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.