

## **Project Title**

E-Transformation – Going Digital for Pre- and Post-Course Administration

## **Project Lead and Members**

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## **Organisation(s) Involved**

Singapore Health Services

## **Healthcare Family Group(s) Involved in this Project**

Healthcare Administration

## **Applicable Specialty or Discipline**

Human Resource, Learning & Development

## **Aims**

To enhance work effectiveness so as to enable L&D team to focus on providing more value-added services, there is a need to improve the course administrative process.

Through the utilization of online platforms and tools, the team sought to work towards:

- a) Streamlining of the course administration process to enhance efficiency
- b) Encouraging staff to be more proactive in taking charge of their learning and development
- c) Reducing the resources necessary for the process.

## **Background**

See poster appended / below

**Methods**

See poster appended / below

**Results**

See poster appended / below

**Conclusion**

See poster appended / below

**Project Category**

Care & Process Redesign, Quality Improvement, Workflow Redesign, Job Effectiveness, Technology, Digital Health

**Keywords**

Online Course Administration, Learning Management System

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## INTRODUCTION

Course administration makes up a substantial part of the operational aspect of Learning and Development (L&D) team's work scope.

The pre-course administration phase plays a critical role as it notifies staff on the scheduled classes run dates for their registration. Application status will be tracked for staff to be registered promptly. Following course completion, the consolidation of programme evaluation enables the team to monitor the quality of training, and continually fine-tune its course offerings.

Due to the importance of each phase, it is crucial for the course administration process to be streamlined to enhance the team's efficiency and to maximize staffs' overall learning experience.

## METHODOLOGY

### Pre-Course Administration (Following announcement of ILP)

#### Before - FY15

##### On a monthly basis

Based on ILP, emails are populated with:

- Course Title
- Course Run Date(s) for the Month
- Approved staff names and details

Send tailored emails to staff and supervisors on upcoming run date(s) for the month. Staff are to reply via email on their preferred dates after seeking offline approval from their supervisor.

Manually track and consolidate email replies to facilitate registration

#### After - FY16\*, FY17

Every staff's approved ILP, all details on catalogue programmes & their corresponding run dates are uploaded on Learning Management System (LMS) in People Connexion

##### On a biannual basis

Send email to all staff with available course run dates and encourage them to log on to LMS to register for preferred date and seek supervisors' approval

Retrieve registration list via LMS one month before course commencement for registration

\*FY16: pilot and transition year

## OBJECTIVES

The offline course administration process was extensive – Based on the approved programmes in the staff's individual learning plan (ILP), tailored monthly emails were sent to staff to inform them of programme class schedule run dates. Thereafter, responses had to be manually tracked to promptly register the staff for the various classes. Evaluation forms for in-house programmes were also administered manually via hard copy format.

To enhance work effectiveness so as to enable L&D team to focus on providing more value-added services, there is a need to improve the course administrative process. Through the utilization of online platforms and tools, the team sought to work towards:

- Streamlining of the course administration process to enhance efficiency
- Encouraging staff to be more proactive in taking charge of their learning and development
- Reducing the resources necessary for the process.

### Post-Course Administration

#### Before - FY16

Print hard copy evaluation forms

Distribute forms and collect upon completion

Scan completed forms

Tabulate data

Filing of hard copy evaluation forms

#### After - FY17

Online evaluation form and QR code are pre-created.

Upon programme completion, QR code and URL link to the online form are displayed for participants' access and form completion

Tabulate data

## RESULTS

### Overall Course Administration Process

#### (a) Do More with Less Time

A simulation was done for each process and the time taken was measured and tabulated based on the number of applications and evaluations processed in each FY respectively.

Pre-Administration			
	FY15	FY17*	Difference
No. of Applications Processed	1146	1615	41%
Total Man Hours Required (hours)	59.2	32.8	-45%

\*Comparison was done between FY15 and FY17, as FY16 was the transition year

Even though there were **41%** more applications to be processed, there was a **45%** reduction in total man hours required.

Post-Administration			
	FY16	FY17	Difference
No. of Evaluations Processed	686	770	12%
Total Man Hours Required (hours)	10.8	6.2	-43%

Even though there were **12%** more evaluations to be processed, there was a **43%** reduction in total man hours required.

Despite higher volumes, more applications and evaluations were processed in a shorter time.

### Pre-Course Administration

#### (b) Increased Staff Pro-activeness

Pre-Administration			
	FY16	FY17	Difference
Total Planned Courses	1106	1813	64%
Total Planned Courses Utilised	694	1131	63%
Utilisation Rate of Planned Courses	62.7%	62.4%	-

Even though fewer email reminders were sent, staff response was not affected. There was no decrease and approximately the same percentage of staff utilized their planned courses in both FYs.

With the move to go digital, use of the LMS has extended beyond L&D team to general staff population. Staff may also access their ILP through LMS at their convenience to plan their programmes.

### Post-Course Administration

#### (c) Saving of Resources

By doing away with the hard copy evaluation forms, this has allowed for papers to be saved. There is also a reduced need for files and space for storage of these hard copy forms, thereby making the process more environmentally friendly.

### Other Results Observed

#### (d) Minimization of Errors

Due to the manual interventions in the earlier process, this potentially leads to higher chances of human errors such as email replies being missed out, or responses not being promptly captured in the tracking file.

By going digital, there is a lower likelihood of errors being made by L&D team during course administration.

#### (e) Reduced Staff Queries

In the past, only programme run dates for the month were announced to staff. Thus there were frequent queries from staff on the other upcoming available programme run dates.

With the new process, fewer staff queries are observed by L&D team in this aspect. Staff may refer to LMS for the programme details and dates at their convenience. Less time is also needed to manage staff queries.

## CONCLUSION

Through the streamlining of the pre- and post-course administration process, this has allowed for more applications and evaluations to be effectively processed in a shorter time with resources saved in the process and increased staff pro-activeness observed. There is also a lower likelihood of the team making errors, with a marked reduction of time required for the team to handle staff queries. Not only does going digital enable the L&D team to enhance work effectiveness, the freed up man hours also better enabled the team to work towards developing other training initiatives to meet staffs' learning and developmental needs.