



NOTES

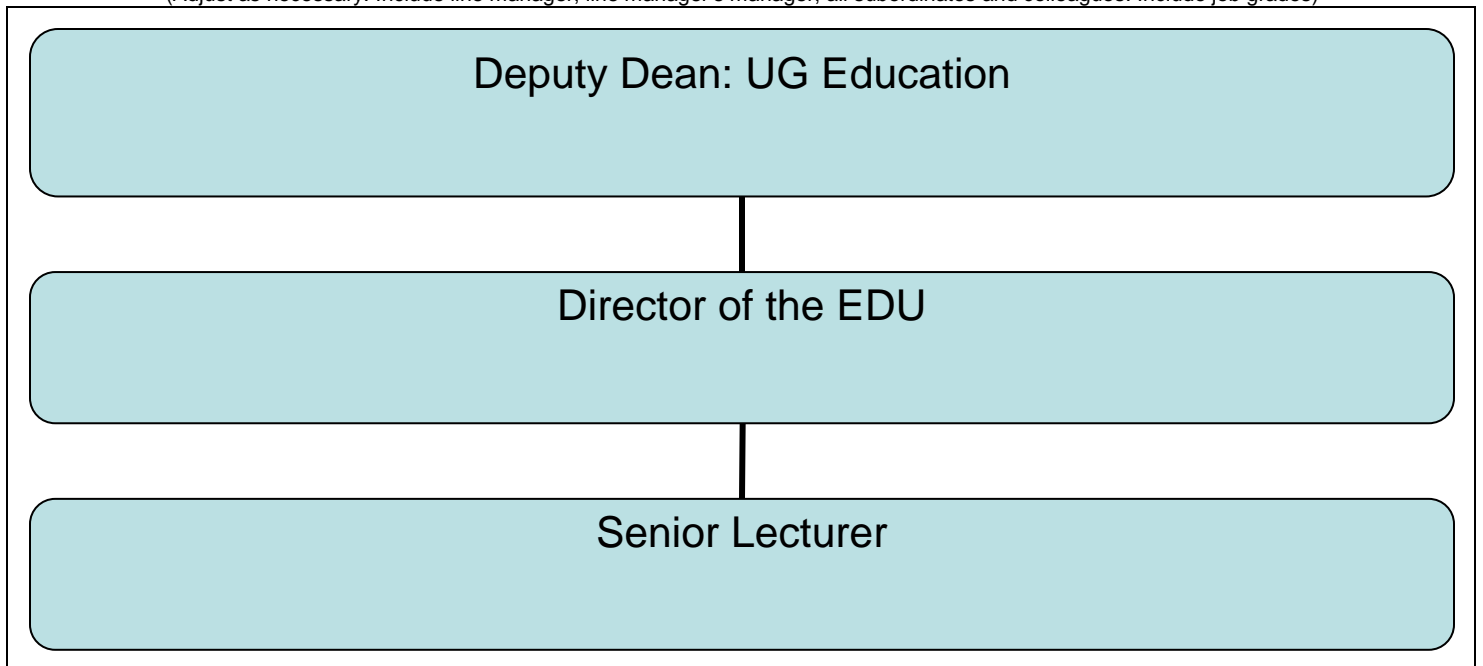
- Forms must be downloaded from the UCT website: <http://www.uct.ac.za/depts/sapweb/forms/forms.htm>
- This form serves as a template for the writing of job descriptions.
- A copy of this form is kept by the line manager and the job holder.

POSITION DETAILS

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| Position title | Senior Lecturer (Secondment Opportunity for three years) |
| Job title (HR Practitioner to provide) | Senior Lecturer |
| Job grade (if known) | Senior Lecturer |
| Academic faculty / PASS department | Academic |
| Academic department / PASS unit | Education Development Unit (EDU) |
| Division / section | N/A |
| Date of compilation | 24 July 2014 |

ORGANOGRAM

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



PURPOSE

The main purpose of this position is to implement Professional Development for staff, tutors and facilitators involved in teaching in the first years of the MBChB and Health and Rehabilitation Programmes and undertake research in this area.

JOB CONTENT

| Key performance areas (4 – 6) (What) | % of time spent | Activities / Objectives / Tasks (How) | Results / Outcomes (Why) | Competencies needed |
|---|-----------------|---|--|---|
| 1 Teaching | 60% | <ul style="list-style-type: none"> • Develop and implement training for staff, tutors and facilitators in the first years of the MBChB and Health and Rehabilitation programmes to design constructively aligned curricula • Develop and implement training for staff in first year programmes in teaching skills to assist students from diverse educational backgrounds • Develop and implement training for tutors in facilitation skills to bring out the best in students from educationally underprepared backgrounds • Convene and teach in the intervention programme as required • Undertake supervision of PG students | <ul style="list-style-type: none"> • Better trained staff, tutors and facilitators • Better designed curricula • Better teaching, facilitation and assessment practices • Improvement in throughput in the first year of UG programmes | <ul style="list-style-type: none"> • Knowledge of the curricula • Knowledge of curriculum alignment • Staff development skills • PG supervision skills • Knowledge of academic development |
| 2 Research | 20% | <p>Research in one or more of the following areas:</p> <ul style="list-style-type: none"> • Staff development and alignment of curricula • academic development • Ways to support educationally underprepared students <p>Research into performance of students before, during and after this intervention</p> <p>Develop new areas of research</p> | <ul style="list-style-type: none"> • Reports on progress in the project • Publications | <ul style="list-style-type: none"> • Research skills • Academic writing skills |
| 3 Service | 10% | <ul style="list-style-type: none"> • Develop and implement short courses for staff, tutors and facilitators on designing constructively aligned curricula • Support staff development undertaken by the EDU • Participate in assisting staff to design constructively aligned curricula • Assist with the training of tutors and facilitators in small group learning activities • Provide ongoing support for tutors trained in facilitation skills | <p>Staff developed</p> <p>Better designed curricula</p> <p>Better trained tutors and facilitators</p> | <p>Staff development and facilitation skills</p> |

| | Key performance areas (4 – 6) (What) | % of time spent | Activities / Objectives / Tasks (How) | Results / Outcomes (Why) | Competencies needed |
|---|--|------------------------|---|--|--|
| 4 | Administration and Management | 7% | <ul style="list-style-type: none"> • Undertake administration required by the project including record keeping • Plan and implement monitoring and evaluation of the project • Write monthly reports on progress in the project and annual monitoring and evaluation reports • Monitor spending of budget | Regular, well written reports Project monitored Regular evaluation of outcomes | Project Management Skills Administrative skills Writing skills Monitoring and evaluation skills |
| 5 | Social responsiveness | 3% | <ul style="list-style-type: none"> • Undertake social responsiveness projects as required | | |

MINIMUM REQUIREMENTS

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|--|--|
| Minimum qualifications | Master's degree |
| Minimum experience (type and years) | Academic training or experience in curriculum development of at least 5 years; Experience in curriculum alignment; Experience in academic development of educationally underprepared students of at least 2 years; Experience in academic management and administration; Research skills and experience; Academic writing skills; and Facilitation and teaching experience and skills. |