personal care	10. Stress Management
	11. Personal and community support

## Course Content

Learners *must complete at least seven (7) topics*, including *all 5* from Section A.

Section A – PERSONAL HEALTH AND WELLBEING:	
(Learners are required to undertake ALL Units from Section A)	
<p><b>Unit 1 - Personal identity</b></p> <p>(approx. 20 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• family/social background</li> <li>• gender roles</li> <li>• personal characteristics</li> <li>• personality and learning styles</li> <li>• self and identity</li> <li>• self-management, self-image and self-confidence</li> <li>• character strengths and weaknesses</li> <li>• values and morals</li> <li>• feelings and emotions</li> <li>• strategies for controlling emotions</li> <li>• non-verbal communication</li> <li>• posture and body language</li> <li>• verbal communication (appropriate and inappropriate language)</li> <li>• social skills and personal space</li> <li>• body image and self esteem</li> <li>• personality traits.</li> </ul>
<p><b>Unit 2 - Diet and nutrition</b></p> <p>(approx. 20 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• healthy eating choices</li> <li>• self-analysis of own diet</li> <li>• nutritional value of takeaways</li> <li>• calories and kilojoules</li> <li>• food labelling</li> <li>• weight loss programs</li> <li>• fad dieting</li> <li>• energy intake and output</li> <li>• eating disorders (overeating, obesity and anorexia)</li> <li>• food additives and allergens</li> <li>• deficiencies in diets</li> <li>• healthy food pyramid</li> <li>• major food groups</li> <li>• vitamin and mineral deficiencies</li> <li>• osteoporosis</li> <li>• diabetes.</li> </ul>
<p><b>Unit 3 - Risk-taking behaviour</b></p> <p>(approx. 20 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• knowledge, skills and attitudes around risk</li> <li>• adolescent behaviours</li> <li>• driving and travel</li> <li>• sexual activity</li> <li>• sexually transmitted infections</li> <li>• drug and alcohol issues (including smoking)</li> <li>• personal relationships and levels of relationships</li> <li>• safer behaviours related to risk-taking behaviour</li> <li>• social and legal issues related to risk-taking behaviour.</li> </ul>
<p><b>Unit 4 - Personal fitness</b></p> <p>(approx 20 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• developing personal fitness and wellbeing</li> <li>• accessing local recreational and sporting facilities</li> <li>• exercise (benefits, types and methods)</li> <li>• designing fitness programs to promote wellbeing, including:                             <ul style="list-style-type: none"> <li>• pulse checks</li> <li>• warm ups</li> <li>• stretching</li> <li>• exercise for target areas</li> <li>• circuit workouts</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• weight training</li> <li>• pedometer challenges</li> <li>• fitness program sheets.</li> </ul>
<b>Unit 5 - Personal care</b>  (approx 20 hours)	This unit covers the following topics: <ul style="list-style-type: none"> <li>• men's and women's health</li> <li>• dental care</li> <li>• foot care</li> <li>• acne</li> <li>• posture and occupational health and safety</li> <li>• self-defence strategies</li> <li>• handling harassment and bullying</li> <li>• how to access appropriate help in cases of physical, sexual and/or psychological abuse (medical assistance, counselling and support agencies)</li> <li>• issues relating to personal health and wellbeing.</li> </ul>

**Section B – PERSONAL HEALTH AND WELLBEING : Elective Units**  
 (Learners are required to undertake at least **two** Units from Section B)

<b>Unit 6 - Alternative, Complementary and Integrated health practices</b>  (approx 25 hours)	This unit covers the following topics and will include research including examination of the evidence for the effectiveness of a range of alternative, complementary and integrated health practices: <ul style="list-style-type: none"> <li>• defining alternative, complementary and integrated health practices</li> <li>• the role of alternative, complementary and integrated health practices</li> <li>• investigate, review and consider evidence for effectiveness of alternative, complementary and integrated health practices</li> <li>• acupuncture</li> <li>• Alexander Technique</li> <li>• aromatherapy</li> <li>• homeopathy</li> <li>• iridology</li> <li>• kinesiology</li> <li>• naturopathy</li> <li>• reflexology</li> <li>• remedial massage</li> <li>• shiatsu.</li> </ul>
---	--

<b>Unit 7 - Grief and loss</b>  (approx 25 hours)	This unit covers the following topics: <ul style="list-style-type: none"> <li>• grief and loss as a natural part of the human experience</li> <li>• the grief process – models that help us understand grief</li> <li>• the five stages of grief (Kubler Ross)</li> <li>• how to access appropriate help in cases of grief and/or loss</li> <li>• medical assistance, counselling and support agencies</li> <li>• examination of the grieving process hypothetically * applied to significant life events, stages and changes:             <ul style="list-style-type: none"> <li>• beginning and ending of relationships</li> <li>• death (family, friend, pets)</li> <li>• parent/ sibling/ friend marriage separation</li> <li>• relocation, moving home</li> <li>• change of employment.</li> </ul> </li> </ul> <p>*providers and learners are reminded that – as with all potentially sensitive topics in this course – personal experiences and disclosures should remain private. Should the class material or content trigger a personal response requiring support a suitable referral should be sought.</p>
---	---

<b>Unit 8 - Personal improvement</b>	This unit covers the following topics:
--------------------------------------	--

(approx 25 hours)	<ul style="list-style-type: none"> <li>• exercise and relaxation</li> <li>• environmental health issues</li> <li>• balance in everyday life</li> <li>• basic physiology</li> <li>• sleep</li> <li>• creating and pursuing goals</li> <li>• community services and agencies.</li> </ul>
<p><b>Unit 9 - Personal presentation</b></p> <p>(approx 25 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• presenting yourself in everyday life</li> <li>• presenting yourself for a special occasion (e.g. interview, function.)</li> <li>• situational appropriateness</li> <li>• first impressions</li> <li>• self-improvement strategies</li> <li>• personal grooming and hygiene.</li> </ul>
<p><b>Unit 10 - Stress management</b></p> <p>(approx 25 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• positive habits of the mind</li> <li>• stressful situations (and how to deal with them)</li> <li>• stress management techniques</li> <li>• how to access appropriate help (medical assistance, counselling and support agencies)</li> <li>• forms of relaxation</li> <li>• resilience</li> <li>• decision making and negotiation</li> <li>• conflict resolution</li> <li>• assertiveness</li> <li>• mindfulness</li> <li>• visualisation</li> <li>• meditation.</li> </ul>
<p><b>Unit 11 - Personal and community support</b></p> <p>(approx 25 hours)</p>	<p>This unit covers the following topics:</p> <ul style="list-style-type: none"> <li>• why people need support</li> <li>• who provides support</li> <li>• how people are supported</li> <li>• help within the provider environment</li> <li>• agencies available in the community</li> <li>• providing support for friends or other significant people.</li> </ul>

## Work Requirements

Learners must develop a *Personal Wellbeing Plan* (refer Appendix B) that collectively embraces and integrates the Units and topics they study. Learners must also complete **at least one assignment for each Unit**.

Assignments may be presented in a range of formats, and the following table of examples provides some suggestions that might be considered for each topic.

Minimum Work Requirements – PERSONAL HEALTH AND WELLBEING (1 per Unit studied)			
Section A – Unit	Task	Example Product	Criteria
1 - Personal identity	Journal  (150-200 words per week)	Keep a reflection journal, diary or folio which is regularly added to (at least weekly). Make note each time of what is going well, what needs work, and the action plan or focus for the next week.	1, 6, 7
2 - Diet and nutrition	Nutrition Log  (2 week log)	2 week diet and nutrition written log or use of digital diet recording tool  (e.g. Phone app. - MyFitnessPal.)	1, 3, 4
3 - Risk taking behaviour	Short Essay: Managing risks in Relationships  (4-600 words)	Research the factors that affect relationships and write an essay titled:  <i>Managing risks in relationships</i>	2, 4, 5
4 - Personal fitness	Report  (400 words)	Design a 3-4 week lifestyle and fitness improvement program. Include some goals and actions for nutrition, sleep, exercise and social areas of your life.	1, 2, 3
5 - Personal care	Survey and Report  (600-800 words)	Design a friendship survey to identify the areas people consider to be most important in a positive and supportive friend relationship. Compile a report on your findings.  (NB - Ethics consent needs consideration with this example)	4, 5, 6
Section B – Unit (2 of):	Task	Example Product	Criteria
6 – Alternative, Complementary & Integrated health practices	Report: Health Options  (400-600 words)	Investigate an alternative/complementary/integrated approach to health practice. Use several sources of information to form a report on options outside mainstream health practice.	2, 4, 6
7 - Grief and loss	Scenarios Summary  (400-600 words)	Research the five stages of grief and use 3 different scenarios to describe how they would apply to some typical life examples	1, 4, 6
8 - Personal improvement	Research – Short Investigation  (400-600 words)	Research investigation on negotiated topic- (e.g. sleep apnoea, anosmia, tinea) Compile a summary of your findings on your chosen topic and its impact on personal health.	1, 2, 4
9 - Personal presentation	Digital Presentation:  (3 minutes)	Research and create a digital presentation on negotiated topic from this Unit (e.g. the impact and popularity of cosmetic surgery) Include a summary of your findings on your chosen topic and its impact on personal health.	1, 2, 4
10 - Stress management	Digital Resource Bank (minimum 2 resources per sub-topic for at least 5 topics – so 10 resources minimum)	Compile a list of links to good stress management resources (websites, clips, links, contacts, etc.). Organise the information logically under suitable subheadings and email your resource bank to your teacher.	3, 4

		OR Research stress management techniques and provide examples of typical situations and strategies for dealing with stress faced by students (e.g. exams, driving test, meet new people.)	
11 - Personal and community support	Report  (400-600 words)	Research and report on the services offered by a local community support agency. Make sure you at include an outline of the organisation's purpose, services, and access.	1, 4, 6

### Assessment

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

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

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

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

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. Providers will report the learner's rating for each criterion to TASC.

### Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

### Criteria

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

1. identify and discuss key factors affecting personal wellbeing
2. describe the significance of personal and group health and wellbeing
3. establish and maintain personal health and wellbeing
4. collect, organise and examine information
5. recognise the significance of personal identity and positive relationships
6. communicate ideas, emotions and feelings
7. work independently and cooperatively with others.

**Standards**

**Criterion 1: identify and discuss key factors affecting personal wellbeing**

The learner:

Rating A	Rating B	Rating C
explains*** a wide range of health and wellbeing issues	describes** a range of health and wellbeing issues	identifies* a limited range of health and wellbeing issues
explain*** a wide range of factors that impact and influence individual health and wellbeing	describes** a range of factors that influence individual health and wellbeing	identifies* a limited range of factors that influence individual health and wellbeing
assesses consequences of and alternatives to risk-taking behaviour	describes** consequences of risk-taking behaviour	identifies* consequences of risk-taking behaviour
assesses and compare personal and social rights and responsibilities.	describes** personal and social rights and responsibilities.	identifies* personal and social rights and responsibilities.

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

**Criterion 2: describe the significance of personal and group health and wellbeing**

The learner:

Rating A	Rating B	Rating C
explains*** the influence of community attitudes on personal health and wellbeing	describes** the influence of community attitudes on personal health and wellbeing	identifies* fundamental community attitudes that influence personal health and wellbeing
explains*** the influence and effect of ethical and unethical behaviours on personal relationships	describes** the influence and effect of ethical and unethical behaviours on personal relationships	identifies* basic ethical and unethical behaviours that can influence personal relationships
explains*** how self-management skills can contribute to personal and group wellbeing	describes** how self-management skills can contribute to personal and group wellbeing	identifies* basic self-management skills that can contribute to personal and group wellbeing
describes** and explains*** benefits of a wide range of services provided by community health and support agencies	describes** a range of services provided by community health and support agencies	identifies* basic services provided by community health and support agencies
describes** and develops a best-practice school or community health and wellbeing plan.	describes** how to implement a best-practice school or community health and wellbeing plan.	identifies* components of a best-practice school or community health and wellbeing plan.

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

**Criterion 3: establish and maintain personal health and wellbeing**

The learner:

Rating A	Rating B	Rating C
applies a wide range of strategies to successfully implement a personal wellbeing plan	applies a range of strategies to successfully implement a personal wellbeing plan	applies a limited range of strategies to successfully implement a personal wellbeing plan

explains*** how feedback has been used to improve and maintain personal health and wellbeing	describes** how feedback has been used to improve and maintain personal health and wellbeing	identifies* how feedback has been used to improve and maintain personal health and wellbeing
prepares and maintain a structured comprehensive personal wellbeing plan containing all key elements*	prepares and maintain a structured personal wellbeing plan containing all key elements*	prepares and maintain a structured basic personal wellbeing plan containing all key elements*
explains*** established safety procedures and correctly uses health and wellbeing facilities and equipment in accordance with these procedures.	describes** established safety procedures and correctly uses health and wellbeing facilities and equipment in accordance with these procedures.	identifies* established safety procedures and correctly uses health and wellbeing facilities and equipment in accordance with these procedures.

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

## Criterion 4: collect, organise and examine information

The learner:

Rating A	Rating B	Rating C
collects and interprets information from a wide range of oral, written and visual materials	collects information from a range of oral, written and visual materials	collects information from a given range of written and visual materials
assesses a wide range of sources of information for validity and quality	examines and compares a range of sources of information for validity and quality	examines a limited range of sources of information for validity and quality
logically categorises, organises and selects relevant information from a wide range of sources	logically categorises, organises and selects relevant information from a range of sources	logically categorises and selects relevant information from a limited range of sources
accurately records sources of information.	records sources of information.	records sources of information as directed.

## Criterion 5: recognise the significance of personal identity and positive relationships

The learner:

Rating A	Rating B	Rating C
explains*** how personal qualities, skills and achievements may impact personal identity	describes** how personal qualities, skills and achievements may impact personal identity	identifies* how personal qualities, skills and achievements may impact personal identity
explains*** how changes in personal circumstances can affect emotions and feelings and identifies ways in which this can be effectively managed	describes** how changes in personal circumstances can affect emotions and feelings	identifies* how changes in personal circumstances can affect emotions and feelings
explains*** how personal lifestyle choices can positively and negatively impact relationships	describes** how personal lifestyle choices can positively and negatively impact relationships	identifies* impacts that personal lifestyle choices can have on relationships
explains*** how family and significant events can influence personal wellbeing	describes** how family and significant events can influence personal wellbeing	identifies* how family and significant events can influence personal wellbeing
explains*** key components of positive relationships	describes** key components of positive relationships	identifies* basic components of positive relationships
explains*** how range components from positive personal and group relationships may be transferred to a range of other settings and contexts.	describes** how key components from positive personal and group relationships may be transferred to a range of other settings and contexts.	identifies* how basic components from positive personal and group relationships may be transferred to a limited range of other settings and contexts.

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

## Criterion 6: communicate ideas, emotions and feelings

The learner:

Rating A	Rating B	Rating C
selects and effectively uses a range of appropriate written, verbal and visual methods and styles to communicate ideas, emotions and feelings	selects and use a range of written, verbal and visual methods and styles to communicate ideas, emotions and feelings	selects and uses a limited range of written, verbal and visual methods to communicate ideas, emotions and feelings
effectively use verbal and written communication to share ideas in a wide range of groups and settings	effectively uses verbal and written communication to share ideas in a range of groups and settings	effectively uses verbal and written communication to share ideas in a limited range of settings
adjusts and adapts communication method and style in a wide range of familiar and unfamiliar contexts	adjusts communication method in familiar and unfamiliar contexts	makes limited adjustments to communication method and style in familiar contexts
explains*** and utilises communication methods and styles that are designed to foster positive relationships, mutual trust and confidence	describes** and utilises communication methods and styles that are designed to foster positive relationships and mutual trust	identifies* and utilises communication styles that are appropriate and that are designed to foster positive relationships
explains*** in scenarios or express in context, appropriate emotions and feelings in familiar settings to another person in an appropriate manner	describes** in scenarios or expresses in context, appropriate emotions and feelings in familiar settings to another person in an appropriate manner	identifies* in scenarios or expresses in context, appropriate emotions and feelings in familiar settings to another person in an appropriate manner
appropriately uses technology to express and convey complex emotions and feelings in a wide range of written and visual formats.	appropriately uses technology to help express a range of emotions and feelings.	appropriately uses technology to assist with the expression of a limited range of emotions and feelings.

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

## Criterion 7: work independently and cooperatively with others.

The learner:

Rating A	Rating B	Rating C
explains*** the roles and responsibilities of individuals and groups in health and wellbeing activities	describes** the typical roles and responsibilities of individuals and groups in health and wellbeing activities	identifies* basic roles and responsibilities of individuals and groups in health and wellbeing activities
assesses the social and cultural factors that influence personal and group participation in health and wellbeing activities	describes** the social and cultural factors that influence personal and group participation in health and wellbeing activities	identifies* fundamental 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	uses constructive feedback to improve personal and group performance in health and wellbeing activities
explains*** and assesses adjustments made to own behaviour to meet and help others to meet changed conditions in health and wellbeing activities	describes** adjustments made in own behaviour to meet changed conditions in health and wellbeing activities	identifies* adjustments made to own behaviour to meet changed conditions in health and wellbeing activities
explains*** and utilises a limited range of strategies	describes** and utilises a limited range of	identifies* and utilises a limited range of

for managing own reactions to different values, beliefs and opinions.	strategies for managing own reactions to different values, beliefs and opinions.	strategies for managing own reactions to different values, beliefs and opinions.
---	--	--

\*Identify – recognise and name

\*\*Describe – provide characteristics and features

\*\*\*Explain – relate cause and effect; make the relationships between things evident; provide why and/or how

### 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 seven (7) ratings.

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)

4 '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 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 - HPE), and Emily Perkins (Launceston College) 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.

## Version History

Version 1 – Accredited on 1 October 2017 for use from 1 January 2018. This course replaces PER215113 *Personal Health and Wellbeing* Level 2 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 2025, without amendments.

## Appendix

### Personal Wellbeing Plan

Throughout the year of study all learners undertaking the *Personal Health and Wellbeing* Level 2 course must develop and submit a Personal Wellbeing Plan as a source of evidence for assessment.

Content must be regularly updated and the learner is responsible for ensuring content is current and appropriately organized.

#### *Review and Planning*

The learner is typically expected to review progress, amend or update their plan every 3-4 weeks.

The Personal Wellbeing Plan is a primary tool to track personal progress, record and support personal reflection, information sharing and collation of relevant resources and materials. Details of specific activities, events, contacts and resources should be recorded in the relevant sections.

#### *Plan Content*

The Personal Wellbeing Plan must contain (but is not limited to) sections that address the following content:

- Personal Health Issues
- Practical Health activities
- Activity name
- Venue
- Date and Time
- Purpose
- People involved
- Short personal assessment/reflection
- Online and Written texts and resources
- Visual resources (e.g. collages, sketches, maps, photographs).
- Reflection and Assessment - (3-4 week plan & review cycles - impact on experiences and learning)
- Learner self-assessments - what is working, what needs to be addressed, goal directed action plan
- Teacher feedback
- Local contacts, community support agencies

#### *Flexibility in Plan Format*

Content for the Personal Wellbeing Plan may be maintained in multimodal format, a traditional paper based folder, stored digitally online, or a combination of both. Tools such as [Googledocs/sheets](#) and [OneNote](#) are recommended as some examples of options to consider to help in creating and maintaining digital resources.

Providers and learners must secure and back up this important assessment material.

**Line Of Sight**

Learning Outcome	Unit/Topic(s)	Criterion	Elements
<ul style="list-style-type: none"> <li>recognise important issues and factors affecting personal wellbeing</li> </ul>	A - 1-5	C 1,2	C1 E 1-4
	B - 6-11		C2 E 1-3
<ul style="list-style-type: none"> <li>describe the importance of personal identity and positive relationships</li> </ul>	A - 1	C 1,2	C1 E 1-4 C2 E 1-3
<ul style="list-style-type: none"> <li>discuss the significance of personal and group health and wellbeing</li> </ul>	A - 1-5	C 1,2	C1 E 1-4 C2 E 1-5
<ul style="list-style-type: none"> <li>recognise behaviours that impact positively and negatively on personal health and wellbeing</li> </ul>	A - 1-5	C 3	E 1-4
	B - 6-11		
<ul style="list-style-type: none"> <li>investigate &amp; apply factors and processes to establish and maintain personal health and wellbeing</li> </ul>	A - 1-5	C 3	E 1-4
	B - 6-11		
<ul style="list-style-type: none"> <li>make informed personal life choices</li> </ul>	A - 1-5	C 3	E 1-4
	B - 1-4		
<ul style="list-style-type: none"> <li>recognise valid and relevant sources of information.</li> </ul>	A - 1-5	C 4,5	C4 E 1-4
	B - 6-11		C5 E 1-5
<ul style="list-style-type: none"> <li>comfortably communicate personal views a wide range of health related issues and contexts</li> </ul>	A - 1-5	C6	E 1-6
	B - 6-11		
<ul style="list-style-type: none"> <li>show empathy and respect for diversity</li> </ul>	A - 1-5	C7	E 2-5
	B - 6-11		
<ul style="list-style-type: none"> <li>use teamwork and work collaboratively with others</li> </ul>	A - 1-5	C7	E 1-5
	B - 6-11		

Additional Learning Outcomes	Unit/Topic(s)	Criterion	Elements
<ul style="list-style-type: none"> <li>discuss alternative, complementary and integrated approaches to health and wellbeing</li> </ul>	B - 6	C 4, 5	C4 E 1-5
			C5 E 1-5
<ul style="list-style-type: none"> <li>identify and utilise strategies for coping with grief and loss</li> </ul>	B - 7	C 1, 2, 3, 4, 6	C1 E 1,2
			C2 E 3,4
			C3 E 1
			C4 E 1-5
			C6 E 1-6
<ul style="list-style-type: none"> <li>identify and utilise strategies for self improvement</li> </ul>	B - 8	C 1,2,3,4,5,6,7	C1 E 1-3
			C2 E 1-5
			C3 E 1-4

			C4 E 1-5 C5 E 1, 3, 5, 6 C6 E 1-6 C7 E 3-5
<ul style="list-style-type: none"> <li>identify and utilise strategies for improving personal presentation</li> </ul>	B - 9	C 3, 4, 6, 7	C3 E 1-4 C4 E 1-5 C6 E 1-6 C7 E 3-5
<ul style="list-style-type: none"> <li>identify and utilise strategies for managing stress</li> </ul>	B - 10	C 1,2,3,4,5,6,7	C 1 E 1, 2, 4 C2 E 1-5 C3 E 1-3 C4 E 1-5 C5 E 2, 4-6 C6 E 1-6 C7 E 4,5
<ul style="list-style-type: none"> <li>identify and communicate with community support agencies on health and wellbeing issues</li> </ul>	B 11	C 1,2,3,4,5,6,7	C 1 E 1-4 C2 E 1,2,4,5 C3 E 4 C4 E 1-5 C5 E 1-5 C6 E 1-6 C7 E 1-7