SOCIALTILSYN

LOV OM SOCIALTILSYN

SOCIALTILSYNETS OPGAVER
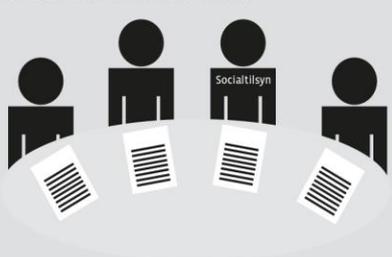
Socialtilsyn

KONTROL OG UDVIKLING

NATIONAL KONTEKST

5 +1

INFORMATIONSKILDER

Tilbudsportalen

KVALITETSMODELLENS

7 TEMAER

DET RISIKOBASEREDE TILSYN SOM PRINCIP

15 km

VURDERING AF ET TILBUD

§ + ≡ + = SAMLET VURDERING

DRIFTORIENTERET TILSYN

| INDHENTE OPLYSNINGER | TILRETTELÆGGE BESØG | BESØG | FÆRDIGGØRE VURDERING | OPFØLGNING |

Godkendelse

BEDØMMELSE

6
4
3
2
1
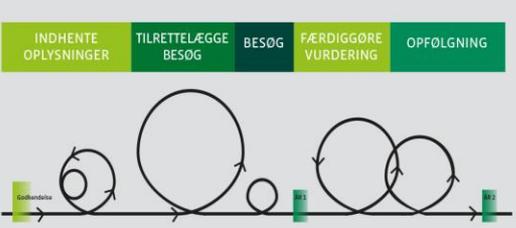
Context I: Social supervision in Denmark

➤ The social supervision is handled by 5 selected municipalities
- one in each region of Denmark.

➤ The 5 municipal councils are referred to as **The Social Supervisory Authorities**.

➤ **The Governmental Audit** of the 5 Social Supervisory Authorities is conducted by The National Board of Social Services (e.g. monitoring and professional support).

Context II: Model of Quality Standards

<u>What</u> is to be inspected?

The quality of social facilities shall be assessed on the following themes:

Education and employment

Autonomy and relations

Health and well-being

Target groups, methods and results

Organization and management

Skills and competences

Physical framework

"Synspunkter från tillsynsobjekt" – my case

- This presentation will take a *macro perspective* on supervisory practices and user satisfaction in Denmark: <u>How</u> is the supervision carried out? How does the supervisory authority *approach and cooperate* with the social facilities?

- The law stipulates that supervisory practices must be *dialogue-oriented* and are to promote *learning* and *development of quality* in the social service facilities.

- We take a look at *regional and national surveys* on supervision of social services and how supervisory practices is perceived to balance between:

  - Instruction versus dialogue
  - Sanctions versus learning
  - Control versus development
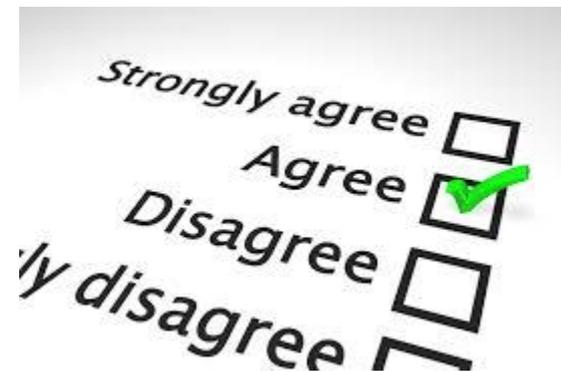
Perspectives investigated (I)

- In the <u>national surveys</u> (2015 and 2018) by the National Board of Social Services the satisfaction with the regional Social Supervisory Authorities is being examined by three main issues:

    - Satisfaction with overall cooperation
    - Satisfaction with the process prior to recent inspections
    - Satisfaction with the course of recent inspections

- The national survey is used by the National Board of Social Services to adjust its monitoring and professional support to the Social Supervision Authorities – and by the Ministry for Children and Social Services to adjust legislation.

Examples of topics investigated (I)

- The competences of the inspectors?

- The balance between control and dialogue during the inspections?

- The acceptance of new topics and inputs by the inspectors?

- Changes due to the assessments and conclusions made by the inspectors?

- Contributions to the development of quality in the facility?

Perspectives investigated (II)

- In the <u>regional surveys</u> (2015 and 2016) the regional social supervision authority focuses on the experience of the facilities regarding:

  - The specific inspections
  - Dialogue with the authority
  - The experience of being subject to increased supervision or obtaining an injunction
  - The use of the authority's website.

- The regional survey is being used by the authority for development of its supervisory practices and to optimize the cooperation with the social facilities in general.

Examples of topics investigated (II)

Inspections:

- The information given prior to inspections?
- The carrying out of the specific inspections?
- Follow up and reporting after inspections?

Injunctions and increased supervision:

- The dialogue during meetings with the supervisory authority?
- If the supervisory authority listened to facts and points of opinion, acknowleged and took these serious?
- If the supervisory authority had formulated injunctions and required actions by the facility in an understandable way?

Questions for further discussion

1. How do we evaluate our supervisory practices,
   so we reflect the perspective of the inspected?

2. What are the most relevant methods
   and respondents to make use of?

3. What are the experiences with evaluating
   supervisory experiences in your country?