

NOTES

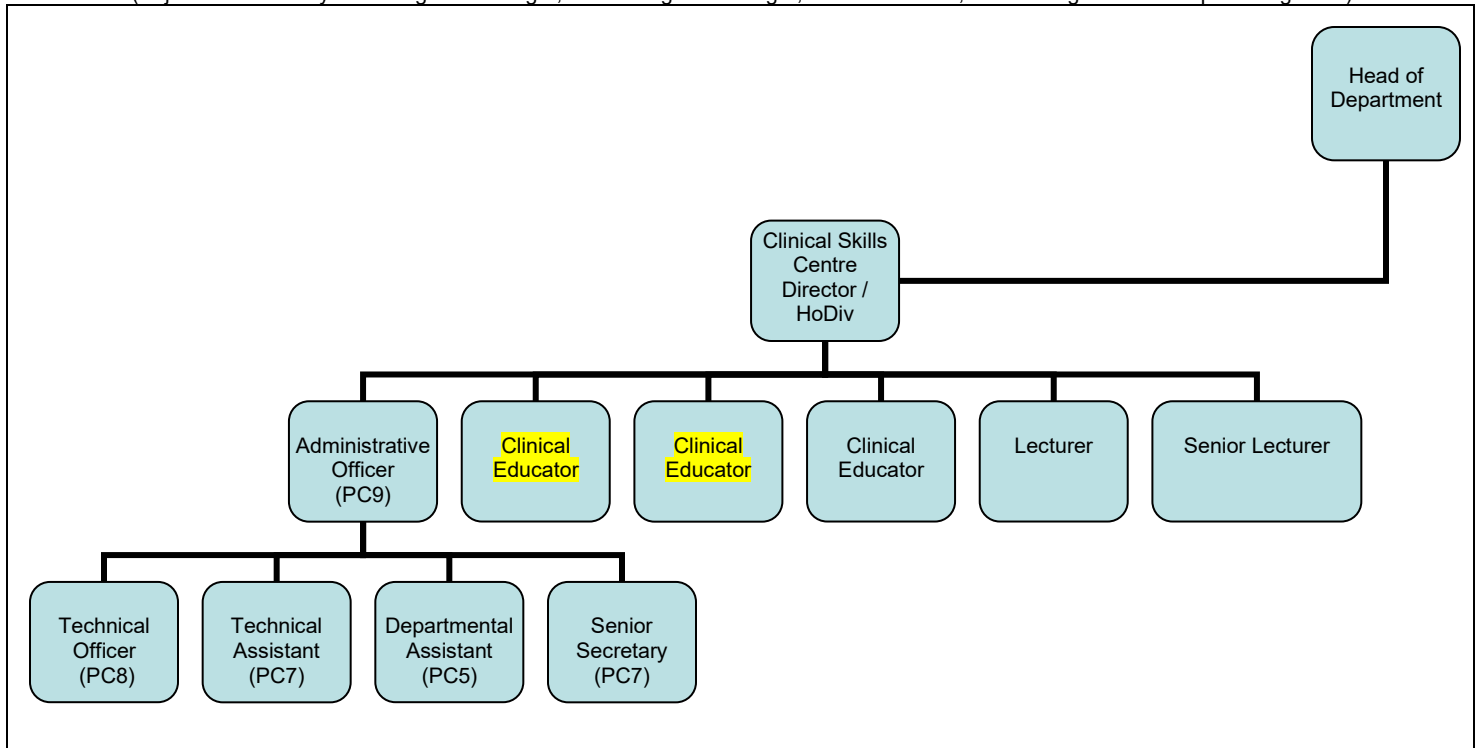
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Clinical Educator		
Job title (HR Practitioner to provide)			
Position grade (if known)	Clinical Educator	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	9 Oct 2017, 22 January 2018, May 2023, SEPTEMBER 2024		

ORGANOGRAM

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



PURPOSE

The main purpose of this position is.

- to provide instruction, 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</p> <p>Course Codes: HSE2000W, HSE3000H, MDN3001W</p>	80%	<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. — 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 distress or other emergencies. 	<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 teamwork and positive feedback from students and colleagues • Culture of safety among staff and students

2	LEADERSHIP, MANAGEMENT AND ADMINISTRATION	10%	<ul style="list-style-type: none"> • 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 relating to cost-effective use of consumables, including recycling. • Assist administrative and technical staff with content for Vula and the Clinical Skills/Departmental website. 	<ul style="list-style-type: none"> • Accurate student, teaching, and assessment records • Assessments and teaching prepared and delivered timeously. • Excellent teamwork between academic and PASS staff, and consistent positive feedback from students and staff
3	RESEARCH	5%	<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"> A health professions qualification in Nursing or Medicine or related health sciences field Master's or equivalent qualification in a field relevant to health sciences, and A completed or in-process post-graduate qualification in Health Sciences Education, or a completed or in-process master's degree with research relevant to the field of Health Sciences Education 			
Minimum experience (Type and years)	<ul style="list-style-type: none"> At least 3 years' clinical experience working in a General Medicine or Surgical clinical environment. At least 2 years' experience in teaching of undergraduate health sciences students within an academic Higher Education environment 			
Skills	<ul style="list-style-type: none"> Experience in teaching 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: skills/experience in multiple choice question and OSCE assessment formats 			
Critical knowledge requirement at entry	<ul style="list-style-type: none"> Excellent knowledge of clinical presentations and clinical reasoning related to common core conditions found in SA. Good working knowledge of basic sciences relevant to common core clinical conditions, e.g., applied anatomy, physiology, pathology 			
Professional registration or license requirements	Registration with a relevant health professional licencing board			
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances.)	Excellent computer literacy skills			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Analytical thinking/problem solving	2	Communication	3
	Building interpersonal relationships	2	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
Amount and kind of 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
External to UCT	N/A