

## SLMTA OVERVIEW

### BACKGROUND

To strengthen the tiered laboratory systems of its member countries in a stepwise fashion, WHO-AFRO has established a Stepwise Laboratory Quality Improvement Process Towards Accreditation (SLIPTA) initiative in accordance with its core functions of setting norms and standards and building institutional capacity. In partnership with WHO-AFRO, the US Centers for Disease Control and Prevention (CDC), the American Society for Clinical Pathology (ASCP), and the Clinton Foundation developed this task-based, hands-on training program to facilitate implementation of this initiative.

### PURPOSE

This program aims to strengthen laboratory management, achieve immediate laboratory improvement, and accelerate the preparedness toward accreditation.

### UNIQUE FEATURES

**Task-based curriculum:** The foundation of this program is a framework that defines the tasks a laboratory manager must perform in order to deliver quality laboratory services which support optimal patient care. Training activities are designed to enable laboratory managers to accomplish those tasks, using tools and job aides to enhance their management routines. It empowers laboratory managers to initiate immediate laboratory improvement measures, even without additional resources.

**Training content closely linked to the SLIPTA Checklist:** Another unique feature of the program is its linkage to the WHO-AFRO SLIPTA Checklist. The checklist serves as a roadmap for a laboratory moving towards accreditation, as it defines a well-managed laboratory in terms of observable, measurable results. It is also used to guide supervisory visits and planning for laboratory improvement projects. The same laboratory management tasks that guided the design of the training activities also informed the development of the WHO-AFRO SLIPTA Checklist. As a result, participants see a clear link between a task they are learning and resulting checklist items.

**Emphasis on action and tangible improvement:** An emphasis on action sets this program apart from laboratory management programs that impart only theoretical knowledge. Laboratory improvement projects are an integral part of this multiple-workshop program. Participants are assigned laboratory improvement projects after each workshop. Facilitators or supervisors visit participants' laboratories, provide coaching, and assess the progress. In subsequent workshops, participants present their improvement projects and share results and lessons learned. These sessions offer a

great opportunity for participants to learn from each other and they facilitate the formation of a peer-learning network.

### **TARGET AUDIENCE**

This training program covers tasks performed by managers in level-II laboratories, as defined in the framework. However, managers from national reference laboratories (level IV) and regional laboratories (level III) can also benefit from this program as the tasks required to achieve laboratory accreditation are essentially the same.

### **PROGRAM LENGTH**

This highly interactive program is composed of more than 40 hands-on activities. To offer it in its entirety would require 9 days of training. Therefore, it is recommended that the training be delivered through a series of short workshops, with participants implementing laboratory improvement projects and supervisors providing support visits between workshops. In addition to classroom training, this program may be used as a mentor's or supervisor's toolkit for on-site training. Individual activities or tools may be selected on as-needed basis depending on the gaps identified during site visits.

# A GUIDE TO THE SLMTA PARTICIPANT'S MANUAL

## ACTIVITY SUMMARY SHEET

<b>ACTIVITY</b>	<b>Forecasting and Calculating Ordering Amounts</b>	<b>Module 4</b>
<b>PURPOSE:</b>		
An effective procurement management system is one that ensures sufficient inventory is available to meet testing needs while simultaneously avoiding waste incurred from unused and expired reagents. In this activity, participants learn how to forecast and determine reorder levels for their laboratory. The concepts are reinforced with an assigned homework activity.		

**Activity Summary Sheet** summarizes key learning points of an activity. It precedes the needed handouts, worksheets and job aids associated with the activity.

**Module Designation** indicates the module where this activity resides.

This activity supports the following laboratory management tasks and accreditation checklist items

Management Tasks	<p>3.3 Monitor consumption rate and inventory level to determine when and how much to re-order</p> <p>4.1 Accurately evaluate needs for equipment, supplies and reagents taking into consideration past patterns, present trends, and future plans</p> <p>4.2 Place orders as necessary in accordance with needs and budgetary constraints</p> <p>4.4 Appropriately document and maintain accurate records of all purchase orders and requisitions</p>
Checklist Items	<p>7.1 Is there a system for accurately forecasting needs for supplies and reagents?</p> <p>7.4 Are budgetary projections based on personnel, test, facility and equipment needs, and quality assurance procedures and materials?</p> <p>7.9 Is the consumption rate monitored?</p> <p>7.10 Are stock counts routinely performed?</p>

**Linkage Table** lists the management tasks the activity is designed to teach and the checklist items that will be checked off if those tasks are performed

**Self-Assessment**  
Use these questions to assess whether you have achieved the learning objectives and can successfully perform the targeted management tasks.

**KEY MESSAGES**

- An effective procurement management system is one that ensures sufficient inventory is available to meet testing needs while simultaneously avoiding waste incurred from unused and expired reagents.
- An orderable amount needed to sustain testing can be calculated instead of relying on guesswork by utilizing data available to laboratory staff.
- Due to the interrelationship between the procurement and inventory management systems, errors or oversight in one will affect the other resulting in service interruptions and decreased patient care.

Can you:

- Define key terms and concepts related to calculating and forecasting supplies?
- Calculate the correct amount of supplies to order based upon a given lead time and orderable unit?

**SELF-ASSESSMENT**

**Key Messages** provide the essence of the activity: why and how in a nutshell.

For this activity, you will need:

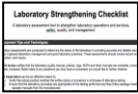
- [Worksheet 1: Urinalysis](#) (401)
- [Worksheet 2: Glucometer](#) (402)
- [Job Aid: Calculating Supplies](#) (403)

**Handouts, Worksheets, and Job Aids** used for this activity are listed here. They can be found right after the Activity Summary Sheet.

ICON	USE
------	-----



Specifies the tasks from the laboratory management framework that the activity is designed to teach



Indicates the checklist items that are supported by the management tasks taught in the activity. Successful performance of the tasks will fulfill the requirements for the checklist items.

TERM	USE
------	-----

**Handout**

Provides information needed during an activity

**Worksheet**

Used during an activity to record your answers

**Job aid**

Provides tips, guidelines, and checklists you can use back at work