



NOTES

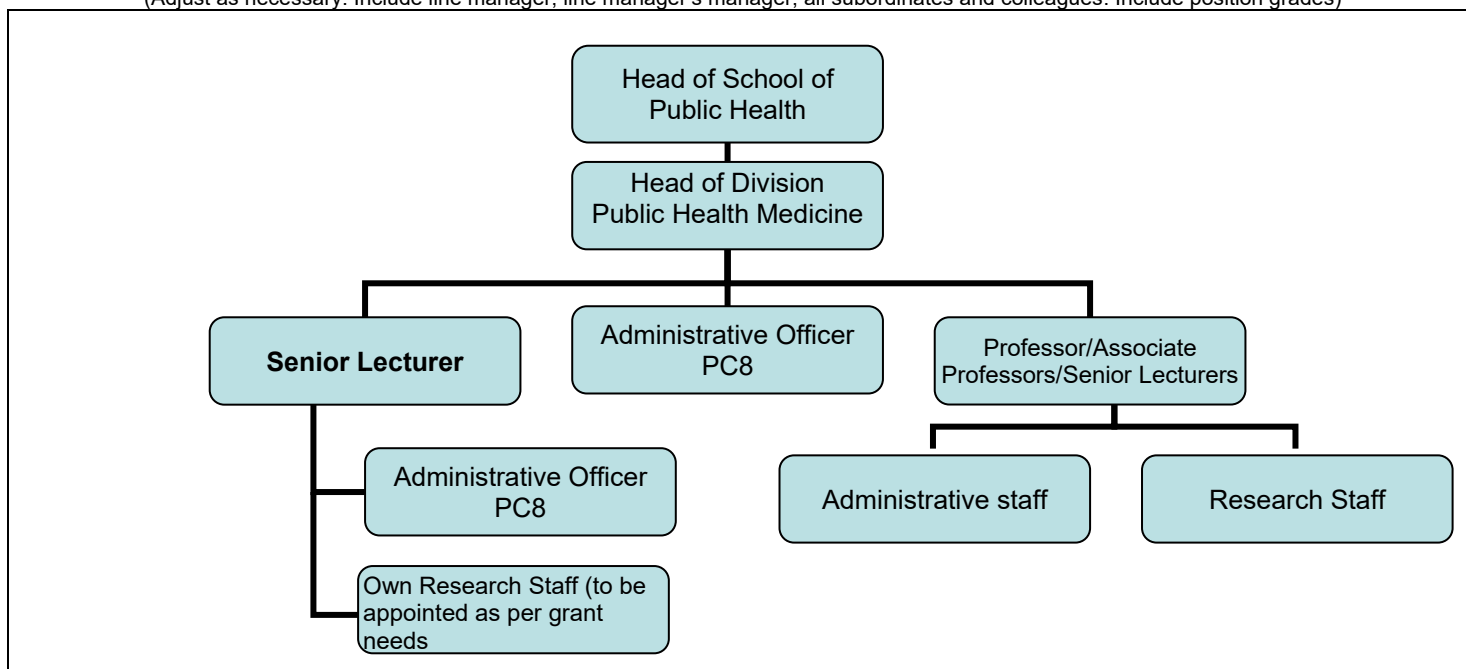
- Forms must be downloaded from the UCT website: <https://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Senior Lecturer		
Job title (HR Business Partner to provide)			
Position grade (if known)	Senior Lecturer	Date last graded (if known)	
Academic faculty / PASS department	Health Sciences		
Academic department / PASS unit	Public Health		
Division / section	Public Health Medicine		
Date of compilation	7 th September 2025		

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 4th year teaching programme in public health, to coordinate undergraduate teaching in public health across the school, to lead the contribution by the School of Public Health to curriculum reform and the delivery of public health teaching and across health science undergraduate curriculum in the Faculty, to conduct public health research and to contribute to academic leadership and administration in the School.

CONTENT				
Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	Convene the 4 th year MB ChB teaching in Public Health (Health in Context PPH 4013W)	35%	- Evaluation and re-design of the curriculum in line with the plans for curriculum transformation - Ensure efficient running of the programme - Appoint and liaise with external examiner - Oversee assessment of students - Ensure documentation for accreditation with HPCSA - Ensure review of course quality and undertake necessary changes - Liaise with other departments in co-teaching. - Direct teaching on the programme where indicated - Provide student support	- A well-functioning course - Good student feedback on own teaching - Good student feedback on the organization, cohesiveness and support provided through the course - Staff satisfaction - Stakeholder satisfaction - Positive external examiner feedback
2	Coordinate undergraduate teaching in Public Health across the School	10%	- Convene the departmental undergraduate teaching workgroup - Lead on problem solving to support other teaching staff needing assistance for their courses. - Ensure support systems to maintain quality of teaching - Support to other public health staff in Semesters 3 to 5 - Lead the Schools contributions for public health teaching in HPCSA accreditation visits	- School maintains its core competencies as up to date - Cohesion of public health teaching across the years - Attention to the spiral of learning in the curriculum - No duplication or overlap across the curriculum
3	Contribute to Public Health teaching across the faculty	10%	- Represent the School on the FUEC and the MB ChB programme committee (or appoint deputy to do so) - Participate in faculty wide discussion on redesign of curricula - Encourage undergraduate research - Teaching in other undergraduate courses such as SSMs	- School contributes its fair share to faculty-wide teaching systems - School able to input to faculty policy - School able to respond to faculty initiatives - Successful undergraduate research activities
4	Postgraduate teaching	10%	- Supervise postgraduate student/s in their thesis/theses - Guest lecture on MPH or other School PG programmes in area of expertise - Examiner for other university student theses	- Number of students supervised and graduated - Numbers of lectures given - Numbers of theses examined
5	Conduct population-oriented health research in one or more broad public health fields	20%	Design and conduct one or more studies; write grant proposals; participate in joint research projects; present research in scientific meetings and conferences; publish papers	Grants written, grants submitted; successful grants; completion of research projects; conference presentations; publications and other research outputs

6	Provide academic leadership in the discipline and participate in academic management	10%	• Liaise with and provide leadership in national initiatives for undergraduate public health teaching. • Supervise administrative staff involved in teaching • Annual budget for 4th year teaching and support other staff in managing their teaching budgets • Initiate and support innovative practices in undergraduate teaching and learning. • Contribute to the School's leadership pool (e.g. taking on school level roles in appropriate committees)	• Progress towards harmonizing public health teaching to undergraduates nationally; productive administrative staff; well prepared budget; contribution to annual teaching and learning report; school governance is supported.
7	Support for engagements with community and civil society groups that advance scholarship and facilitate community-based learning for students	5%	• Regular meetings and communications with key stakeholders; identification of projects for students; participation in advocacy actions	• Good partnerships with stakeholders • Student projects meet stakeholder needs • Advocacy objectives advanced

MINIMUM REQUIREMENTS

Minimum qualifications	MBChB or equivalent A postgraduate degree in Public Health (e.g. Masters or PhD) or equivalent			
Minimum experience (type and years)	- Two years' experience in health sciences undergraduate teaching and assessment. - Co-ordination and administrative skills to run an academic programme. - Familiarity with the South African healthcare system and the Primary Healthcare Philosophy. - Research experience, including at least 2 peer reviewed articles on a public health topic. - Three years' experience working in the public health field.			
Skills	Requirements - Co-ordination and administrative skills to run an academic programme - Ability to work in a team and coordinate teamwork of others - Curriculum design - Teaching and assessment - Supervision of student research - Academic writing and presentation - Basic budgeting skills - Ability to manage other staff - Sensitivity to diversity - Evidence of research productivity in at least 2 peer-reviewed publications - Good communication skills Advantages: - Proficient in two or more languages commonly spoken in South Africa/Western Cape - Mentorship skills - Scholarship in Teaching and Learning as evidenced in publications or chapters 10 or more peer-reviewed research outputs - A record of presenting at national or international conferences - Advocacy and/or social media skills - Experience in convening of under- and/or postgraduate courses - Qualification in a cognate discipline (i.e. Health Promotion, Child Health, Palliative Care, Family Medicine) - Qualification in health sciences education - Experience in managing or delivering public health services - Experience of curriculum transformation in the health sciences			
Knowledge	- Good understanding of the South African healthcare system and the Primary Health Care philosophy - Sound grasp of the scope of public health and the various elements that make up public health skills (epidemiology, health promotion, evaluation, health systems, human rights and ethics, etc) - Understanding of academic processes - Understanding of group learning dynamics and how to foster student learning and development			
Professional registration or license requirements	Registration with the HPCSA as an independent medical practitioner			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances'.)				
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Professional Knowledge and Skill	2	Teamwork/collaboration	2
	Meeting facilitation / leadership / participation	2	Managing conflict	2
	Conceptual thinking	2	Planning and organizing	2
	Communication	2	Building partnerships	2

SCOPE OF RESPONSIBILITY

Functions responsible for	Coordination of teaching in Public Health across the school; convening the HIC course, providing academic leadership; research into public health matters, raising grants, publishing, supervision of under and postgraduate students.
Amount and kind of supervision received	Initial induction; review at 6 months, then annual performance management by head of Division

Decisions which can be made	Has authority to make academic decisions about course for which he or she is convenor. Can take decisions, after consultation with other teaching staff, regarding teaching across the School. Has authority to run his or her own research projects.
Decisions which must be referred	Where decisions have strategic consequences or major budget implications for the School, should consult either the Head of Division or the Health of School or the Exco, as appropriate.

CONTACTS AND RELATIONSHIPS

Internal to UCT	Reports to head of the PHM Division
External to UCT	Part of HSF accountability to HPCSA for audits; general partner accountability to community partners as per UCT's approach to social accountability.