

## Achievement Standard

**Subject Reference** Health 1.1

**Title** Take action to enhance an aspect of personal well-being

**Level** 1      **Credits** 3      **Assessment** Internal

**Subfield** Health and Physical Education

**Domain** Health Education

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2016      **Date version published** 18 December 2013

This achievement standard involves taking action to enhance an aspect of personal well-being.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Take action to enhance an aspect of personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Take detailed action to enhance an aspect of personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Take comprehensive action to enhance an aspect of personal well-being.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Health*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Depending on the well-being context selected for the personal goal setting plan, learning resulting from a combination of the Level 6 achievement objectives A1, A3, A4, C1, C2 and C3 may be assessed.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 Evidence of the following is required:
- the development of a health-related goal and an action plan based on the principles of SMART goals
  - the implementation of the plan where the action must be sustained over a minimum of three weeks
  - an evaluation of the implementation of the plan.

This is to be completed on an individual basis by the candidate. Each candidate is to identify an aspect of her/his well-being (within a Health Education context) to which s/he would like to make a positive change. Examples of health-related contexts around which goals could be set include:

- managing time more effectively to reduce stress;
- improving the use of effective interpersonal communication;
- increasing the use of assertive behaviours;
- achieving a balanced daily food intake or participating in regular exercise.

- 3 *Take action to enhance an aspect of personal well-being* means to provide a workable plan related to the health goal. Evidence of implementation is provided for aspects of the plan. Reflections on the implementation are provided in the evaluation.

*Take detailed action to enhance an aspect of personal well-being* means to provide a coherent and connected plan containing steps clearly related to the health goal. Evidence of implementation of the plan is presented, and the evaluation of the implementation is related to the plan.

*Take comprehensive action to enhance an aspect of personal well-being* means to provide a coherent and well-connected plan that includes critical steps for achieving the health goal. Extensive evidence of implementation of all aspects of the plan is presented and the evaluation of the implementation shows critical insight. *Critical* means to attend to the essential actions to meet the well-being needs implied by the goal. *Critical insight* in the evaluation means to weigh up the situation beyond the immediate outcomes of the actions.

- 4 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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## Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233