

Session plan Module 3: Formal and informal language and filling in forms

Group: _____

Tutor: _____

Location: _____

Aims

- To identify the difference between formal and informal texts in the use of language and style
- To explore the vocabulary used in forms.
- To discuss the purpose and range of forms used in the NHS.

Outcomes

Participants will have:

- discussed the use and appropriateness of formal and informal language when completing documentation for work (e.g. care plans, risk assessments) and what effect this may have on customer care
- identified common words and phrases used in forms in the workplace
- discussed and understood the requirements when completing incident report forms

Activity and time	Tutor activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Recap on last week. • Introduce aims and objectives using module 3 presentation slides 1 – 3. 	<ul style="list-style-type: none"> • Listen and respond 	SLlr/L2.1 KSF LI Core 1,2
Formal language 10 minutes	<ul style="list-style-type: none"> • Discuss difference between formal and informal language. • Ask participants for examples from work and home environment. • Write responses on flipchart. • Stress the need to avoid slang in formal writing. • Read out informal extract featured in the handout Now, what was I saying? Ask participants to note factors that would be inappropriate in a formal writing situation. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Speak to communicate. 	SLlr/L2.1 SLc/L2.1 Wt/L2.4, 5, 6 Wt/L2.5 KSF LI Core 1,2,5

Activity and time	Tutor activity	Learner activity	References
<p>Formal and informal text 15 minutes</p>	<ul style="list-style-type: none"> • Distribute Words and phrases: Using appropriate language. • Set activity. • Encourage use of thesaurus. • Take feedback. • Show presentation slide 3 – writing for work and discuss relationship between audience/purpose and tone in writing. • Discuss formal language related to letter writing. • Distribute Selecting appropriate words and phrases for formal writing activity sheet. • Set activity. • Take feedback. 	<ul style="list-style-type: none"> • Paired activity/small group discussion. • Paired activity 	<p>Rw/L2.2 Wt/L2.5</p> <p>SLlr/L2.1 Rw/L2.3 Wt/L2.3</p> <p>Wt/L2.5 KSF LI Core 1,2,5</p>
<p>Watch out! 30 minutes</p>	<ul style="list-style-type: none"> • Introduce writing using appropriate language for different audiences by showing presentation slide 4. • Ask participants to work in small groups of 3 or 4 to create a set of safety instructions for their colleagues (e.g. correct use of some dangerous equipment) and a different set for the general public. • Create instructions on a PC or on a piece of flipchart paper. Diagrams to be included. • Note they should think about the formality of the language and the use of jargon. Also explore what effect making the message accessible (or inaccessible) may have on customer care. 	<ul style="list-style-type: none"> • Listen and respond • Group activity – create instructions on flipchart paper. • Use coloured pens. • Use IT as an alternative. • Give feedback. 	<p>SLlr/L2.1 Wt/L2.5 Wt/L2.6 KSF LI Core 1,2,3,5</p>

Activity and time	Tutor activity	Learner activity	References
Watch your language 10 minutes	<ul style="list-style-type: none"> • Give out Watch your language. • Ask participants to complete activity. • Take feedback. • Introduce presentation slide 5 and discuss the professional use of language. 	<ul style="list-style-type: none"> • Listen and respond • Individual activity - complete sheet. • Give feedback. 	Wt/L2.5 KSF LI Core 1,2
Break 20 minutes			
Practice test questions 20 minutes	<ul style="list-style-type: none"> • Give out Practice test questions. 	<ul style="list-style-type: none"> • Complete test questions. • Note time and problem areas. 	KSF LI Core 2
Words used in forms 15 minutes	<ul style="list-style-type: none"> • Ask why are forms necessary and what do we use forms for? • List different types of forms on flipchart including the forms used in the workplace e.g. risk assessment and accident report forms. • Distribute Entering information into a form handout and go through contents. • Give out What do these words mean? • Set activity. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Read handout. • Individual/paired activity. • Give feedback. 	SLlr/L2.1 Rw/L2.3 KSF LI Core 1,2,3,4,5,6
What does it mean? 20 minutes	<ul style="list-style-type: none"> • Hand out Clinical/Non Clinical Incident Report. • Ask participants to spend 5/10 minutes highlighting any of the words or phrases they are unfamiliar with. • Copy words/phrases onto Incident report activity sheet. • Take feedback and list responses on flipchart. • Ask group for suggested definitions and encourage participants to copy down. 	<ul style="list-style-type: none"> • Listen and respond. • Read handout. • Individual activity – use highlighter pens and complete activity sheet. • Give feedback. 	SLlr/L2.1 Rw/L2.3 KSF LI Core 1,2,3,4,5,6

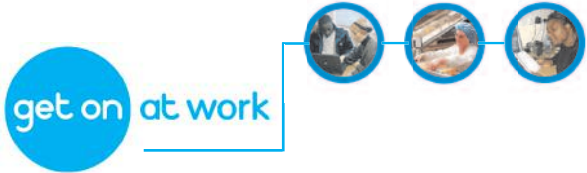
Activity and time	Tutor activity	Learner activity	References
Reporting an accident 20 minutes	<ul style="list-style-type: none"> Introduce Reporting an accident – a case study activity. In pairs, ask participants to complete the Clinical/non Clinical incident report from the previous activity. Take feedback. 	<ul style="list-style-type: none"> Listen and respond. Paired activity. Give feedback. 	Wt/L2.5 KSF LI Core 1,2,3,4,5,6
Summary 10 minutes	<ul style="list-style-type: none"> Revisit session aims and objectives. Take feedback and questions. Give out evaluation sheet for completion. 	<ul style="list-style-type: none"> Listen and respond. Complete evaluation sheet. 	KSF LI Core 1,2

Resources/aids

- Module 3 PowerPoint presentation/OHP slides
- Handouts: Now what was I saying?; Entering information into a form; Clinical/Non Clinical Incident Report; evaluation sheet
- Activity sheets; Words and phrases: using appropriate language; Selecting appropriate words and phrases for formal writing; Watch your language; What do these words mean?; Incident report activity sheet; Reporting an accident – a case study
- Practice test questions
- Highlighter pens
- Flipchart and markers

Assessment evaluation

Individual learning planning



MOVE ON in the NHS

Module 3: Formal and informal language and filling in forms



Quality Improvement Agency

get on at work **Aims**

- ➔ To identify the difference between formal and informal texts in the use of language and style.
- ➔ To explore the vocabulary used in forms.
- ➔ To discuss the purpose and range of forms used in the NHS.



get on at work **Outcomes**

Participants will have:

- discussed the use and appropriateness of formal and informal language when completing documentation for work (e.g. care plans and risk assessments) and what effect this may have on customer care.
- identified common words and phrases used in forms in the workplace
- discussed and understood the requirements when completing incident report forms



→ Key planning factors:

- audience
- purpose
- layout
- content
- order
- tone and style.

4



Language:

- Words used are precise and clear
- Language can be understood by the intended reader
- Whole words used – not contractions
- Use of formal phrasing
- Use of a polite, positive tone

5



Activity summary and guidance sheet

Module 3

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 3 aims and objectives using **slides 1-3**.

Formal language

Discuss the difference between formal and informal language. Ask participants for examples from work and home. Write responses on flipchart. Note the difference between, for example, writing an email or text message to a good friend and the sort of language that would be appropriate in this context i.e. abbreviations and text language, and completing a plan of care or writing a report for work where language would need to be formal and informative. Discuss the appropriateness of language in different contexts and stress the need to avoid slang in formal writing.

Read out informal extract featured in the handout **Now, what was I saying?** and ask participants to note factors that would be inappropriate in a formal writing situation. Note conversational phrases and interjections not used in writing – oops, the level of informality in the language and how the message gets lost in unnecessary commentary and asides.

Formal and informal text

Distribute **Words and phrases: using appropriate language** and ask participants to think of alternatives both in slang/informal language and formal language. Encourage them to use the thesaurus. Show **slide 4** and discuss the relationship between audience/purpose and tone in writing – what is an appropriate tone for use when writing to your work colleagues (in the first person and a more informal chatty style) may not be appropriate when writing for senior management (in the third person and formal). Discuss formal language related to letter writing and link this to appropriate phrases by introducing **Selecting appropriate words and phrases for formal writing** activity. Participants are generally amused by the concept of including the phrase ‘I’m cheesed off about’ when writing to the bank manager! Ask to think of any amusing anecdotes related to formal letter writing.

Watch out!

As an extension of the above activity, introduce **slide 5** on using appropriate language for different audiences. Ask participants to think about these factors when writing for work: ask

- Who is the audience?
- What is the purpose of the text – is, for example, to inform or persuade?
- What would be an appropriate layout – for example for a poster?
- What should the text contain and how much information is necessary?
- In what order should the information appear?
- What would be the appropriate tone and style?

Ask participants to work in small groups of 3 or 4 to create two sets of safety instructions. Participants can make their own suggestions as to the topic, or set the task of the correct use of some dangerous equipment (e.g. how to dispose of hypodermic needles). The intended audience for one set of instructions would be their work colleagues and the audience for the other set would be the general public. Instructions may be created on a PC or on a piece of flipchart paper. Diagrams to be included where possible.

Encourage participants to think about the formality of the language appropriate to each audience and also to think about the use of jargon – be aware that medical jargon can make the message inaccessible to members of the public but a certain level of technical jargon may be appropriate for their work colleagues in order that the message is not patronising.

Watch your language

Give out activity and ask participants to complete. On completion discuss how language needs to be clear and easy for everyone to understand when completing work documentation. It is also important that the language is professional and impartial.

Practice test questions

Alternative practice test questions may need to be offered depending on the overall skill level of the participants. If the majority of the participants are working at level 2 then the questions should be retained but answers discussed in detail at the end of the activity.

If the majority of the participants are at level 1, would suggest giving alternative questions.

At this stage in the programme, although participants are encouraged to attempt practice test questions individually, I would use this as a group activity.

Words used in forms

Ask why forms are necessary and what are forms used for. Many examples will be given ranging from joining a gym to applying for a mortgage or passport. Discuss the different levels of complexity of forms. List the different types of forms on the flipchart and include forms used in the workplace e.g. risk assessment and accident report forms. Ask why forms used in the workplace are of particular relevance? Discuss the issue of the form as a document with legal implications e.g. if a claim is made against an organisation as a result of an accident, the form is necessary to clarify exactly what happened.

Distribute **Entering information into a form** handout and go through the contents with participants, clarifying understanding through Q and A. Give out **What do these words mean?** Set activity and take feedback.

What does it mean?

Hand out the **Clinical/non clinical incident report** form. Confirm that this is an actual form in use by a trust and ask participants how they feel when confronted with a form of this complexity. Discuss how participants may be made to feel less anxious about filling in the form. Suggest breaking the form down into manageable chunks and deciphering the vocabulary. Ask participants to spend 5/10 minutes highlighting any of the words or phrases they are unfamiliar with and to copy these words or phrases on the **Incident report activity sheet**. Take feedback and list responses on whiteboard. Ask the rest of the group for suggested definitions and in this way encourage participants to build up a “glossary” of work specific words and definitions.

Reporting an accident – a case study

Explain that this activity is linked to the previous activity in that participants will be given a case study which they should use to complete the **Clinical/non clinical incident report**. Participants should work in pairs or small groups to complete the form.

Summary

Revisit session aims and objectives, using **slides 2 and 3**.

Handout: Now what was I saying?

Now what was I saying?

Read out the extract below and ask participants to listen and identify factors that would be inappropriate in written communication:

Well, folks let's get started. Is it a bit cold in here, or is it me? Where was I? Oh yes, we'll take about an hour for the meeting – oh no, I've mislaid my agenda. Has anyone got one? Thanks – whoops! I've dropped it – clumsy me! You should see the mess under this table! Who's been in here before us – they should be reported! Now then, where was I? Oh, yes – let's get started!

Feedback:

- Note conversational phrases and interjections not used in writing – oops, oh yes, is it me?
- Language informal and chatty.
- Message lost in unnecessary commentary and asides.

Activity: Words and phrases – Using appropriate language

Discuss in pairs slang/informal or formal words or phrases to fill in the gaps in the table below:

Slang/informal	Formal
Off colour	Ill, unwell
	Exhausted
Chinwag, natter	
	Unintelligent
Over the moon, made up	
In a strop	
	Dispose
Got a cob on	
Legged it	
	Affluent

Answers: Using appropriate language

Discuss in pairs slang/informal or formal words or phrases to fill in the gaps in the table below:

Slang/informal	Formal
Off colour	Ill, unwell
<i>Wiped out</i>	Exhausted
Chinwag, natter	<i>Conversation</i>
<i>Thick</i>	Unintelligent
Over the moon, made up	<i>Delighted</i>
In a strop	<i>Angry</i>
<i>Get rid of</i>	Dispose
Got a cob on	<i>Taken offence</i>
Legged it	<i>Ran away</i>
<i>Loaded, minted</i>	Affluent

Activity: Selecting appropriate words and phrases for formal writing

Read the following pairs of opening and closing sentences for formal letters. Highlight the appropriate option:

1. A Following on from our telephone conversation
B Following on from our chat
2. A I fancy the job I saw in the paper
B I would like to apply for the post of
3. A I'm writing back to
B In reply to your letter dated
4. A Send me the red shirt from your catalogue
B I would like to order item no...
5. A Thanks for the brill invite
B Thank you for the invitation
6. A I am writing to complain
B I'm cheesed off about
7. A Get this sorted quickly.
B Please give this matter your urgent attention
8. A I look forward to seeing you on
B See you shortly
9. A Thank you for your cooperation
B Thanks for everything
10. A Give us a bell if you need anything
B Please let me know if you require further details
11. A I hope you will consider my application
B Let me know when you want to interview me
12. A I look forward to meeting you on
B It'll be great to get together on

Answers: Selecting appropriate words and phrases for formal writing

1. A

2. B

3. B

4. B

5. B

6. A

7. B

8. A

9. A

10. B

11. A

12. A

Activity: Watch your language

You may be asked to write comments or remarks when completing care plans or daily living needs assessments. Care plans and assessments need to be clear and easy for everyone to understand. It is important that you use clear and professional language.

Activity 1

The remarks are missing in this assessment and care plan for an elderly woman. Choose the most suitable remark (A or B) to write in each space.

Daily Living Needs Assessment	
Name: Mrs June Brothers DoB: 23 May 1925	
Mobility Disabilities: She has arthritis in the knees Aids: Zimmer frame Remarks : (1)	Medical History: has high blood pressure Medication: Blood pressure tablets, self administered Continence: (3)
Communication Disabilities: Has difficulty hearing Aids: Hearing aid Remarks: (2)	Diet and weight Special diet: low cholesterol, low sodium Food preferences: Doesn't like vegetables Remarks: (4)

1. A Needs to be encouraged to move around her house.
 B Tends to be rather lazy.
2. A Refuses to use hearing aid which is a nuisance as people have to shout at her.
 B Encourage to wear hearing aid, if possible, and check volume is set correctly.
3. A Has some problems with continence.
 B Won't use the comode and ends up wetting herself.
4. A Should be encourage to eat a more varied diet.
 B Is really fussy about eating vegetables.

Activity 2

Decide which of these three reports about Mrs Brothers is the clearest. Tick your preference.

1. Mrs Brothers has a hearing aid that she refuses to use because it makes everything too loud and she does not like noise. She finds hearing TV and other people difficult when not wearing the hearing aid. I recommend that she is encouraged to wear her hearing aid and the volume is checked to ensure it is set correctly. She should also have her hearing assessed.
2. She does have a hearing aid but can't be bothered to wear it. She keeps complaining that it makes noises too loud. She can hear other people or the TV without it which is a shame as she likes a good natter. People will just have to try and speak louder when they are with her.
3. Mrs Brothers – difficulty with hearing – doesn't wear hearing aid – get it fixed and speak louder – OK?

Answers: Watch your language

Activity 1

1. A

2. B

3. A

4. A

Activity 2

Report number 1

Practice questions:

Formal and informal language and filling in forms

Questions 1 to 5 are based on the following document.

BMA attacks 'sausage factory' NHS

DOCTORS will not work in 'sausage factory' hospitals, warned the British Medical Association yesterday.

Chairman Dr Ian Bogle said 'Quality care must not be compromised in favour of greater productivity.'

Initiatives to cut waiting lists were part of a 'sausage factory service' which threatened to ignore the needs of individuals, he told the BMA's annual conference in Harrogate. He said the NHS had

'become the Punch and Judy show of British politics' and this, coupled with chronic under-investment, had brought it to its knees.

Healthcare professionals should be allowed to look after patients 'without the distraction of unnecessary hoops, hurdles, targets and wheezes from Whitehall'.

He warned: 'Doctors won't be the dog the government kicks when things don't go quite according to plan. Doctors won't be the pawns in anyone's political game.'

1. The phrase 'Punch and Judy Show' in the third paragraph suggests that the NHS
 - A appeals to a wide audience
 - B should focus on children
 - C is being laughed at
 - D is a place for entertainment
2. The BMA insists
 - A it will not be a dog for the government to kick
 - B it cannot provide individual treatment
 - C quality care can be compromised
 - D it is responsible for under-investment
3. The eventual aim for the NHS is to
 - A increase productivity
 - B remove targets
 - C compromise quality
 - D politicise hospitals

4. The report suggests that the tone of Dr Bogle's speech was
- A argumentative
 - B threatening
 - C defiant
 - D light-hearted
5. According to the document, Dr Bogle's message was intended mainly for
- A the British Medical Association
 - B the National Health Service
 - C government ministers
 - D healthcare professionals

Questions 6 to 10 are based on the following document.

THE STORY OF 'EYE' - A SMALL MARKET TOWN

The name 'Eye' is derived from the Saxon word for island, originally being surrounded by water or marshland. The settlement was situated on higher ground, the castle occupied one end



and a long Bailey stretched westwards. The shape is still imposed on the town today.

A Benedictine Priory was founded east of the town in 1087 by Robert Malet. The priory was richly endowed with income from churches and tithes, including those of Dunwich, and at its peak housed 10 monks. The priory's income was reduced when Dunwich was overrun by the sea. At this time, the Red Book of the Gospels which belonged to St. Felix, was brought to Eye from Dunwich for safe keeping. The book, which derived its name from its cover, has since disappeared.

Through the centuries Eye remained one of the largest settlements in Mid Suffolk and prospered as a market town. Markets were held here as early as 1066 and continued to the present day. An annual Whit Monday fair was held until the early 1900s and the present Eye Show could have derived from Finningham Fair which was transferred to Eye in 1868. Local industry consisted of a number of breweries, an iron foundry and a flax works.

6. The main purpose of the document is to
- A give details of Eye breweries
 - B advertise the Whit Monday Fair
 - C tell you all about the importance of 'Eye'
 - D encourage people to visit 'Eye'
7. The document is most likely to form part of
- A a textbook
 - B a leaflet
 - C a poster
 - D an essay
8. The language used in the document could be described as
- A objective
 - B amusing
 - C persuasive
 - D poetic
9. The three paragraphs of the document
- A trace the town's commercial development
 - B follow an historical sequence
 - C follow a geographical sequence
 - D trace the town's architectural development
10. The word 'endowed', as used in the second line of the second paragraph, could best be replaced by
- A gifted
 - B enhanced
 - C laden
 - D provided

Questions 11 to 14 are about this newspaper article.

Young prefer cigs and booze to TV

line 1

Six out of 10 young people prefer drinking and smoking to watching television. Experts say today's youths are fixed on the 'instant highs' they get from nicotine and alcohol.

line 2

line 3

line 4

Psychologist Dr David Lewis said: 'The Gratification Generation live at a very fast pace. They expect their needs and wants to be satisfied virtually at the speed of light.' He added: 'The downside is that drugs such as alcohol and nicotine, which provide an instantaneous buzz, are attractive to them.' Booze and fags mean more to youngsters than TV, according to a survey of 15 to 24-year olds.

line 5

line 6

line 7

line 8

line 9

They were asked what they could not bear to give up. Two-thirds of the males questioned said they would never give up cigarettes and alcohol – compared to just over half of women - six out of 10 said they could never go without alcohol, cigarettes or both. This is despite high-profile campaigns showing the health risk of drinking and smoking. Only one in 10 said they would not be able to live without a television. About 27 per cent of those polled said they couldn't live without chocolate. Being a success was only important to just 14 per cent. The same number couldn't give up their CD collection or phoning friends.

line 10

line 11

line 12

line 13

line 14

line 15

line 16

line 17

The survey for Cadbury's Crème Egg polled 800 young people.

line 18

11. What word could best be used instead of 'instantaneous' in line 8?

- A immediate
- B exciting
- C important
- D quick

12. How many women said that they would never give up cigarettes and alcohol?

- A two-thirds
- B none
- C six out of ten
- D just over half

13. Which is an opinion?

- A The Gratification Generation live at a very fast pace
- B One in ten young people said they would not be able to live without a television
- C Being a success was only important to just 14 per cent
- D The Cadbury's Crème Egg survey polled 800 people

14. The underlined sentence on lines 8 and 9 is in the wrong place, it should appear

- A at the beginning of paragraph 2
- B as the opening sentence of the whole article
- C as the closing sentence of the whole article
- D at the end of paragraph 3

Questions 15 to 17 are about this draft leaflet.

If you live in an **ntl** area, you can get all your national calls at local rates, with a phone service offering real value for money - for just £14.99 a month (if you pay by Direct Debit). That's the same as you'd pay for BT Talk Together. And with **ntl** you can also get fantastic international call rates, from as little as 5p a minute to the US or Australia, for just £2 extra each month.

Plus all the most popular digital channels available on Sky and Freeview, and more.

Of course, a great value phone service is just part of the package.

You can also:

- Subscribe to all the most popular digital TV channels available on Sky and Freeview to get a wide choice of movies, sports and more.
- Access a great selection of internet sites and send and receive emails all through your TV soon

And, best of all, by combining your digital TV and phone services with **ntl**, you actually pay less than you would pay for them separately with other providers.

Think you could be getting more for your money? Call us now on 0800 052 6705 to find out more.

15. On the first line, what is meant by the phrase 'ntl area'?

- A a particular region of the country
- B a region in which **ntl** is available
- C a place that is owned by **ntl**
- D an area covered by 0800 numbers

16. The main purpose of the leaflet is to

- A instruct
- B argue
- C inform
- D persuade

17. Each of the following services is currently available except

- A international telephone calls
- B digital television channels
- C internet access through your TV
- D combined digital TV and phone service

Answers to practice test questions

1. C

2. A

3. A

4. C

5. C

6. C

7. B

8. A

9. B

10. D

11. A

12. D

13. A

14. B

15. B

16. D

17. C

Handout: Entering information into a form

Entering straightforward information into a form

A care plan is a legal document. Make sure that what you write is accurate.

The same information can be written on forms in many different ways. For example, First name could also be written as:

- given name
- forename.

Instructions about how to complete the form can be given in lots of different ways. For example:

- circle
- delete.

Heatherdean Care Home PLAN OF CARE

All information is to be treated as confidential

- Please write clearly
- Use black ink

Attach current photo of service user here

Service User

First name(s) _____ Date of birth _____

Last name _____ Age _____

Maiden name (if known) _____ Religion _____

Preferred name _____ Principal language _____

Gender (tick where appropriate) Is interpreter needed? (Circle as appropriate)

male female yes no

Marital status (Delete where applicable) Ethnic origin _____

Married/ single/widowed/ divorced

Home address _____ Telephone number _____

GP _____ Address _____

Name _____

Telephone day _____ Telephone night _____

Next of kin _____ Address _____

Name _____

Telephone day _____ Telephone night _____

Relationship to service user _____

Alternative contact emergency number _____

Name _____ Telephone _____

Relationship to service user _____

Service User Property/Valuables	Yes	No	Comments
Disclaimer form signed	<input type="checkbox"/>	<input type="checkbox"/>	
Property in safe	<input type="checkbox"/>	<input type="checkbox"/>	
Property given to relative	<input type="checkbox"/>	<input type="checkbox"/>	

Your workplace may have a policy about the way dates are written. Find out what it is and write dates in this way.

- 04/08/1934
- 4/8/34
- 4th August 1934

There may be words anywhere on the form that are new to you. You can:

- look them up
- ask what they mean.

Before you begin filling information in a form:

- read the form through
- find out the meaning of anything you do not understand
- check you have all the information you need.

When you are filling in a form, make sure:

- you follow the instructions on the form
- your writing can be understood by anybody reading the form
- you copy accurately.

Afterwards, read what you have written to check:

- all the information is in the proper places
- the information is accurate
- words are spelt correctly.

If you need to, write in pencil first, check it through, make changes and complete in pen.
Or you could make a photocopy and practise filling it in.

Activity: What do these words mean?

Words	Meanings (give examples)
Forenames	
Surname/Family name	
DOB	
Title	
Next of kin	
Qualifications	
BLOCK CAPITALS	
Marital status	
Dependents	
Initials	
Position applied for	
Delete as appropriate	
For office use only	

Answers: What do these words mean?

Words	Meanings (give examples)
Forenames	<i>first name e.g. Joseph, Janet, Robert</i>
Surname/Family name	<i>last name e.g. Brown, Smith</i>
DOB	<i>date of birth – the date you were born</i>
Title	<i>Mr, Mrs, Ms, Miss, Lord, Dr</i>
Next of kin	<i>the person most closely related to you e.g. parents, spouse</i>
Qualifications	<i>skills you have gained and have a certificate for</i>
BLOCK CAPITALS	<i>use capital letters/ upper case</i>
Marital status	<i>whether you are single, married, separated, widowed or divorced</i>
Dependents	<i>people you are responsible for e.g. children under 16/husband/parents</i>
Initials	<i>first letters(s) for first names(s)</i>
Position applied for	<i>the job you want to be considered for</i>
Delete as appropriate	<i>cross out the ones that don't apply</i>
For office use only	<i>do not write in this space</i>

Clinical/Non Clinical Incident Report

- Please complete in BLACK INK
- Please complete a separate form for each person involved
- Incidents involving death/serious injury should be reported **immediately** to the hospital duty manager.

A. What type of incident are you reporting?

Staff Incident Patient Incident Near Miss Visitor/member of public incident
Vehicle Incident Fire Incident Security incident Violent incident

B. Where and when did the incident occur?

Hospital: _____ Dept/Ward: _____ Exact Location: _____
Date of Incident: Time Of Incident (24 hour clock): Hrs

C. Who was affected by the incident?

In-patient Out/day patient Staff Visitor
Student Contractor Bank Staff Volunteer

Full Name: _____ Sex: Male Female

Home Address: _____
Date of Birth

Consultant: _____

Speciality: _____

If a member of staff, bank or agency please complete the following section:

Full Time Staff/patient No: _____

Part Time Occupation: _____

No of hours per week: _____

Grade: _____ Directorate/Dept: _____

D. Please give details of incident/near miss

(What happened? Contributory factors? Property/equipment involved?)

Please record facts only not opinions.

Equipment: Manufacturer: Model No: Serial No:

E. Did the person suffer injury/ill health? Yes No

What was the type of injury/ill health? (see list??) _____

Which part of the body was affected? (see list??) _____

What was the person doing at the time of the incident? (see list??) _____

F. Please give details of any attention the person received, and from whom.

(e.g. Treatment, advice, referral etc)

G. What measures have been taken to prevent reoccurrence? Investigation results etc. To be completed by the department manager. Give details of action taken to make situation safe, prevent reoccurrence, training identified etc)

Please continue on a separate form if necessary and attach securely to all copies of the form.

H. Mandatory Signatories. Please refer to Incident reporting policy for guidance on completing this section

Is this incident reportable to the HSE under the RIDDOR Regs? (See list??)

YES NO Reason: _____

To be completed by person completing form

Incident Severity Grading:-

Severity x Likelihood of reoccurrence = Risk Rating

Report completed by:

Full Name

Position

Signature

Date

Time

Witness: (please attach statement)

Full name

Position

Signature

Date

Time

For Office use only

Incident Severity Grading:- Severity x Likelihood of reoccurrence = Risk Rating

NPSA Grade: GREEN / YELLOW / ORANGE / RED

Safety Officer/Clinical Risk Manager Signature

ADDITIONAL INFORMATION SHEET

Please complete this form and send attached to the incident reporting form, if more time is required for investigation then please send on this form within 4 weeks of the incident date.

A. Personnel details of incident

Trust Incident Reporting Number:

Name of person affected by incident: _____

Date/Time/Location of Incident: _____

Hospital Number (if applicable): _____

Consultant: _____

Name and contact details of person completing form:

B. Details of Incident/near miss (Continued)

C. What measures have been taken to prevent reoccurrence? Investigation results etc

Name:

Signature:

Date:

Handout: Reporting an accident – a case study

All accidents need to be reported and recorded in writing. This is Maureen's account of an accident that happened while she was on night duty.

I was doing the rounds of the wards as usual on Thursday, 20 March. It was about 12.30am when I found Mr Green on the floor. I asked him if he was OK, and then pressed the call button. He said his arm was really hurting, so I told him not to move. I wrapped him in a blanket to keep him warm while we waited for help. Mr Green told me that he had been trying to reach for a glass of water. His pillow had slipped when he reached for the glass and he fell out of bed.