PHCM9711
Managing Human Resources for Health
Summer School, November 2012
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Contributions to the course have been provided with support from
Jo Travaglia, Lois Meyer and all the course presenters.

Human Resources for Health Knowledge Hub
School of Public Health and Community Medicine
Faculty of Medicine
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UNSW Sydney NSW 2052
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Course Readings
Welcome

This course enhances participants' understanding of the current issues surrounding Human Resources for Health (HRH) in the international context and as they apply in the Asia Pacific region. These relate to the supply, deployment and demand for the skills that health workers offer to health systems, as well as the management of the workforce for maximum effect while also providing career opportunities, incentives and educational opportunities to retain them.

The field of HRH is more than just personnel management – or the management of existing staff. It’s a complex set of issues that must ultimately address the health of a country or region. It extends to identifying population health needs, producing health professionals of varying cadres, supporting a range of training options, recruiting, sometimes internationally, deploying staff to positions where their training and expertise is put into effect, providing adequate salaries and acceptable working conditions, resourcing, equipping and supervising, providing opportunities for continuing education and career progression, and adapting the workforce periodically to meet changing health needs and/or population movements.

International participants will be asked to consider these issues in relation to their own country, and by hearing from others and the course presenters, develop some basic plans for discussion at the policy level when they return home. Enrolled students will be asked to consider these issues and their implications to a health setting with which they are familiar.

All participants will be encouraged to contribute to discussions and to consider how they may be able to contribute to the resolution of important HRH issues at local, national and regional levels.

The course will be developed around the following current issues, all of which have HRH implications across the Asia Pacific region:

- The need for policy analysis in HRH in most Low and Middle Income Countries
- The immediate pressure to achieve the Millennium Development Goals
- The changing nature of health needs - the emergence of non-communicable diseases and Injury - and the need for appropriate staffing responses
- The need for competent workforce planning to implement viable HRH policies
- Changing health organisational structures and reforms; including the devolution of governance (to provinces and districts), administrative decentralisation and recentralisation of Departments/Ministries of Health or functions and the impact of changes on the health workforce
- Urban pull and international migration and how to retain staff in rural areas and areas of need
- HRH intra-regional mobility (working within the region), how it is viewed, how it can be better supported, and its potential
- Terms and conditions of work, incentives, career development and salary levels and their impacts on motivation and commitment
Course staff

Convenor and Presenter

Dr Graham Roberts
Graham is the course convenor. He has many years of experience working at all levels in several Pacific Islands Countries and in Australia, including working with Permanent Secretaries of Ministries, preparing briefing notes and speeches for Ministers, preparing Cabinet Papers, advising National Development Committees and Regional Directors, running an academic department, heading a Research Unit and commencing 3 research centres in the Pacific. Graham has also been the Australian Team Leader of AusAID health projects in Papua New Guinea and Fiji. Importantly, his work experience also includes many years of living closely with Pacific communities, and working within existing traditional systems to bring about public health improvements. In Australia Graham was a Regional Planning Officer and has prepared health development plans for coastal and rural communities of New South Wales, was the first Course Coordinator of the Master of Public Health program at UNSW and opened that program for distance education. His PhD (1994) evaluated a central aspect of Australia’s mental health policy. Graham re-joined UNSW after 16 years in Fiji; recently as the Director of Research at Fiji School of Medicine, and he has published in and edited recent editions of the Pacific Health Dialogue.

Other Course Presenters

Professor James Buchan
James is currently employed with Health Workforce Australia and was formally based in the School of Health Sciences at Queen Margaret University, Scotland. He is also an Associate Fellow at the Kings Fund, London; an Associate at the WHO European Observatory on Health Systems, and an Adjunct Professor at the University of Technology, Sydney, Australia. Professor Buchan has more than twenty years’ experience of practice, policy research and consultancy on HR and workforce strategy and planning in the health sector, specialising in nursing. He has worked throughout the UK, and also has international work experience in a range of countries in Europe, Africa, Asia, and the Americas. Prof Buchan is a member of the Expert Committee of the HRH Hub.

James Campbell
James is the Director of Instituto de Cooperación Social – Integrare in Spain and a specialist in Human Resources (HRH), Health Systems Strengthening (HSS) and Global Health. He was a member of the WHO Core Expert Group on Increasing access to health workforce in remote and rural areas through improved retention (2008-10) and the WHO Expert Group on HRH on Positive Synergies between health systems and global health initiatives (2008-9). Jim has been a project director, team leader and consultant for bilateral, multilateral and United Nations agencies and has extensive experience working with partners from Global Health Partnerships (GHPs), Global Health Initiatives (GHIs), to country governments and technical and financing agencies. He is the founder of ‘Workforce Surveillance Research Network’ and has expertise in
systems strengthening, workforce development; designing, implementing, monitoring and evaluating technical assistance and sector support programs; policy analysis and health systems/services research; and in aid architecture, effectiveness, harmonisation and alignment. Jim is an external reviewer for a number of publications including the *HRH Journal* and *Bulletin of the World Health Organization*. He is a member of the Expert Committee of the HRH Hub.

**Dr John Dewdney**
John has had more than forty years’ experience as a practitioner, consultant, researcher and trainer in health service development in general and human resource planning and development, in particular. Under contracts with the World Bank, WHO, DFID, ADB, AusAID he has participated in international organization funded health development projects in more than thirty countries. His computer based health workforce planning model has been employed in the development of national health workforce plans in countries in Africa, Asia, Central America, Europe and Oceania.

**Dr Augustine Asante**
Augustine is a Research Fellow in Human Resource for Health Knowledge Hub at UNSW researching HRH issues in relation to Leadership & Management in healthcare systems. He has a wide range of interests and experience in the public health field; in particular, health economics and policy issues including resource allocation and equity, health workforce migration, access to Malaria, TB and HIV prevention and treatment, and health of disadvantaged groups & communities. His PhD research focussed on health resource allocation and equity under decentralised health systems. Augustine has a professional background in the Finance and Economic Planning Ministry of Ghana and research experience in communicable diseases from Sweden. He held a research fellowship at the UNSW National Centre in HIV Social Research prior to his joining the HRH Hub.

**Mr Lee Ridoutt**
Lee is the Director of Human Capital Alliance, established in 1989 after leaving senior government service in human resources. Lee has broad expertise in analysing the services provided by individual organisations and whole industries, and assessing the appropriateness of service delivery to meet customer needs. His specific expertise lies in working with, managing and analysing the health sector, to design workforce plans to suit supply and demand determinants. His recent work in indigenous health systems in remote areas of Australia adds particular interest to his role on the Expert Committee of the HRH Hub.

**Dr Joanne Travaglia**
Joanne is a sociologist specialising in the quality and safety of care, and in health services research. Jo has practiced as a social worker, policy analyst, adult educator, researcher and health services manager. She holds degrees in social studies, adult education and a PhD in medical sociology, which examined vulnerability and patient safety. She has developed and conducted management education programs in Australia, New Zealand and Italy. Jo researches and publishes in areas of quality and safety in healthcare, inter-professional collaborative practice and education, disaster theory, qualitative research methods and critical theory. Her current work centres on the application of critical theory to the practice of healthcare. She is currently involved in
national and international projects examining the: social, relational and organisational origins and impact of iatrogenic harm; vulnerable groups and the quality and safety of care; collaboration, learning and leadership in health care; indicators of a healthy clinical workplace environment; the development of management skills in senior staff; consumer engagement in healthcare; and the application of disaster theory to the safety of healthcare.

**Ms Lois Meyer**
Lois Meyer is a Senior Research Fellow in the School of Public Health and Community Medicine. Prior to becoming an academic Lois worked for over twenty years as a consultant in human resource development for a range of public and private organisations. She brings a wide range of skills in human resource development in both local and international health contexts and has recently undertaken health workforce development projects in the Solomon Islands and in Cambodia. Lois has been a member of the UNSW HRH Hub since its inception in 2008 and is a Co-Convenor of the Master of Health Management course – Health Leadership and Workforce Management. She is currently undertaking her PhD in public health workforce development and her research interests span health professional education, workplace learning and organisational capacity building.

**Dr Jennifer Doyle**
Jennifer is a Research Associate with the HRH Hub. Her activities at the Hub include researching HRH issues in relation to the migration of skilled health workers from Pacific Island countries. She has worked and studied in the areas of social policy and social welfare for 25 years. During that time she was involved in a variety of qualitative and quantitative research projects concerned with income distribution, allowances and pensions, and paid and unpaid care labour. She completed her PhD (a sociological study of caregiving motivations) at the University of Wollongong in 2010.

**Dr John Rule**
John is a Research Associate with the HRH Hub. His activities at the Hub will include researching HRH issues in relation to Leadership and Management in health care systems. Before joining the Hub he was Deputy Director of the National Association of People Living with HIV/AIDS in Australia and responsible for managing an international program of activities, including, capacity building projects in Papua New Guinea and Timor-Leste. He has work published in community education, community development and HIV/AIDS and is also currently the Principle Investigator on a study on Human Rights and HIV Related Stigma and Discrimination in Papua New Guinea. John is a qualitative researcher and completed his PhD in Education through the University of Technology, Sydney.

**Dr Brahmaputra (Brahm) Marjadi**
Brahm is a medical doctor from Indonesia with backgrounds in microbiology, healthcare-associated infection control, epidemiology and medical education. He obtained his Master of Public Health and Doctor of Philosophy degrees from UNSW under AusAID scholarships. Brahm is a mixed methods (quantitative and qualitative) researcher with a special interest in health service quality issues in low-resource settings. He has been involved in addressing challenges faced by religious, charity-based private healthcare facilities across Indonesia since 1994. Brahm’s teaching portfolio of over 15 years that
includes microbiology, epidemiology, research methods, evidence-based medicine and medical anthropology in faculties of medicine, nursing and pharmacy has been a source of his insights into the development of health professions, particularly in low- and middle-income countries.

**Professor Ian Howie**
Adjunct Professor in International Studies at RMIT University, Melbourne, Australia, has spent more than 30 years working in the field of international development. The bulk of this time was spent with the United Nations as a career official and included assignments as the United Nations Population Fund (UNFPA) representative in China (with responsibilities also for Mongolia and North Korea), Viet Nam, Ghana and Rwanda. He also spent seven years at UN Headquarters, New York, following his appointment as Director, Division of Human Resources. In this capacity he undertook many missions to countries where the UN operates. Earlier, he served as a Chief Technical Adviser (CTA) with the International Labour Organisation (ILO) managing primary health care projects in rural Bangladesh, the plantation sector in Sri Lanka and the industrial estates of Kenya. Prior to joining the UN, Professor Howie spent a number of years in the South Pacific working as a university lecturer, a trade union official and as a ministerial adviser. Professor Howie during the course of his career, has built a specialisation in the areas of cultural studies, communications for change, gender, human rights, migration, urbanisation, the environment, population policies, sexual and reproductive health, HIV/AIDS and human resource management. He has also been the recipient of a number of national awards PHCM9606 Reproductive, Maternal and Child Health 6 UNSW School of Public Health and Community Medicine including distinguished service medals from Viet Nam, China and Mongolia and a presidential citation from Ghana. Currently, he is on the boards of the Australian Institute of International Affairs, the Hotham Mission Asylum Seeker Project, the United Nations Association of Australia and the Australian Reproductive Health Alliance, and is a patron of Mari Stopes International.

**Dr Virginia Wiseman**
Has been working as a health economist with London School of Hygiene and Tropical Medicine in 2001 and since that time has worked primarily on the economics of malaria. Prior to going to the LSHTM she worked in a health economics research unit at The University of Sydney, Australia where she collaborated on a range of health economics projects focusing on equity, indigenous health care financing and priority setting in health care.

**Keeping in touch**
Do not hesitate to contact Graham or Michelle Sams at any time. You may consult Graham for any reason to do with the course and its requirements, especially if you are having difficulty preparing the assessable work, if you do not understand any part of the materials, or if you want to make a small presentation to the group.

For administrative matters related to your travel and accommodation, please see Michelle Sams at the HRH Hub on Level 2 of the Samuels Building. Michelle is available on 9385 8464 or by email m.sams@unsw.edu.au
Course information

Units of credit
This course is an elective course of the Master of Public Health, the Master of International Public Health and the Master of Health Management, comprising six units of credit towards the total required for completion of a study program.

The course is also open to invited international participants from the region who are not formally enrolled in the course as contributing towards a postgraduate qualification. For these participants, a statement of attainment will be issued on successful completion of the HRH workshop.

Pre-requisites
There are no pre-requisites for this course.

Course aims

The overall aim of this course is to introduce participants to the current issues impacting on HRH in the Asia Pacific region and to explore potential solutions that can be applied in resource constrained settings. It seeks to expose participants to issues beyond personnel management and the everyday support of staff to the larger issues of national health workforce policy, strategic workforce planning, forecasting workforce production, conducting recruitment, deploying the workforce for maximum effectiveness, and retaining them in the posts where they are needed.

The course aims to provide you with the capacities to:

- Identify the most important HRH issues impacting on the health of your community or nation, and to understand their origins and potential solutions
- Interpret and evaluate theory and practice in the international HRH literature and to reflect on their relevance to your community and nation
- Apply a workforce planning tool to develop workforce plans comprising scenarios based on policy choices, and to develop evidence-based arguments for improving or adjusting resources
- Identify feasible strategies for further developing HRH policy by applying knowledge gained to your community or national context
- Draw lessons from the experiences of other course participants, identify common issues and strategies and build networks of people able to support each other in doing their jobs and improving their health systems.
Specific course objectives

On successful completion of this course you should be able to:

- Identify the most important key issues and challenges requiring HRH policy development in your nation
- Outline the dimensions and processes of workforce planning and how they relate to demand for services (health need and expectations) and supply (training, recruitment and retention)
- Critically evaluate the HRH issues and policy changes required to respond to probable demographic and epidemiological changes occurring in your country
- Provide evidence to support the resource needs of workforce policy implementation be it at national, provincial or health unit level
- Propose and advocate for the development of policies and strategies to address national health workforce needs relevant to your particular health setting.

Learning and teaching rationale

This course is based on a model of adult learning where all participants are responsible for contributing actively to the workshop and drawing on and sharing their depth of knowledge on their own country health contexts. You will, no doubt, know more about the situation in your home country than the presenters will, so they will provide you with tools, insights and concepts that you can apply to your own situation. The success of the course depends on you actively applying these concepts and tools to your own situation. This is how adults learn best, by reflecting on their own experience, and by sharing and learning from the experiences of others.

Adult learning theory commences from the proposition that adults have experience of the issue they want to learn more about; it encourages them to reflect carefully on that experience and to identify where they could do better next time, and then to develop some principles to guide their actions when they have that experience again.

This is the basis for asking you to review your experience of HRH issues and challenges in your own country, to reflect carefully (including to gather information, evidence and opinion) on how things could be improved, and then to decide on some basic guiding principles (policy) to bring this improvement about.

Implementation is the next stage – as you experience the issue again with a new understanding, with more information and knowledge, and with a clear plan for how to implement your policy. As implementation progresses you will be commencing the cycle again, reflecting on how well things are going and how closely they are following the plan.
Learning strategies

Due to the practical orientation of the course and the use of current HRH examples from many countries, you will be asked to think well beyond the immediate demands of your job or personal career concerns. You will be encouraged to see the ‘big picture’ – the issues impacting on the national workforce and how those impacts flow through government and health systems at all levels, placing some limits on what we can achieve, while also providing opportunities for better management. You will be encouraged to understand how solutions need to be feasible within national constraints, how forecasts of emerging health issues and workforce projections are needed, along with professional and career development strategies designed to retain staff in areas of need.

The course will:

• provide opportunities to reflect on issues impacting on your national health workforce
• use current examples from the Asia Pacific region
• present a practical approach and tool for workforce planning
• provide and discuss literature on current issues in HRH
• create a network of people able to assist each other in the future
• provide opportunities for critical reflection on the content by engaging in daily workshop summary reflections

The course provides a set of readings to familiarise you with the concepts and strategies for understanding and addressing HRH issues in the region. We have gathered a set of readings to support your learning across each of the sessions in the workshop and that provide opportunity for later consideration and further exploration.

As the course is provided in one week, the most important tasks at the beginning is to read this Course Outline, understand how the week is structured and identify the relevant readings for each session. To provide a productive time during the week you are advised to take special notice of the reflective activity you will need to do at the end of each day of the week. You should begin to plan how you will spend your time this week.

The Workshop

The course will be run over a 5 day period, with the final day taking the form of a discussion forum. Many of the participants of the course in 2012 will be invited from countries in the region receiving Australian development assistance. These ‘country participants’ have been asked to bring information with them on the current workforce and the HRH issues and challenges they are facing. Other participants who are enrolled postgraduate students will be asked to join discussion and to bring examples from their own experience into the workshop discussions.

Room number for Monday to Friday is: Mathews 125
Required Workshop Activity: Individual Reflective Summaries

Please Note: All participants at the workshop are required to conduct a personal daily reflection that draws together key insights from the day and that can inform their future practice in HRH.

After each day of this course (Monday-Thursday) all workshop participants are required to write a short piece reflecting on the content of the day’s lectures and discussions and how they apply to your own situation. These are to be submitted to the Course Convenor the following day and will be returned to you with comments as soon as possible.

To undertake this key learning activity you will be asked to select an issue each day and write approximately one page on it. We ask that you give more than a description of your national health system, as these reflective pieces give you the opportunity to think creatively about current HRH issues and, importantly, potential solutions.

As a suggestion you could structure these short activities along the following questions:

Issue: How does this HRH issue apply to my country?
• Are we currently dealing with this issue adequately?
• What else do we need to do?
• How might we do it better?
• What support do we need?
• What is the best way to make the case for change?

These short reflective pieces are to be handed in on the following day. A short period will be made available at the end of each day for brief discussion on the day’s presentations and for participants to settle on an idea. Some participants may be able to complete their reflections before leaving for the day.

Feedback on the reflective summaries

Feedback will be provided on all the summaries after the end of the workshop. The course convenors are aware that meaningful and timely feedback to students improves learning. Verbal feedback may be given initially, but in addition, if you have excelled by presenting a good idea that you would like to pursue further, the HRH Hub may be interested in further developing the idea with you.

Graduate attributes

This course fosters the development of a range of Graduate Attributes.

This course specifically relates to nurturing your knowledge and skills in the following attributes:
1. Leading and managing within own organisational context including:
   - Inspiring others in achieving the strategic direction of the organisation
   - Critically analysing the drivers for change and managing the change process
   - Drawing on organisational theories and frameworks to manage in the healthcare context
   - Using negotiation skills and influence to resolve conflict and gain support

2. Strategically planning and managing resources for health service delivery including:
   - Planning strategically to meet the needs of the healthcare context.
   - Managing a diverse workforce in the context of global and local change

The course also relates to nurturing your interactional abilities and personal attributes particularly in relation to:

1. Communicating across a range of health service contexts
   - Networking and communicating with staff
   - Networking and communicating with peers and health service colleagues

2. Applying analytical and critical thinking for creative problem solving

3. Committing to ethical practice and social responsibility
   - Applying legal and ethical frameworks
   - Acting with personal integrity and abiding by professional ethics

4. Engaging in Lifelong learning and reflective practice
   - Engaging in scholarly inquiry
   - Critically reflecting on own practice, recognising personal limits and assumptions
   - Actively promoting own learning, resilience and professional capacity

**Online learning using UNSW Blackboard**

UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: [http://telt.unsw.edu.au/](http://telt.unsw.edu.au/)

**Enrolled SPHCM postgraduate students**

For those participants who are UNSW postgraduate students and undertaking this course as part of their postgraduate qualification please note you will need to use Blackboard to submit your formal assessments after the workshop on the dates specified.

**Guidance for using UNSW Blackboard**

Guidance for using UNSW Blackboard, including some basic tips, can be found at: [http://support.telt.unsw.edu.au/blackboard](http://support.telt.unsw.edu.au/blackboard)
Assessment

There are three assessment tasks for successfully completing the course *and receiving credit towards a qualification*. Those workshop participants who are enrolled students need to successfully undertake the following three requirements: Assessment Tasks 1, 2 and 3. Participants who are not seeking credit towards a formal qualification are required to complete Assessment Task 1 only.

| Assessment Task 1: Participation in the Workshop | Weighting: 15% |
| Assessment 2: Summary Reflection Report | Due: November 23rd | Weighting: 30% |
| Assessment 3: HRH Report | Due: Final submission date: January 30 | Weighting: 55% |

The detailed requirements for Assessment 2 and 3 are set out below.

**Assignment 2: Summary Reflection Report**

**Due Date: November 23rd**

**Length: 1500 words**

**Weighting: 30%**

Provide approximately a 1,000 summary report of your key learning and insights across the five days of the workshop drawing on your daily reflections. Your report should demonstrate what were significant HRH concepts, tools and discussions and why you perceive them to be that given your background and health system setting. We are looking for engagement in what was meaningful for you and why, from across the HRH course and some of the reflections you’ve had on their implications for your practice in HRH areas the future. You may include references to particular presentations and readings as part of your summary reflection.

**Assessment Criteria**

- Demonstrates engagement in key concepts/theories and tools from the workshop
- Draws upon personal insights and developing ideas from daily reflections across the workshop
- Provides a concise distillation of significant insights from the workshop experience
- Outlines implications of the key reflections for future HRH practice
- Provides a well-reasoned and coherent discussion for responding to the outlined HRH issues
- Provides well written and clearly communicated set of ideas
- Uses appropriate referencing
**Assignment 3: HRH Report – Workforce Planning**

**Due Date: January 30th**  
**Length: 2,500 words**  
**Weighting 55%**

Identify a critical workforce planning issue in your health system and discuss the issues that are impacting on this issue and your proposed strategy for addressing it. You can take a national health workforce planning level approach, or if you prefer, focus at the provincial, sub-district or health unit level. It is important that you draw upon the concepts and readings from the course and demonstrate that you are considering the wider set of factors and challenges that are relevant to the particular workforce issue you have identified. You also need to consider your rationale for your workforce planning strategy which may include approaches such as workforce retention, workforce education and supply, policies and processes for improving workforce motivation and incentives as well as other HRD policies and practices.

Your report needs to present in Part 1, a coherent description of the workforce issue referred to and its impact on population and/or patient health, and, in Part 2, an assessment of the workforce policy actions needed to address these issues, referring to precedence or other evidence as found in the HRH literature.

**Assessment Criteria- Assignment 2**

Your assignments will be assessed against the following specific criteria:

- Relevance
- Use of appropriate literature (ie, synthesis of literature including referencing)
- Description (of HRH workforce planning issue/s)
- Argument (validity, logic, coherence)
- Feasibility and appropriateness (appropriate and realistic workforce policy response to the described HRH issue/s given context and issue(s))
- Analysis (criticism, and drawing conclusions)
- Expression (communication of ideas).
- Evidence of adequate/critical reading (of both theoretical and research literature)  
  - Reading and integrating the course materials  
  - Reading and integrating additional materials beyond
Grading and marking

For student formally enrolled in the SPHCM Master programs grades to be used are represented by the following symbols (and corresponding range of marks):

**HD** (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

**HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

**DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

**CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

**PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

**FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

**NOTE:** Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.
Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work. You will find more information on plagiarism and the consequences of plagiarising in the Student handbook: http://www.lc.unsw.edu.au/plagiarism/link.html

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.
Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine http://web.med.unsw.edu.au/infoskills/cite.htm
SPHCM http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines
The Learning Centre http://www.lc.unsw.edu.au/olib.html#Referencing

Readings and resources

Learning resources for the course consist of a booklet of readings relevant to the course material. Some references may be provided in the form of a link to a web page.

How to adopt a critical approach to your readings

It is important that you adopt a critical approach to the required readings, and to other information with which you are presented in this course. A critical approach does not mean to be critical of something in a negative sense. Rather, it means that you absorb what you are reading in an active way and that you don’t automatically accept anything without question. It means you think about and evaluate the material which you are reading without assuming that it is always correct for your situation. Critical reading assesses the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Readings provided in the course pack

http://www.who.int/hrh/resources/small_islands/en/index.html


http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1093/heapol/czi036

http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.2471/BLT.09.070920

http://www.human-resources-health.com/content/2/1/5

http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1097/QAD.0b013e3283454401


http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1093/heapol/czh038

http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1093/heapol/czq058

http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1002/pad.246
http://www.human-resources-health.com/content/9/1/8


Readings/sites available on the internet


Additional support to participants

Mentors & Networks

A mentor is a wise, experienced person who knows a great deal about a particular area of activity. In your case, you will want a mentor who knows about the regional health care systems and how countries manage HRH and obtain resources to meet their staffing needs. A mentor will be able to help you gain insight as well as improving your knowledge.

Networks are groups of people in professional positions (sometimes similar to yours) who have experience of the issues that you deal with in your work and who can support you or give you some advice or direction. Sometimes this support is in just knowing that someone understands the pressures you are under and can lend you moral as well as professional support.
UNSW library support

Staff at the library can help you:

- find additional readings and resources
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: http://www.library.unsw.edu.au/
Postgraduate Services: http://www.library.unsw.edu.au/servicesfor/PGandH.html
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources
For those enrolled in the Master programs, there are a variety of online tutorials and resources available to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the Online Information Skills Tutorial prior to commencing their studies and assignments. http://eliseplus.library.unsw.edu.au/

Subject guides
Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: http://subjectguides.library.unsw.edu.au/

Virtual Library: Public Health
The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see http://vph.sphcm.med.unsw.edu.au/

Learning Centre
The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: http://www.lc.unsw.edu.au
Administrative matters

All administrative matters related to formal Master program candidates are covered on the SPHCM Website.

Invited participants are to remain in contact with Michelle Sams at the HRH Hub on Level 2 of the Samuels Building.

Any further assistance for students enrolled in the Master programs can be obtained from:

<table>
<thead>
<tr>
<th>Postgraduate Office</th>
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<tbody>
<tr>
<td>School of Public Health and Community Medicine</td>
</tr>
<tr>
<td>The University of New South Wales</td>
</tr>
<tr>
<td>Level 2, Samuels Building</td>
</tr>
<tr>
<td>UNSW Sydney NSW 2052, Australia</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 1699 - Graduate Health Management Programs</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 2507 - Graduate Public Health Programs</td>
</tr>
<tr>
<td>T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs</td>
</tr>
<tr>
<td>F: + 61 (2) 9385 1526</td>
</tr>
<tr>
<td>E: <a href="mailto:postgrad-sphcm@unsw.edu.au">postgrad-sphcm@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Other matters

Complaints procedures: [https://my.unsw.edu.au/student/atoz/Complaints.html](https://my.unsw.edu.au/student/atoz/Complaints.html)
Equity & Diversity: [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
## Provisional course schedule

(Note: the program is subject to change due to the involvement of international experts)

<table>
<thead>
<tr>
<th>Monday 19</th>
<th>Tuesday 20</th>
<th>Wednesday 21</th>
<th>Thursday 22</th>
<th>Friday 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-10.00</td>
<td>Welcome and Introductions GR</td>
<td>Migration &amp; Mobility GR &amp; JDy</td>
<td>HRM and Workplace Environment JT &amp; LM</td>
<td>HRH and Devolution or Decentralisation AA</td>
</tr>
<tr>
<td>10.00-10.15</td>
<td>Global HRH Issues GR</td>
<td></td>
<td></td>
<td>Financing HRH Scale Up AA</td>
</tr>
</tbody>
</table>

### Morning Tea Break

10.45-12.00 Discussion on Global HRH Issues in relation to participant’s home country. GR/JC

<table>
<thead>
<tr>
<th>10.45-12.00</th>
<th>Case study – Timor Leste AA/GR</th>
<th>Delegation/mentoring &amp; coaching JT &amp; LM</th>
<th>Rural &amp; Remote Health Australia LR</th>
<th>The Private Sector in HRH - Case study of Indonesia AA/BM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>12.00-12.30</th>
<th>Summary of Key Issues GR/JC</th>
<th>Group work on rural retention strategies GR</th>
<th>Performance management JT &amp; LM</th>
<th>Intraregional Professional Mobility GR</th>
</tr>
</thead>
</table>

### Lunch Break

1.30-3.00 Introduction to Workforce Planning JD

<table>
<thead>
<tr>
<th>1.30-3.00</th>
<th>HRH &amp; Financial Planning AA</th>
<th>HRH for NCD RT</th>
<th>Title to be confirmed IH</th>
<th>Open Discussion What are your plans now? GR/JC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workforce Planning exercise GR/JD</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.15-4.00</th>
<th>How can workforce planning address the Key Issues? GR/JC</th>
<th>Role of economic evaluation VW</th>
<th>Country presentation ASRH in Solomon Is. GR</th>
<th>HRH and Midwifery JC</th>
</tr>
</thead>
</table>

| 4.15-4.30 | Focus on reflective summary GR | Focus on reflective summary GR | Focus on reflective summary GR | Focus on reflective summary GR |