



## NOTES

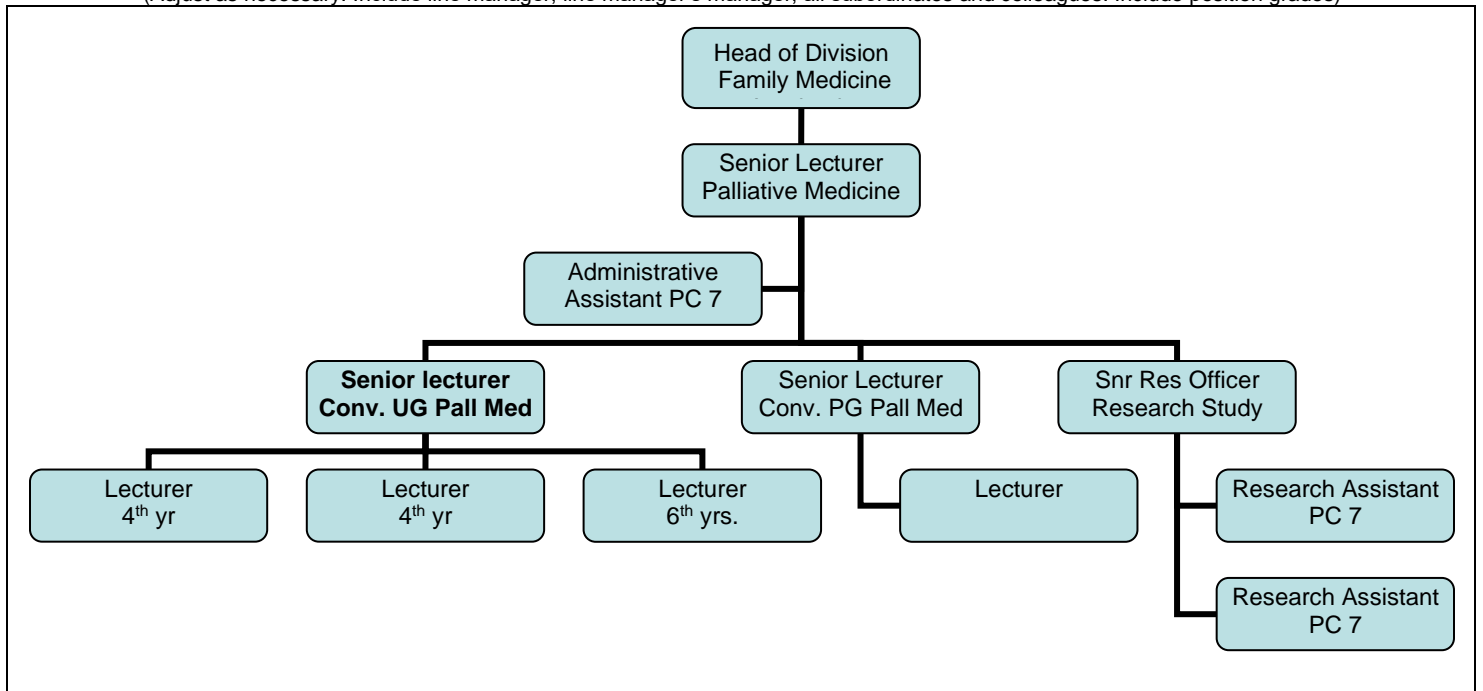
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

## POSITION DETAILS

Position title	Senior Lecturer on UCT Academic Clinical conditions of service		
Job title (HR Practitioner to provide)			
Position grade (if known)		Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Public Health & Family Medicine		
Division / section	Family Medicine (Interdisciplinary Palliative Care & Medicine)		
Date of compilation	25 <sup>th</sup> Nov 2013; Review & Update 3 <sup>rd</sup> March 2020 and 25 May 2021		

## 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 undergraduate palliative medicine teaching programme; to teach undergraduate palliative care and medicine, set exams and conduct assessments of undergraduate medical students. Contribute to postgraduate palliative care teaching and assessment, as well as research supervision; support other departments in teaching palliative care. To update and integrate palliative care in undergraduate teaching across the undergraduate teaching programs in the Faculty of Health Sciences. To ensure clinical relevance by doing 10% clinical work in palliative medicine.

**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	<b>Teaching and assessment of undergraduate students in palliative care/medicine</b>	40%	<ul style="list-style-type: none"> <li>• Present teaching sessions to undergraduates – semesters 3,5,7,10-12</li> <li>• Develop and update data base of student assessments</li> <li>• Set exams for undergraduate students for palliative care component of teaching</li> <li>• Collate marks for student assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessments demonstrate competencies in palliative care</li> <li>• Student, staff and site evaluation satisfied with palliative care teaching programme</li> </ul>
2	<b>Co-ordinate undergraduate teaching and assessment of undergraduate learning in palliative care</b>	15%	<ul style="list-style-type: none"> <li>• Review and update teaching material for UG palliative medicine training – semesters 3, 5 7, 10-12</li> <li>• Review with particular emphasis on decoloniality and transformation emphasizing issues of African palliative care</li> <li>• Timetabling of palliative care teaching</li> <li>• Meet regularly with palliative care lecturers and FM undergraduate administrators to plan teaching programmes</li> <li>• To mentor UG facilitators in up-to date palliative care practices</li> <li>• To ensure Palliative care is integrated in programs beyond the MBChB program.</li> <li>• Contribute to division transformation activities</li> <li>• Support teaching sites for ug palliative medicine teaching</li> <li>• Collate student assessments and identify needs for</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduates understand and develop competencies in palliative care</li> </ul>
3	<b>Teaching postgraduate palliative medicine students – PGD and MPhil palliative medicine</b>	15%	<ul style="list-style-type: none"> <li>• To contribute to the post graduate programs during contact weeks.</li> <li>• To contribute to postgraduate research supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop competency in communication skills and psychosocial skills, research methods</li> <li>• Student evaluations satisfied with palliative care teaching programme</li> <li>• Graduation of postgraduate students supervised</li> </ul>

4	<b>Collaboration with other disciplines and departments to provide support in teaching/training regarding palliative medicine topics.</b>	10%	<ul style="list-style-type: none"> <li>Respond to request for support in teaching, training and assessment from other departments regarding palliative medicine topics, for example 4<sup>th</sup> years in Internal Medicine</li> </ul>	<ul style="list-style-type: none"> <li>Integrating palliative medicine/care principles into other disciplines.</li> </ul>
5	<b>Contribute to own and division's research vision and activities</b>	10%	<ul style="list-style-type: none"> <li>Contribute and conduct research in alignment with Divisional and Departmental research agendas</li> <li>Develop own publication output and portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Research portfolio aligned with senior lecturer rank</li> </ul>
6	<b>Clinical service delivery (social responsiveness)</b>	10%	<ul style="list-style-type: none"> <li>To keep up to date with clinical service delivery by practicing in palliative care service delivery area.</li> </ul>	<ul style="list-style-type: none"> <li>Clinical and psychosocial staff are capacitated to provide palliative care.</li> </ul>

### MINIMUM REQUIREMENTS

Minimum qualifications	MBChB with PG Diploma in Palliative Medicine			
Minimum experience (type and years)	Dedicated experience in providing palliative care Experience in teaching and assessment			
Skills	Teaching and learning skills, interpersonal skills, counselling skills The ability to interact effectively with a wide range of professionals in the clinical and academic contexts.			
Knowledge	Knowledge of palliative care, knowledge of psychological responses to stress, coping strategies and counselling strategies to build resilience			
Professional registration or license requirements	Registration with HPCSA as 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'.)	Familiarity with the South African healthcare system. <b>Advantages:</b> <ul style="list-style-type: none"> <li>• Masters' degree in Palliative Medicine and/or health sciences education will be advantageous.</li> <li>• Experience in teaching of undergraduate and/or postgraduate health sciences students in the clinical environment.</li> <li>• Proven track record of formal teaching experience with undergraduate and/or postgraduate health sciences students in the higher education environment, with exposure to blended/online learning and small group-based learning.</li> <li>• Supervisory skills for postgraduate student research.</li> <li>• Existing research portfolio (publications and presentations).</li> <li>• Proven administrative and organisational skills.</li> </ul>			
Competencies (Refer to <a href="#">UCT Competency Framework</a> )	Competence	Level	Competence	Level
	Analytical thinking/Problem solving	2	Building interpersonal relationships	2
	Client/student service and support	2	Communication	2
	Conceptual thinking	2	Creativity and innovation	2
	Planning and organizing/work management	2	Teamwork/collaboration	2
	University Awareness	2		

### SCOPE OF RESPONSIBILITY

Functions responsible for	Co-ordination of undergraduate teaching in palliative care; logistic arrangements for palliative care teaching with course administrators; liaison with course administrators, course conveners, Health In Context team, teaching staff, teaching sites; presentation of psychosocial teaching; student support in palliative care learning
Amount and kind of supervision received	Monthly meetings and ad hoc meetings with supervisor; report on undergraduate teaching and learning, discuss specific issue – problems and successes, collaborative problem solving
Amount and kind of supervision exercised	Monthly meetings and ad hoc meetings with teaching staff; report on undergraduate teaching and learning, discuss specific issue – problems and successes, collaborative problem solving
Decisions which can be made	Teaching rosters, innovative teaching methods, assessment methods
Decisions which must be referred	Decisions impacting the budget, curriculum changes (decided in collaboration with teaching staff at annual review meetings)

### CONTACTS AND RELATIONSHIPS

Internal to UCT	Palliative medicine staff, Family medicine staff, Health in Context team, Internal Medicine lecturers
External to UCT	Site management staff and teaching staff, patients at teaching sites.