Agriculture

Incident and accident reports - part 1

Content and alignment

Incident and accident reports have become an important aspect of workplace safety. Therefore, writing clear and concise reports is important for gaining and maintaining employment. However, completing these reports is a challenge for many learners, particularly those unfamiliar with the structure of reports. Many learners are unsure of both 'what' to write and 'how' to write reports. This contributes to a lack of confidence and, in some cases, avoidance.

Intent

This resource develops learners' knowledge of the structure of an incident report. Knowing this structure helps them know 'what' and 'how' to write. It also facilitates writing a clear and concise account of the incident.

This resource is the first of two parts. We recommend you follow this sequence with Agriculture: Incident and accident reports - part 2.

Sequence

There are five parts to this sequence with the first two parts described below and the remaining three parts described in Agriculture: Incident and accident reports - part 2.

1. Discuss the requirements of an incident report
2. Understand the structure of an incident report

1. Discuss the requirements of an incident report

Step one: Have learners work in groups to discuss incident reports and their experience with them. What are they and what are they used for?

Key learning point: Incident reports provide a record of events which is used to prevent future incidents. Therefore, they are extremely important.

Have learners discuss:

- What information needs to be included in an incident report?
- What events require incident reports to be written?
- What level of detail is required?
- How long does an incident report need to be?

Step two: Ask for feedback from groups, and emphasise the importance of writing clear, concise reports. Inform learners that writing reports often appears difficult, but that it is simply a matter of knowing the structure.

2.   *Understand the structure of an incident report*

Step one: Hand out the writing frame, see Agriculture: Incident and accident report writing frame. Discuss with learners the structure (see example below) and note the order of information.

Step two: Hand out the completed incident report example, see Agriculture: Incident and accident report writing frame. Have learners read through and discuss. What makes a good incident report is that it can be easily understood.

Step three: Have learners retell what happened in their own words.

Step four: Have learners discuss the summary. What do they think ought to have happened? A good incident report should lead to an outcome.

Note: This is a real incident that occurred in a large company in the farming sector. The names have been changed.

On Wednesday 3 October at 3:00 pm Carl Lupis, David Benson and I were inside the Dangerous Goods store unloading pallets of stock. Frank Smith exited the warehouse on the forklift and drove toward the Dangerous Goods shed. He appeared to be travelling faster than the 5km limit.

Frank entered the DG store without first stopping or sounding his horn. Frank had not seen the three of us in the DG store and swerved to miss us. The forklift easily missed us but hit a pallet of stock before stopping.

Nobody was injured in the incident. However, some stock on the pallet was damaged beyond repair and had to be removed. We ordered new stock, and reinforced the rules concerning the use of the forklift.

Summary

The writing frame is one way to develop learners' ability and confidence to write incident reports.

Begin by drawing learners' attention to the structure and order of the report. This provides learners with a plan to begin writing. The sequence in resource Agriculture: Incident and accident reports - part 2 will provide learners with opportunities to use the writing frame to write incident reports. Learners will need practice writing unstructured incidences into the structure. The goal is to remove the writing frame once learners are able to apply the structure independently.