


HR191	<b>POSITION DESCRIPTION</b>	 <b>UNIVERSITY OF CAPE TOWN</b> IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD
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**NOTES**

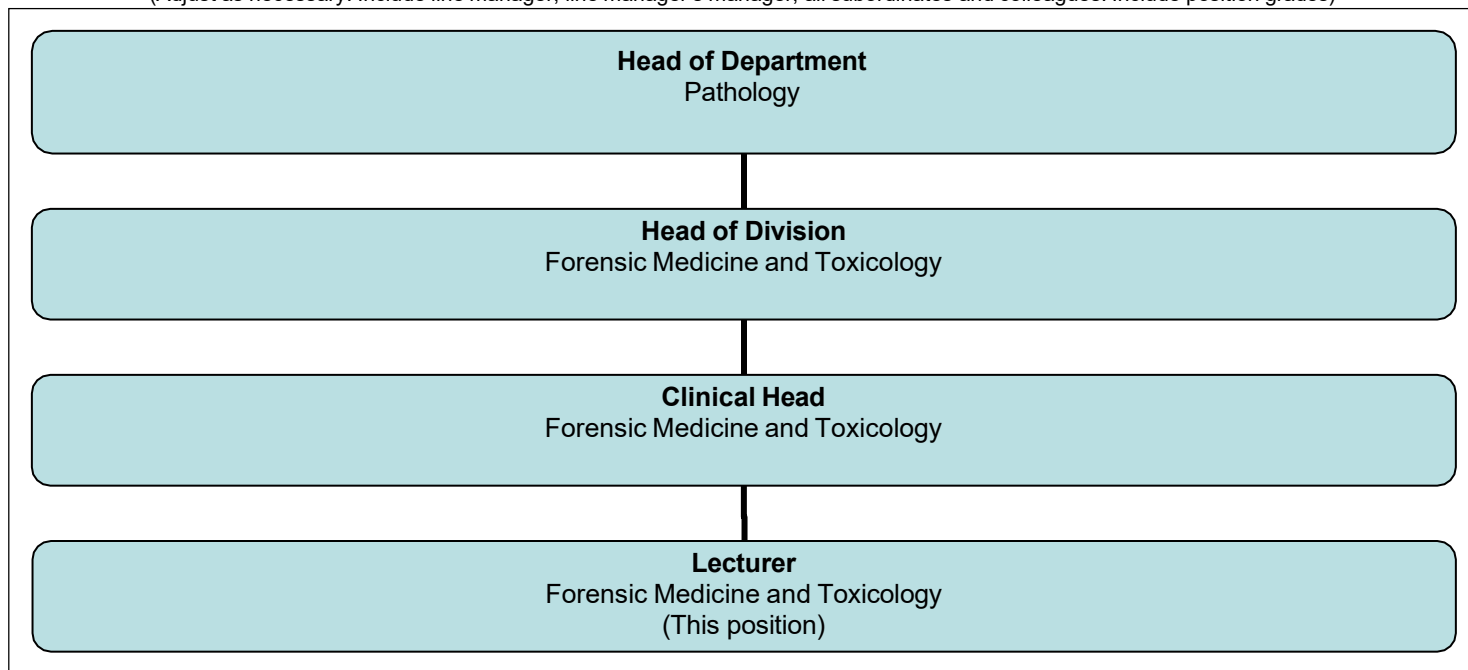
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

**POSITION DETAILS**

Position title	Lecturer		
Job title (HR Business Partner to provide)	Lecturer		
Position grade (if known)		Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Pathology		
Division / section	Forensic Medicine and Toxicology		
Date of compilation	September 2022		

**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 convene the final year undergraduate (UG) medicine students' Forensic Medicine course as a lecturer. This includes administrative duties related to the course, teaching, and developing new resources to enhance the educational platform and enhance student learning in this important field of medicine. Part of the purpose is to be an effective manager and liaison person between division, department and faculty as related to UG forensic medicine teaching as part of the MBChB program. This includes the need to act professionally, and communicate effectively to students, peers, colleagues and superiors as per regulations of the University of Cape Town.

**CONTENT**

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	TEACHING	50%	<ol style="list-style-type: none"> <li>1. Develop and deliver appropriate teaching, learning and assessment activities for Forensic Medicine course.</li> <li>2. Ensure alignment of teaching and assessment methods with learning outcomes for the course.</li> <li>3. Ensure that assessment methods are reliable and valid in terms of UCT's Assessment Policy.</li> <li>4. Review course content and materials on a regular basis, updating when required.</li> <li>5. Ensure that course design and delivery comply with the quality standards and regulations of the university with the available LMS.</li> <li>6. Provide course outlines and review and update this regularly.</li> <li>7. Preparation of course timetables and scheduling.</li> <li>8. Design and implementation of course/module evaluations and appropriate follow-up on findings from evaluations.</li> <li>9. Maintain effective communication with students.</li> </ol>	Graduating junior doctors to internships by adhering to University exit outcomes for MBChB program; as per Department of Higher education standards and aligning with accreditation authorities such as HPCSA
2	RESEARCH	5%	<ol style="list-style-type: none"> <li>1. Work in conjunction with others to apply subject knowledge to practice.</li> <li>2. Consider publishing educational changes implemented to educational journals</li> <li>3. Obtain research grant in future and collaborate on research projects.</li> </ol>	Maintain integrity of research undertaken and publish in applicable journals.

3	LIAISON AND NETWORKING	5%	<ol style="list-style-type: none"> <li>1. Develop and lead internal networks divisionally to manage UG course,</li> <li>2. Liaise between faculty and division to ensure effective and relevant communication.</li> <li>3. Maintain and develop external networks for example external assessors like HPCSA.</li> <li>4. Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.</li> </ol>	Improved course within networking within faculty and across institutions and departments.
4	MANAGING PEOPLE	5%	<ol style="list-style-type: none"> <li>1. Provide academic leadership to tutors facilitating some of teaching within course, for example organising the annual timetables and monthly block rotations of course within service delivery demands of division. This will ensure teaching commitments are adhered to and prioritised.</li> <li>2. Contributing to the development of teams and individuals, especially with blended learning environment.</li> <li>3. Act as mentor to colleagues in terms of educational outputs.</li> <li>4. Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.</li> <li>5. Oversee the teaching processes (incl. selection of facilitators, assisting training of clinical educators, refining the teaching material, attend curriculum design meetings, oversee production of teaching materials).</li> </ol>	Successful delivery of course within MBChB program and without disrupting service delivery component of FPS.
5	TEAM WORK	5%	<ol style="list-style-type: none"> <li>1. Ensure teams within the division work together within areas of responsibility and help resolve conflicts between teams (for example between mortuary staff, tutors, and students).</li> <li>2. Ensure collaboration and communication between fellow course convenors at faculty level to ensure uninterrupted program (for example between anaesthesia and forensics and psychiatry which share a block within the modular system.)</li> </ol>	Well-coordinated course between all different role players involved from divisional, departmental and faculty level, including outside service delivery providers.

6	PASTORAL CARE	5%	<ol style="list-style-type: none"> <li>1. Responsible for dealing with referred issues for students within course referring them to sources of further help if required.</li> <li>2. Track student performance and arrange for academic support, if necessary, this is especially important for the NMFC cohort of students.</li> <li>3. Ensure that students have access to Student Support Services if required.</li> <li>4. Monitor student performance and report to the HOD/HODiv any difficulties.</li> <li>5. Monitor student progress and retention.</li> </ol>	Successful throughput of students, UCT and NMFC.
7	INITIATIVE, PROBLEM-SOLVING AND DECISION-MAKING	10%	<ol style="list-style-type: none"> <li>1. Resolve problems affecting the delivery of course in accordance with regulations.</li> <li>2. Make decisions regarding the operational aspects of educational program example contribute to decisions which have an impact on other related programs.</li> <li>3. Monitor student progress.</li> <li>4. Provide advice on issues such as ensuring the adequate balance of student population and other service delivery components of division. Spotting opportunities for strategic development of new course material or networking, including expansion of OER output as part of transformation.</li> </ol>	Smooth delivery of course with new initiatives positively impacting students institutionally and beyond.
8	ACADEMIC COURSE LEADERSHIP	15%	<ol style="list-style-type: none"> <li>1. Responsible for the delivery of course.</li> <li>2. Contribute to the overall management of the divisional resources in terms of effective course delivery, for example printing</li> <li>3. Lead in setting standards and monitoring progress against agreed criteria for own area of responsibility.</li> <li>4. Be involved through various routes in departmental and institutional strategic planning contributing to the Institution's strategic planning processes.</li> <li>5. Be responsible for quality, audit and other external assessments in own areas of responsibility, for example course evaluations.</li> <li>6. Oversee assessment activities from compilation, to implementation, grading and moderation to capturing of marks to systems. Coordinate external examiners</li> </ol>	<p>Smooth implementation and delivery of course within larger medicine program.</p> <p>Quality control of course.</p>

### MINIMUM REQUIREMENTS

Minimum qualifications	<ul style="list-style-type: none"> <li>• MBChB</li> <li>• Master's degree in a relevant field with an overall 70% average mark</li> </ul>			
Minimum experience (type and years)	<ul style="list-style-type: none"> <li>• Demonstrated experience/interest in the field of forensic medicine.</li> <li>• At least 2 years' experience in higher education curriculum design and implementation, teaching, learning, assessment &amp; program evaluation.</li> </ul>			
Skills	<ul style="list-style-type: none"> <li>• Demonstrated ability to communicate effectively, in writing and orally.</li> <li>• Ability to collaborate effectively with colleagues and students and to work well in a team.</li> <li>• Ability to work autonomously, under pressure, and meet deadlines</li> <li>• Good organizational and administrative skills with attention to detail</li> <li>• Computer skills (including Microsoft Excel and online/ E-learning education platform (Learner Management Systems)</li> <li>• Excellent interpersonal and communication skills across all educational platforms.</li> <li>• Self-motivated, dedicated and takes appropriate initiative.</li> <li>• Ability to make effective use of UCT support services</li> <li>• Ability to provide pastoral care for students to ensure that all issues are dealt within a timely, sympathetic, and effective manner.</li> </ul>			
Knowledge	<ul style="list-style-type: none"> <li>• Forensic medicine, pathology and clinical forensic medicine.</li> <li>• Curriculum design including teaching and learning activities and alignment to assessments</li> </ul>			
Professional registration or license requirements	<ul style="list-style-type: none"> <li>• Registration with the HPCSA</li> </ul>			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances'.)	<p><b>The following will be advantageous:</b></p> <ul style="list-style-type: none"> <li>• Any post graduate studies in forensic medicine or higher education.</li> <li>• Experience in delivering online (virtual) and blended learning methodology.</li> <li>• Experience in working with an online/ E-learning education platform and learning management system.</li> <li>• Leadership experience.</li> <li>• Academic course or program management.</li> </ul>			
Competencies (Refer to <a href="#">UCT Competency Framework</a> )	Competence	Level	Competence	Level
	Analytical thinking / Problem solving	2	Formal presentation	2
	Adaptability	2	Leadership	2
	Building interpersonal relationships	2	Impact / influence	2
	Client/student service and support	2	Initiative	2
	Coaching and developing others	2	Managing conflict	2
	Communication	2	People management	2
	Conceptual thinking	2	Planning and organizing / work management	2
	Continuous learning	2	Professional knowledge and skill	2
	Creativity and Innovation	2	Teamwork / collaboration	2
	Developing others	1	Resilience / tenacity	2
	Decision making / judgement	2	Results focus	2
	Energy	2	Stress tolerance	2
	Facilitating change	2	University awareness	2

### SCOPE OF RESPONSIBILITY

Functions responsible for	Course convening, teaching and assessments of Forensic Medicine undergraduate course within MBChB curriculum
Amount and kind of supervision received	Meetings with line manger each term and annual review or as needed
Amount and kind of supervision exercised	Supervision of undergraduate students, supervision of more junior staff members if required, mentoring of colleagues
Decisions which can be made	Teaching, learning and assessment activities of course (in line with best practice and UCT rules) Administrative decisions around the convening of course

Decisions which must be referred	Departmental and strategic decisions on curricular level and financial decisions around resources.
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**CONTACTS AND RELATIONSHIPS**

Internal to UCT	Prof Komala (Head of Department); Prof Lorna Martin (Head of Division); Dr Gavin Kirk (Clinical head); Ms Chantal van Niekerk (Divisional administrator); fellow forensic colleagues (consultants and registrars); Fellow UCT colleagues such as Deputy Dean (Dr Kerrin Begg), program convenor (Dr Petula Wicomb); other convenors (mostly year 6 course convenors); other academic and support staff in the Division, Department and Faculty at UG level.
External to UCT	Forensic Pathology Services staff, SAPS, Traffic department, Western Cape Government Health (specifically clinical forensic services and clinical training arm), other universities, external examiners, accreditation bodies (HPCSA)