



NOTES

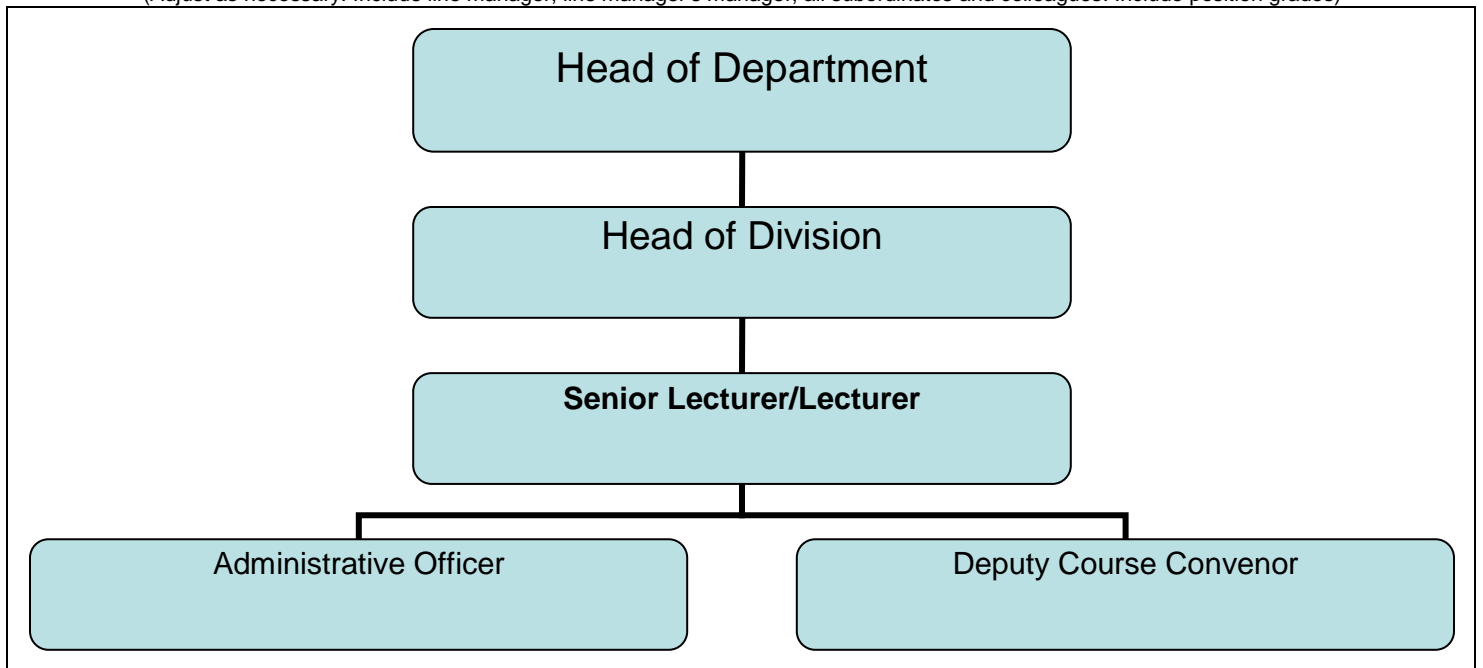
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Senior lecturer/ lecturer		
Job title (HR Practitioner to provide)			
Position grade (if known)		Date last graded (if known)	
Academic faculty / PASS department	Faculty of Health Sciences		
Academic department / PASS unit	School of Public Health and Family Medicine		
Division / section	Public Health Medicine		
Date of compilation	October 2018		

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 Public Health Medicine.

The purpose of this post is:

- (1) to convene the first year multi-professional courses “Becoming a Professional” focusing on the development of interpersonal skills and reflective practice;
- (2) to co-convene “Becoming a Health Professional” focusing on Primary Health Care and Disability;
- (3) to initiate and support the implementation of multi-professional education in the Faculty of Health Sciences;
- (4) to conduct public health-related research and
- (5) to contribute to academic leadership, management and administration in the School of Public Health and Family Medicine.

CONTENT

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
E.g.	General and office administration	25%	<p>Takes, types up and distributes minutes and agendas for monthly departmental meeting.</p> <p>Greets visitors, enquires as to the nature of their visit and directs them to the appropriate staff member.</p>	<p>All staff members receive an electronic copy of accurate minutes and agendas, in the departmental template/format, a week before the meeting.</p> <p>Visitors are directed to appropriate staff member in a professional and efficient manner.</p>
1	TEACHING AND LEARNING	30%	<p>CURRICULUM DESIGN</p> <ul style="list-style-type: none"> Design course content & activities for first year multi-professional course/s – BP & BHP, Me and HIV/AIDS, and BLSS Design facilitator and student resources, handbooks and guides for BP & BHP MPE developments within FHS Ensure vertical & horizontal integration of curricula <p>LECTURES</p> <ul style="list-style-type: none"> Conduct BP/BHP lectures as required <p>SMALL GROUP FACILITATION</p> <ul style="list-style-type: none"> Facilitate BP/BHP group/s <p>FACILITATOR TRAINING</p> <ul style="list-style-type: none"> Train and supervise facilitators for BP & BHP <p>ASSESSMENT</p> <ul style="list-style-type: none"> Design in-course & summative assessments Grade assessments Oversee assessments and moderation processes Assist with assessing 6th year PHC Elective Reports <p>EVALUATION</p> <ul style="list-style-type: none"> Design course evaluations Implement evaluation and review processes <p>CONSULTATION</p> <ul style="list-style-type: none"> Support and guide facilitators and students as required <p>SUPERVISION</p> <ul style="list-style-type: none"> Supervise MPH, 4th year and Special Study Module (SSM) students on their research. <p>ADMISSION OF MBCHB STUDENTS DIRECTLY INTO SECOND YEAR</p> <ul style="list-style-type: none"> Design course Oversee implementation, assessment & evaluation <p>BOOK OF THE YEAR FOR ALL FIRST YEAR STUDENTS (Initiated 2016)</p> <ul style="list-style-type: none"> Co-ordinate a working group to create links between the Book and BP activities. 	<ul style="list-style-type: none"> Produce appropriate resource material for facilitators and students Assessments and teaching prepared and delivered timeously Ensure students gain a good understanding of the content Prepare facilitators for weekly BP/BHP group activities Curriculum reviewed as appropriate Positive external examiner reports Student research projects completed to good standard

2	RESEARCH	25%	<ul style="list-style-type: none"> Initiate and participate in public health and curriculum-related research 	<ul style="list-style-type: none"> Participate in research that will produce publications Supervision of post-graduates where appropriate Research grants successfully raised
3	ACADEMIC LEADERSHIP, MANAGEMENT AND ADMINISTRATION	40%	<p>CONVENE</p> <ul style="list-style-type: none"> "Becoming a Professional" and co-convening of "Becoming a Health Professional" <p>MANAGE STAFF</p> <ul style="list-style-type: none"> Manage course administrator Manage deputy course convener Recruit approximately 25 staff to act as facilitators annually Co-ordinate facilitator training Manage facilitator team Oversee final organization of student visits including transport and activities <p>MANAGE ANNUAL PERFORMANCE REVIEWS</p> <ul style="list-style-type: none"> Deputy convenor, course administrator and BP/BHP facilitators <p>MANAGE FINANCES</p> <ul style="list-style-type: none"> Prepare annual budgets Oversee payment on claim submissions for facilitators <p>MANAGE EVALUATION AND ASSESSMENT PROCESSES</p> <ul style="list-style-type: none"> Manage the course assessment process Attend test board and exam board meetings with the relevant staff to evaluate student progress Liaise with the external examiner. Ensure a comprehensive record is kept of all relevant documentation Compile progress reports (e.g. for Faculty) Design and implement evaluation instruments for BP/BHP Analyze data on student performance Convene course review process Attend and participate in related course reviews <p>REFERENCES</p> <ul style="list-style-type: none"> Compile references for staff and students when required <p>DEPARTMENTAL & FACULTY COMMITTEES</p> <ul style="list-style-type: none"> Represent courses & division on relevant faculty committees Participate and lead, where appropriate, departmental committees 	<ul style="list-style-type: none"> Appoint suitably skilled facilitators Facilitators equipped with skills to run groups effectively Smooth running of community based and health service visits by students Develop further knowledge and skills that will be of benefit to BP/BHP Accurate budgets, includes all foreseen expenses Ensure accurate payments are made Timeous marks processing is achieved Produce appropriate assessments for students Produce appropriate resource material for facilitators and students On-going evaluations and re-development of the BP/BHP courses Interests of curriculum well represented at faculty level
4	SOCIAL RESPONSIVENESS	5%	<ul style="list-style-type: none"> Oversee, initiate and link with projects and organizations 	<ul style="list-style-type: none"> Stronger University engagement with wider society

MINIMUM REQUIREMENTS

Minimum qualifications	<ul style="list-style-type: none"> • Master's level qualification in health or cognate discipline. • At least 2 years' experience in higher education curriculum design, implementation, assessment & evaluation. • A postgraduate qualification in health science education OR at least 5 years' experience in higher education curriculum design, implementation, assessment and evaluation. 			
Minimum experience (type and years)	<p>Advantages:</p> <ul style="list-style-type: none"> • A background in Health Sciences • A track record of work in diversity education or transformation advocacy • A track record of work in multi-professional education • A qualification in higher education (tertiary) education 			
Skills	<ul style="list-style-type: none"> • Multi-professional education • Excellent leadership, organizational and management skills • Ability to lead and work in a team • Enthusiasm for working with students and colleagues • Computer literacy • Speak and write fluently in English 			
Knowledge	<ul style="list-style-type: none"> • Knowledge and experience of curricula related to interpersonal skill development, professionalism and reflective practice • Understanding of transformation in higher education 			
Professional registration or license requirements				
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.)				
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Analytical thinking / Problem Solving	2	Building interpersonal relationships	2
	Client / student service and support	2	Communication	2
	Conceptual thinking	2	Creativity and innovation	2
	Planning and organizing /work management	2	Teamwork / collaboration	2
	University awareness	2		

SCOPE OF RESPONSIBILITY

Functions responsible for	Running BP course. Recruitment, training, support and evaluation of facilitators
Amount and kind of supervision received	Working under direct supervision of the Head of Division
Amount and kind of supervision exercised	Supervise administrative support staff, deputy convenor and facilitators
Decisions which can be made	All functions in the job description Consult with HoD if decision involves disciplinary matters or deviation from existing curriculum or budget
Decisions which must be referred	All matters having wider ramifications for the School as a whole; any grievance matters that cannot be resolved at lower level

CONTACTS AND RELATIONSHIPS

Internal to UCT	Other course convenors
External to UCT	Site facilitators; outside lecturers; community hosts; external examiners