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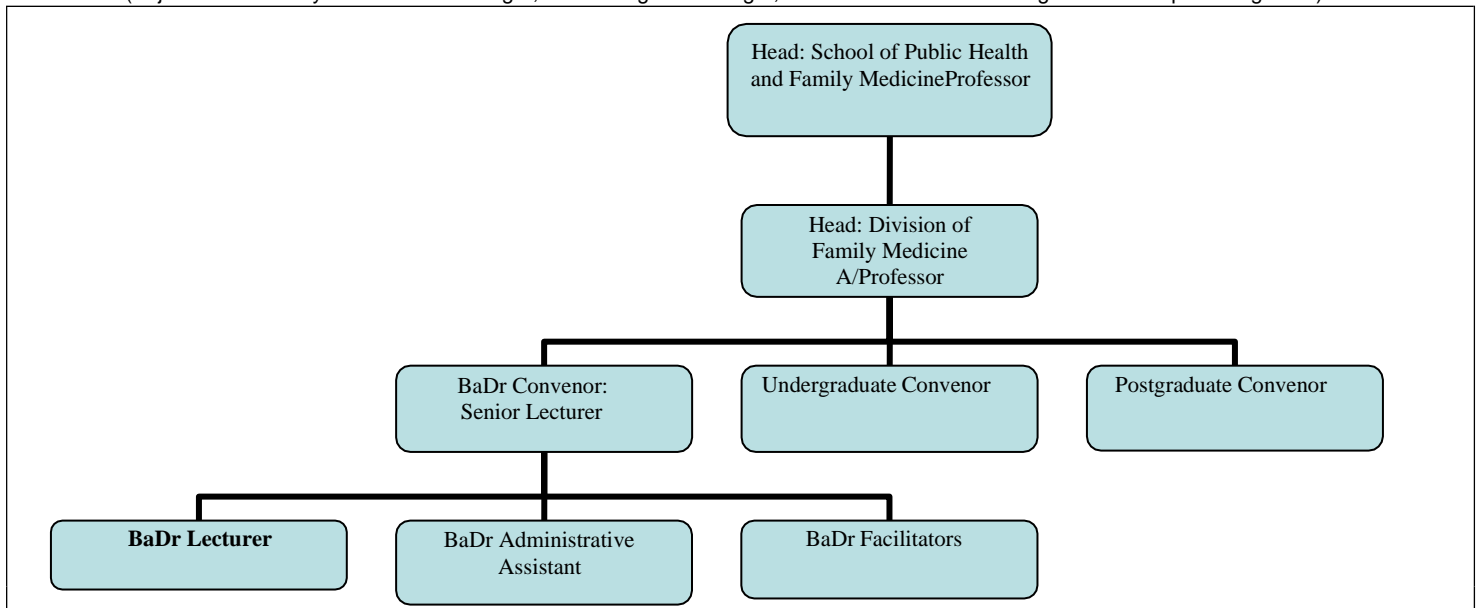
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Lecturer		
Job title (HR Practitioner to provide)	Lecturer/Deputy Strand Convener: Becoming a Doctor: Family Medicine		
Position grade (if known)	Lecturer/MO	Date last graded (if known)	
Academic faculty / PASS department	Faculty of Health Sciences		
Academic department / PASS unit	PUBLIC HEALTH AND MEDICINE		
Division / section	Family Medicine		
Date of compilation	22/04/2021		

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 assist with convening the 2nd and 3rd year Family Medicine strand within the Becoming a Doctor [BaDr]* course in the MBChB programme.
- 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 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 comprises three strands – Family Medicine, Clinical Skills and Languages [Afrikaans & isiXhosa], each with its own convener and own course codes. The incumbent will be the deputy convener of the Family Medicine 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%	LECTURES Assist with the arrangement and conducting of Family Medicine lectures when required	Lectures delivered successfully
			SMALL GROUP FACILITATION Assist the BaDr course convenor in the Division of Family Medicine with all teaching tasks. Facilitate groups in second and third year BaDr Family Medicine strand. Serve as back-up when other facilitators not available	Students gain good knowledge, skills and attitudes related to course content. Students are able to work well as a group. As and when required
			SUPERVISION Supervise and support students doing their SSMs in 3rd year MBChB in Family Medicine. Mark SSM reports	Good quality student projects are produced. Marks submitted by deadline
			CLINICAL TEACHING Assist with semester 3,4 & 5 FM teaching across the district platform: at CHC's, other hospitals and facilities, like Homes for Seniors and Schools for children with Special Needs. Provide assistance to other teaching staff involved in the above course and activities where needed	Students gain appropriate clinical exposure in line with curriculum outcomes. As and when required
			ASSESSMENTS Assist with design of student assessment tools and related administration. (Including identifying, recruiting and training role players for the BaDr Family Medicine strand) Examine students and mark written papers. Assist with marking of student assignments.	Good quality, valid and reliable in-course, formative and summative assessments Students examined and written papers marked timeously. Assignments marked timeously
			STUDENT MATTERS Assist with student related queries for BaDr Family Medicine strand Provide academic and non-academic support to both 2nd and 3rd year students.	Students receive appropriate academic, social and emotional support
			BADR PROGRAMME Assist with drawing up agenda for the BaDr course reviews. Identify new reference material for students. Organise the BaDr Orientation Programme for Semesters 3, 4 & 5	Review conducted successfully with appropriate and relevant agenda and documentation. Appropriate and relevant reference material identified and incorporated into course material. Successful orientation with appropriate and relevant topics and speakers

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	TEACHING AND LEARNING cntd		<p>SPIRAL/GOLDEN THREAD</p> <p>Plan and organize Nurse practitioner visits in OPD for the semester 2 BHP course.</p> <p>Assist with marking of student reports of this visit.</p>	<p>Students learn about relevance and importance of patient flow in an OPD.</p> <p>Students produce assignment related to this visit.</p>
2	TEACHING ADMINISTRATION	30%	<p>ADMINISTRATION</p> <p>Assist the BaDr course convenor in the Division of Family Medicine with all administrative matters.</p> <p>Deputise for BaDr Family Medicine strand convenor when s/he is not available.</p> <p>Accompany Family Medicine convenor to Test Board and Examinations Board or deputize in convenor's absence.</p>	<p>All activities of the BaDr course are well planned and executed efficiently.</p> <p>As and when required.</p> <p>Co-ordinate reports of all three BaDr strands to Test/Examination Board and deliver Family Medicine strand report.</p>
			<p>CONVENE AND ARRANGE THE SSMs FOR FAMILY MEDICINE IN 3RD YEAR MBChB</p> <ul style="list-style-type: none"> • Arrange and inspect accommodation for students in the community. • Arrange with facility management for students to conduct their research at the site. • Liaise and meet with CHG staff to organize student visits and site-based teaching activities. 	<p>All off campus visits successfully overseen.</p> <p>Confirmation from facility management to allow students to conduct their research at sites.</p> <p>Platform visits roster drawn completed 30th September of the previous year.</p>
			<p>PARTICIPATION IN DEPARTMENTAL ACTIVITIES:</p> <ul style="list-style-type: none"> • Attendance and participation in BaDr Design team meetings • FM staff meetings – monthly • FM staff development meetings • BaDr curriculum review meetings • Any Faculty meeting at request of the HOD • Meet with student representatives monthly • MBChB undergraduate curriculum review meetings as they arise • Staff recruitment and training: interview, orientation, supervision and support for all new staff • Involvement in transformation sub-committee meetings (division) 	<p>Attendance and participation in at least 90% of these meetings</p> <p>Attendance and participation in at least 90% of these meetings</p> <p>Develop further appropriate knowledge and skills</p> <p>Appropriate agenda, documentation available for meeting. Course adapted appropriately following on student and lecturer feedback received.</p> <p>As per Faculty requirements</p> <p>As per Faculty requirements</p> <p>Student feedback discussed and appropriately addressed with rest of BaDr team</p> <p>Appropriate combined input given from the BaDr course</p> <p>Appropriate documentation drawn up in conjunction with Course Administrator as per SOPHFM requirements.</p> <p>Appointment process successfully completed</p>

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	LEADERSHIP AND ADMINISTRATION cntd		<p>BADR PROGRAMME: DESIGN WORK:</p> <ul style="list-style-type: none"> Assist with the design of the Family Medicine strand readers and handout notes Assist with the maintenance of and access to Vula course sites Ensure that all BaDr courses are evaluated by students Assist with compiling appropriate questionnaires for the BaDr course evaluation Participate in drawing up course related budgets for BaDr Family Medicine Assist convenor with academic training of Family Medicine interns 	<p>Utilize the feedback to improve the BaDr course</p> <p>Budgets completed as per SOPHFM and Faculty deadline</p> <p>Interns receive prescribed academic teaching as per HPCSA schedule</p>
			<p>CO-CONVENE ANNUAL GP REFRESHER COURSE</p> <ul style="list-style-type: none"> Decide on topics for GP Refresher course Liaise with HODs to suggest speakers for conference Source and confirm chairpersons, speakers Liaise with Conference organisers to source venue and arrange further logistics Analyse evaluations completed by conference delegates <p>CONVENE AND ORGANISE INTERN MEETINGS</p> <ul style="list-style-type: none"> Set up teaching roster for interns on a 6-monthly rotation Chair intern meetings every Thursday afternoon 	<p>Conference successfully run and profitably</p> <p>Relevant topics decided and confirmed by end of June each year</p> <p>HODs contacted and request for speakers confirmed in writing</p> <p>Speakers confirmed at least 3 months in advance</p> <p>Conference organisers contacted and MOU signed by April / May of each year</p> <p>Feedback acted upon and new conference topics identified</p>
			<p>SELF DEVELOPMENT</p> <ul style="list-style-type: none"> Participate in ongoing staff development activities Enrol for Postgraduate Diploma in Medical Education within 3 months of starting in the position Volunteer for and encourage students to join SHAWCO 	<p>Attend regular activities</p> <p>Complete PG Diploma within stipulated time</p> <p>Schedule regular duties with SHAWCO clinic.</p>
3	RESEARCH	10%	Conduct appropriate research related to position	<p>Start-up grant research to be completed within 18 months of starting</p> <p>At least 1 publication per annum as lead author or contributing author</p>

4	SOCIAL RESPONSIVENESS	10%	<ul style="list-style-type: none"> • Enrol for SHAWCO duties at least 4 x a year in the evenings • Lead and facilitate Sisonke Outreach Programme • Coordinate and facilitate the academic teaching programme for family medicine interns in relation with MDHS partners. • Co-convene the Division's annual GP Refresher course • Involvement in Surgical slate Rotation at Heideveld, Mitchell's Plein and Vanguard CHCs 	Perform SHAWCO duties at least 4 x a year and supervise students during these times.
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MINIMUM REQUIREMENTS

Minimum qualifications	<ul style="list-style-type: none"> • MBChB 			
Minimum experience (type and years)	<ul style="list-style-type: none"> • Clinical experience includes 2-years post-community service of diagnostic clinical practice (at primary care level) in public or private sector. • Demonstrable clinical teaching experience with undergraduate and/or postgraduate medical students which indicates a commitment to develop as a health sciences educator. • Familiarity with the South African healthcare system. • The ability to interact effectively with a wide range of professionals at designated teaching sites. 			
Skills	<ul style="list-style-type: none"> • Interpersonal and communication skills • Facilitation of group work • Ability to build rapport with students • General clinical competencies for a primary care level • Effective teamwork and leadership • Organisational ability, planning and effective time management • Report writing skills • Basic computer skills 			
Knowledge	<ul style="list-style-type: none"> • Assessment practices and design of marking rubrics • Organizational structure and functioning of CHC's and other facilities visited by students • Curriculum design and review processes • HR processes • Research methods (advantageous) 			
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'.)	<ul style="list-style-type: none"> • Speak and write fluently in English • Excellent organisational and coordination skills • Ability to work independently and in a team • An interest in Health Sciences Education and academic primary care • Enthusiasm for working with students and colleagues <p>Advantages:</p> <ul style="list-style-type: none"> • Proven track record of formal teaching experience with undergraduate and/or postgraduate medical students in the higher education environment, with exposure to blended/online learning and small group-based learning. • A postgraduate qualification in family medicine and/or health sciences education would be advantageous. • Proven administrative and organisational skills. 			
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	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. Deputy Convenor of the Family Medicine strand of the BaDr course. 2. Effective delivery of academic and clinical teaching, assessments, and course evaluations.
Amount and kind of supervision received	Line manager: Convenor of the BaDr course
Amount and kind of supervision exercised	On instruction of the Convenor of the BaDr course

Decisions which can be made	As delegated by BaDr Course Convenor
Decisions which must be referred	<ol style="list-style-type: none"> 1. All decisions related to material amendments to the BaDr course 2. All non-academic matters, including those related to students

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. Clinical Skills and Humanities: School of Languages 4. Department of Health Science Education in the FHS 5. UG Faculty Office, UG Education Committee, MBChB programme Committee, Test and Exam boards 6. Students and student organisations (including SHAWCO)
External to UCT	<ol style="list-style-type: none"> 1. Western Cape Department of Health and its staff, particularly in the MDHS 2. City of Cape Town Health 3. NPO's providing social and health services 4. Other tertiary institutions/universities in South Africa and abroad 5. South African Academy of Family Physicians 6. Private General Practitioners and their networks