



NOTES

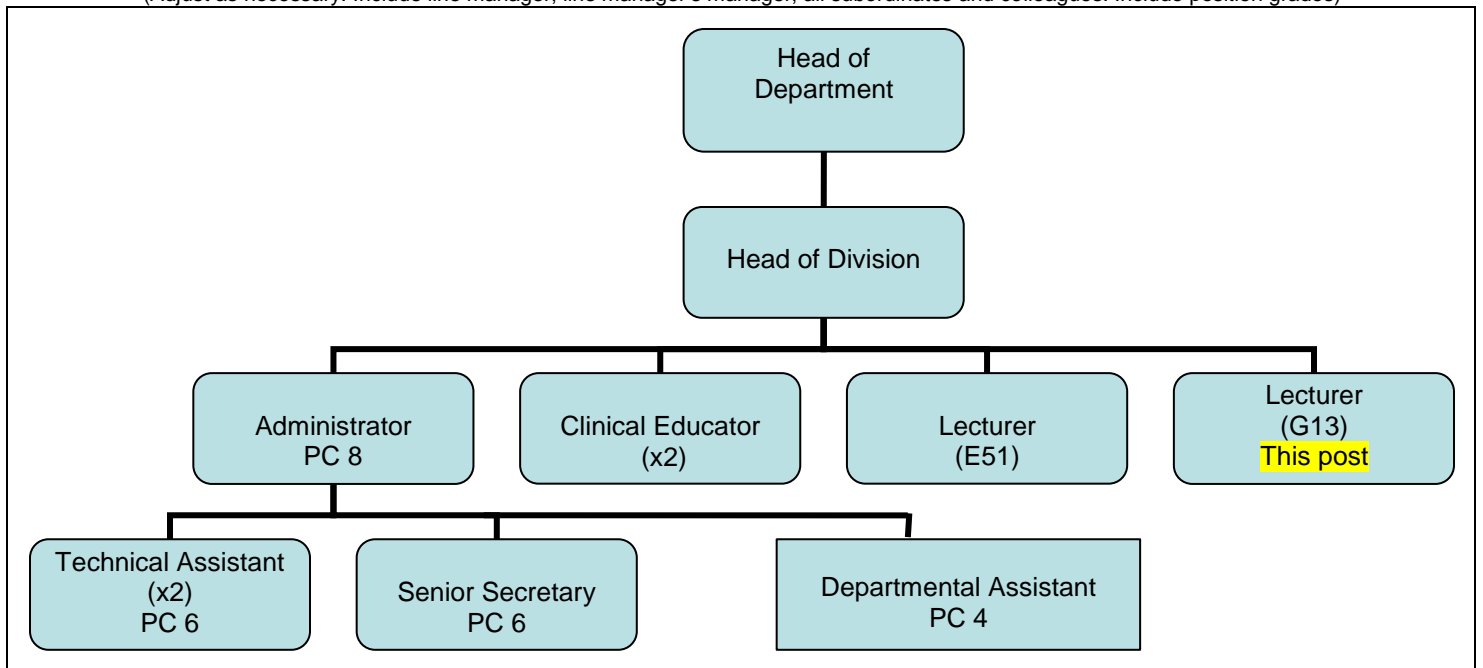
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Lecturer (Academic Teaching)		
Job title (HR Practitioner to provide)			
Position grade (if known)	Lecturer	Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Health Sciences Education		
Division / section	Clinical Skills		
Date of compilation	15 May 2018		

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 provide teaching in clinical and simulation-based learning and assessment for undergraduate medical students
- to assist with the development and provision of simulation-based undergraduate training programs

The post requires a good working knowledge of symptoms, signs, mechanisms and clinical reasoning relevant to common core clinical conditions, knowledge of simulation-based pedagogy and educational scholarship relevant to teaching, learning and assessment

CONTENT

	Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	<p>TEACHING AND SUPERVISION Course Codes: PPH2000W, PPH3000H, MDN3001W</p>	65%	<ul style="list-style-type: none"> • Teach and facilitate learning in a range of classroom and simulation settings: <ul style="list-style-type: none"> — Teach in G13 Simulation Ward and E51 Simulation Lab, which includes lecturing, small-group tutoring, facilitating group presentations, simulation-based 'bedside' teaching using simulated patients, manikin-based procedural skills teaching and mock OSCE peer learning — Support student learning in the development of diagnostic clinical reasoning — Develop shared learning resources such as online exercises, procedural skills protocols and materials, clinical reasoning cases, etc • Assess student performance in a reliable and valid manner, appropriate to the clinical exit level outcomes <ul style="list-style-type: none"> — Develop shared assessment resources such as OSCE tools, MCQs and presentation mark sheets — Organize and participate in formative assessment exercises (OSCE) — Organize and participate in summative assessments such as OSCEs, computer-based MCQs and group presentations • Participate in ongoing quality and scholarly processes related to educational excellence, e.g. staff peer observation and learning, examiner and simulated patient training, standard-setting, blueprinting, student evaluation, etc • Work within a team to deliver quality teaching and assessment, by attending team meetings, sharing the teaching and assessment load equitably, maintaining good professional relationships, liaising timeously with clinicians and other stakeholders, etc • Provide opportunities for student interaction and academic feedback, e.g. bedside technique, portfolio work or presentations • Participate in Clinical Skills curriculum development initiatives and projects, including developing new short courses and course materials and managing accreditation processes • Deal professionally and positively with student concerns, problems and challenges • Ensure professional, safe and ethical practice of students: <ul style="list-style-type: none"> — Role-model and ensure adherence to professional dress code and standard safety practices e.g. gloves / masks/ white coats — Participate in activities related to patient and provider safety and emergency procedures — Maintain UCT protocols in the event of trauma, student 	<ul style="list-style-type: none"> • Efficient and quality teaching and assessment delivered • High quality in pedagogic activities • Expanded range of resources and activities offered by the Clinical Skills Centre • Excellent team work and positive feedback from students and colleagues • Culture of safety among staff and students

2	LEADERSHIP, MANAGEMENT AND ADMINISTRATION	20%	<ul style="list-style-type: none"> • Convene courses related to Clinical Skills • Assume responsibility for the preparation and co-ordination of assessments and various teaching activities • Assist curriculum secretary with capture, checking and submission of assessment marks and well as keeping of registers • Manage own teaching and supervision duties efficiently and timeously • Keep adequate records of teaching, student performance and other aspects of functioning • Remain up to date and compliant with relevant HPCSA, University and Faculty policies • Serve in departmental structures and committees • Assist administrative and technical staff in processes related to procurement and maintenance of assets and equipment • Assist administrative and technical staff in processes relate to cost-effective use of consumables, including recycling • Assist administrative and technical staff with content for Vula and 	<ul style="list-style-type: none"> • Accurate student, teaching and assessment records • Assessments and teaching prepared and delivered timeously • Excellent team work between academic and PASS staff, and consistent positive feedback from students and staff
3	RESEARCH	10%	<ul style="list-style-type: none"> • Participate meaningfully in departmental research projects and the dissemination of these projects, e.g. conference presentation or publication • Participate in departmental scholarly activities e.g. journal club • Participate in formal faculty development workshops and courses related to teaching, learning and assessment • Keep up to date with clinical content relevant to teaching and assessment 	Development of interest and activities related to research of undergraduate education
4	SOCIAL RESPONSIVENESS	5%	<ul style="list-style-type: none"> • Participate in social responsiveness activities on own or with others in division/department/faculty/university 	Knowledge application and transfer

MINIMUM REQUIREMENTS

Minimum qualifications	<ul style="list-style-type: none"> • MBChB OR BCur with a Masters degree in a clinical field AND • Hold or be registered for one of the following: <ul style="list-style-type: none"> ○ PG Diploma in Health Sciences Education ○ MPhil in Health Sciences Education ○ MPhil in Higher Education with research relevant to Health Sciences Education 			
Minimum experience (type and years)	<ul style="list-style-type: none"> • At least three (3) years' experience working with adult patients in a clinical DIAGNOSTIC capacity and environment • At least 2 years' experience teaching/tutoring undergraduate medical students within an academic Higher Education environment 			
Skills	<ul style="list-style-type: none"> • Ability to teach clinical procedural skills relevant to undergraduate medical students, such as phlebotomy, lumbar puncture, basic life support, etc • Advantageous: skills/experience in PBL • Advantageous: skills/experience in simulation pedagogy • Advantageous: construction of multiple choice question and OSCE assessment tools 			
Critical knowledge requirement at entry	<ul style="list-style-type: none"> • Critical knowledge on entry to post: clinical diagnostic reasoning related to common core conditions found in SA, as well as the relevant signs and symptoms of core conditions • Clinician-level understanding of the relevant basic sciences, e.g. applied anatomy, physiology, pathology related to common core conditions • Expertise with common clinical procedures 			
Professional registration or license requirements	Registration with a relevant health professional licencing board			
Other requirements	Excellent computer literacy skills			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Analytical thinking/problem solving	2	Communication	3
	Building interpersonal relationships	3	Planning and organizing /work management	2
	Formal presentation	2	Teamwork/Collaboration	2
	Developing others	2	University awareness	2

SCOPE OF RESPONSIBILITY

Functions responsible for	Teaching and assessment activities and own administrative workload; Own career development
Amount and kind of supervision received	Working with and accountable to a team of educators Oversight by head of division
Supervision exercised	N/A
Decisions which can be made	As delegated
Decisions which must be referred	Anything not delegated

CONTACTS AND RELATIONSHIPS

Internal to UCT	Line manager and Clinical teachers in departments working with Clinical Skills Centre
External to UCT	N/A