

## Achievement Standard

<b>Subject Reference</b>	Health 2.3		
<b>Title</b>	Take action to enhance an aspect of people's well-being within the school or wider community		
<b>Level</b>	2	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Health Education		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves taking action to enhance an aspect of people's well-being within the school or wider community.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Take action to enhance an aspect of people's well-being within the school or wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Take in-depth action to enhance an aspect of people's well-being within the school or wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Take comprehensive action to enhance an aspect of people's well-being within the school or wider community.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 7 achievement objectives (relevant to the context used); and is related to the material in the *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

Assessment will be consistent with and reflect the underlying concepts (Hauora, socio-ecological perspective, health promotion, attitudes and values) of the Health and Physical Education learning area in *The New Zealand Curriculum*, page 22.

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](#) for the relevant learning area.

- Take action to enhance an aspect of people's well-being within the school or wider community* involves:

- identifying an issue that affects the well-being of people within the school or wider community
- developing a workable plan to improve well-being
- implementing the plan
- evaluating the effectiveness of the action by reflecting on the implementation of the plan.

A workable plan relates to SMART goals.

*Take in-depth action to enhance an aspect of people's well-being within the school or wider community* involves:

- developing a detailed plan linked to the issue
- evaluating the effect of the implementation of the plan on well-being, using evidence.

*Take comprehensive action to enhance an aspect of people's well-being within the school or wider community* involves:

- developing a plan that includes actions that are critical for addressing the issue and explanations of these
- critically evaluating the outcomes for individual and community well-being.

Critical evaluation of the outcomes will be shown, for example, through a relevant combination of:

- use of evidence to show that the actions have resulted in a positive impact on people's well-being as planned
- reasons based on evidence for the failure of actions to achieve the overall goal
- alternative or additional actions required to meet the overall goal and reasons for these
- whether the actions impacted on all or only some people and reasons for this
- next steps for sustainability of the impacts on well-being achieved by the actions.

3 Assessment may be based on the following key areas of learning: mental health, sexuality education, food and nutrition, or body care and physical safety.

3 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### **Replacement Information**

This achievement standard replaced AS90328 and unit standard 14265.

**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