



ICB HEE STAR TOOL KIT 2024/2025

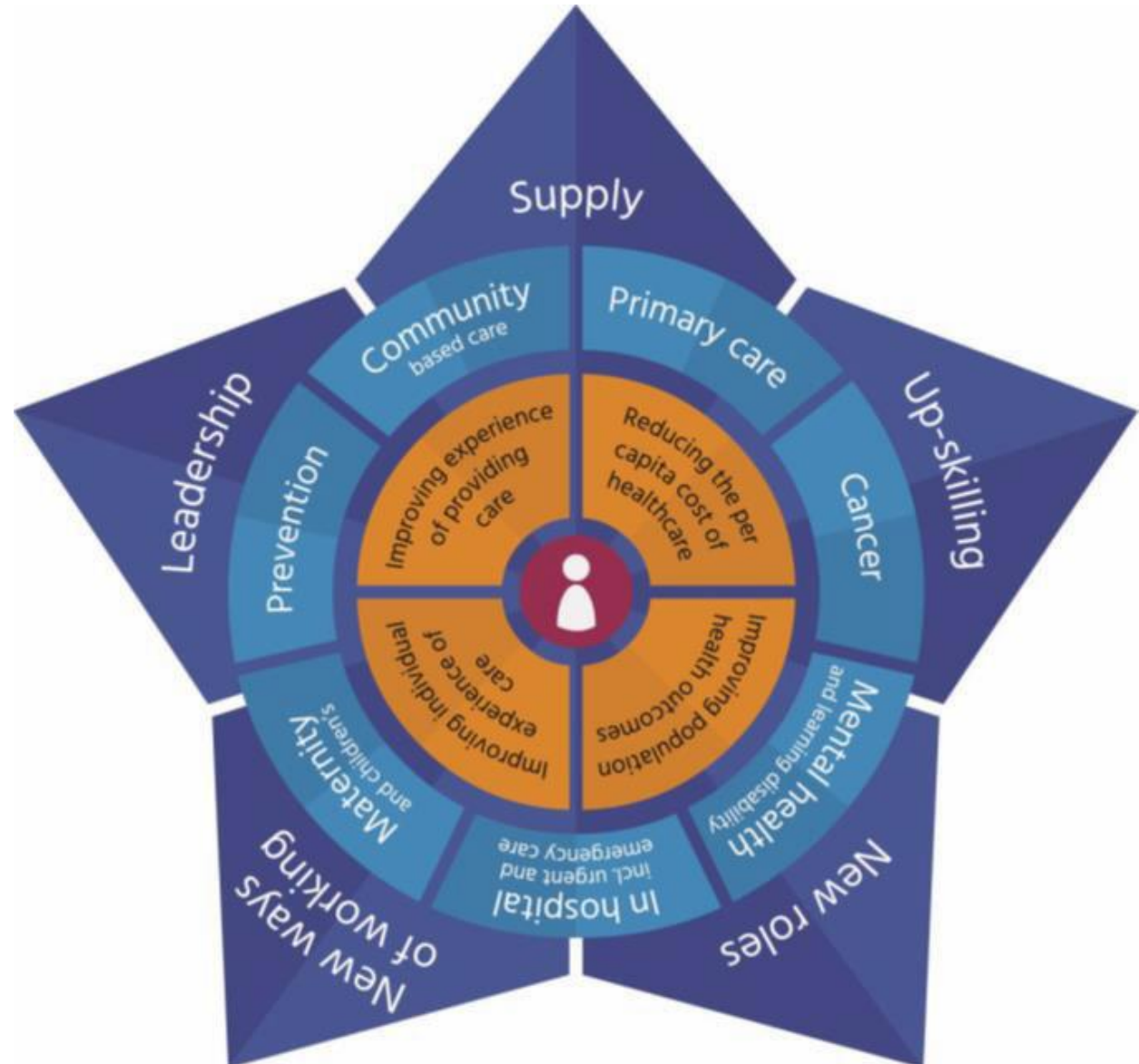
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What is a HEE STAR WORKSHOP?

An **Organisational Development framework** to facilitate and guide strategic conversations with provider systems to assist them in:

- **Defining key strategic challenges and requirements**
- **Prioritising solutions to address those requirements**
- **Delivering the best care to service users**



Benefits?

A HEE STAR Workshop:

- Provides a **structured framework** that helps to create **clarity** and **focus** conversations
- Simplifies a **complex problem** and results in a manageable list of **projects**
- Offers a greater understanding of the **future of work** and **thinking beyond traditional boundaries**



Change happens project by project and in no other way!

- Provides an opportunity to **reflect** and **discuss** the challenge with **expert or experienced colleagues and service users**
- Results in the **creation of a long list of projects** for future consideration and prioritisation

Role of the ICB Facilitator ... What Workforce



Projects need to be prioritised?

The HEE STAR workshop session focuses on a workforce challenge defined by the organisation or system, which is then further Researched and put into Context by the ICB **Facilitator**

- The **Facilitator** will develop prompt questions to help facilitate your HEE STAR workshop, these are linked to the five **Domains or Enablers of Workforce Transformation** within the HEE STAR.
- The **Facilitator** will run a workshop session using the prompting questions and supporting the group to create a long list of projects for future prioritisation and development.
- The **Facilitator** provides objective/neutral facilitation, evokes participation and creativity, synthesise ideas, draws energy from the group, provides a mechanism to keep conversations on track and supports the group to summarise and agree on key projects.

Step 1: Observe

This first step focuses on understanding and agreeing the strategic challenge and creating a summarised context which will serve as the foundation for using the framework.

Facilitator to Identify an organisation or system that has a particular strategic challenge.

Facilitator to Research

- Research the subject area and gather national/regional/local information e.g. via internet search engines.



Step 1: Continued...

Facilitator to Speak with Assigned Contact/Lead

- What is your challenge/s with regards to your strategy?
- What have they done to date?
- What have been the issues?
- What is the impact they are seeking to bring about, through the strategy, in the future?
- Are there any local policies, strategies or drivers to be aware of?

Facilitator to Present

- The **Facilitator** will Present a summary of our findings to the **Contact/Lead**.

Facilitator and Contact/Lead to Finalise

- The **Facilitator** and **Contact/Lead** will agree a definitive challenge, for example:
 - How do we address shortage of supply?
 - How do we escalate the spread and adoption of a role?
 - How do we maximise the potential of the workforce?
 - What are our workforce priorities at a locality/LWAB level?

Step 2: Plan

Plan and prepare prompt questions to help facilitate your HEE STAR workshop

- **Facilitator** will **Request** that the **Contact/Lead** to identify the right people to attend the workshop to ensure they get optimum outputs from the session. *For example:*
 - *Professionals in that field of work*
 - *Organisational Development representatives*
 - *Patients or Patient Advisor Forum Representatives*
- **Facilitator** will **Prepare** prompt questions within each of the five **Enablers**
- **Facilitator** will **Assign** roles for the session - ideally one **Facilitator** and one **Scribe**
- **Facilitator** will **Create** a presentation including introduction, context and prompts
- **Facilitator** will **Agree** and produce an agenda, to include an introductory presentation, the five **Domain** sessions and next steps

Step 3: Do

This step concentrates on the delivery and facilitation of a HEE STAR workshop. The ideal length of a HEE STAR workshop is between 4-6 hours.

- **Facilitator** to ask the **Chair** for their support in keeping the session on track and helping to summarise potential projects from the discussions.
- Ensure there is a flipchart available for the scribe to capture the projects arising from the discussions. The **Chair** should seek feedback from the group to ensure that they are comfortable with how projects are captured, as well as provide feedback themselves.
- **Facilitate** the session, ensuring that every **Enabler** is covered within the allotted timeframe.
- It is suggested that each **Enabler** is discussed for at least 40 minutes to ensure adequate attention is given to your prompt questions.
- **Conclude** the session by informing the group that you will transcribe the list of projects and send back to the chair for them to further prioritise.
- **Debrief** after the workshop with the **Facilitator**, **Scribe** and **Chair**.

Step 4: Study

This step requires the **Facilitator** and the **Scribe** to reflect on the workshop and produce an **agreed list of projects**.

- **Facilitator** to **Transcribe** the agreed projects onto the HEE STAR workshop output template and send to the **Chair** or **Lead**. Agree next steps, for example, when to follow-up on progress.
- **Facilitator** to **Complete** the HEE STAR workshop by sending your prompts and workshop outputs, to the ICB Workforce Planning team.

Step 5: Act

The final step is to re-engage with the **Contact/Lead** and check their progress in project planning and delivery. This vital stage in the process will help HEE to further validate the HEE STAR methodology and create the evidence base for future spread and adoption.

- **Facilitator** to **Contact** the **Lead** within 3-6 months for an update on progress.
- **Facilitator** to **Feedback** any evidence of project progress or implementation since the workshop (3-6 months) to the ICB Workforce Planning team.

HEE STAR: The 5 Enablers

Supply

Identifying current and future workforce availability in terms of skills, capabilities and numbers, in order to identify the appropriate workforce interventions.

Up-skilling

To improve the aptitude for work of (a person) by additional training *the aim of which is to create:

- A competent workforce working to its maximum potential
- An agile workforce that may be flexibly deployed
- A capable workforce with future-facing knowledge and skills

New roles

Health and care roles designed to meet a defined workforce requirement, warranting a new job title; the likely ingredients including additionality to the workforce, a formal education and training requirement

New ways of working

Emphasis on developing an integrated workforce culture that empowers it to break through system barriers to deliver a practical response,

Leadership

The support of individuals, organisations and systems in their leadership development – ranging from individual behaviours and skills, to organisational development of systems through partnerships.

HEE STAR Enabler 1: Supply

What are the Supply issues for the Microbiology and Histopathology workforce?

Possible areas to explore might include:

- Limited supply of Consultants and national shortage of Histopathologists.
- High levels of vacancies have resulted in heavy reliance on Locums plus WLIs and Outsourcing:

	WAHT	WVT
Haematology	9wte – 3 vacancies	3.5 consultants+1 associate specialist vacant. Supported by 3x locums
Microbiology	6wte – 3 vacancies (2 locums)	2.6 budget; no substantive Supported by 1.6 locum plus 1.0 CESR
Histopathology	10 wte – 2.5 vacs + 3 wte trainees (1 locum)	5.4 wte; contracted 2.6 Supported by bank, locum work, WLIs and outsourcing

- Physical environment and working conditions at WAHT.
- Increasing demand both from population factors and policy drivers – e.g. Cancer and other best practice timed pathway expectations.

Supply

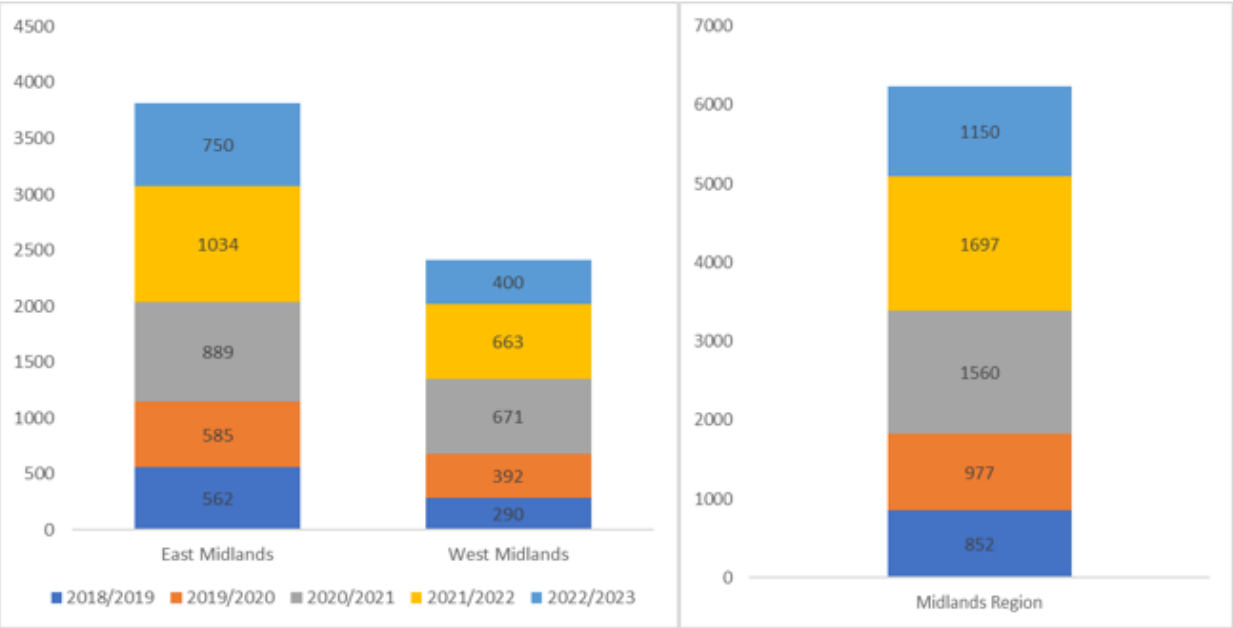
Identifying current and future workforce availability in terms of skills, capabilities and numbers, in order to identify the appropriate workforce interventions.

HEE STAR Enabler 1: Supply

Mental Health & Learning Disability Nursing Pipeline (Starters) - Midlands Region

Number Starters Academic Year								
Sub-Region	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	Midlands Region	4 year variance In starters*	4 year variance % In starters*
East Midlands	562	585	889	1034	750	3820	188	33%
West Midlands	290	392	671	663	400	2416	110	38%
Midlands Region	852	977	1560	1697	1150	6236	298	35%

Number of starters by academic year from 2018/19 to 2022/23



>Between 2018-19 and 2021-22 Mental Health Nursing courses offered within the Midland's Region saw an overall year on year increase

>There has been a reduction in starters for 2022/2023.

>There is a total of 6236 nursing student starters between 2018/19 to 2022/23.

>The regional supply pool ready to join the workforce who started during 2020/21 academic year is 1,560.

>These figures do not take account student attrition (approx. 16%), that all students will join the ICS and that all students will take employment in the area that they studied.

HEE STAR Definitions

Enabler 1: Supply

- *Topic areas for discussion for SUPPLY include:*
- Workforce planning, workforce information, and data: what do the current and future workforce profiles look like? Supply and demand and variations around that
- Education and placements
- Recruitment and retention
- Health and wellbeing of the workforce



Enablers 2 and 3:

Up-Skilling & New Roles

- ***Areas for discussion for UP-SKILLING focus on competencies and skills, training, and development, across the entire career framework, including:***
 - How can models of Advanced Practice be optimised, allowing clinicians to work to the top of their licence?
 - Widening participation and Bands 1-4 – how can these roles help to optimise the skill mix within a team?
 - Making best use of Apprentices and maximising the levy
 - What contribution might other disciplines be able to make with some different training?
- ***Areas for discussion for NEW ROLES include:***
 - What new roles are being considered – what gap has been identified?
 - Team culture, and embedding the role into an existing skill mix dynamic
 - The supervision and mentorship requirement
 - Monitoring, evaluation, and evidencing the impact
 - *The likely ingredients of a “new role” include:*
 - That they bring additionality to the workforce
 - A formal education and training requirement - whether that be vocational or academic
 - And, an agreed scope within the established career framework, and national recognition (although not necessarily regulatory) by clinical governing bodies.

Enablers 4 and 5:

New Ways of Working and Leadership

- ***Areas for discussion within NEW WAYS OF WORKING include:***

- Integration, and multidisciplinary teams
- The impact of digital technology
- Flexible working, and across boundaries
- Innovative practice
- Millennials, and expectations of a 21st century employer

- ***Areas for discussions within LEADERSHIP include:***

- System leadership
- Organisational culture, and culture change
- Talent management
- Reward and recognition
- Communications and engagement
- Evaluation

Any Questions?

Contacts for further Queries?

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