

BUPA Case Study

Blended CHEERs Programme brings Good Health!

- **Background and the Business Driver(s) – what was the business problem?**

BUPA Care Services have a compulsory requirement that all Care Home Managers and Administrators are fully trained on the Care Home Employee, Enquiry and Resident System known as CHEERs, before they are allowed to use the live system. There are 300 Care Homes spread throughout the UK many of which are in difficult to reach locations. Historically training was provided through a five-day instructor-led residential course which had its inherent issues from an administrative, training delivery and cost perspective. BUPA wanted to provide CHEERs' training to all Care Home Managers and Administrators as close to their workplace as possible, and reduce the amount of time that key people had to spend away from the Care Home. The CHEERs training was developed for two discrete staff groups:

- Care Home Administrators directly involved in the day to day use of CHEERs
- Care Home Managers who require an understanding of the operation of CHEERs

Interestingly, research showed that the majority of learners were unhappy at having to be away from their families for the five days that the course needed. When this is combined with delegates differing levels of PC skills, the cost of residential courses, and new staff being unable to use CHEERs until they had their training, it was clear that change was needed. The new approach meant that the classroom workshop was reduced to just three days and the organisation was adopting a 'blended' approach to the challenges it faced.

- **Project scope & goals – what did we need to do?**

It was felt that e-learning could alleviate many of the issues associated with the classroom based programme as well as providing further benefits for learners and BUPA Care Services in general. The project goals to overcome these issues and improve the training were: -

- Get learners up to a similar level of familiarity with CHEERs before attendance on the three-day instructor-led module through e-learning

- Allow learners to achieve adequate PC skills before attending the 3-day classroom course by providing adequate time for them to get up to speed
- Reduce waiting lists and train more learners by being able to provide e-Learning as an option
- Reduce the cost of CHEERs training through online delivery and reduction in instructor-led course training days
- Increase retention of learning by creating a less stressful learning environment by allowing learners to learn CHEERS basic at their own pace
- Deliver learning that could be fully tracked and monitored via the LMS

Information was gathered on the training, business and technical challenges that would be faced to deliver the CHEERs e-Learning programme which meant approaching different areas of the organisation, for example, as Group Organisation Development is the provider of the delivery platform (the BUPALearn LMS) it was necessary to appreciate their requirements from the beginning and understand how the course could be mapped out on the system. Similarly, it was important to liaise closely with IT so that the e-Learning component of the training would work with their Citrix environment. Care Services had to be involved as well to ensure that their business requirements and needs were spent in respect of the training. Online discussion forums, teleconferences and email were employed to gather and assimilate the information. Gathering and synthesising all these requirements meant that the project could be comprehensively defined and tailored to meet the needs of the care homes staff.

- **Development & Implementation – how did we do it?**

In order not to prohibit creativity, review of the CHEERs e-Learning component was initially informal until a prototype could be developed. An extranet was then used to store revisions of the product at different stages and this could be accessed for comment and used for version control. Acceptance points were built into the overall project plan and signed off at the various stages of development.

During the first month of course delivery user feedback was gathered for further improvement of the product. These changes were documented and sent to the selected supplier (Tata) who made the improvements. Any further changes to the courseware and documentation are tracked on the extranet so that there is a full version history.

During the various stages of the development of the CHEERs Online training there were weekly meetings within the Project Team to ensure that the content being

created met the relevant business requirements. Plus, there were regular meetings across the various departments i.e. BUPA Care Services and BUPA Group Organisation Development to ensure that the content would be accessible from the SABA LMS system over a Citrix environment.

At each stage BUPA Care Services management team were updated and involved in the reviews. Once they were happy with e-Learning courseware they were then responsible for signing off each stage of the product cycle.

All parties reviewed the project on a monthly basis at meetings where everyone either attended in person or through a conference call. Each update of the e-Learning content from TATA was reviewed by the CHEERs Trainer who would then review the storyboards and feedback to TATA via email any changes that needed to be implemented.

To ensure user readiness, emails were sent out to BUPA Care Services staff advising and updating them of the new CHEERs e-Learning format. A welcome pack was used to get the learners familiar with how to learn online and what to expect. Those that completed the learning had to achieve a score of 80% before progressing to the next stage of the course.

- **Results – what benefits have there been?**

The number of courses delivered in the same time period as previously has increased three-fold with 40% saved on costs per delegate. It's also meant more timely delivery as the e-Learning is available from the desktop. Tailored delivery options to suit the individual needs and competencies of the CHEERs delegates have also increased the learner's acceptance and enjoyment.

The first e-Learning course was completed by a pilot group at the end of March and was well received. Therefore it was rolled out to a wider group in April. Feedback and recommendations were assimilated from the first users of the e-Learning content and the course was adjusted accordingly.

The evaluation questionnaires demonstrated that users were very satisfied with the level of support provided to help them successfully complete the e-learning. In addition to this a 40% reduction of costs was achieved by delivering the training online.

Other benefits include less operational disruption as administrators and home managers spend less time away from their jobs, reduction in CHEERs support calls which means that there is hard evidence of performance improvement and finally learners' come well prepared for the instructor-led training and show a preference for blended learning as a means of delivering CHEERs training.