

## **Professional Capabilities Framework for Social Work in England**

### **Guidance on using the 2018 refreshed PCF**

#### **Introduction and how to use this document**

The Professional Capabilities Framework (PCF) is the profession-owned backbone of social work education and professional development in England.

First devised in 2012, the PCF has been reviewed and refreshed through a process of extensive consultation during 2017 and 2018. This has been led by BASW in conjunction with Research in Practice. The review has preserved the best of the PCF and elements that consultation respondents considered to be most important and useful, while modernising, clarifying and developing key aspect. [A detailed overview of the refresh process is available on the BASW website.](#)

This process was overseen by a multiagency steering group including Skills for Care, Shaping Our Lives, Local Government Association, Principal Social Worker Networks – adults and children, Association of Directors of Adults Social Services, Association of Directors of Children’s Services, Department for Education and Chief Social Worker for Children and Families, Department for Health and Social Care and Chief Social Worker for Adults, Social Workers Union, Joint Universities Council for Social Work Education Committee, Association of Professors of Social Work, BASW Policy, Practice and Education Groups.

The changes and additions described below in this document should now be adopted by all. These changes are an evolution from what has gone before and while some changes to existing learning or workforce development materials will be needed, the refresh has been designed to be straightforward and non-disruptive to existing learning or workforce materials.

One of the key changes you will notice is the move to use of the collective third person ‘we’ in the domain descriptors. This emphasises the personal commitment and connection practitioners need to achieve the capabilities and show our professionalism.

There is also a theme of increasing reference to service user and carers views and expertise through the PCF.

Where possible, text has been kept the same, reduced in length (although this has not been possible in all sections) and turned into plain English

In this document you will find the following sections:

- 1. Alignment between PCF 2018 and KSS in the BASW/DHSC/DfE joint statement**
- 2. A definition of the PCF 2018**
- 3. A refreshed explanation of ‘capabilities’**
- 4. The PCF 2018 graphic**
- 5. An explanation of the three new ‘super domains’ – Purpose, Practice, Impact**
- 6. The nine refreshed domain descriptors**
- 7. The nine refreshed level descriptors**

The [detailed level descriptors](#) for each domain are available in a separate document. These have been reviewed but wherever possible have been kept substantially the same as previously and have just been brought into alignment with the refreshed domain descriptors.

Where the term ‘PCF’ is used below, this means exclusively the recently refreshed ‘PCF 2018’ unless otherwise stated.

See the separate document ‘[PCF 2018 Domain Level Descriptors](#)’ for detailed guidance on capabilities in each domain at every level.

## **1. Alignment of the PCF 2018 with the Knowledge and Skills Statements (KSS) for Adults and Children**

The PCF is not a curriculum content guide for all social work development and was not created to be such. Rather, it is the framework of generic capabilities and professional development onto which specific areas of practice knowledge and skill can be built (e.g. [capabilities for social work with older people](#)).

The need to align with the KSS has been raised throughout the refresh process. We have agreed a joint statement with the Department for Health and Social Care and the Chief Social Worker for Adults, and the Department for Education and Chief Social Worker for Children. This aims to simply state how the KSS map on to the Practice domains of the PCF.

In relation to the KSS, a joint statement between DHSC, DfE and BASW was issued on 2<sup>nd</sup> March 2018. This clarifies that ‘*The KSS set out what a social worker should know, and be able to do, in specific practice settings, in specific roles and at different levels of seniority. The KSS map onto the Practice domains of the PCF (Knowledge, Critical Reflection and Analysis, Interventions and Skills) and should help guide everyday practice.*’

[The full joint statement on the PCF and KSS can be read here.](#)

Work to align the PCF and KSS will be ongoing, through dialogue between BASW and the DHSC and DfE.

## **2. Definition of the PCF**

The PCF is the framework for social work practice and learning in England. It sets out nine common domains of capability that we expect to develop as social workers, and which others can expect of us. It promotes and underpins social work as ‘one profession’ across all specialisms and roles.

It supports social workers to meet the requirements of the professional regulator, specific guidance and policy for particular job roles, and is aligned with the International Federation of Social Workers (IFSW) global definition of social work through the BASW Code of Ethics for social workers across the UK.

The PCF does not define all the specialist knowledge, skills or learning content that may be needed in particular work contexts or roles. (For instance, the Knowledge and Skills statements are additional current governmental guidance on knowledge and skills for statutory children’s and adults social work in England). Rather, the PCF identifies how we

should act and approach our work through common capabilities that relate to our purpose, practice and our commitment to having an impact and making a difference to people's lives. It underpins our continuing professional development because it helps us identify and map how to learn and improve through the different stages and aspects of our careers. It supports employers, workforce leads, managers and supervisors as well as individual social workers in developing social work careers and ongoing professional learning.

The PCF has been our framework for social work in England since 2012 and its implementation across the sector – from qualifying training through to strategic workforce planning – is widespread and it is well embedded. The PCF may evolve as our profession and our learning evolve.

### **3. Definition of capabilities in the PCF**

Capabilities are *'An integration of knowledge, skills, personal qualities, behaviour, understanding and values used appropriately, effectively and confidently, not just in familiar and highly focused specialist contexts but in response to new, complex and changing circumstances'* (Adapted from Stephenson, 1992)<sup>1</sup>

The capabilities as described in the PCF provide the foundation and rationale for our practice and how we explain and are accountable for our actions. As we develop experience and expertise, our capabilities develop so we can take more responsibility, have more impact, and use our professional judgement in more complex and uncertain situations with confidence.

Developing capabilities at the nine levels in the PCF means developing the expertise and professional confidence needed not just to respond more expertly in familiar or repeatedly encountered situations and issues, but to respond effectively in unfamiliar and dynamic circumstances. Increasing our individual professional capability means becoming better able to apply and integrate knowledge and skills in practice.

The PCF guides social workers to develop their capabilities through the nine levels in dealing with situations of increasing risk, ambiguity and complexity.

Social workers should always explain their actions and understand the extent and limit of their capabilities and expertise. The PCF provides a common language across the nine domains to assist in this.

We will develop specific knowledge and skills areas relevant to particular contexts and roles as our career develops which will augment and build on the PCF capabilities and levels. Career choices and practice requirements may mean we develop in some domains more quickly or intensively than others. The PCF guides us to always reflect and consider our personal professional journey across all 9 domains which are all important in defining us as social workers.

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<sup>1</sup> Stephenson, J. (1992) "Capability and quality in higher education" in Stephenson, J. and Weil, S. (eds.) Quality in Learning: a capability approach in higher education. London: Kogan Page.

#### 4. The 'fan' graphic

A downloadable version of the new graphic is available here: [PCF 2018 Graphic](#)

There are 4 main changes to the graphic

- **Addition of the three 'superdomains'** – Purpose, Practice and Impact (see section 5)
- **The move of '1. Professionalism' to the bottom right side**, while retaining its original number of '1', to connect this more closely with Professional leadership and Organisations and Contexts, under the superdomain of 'Impact'. The rationale for this is also in section 5 below.
- **Addition of 'Equality' to the 'Diversity' domain:** While 'Rights and Social Justice' (Domain 4) overlaps with the legal and practice meaning of 'Equality', the Steering Group considered the issue of equality between and for diverse groups to be a particularly pressing issue in society – for instance, in a context of rising family, adult and child poverty and worsening health outcome differentials between groups. Having equality on the face of the framework also highlights the importance of specific equality legislation framing how we do social work and protect people's rights and dignity. It can be added without taking anything away from (and with minimal change to) the previous Diversity domain descriptor.
- **Addition of images of people to the image:** The steering group and those consulted agreed we should find a way to visualise a relationship between the PCF text and the fact we are a human service.

#### 5. The 'super domains'

The PCF 2018 introduces a new feature – the 'super domains'. These cluster the nine domains into three areas with the overarching titles of:

– **Purpose:** Why we do what we do as social workers, our values and ethics, and how we approach our work

– **Practice:** What we do – the specific skills, knowledge, interventions and critical analytic abilities we develop to act and do social work

– **Impact:** How we make a difference and how we know we make a difference. Our ability to bring about change through our practice, through our leadership, through understanding our context and through our overall professionalism.

Each super-domain sits over three domains that particularly relate in a common-sense way with the super-domain above. However, the principles of purpose, practice and impact can also be seen as cutting across all domains, so there is no hard, visual demarcation between the super-domains. For instance, 'impact' can be directly related to interventions and skills, and 'professionalism' may be considered directly related to 'purpose' and the ethics behind how you approach your work. All 9 domains can be directly related to 'Practice', an example being the integration of 'rights and justice' is fundamental to how social workers make interventions and apply their skills in practice.

We have moved the 'Professionalism' domain to the bottom right corner on the graphic. The reasoning for this is that we believe professionalism sits well with 'Professional leadership' and 'Contexts and Organisations' under the 'Impact' super-domain.

However, despite moving 'professionalism, in the graphic, to avoid disrupting the widespread use of numbered domains (e.g. in teaching materials in universities) we have left the numbers as they were

The super-domains do not undermine the concept that there are interrelationships between all the domains of the PCF.

## **6. Domain descriptors**

The domain descriptors have been refreshed following wide consultation.

### **1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development**

**Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.**

### **2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practices**

**Social workers have an obligation to conduct themselves and make decisions in accordance with our [Code of Ethics](#). This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.**

### **3. DIVERSITY AND EQUALITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

**Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of**

difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

**4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing**

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

**5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services**

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

**6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

**7. INTERVENTION AND SKILLS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be

helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

**8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.**

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

**9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.**

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

## **7. Level Descriptors**

On the new fan graphic, the level descriptors have been simplified to:

- The four pre-qualifying levels
- Newly qualified social worker (ASYE)
- Social worker
- Experienced social worker
- Advanced social worker
- Strategic social worker

The PCF is not prescriptive about how job roles and titles match on to these levels. It is likely that roles and titles will become more diverse at more senior and/or advanced levels of practice. Some common job titles and suggested levels are given below.

This simplified graphic is accompanied by overarching descriptions of the types of role and a summary of the level of capability at each level. The following principles have been applied.

- Keep it simple!
- For qualified levels, include in the level descriptors role examples that are contemporary and keep them updated. Include the roles emerging from KSS.
- Ensure that non-statutory social workers can map their roles on to the levels e.g. from charity, private and independent/freelance contexts

**Point of entry to training:**

By the point of entry to social work qualifying programmes, prospective students/candidates should demonstrate awareness of the social context for social work practice, awareness of self, ability to develop rapport and potential to develop relevant knowledge, skills and values through professional training.

**Readiness for practice:**

By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with service users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic social work values, knowledge, theories and skills to be able to make effective use of first practice placement.

**End of first placement:**

By the end of the first placement students should demonstrate effective use of knowledge and skills and commitment to core values in social work in a given setting, predominantly dealing with situations of lower complexity, with supervision and support. They will have started to demonstrate capacity to work with situations of greater complexity and where solutions and outcomes are uncertain or less clear-cut. They will have started to use specific social work models, skills and interventions and to have evaluated their impact.

**End of last placement/completion of qualifying course:**

By the end of qualifying programmes newly qualified social workers will have demonstrated capabilities in applying social work approaches with a range of service user groups, the ability to undertake a range of tasks and social work interventions at a foundation level and evidenced the capacity to work effectively with more complex situations. They may have deepened specific skills in one or more social work field. They should be able to work with appropriate autonomy, whilst recognising that final decisions will often rest with their supervisor or other senior authority. They will seek

appropriate support, supervision and be ready to pursue continuing professional development. These capabilities will have been demonstrated through the last (or latter parts of their) placement together with the final assessment of other work in the qualifying programme

### **Newly qualified social worker/ (NQSW) ASYE**

- This level relates to social workers in first two years of qualified practice. The ASYE is not a mandatory programme, but all NQSWs should seek to complete this within two years of starting work as a social worker. ASYE is most often provided by employers and their continuing professional development partners.

By the end of the Assessed and Supported Year in Employment (ASYE) social workers should have consistently demonstrated effective practice in a widening range of tasks and roles. They should have become more effective in their interventions and use of skills and evidence, thus building their own confidence and earning the confidence of others. They will have more experience and demonstrated skills in relation to their setting/s and field/s of practice and will have shown the ability to work effectively in increasingly complex situations. They will seek support in supervision appropriately. They will develop skills in evaluating the quality and impact (outcomes) of their own practice and that of their team/service. They apply the Code of Ethics as well as all relevant regulatory and policy standards for practice (e.g. Knowledge and Skills Statements) and continue to develop in all domains of the PCF. They start to use their initiative to broaden their repertoire of responses.

They develop deeper expertise in one or more fields of practice, develop knowledge and skills relevant to their context (e.g. meeting the expectations of the Knowledge and Skills Statements) and are familiar with local (and wider) resource networks. They are recognised by peers and colleagues from other professions as a source of reliable knowledge and advice.

### **Social Worker**

At the social worker level (post-NQSW), social workers practice effectively, exercising high quality judgements in situations of increasing complexity, risk, uncertainty and challenge, acting with confidence and considerable autonomy whilst accessing and using support and advice. They have developed their ability to assess situations effectively in their field/s, determine which interventions, knowledge and skills should be deployed, and can anticipate the possible progress of issues and options without pre-judging. They aim to integrate professional knowledge, the views of people using services and research/evaluation evidence in their practice.

They use their knowledge and skills to take more initiative and continue to broaden and deepen their repertoire of responses. They have expertise in one or more areas of practice, are familiar with and linked in to local and national resource networks. They are recognised by peers and those in other professions as a source of reliable knowledge and advice. They routinely evaluate the quality and impact (outcomes) of

their own practice and that of their team/service. They apply and promote the Code of Ethics, regulatory and policy standards for practice, and continue to pursue continuing professional development and to deepen capability in all domains of the PCF.

### **Experienced social worker:**

Social workers at experienced level are skilled, effective practitioners acting with considerable autonomy. They are likely to have in depth knowledge and skill in one or more fields of practice which may have been developed through a formal post-qualifying training and development activity. They may undertake Practice Educator training and take student social workers. They may have a postgraduate qualification and role in specialised practice e.g. AMHP, BIA. They may have a largely autonomous role as sole or lead practitioners in a team or service. They have developed capability to integrate professional knowledge, the views of people using services and research/evaluation evidence routinely in their practice

They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk while promoting enablement and self-determination. They network and liaise with a wider range of professionals and other colleagues, including at more senior or strategic levels. They manage complex caseloads and offer expert opinion within the organisation and to others.

They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to commissioners. They apply, promote and uphold the Code of Ethics and demonstrate to others their ongoing development in all domains of the PCF. They develop their capability to integrate professional knowledge, the perspectives of people using services and research/evaluation evidence in their practice.

They may undertake complex tasks such as chairing significant meetings, offering expert support and advice to case conferences, producing high quality and more specialised assessments and reports for a range of functions, undertaking local peer audits of quality. They model good practice, setting expectations for others. They start to take responsibility and accountability for the practice of others e.g. mentoring newly qualified social workers and supervising the work of more junior staff.

### **Advanced social worker:**

Advanced social workers are highly skilled in their field of social work, are routinely involved in supervision or oversight of others and/or highly specialised practice and/or learning and development. They ensure the integration of professional knowledge, the perspectives of people using services and research/evaluation evidence routinely in their practice and promote this with others. There are three developmental pathways. Social workers may work in one pathway or across pathways.

**Advanced Social Work practitioner:** practice with a specified user group and are recognised for their expertise and excellence, providing leadership, supervision, evidence and professional wisdom to colleagues and other professionals. They often work in situations of very high complexity. They provide constructive challenge to others at all levels in the organisation to enhance practice, procedures and policies, promote innovation and evidence-informed practice, and introduce improved ways of working into their work settings (e.g. knowledge transfer from other sites of excellence). They contribute to knowledge in their field of practice, and make use of sophisticated, critical reasoning. They both model and facilitate reflective practice and the learning of others. **(Example - Systemic Family Social Worker; Consultant Social Worker in mental health)**

**Advanced Social Work Educators** at Advanced level facilitate the learning of others (students on qualifying programmes, those in ASYE and those undertaking CPD), enabling them to develop their knowledge, skills, values and practice. They support and develop other practice educators in their work and identify and resolve difficult situations in respect of learning and practice development. They positively manage the interface with providers of education and training, and may contribute to arrangements for selection, curriculum delivery, assessment and evaluation. They will be able to draw on highly skilled practice, contemporary research practice and best educational practice. They may contribute to workforce development strategies in the agency. **(Example - Lecturer, Trainer or Learning and Development Consultant)**

**Social Work Managers/Team or Practice Leaders** lead, motivate and manage a team (social workers and others) towards excellence, ensuring the service provided is effective, high performing and providing high quality social work services. They ensure responsiveness to and inclusion of service user and carer views and feedback and ensure dialogue with local communities. They use quality assurance, resources and budgets appropriately, in collaboration with others in their agency and externally. They are knowledgeable about management and leadership within the public sector and in social work and develop leadership skills relevant for delivering quality in complex service and social systems. They work to create suitable working conditions for social work and promote the Employers' Standards for Social Work. They contribute to the development of practice, procedures and policy and specifically the professional development of the team they lead. They are accountable for the practice of others and provide effective supervision, mentoring and coaching to enhance the quality of practice. They use their social work capabilities and values in their approach to leadership.

**(Example - Social Work (or interdisciplinary) Manager and/or Supervisor (e.g. Practice Supervisor/leader; Team leader)**

## Strategic Social Worker

Social workers at strategic level undertake highly advanced practice that has strategic impact on the service system, and/or strategic leadership/management of social work. There are three developmental pathways. Social workers may work in one pathway or across pathways. This level of social work and these roles may be done in employed or self-employed/independent context.

They ensure the views of people who use services, families and carers are central to practice and service developments, integrating this with professional and research/evaluative knowledge. They understand the political and policy context within which social work is delivered locally, regionally and nationally and ensure ethical practice is pursued. They take responsibility for the implementation of the Standards for Employers of Social Workers. They manage and are accountable for using available resources effectively. Using a human rights and ethical framework, they support complex decision-making at a strategic level, balancing the needs of different interests. They ensure that professional social work counsel and experience are available and inform decision-making at a strategic level, supporting the organisation to do things right and to do the 'right thing'. They aim to ensure that the services provided promote positive outcomes and experiences for people, families, carers, and communities. Strategic leaders work across organisations with partners, at local, regional and national levels seeking out best evidence-informed or emerging practice. They support the development of social work knowledge and skills, influencing the development of the profession. They lead and initiate change within and across organisations to improve quality and outcomes.

As with the advanced level, there are three developmental pathways: Strategic Social Worker, Strategic Social Work Educator, and Strategic Social Work Manager. The three pathways, or areas of expertise, whilst distinctive, will not necessarily be mutually exclusive, and many social workers will wish to develop capabilities across the pathways, reflecting their expected career progression.

**Strategic Social Work Practitioner:** take a professional lead across an organisation and have a responsibility for supporting and advising on the quality of practice. They provide professional leadership for social work practice and continue to directly engage and work with people who use services, families and carers. They draw on this professional experience to influence strategic decision-making across the organisation. They use their knowledge and skills to inform the wider functions of the organisation, beyond social work and 'social care' boundaries. They take the responsibility for identifying and responding to new initiatives and changes in legislation and government policy. They will liaise and develop professional networks locally, regionally and nationally to identify and influence practice improvements. Principal Social Workers ensure that organisational change takes account of professional social work issues. They develop and sustain partnership arrangements with stakeholders within and across organisations. They promote and take part in developing the body of social work knowledge and research within and outside of the organisation, working in partnership to ensure that developments reflect the needs of front line practice. **(Example: Practice Leader/ Principal Social Worker);**

**Strategic Social Work Educators:** respond strategically to meet professional development needs, liaising locally, regionally and nationally to promote best practice. They respond to learning needs that emerge from policy, legislation, research evidence, audit, serious case reviews, inspections, using local and national intelligence. They are involved in and initiate research. They will use this information to plan change across organisations and systems ensuring developments dovetail with other organisational developments and priorities of stakeholders (e.g.

employers). They ensure that a workforce and/or academic development strategy is in place and ensure that staff and students are equipped to deliver quality outcomes for people who use services, families and carers. This will include collating, analysing and reporting on information to measure the impact and outcomes for the workforce, organisation and the service provided. They will lead on ensuring that partnership arrangements are in place to deliver workforce or academic development requirements. They will take a pro-active stance on developing the body of social work knowledge within and outside of the organisation; they will champion research and evidence-informed practice. **(Example Senior University educator/senior researcher/Professor/Strategic Learning and Development Consultant)**

**Strategic Social Work Managers and Leaders:** work with stakeholders, including service users, carers, families and communities to deliver change and quality improvements across systems. Professional leaders at this level are responsible for ensuring social work practice and values deliver positive outcomes. They promote and often contribute to local and national research and evaluation to influence and develop social work evidence-informed practice. They lead, motivate and inspire social workers and others across organisations ensuring the services provided are effective and responsive. They are knowledgeable about the communities and the political context in which they work. They promote equalities, inclusion and diversity within strategic decision-making. They advise on the impact of policy and practice for people in more excluded groups or communities. They use their influence within and across organisations working pro-actively to initiate, manage and support change within and across organisations to meet the needs of their whole community **(Example: Social Services Director, or Principal Social Worker or Practice Leader, Strategic Consultant)**