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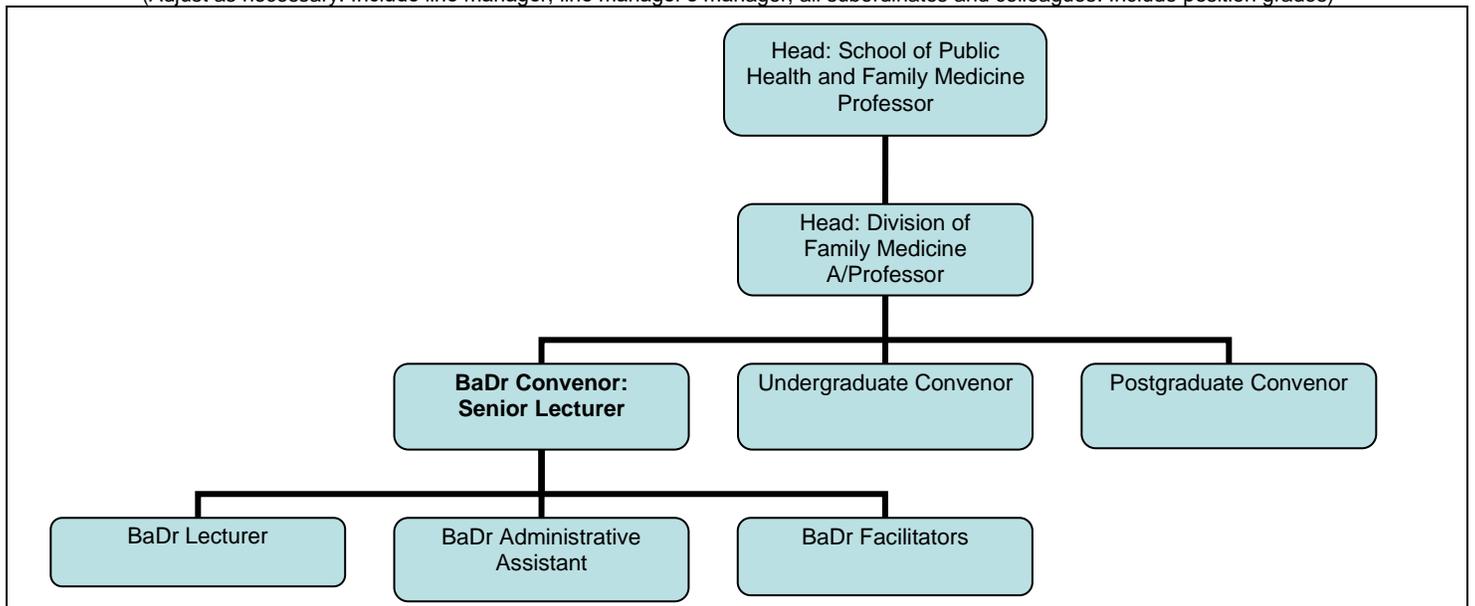
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Senior Lecturer		
Job title (HR Practitioner to provide)	Course Convenor: Becoming a Doctor (BaDr)		
Position grade (if known)		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	5 October 2020		

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 environment.
- To conduct family medicine and primary care-related research.
- To contribute to the university's social responsiveness programme.

*The BaDr course has three 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)
1	TEACHING AND LEARNING	50%	<p>LECTURES</p> <ul style="list-style-type: none"> Arrange and conduct family medicine lectures. <p>SMALL GROUP FACILITATION</p> <ul style="list-style-type: none"> Facilitate teaching in the second and third year BaDr courses. Serve as back-up for other facilitators when required. Facilitate 1st year students in their 2nd semester at Groote Schuur Hospital. <p>SUPERVISION</p> <ul style="list-style-type: none"> Assist with Special Study Modules (SSM) activities, supervise and support of students doing their Family Medicine SSMs in the 2nd year of MBChB. <p>CLINICAL</p> <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. <p>ASSESSMENTS</p> <ul style="list-style-type: none"> Co-ordinate assessments for BaDr course. 	<p>LECTURES AND SMALL GROUP FACILITATION</p> <ul style="list-style-type: none"> Students gain good knowledge, skills and attitudes related to course content. All small group sessions are facilitated. Students gain necessary knowledge and skills to meet 1st year course aims and objectives. <p>SUPERVISION</p> <ul style="list-style-type: none"> Students produce high quality posters and presentations through rigorous, supervised research during their SSM. <p>CLINICAL</p> <ul style="list-style-type: none"> Clinical exposure of students links with course aims and objectives. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Assessments conducted successfully.
2	TEACHING ADMINISTRATION	25%	<p>CO-CONVENORSHIP OF BADR COURSE</p> <ul style="list-style-type: none"> Lead BaDr activities. Spiral integration of curriculum from 1st – 6th year with emphasis in 2nd and 3rd years. <p>STAFF TRAINING & SELECTION</p> <ul style="list-style-type: none"> Lead recruitment & selection, as well as orientation of BaDr facilitator staff. Strengthen diversity of BaDr facilitator staff. Ensure regular facilitator meetings. <p>DESIGN WORK</p> <ul style="list-style-type: none"> Design and update student/facilitator readers, handouts and guides with facilitator input. Use VULA course sites effectively in conjunction with the course administrator. <p>ADMINISTRATION</p> <ul style="list-style-type: none"> Carry out all the duties of a convenor as stipulated in the UCT Course Convenors' handbook. Line manage the BaDr Administrator, the Lecturer/MO as well as the facilitators. Chair monthly BaDr design team meetings and attend Integrated Health Systems (IHS) design team meetings as per roster. Convene Year 2 of the MBChB programme. 	<p>CO-CONVENORSHIP OF BADR COURSE</p> <ul style="list-style-type: none"> Course is well structured, run smoothly, content and activities in line with current practice and evidence. Continuity from 1st year into 2nd and 3rd year, retaining relevance of course content to the 4th year programme. <p>STAFF TRAINING & SELECTION</p> <ul style="list-style-type: none"> Recruitment & selection in line with HR policies. <p>DESIGN WORK</p> <ul style="list-style-type: none"> Course content aligned with learning objectives. VULA platform content current and in tune with student needs. <p>ADMINISTRATION</p> <ul style="list-style-type: none"> Ensure smooth and efficient administration services to the BaDr course; provide updated course material to students as well as implement modern assessment practices. Responsiveness to student queries, providing support and incorporate student feedback into course content. Effectively chair all Year 2 MBChB programme meetings and ensure all Year 2 activities run

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
3	RESEARCH	15%	<ul style="list-style-type: none"> Attend research development opportunities. Enroll for further postgraduate training as per career development plan in communication with the HoDiv, especially with regards to health sciences education and academic primary care. Lead and actively participate in research and scholarly activities. Participating in postgraduate supervision will be highly advantageous. 	<ul style="list-style-type: none"> Demonstrate scholarly growth as per career development planning in consultation with HoDiv and other mentors.
4	SOCIAL RESPONSIVENESS	10%	<ul style="list-style-type: none"> Participate in division's social responsiveness activities, such as SHAWCO and minor surgical outreach programme. Coordinate and facilitate the academic teaching programme for family medicine interns in relation with MDHS partners. Convene the Division's annual GP Refresher course. Participate as examiner in the College of Family Physicians in the Colleges of Medicine of South Africa. 	<ul style="list-style-type: none"> Foster partnerships with WCG, and practitioners in the public and private health sectors. Coordinate and collaborate with social outreach programmes with grassroots organisations that extends service delivery outside of formal structures.

MINIMUM REQUIREMENTS

Minimum qualifications	MBChB with postgraduate training at diploma level in family medicine and/or health sciences education.			
Minimum experience (type and years)	<p>Minimum experience includes 3-years post-community service of diagnostic clinical practice in public or private sector.</p> <p>Minimum experience includes 3-years of classroom-based and/or clinical teaching experience with undergraduate medical students.</p>			
Advantages	<ul style="list-style-type: none"> • Postgraduate training at master's or doctoral level in family medicine and/or health sciences education would be highly advantageous. • Experience in course convening would be highly advantageous. • Research experience would be highly advantageous. 			
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 an independent medical practitioner.			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.)	<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	Resilience/tenacity	2
	Communication	2	Creativity and innovation	2
	Planning and organizing/work management	2	People management	2
	Coaching/Developing others	2	Quality commitment/work standards	2
	Meeting facilitation/leadership/participation	2	Teamwork/collaboration	2
	Professional knowledge and skill	2	University awareness	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. Help to facilitate first year student exposure to out-patient clinics at GSH (2nd semester). 6. Convenor of Year 2 MBChB programme.
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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. Western Cape 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