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|  | ***Learner Resource*** |
| **Recording Skills**  **For Adult Services** | |

Version 1.1 – 10/2022

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For further guidance and assistance with any issues regarding record keeping, please contact your line manager/supervisor. 10

# General Principles of Recording

## Activity 1

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|  | *Activity*  Write down the reasons why we keep records, what type or reports and records we generate and also the legislation and procedures we are governed by.  Why do we keep Records?  Reports & Records we produce?  Legislation and procedures, we are governed by with regards to recording? |

# Objective and Subjective

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|  | *Information*  Objectivity  Recording exactly what you have seen or heard, not influenced by emotions, opinions or personal feelings.  Subjectivity  Involves your own opinions and assumptions, based on emotions and personal feelings.  Anything objective sticks to the facts, anything subjective has feelings.  Objective: It is raining.  Subjective: I love the rain! |

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|  | *Information*  A fact is something that has definitely happened e.g. Mr Clark had toast for breakfast.  Facts can be checked  Assumption  If we accept something is true without proof, we are making an assumption e.g. I’m sure Mr Clark had toast for breakfast. He always does.  In fact, today he didn’t. He had fruit.  Mr Clark had toast is an assumption.  Speculation  If we guess the reason for something, we are speculating, e.g.  Mr Clark was talking to himself. I think he was hallucinating.  In fact, he was just singing to himself.  I think he was hallucinating is speculation. |

# Fact and Opinion

## Activity 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | *Activity*  **Distinguishing Fact and Opinion**  Consider each of the statements below. For each one decide whether it is a *Fact* or an *Opinion.*  Then have a go at rewriting each statement that you feel contains an opinion in a way that makes the difference between fact and opinion clear.  When rewriting the statements, think about (and give examples of) how you might substantiate your professional judgement/opinion.   |  |  | | --- | --- | | Statement | Fact or Opinion? | | 1. Being alone at home is depressing Jim. |  | | 1. On the last visit the living room was not safe for Mrs Smith and she is at a high risk of falls. |  | | 1. Jenny is very contented. |  | | 1. George has suffered skin breakdown. |  | | 1. Stuart has had multiple falls. |  | | 1. Harry has poor mobility |  | | 1. Pat has an unusual appetite (she has two Kit Kats with her breakfast every day). |  | |

**Characteristics consistent with Good Recording Practice**

**Ethical**

Non-judgemental in tone; uses respectful language; considers the person’s rights, consent and confidentiality as well as that of other people or professionals involved or referred to within it; doesn’t label, stereotype or put people into boxes.

**Lawful**

Adheres to the requirements of the Care Act 2014; takes account of other relevant legislation such as that around mental capacity, mental health, equalities and human rights; follows relevant national and local guidance, policy and/or procedures.

**Person-centred**

Accurately reflects the persons circumstances, tells their story; shows the person was fully involved as they wanted to be/as possible; considers capacity; clearly states the person’s views, wishes, feelings, beliefs and their desired outcomes.

**Strengths-based**

Looks at the person’s individual strengths, resilience, capacity and networks, as well as needs and risks; takes account of strengths and assets which may be available via the person’s immediate network, family, friends, neighbours and those available in the wider community.

**Appropriate**

Information is gathered and recorded in a way which is suited to the person’s circumstances in terms of their needs and preferences; involves the person as much as they want to be involved and allows them to lead the process as much as possible.

**Holistic**

Looks at the person’s life as a whole, all areas of their wellbeing, and any interdependence between different areas of this; considers whether, and to what extent, the person’s needs impact on their wider support network – for example, family and friends.

**Joined-up**

Involves other relevant people, for example, professionals where appropriate; takes account of, and references, other relevant assessments, reports and information which may be available.

**Proportionate**

Reflects the person’s view of what’s important and what is needed; the number of needs and people involved; the complexity of the situation; the likelihood of change; the likelihood and consequence of risk; the likelihood of dispute and how unusual the situation is.

**Accountable**

Is clear about what is fact, opinion, hearsay and where these originate from; explains rationale behind opinions, decisions and action/inaction; states what was done, by whom and why; is signed and dated.

**Analytical**

Weighs up information; is informed by evidence; explains meaning; identifies gaps; includes professional judgements, reasoned decisions and recommendations; avoids irrelevant speculation, subjective comments or personal opinions – for example, comments about the person’s life choices or character.

**Useful**

Includes clear outcomes for the person; reaches a conclusion about needs and eligibility, ensures links between need, impact, outcome and eligibility rationales are clear; includes actions and is clear about what will happen next – the ‘what’, ‘who’, ‘when’ and ‘why’; contains only relevant information.

**Well-written**

Is written in clear, correct English; logical and concise; uses empowering language; avoids repetition or duplication; uses plain English; reflects the principles of professional writing.

*RiPfA: Good Recording Practice Tool (Nosowska 2014)*

# Defensible Recording

## Activity 3

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|  | *Activity*  What do you think ‘defensible recording’ means? |

# Retentive Memory

## Activity 4

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|  | *Activity*  How good is your memory? |

# Abbreviations and accronyms

## Activity 5

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|  | *Activity*   |  |  | | --- | --- | | NFA |  | | CSC |  | | CASP |  | | VARM |  | | SALT |  | | OPG |  | | CASA |  | | AMHP |  | | HV |  | | KLOE |  | | FNC |  | | MHA |  | | LPA |  | | QDMO |  | |

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# Helpful Resources and Information

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|  | *Information* Grammar and Vocabulary  1. Verbs HAS to agree with their subjects. 2. And don't start a sentence with a conjunction. 3. Avoid clichés like the plague. (They're old hat.) 4. Also, always avoid annoying alliteration. 5. Be more or less specific. 6. Parenthetical remarks (however relevant) are (usually) unnecessary. 7. Also too, never, ever use repetitive redundancies endlessly over and over again. 8. No sentence fragments. 9. Foreign words and phrases are not always apropos. 10. Do not be redundant; do not use more words than necessary; it's highly superfluous and can be excessive. 11. All generalizations are bad. 12. Comparisons are as bad as clichés. 13. Don't use no double negatives. 14. Avoid excessive use of ampersands & abbrevs., etc. 15. One-word sentences? Eliminate. 16. Eliminate commas, that are, not necessary. Parenthetical words, however, should be enclosed in commas. 17. Never use a big word when substituting a diminutive one would suffice. 18. Don't overuse exclamation points!!! 19. Use words correctly, irregardless of how others use them. 20. Use the apostrophe in it's proper place and omit it when its not needed and use it correctly with words' that show possession. 21. If you've heard it once, you've heard it a billion times: Resist hyperbole; not one writer in a million can use it correctly. Besides, hyperbole is always overdone, anyway. 22. Puns are for children, not groan readers. 23. Go around the barn at high noon to avoid colloquialisms. 24. Who needs rhetorical questions? However, what if there were no rhetorical questions? 25. Exaggeration is a billion times worse than understatement. 26. Avoid "buzz-words" or jargon; such integrated transitional scenarios complicate simplistic matters. 27. People don't spell "a lot" correctly alot of the time. 28. Each person should use their possessive pronouns correctly. 29. Proofread carefully to see if you any words out. 30. The dash - a sometimes useful punctuation mark - can often be overused - even though it's a helpful tool some of the time. 31. Proofread carefully to make sure you don't repeat repeat any words. |

## Useful Links

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|  | *Additional Information and Guidance*  The Corporate Style and Identity Guide available on the Intranet, [Intranet - Corporate Identity and Style Guide (eastriding.gov.uk)](http://insight.eastriding.gov.uk/directorates/per/communications/design-team/corporate-style-guide/)  Clutter Guide available from ERSAB website:  <https://downloads.eastriding.org.uk/ersab/policy-and-guidance/working-principles/ERSAB%20Hoarding%20Protocol.pdf>  Characteristics of good recording checklist available from:  <https://outcomes.ripfa.org.uk/wp-content/uploads/2016/06/Characteristics-of-good-recording-checklist.pdf>  Social Care Case Recording Procedure for Adult Services  <http://insight.eastriding.gov.uk/search/?q=social%20care%20case%20recording%20procedure>  Tips for Recording Conversations – Research in practice for adults  [Tips-for-recording-conversations.pdf (ripfa.org.uk)](https://outcomes.ripfa.org.uk/wp-content/uploads/2016/06/Tips-for-recording-conversations.pdf) |

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