

## U21 Course in Health Informatics Feasibility studies - 2005

### Preliminary study

Gloria Zhao (M.Services Marketing elective)

Situation analysis, competitive analysis, marketing opportunity study, marketing mix, stakeholder analysis

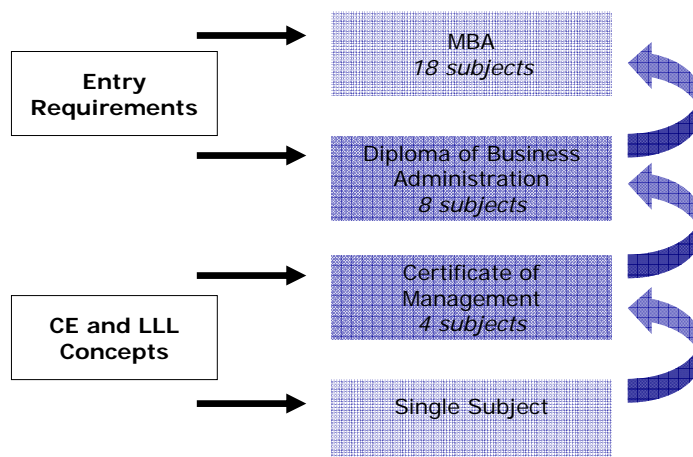
### Focussed feasibility study

J. Smith, G Peden, D Mallon, C Andrews (MBA electives)

Survey of international health informatics providers, Selection of target countries, market opportunities by country, examination of U21 Global, marketing dynamics, demand, financial viability, financial model



## U21 Global Program Suite: Flexible Entry Subject to Achievement



*Courtesy of Dr Mike Goldberg, Chief Academic Officer, Universitas 21 Global*



## Comments:

The finding that the example offering is not sustainable is not unexpected, considering the "sample".

The conclusion about limiting the target segment was incongruent as the RCS/Bath program is an inter-professional offering.

Presenting the certificate course as part of a Masters and as an inter-professional course makes sense.

The suggested "formal" market survey should address the questions raised eg portability of Certificate into Masters, what target segment if any, etc.

Health informatics/e-Health is potentially valuable at the boundaries of health disciplines - eg supporting management of safety and quality. Suitable foci for Cert/Masters subjects are policy and inter-professional practice.

An e-policy programme is needed in developed nations to share resources, ideas, and good practice and to promote health informatics as a profession.



## OPTIONS - considered in Lund, 2005:

**1. Allocate U21 health sciences funds for further market research** for a modified and more focussed offering to more advanced nations such as Singapore and Malaysia.

**2. Work with WHO to identify informatics education needs and recruit organizations to sponsor this course**, thereby reducing the amount of revenue dependent on sign-up. Government organizations or NGOs with a vested interest in HI may be able to fund implementation of this course.

**3. Engage with U21 Global** with a Melbourne/Auckland course to be offered as an MPH component and then marketed by Global. This could reduce the impact of start-up costs.

We now have solid evidence from the project (not funded by U21) on how to design (content, level, length) and market an attractive programme. We could discuss with Global how such a programme could be offered. Note: many MPHs offer this already.

**4. Abandon the project as a U21 health sciences venture**

**Decision - Explore 1,2 and 3 and report back in Nottingham (no funds allocated for research)**



## Progress - 2006 (1)

- Activity concentrated in U of Melbourne - (Tony Norris having left Auckland)
- WHO interested primarily in Africa - informatics not highest priority - no funding available, and little opportunity for U21 without major sponsorship
- Formed U of M Health Informatics Network
  - *Faculty of Medicine, Dentistry and Health Sciences*
    - ✧ *Biomedical Multimedia Unit*
    - ✧ *School of Rural Health*
    - ✧ *School of Population Health*
  - *Department of Information Systems*
- HIN membership and capabilities -  
[www.mdhsonline.unimelb.edu.au/informatics](http://www.mdhsonline.unimelb.edu.au/informatics)



## Progress - 2006 (2)

- U of M offer of grants for development of materials for courses with U21 Global
- Health Informatics Network developed project plan and budget for 4 subject Grad. Dip. In Health Informatics
- “Champions” identified for each subject and outline curriculum refined
- Budget developed for development *de novo* of 4 subjects over 2 years



## Progress - 2006 (3)

Discussions with U21 Global

- **U21 Global suggested:**
  - Use of existing U21G online course (MISM/MBA) within HI program
  - Use of customised U21G MISM/MBA courses
  - Packaging of existing subject components
  - Working with U21G learning design team to develop new courses
- **Possible existing subjects for re-use**
  - Database management
  - Knowledge management
  - E-Business
  - Proposed Usability Engineering from Dept of Information Systems



## Progress - 2006 (4)

Business case analysis (School of Enterprise - U of M)

- **Need to define value proposition for the proposed course**
  - Who is it for?
  - What they will get out of it?
  - What difference will it make to the job they do?
- **Market analysis**
  - Is there unmet demand for training in health informatics?
  - Who are the target participants in terms of job role, aspirations, skills shortages?
  - Who decides whether those people can enrol?
  - Who will identify and sponsor participants?
- **Competitor analysis**
  - Review testimonials from the Bath/RCSE course.
  - Who has done that course?
  - What benefit did they get?



## A way forward?

### Summary

A conservative view is that the U21 HI course is not viable and won't get a return on investment (estimated at US\$ 250,000).

If the Universities do want to invest, the following options are suggested:

#### 1. Workshops

- Use SoE to develop the value proposition definition through a workshop - starting with the 14 hospitals affiliated to the University of Melbourne.
- Use this workshop format to engage other U21 teaching hospitals, affiliated and partner organisations for feedback on the value proposition and course outline.
- Will these hospitals commit to at least 2 people a year each? 14 UoM teaching hospitals = 28 people (still not enough to justify the large investment in course development - need to offer course to wider audience)

#### 2. Send a small team to review the Bath/RCSE product.



## Proposed Health Informatics Course - Financial Model

Cost/Fee/Inflation/Discount Rate Variables	US\$	Student Enrolment Variables	
Initial Development Cost:	100,000	Base Level of Student Enrolment:	50
Annual Fixed Running Costs:	76,000	Annual Growth Rate in Student Numbers:	10%
Annual Fixed Marketing Costs:	5,000	Years to 'Steady State' Enrolment Level:	3
Variable Upfront Marketing Cost per Student:	200		
Other p.a. Variable Cost per Student:	50		
Course Content Update Cost:	5,000		
Frequency of Course Update (years):	1		
Fee Charged per Module:	300		
No. of Modules:	4		
Total Fees Received for Course	1,200		
Duration of Program (years):	1		
Discount Rate:	8%		
Inflation Rate:	4%		
Current Exchange Rate AUD\$1.00 = US\$	0.76		

