



NOTES

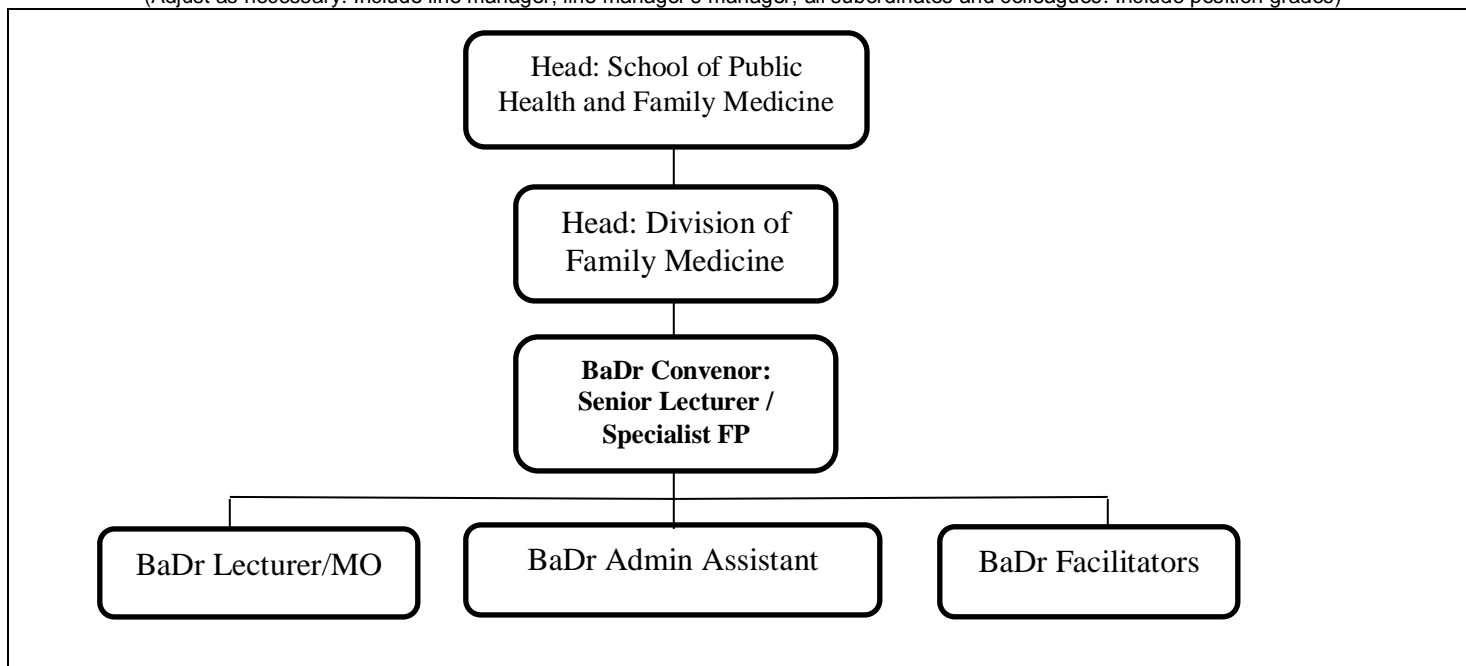
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Senior Lecturer		
Job title (HR Practitioner to provide)	Course Convenor: Becoming a Doctor		
Position grade (if known)	Specialist Family Physician/Senior Lecturer	Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Public Health and Family Medicine		
Division / section	Family Medicine		
Date of compilation	05.06.2017		

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include position grades)



PURPOSE

This is a full-time academic post in the School of Public Health and Family Medicine – Division of Family medicine. The main purpose of this position is :

- To convene the 2nd and 3rd year Becoming a Doctor* [BaDr] course
- To assist with the teaching and learning activities on campus and clinical teaching in district-based health services and NGOs in the Division's MBChB Family Medicine BaDr course.
- To maintain and further develop the curriculum and oversee its effective implementation
- To convene Year 2 of the MBChB programme
- To contribute to academic leadership and administration in the Division of Family Medicine, the School of Public Health and Family Medicine, the Faculty of Health Sciences as well as the broader UCT academic project.
- To conduct Family Medicine related research
- To contribute to the university's social responsiveness programme

*The BaDr course has 3 strands – Family Medicine, Clinical Skills and Languages [Afrikaans & isiXhosa], each with its own convenor. The incumbent will be the convenor of the Family Medicine strand of the BaDr course, as well as co-convenor (together with the convenor of the Clinical Skills strand) of the BaDr course.

CONTENT

Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
TEACHING AND LEARNING	50%	LECTURES	
		<ul style="list-style-type: none"> • Arrange and conduct Family Medicine lectures 	Students gain good knowledge, skills and attitudes related to course content
		SMALL GROUP FACILITATION	
		<ul style="list-style-type: none"> • Facilitate teaching in the second and third year BaDr courses 	Students gain good knowledge, skills and attitudes related to course content. Students are able to work well as a group.
		<ul style="list-style-type: none"> • Serve as back-up for other facilitators when required. 	All small group sessions are facilitated
		<ul style="list-style-type: none"> • Facilitate 1st year students in their 2nd semester at Groote Schuur Hospital 	Students gain necessary knowledge and skills to meet 1st year course aims and objectives
		SUPERVISION	
		<ul style="list-style-type: none"> • Assist Lecturer with SSM activities, supervise and support students doing their SSMs in 2nd year MBChB in Family Medicine 	Students produce high quality posters and presentations through rigorous, supervised research
		<ul style="list-style-type: none"> • Ensure that all SSM presentations are digitally recorded with patient and student consent 	Presentations are captured and stored digitally on FHS platform
		<ul style="list-style-type: none"> • Print SSM posters 	Posters are printed timeously and are of good quality
		<ul style="list-style-type: none"> • Mark SSM reports 	Marking rubric available to students and markers
		CLINICAL TEACHING	
		<ul style="list-style-type: none"> • Teach semesters 3, 4, & 5 FM students at visits to CHCs, other hospitals and NGOs such as Old Age Homes and Special Needs Schools. 	Clinical exposure of students links with course aims and objectives. Students gain good knowledge, skills and attitudes related to course content.

Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
		ASSESSMENTS	
		<ul style="list-style-type: none"> • Co-ordinate assessments for BaDr course 	Assessments conducted successfully
		<ul style="list-style-type: none"> • Design question papers 	Question papers designed and weighted according to curriculum blueprint
		<ul style="list-style-type: none"> • Prepare and compile marking rubrics 	Marking rubrics clear and regularly updated according to latest evidence
		<ul style="list-style-type: none"> • Examine students 	Students are clear on content to be examined and how they will be examined
		<ul style="list-style-type: none"> • Mark written papers 	Marking rubrics clear and regularly updated according to latest evidence
		<ul style="list-style-type: none"> • Mark students' assignments 	Marking rubrics clear and regularly updated according to latest evidence
LEADERSHIP AND ADMINISTRATION	40%	CO-CONVENORSHIP OF BADR COURSE	
		<ul style="list-style-type: none"> • Lead BaDr Activities 	Course is well structured, run smoothly, content and activities in line with current practice and evidence
		<ul style="list-style-type: none"> • Strengthen diversity of BaDr teaching staff 	Recruitment of black African staff
		<ul style="list-style-type: none"> • Spiral integration of curriculum from 1st - 6th year with emphasis in 2nd and 3rd years 	Continuity from 1 st year into 2 nd and 3 rd year, retaining relevance of course content to the 4 th year programme.

Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
		STAFF TRAINING & SELECTION	
		<ul style="list-style-type: none"> Advertise and source new facilitators 	Advertisements placed in appropriate media as needed, including websites of Independent Practice Associations
		<ul style="list-style-type: none"> Interview and select new facilitators 	Selection according to diversity principles as far as possible, but not restricted to, and appropriate qualifications.
		<ul style="list-style-type: none"> Initial orientation of new staff 	Comprehensive orientation of new staff
		<ul style="list-style-type: none"> Regular facilitator meetings 	Learning objectives and teaching activities clarified
		DESIGN WORK	
		<ul style="list-style-type: none"> Design and update student/facilitator readers, handouts and guides with facilitator input 	Course content and learning objectives in line with cases and all resources available timeously
		<ul style="list-style-type: none"> Use VULA course sites effectively in conjunction with the course administrator 	Relevant information provided timeously to students on Vula platform
		ADMINISTRATION	
		<ul style="list-style-type: none"> Carry out all the duties of a convenor as stipulated in the UCT Course Convenors' handbook 	Duties as outlined in handbook adhered to
		<ul style="list-style-type: none"> Line manage the BaDr Administrator, the Lecturer/MO as well as the facilitators and occasionally contracted staff such as role-players and internal examiners 	Ensure smooth and efficient administration services to the BaDr course; updated course material to students as well as implementing modern assessment practices
		<ul style="list-style-type: none"> Arrange with course administrator: external examiners for all 3 semesters of the BaDr course 	External examiner appointed timeously and in accordance with FHS rules
		<ul style="list-style-type: none"> Attend all Exam & Test Board meetings 	All meetings attended and chair Test Board meetings as stipulated by Phase Convener
		<ul style="list-style-type: none"> Chair BaDr Design team meetings monthly 	BaDr Design Team meetings chaired and minutes of meetings circulated to HODiv
		<ul style="list-style-type: none"> Attend IHS Design Team meetings as per roster 	IHS meetings attended
		<ul style="list-style-type: none"> Chair monthly meetings with 2nd and 3rd year student representatives (minutes of meetings to be copied to HODiv) 	Relevant matters raised by student representatives addressed timeously and minutes of meetings circulated to HODiv
		<ul style="list-style-type: none"> Organise the BaDr Orientation Programme for Sem 3 and Sem 5 students 	Orientation Programme successfully organised for Sems 3 & 5 students

Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
		ADMINISTRATION cntd	
		<ul style="list-style-type: none"> Organise student visits and site based teaching and activities 	Teaching rosters Sems 3, 4, 5 completed by November of previous year
		<ul style="list-style-type: none"> Assist Lecturer/MO with arrangements and inspect accommodation and security arrangements for SSM students in the community. 	Accommodation and security arrangements audited and graded as suitable/unsuitable
		<ul style="list-style-type: none"> Assist Lecturer/MO: Meet and liaise with staff at CHCs in relevant communities to arrange for students to conduct their SSM research 	Visits to CHCs completed and permission obtained for students to conduct research
		<ul style="list-style-type: none"> Design student assessment tools and related administration, including identifying and training standardised patients for BaDr Family Medicine strand 	Appropriate tools designed, rigorous training of standardised patients, examinations successfully set up and co-ordinated
		<ul style="list-style-type: none"> Ensure that student course evaluations are uploaded to VULA 	Course evaluations available to students on Vula timeously
		<ul style="list-style-type: none"> Discuss course evaluations with BaDr staff and students and use feedback to improve the course. 	Relevant feedback noted and incorporated into course content
		<ul style="list-style-type: none"> Assist with student related queries for BaDr Family Medicine. 	Student queries attended to by appointment or urgently as required
		<ul style="list-style-type: none"> Offer academic and non-academic support to both 2nd and 3rd year students. 	Support students with academic, social and emotional challenges and refer to Faculty service where appropriate
		<ul style="list-style-type: none"> Draw up framework for the BaDr course review 	Agenda compiled with appropriate documentation disseminated at least one month in advance
		<ul style="list-style-type: none"> Co-ordinate drawing up course related budgets for BaDr Family Medicine 	Teaching, equipment and travel budgets motivated for as per teaching requirements
		<ul style="list-style-type: none"> To convene Year 2 of the MBChB programme 	Effectively chair all Year 2 MBChB programme meetings and ensure all Year 2 activities run smoothly across all courses
Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
		ADMINISTRATION cntd:	
		Participation in Departmental activities:	
		<ul style="list-style-type: none"> Attend monthly FM staff meetings 	80% of monthly staff meetings attended
		<ul style="list-style-type: none"> Attend bi- weekly staff development meetings 	Bi-weekly staff development meetings attended
		<ul style="list-style-type: none"> Attend any Faculty meeting at request of the HODiv. 	Ad-hoc faculty meetings attended
		<ul style="list-style-type: none"> Attend FM Strategic Planning meeting 	Attend annual meeting
		<ul style="list-style-type: none"> Attend School of Public Health and Family Medicine staff meetings 	Attend monthly meetings
		<ul style="list-style-type: none"> Attend SOPHFM noon meetings 	Attend weekly meetings

		INTERNSHIP TRAINING Set up academic teaching programme for Family Medicine Interns <ul style="list-style-type: none"> • Draw up roster • Secure speakers and venue • Sign off logbooks Meet with HPCSA representatives when inspections are conducted	Delivery of an academic programme for Interns which conforms to the HPCSA requirements
PERSONAL DEVELOPMENT AND RESEARCH	10%	Attend courses / workshops / conferences to improve curriculum design and assessment skills; management skills	Knowledge gained to benefit the management and day to day activities of the course
		<ul style="list-style-type: none"> • Attend research development courses or updates as required 	Ensure updated knowledge of research methodology appropriate for Family Medicine
		<ul style="list-style-type: none"> • Enrol for PG Diploma in Health Education within 1st year of employment. 	Enrolment for PG Diploma registered
		<ul style="list-style-type: none"> • Lead and participate in research activities 	Publish research findings and present at appropriate workshops / conferences
		SOCIAL RESPONSIVENESS: <ul style="list-style-type: none"> • Volunteer as a Medical Practitioner and encourage students to join SHAWCO. 	Volunteer services at SHAWCO clinics at least once a month

MINIMUM REQUIREMENTS

Minimum qualifications	Specialist qualification in Family Medicine			
Minimum experience (type and years)	<ol style="list-style-type: none"> 1. 3 years of clinical practice in public or private sector 2. Classroom based and clinical teaching experience with undergraduate students 			
Skills	<ol style="list-style-type: none"> 1. Demonstrates strong leadership ability and analytical thinking 2. Proven administrative and organizational ability 3. Excellent communication skills 4. Facilitates small and large group learning with effective knowledge transfer 5. Organizational ability and effective time management 6. Effectively works with communities and staff based at health facilities and NGO's 7. Relevant clinical, teaching and technical skills to do clinic based teaching 8. Lead and supervise marking of written papers, assignments and OSCES 9. Basic computer skills 10. Experience with training of standardised patients 11. Effective feedback to students and staff 12. Understands the budgetary process 13. Able to conduct effective research 			
Knowledge	<ol style="list-style-type: none"> 1. Design and compilation of relevant course materials 2. Design effective assessments, marking rubrics and lead marking of project reports 3. HR processes and compilation of interview questions with scoring rubric 4. Design and conduct effective course evaluations 5. Understands research methods 			
Professional registration or license requirements	Registration and in good standing with the HPCSA as a Specialist Family Physician			
Other requirements	<ol style="list-style-type: none"> 1. Networks across diverse communities 2. Ability to attract diverse staff 			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Analytical thinking/ Problem solving	2	Conceptual thinking	2
	Building interpersonal relationships	2	Decision making/judgement	2
	Client /Student service and support	2	Formal presentation	2
	Communication	2	Individual leadership	2
	Initiating action	2	People management	2
	Professional knowledge and skill	2	Quality commitment	2
	Results focus	2	Teamwork/collaboration	2

SCOPE OF RESPONSIBILITY

Functions responsible for	<ol style="list-style-type: none"> 1. Overall Co-convenor of the BaDr course 2. Convenor of the Family Medicine strand of the BaDr course 3. Line management of all staff working in the BaDr course 4. Effective delivery of academic and clinical teaching, assessments and course evaluations 5. Assisting HUB to deliver first year student exposure to out-patient clinics at GSH 6. Convenor of Year 2 MBChB programme
Amount and kind of supervision received	Reports directly to the Head: Division of Family Medicine
Amount and kind of supervision exercised	<ol style="list-style-type: none"> 1. Administrative staff in the BaDr course 2. All teaching and occasional staff in the BaDr course 3. All research conducted by staff in the BaDr course

Decisions which can be made	<ol style="list-style-type: none"> 1. Related to line management of staff 2. Related to change in course content, assessment and evaluation methods
Decisions which must be referred	<ol style="list-style-type: none"> 1. Any major changes to the course or teaching structure 2. Unresolved HR issues

CONTACTS AND RELATIONSHIPS

Internal to UCT	<ol style="list-style-type: none"> 1. Division of Family Medicine: Immediate Line Manager, BaDr administrative staff, all Divisional academic and PASS staff 2. SOPHFM – HOD, administrative staff and other teaching staff where there is crossover of learning 3. UG Faculty Office, UG Education Committee, MBChB programme Committee 4. Test and Exam Boards 5. Students
External to UCT	<ol style="list-style-type: none"> 1. Provincial Health department and its staff, particularly in the MDHS 2. Communities where our students learn 3. NGO's providing social and health services 4. SHAWCO 5. Other universities in South Africa or abroad

AGREED BY

	PRINT NAME	SIGNATURE	CONTACT NO.	DATE
Position Holder				
Line Manager				
HOD				