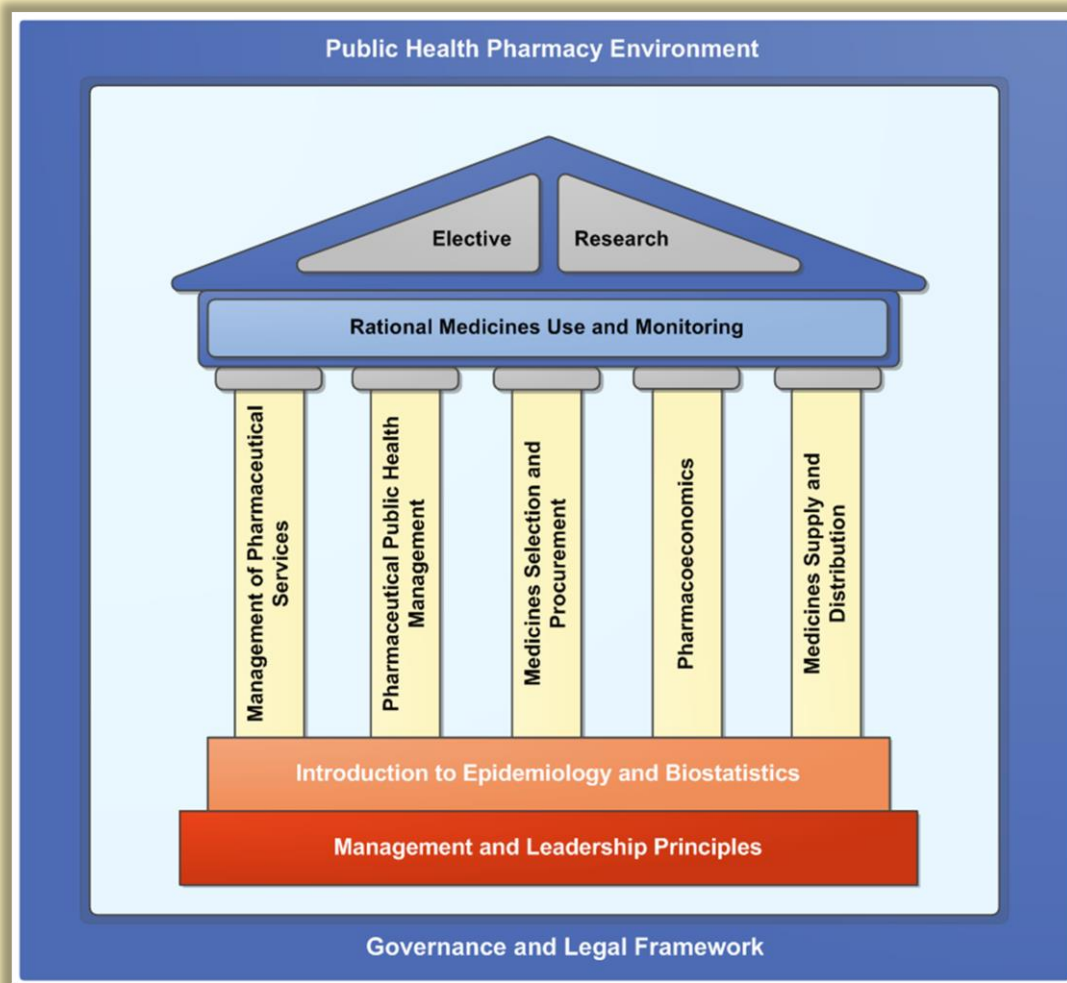




# **Master of Pharmacy (MPharm) Public Health Pharmacy and Management**



## **Management of Pharmaceutical Services**

**Study Guide  
2015**

Student name: .....

Contact number: .....

*The only real failure in life is the failure to try*

Sven Goran Eriksson

*Obstacles are things a person sees,  
when he takes his eyes off his goal*

E Joseph Cossman

*There are two primary choices in life;  
to accept conditions as they exist,  
or accept the responsibility for changing them.*

Denis Waitley

*Continuous effort- not strength or intelligence –  
is the key to unlocking our potential*

Winston Churchill

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**Collaboration between**



**Department of Pharmacy,  
Sefako Makgatho Health Sciences University**

**and**

**Systems for Improved Access to Pharmaceuticals and Services Programme  
Management Sciences for Health, Inc**



**USAID**  
FROM THE AMERICAN PEOPLE

**SIAPS**  
Systems for Improved Access  
to Pharmaceuticals and Services

Improved Access. Improved Services. Better Health Outcomes.

The Department of Pharmacy at Sefako Makgatho Health Sciences University (SMU) and Systems for Improved Access to Pharmaceuticals and Services (SIAPS) Programme, Management Sciences for Health, Inc. acknowledge the importance of public/private partnerships. They therefore formally acknowledge and commit to synergistic collaboration and co-operation between themselves in the development, implementation and/or monitoring and evaluation of pharmaceutical services in South Africa. Both parties share the goal of supporting the South African Government's *National Department of Health Strategic Plan 2014/15 – 2018/19* and the *National Strategic Plan on HIV, STIs and TB (2012–2016)*. Furthermore, both parties share a common understanding of and commitment to the goals and priorities set out in the national and provincial health policy and legislation in respect of the provision of health care services in general and pharmaceutical services in particular.

The two parties entered into a Memorandum of Understanding in presenting the Module 'Managing Pharmaceutical Services', which forms part of the MPharm (Public Health Pharmacy and Management) qualification delivered by the Department of Pharmacy. Through this collaboration, SIAPS will provide the necessary support to the Department of Pharmacy to build capacity in terms of the use of the Challenge Model and some tools of the Leadership Development Program (LDP) in a project to improve the current status of the delivery of pharmaceutical services within students' workplace.

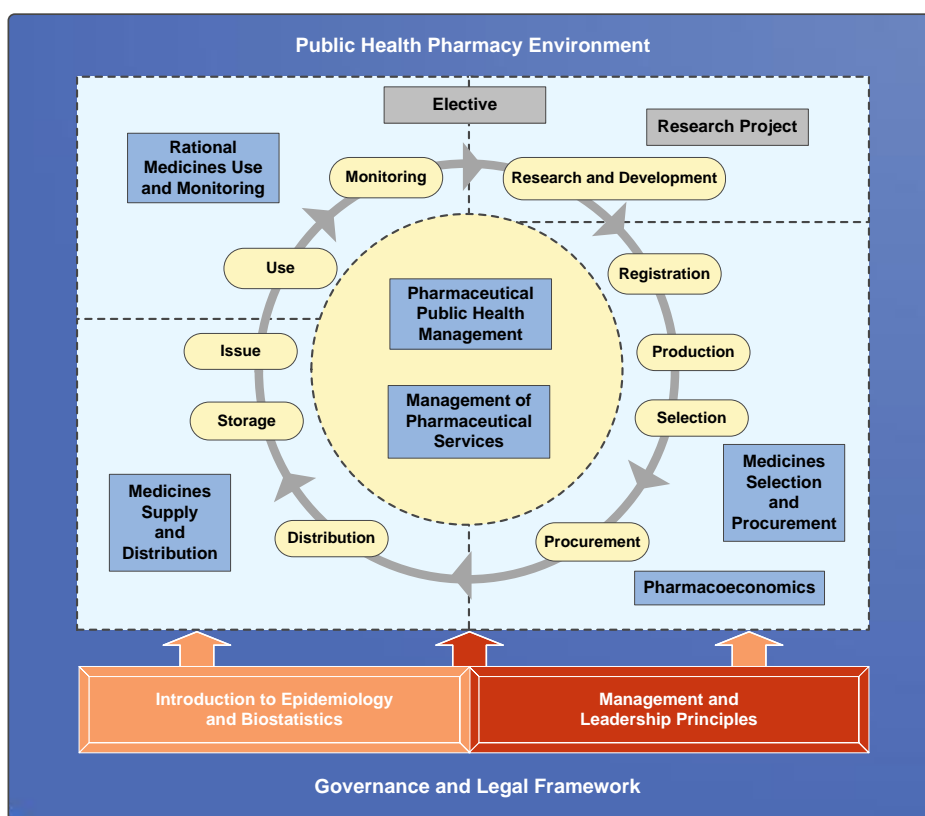
SIAPS will supply all participating students with a copy of the reference material, including the book 'Managers who Lead' and .will provide support to the enrolled students as they develop and implement their individual projects at their workplaces.

## 1 INTRODUCTION

Pharmacists are managers who work with people and coordinate resources effectively and efficiently to achieve the goals of pharmaceutical services at the various levels. They have the task to co-ordinate, evaluate and participate in the management of pharmaceutical services, which encompass the role of the pharmacist and the support staff as set out in their scope of practice.

Managers need to have certain skills or abilities, to translate knowledge into action that will result in desired performance. Managers make a difference by influencing the development of strategic plans and human resources, and to ensure sound financial management, which plays an important role in the social and political development of the community they serve.

This module forms an integral part of the Pharmaceuticals Management Cycle, as it provides the finer detail and skills necessary for the effective management of the elements of the cycle (see Figure 1). The pharmacist's obligations in each of the elements within the Pharmaceuticals Management Cycle specially pertaining to the management of the pharmaceutical services are set out in the *Good Pharmacy Practice in South Africa* rules of the South African Pharmacy Council.



**Figure 1: Relationship between the Pharmaceuticals Management Cycle and the modules**

## **2 PURPOSE OF THE MODULE**

Management of Pharmaceutical Services is one of the CORE modules of the MPharm (Public Health Pharmacy and Management) programme and the principles learnt in the fundamental module 'Management and Leadership Principles' will be applied in this core module.

The purpose of the Management of Pharmaceutical Services module is for students to understand how to use and apply leadership and management practices in the effective and efficient management of pharmaceutical services. This module will therefore also provide practice-based and work-integrated learning that will empower students to apply leadership and management practices, face challenges and achieve measurable results, in their work environments.

This module will equip you as a pharmacist, pharmacy manager or pharmaceutical services manager, with the skills to be able to manage and add value to the pharmaceutical service that you provide within your organisation.

## **3 MODULE TOPICS**

The following key topics are covered in this module:

- Topic A:** The Responsible Pharmacist as the manager of a pharmacy
- Topic B:** Quality Management
- Topic C:** Introduction to the Leading and Managing Practices
- Topic D:** Using the Challenge Model
- Topic E:** Monitoring and documenting progress towards achieving the desired measurable result
- Topic F:** Presenting the results from the quality improvement project
- Topic G:** Financial Management
- Topic H:** Human Resources Management

## **4 GENERAL**

### **4.1 Module guide**

This guide only provides you with the topics, their respective general learning objectives and a list of specific learning objectives. It does not contain descriptions of the topics. You need to use the objectives as a guide in consulting references on the specific topics in order to assist you to understand and utilise the information to enhance your knowledge and to attain the required competency.

## 4.2 Contact sessions

Attendance of the contact sessions is compulsory. If you cannot attend a contact session for whatever reason, you need to submit a fully completed “*Request for leave of absence from formal academic activities*” form (refer to Programme Guide), to the course secretary within 24 hours. Please note that it will be very difficult for any student who does not attend these contact sessions to give evidence of their competency during the various assessment activities of the module.

Students are expected to compile their own notes at contact sessions as all the essential and relevant information on the various topics will be discussed during these sessions.

## 4.3 Time management

The schedule for this module is extremely tight. You are therefore advised to draw up a comprehensive study programme. Use the submission dates of the assessment activities as a guide (see Section 8.1). Allocate time to first study the learning objectives, and then attempt the assessment activities.

## 5 STAFF

The programme is coordinated by Dr Hannelie Meyer. Mrs Juanita Krugel will be responsible for all administrative matters. Should you require information or need assistance, kindly address all communication to Mrs Juanita Krugel. She will forward your request to the relevant person. This will facilitate smooth communication, as well as provide us with a record of all communication.

Staff involved in the module, with their contact details, are listed in Table 1.

**Table 1: Staff details**

Name	Telephone	Fax	E-mail
<b>Head of Department:</b> Prof AGS Gous	(012) 521-4312	(012) 521-3992	<a href="mailto:andries.gous@smu.ac.za">andries.gous@smu.ac.za</a>
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<b>Blackboard Support:</b> Mrs Nikki Williamson	(012) 521-5866	(012) 521-3992	<a href="mailto:nikki.williamson@smu.ac.za">nikki.williamson@smu.ac.za</a>

## 6 CREDITS AND COPYRIGHTS

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## 7 TIME SCHEDULE

The module extends over a period of sixteen weeks with eight contact days over the period of 19 May 2015 to 14 September 2015, followed by an oral presentation assessment on 21 October 2015. The contact sessions include presentations on the theoretical background to the topics, interactive class discussions and small group activities on certain topics.

**Table 2: Time schedule for contact sessions**

<b>CONTACT SESSION 1</b>		
Time	Activity	Presenter
<b>Covered in previous contact session</b>		
NA	Tutorial 3.1: The responsible pharmacist	Mrs Elvera Helberg
NA	Tutorial 3.2: Quality Management	Dr Hannelie Meyer
<b>Day 1: 20 May 2015 (SIAPS)</b>		
08:30 – 09:00	Welcome and introduction	Dr Hannelie Meyer Mrs Elvera Helberg Mrs Juanita Krugel
09:00 – 10:00	Participant introductions, Expectations and Objectives	Ms Ntefeleng Nene
10:00 – 10:30	Overview of the Leadership Development Programme	Ms Ntefeleng Nene



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<b>10:30 – 11:00</b>	<b>Break: Tea</b>	
11:00 – 11:30	Workshop 3.1: Leadership and Management Practices Introduction to the Leadership and Management Practices	Ms Gail Mkele
11:30 – 13:00	Continuation Workshop 3.1: Leadership and Management Practices Understanding the Leadership and Management Practices	Ms Gail Mkele
<b>13:00 – 13:30</b>	<b>Break: Lunch</b>	
13:30 – 14:15	Continuation Workshop 3.1: Leadership and Management Practices Assessing Strengths and Weaknesses in Leading and Managing	Ms Gail Mkele
14:15 – 15:15	Continuation Workshop 3.1: Leadership and Management Practices Scanning the internal and external environment	Ms Ntefeleng Nene
<b>15:15 – 15:30</b>	<b>Break: Tea</b>	
15:30 – 16:30	Continuation Workshop 3.1: Leadership and Management Practices Scanning the internal and external environment	Ms Ntefeleng Nene
<b>16:30 – 16:45</b>	<b>Conclusion</b>	Dr Hannelie Meyer

<b>CONTACT SESSION 2</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
<b>Day 2: 22 June 2015 (SIAPS)</b>		
08:30 – 09:00	Class test 3.1: Leading practices and the responsible pharmacist	Students
09:00 – 09:15	Welcome back and Objectives for the sessions	Ms Ntefeleng Nene
09:15 – 10:15	Challenges identified in the workplace	All
<b>10:15 – 10:45</b>	<b>Break: Tea</b>	
10:45 – 11:00	Workshop 3.2: The Challenge Model Introducing the Challenge Model	Ms Ntefeleng Nene
11:00 – 12:30	Continuation Workshop 3.2: The Challenge Model Mission and shared Vision	Ms Gail Mkele
12:30 – 13:00	Continuation Workshop 3.2: The Challenge Model Developing a Measurable Result	Ms Sue Putter
<b>13:00 – 13:30</b>	<b>Break: Lunch</b>	
13:30 – 14:45	Continuation Workshop 3.2: The Challenge Model Developing a Measurable Result	Ms Sue Putter
<b>14:45 – 15:00</b>	<b>Break: Tea</b>	
15:00 – 16:30	Continuation Workshop 3.2: The Challenge Model Developing a Monitoring and Evaluation Plan	Ms Sue Putter

<b>Day 3: 23 June 2015 (SIAPS)</b>		
08:30 – 10:00	Continuation Workshop 3.2: The Challenge Model Monitoring and mobilising for results	Ms Sue Putter
<b>10:00 – 10:30</b>	<b>Break: Tea</b>	
10:30 – 12:30	Continuation Workshop 3.2: The Challenge Model Monitoring and mobilising for results	Ms Sue Putter
<b>12:30 – 13:15</b>	<b>Break: Lunch</b>	
13:15 – 14:45	Continuation Workshop 3.2: The Challenge Model Describing the current situation and identifying opportunities and obstacles	Ms Gail Mkele
<b>14:45 – 15:00</b>	<b>Break: Tea</b>	
15:00 – 15:45	Continuation Workshop 3.2: The Challenge Model Diagnosing Root Causes – The Fishbone Technique and Five Why's	Ms Gail Mkele
15:45 – 16:00	<b>Conclusion</b>	Ms Gail Mkele
<b>Day 4: 24 June 2015 (SIAPS)</b>		
08:30 – 10:30	Continuation Workshop 3.2: The Challenge Model Diagnosing Root Causes - The Fishbone Technique and Five Why's	Ms Gail Mkele
<b>10:30 – 11:00</b>	<b>Break: Tea</b>	
11:00 – 13:00	Continuation Workshop 3.2: The Challenge Model Identifying and selecting priority actions	Ms Gail Mkele
<b>13:00 – 13:30</b>	<b>Break: Lunch</b>	
13:30 – 14:45	Continuation Workshop 3.2: The Challenge Model Developing an Action Plan	Ms Ntefeleng Nene
<b>14:45 – 15:00</b>	<b>Break: Tea</b>	
15:00 – 15:45	Continuation Workshop 3.2: The Challenge Model Developing an Action Plan	Ms Ntefeleng Nene
15:45 – 16:30	<b>Conclusion</b>	Dr Hannelie Meyer

<b>CONTACT SESSION 3</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
<b>Day 5: 17 August 2015 (SIAPS)</b>		
08:30 – 09:00	Welcome back and Objectives for the day	Ms Gail Mkele
09:00 – 09:30	Workshop 3.3: Quality Improvement Project Shared Learning Session	Ms Gail Mkele
09:30 – 10:30	Continuation Workshop 3.3: Quality Improvement Project Oral Presentation 3.1: Progress on Quality Improvement Project	Students and Assessors
<b>10:30 – 11:00</b>	<b>Break: Tea</b>	

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11:00 – 13:00	Continuation Workshop 3.3: Quality Improvement Project Oral Presentation 3.1: Progress on Quality Improvement Project	Students and Assessors
<b>13:00 – 13:30</b>	<b>Break: Lunch</b>	
13:30 – 14:45	Continuation Workshop 3.3: Quality Improvement Project Telling the story <ul style="list-style-type: none"> <li>• Preparing an abstract</li> <li>• Preparing a poster</li> <li>• Preparing a technical report</li> </ul>	Ms Gail Mkele
<b>14:45 – 15:00</b>	<b>Break: Tea</b>	
15:00 – 16:15	Continuation Workshop 3.3: Quality Improvement Project Telling the story <ul style="list-style-type: none"> <li>• Preparing an abstract</li> <li>• Preparing a poster</li> <li>• Preparing a technical report</li> </ul>	Ms Gail Mkele
16:15 – 16:30	<b>Conclusion</b>	Dr Hannelie Meyer
<b>Day 6: 18 August 2015 (SMU)</b>		
08:00 – 10:00	Tutorial 3.3: Interpretation, object and application of the Public Finance Management Act	Ms Lizette van der Westhuizen
	Tutorial 3.4: National Treasury and National Revenue Fund	
	Tutorial 3.5: Basic Accounting Concepts and Definitions	
<b>10:00 – 10:30</b>	<b>Break: Tea</b>	
<b>10:30 – 12:30</b>	Tutorial 3.5: Basic Accounting continued and Costs	Ms Lizette van der Westhuizen
	Tutorial 3.6: Provincial Treasuries and Revenue Funds	
	Tutorial 3.7: Analyse and Interpret a Basic Set of Financial Statements	
<b>12:30 – 13:15</b>	<b>Break: Lunch</b>	
13:15 – 15:00	Tutorial 3.8: National and Provincial Budgets	Ms Lizette van der Westhuizen
	Class Activity 3.1: Case study - Budget	
<b>15:00 – 15:15</b>	<b>Break: Tea</b>	
15:15 – 15:45	Tutorial 3.9: Departments and Constitutional Institutions	Ms Lizette van der Westhuizen
15:45 – 16:00	<b>Conclusion</b>	Dr Hannelie Meyer
<b>Day 7: 19 August 2015 (SMU)</b>		
08:00 – 08:30	Class Test 3.2: Financial Management	Ms Lizette van der Westhuizen
08:30 – 10:00	Workshop 3.4: Fraud and Risk Role and importance of the Auditor General Financial Misconduct	Ms Lizette van der Westhuizen
<b>10:15 – 10:30</b>	<b>Break: Tea</b>	
<b>10:30 – 12:30</b>	Class Activity 3.2: Case study – Risk and Fraud	Ms Lizette van der Westhuizen

<b>12:30 – 13:15</b>	<b>Break: Lunch</b>	
13:15 – 14:00	Tutorial 3.10: Organisational planning and development for human resources management	Dr Hannelie Meyer
14:00 – 15:00	Tutorial 3.11: Service Conditions	Dr Hannelie Meyer
<b>15:00 – 15:15</b>	<b>Break: Tea</b>	
15:15 – 16:15	Tutorial 3.12: Human resources training and development	Dr Hannelie Meyer
16:15 – 16:30	<b>Conclusion</b>	Dr Hannelie Meyer

<b>CONTACT SESSION 4</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
<b>Day 7: 14 September 2015 (SMU)</b>		
08:00 – 08:30	Tutorial 3.13: Performance Management	Dr Hannelie Meyer
08:30 – 09:00	Tutorial 3.14: Employee Health and Wellness	Dr Hannelie Meyer
09:00 – 10:00	Tutorial 3.15: Employee Relations	Guest speaker
<b>10:00 – 10:30</b>	<b>Break: Tea</b>	
<b>Module: Pharmaceutical Public Health Management</b>		

<b>CONTACT SESSION 5</b>		
<b>Time</b>	<b>Activity</b>	<b>Presenter</b>
<b>Day 8: 21 October 2015</b> <b>Students present their interventions (summative assessment)</b>		
08:00 – 08:30	Welcome and introduction	Dr Hannelie Meyer
08:30 – 10:00	Oral Presentation 3.2: Leadership Development Quality Improvement Project	Students and Assessors
<b>10:00 – 10:30</b>	<b>Break: Tea</b>	
10:30 – 12:30	Oral Presentation 3.2: Leadership Development Quality Improvement Project (continue)	Students and Assessors
<b>12:30 – 13:15</b>	<b>Break: Lunch</b>	
13:15 – 14:45	Oral Presentation 3.2: Leadership Development Quality Improvement Project (continue)	Students and Assessors
<b>14:45 – 15:00</b>	<b>Break: Tea</b>	
15:00 – 15:45	Oral Presentation 3.2: Leadership Development Quality Improvement Project (continue)	Students and Assessors
15:45 – 16:00	<b>Conclusion to Module</b>	Ms G Mkele and Dr Hannelie Meyer

## 8 MODULE OUTCOMES AND ASSESSMENT CRITERIA

The main exit level outcome, specified outcomes and assessment criteria for this module, are shown in Table 3.

**Table 3: Outcomes and assessment criteria**

<b>EXIT LEVEL OUTCOME</b>	<b>SPECIFIED OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
Provide strategic leadership in the effective management of pharmaceutical services	Appraise the roles, responsibilities and authority of the responsible pharmacist in managing pharmaceutical services	The roles, responsibilities and authority of the responsible pharmacist are evaluated, contextualised and fulfilled in the management of a pharmaceutical services
	Analyse and assess what constitutes pharmaceutical services management at various levels, within the legal, professional-ethical and policy framework	A sound management structure of a pharmaceutical service is implemented within the legal, professional-ethical and policy context at the appropriate level of service
	Interpret and implement the strategic and operational plans at the various levels of a pharmaceutical service	The strategic and operational plans at various levels of a pharmaceutical service are interpreted and implemented
	Analyse the structure of a quality management system within pharmaceutical service management	An effective quality management system for pharmaceutical services management is implemented and maintained
	Apply the leading and managing practices in identifying challenges and implementing a quality improvement initiative	The leading and managing practices are used in identifying and addressing a workplace challenge  The link between leading and managing practices and health outcomes is explained using the Leading and Managing for Results Model
	Use the Challenge Model to identify challenges and achieve a desired measurable result	The Challenge Model is used to identify challenges and achieve a desired measurable result
	Monitor progress towards achieving the desired measurable result	Progress towards achieving the desired measurable result is monitored using a Monitoring and Evaluation Plan  Results are presented to key stakeholders in a compelling way
	Manage pharmaceutical services cost-effectively within the organisation's financial system and legal and policy framework	Pharmaceutical financial management is performed in a cost effective manner

	Manage human resources effectively within pharmaceutical services	Personnel within the pharmaceutical services are managed in an effective manner to the best advantage of service delivery
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## 8.1 Methods of assessment and mark allocation

The elements of assessment (formative and summative) are shown in Table 4.

**Table 4: Assessment methods for the module**

Formative assessment	Submission Date
<b>Class Test 3.1:</b> Leading Practices and the Responsible Pharmacist	<b>22 June 2015</b>
<b>Class Test 3.2:</b> Financial Management	<b>19 August 2015</b>
<b>Blog Discussion 3.1:</b> Leadership and management practices	<b>20 July 2015</b>
<b>Assignment 3.1:</b> Risk Management Plan	<b>14 September 2015</b>
<b>Assignment 3.2:</b> Orientation and Induction Plan	<b>28 September 2015</b>
Summative assessment	Submission Date
<b>Oral Presentation 3.2:</b> Quality Improvement Project	<b>21 October 2015</b>
<b>Quality Improvement Project:</b> Abstract, Poster, Technical Report	<b>9 November 2015</b>
<b>Written Examination 2:</b> MPS and PPHM	<b>30 November 2015</b>

### 8.1.1 Formative assessment

All formative assessment activities are compulsory and contribute towards the final course mark. Each assessment activity has a due date for submission. NO EXTENSIONS will be granted to these predetermined due dates. It is your responsibility to ensure that your response is received by the course secretary on the due date, by latest 24h00. Marks will be deducted for late submissions, with a penalty of 10% for each day of late submission.

A minimum mark of 40% needs to be obtained in each assessment activity. If a mark lower than 40% is obtained, you will be granted the opportunity to resubmit a response only once, within two weeks of being informed of the resubmission. Resubmission of an assessment activity will result in obtaining a maximum mark of 50% for that particular activity.

Each submitted assessment activity (except for blog discussions) must contain a completed "Assessment cover sheet" as well as a completed "Declaration of authenticity" (refer to Programme Guide). No submission will be accepted without these accompanying documents.

All assessment activity responses should be typed, edited and referenced according to the Harvard Referencing Style. If particular assessment criteria apply, you will be given an assessment tool and criteria in the student guide or as a separate hand-out. Ensure that your response conforms to these requirements. In your response to the assessment activity you need to integrate the notes from the contact sessions, the small group discussions and the information you obtained from various other information sources. Each response should have at least three additional references.

Entrance to the summative written examination will NOT be allowed, unless all continuous assessment activities have been submitted and the sub-minimum mark of 40% has been achieved for each assessment.

### **8.1.2 Summative assessment**


The summative assessment for this module will be covered by an oral presentation, abstract, poster and report on the 'Leadership Development Quality Improvement Project' as well as a written examination, which will cover two modules, namely Management of Pharmaceutical Services and Pharmaceutical Public Health Management. The examination will include multiple choice questions, true/false questions and case studies, where you will have to apply your knowledge and acquired skills on the different topics from the module. The paper will be marked according to a set memorandum, which will be available for viewing by the students at the end of the examination.




## **9 LEARNING OBJECTIVES AND ACTIVITIES**

### **9.1 Topic A: The Responsible Pharmacist as the manager of a pharmacy**

**Outcome:** After you have completed this topic you will be able to appraise the roles, responsibilities and authority of the responsible pharmacist in managing pharmaceutical services.

**Table 5: Learning objectives and activities: The Responsible Pharmacist as the manager of a pharmacy**

	<b>General learning objectives</b>	<b>Detailed learning objectives</b>
	Appraise the roles, responsibilities and authority of the responsible pharmacist in managing pharmaceutical services	Define the term responsible pharmacist Discuss the legal framework underpinning the role of the responsible pharmacist Describe the duties, responsibilities and authority of the responsible pharmacist as stipulated by legislation Describe the legal implications of non-compliance to the duties, responsibilities and authority of the responsible pharmacist Discuss the role of the responsible pharmacist in also performing the responsibilities and work within the scope of

		<p>practice of a pharmacist</p> <p>Discuss the scope of practice of pharmacy personnel</p> <p>Evaluate that the minimum standards of services in a pharmacy are executed within the legal framework</p> <p>Supervise the safety, security, purchasing, storage, and dispensing of medicines in a pharmaceutical service</p> <p>Discuss how to strengthen your leading and managing practices (effectiveness, efficiency and quality) as a responsible pharmacist</p>
	<p><b>Tutorial 3.1: The Responsible Pharmacist</b></p> <p>An interactive tutorial where the roles, responsibilities and authority of the responsible pharmacist in managing pharmaceutical services will be discussed as part of the contact session. The tutorial will include an interactive class discussion with handouts on the authority, duties and responsibilities of the responsible pharmacist.</p>	
	<p><b>Class test 3.1: Leading practices and the responsible pharmacist</b></p> <p>A 30-minute class test will be written on <b>22 June 2015</b>, at the start of the second contact session. The test will cover aspects of leading practices and the responsible pharmacist.</p>	
	<p>Black G. 2011. Business policy vs. professional practice. From my Little Black Book of pharmacy practice. Practice matters. S Afr Pharm J, 78(5):53-55.</p> <p>Doms R. 5 February 2011. The responsible pharmacist its meaning. Forensic pharmacy corner. Where pharmacy meets the law. Available from: <a href="http://www.doms.co.za/fpc25/index.php/articles/specific-topic-notes/responsible-pharmacist-meaning">http://www.doms.co.za/fpc25/index.php/articles/specific-topic-notes/responsible-pharmacist-meaning</a>.</p> <p>Hospital Pharmacy Practice in the UK and the Responsible Pharmacist Requirements. Royal Pharmaceutical Society of Great Britain and the Pharmaceutical Society of Northern Ireland.</p> <p>Medicines and Related Substances Control Act 101 of 1965. Pharmaceutical Society of Southern Africa (PSSA). Pharmacy Law Compendium. Durban: LexisNexis Butterworth.</p> <p>Pharmacy Act 53 of 1974 as amended. Pharmaceutical Society of Southern Africa (PSSA). Pharmacy Law Compendium. Durban: LexisNexis Butterworth.</p> <p>Regulation relating to the practice of pharmacy. GNR 1158 of 20 November 2000. Pharmaceutical Society of Southern Africa (PSSA). Pharmacy Law Compendium. Durban: LexisNexis Butterworth.</p> <p>Regulations relating to the Ownership and Licencing of Pharmacies. GNR 553 of 25 April 2003. Pharmaceutical Society of Southern Africa (PSSA). Pharmacy Law Compendium. Durban: LexisNexis Butterworth</p>	




	<p>South African Pharmacy Council (SAPC). 2010. Good Pharmacy Practice in South Africa. Fourth edition. Arcadia, Pretoria: SAPC.</p> <p>Steyn FJW. 2014. Knowledge, understanding and perceptions of pharmacy personnel on the role of the responsible pharmacist in public sector hospital pharmacy in Mpumalanga Province. MSc(Med) Dissertation. Pretoria: University of Limpopo, Medunsa Campus.</p>
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## 9.2 Topic B: Quality management

**Outcome:** After you have completed this topic you will be able to analyse the structure of a quality management system within pharmaceutical services management.

**Table 6: Learning objectives and activities: Quality management**

 Objectives	General learning objectives	Detailed learning objectives
	Discuss quality as part of quality management	<p>Define the term quality</p> <p>Differentiate between customer, manufacturing based, product based, value-based and transcendent quality</p> <p>Discuss the definitions of quality of the WHO and NDoH</p> <p>Differentiate between quality assurance and control</p> <p>Distinguish between the cost of quality and cost of poor quality</p> <p>Describe the two aspects of quality (features and freedom from trouble)</p> <p>Discuss the cost of quality by differentiating between the following costs: prevention, appraisal, internal failure, external failure and opportunity costs</p> <p>Describe the basic elements of quality management</p>
	Distinguish between the founders of quality management	<p>Describe Deming's 14 principles of quality</p> <p>Describe Deming's concept of 'Profound knowledge'</p> <p>Describe Deming's Theory of Variance</p> <p>Describe Deming's Disease and Sins</p> <p>Discuss Deming's PDCA/PDSA method</p> <p>Describe the Quality improvement process as proposed by Joseph Juran</p>

		<ul style="list-style-type: none"> <li>• Quality trilogy</li> <li>• Ten steps of the quality improvement process</li> <li>• Pareto principle and cost of quality</li> <li>• General management approach as well as statistics</li> </ul> <p>Describe Crosby's four absolutes for quality management</p>
	<p>Appraise the continuous quality improvement (CQI) models and tools</p>	<p>Discuss the Continuous Improvement Process</p> <p>Explain what is meant by a quality model and tool</p> <p>Apply Deming's Cycle of Continuous Improvement : Plan-Do-Check-Act (PDCA)</p> <p>Discuss the importance of a continuous improvement model in terms of standards and the PDCA and process</p> <p>Discuss the application of the Donabedian model of input, process, and outcome in CQI</p> <p>Describe the elements of success</p>
	<p>Differentiate between the different quality initiatives in South Africa</p>	<p>Describe the following quality initiatives:</p> <ul style="list-style-type: none"> <li>• TQM</li> <li>• Six Sigma</li> <li>• Reengineering</li> <li>• ISO 9001 standards</li> </ul> <p>Discuss the legislation in South Africa for pharmacy to ensure quality assurance (GPP, GWDP, GMP)</p> <p>Discuss the healthcare specific quality initiatives in South Africa, i.e. the National Core Standards</p> <p>Discuss ISO 9001 Certification</p>
	<p>Explain what is meant by a Quality Management System (network of processes)</p>	<p>Define the term quality management system (QMS)</p> <p>Describe the QMS documentation pyramid</p> <p>Explain the role and importance of a quality manual and standard operating procedures (SOPs) in pharmaceutical service delivery</p>



	<p><b>Tutorial 3.2: Quality management</b></p> <p>A tutorial on quality management in pharmaceutical services will be presented as part of the contact session. The tutorial will include a presentation by the lecturer and interactive class discussion.</p>
	<p>Bateman TS &amp; Snell SA. 2015. Management: Leading &amp; Collaborating in a Competitive World. 11th Edition. New York: McGraw-Hill Education.</p> <p>Jooste K (Editor). 2009. Leadership in Health Services Management. Second Edition. Cape Town: Juta and Company Ltd.</p> <p>Management Sciences for Health (MSH). 2010. Health Systems in Action: An eHandbook for Leaders and Managers. Cambridge, MA: Management Sciences for Health. Available from: <a href="http://www.msh.org/resource-center/health-systemsin-action.cfm">http://www.msh.org/resource-center/health-systemsin-action.cfm</a></p>

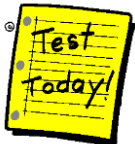

### 9.3 Topic C: Introduction to the Leading and Managing Practices

**Outcomes:** After you have completed this topic you will be able to

- match the leading and managing practices in the Leading and Managing Framework to practices from your own experience
- assess the strengths and weaknesses in leading and managing practices for your own work environment
- explain the link between leading and managing practices to health outcomes using the Leading and Managing for Results Model

**Table 7: Learning objectives and activities: Introduction to the Leading and Managing Practices**



	<b>General learning objectives</b>	<b>Detailed learning objectives</b>
	<p>Identify key leading and managing practices, and connect your own experience with practices in the Leading and Managing Framework</p>	<p>Articulate the Leading and Managing practices using the Leading and Managing Framework</p> <p>Demonstrate the link between leading and managing practices to health outcomes using the Leading and Managing for Results Model</p>
	<p><b>Workshop 3.1 : Leadership and Management Practices</b></p> <p>An interactive workshop where the foundations to management are introduced, will take place as part of the contact session. The following topics will be discussed:</p> <ul style="list-style-type: none"> <li>• Introduction to the Leadership and Management Practices</li> <li>• Understanding the Leadership and Management Practices.</li> <li>• Assessing Strengths and Weaknesses in leading and Managing</li> <li>• Scanning the internal and external environment</li> </ul> <p>A number of individual and group activities will take place during the contact session. Individuals/groups will be required to present their discussions to the class during an</p>	






	interactive report-back session facilitated by the lecturer.
	<p><b>Class test 3.1: Leading practices and the responsible pharmacist</b></p> <p>A 30-minute class test will be written on <b>22 June 2015</b>, at the start of the second contact session. The test will cover aspects of leading practices and the responsible pharmacist.</p>
	<p>Mansour JB, Vriesendorp S &amp; Ellis A. 2005. <i>Managers Who Lead: A Handbook for Improving Health Services</i>. 3<sup>rd</sup> Edition. USA: Management Sciences for Health.</p> <p>Management Sciences for Health. 2010. <i>Health Systems in Action: An eHandbook for Leaders and Managers</i>. Cambridge, MA: Management Sciences for Health. Available from: <a href="http://www.msh.org/resource-center/health-systems-in-action.cfm">http://www.msh.org/resource-center/health-systems-in-action.cfm</a></p>

#### 9.4 Topic D: Using the Challenge Model to address workplace challenges

**Outcome:** After you have completed this topic you will be able to use the Challenge Model to identify challenges and achieve the desired measurable result

**Table 8: Learning objectives and activities: Using the Challenge Model to address workplace challenges**





	General learning objectives	Detailed learning objectives
	Construct a Challenge Model that will enable you and your team to launch a quality improvement project that will lead towards achieving a desired measurable result	<p>Understand the distinction between a mission and a vision</p> <p>Create a shared vision</p> <p>Diagnose the root cause to challenges faced</p> <p>Define the current situation and the basic elements in a monitoring and evaluation plan</p> <p>Identify the interventions required to achieve the desired measurable result</p> <p>Prioritise key actions identified</p> <p>Develop an action plan that shows the specific activities, timelines, and accountabilities for each of the priority actions.</p>
	<p><b>Workshop 3.2 : The Challenge Model</b></p> <p>An interactive 3-day workshop will take place during the second contact session, where the challenges identified in the workplace will be discussed. The Challenge Model will then be introduced and the following topics will be discussed:</p> <ul style="list-style-type: none"> <li>• Mission and shared vision</li> <li>• Developing a measurable result</li> <li>• Developing a Monitoring and Evaluation Plan</li> </ul>	

	<ul style="list-style-type: none"> <li>• Monitoring and mobilising for results</li> <li>• Describing the current situation and identifying opportunities and obstacles</li> <li>• Diagnosing Root Causes – The Fishbone Technique and Five Why's</li> <li>• Identifying and selecting priority actions</li> <li>• Developing an action plan</li> </ul> <p>During the workshop, it will be expected that each student complete a Challenge Model (step-by-step) for a workplace challenge they have identified. There will be several experiential exercises to be completed by the end of the 3-day workshop. Students need to show evidence of completion to the lecturer during the contact session.</p>
	<p><b>Draft Quality Improvement Project</b></p> <p>During the self-study period, the students will refine and complete their Challenge Model, proceed with the implementation of the Action Plan and document progress on the quality improvement project using the template provided.</p> <p>A progress document and completed Challenge Model must be submitted for discussion during the forthcoming contact session.</p>
	<p><b>Submission date for draft Quality Improvement Project</b></p> <p>Submit the draft progress document and completed Challenge Model by <b>31 July 2015</b>.</p>
	<p><b>Preparation for Oral Presentation 3.1: Progress on Quality Improvement Project</b></p> <p>Prepare an oral presentation for <b>17 August 2015</b> to present the draft progress document and completed Challenge Model to the class.</p>
	<p><b>Blog Discussion 3.1: Leadership and management practices</b></p> <p>The following statement will be posted on the Course Blog:  <i>“Application of the leadership and management practices in the workplace”.</i></p> <p>Respond to the statement by <b>26 June 2015</b>. Your response should be at least 600 words and contain three to four paragraphs.</p> <p>On <b>27 June 2015</b>, start reading the posts made by all the other students in the class, and post further comments to start the discussion.</p> <p>The discussion can continue until <b>19 July 2015</b>. Each student must post his/her final opinion on <b>20 July 2015</b>.</p> <p>Marks will be allocated for the following:</p> <ul style="list-style-type: none"> <li>• First opinion post</li> <li>• Participation in the discussion</li> <li>• Final opinion post</li> </ul>
	<p>Mansour JB, Vriesendorp S &amp; Ellis A. 2005. Managers Who Lead: A Handbook for Improving Health Services. 3<sup>rd</sup> Edition. USA: Management Sciences for Health.</p> <p>Management Sciences for Health. 2010. Health Systems in Action: An eHandbook for Leaders and Managers. Cambridge, MA: Management Sciences for Health. Available from: <a href="http://www.msh.org/resource-center/health-systems-in-action.cfm">http://www.msh.org/resource-center/health-systems-in-action.cfm</a></p>

## 9.5 Topic E: Monitoring progress towards achieving the desired measurable result

**Outcome:** After you have completed this topic you will be able to monitor progress towards achieving a desired measurable result for quality improvement.


**Table 9: Learning objectives and activities: Monitoring and document progress towards achieving the desired measurable result**





	General learning objectives	Detailed learning objectives
	Monitor progress in addressing the challenge identified and producing results	Implement key priority actions identified Document and analyse data collected Interpret and document results on progress Summarise understanding of the data and report to the larger group
	<p><b>Workshop 3.3: Quality Improvement Project</b></p> <p>An interactive one-day workshop will take place during the third contact session, where the students will share what they have learned, present their draft Quality Improvement Project (progress report) to the class.</p> <p>The workshop will include discussion on how to formally report the progress and results of the Quality Improvement Project to key stakeholders or a larger audience. Preparation of the following will be discussed:</p> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Poster</li> <li>• Technical report</li> </ul>	
	<p><b>Oral Presentation 3.1: Progress on Quality Improvement Project</b></p> <p>Each student will present his/her progress document and completed Challenge Model for discussion during the contact session on <b>17 August 2015</b>.</p>	
	<p>Mansour JB, Vriesendorp S &amp; Ellis A. 2005. <i>Managers Who Lead: A Handbook for Improving Health Services</i>. 3<sup>rd</sup> Edition. USA: Management Sciences for Health.</p>	

## 9.6 Topic F: Quality Improvement Project Presentation

**Outcome:** After you have completed this topic you will be able to prepare and deliver an effective presentation and make plans to sustain the process started within the workplace

**Table 10: Learning objectives and activities: Quality Improvement Project Presentation**

	General learning objectives	Detailed learning objectives
	Prepare and present results to key stakeholders in a compelling way	Prepare and deliver an effective presentation Present results in a compelling way


		Make plans to sustain the process started within the workplace
	<b>Oral Presentation 3.2: Quality Improvement project</b>	Each student will formally present his/her final results to the course presenters, fellow students and guests on <b>21 October 2015</b> .  The presentation will be assessed and the mark obtained will contribute towards the summative assessment mark for the module.
	<b>Quality Improvement project: Abstract, Poster, Technical Report</b>	Each student will be required to submit an individual abstract, poster and technical report on the quality improvement project implemented in their workplace.  The mark obtained will contribute towards the summative assessment mark for the module.
	<b>Submission date for Abstract, Poster and Technical Report</b>	Submit your abstract, poster and technical report on the quality improvement project implemented in your workplace on <b>9 November 2015</b> .
		Mansour JB, Vriesendorp S & Ellis A. 2005. Managers Who Lead: A Handbook for Improving Health Services. 3 <sup>rd</sup> Edition. USA: Management Sciences for Health.

## 9.7 Topic G: Financial Management

Successful management of pharmaceutical services can only be achieved through the application of the principles and concepts of financial management. The pharmaceutical services manager needs to apply these financial principles and concepts effectively in all financial activities. The purpose of this topic is to enable pharmacists to effectively exercise financial management in conjunction with the financial departments of the healthcare facility to the best advantage of the public.

**Outcome:** After you have completed this topic you will be able to manage pharmaceutical services cost-effectively within the organisation's financial system and legal and policy framework.

**Table 11: Learning objectives and activities: Financial management**

	<b>General learning objectives</b>	<b>Detailed learning objectives</b>
	Interpret the objectives of the Public Finance Management Act (PFMA) and explain how to apply these objectives in a pharmaceutical services environment	Describe the benefits of the PFMA Explain the rules & regulations of the PFMA Differentiate between the specific roles in financial management and their respective responsibilities. Explain how accountability is enforced through PFMA principles







	Differentiate between National Treasury and the National Revenue Fund	<p>Describe the relationship between the Constitution and the finances of the country</p> <p>Distinguish between National Treasury and the National Revenue Fund</p> <p>Explain the role of National Treasury with regards to funding provincial hospitals</p> <p>Explain why each of these are important to you in your role as a pharmacist or manager</p>
	Discuss the function of supporting structures like the Auditor General.	<p>Explain the importance of having an Auditor General</p> <p>Describe the duties and responsibilities of the Auditor General</p> <p>Distinguish between internal and external auditing</p> <p>Discuss the role of the audit report</p>
	Discuss the role of provincial treasuries and the provincial revenue funds	<p>Describe the functions and powers of Provincial Treasuries</p> <p>Explain what is meant by the term provincial revenue fund</p>
	Interpret a basic set of financial statements, classify and identify each element in the financial statements	<p>Explain what a set of financial statements is</p> <p>List all documents that are part of the financial statements</p> <p>Describe the information contained in each financial statement and its purpose</p>
	Analyse and interpret a basic Balance Sheet	<p>Explain the purpose of a balance sheet</p> <p>Define an asset</p> <p>Classify assets in terms of fixed and current assets</p> <p>Define a liability</p> <p>Classify liabilities in terms of long term or current liabilities</p> <p>Analyse and interpret a basic Balance Sheet</p> <p>Identify and describe assets and liabilities in a pharmaceutical environment</p> <p>Outline asset management in a healthcare organisation</p>



	<p>Evaluate and explain an income and expenditure statement in terms of PFMA principles</p>	<p>Describe the purpose of an income and expenditure statement</p> <p>Describe the elements of an income and expenditure statement</p> <p>Indicate what the PFMA requirements are of an income and expenditure statement</p> <p>Identify sources of income and expenditure in a pharmaceutical environment</p>
	<p>Describe the accountability cycle with all relevant role players</p>	<p>Illustrate government's accountability through a schematic diagram</p> <p>Explain the accountability cycle with regards to</p> <ul style="list-style-type: none"> <li>• the department</li> <li>• reporting</li> </ul> <p>Describe the responsibilities of the Accounting Officer</p> <p>Provide a brief explanation of your understanding of the King Report and the impact it has had on financial management in the public sector</p> <p>Describe the Medium Term Budget Framework (MTEF)</p> <p>Describe the budget cycle which is followed each year, including relevant dates where applicable</p>
	<p>Assist in planning and preparing a budget for your pharmacy or department</p>	<p>Compile an estimation of monthly income and expenditure for your current pharmacy or department</p> <p>Motivate why all these expenses are necessary</p> <p>Estimate future expenses with regards to personnel expenditure</p>
	<p>Formulate linkages between the Constitution and the PFMA</p>	<p>Describe the relationship between the Constitution and the PFMA</p>
	<p>Explain the roles and responsibilities of the relevant treasuries</p>	<p>Explain the roles of the relevant treasuries</p> <p>Describe the responsibilities of an accounting officer with regards to the following:</p> <ul style="list-style-type: none"> <li>• Budgetary control</li> <li>• Reporting</li> <li>• Transfer of assets &amp; liabilities</li> </ul> <p>Discuss in which cases an accounting officer</p>

		<p>may delegate some of his/her duties to other officials</p> <p>Discuss the responsibilities of an official to which certain duties of the accounting officer has been delegated to</p>
	Discuss the role and importance of the Auditor General	<p>Explain what is meant by the term Auditor General (AG)</p> <p>Describe the responsibilities of the AG</p> <p>Define the following:</p> <ul style="list-style-type: none"> <li>• Fruitless &amp; Wasteful expenditure</li> <li>• Irregular expenditure</li> <li>• Unauthorised expenditure</li> </ul> <p>Differentiate between finance and operating leases</p> <p>Describe the roll of the internal audit function</p>
	Discuss risk management in a pharmaceutical environment/context	<p>Define the term “risk”</p> <p>List the common elements of risks</p> <p>List the risks related to financial management</p> <p>Differentiate between external and internal sources of risk</p> <p>Explain the concept of internal control and the importance of supporting it with clear documented policies and standard operating policies</p> <p>Explain how to exercise financial control by creating a controlled environment and the segregation of duties</p> <p>Differentiate between administrative, accounting and data processing controls</p> <p>Design an internal control system</p> <p>Describe the strategies for dealing with financial risks</p> <p>Discuss the guidelines for preparing a risk management plan</p>
	Analyse the management of financial misconduct in the public sector	<p>Define financial misconduct</p> <p>Explain the implications of financial misconduct</p> <p>Explain the processes related to the investigation and reporting of financial misconduct</p>

		Describe the applicable legal regime for disciplinary proceedings
	Demonstrate an understanding of basic accounting, including the double entry system and costs	Define income Define an expense Illustrate an understanding of the double entry system by doing simple accounting entries Outline the different types of costs
	<b>Tutorial 3.3: Interpretation, object and application of the Public finance management Act (PFMA)</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Tutorial 3.4: National Treasury and National Revenue Fund</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Tutorial 3.5: Basic Accounting Concepts, Definitions and Costs</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Tutorial 3.6: Provincial Treasuries and Revenue Funds</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Tutorial 3.7: Analyse and Interpret a basic set of Financial Statements</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Tutorial 3.8: National and Provincial Budgets</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	
	<b>Class Activity 3.1: Case study - Budget</b> A case study will be introduced by the facilitator .during the contact session. The students will be divided into small groups to discuss the case study and will present their findings in a plenary session.	
	<b>Tutorial 3.9: Departments and Constitutional Institutions</b> An interactive tutorial will take place as part of Contact Session 3. The tutorial will include presentations by the lecturer and an interactive class discussion.	

	<p><b>Assignment 3.1: Risk Management Plan</b></p> <p>Prepare a detailed risk management plan for your department or pharmacy. Take the current internal controls into account with specific emphasis on inventory</p>
	<p><b>Submission date for Assignment 3.1: Risk Management Plan</b></p> <p>Submit your assignment on <b>14 September 2013</b>.</p>
	<p><b>Class test 3.2: Financial Management</b></p> <p>A 30-minute class test will be written on <b>19 August 2015</b>, at the start of the third day of the Contact Session 3. The test will cover aspects of financial management, covered in the contact session of the previous day.</p>
	<p><b>Workshop 3.4: Fraud and Risk</b></p> <p>An interactive workshop will be presented as part of Contact Session 3. The workshop will include presentations by the facilitator, interactive discussions and small group activities.</p>
	<p><b>Class Activity 3.2: Case study – Fraud and Risk</b></p> <p>A case study will be introduced by the facilitator during the contact session. The students will be divided into small groups to discuss the case study and will present their findings in a plenary session.</p>
	<p>Management Sciences for Health. 2010. Health Systems in Action: An eHandbook for Leaders and Managers. Cambridge, MA: Management Sciences for Health. Available from: <a href="http://www.msh.org/resource-center/health-systems-in-action.cfm">http://www.msh.org/resource-center/health-systems-in-action.cfm</a></p> <p>Public Finance Management Act (PFMA)</p> <p>Visser CB &amp; Erasmus PW. 2009. The Management of Public Finance - A practical guide. 7th Impression. Cape Town: Oxford University Press</p>


## 9.8 Topic H: Human Resources Management

Human Resource Management (HRM) can be defined as the formal systems for the management of people within an organisation. Historically it is known as personnel management, dealing with formal systems for managing people at work.







Human Resource Management is an important function that must be carried out to ensure that the aims of an organisation are successfully achieved. These aims cannot be effectively achieved without the proper personnel. The purpose of this topic is to enable pharmacists to coordinate and control the human resources within pharmaceutical services effectively in conjunction with other functional divisions.





**Outcome:** After you have completed this topic you will be equipped to manage personnel within the pharmaceutical services in an effective manner to the best advantage of service delivery.

**Table 12: Learning objectives and activities: Human Resources Management**

	General learning objectives	Detailed learning objectives
	<p>Discuss how organisations use strategic human resources management (HRM) to gain competitive advantage</p>	<p>Describe the criteria that highlight the importance of people</p> <p>Illustrate the closeness of HRM to strategic management</p> <p>Explain the term human capital</p> <p>Discuss the role of the manager in human resource management</p>
	<p>Analyse the HR planning process</p>	<p>Evaluate the purpose and importance of the human resources planning</p> <p>Describe the three stages of the HR planning process – planning, programming and evaluating</p> <p>Explain the use of job analysis in the HR planning process</p> <p>Describe how human resources planning must be integrated with the institution's strategic plan and the workforce supply and demand</p>
	<p>Discuss the process of staffing the organisation</p>	<p>Define the term recruitment</p> <p>Give reasons why organisations recruit both internally and externally</p> <p>Describe the selection instruments that organisations use to choose from among qualified applicants to hire into an organisation</p> <p>Discuss the South African equal employment laws</p> <p>Discuss the ways how workforces can be reduced when certain situations require it</p>
<p>Analyse and apply the process of developing the workforce through training and development</p>	<p>Explain why is it important to develop a workforce</p> <p>Differentiate between the terms training and development</p> <p>Describe the different phases of the training process</p> <p>Describe orientation training and compile an orientation manual and an induction programme for new employees</p> <p>Explain what is meant with the term team training</p>	

		<p>Explain how diversity training can be used to focus on building awareness of diversity issues and providing the necessary skills to work in a diverse workforce</p> <p>Discuss career management, development and planning of employees</p>
	<p>Explain why performance appraisal is regarded as one of the most important responsibilities of a manager</p>	<p>Define the term performance appraisal</p> <p>Identify and describe the basic purposes of performance appraisal</p> <p>Describe the three basic categories of employee performance that performance appraisal can assess</p> <p>Explain how the behaviourally anchored rating scale (BARS) can be used for evaluating quality as part of behavioural appraisals</p> <p>Discuss management by objectives (MBO) as an approach to results appraisals</p> <p>Explain alternatives for who appraises an employee's performance</p> <p>Explain what is meant by a 360-degree appraisal</p> <p>Discuss how to give effective feedback to raise the performance of employees</p>
	<p>Analyse, interpret and apply the service conditions and policies to manage human resources within pharmaceutical services</p>	<p>Discuss how reward systems can serve the strategic purposes of attracting, motivating, and retaining people.</p> <p>Describe the types of decisions that are crucial for designing an effective pay plan</p> <p>Discuss the incentive systems that have been devised to encourage and motivate employees to be more productive</p> <p>Distinguish between employee benefits which are subject to regulation and those optional for an employer</p> <p>Discuss the role of the Occupational Health and Safety Act</p>
	<p>Analyse, interpret and apply the management and improvement of the health and well-being of employees</p>	<p>Describe health, well-being and safety</p> <p>Identify factors contributing to health and well-being in the workplace</p> <p>Describe the health, wellness and safety rules and practices applicable to pharmaceutical services.</p>

		Interpret and apply the function of employee assistance programmes
	Summarise how unions and labour laws influence human resources management (labour relations)	<p>Explain what is meant by labour relations</p> <p>Discuss the Labour Relations Act of South Africa</p> <p>Discuss how unionisation influence human resource management</p> <p>Explain what is meant by collective bargaining</p>
	<p><b>Pre-reading 3.1: Human Resources Management</b></p> <p>The purpose of the pre-reading is for students to have an understanding of the concepts to be discussed during the contact session.</p> <ul style="list-style-type: none"> <li>• Know Your LRA - A guide to the Labour Relations Act, 1995 (as amended) Second Edition Published by the Department of Labour</li> <li>• Labour Relations Act, 1995</li> <li>• Basic Conditions of Employment Act (Act 75 of 1997)</li> <li>• Public Service Act, 1994, as amended</li> <li>• Public Service Regulations (PSR), 2001</li> </ul>	
	<p><b>Tutorial 3.10: Organisational planning and development for human resources management</b></p> <p>A tutorial on the organisational planning and development for human resources will be presented</p>	
	<p><b>Tutorial 3.11: Service conditions</b></p> <p>A tutorial on the service conditions and remuneration will be presented during the contact session. The tutorial will include a presentation by the lecturer and an interactive class discussion.</p>	
	<p><b>Tutorial 3.12: Human resources training and development</b></p> <p>A tutorial on the human resources training and development will be presented during the contact session. The tutorial will include a presentation by the lecturer and an interactive class discussion.</p>	
	<p><b>Tutorial 3.13: Performance management</b></p> <p>A tutorial on the important aspects of performance management will be presented during the contact session. The tutorial will include a presentation by the lecturer and an interactive class discussion.</p>	
	<p><b>Tutorial 3.14: Employee Health and Wellness</b></p> <p>A tutorial on employee health and wellness within pharmaceutical services environment will be presented during the contact session. The tutorial will include a presentation by the lecturer and an interactive class discussion.</p>	

	<p><b>Tutorial 3.15: Employee Relations</b></p> <p>A tutorial on employee relations will be presented during the contact session. The tutorial will include a presentation by the lecturer and an interactive class discussion.</p>
	<p><b>Assignment 3.2: Orientation and induction plan</b></p> <p>Develop an induction and orientation programme for the newly appointed community service pharmacists in your pharmacy. Pay attention to the content of the induction packet to be handed out to these new workers.</p>
	<p><b>Submission date for Assignment 3.2</b></p> <p>Submit your group orientation and induction workshop plan on 21 October 2015</p>
	<p>Barrett GK, Strode A &amp; Smart R. 2002. Managing HIV/AIDS in the workplace. A guide for government departments. Impact and Action Project on HIV/AIDS. Pretoria: The Department of Public Service and Administration.</p> <p>Bates B, Botha M, Botha S, Goodman S et al. 2007. Organisation Structure and Design. In: <i>Managing People: Fresh Perspectives</i>. University of Pretoria. Cape Town: Pearson Education. p169-188.</p> <p>Department of Health (DOH). 2011. Human Resources for Health, South Africa. HRH Strategy for the Health Sector: 2012/13 – 2016/17. Pretoria: DOH.</p> <p>Department of Labour. Know Your LRA - A guide to the Labour Relations Act, 1995 (as amended). 2<sup>nd</sup> Edition</p> <p>DPSA. 2002. HIV and AIDS in the workplace Guide for Government Departments. Wellness Management Policy for the Public Service</p> <p>Public Service Commission (PSC). A Toolkit on Recruitment and Selection. Pretoria: Public Service Commission, National Office.</p> <p>Public Service Commission (PSC). Official Circulars regarding accommodation, housing, leave, working times, pensions, transport between residence and place of work, incapacity leave</p> <p>South African Pharmacy Council (SAPC). 2011. Pharmacy Human Resources in South Africa. First Edition. Pretoria: SAPC. Available from: <a href="http://www.e2.co.za/emags/phrsa/pageflip.html">http://www.e2.co.za/emags/phrsa/pageflip.html</a></p> <p>Van der Westhuizen E &amp; Wessels J (Eds). 2012. South African Human Resource Management for the Public Sector. 2nd Edition. Claremont: Juta &amp; Company Ltd.</p> <p>Legislation:</p> <ul style="list-style-type: none"> <li>• Basic Conditions of Employment Act (Act 75 of 1997)</li> <li>• Public Service Act, 1994, as amended</li> <li>• Public Service Regulations (PSR), 2001</li> <li>• General Safety Regulations, 1986</li> <li>• Occupation Health and Safety Act 85 of 1993 as amended</li> <li>• Public Service Act, 1994, as amended Labour Relations Act, 1995</li> </ul>



	<ul style="list-style-type: none"><li>• Employment Equity Act (Act 55 of 1998)</li><li>• Public Service Coordinating Bargaining Council (PSCBC) Resolutions</li><li>• General Public Service Sector Bargaining Council (GPSSBC) Resolutions</li><li>• Promotion of Administrative Justice Act (AJA), 2000</li><li>• Public Service Regulations (PSR), 2001</li><li>• Determination on Working Time in the Public Service July 2011</li><li>• Human Resource Development Strategic Framework Vision 2015</li></ul>
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