Two people sitting on a couch

Description automatically generated with low confidence**Level 3** **Community Health and Wellbeing Worker**

**Month 2 – Preventative Approaches**

**L3 Community Health and Wellbeing Worker**

**Month 2 – Preventative Approaches**

**Knowledge, Skills, and Behaviours (KSB):**

By completing this post session task, you will be completing work towards the following KSBs:

K1: The wider social determinants of health and their impact on the physical, mental, and emotional wellbeing of individuals, families, and communities.

K2: The causes of mental, emotional, and physical ill-health, long-term conditions, disability and premature death in the local community, their risk factors, and the opportunities for prevention and management.

K3: The negative and positive impact that different agencies can have on improving health and wellbeing.

K4: How psychological, behavioural, and cultural factors contribute to the physical and metal health of people, and how these can impact on others.

K5: Health inequalities and how these impact on physical, mental, and emotional health and wellbeing.

S1: Recognise, and help other to also recognise, the factor that impact on a person’s health and wellbeing that they can or cannot control or influence.

S2: Assist individuals, groups, and communities to recognise their needs, what is important to them, and their strengths in relation to their health and wellbeing.

S3: Help people, groups, and communities to identify and address barriers that can be overcome to achieve better health and wellbeing.

S4: Work with people and communities to identify and access local resources and assets that support their health and wellbeing.

**Task 1: Skills**

1. Undertake research of local resources and assets that support health and wellbeing in your setting. Complete a written report on your findings and include the following: How do service users’ access these? What is your role is supporting individuals and communities to identify these?

**Task 2: Knowledge**

1. Create a written piece of work that includes the following:

* Explain the wider social determinants of health and their impact on the physical, mental, and emotional wellbeing of individuals, families, and communities.
* Describe causes of mental, emotional, and physical ill-health, long-term conditions, disability and premature death in the local community, their risk factors, and the opportunities for prevention and management.
* Describe health inequalities and how these impact on physical, mental, and emotional health and wellbeing.

1. Make notes and prepare for a discussion with your Development Coach on the following:

* Describe how to recognise, and help others to recognise, the different factors that affect health and wellbeing and to identify those that are within their control or influence.
* Describe the negative and positive impact that different agencies can have on improvements to the health and wellbeing of others.
* Include examples from own setting/experience/role and responsibilities.

You will complete a professional discussion with your Development Coach where you will use your notes to evidence your knowledge and understanding of this topic through a recorded verbal discussion.

**Alternative assessment methods:**

If you prefer you can evidence the knowledge aspects of your tasks through one of the alternative assessment methods below:

* Written evidence such as a short essay, report, factsheet, or booklet.
* Video recording of yourself presenting the information.

**Stretch and challenge yourself:**

* Review possible factors that might impact on an individual’s health and wellbeing - can they control/influence these? Try and link in with individuals you have previously worked with.
* Review models of behaviour change.

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* [www.scie.org.uk/prevention](http://www.scie.org.uk/prevention)
* <https://www.personalisedcareinstitute.org.uk/what-are-the-six-components/>

**Functional Skills:**

Links with curriculum:

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**English:**

* + Respond effectively to detailed or extended questions and feedback – through completion of a professional discussion.
  + Communicate information, ideas, and opinions clearly and effectively, providing further detail and development if required – through completion of a professional discussion.
  + Use language that is effective, accurate and appropriate to context and situation – through completion of a professional discussion.
  + Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources – through research, reading and note taking.
  + Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) – through completion of written tasks.
  + Use correct grammar - through completion of written tasks.
  + Spell words used in work, study, and daily life, including a range of specialist words - through completion of written tasks.
  + Communicate information, ideas, and opinions clearly, coherently, and effectively - through completion of written tasks.

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**Digital:**

* Use of technology to complete research – completion of tasks, stretch and challenge and further reading.

**Off the job training:**

2 hours Teaching Masterclass

1 hour 121 Coaching Session

6 hours DC Guided and Self-Directed Research and Study

15 hours Employer Led Activities

4 hours Extended Learning

**Link to EPA Multiple-choice test:**

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| **KSBs** | **Pass** |
| K1 K2 K5 | **In order to achieve a pass, apprentices must:**  Score 24 marks or above out of the 30 marks available. |

**Link to EPA Demonstration of Practice:**

|  |  |  |
| --- | --- | --- |
| **Theme KSBs** | **Pass**  Apprentices must demonstrate all of the pass descriptors. | **Distinction**  Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors. |
| S2 S3 S4 | Works in partnership with people, groups and communities so that they can recognise their needs and priorities, overcome barriers, and solve problems independently using their strengths and local resources to achieve better health and wellbeing (K7, S2, S3, S4, S5). | N/A |

**Link to EPA Professional Discussion:**

|  |  |  |
| --- | --- | --- |
| **Theme KSBs** | **Pass**  Apprentices must demonstrate all of the pass descriptors. | **Distinction**  Apprentices must demonstrate all of the pass descriptors and all of the distinction descriptors. |
| K3 K4  S1 | Describes how they recognise, and help others to recognise, the different factors that affect health and wellbeing and to identify those that are within their control or influence. Describes the negative and positive impact that different agencies can have on improvements to the health and wellbeing of others. (K3, K4, S1). | N/A |