

Agriculture

Incident and accident reports - part 2

Content and alignment

Accident and incident reports have become an important aspect of workplace safety. Therefore, writing clear and concise incident 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 follows on from [Agriculture: Incident and accident reports - part 1](#) and continues to develop learners' knowledge of the structure of an incident report. This resource is designed to transition learners from using a writing frame to being able to confidently and independently write an incident report.

Sequence

There are five parts to this sequence with the first two parts described in [Agriculture: Incident and accident reports - part 1](#) and the remaining three parts described below:

3. Order the sequence of a report
4. Write a report with a writing frame
5. Write an incident report independent of the writing frame

3. Order the sequence of a report

An excellent way to begin to get learners to think about structure is to have them sequence events themselves. However, this is often difficult, so it is worthwhile to have learners sequence the smaller events within a whole event.

Tutors working in specialist areas are likely to have their own examples of incidents that can be printed on cards. We recommend developing these resources. However, a set is provided in [Agriculture: Incident and accident reports - event cards for ordering](#). These cards can be printed and used to support this sequence.

Hand out the event cards and have the learners work in groups to put the cards into the order in which they occurred. Ensure the learners recognise the larger structure:

1. When, where and who?
2. Sequence of events
3. Conclusion

Discuss the sequence as a whole class.

4. Write a report with a writing frame

Step one: Provide learners with scenario 2 from [Agriculture: Scenarios and report examples](#).

Have learners read and discuss the incident.

Step two: Hand out the writing frame on page 2 of [Agriculture: Incident and accident report writing frame](#). Have learners fill in each section with the appropriate information. An example is included on page 3 of the same resource. All learners should have similar information in the first section (when, who, where). However, learners may differ in their sequencing of events. This is OK. Have them discuss the differences and select a report they think is particularly good.

Step three: Discuss the writer's conclusions. Ask them to describe in their own words what outcome might be required.

Step four: You may continue to repeat this activity with different scenarios for some time. The main learning points are that learners understand they need to include the names of the relevant people, a time and a place in the first sentence, and then simply sequence the events in time order. Finally, a brief conclusion is written, which can include a summary.

Note: It has been useful to allow learners to share their own scenarios to the class. These can be used to fill in the writing frame.

5. Write an incident report independent of the writing frame

Step one: The final part of the sequence is to remove the writing frame so that learners know the sequence. Repeat scenarios and ask learners to write the report without the frame, using only paper. Remind them of the three parts. Once learners are comfortable with the structure they may choose to elaborate various parts themselves.

Step two: At this point introduce sample of workplace incident reports. Discuss the diverse features of these. For example some reports have separate data and location sections. However, no matter the format, the writing frame above will empower the learner to use the form.

Note: These reports can be used to develop other aspects of learners' writing such as spelling, grammar, and an awareness of audience.

Summary

The sequence described in [Agriculture: Incident and accident reports - part 1](#) and this resource follows the following pattern. First, the learners are made aware of the need for clear and concise recording of workplace incidents and accidents. Second, they are introduced to a report structure that facilitates the recording of events. Third, learners practise dividing an incident into sequential events and organising these in the correct order. Fourth, learners use a writing frame to record events clearly and concisely. Finally, learners practise writing reports without the writing frame. Writing incident and accident reports in the workplace is associated with embarrassment and avoidance. Equipping learners with a structure, and taking the time to practise its use, is an effective way of improving learners' workplace skills.