

What skills and knowledge will be in demand?



External Drivers

Changing needs of the population

- Growing number of children and young people with long-term needs and disabilities
- Aging population with co-morbidities
- Dysphagia across a range of care pathways including end of life care



Increase in demand

- Dementia
- Dysphagia
- Mental health
- Youth justice



Changes to legislation / policy



- Public health and preventative services
- Special educational needs (SEND)
- Integrated care
- Across the lifespan



Changes to legislation / policy



- England: 5 Year Forward View
- N. Ireland: Transforming Your Care
- Scotland: Children & Young People's Act statutory guidance
- Wales: Additional Learning Needs reform

Changes to legislation / policy



- Commissioning and funding of services e.g.
 - NHS
 - Schools
 - Local authorities
 - Personal budgets

- Plurality of providers (any willing provider) and competition

- Regulation and new HCPC standards



Financial pressures and increase in demand



- Proving a return on investment
 - Measuring outcomes
- Transformation of the workforce:
 - USP of SLTs versus the education and training of the wider workforce
 - Use of skills mix
- New ways of working:
 - Use of new technology
 - Telehealth and telecare

Impact of external drivers

Different employers and working contexts:

- NHS
- Pre-school and school settings
- Local authorities
- Justice sector
- Care homes
- Voluntary/ charity sector
- Self-employed/ independent/ private



Impact of external drivers



- Employment contracts and following policies of employer
- Flexible working and portfolio careers
- Career opportunities
- Importance of professional networks e.g. for supervision and CPD if not part of a large SLT service
- Engagement and influence of service users, pressure groups



Need to develop a range of skills and wear a number of 'hats'

- **The therapist:** assessment, DD, treatment planning, delivery of interventions and measuring outcomes
- **The researcher and evaluator:** critical review of what you do and why
- **The trainer/ educator:** with parents/ carers and the wider workforce
- **The facilitator:** using communication skills to bring people together and support partnership working



Need to develop a range of skills and wear a number of 'hats'



- **The influencer:** being able to demonstrate your USP/ and how you bring added value as part of the MDT to improve the lives of people with SLCN/ eating and drinking difficulties
- **The analyst:** being able to analyse a range of information, policy and people to apply to your work
- **The entrepreneur:** 'glass half full' – looking for solutions to challenges
- **The technology user:** understanding and using latest technologies
The 'team' player: working corporately to meet the strategic aims of your employer