

T Level Health

Theme: Health and Safety

TRIP: Holistic Delivery

Lesson resource linked to family case study

Wider skills explained



GEC1. Convey technical information to different audiences
GEC2. Present information and ideas
GEC3. Create texts for different purposes and audiences



GEC4. Summarise information/ideas
GEC5. Synthesise information processes
GEC6. Take part in / lead discussions



GDC1. Use digital technology and media effectively
GDC2. Design, create and edit documents and digital media
GDC3. Communicate and collaborate

01

Health and safety

Session one

- Health and Safety Executive:
<https://www.hse.gov.uk/>
- **Scenario:** Agneta had a fall at home which resulted in her being admitted to hospital. After a short stay there she will be ready to be sent home following an MDT meeting to make sure everything is in place for safe discharge and that the required health and safety regulations are met



Specification links:

A3.1 The purpose of the legislation and regulations in the health and science sector

A4.1 The purpose of workplace health and safety regulations in the health sector

Task one – individual activity

- Create a spider diagram of why we need health and safety regulations in the health sector.
- Discuss responses as a class.
- Use information gathered during the discussion to add to your diagram.
- Read the family case study and identify the legislation involved in the care of the family.
- Participate in a class discussion to give/receive feedback.
- Produce a leaflet to display this information.

Task two – group research activity

- Research the applicable legislation that may affect the family in the case study.
- Feedback to the class on the information you found and make detailed individual notes.

Task three – paired activity

- Link three legislations to one member of the family and write a detailed summary of each.
- Provide examples to support your findings.
- Speed-dating feedback activity – gather notes from groups who have written about other members of the family.

Task four – individual padlet activity

- Using the information gathered during the lesson create a padlet to summarise the application of legislation to the family members in the case study.
- Share your completed Padlet with your teacher and two other class members.
- Participate in peer evaluation.
- Self-reflect after receiving your feedback.



02

Risk assessment

Session two

- Health and Safety Executive:
<https://www.hse.gov.uk/>

Scenario:

The MDT have arranged for a home visit to carry out a risk assessment to put Agneta's care plan in place.

The MDT are reviewing and risk assessing Agneta but will also need to take Robert's circumstances into account because of his diabetes.

After the risk assessments have been completed a care package will be produced that will enable Agneta to remain in the home environment.

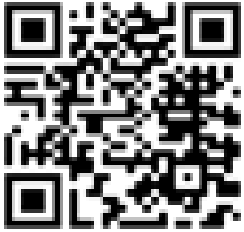


Specification links:

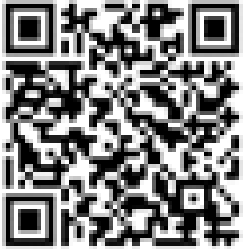
A3.1 The purpose of the legislation and regulations in the health and science sector

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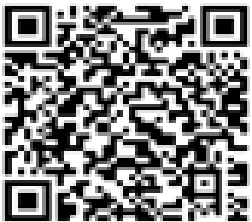
Session two – risk assessment



<https://www.hse.gov.uk/pubns/indg163.pdf>



<https://www.hse.gov.uk/simple-health-safety/risk/index.htm>



<https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm>

Session two – risk assessment

- Health and Safety Executive:
<https://www.hse.gov.uk/>

Scenario:

The MDT have arranged for a home visit to carry out a risk assessment to put Agneta's care plan in place.

The MDT are reviewing and risk assessing Agneta but will also need to take Robert's circumstances into account because of his diabetes.

After the risk assessments have been completed a care package will be produced that will enable Agneta to remain in the home environment.

Specification link:

A3.2 How to assess and minimise potential hazards and risks, including specific levels of risk, by using the Health and Safety Executive's five steps to risk assessment.

Task one – individual activity

- Read the case study and identify risks that may be applicable to the individual family members.
- Participate in a class discussion to feed back ideas and expand on your own notes.

Task two – individual activity

- Research and create a poster of the five steps to risk assessment.
- Remember to reference your work.



Task three – carousel activity

- Using a flipchart write the name of one family member on each sheet of paper and identify which of the five steps to risk assessment are evident for each family member.
- Move the papers around until all sheets have been completed.

Task four – presentation

- Present and feed back on the combined information from each carousel rotation (for the family member with whom you started/ended).

Task five – practical skills

- Use the five steps to complete a risk assessment for the family member allocated to you.
- Participate in peer evaluation for your completed risk assessment.
- Self-reflect taking into consideration your peer assessment. Remember to include what you could/would do differently if doing this task again.

03

What is a safe discharge?

Session three – what is a safe discharge?

- Health and Safety Executive:
<https://www.hse.gov.uk/>

Scenario

Agnesta cannot be released from hospital until a safe discharge assessment has been completed by social services.

Contributing to the problems at home it has recently come to light that, as a result of the failure to control his diabetes through changes to his diet, Robert now requires insulin. He will need to regularly check his blood sugar levels and take his insulin as prescribed. Failure to do so could result in episodes of hypoglycemia which could lead to his driving licence being suspended until he has his diabetes under control.



<https://www.nice.org.uk/news/article/nice-guidance-addresses-the-need-for-safe-and-appropriate-discharge-from-hospital>



<https://www.ombudsman.org.uk/sites/default/files/page/A%20report%20of%20investigations%20into%20unsafe%20discharge%20from%20hospital.pdf>

Task one – paired activity

- Risk assessment has been completed by the MDT. Research a safe discharge assessment, its implications and the possible consequences if Agneta is not discharged from hospital.
- Participate in a class discussion to share ideas.
- Provide examples of unsafe discharge and justify why it happened.

Task two – research activity

- Compare and contrast safe and unsafe discharges from hospital, giving specific examples.
- Ensure references are included for this task.
- Expand to include any consequences of these discharges.

Task three – presentation

- Prepare a PowerPoint presentation and deliver the information you discovered during the previous activities to the class in order to share your research and obtain constructive feedback.
- Participate in peer assessment.
- Self-reflect, incorporating feedback you have received as well as your own thoughts.

Task four – presentation



- Care Act 2014 factsheets:

<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets>

04

The Care Act 2014

Session four

Scenario: Referring to the scenarios from sessions one, two and three, consider how the Care Act 2014 may play a major part in the family's health and wellbeing. Remember to think about any ethical issues that could impact on the health and safety of the family.

Specification link:

A4.2 The purpose of specific health and safety regulations, guidance and regulatory bodies in relation to the health sector.

Task one – individual activity

- Now that aspects of health and safety have been discussed consider how the Care Act 2014 will be important for the family.
- Access the factsheet using the link/QR code and summarise it.
- Participate in a class discussion to share ideas.



Task two – paired activity

- Using your summary and further research specify the purpose of the Care Act 2014 in relation to each member of the family, considering the potential prevention of deterioration and ethical issues.
- Choose your own medium to record this information.

Task three – class discussion/ feedback

- Share your information (from the previous task) with the class, ask and answer questions and add any new ideas from your peers to your notes.

Task four – resource development

- Design at least one resource to assess the knowledge and understanding of your peers in relation to health and safety and the Care Act.
- Vary the difficulty of the resources you produce.

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