social work
inspection agency

On the record – getting it right:

Effective management of social work recording

Improving Practice in Scotland

Practice Guide

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Acknowledgements

In preparing this guide we engaged in discussion with a range of people delivering social work services in the local authority, voluntary and private sectors. We consulted with the national and local practitioner forums which were set up as part of *Changing Lives.* We received comment and contributions from local practitioner forums in Aberdeen, East Lothian, Stirling and Renfrewshire. We also received comments from colleagues in Dundee City Council, the SSSC and Scottish Government. We would like to thank all the people who took time to offer comment and contributions.

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Introduction

The Social Work Inspection Agency (SWIA) was established in April 2005 to work with others to continually improve social work services, so that they meet people's needs and the public has confidence in them. SWIA is now, in 2010, in a position to draw together what we have learned from our full review of all 32 local authority social work services.

In March 2010 SWIA will publish a report providing an overview and high level synthesis of our performance inspection programme 2005-2009. This will give a unique insight into social work services in Scotland.

This paper complements the overview report and deals specifically with one of the key messages from our analysis of all the performance inspection findings. That is effective management of social work recording had a direct impact on the quality of social work services for people who used them.

We look firstly at the creation of social work records and raise a number of current issues for practitioners and managers. We then look at quality assurance of social work records, including the findings from SWIA performance inspections on the impact of management scrutiny of social work records.

This guide is applicable to practitioners delivering social work services in the voluntary and private sectors as well as those working for councils.

1 Social work recording

1.1 What do we mean by social work recording?

We mean all the written material contained in the social work files of people using social work services. Social work files may be wholly or partly electronic or they may be in hard copy.

Recording is a crucial part of day to day social work practice and takes up a substantial amount of practitioners' time. Recording involves:

- writing down the work you do;
- noting the progress people make towards their desired outcomes;
- including the views of the person;
- analysis and assessment; and
- the life history of the person and its interpretation.

Good records are an essential tool for practitioners to reflect on their on going work with people and plan future work. When shared with the person whose file it is they encourage transparency.

Recording is also part of the code of practice for social services workers[1] published by the Scottish Social Services Council (SSSC). The purpose of this code is to set out the conduct expected of social service workers and to inform people using social work services and the public about the standards of conduct they can expect from social service workers. Recording comes under section 6:

'As a social service worker you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.'

This includes:

'Maintaining clear and accurate records as required by procedures established for your work.'

1.2 What is the purpose of social work recording?

- documenting the involvement with the individual;
- informing assessment and care planning;
- enabling practitioners to review and reflect on their work;
- assisting practitioners to identify any patterns;
- ensuring accountability of staff;
- meeting statutory requirements;
- providing evidence for legal proceedings;
- enabling continuity when a new worker takes over the case;
- providing performance information;
- forming a biography – for example, for a looked after child to read at a later date to provide them with their history;
- providing evidence for inquiries or reviews; and
- assisting partnership working between workers and people using their services.

1.3 Good recording should:

- be drawn up in partnership with the person whose record it is;
- record the views of the person whose record it is, including whether they have given permission to share information;
- be an accurate up to date record of work, which is regularly reviewed and summarised;
- include a record of decisions taken and the reasons for these decisions;
- include a chronology of significant events;[2]
- be evidence based and ethical;
- separate fact from opinion;
- incorporate assessment, including risk assessment where appropriate;
- include an up to date support/care/action plan; and
- record race/ethnicity, gender, religion, language, disability.

1.4 Information sharing

Data protection legislation has given people who use services greater access to what is written about them. Front line workers must bear this in mind when they are writing in their files. This can require some professional sensitivity when workers write down what they consider the necessary information about a person they should be aware of how it would feel for that person to read what they have written.

Effective joint working depends on practitioners regularly sharing personal information with other agencies. Practitioners should be open and honest with the person (and/or their family where appropriate) from the beginning about why, what, how and with whom their information will, or could be shared. Practitioners must seek people's agreement to share their information, unless it is unsafe or inappropriate to do so.

Information sharing has a key role in the assessment and management of risk. The Multi-Agency Public Protection Arrangements, for example, place a duty on agencies to co-operate with the responsible authorities (Police, local authorities, the Scottish Prison Service and the Health Service) and this includes information sharing.

Social work services have information sharing protocols in place with guidance for practitioners. National guidance is provided on the Scottish Government website and there is a helpful pocket guide produced as part of HM Government information sharing guidance.[3]

1.5 What practitioners say about recording

Despite recording being a key part of social work practice, front line staff often experience it as a tedious chore that gets in the way of practice rather than enhancing and enabling it. Practitioners often express the view that actually 'doing the work' is more important than 'writing it down.' Practitioners often complain that they now spend too much time in front of computers and that this is not why they came into social work.

Research[4] into social workers' attitudes to, and experience of recording found it to be a topic which provoked many strong and ambivalent feelings. Other issues reported were:

- lack of training in recording;
- variable standards in recording practice;
- some difficulties in reconciling the readership of files – in particular around sharing recording with people using services; and
- the view that recording had become a 'tick box' form filling task in recent years.

Feedback from local practitioner forums in Scotland reflected similar issues. Generally the forums welcomed this guide on recording, recognising good recording as core to social work. Staff found it hard to prioritise recording over other demands on their

time, for example, home visits. Further, they were not always clear what level of detail should be recorded. They understood this depended on the type of work being done and the risks involved but wanted more clarity about this. For example making decisions on particular cases where summaries would be sufficient. They also said that forms or templates to be applied to recording were constantly changing. Electronic recording was welcomed by some and criticised by others. Some considered electronic files were inherently better organised, easier to read and accessible to other workers. On the other hand some practitioners found recording systems with a number of different fields and headings, though easier to complete, were harder to read than a traditional paper file.

1.6 Electronic recording

SWIA found electronic recording systems were being used to different degrees across Scotland. Some councils used primarily electronic records, others primarily paper ones. Most councils used a mix of electronic records and paper files and many were in transition. Not all staff had access to PCs and this was sometimes a barrier to good recording practice.

Some electronic systems were not designed to be printed out yet manual records remained in place. This could lead to neither record being complete with the danger that information could become fragmented or lost. During the transition from paper to electronic recording it is essential that staff cross refer between paper and electronic records. Information sharing and access are particularly difficult to arrange when the information is split between electronic and paper systems. Staff should be provided with clear guidance about what information should be recorded and where.

Lord Laming notes in his follow up report in March 2009[5]:

"There are definite advantages to electronic record keeping in place of the previous often inaccessible paper files. Technology offers the potential for professionals to share information more effectively, to make information more accessible, and to use systems to manage the workflow of children's services."

He goes on to suggest that despite practitioners and managers being committed to the principle of electronic systems they had some concerns about their design. He heard from staff of fears that professional practice and judgements were being compromised by some recording systems. He found a wide variation of systems in England, some of which supported practice and some which did not.

There is no doubt that performance information can be gathered more easily from electronic recording systems. However care must be taken to ensure that both the casework and the management information functions can be served by the system in place. IT strategies need to be clearly linked with recording policies to ensure any developments in recording systems support professional practice.

To aggregate information from individual files, there needs to be some uniformity in what is recorded and in what form. Electronic records make this much easier. However front line staff complain that all too often they are asked to record information not immediately relevant to their day to day work with the person.

Accuracy in case recording is of fundamental importance whether the records are electronic or paper. A person's name spelt incorrectly or one digit being wrong in a date of birth can be replicated across the system with serious consequences. Information must be regularly checked for accuracy.

Recording in joint or integrated teams posed some difficulties. Practitioners in integrated teams sometimes had to record information about the people they were working with in two different formats. For example, information had to be entered on both the social work and the health system and neither accepted the other's agreed format. Some staff did not have easy access to both systems. In best practice, integrated teams agreed jointly what core information was required and allow practitioners to record the same information in both systems.

Advantages of electronic recording

- you can find information more easily when there is a crisis;

- no need to interpret illegible, handwritten case notes;

- much easier for you to immediately insert information – even if you are not the allocated worker;

- managers at all levels in the organisation are able to access individual case records relatively easily;

- ease of access for out of hour's staff and other agencies;

- enables information to be gathered about unmet need; and

- easier to set up performance information systems which allow aggregating of information from individual files.

The Scottish Government is developing the 'eCare' framework to enable the multi-agency electronic sharing of personal information using a multi-agency store. From 2009 the eCare framework could be used for electronic single shared assessments for people using community care services. It could also be used by children's services practitioners to share information relating to child protection. Further eCare developments will be the *Getting it right for every child* multi-agency assessment and within community care to support joint reporting on outcome measures.

The Lanarkshire Children's Services eCare Project designed, developed and piloted the child protection messaging framework for Scotland. Their child protection messaging pilot was the first live electronic information sharing for children in Scotland between social work, health and education using the multi-agency store. Child protection messages help practitioners within and among agencies to easily share information timeously and so enhance working together to protect children from risk of harm.

In summary electronic recording, which is becoming the norm, offers clear advantages for practice. The development of eCare enhances multi-agency information sharing and strengthens joint working. However some social work services are closer to full

implementation than others and the transition from paper to electronic systems does pose short term challenges. It is essential that developments in electronic systems are explicitly designed to support professional practice.

1.7 National frameworks

Getting it right for every child

This is a new practice model that is being introduced in stages throughout Scotland.[6] The overarching concept of *Getting it right for every child* is that of a common, co-ordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it. The practice model includes a structure for gathering and recording information on children and their families. This framework ensures that information is gathered in a consistent way which will make it easier for agencies to share what they know and as a result meet children's needs as soon as they are identified.

This new model provides practitioners with a structure for information gathering and should lead to more consistency in children's records. However it will still depend on practitioners' good information gathering and recording skills. This has been demonstrated in the earlier evaluation of the Integrated Assessment Framework pilots.[7] This found that parents and workers were able to see the benefits of the co-ordinated partnership approach in focussing on the child's needs but also drew attention to inadequacies in some of the recording. The report suggested that substantial changes were needed in recording to ensure that factual information was precise and its sources documented. They concluded that more attention was needed to recording the 'what, who, when, where and how of events, household routines, social interactions and networks'.

We found the new practice model to be work in progress and councils had not yet fully embedded the use of this framework. Data sharing arrangements were still problematic in some areas. Where councils and their partners had begun to use a common

framework it still tended largely to be a social work document into which they 'cut and pasted' contributions from other agencies. The electronic framework and tools to support delivery are still being developed by Scottish Government.

Single shared assessment

The single shared assessment[8] is a national framework which has been designed to ensure faster access to the health and social care services people need by co-ordinating access through one lead professional.

The single shared assessment seeks information once, through a lead professional who co-ordinates documents and shares appropriate information, co-ordinates all contributions, and produces a single summary assessment of need. The assessment should actively involve people who use services and their carers and should seek to provide outcomes acceptable to them, and to all agencies that are involved.

The single shared assessment applies to 'simple', 'comprehensive' and 'specialist' assessments. 'Simple' assessments apply where needs or a request for services are straightforward and can be dealt with by a low level response. 'Comprehensive' assessments apply where the person has a wider range and complexity of needs. Comprehensive assessments are more likely to involve contributions from more than one agency. 'Specialist' assessments may apply to simple needs of a specific nature or particularly complex needs requiring investigation by a professional with recognised expertise.

Single shared assessment for older people was introduced from April 2003 and extended to all community care groups from April 2004. Although every area has an assessment tool, single shared assessments are not yet fully embedded throughout Scotland. Most single shared assessments are still completed by social work staff, rather than health or other staff. In some areas housing staff have been trained to complete simple assessments. Although progress has been made in some areas, there remain barriers to linking up the electronic systems of the different agencies.

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Good recording cannot be achieved simply by providing a framework for practitioners to use. Front line staff also require support to develop their recording skills and the time to produce good quality records of their work.

1.8 The importance of recording – learning from inquiries

Recording is a vital part of the social work task and inquiries into social work service failures over the years have identified it as a significant area of concern. This is true across all care groups.

Here are a few examples from Scotland:

The investigation into the management of the post-release supervision of a sex offender in 2005[9] found that the supervising officer had kept only brief notes which made it impossible for anyone reading them to get an impression of the quality or content of the interactions with the offender. The notes were simply not detailed enough and were not signed every 2 weeks, as they should have been.

"Given the assessed risk posed by the offender we considered that the supervising officer should have kept much better records of the case. The notes often consist of only a few lines, and it is impossible to get an impression of the quality or content of the interactions with the offender. In a case of this seriousness, it is important to keep a full and clear record of all information on the offender and any interaction with third party agencies or individuals relevant to the case. The North Lanarkshire sex offenders' protocol document sets out that a senior social worker will sign case records on sex offenders at two-weekly intervals. There is no evidence in the case file that the senior social worker in the Justice Throughcare team did this." (Page 9)

This led to the following recommendation:

"Senior social work managers should ensure that high risk offender case records are of the highest quality and represent an accurate and thorough account of work with the offender."

In 2003 the Minister for Education and Young People asked the Social Work Services Inspectorate to carry out an inspection into the social work services provided to people with learning disabilities by Scottish Borders Council. This followed the discovery of the physical and sexual abuse of a woman with learning disabilities over an extended period. Within a similar timescale the Mental Welfare Commission carried out an investigation into the involvement of health services in this woman's care and treatment.

The main findings from both investigations include reference to poor standards of recording and a lack of care plans.[10]

"Very poor standards of case recording falling well below acceptable practice."

"Lack of care plans identifying the purpose of contact with individuals."

The follow up joint inspection reported in 2005.[11] All staff interviewed during this follow up inspection reported that recording was now a major priority. One social worker said:

"Writing things down is crucial. You have to evidence what you are doing."

However some still found it a challenge saying:

"I sometimes struggle to maintain the standard that is expected of me."

And another:

"The amount of paperwork has quadrupled – has become more important than working with people."

The report concludes that there had been a huge drive to improve the quality of case recording and by May 2005 there was a significant improvement in the quality of social work files.

The significant case review into the death of Brandon Muir[12] also has the theme of recording running through the report. The review report notes the effective recording of one social worker (regarding two other children). In these records there was a clear focus on the children's needs and evidence that regular discussions had taken

place in supervision between the social worker and team manager. These records were also regularly signed by both staff.

On the other hand the report states:

> *"However the standard of record keeping was generally below an acceptable standard. …I found examples of important discussions not being recorded on case files. …All agencies need to ensure more detailed recording particularly of critical issues"*

The findings of these inquiries highlight the importance of good quality social work recording and the serious implications for people using social work services when recording is not of an acceptable standard. Yet recording does not always receive the attention it deserves. We talked earlier about practitioners having ambivalent views on the importance of recording and not always seeing recording as a core part of the social work task.

2 Recording – raising standards, ensuring quality

2.1 Professional writing – example of good practice

Aberdeen City Council and Robert Gordon University have produced a guidance booklet for social work practitioners on 'Professional Writing'. They recognised that many newly qualified social workers were not well enough prepared for the professional writing required in their first statutory post. Following extensive consultation, a literature review and a conference, a working group produced the booklet. The booklet covers all forms of written communication used by social workers today. This includes text messages, e-mails, case recording, letters, memos, minutes, support plans, chronologies and reports.

(Professional Writing Guidance Booklet for social work practitioners, Aberdeen City Council and Robert Gordon University, August 2009)

2.2 Supervision and audit

First line managers have a key role in assuring the quality of practice. One of the ways they do this is through individual supervision or where appropriate, group supervision. Supervision has always been a fundamental part of social work practice. In recent years there has been a lot of debate about its place in modern management. Some have suggested there is a tension between professional supervision and the demands for performance and workload management. Others argue that supervision is key to developing and sustaining quality standards in service delivery.

Good supervision helps front line workers to stand back from, review and reflect on their work. During supervision, first line managers help staff look critically at their reasoning and objectively at their practice as important decisions are made about individual cases.

Decisions made about individual cases in supervision are a core part of the case record. These decisions should be clearly recorded on the individual file as an integrated part of the record.

Although there is an extensive body of literature on supervision and considerable local guidance, a number of inquiries into service failure have included recommendations about improving supervision practice. Recent examples in Scotland are: The Western Isles report,[13] the Colyn Evans review[14] and the Kerelaw Independent Inquiry[15] which all made recommendations about supervision. Many other inquiries over the years have made similar comment.

> *"Supervision is the cornerstone of good social work practice and should be seen to operate effectively at all levels of the organisation."*[16] (Laming, 2003)

Recommendation 45 page 121 also highlights the key role of supervision of records:

> *"Directors of social services must ensure that the work of staff working directly with children is regularly supervised. This must include the supervisor reading, reviewing and signing the case file at regular intervals."*

2.3 Effective file audit

There are different levels and purposes to the audit of files. Day to day management audit is part of the line manager's ongoing oversight of the practitioner's work with the person. Councils also audit files as part of internal or external scrutiny. Different audits can also focus on different types of information, depending on their purpose.

> *"Practice audit has become part of the supervisory system. It is the means through which practice is overseen and scrutinised*

(inspected), and feedback is given (correction or congratulations) and verified as fit for purpose." Cunningham, Supervision and Governance 2004[17]

Records do not always accurately reflect the work that is being carried out. Some excellent practitioners are not as skilled at recording and on the other hand poor practice can be hidden by well kept files. First line managers have a key role in assisting their staff in developing good recording skills which enhance their day to day practice.

Front line workers are less likely to feel threatened by file audits where they are simply a routine part of day to day line management. Practitioners are less likely to see recording as a burden if it is recognised as a significant and relevant part of their workload. 'Recording with care'[18] found that where regular audit took place the quality of case recording was improved. Guidance for first line managers should make clear their responsibility to regularly scrutinise case files.

SWIA found great variation in how different local authorities audited their case files. Some had arrangements in place for regular audit, some audited in preparation for inspection and some following inspection.

> *"Quantitative audits consider whether the file is up to date, contains all the relevant documentation and that the documentation has been properly completed. Qualitative auditing considers the quality of the recording on file, and whether it reflects good practice. Both are necessary. The record may be up to date and contain all the relevant documentation, but the quality of the recording may be poor or inappropriate to the needs of the child, similarly the record may be of a high standard, but out of date.'* Write Enough[19] effective recording for children's services."

To carry out effective file audits managers must ensure its reliability. You must be systematic, perhaps using a standard form, such as that used by SWIA. You must choose the right people to carry out the audit and they should be trained. Using staff from one practice

area to read files from another area introduces objectivity and usually works well. Some authorities now involve staff from other authorities in auditing files. This would also work well with voluntary and private organisations. Appendix 1 of the 'guide to supported self-evaluation'[20] provides guidance on carrying out reliable file reading.

Council staff read files alongside SWIA inspectors during our performance inspections. This 'peer review' was important to our methodology. There was a high level of agreement between the SWIA inspectors and the local authority file readers in their evaluation of the practice reflected in the case files. We also found that the local authority staff who took part in the file reading exercises generally enjoyed the experience and went away feeling it had been useful. In particular they found stepping away from day to day practice and looking at files themselves instructive. Many said they had valued the opportunity and would use what they had learned as managers and practitioners. Local file readers often took away a copy of our template for their own use. Many councils use the SWIA template[21] for their own file audits.

HMIE child protection inspections take a different approach to file reading. They do not audit the files using a standard form but rather gather evidence from the files against their quality indicators, themes or features which are scoped into the inspection. They do not just read social work files but also read education, police, SCRA and health files for children involved in the child protection system.

2.4 SWIA file reading

File reading plays a central role in all SWIA inspections. In the course of the performance inspections, criminal justice inspections and the various multi agency inspections we have read over 5000 case files across Scotland.

As described above, SWIA inspectors read the files alongside staff from the local council they were inspecting. Around 300 council staff have taken part in SWIA file reading across Scotland.

The evidence here is taken from the analysis of 3,075 case files we read across the different councils as part of our performance inspections. In this section we focus on information about management scrutiny of files kept by staff and evidence of worker supervision in the files.

We wanted to find out if there was an association between management scrutiny of case files and supervision on the quality of assessments and on the outcomes for people who used services.

During file reading we looked for evidence of three different types of management activity:

Worker supervision
We noted whether or not there was evidence in case files of the impact of worker supervision.

First line manager
We noted whether or not there was evidence in case files that first line managers regularly scrutinised them.

Senior manager
We noted whether or not there was evidence in case files that senior managers had periodically scrutinised them

2.5 Analysis of SWIA findings

We analysed our collated file reading data. Though statistically not entirely conclusive, overall the evidence suggested that all three different types of management activity were associated with positive results in terms of quality of practice and general improvement in individuals' circumstances.

All three types of management activity were associated with better quality of the most recent assessment on a file. This is particularly true for files where we found evidence of worker supervision. This suggests that management scrutiny of case records may be improving the quality of assessment.

All three types of management activity were also associated with better quality of risk assessment on a file. This is again particularly true of case records where we found evidence of worker supervision. This suggests that management scrutiny of case records may also be improving the quality of risk assessment.

We looked for evidence in files of general improvement in individuals' circumstances. We also looked at the extent to which this improvement was due to effective social work services and/or effective collaboration between services.

There was a positive link between management scrutiny and the extent to which improvements could be attributed to effective social work. There was also an association between management scrutiny and the extent to which improvement could be attributed to effective collaboration between services.

Key messages from inspection
SWIA found management scrutiny of case records was associated with :

- Quality of assessment;
- Quality of risk assessment;
- General improvement in an individual's circumstances through effective social work services; and
- General improvement in an individual's circumstances through effective collaboration between services

Key point
The quality of case recording is improved by regular audit.

2.6 What have we learned about supervision?

We looked for evidence of the impact of worker supervision on the files we read. This was very variable across Scotland. In one council 82% of the files read had evidence of worker supervision. On the other hand in another authority just 6% of files had evidence of supervision.

Some councils provided staff with clear guidance that all decisions taken in supervision should be recorded in individual case files. Some councils used templates, which could be inserted into case files to record supervision, which made this easier. Some electronic systems had well designed supervision screens linked to individual case records.

We carried out surveys of staff as part of our inspections. We asked about supervision. For Scotland as a whole 71% of those who responded agreed that they received an adequate level of supervision to undertake their role and 17% disagreed. (The range of agreement in individual authorities was 58-83%).

Staff surveys, therefore, suggest that supervision is taking place more widely than it appears in case files. We know, however, that not all supervision procedures require that when casework decisions are made in supervision they are recorded as such in individual case files.

Key messages

- Supervision remains a core part of social work practice;
- The majority of staff responding to our staff surveys throughout Scotland consider they receive an adequate level of supervision; and
- Evidence of staff supervision on case files is very variable throughout Scotland.

Conclusion

This guide has looked at what SWIA has learned, from inspections across Scotland, about effective management of social work recording.

What worked well?

- clear and specific written guidance for staff on case recording;
- well designed electronic recording systems which enhance practice in case recording;
- IT strategies linking with case recording;
- training in recording skills;
- training in supervision skills for practitioners and managers;
- supervision procedures linked to case recording procedures;
- responsibilities of senior and first line managers regarding case recording clearly laid out in written procedures;
- evidence of supervision discussions/decisions on the case file; and
- well designed audit tools and templates.

Recording is a key tool in front line practice and in the management of front line practice. Recording also has an important role in identifying outcomes for the person using the service as well as gathering performance information to inform service development

Supervision is key to quality assurance of social work practice. SWIA found supervision practice to vary throughout Scotland. There were good examples of supervision procedures clearly linked

to case recording procedures and training in supervision skills. However evidence of supervision in case files was variable.

SWIA looked in particular at the impact of management scrutiny of case files and supervision on the quality of assessments and on the outcomes for people who used services. We found that scrutiny was associated with improved quality of assessments and general improvements in individuals' circumstances due to effective social work services.

In summary we found that effectively managing social work recording had a direct impact on the improved quality of social work services for people who used them.

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Appendix

Useful books, reports and resources

Write enough

http://www.writeenough.org.uk/ 2003

This is an interactive training pack which aims to support good practice in recording. The pack is available through the internet as a website and as a CD-ROM version. The pack is directed at staff working in children's services in England. As a result the legislation is English and the examples relate specifically to working with children. However much of what is covered is equally relevant in Scotland and to other care groups. For example recording skills, purpose and principles of good case recording, and pitfalls in recording.

Recording with care

This is a report of an inspection by the Social Services Inspectorate in England in 1999. They inspected case records in 7 social services departments. The report includes a case recording policy checklist and a practice checklist. The report looks at: policies and procedures; sharing and access to records; the key elements of an effective record; use of information technology; equality of opportunity; and the management task. This is a useful and interesting report to read despite being 10 years old.

Recording with care – what people say and what needs to be done

Suggestions for managers on improving case recording in social services departments

This is a summary of the full report above and was designed to make the main messages more easily available to managers.

Both reports are available through the link below.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4010129

Morrison, Tony 'Staff supervision in social care' Pavilion Publishing (Brighton) 2006 (third revised edition)

This book takes an action learning approach. The book is written for social workers and managers at all levels in social care work who are involved in staff supervision. The book includes useful checklists, reflections and exercises. The book covers: supervision policies, principles and purposes; contracts and structures for supervision; problem solving approaches; accountability, appraisal and control; tackling difficult processes; and stress management, staff support and self-care for supervisors.

Scottish Social Services Council Code of Practice for social workers and employers

http://www.sssc.uk.com/NR/rdonlyres/761AD208-BF96-4C71-8EFF-CD61092FB626/0/CodesofPractice21405.pdf

HM Government information sharing guidance (October 2008)

This is a suite of materials including guidance for practitioners and managers; a pocket guide; a credit card sized quick reference guide; posters; case examples; further guidance on legal issues; endorsements and statements.

http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00340/

Statham, Daphne (Ed) 'Managing front line practice in social care' Research highlights in social work 40 2004

This is a useful book with contributions from key figures in social care training and management. It focuses attention on the management of practice and accountability within services and to people who use services.

This guide is available in pdf format on our website:
www.swia.gov.uk