

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: HEALTH CURRICULUM 1

Unit ID: EDMAS6010

Credit Points: 15.00

Prerequisite(s): (Undergraduate Study in Appropriate Degree)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This course is designed to prepare students to effectively plan and teach Health Education across junior and middle secondary years. Students will reflect on the role of Health Education and broader school-based health promotion strategies and will develop an understanding of the health and wellbeing needs of young people across a range of cultural and socioeconomic contexts. Students will develop an understanding of curriculum and policies relevant to Health Education and will develop skills to implement contemporary and evidence-based teaching strategies that support an inclusive, engaging and student-centred Health Education learning environment.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ■ | ■ | ✓ | ■ |

Learning Outcomes:

Knowledge:

- K1.** Understand the health and wellbeing needs of young people and the impact of socio-cultural factors.
- K2.** Understand the role and structure of the Health Education curriculum, as well as broader whole-school health promotion strategies.
- K3.** Compare and contrast a range of concepts and pedagogical approaches in Health Education.
- K4.** Explore strategies for developing a safe, engaging and inclusive learning environment, including the responsible and ethical use of ICT in learning and teaching.
- K5.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in Health Education.
- K6.** Consider the role of external professionals and community groups within Health Education and broader whole-school health promotion.

Skills:

- S1.** Design effective learning sequences using knowledge of student learning, curriculum and contemporary approaches to teaching.
- S2.** Apply curriculum, assessment and reporting knowledge and frameworks to design effective learning sequences, lesson plans and assessment tasks.
- S3.** Construct learning goals and develop activities that cater for students of varying abilities and characteristics.
- S4.** Critically analyse and incorporate a range of Health Education teaching and learning resources, including ICT, that support teaching and engage students in learning.
- S5.** Apply policies and processes required for teaching sensitive topics in Health Education.

Application of knowledge and skills:

- A1.** Create a sequential unit with attention to a diverse cohort.
- A2.** Investigate and teach a lesson on sensitive issues.

Unit Content:

- Rationale of the Health Education learning area and whole-school health promotion strategies
- The health and wellbeing needs of young people and how these are addressed through Health Education
- Policies, practices and responsibilities in relation to teaching sensitive issues.
- Developing learning sequences aligned to the Health Education curriculum and incorporating the general capabilities.
- Developing a safe, inclusive, engaging and student-centred learning environment.
- Contemporary and evidence-based teaching approaches in Health Education (e.g. strengths- based, harm-minimisation, critical inquiry, health literacy)
- Exploring Health Education curriculum, policies and resources, including digital technologies.
- Assessment and feedback in Health Education

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. | K1, K4,S1, A2 | AT2 |
| FEDTASK 2 Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations | Not applicable | AT1, AT2 |
| FEDTASK 3 Critical Thinking and Creativity | Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning | K3, K4, S1, S3, S4, A1 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|--|---|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 4 Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities | K2, K4, S1, S4 | AT1, AT2 |
| FEDTASK 5 sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. | K1, K2, S3, S5 | AT1, AT2 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|--|----------------------------------|-----------|
| K2, K3, K4, K5, K6, S1, S2, A1, A2; APST: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1 | Develop a sequential, curriculum unit that incorporates knowledge of effective teaching and assessment strategies and caters for a varied range of learning needs. Evaluate and justify decisions made in the development of the unit. | Curriculum design and evaluation | 40% - 60% |
| K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1; APST: 1.1, 2.1, 3.4, 3.5, 4.2, 4.4, 7.2, 7.3 | Research issues and approaches to teaching sensitive issues. Develop and teach a lesson based on a selected sensitive topic from the curriculum. | Lesson development and teaching | 40% - 60% |

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MiCS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)