



NOTES

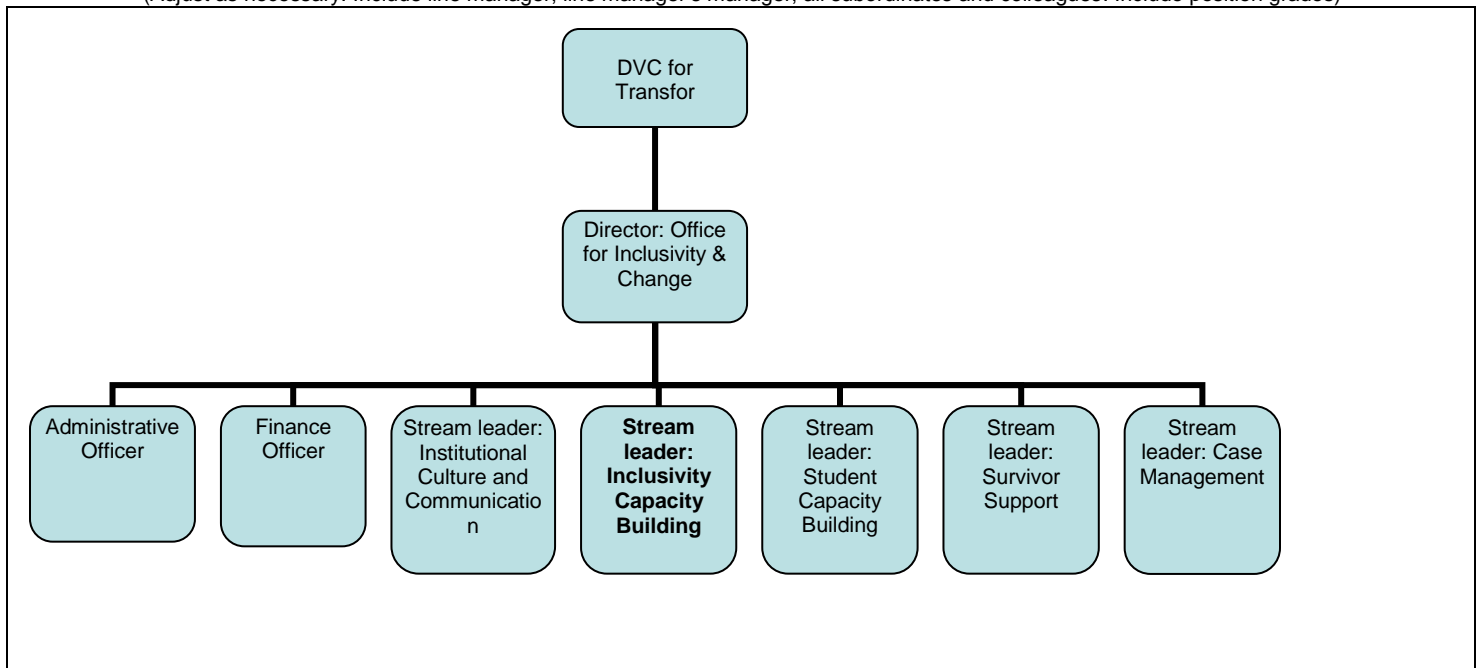
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Stream leader: Inclusivity Capacity Building		
Job title (HR Practitioner to provide)			
Position grade (if known)		Date last graded (if known)	
Academic faculty / PASS department	OVC		
Academic department / PASS unit	Office for Inclusivity and Change		
Division / section			
Date of compilation	May 2017		

ORGANOGRAM

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



PURPOSE

The main purpose of this position is to:

- Advocate the work of the Stream both within the university context and beyond. This is achieved by networking with key stakeholders in the field
- With the support of the Director, generate work and fundraise for activities undertaken by the Stream
- In consultation with the Director, ensure that the Stream's strategic objectives (and their enactment) are at all times in alignment with those of the Unit as a whole
- Engage with course convenors to develop curricula based on social justice topics
- Develop curricula interventions in line with UCT and statutory requirements and standards
- Develop interventions within faculties to improve the efficacy of faculty based mentorship, as requested
- Develop and facilitate inclusivity programmes as required
- Research and publish with the course convener on the transformation practice that informs the teaching and learning

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	Curriculum Development	40%	<ul style="list-style-type: none"> • Together with the course convener, identify social justice topics and how they could be interpreted to be included in the curriculum • Conceptualise curriculum topics • Research topics and translate this to the relevant course needs • Design curriculum material, as agreed • Identify SAQA objectives and ensure that the prescribed standard is met • Ensure that the curriculum is designed in a continuous thread throughout the year • Train/facilitate/lecture classes as per curriculum outline • Develop mentors and tutors within the course to assist other students • Conceptualise and initiate research either individually or with other Stream leaders • Oversee the coordination of collaborative interventions in curriculum development • Together with academics, research, write and publish academic papers on curriculum development and the inclusion of social justice topics • Liaise and collaborate with the Curriculum Change Working Group to support curriculum change across the institution 	<ul style="list-style-type: none"> • Curriculum topics are researched and interpreted to meet the needs of the department • Design curriculum as agreed with the relevant course convener • SAQA and UCT standards and requirements are met • Research and draft academic papers for consideration for publishing • Evaluation of the curriculum content and course design

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
2	Inclusivity Programmes and Training	30%	<ul style="list-style-type: none"> Identify rule books and policies that need to be updated to ensure they are as inclusive as possible Research, conceptualise and draft policy documents to address gaps in policy and procedure Engage stakeholders in the University community to address issues of inclusivity by building capacity and creating a support network of peers Engage with staff to encourage the infusion of inclusive language and behaviour in student contact areas Prepare and facilitate interactive multi-media presentations Collect material for presentations and workshops Consistently update existing material Develop new presentation skills and techniques Stay abreast of changing context and trends and incorporate these into material Determine training schedule for the Stream interventions Ensure all logistical arrangements for workshops is attended to prior to facilitation Where necessary, recruit external service providers or speakers to assist with workshops Create and implement a lay counselling support services that are equipped to guide a student in relation to matters of sexuality and other inclusivity issues Provide mentorship to lay counsellors associated with the UTR Work with registered psychological practitioners to ensure the lay counselling programme is implemented in accordance with national health standards Train staff and students to become lay counsellors, as requested 	<ul style="list-style-type: none"> Content is developed and/or enhance per training event to keep current on the current context of the University Topics are researched and interpreted into lay speak to ensure understanding in the target audience Materials are developed and made available to student facilitators Training events are successfully facilitated Coordinate lay counselling service
3	Advocacy	5%	<ul style="list-style-type: none"> Coordinate visual campaigns to raise awareness of Stream, Unit and institutional activities in relation to inclusivity and curriculum Provide input on communication strategies to effectively advertise the services of the Unit and the stream with staff and students 	<ul style="list-style-type: none"> Respond to requests for campaigns throughout the University Collaborate with other Streams on visual campaigns, when required Provide input on the communication campaign's in relation to curriculum, inclusivity and lay counselling

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
4	Monitoring, Evaluation and Reporting	10%	<ul style="list-style-type: none"> • Design evaluation forms to be used within curriculum, inclusivity and lay counselling programmes • Analyse data received from evaluation forms and identify any issues requiring attention • Monitor and collect feedback from the interventions within the streams • Interpret and respond to feedback, where necessary • Compile training reports per training event • Ensure project deliverables are met within the stream and monitored to client specifications and/or performance indicators • Compile and distribute monthly and annual reports related to the stream • Where relevant, design curriculum evaluation tool to be used by departments and students • Analyse data received in the peer assessment tool and provide recommendations to support the faculty based work in the curriculums; their inclusivity programs, mentoring and tutor programs. • Design and administer pre and post assessments for each curriculum intervention 	<ul style="list-style-type: none"> • Monthly and annual reports are compiled and distributed • Evaluation form is designed and administered for each training even • Training reports are compiled • Monitor project deliverables to ensure compliance with specifications • Educational assessment tools are designed and implemented per curriculum intervention
5	Strategic input	5%	<ul style="list-style-type: none"> • Research the trends, policy and contexts provincially and nationally • Conceptualise and plan new projects/programmes • Identify new work and funding opportunities • Develop and assist other Stream leaders with proposals and budgets for new projects • Assist, advise, promote and support the drafting of Unit policies 	<ul style="list-style-type: none"> • Funding opportunities are identified • Funding proposals are developed, or contributed to • Trends and key topics are identified within the Stream discipline to keep current with current contexts
6	Communication and Marketing	5%	<ul style="list-style-type: none"> • Assist the Stream Leader: Institutional Culture and Communication with content regarding Inclusivity Capacity Building for publication • Review videos and social media posts for accuracy with regards to the content of the Stream • Assist with any communications initiative, as required, to ensure a consistent brand is portrayed across the Unit 	<ul style="list-style-type: none"> • Communication relating to Stream is checked for consistency and accuracy • Assistance is provided to Communications Stream

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
7	Stakeholder Management	5%	<ul style="list-style-type: none"> • Contribute to relevant sectoral committees or commissions appropriate to the portfolio • Work with the relevant internal stakeholders to implement the work of this portfolio • Represent the university at sectoral committee and commissions as they relate to this portfolio • Represent the Director and the DVC Transformation at events, meetings and university events as directed • Interact with key stakeholders, including funders • Strengthen internal and external stakeholder relationships to improve delivery of institutional work related to the stream 	<ul style="list-style-type: none"> • Minutes of meetings held with sectoral partners • Report on university representation at various activities • Developed sustainable relationships with internal partners for this work in this portfolio

MINIMUM REQUIREMENTS

Minimum qualifications	NQF 9 – Social Science and/or higher education studies Experience/qualification in Education			
Minimum experience (type and years)	5 years			
Skills	Counselling, policy review, academic writing			
Knowledge	Social development research and programming; monitoring and evaluation; ; curriculum design			
Professional registration or license requirements	N/A			
Other requirements	Certified Counsellor			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Client/student service and support	2	Teamwork / collaboration	2
	Coaching / Developing Others	2	Formal presentation	2
	Communication	2	University awareness	2
	Planning and organizing	2	Facilitating change	2
	Work management	2	Analytical thinking/problem solving	2

SCOPE OF RESPONSIBILITY

Functions responsible for	Training; facilitation, Strategic input, Monitoring and Evaluation, Reporting; lay counselling programme; inclusivity programmes
Amount and kind of supervision received	Broad supervision
Amount and kind of supervision exercised	None
Decisions which can be made	Discretionary decisions. Clear rules, policies and practices govern decisions. In the case of less complicated decisions, it may not be necessary to consult with the manager. Incumbent decides on the appropriate deployment of applicable resources (time, human etc.) in own area of responsibility. Jobholder can choose which process to use, and they know the theory behind the operations. They must decide 'how', 'where' and 'when'. These decisions are made using their own discretion. Job holder decides which routines to use where routines are not prescribed. Complicated decisions would be made in consultation with the line manager.
Decisions which must be referred	

CONTACTS AND RELATIONSHIPS

Internal to UCT	Faculties and departments; course conveners; mentors; tutors; students;
External to UCT	