



## NOTES

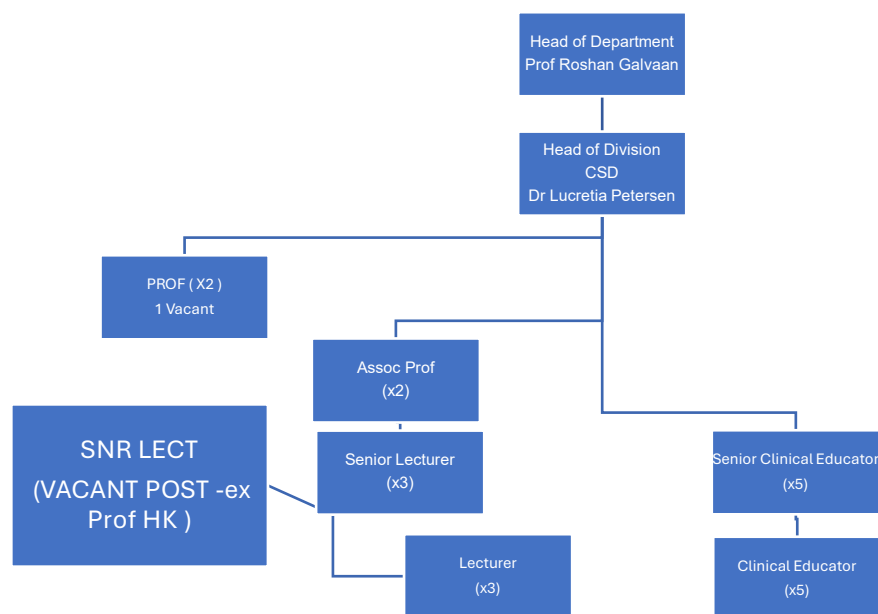
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

## POSITION DETAILS

|                                        |                                                    |                             |  |
|----------------------------------------|----------------------------------------------------|-----------------------------|--|
| Position title                         | <b>Senior Lecturer (Speech Language Pathology)</b> |                             |  |
| Job title (HR Practitioner to provide) | Senior Lecturer                                    |                             |  |
| Position grade (if known)              | Senior Lecturer                                    | Date last graded (if known) |  |
| Academic faculty / PASS department     | Faculty of Health Sciences                         |                             |  |
| Academic department / PASS unit        | Department of Health & Rehabilitation Sciences     |                             |  |
| Division / section                     | Communication Sciences and Disorders               |                             |  |
| Date of compilation                    | August 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 contribute to excellence in teaching in the Speech-Language Pathology program through academic leadership, research and education of undergraduate and postgraduate students and relevant service. The individual appointed against this position will be expected to teach undergraduate and postgraduate students in the division as well as engage in research activities that are in line with the division's research plans. The incumbent will also be expected to contribute towards administrative and leadership responsibilities as well as undertake activities that advance the university's social responsiveness agenda.

## CONTENT

| Key performance areas (4 – 6)<br>(What) |                          | % of time spent | Activities / Objectives / Tasks<br>(How)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Results / Outcomes<br>(Why)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                       | Undergraduate teaching   | 30%             | <ul style="list-style-type: none"> <li>• Refine the content, teaching and learning activities</li> <li>• Facilitate alignment of assessment with the objectives of the academic programme</li> <li>• Setting assessment questions related to academic teaching</li> <li>• Assess student performance and provide feedback</li> <li>• Invigilate at exams</li> <li>• Convenes and teaches undergraduate courses</li> <li>• Be an academic advisor for one year group</li> <li>• Supervises one seminar group (AHS4067S)</li> <li>• Contributes to curriculum development</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Effective throughput rates</li> <li>• Minimum of average student evaluations</li> <li>• Where students experience difficulties, they are identified early and offered the required additional support.</li> <li>• Smooth running of administrative processes associated with course convenorship and academic advising.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |
| 2                                       | Postgraduate supervision | 15 %            | <ul style="list-style-type: none"> <li>• Assist postgraduate students with topic definition, proposal writing, developing and executing scientifically sound methodologies</li> <li>• Guide the thesis writing process</li> <li>• Provide timely constructive feedback on student drafts</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Graduate postgraduate students in Speech Language Pathology</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3                                       | Clinical education       | 15 %            | <ul style="list-style-type: none"> <li>• Facilitate students' learning in clinical settings and encourage active learning to facilitate the development of clinical competence</li> <li>• Facilitation of translation of theory into practice</li> <li>• Facilitate opportunities to develop clinical reasoning skills</li> <li>• Facilitate group learning where relevant</li> <li>• Participate in Multi-Professional Practice learning</li> <li>• Oversight of student interventions and documentation</li> <li>• Reinforce the importance of human rights and ethics-based approach to clinical service delivery</li> </ul> | <ul style="list-style-type: none"> <li>• Students adequately prepared for clinical practice post qualification</li> <li>• Efficient, effective and contextually relevant assessments</li> <li>• Materials prepared for clinical teaching</li> <li>• Students proficient in clinical reasoning</li> <li>• Quality assurance of the relevant clinic(s)</li> <li>• Patients identified for students for clinical practice</li> <li>• Effective management of clinical education</li> <li>• Effective professional communication with sites of clinical learning</li> <li>• Teaching platform that supports clinical learning</li> <li>• Ethical practice by students</li> <li>• Effective throughput</li> <li>• Patient/client satisfaction</li> </ul> |

| Key performance areas (4 – 6)<br>(What) |                       | % of time spent | Activities / Objectives / Tasks<br>(How)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Results / Outcomes<br>(Why)                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-----------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                                       | Research              | 20%             | <ul style="list-style-type: none"> <li>• Conduct own research, which is contextually relevant</li> <li>• Apply for research funding to support research endeavours</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Research publications in local and international peer-reviewed journals</li> <li>• Conference presentations</li> <li>• Obtain funding</li> <li>• Uses research findings in teaching/learning</li> </ul>                                                                                             |
| 5                                       | Administration        | 15%             | <ul style="list-style-type: none"> <li>• Assist with course curriculum for academic and clinical teaching (development and review) and alignment with the rest of the program</li> <li>• Attend meetings on academic, divisional and departmental matters, where required</li> <li>• Review, update and provide course outlines</li> <li>• Collate marks and feedback on student performance</li> <li>• Develop and prepare course materials for the relevant academic courses</li> <li>• Monitor students' attendance</li> <li>• Keep records of teaching, student performance and professional behaviour</li> <li>• Assist with preparation of HPCSA site visits</li> <li>• Convene academic courses and one year of study</li> <li>• Provide student support for one year of study</li> <li>• Mentoring of less experienced staff in the division / department</li> </ul> | <ul style="list-style-type: none"> <li>• Efficiently organised lectures</li> <li>• Effective and efficient administration of marks</li> <li>• Accurate records of student progress</li> <li>• Effective monitoring and reporting on students' performance</li> <li>• Good communication with students regarding their performance</li> </ul> |
| 6                                       | Social responsiveness | 5 %             | <ul style="list-style-type: none"> <li>• Participate in social responsiveness activities on own or with others in division/department/faculty or university.</li> <li>• Contribute to public engagement with professions, clinical contributions to clinical sites or student projects in clinics/communities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                              |

### MINIMUM REQUIREMENTS

|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                           |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------|-------|
| Minimum qualifications                                                                                                                                   | Doctoral degree in Speech-Language Pathology or relevant field (completed or submitted for examination)                                                                                                                                                                                                                                                                                                                                                                      |       |                                           |       |
| Minimum experience<br>(type and years)                                                                                                                   | <ul style="list-style-type: none"> <li>• Experience in teaching at an undergraduate level</li> <li>• Experience in teaching and research supervision at a postgraduate level</li> <li>• Two years of clinical experience in Speech-Language Pathology</li> <li>• Expertise and experience in one or more of the following areas of Speech-Language Pathology: school-aged population, language, literacy, speech sound disorders, voice disorders, and/or fluency</li> </ul> |       |                                           |       |
| Skills                                                                                                                                                   | Excellent interpersonal abilities; excellent written and verbal communication skills; student supervision                                                                                                                                                                                                                                                                                                                                                                    |       |                                           |       |
| Knowledge                                                                                                                                                | Childhood speech disorders, Childhood language disorders, Fluency, School-based intervention, Literacy, and/or Voice disorders                                                                                                                                                                                                                                                                                                                                               |       |                                           |       |
| Professional registration or license requirements                                                                                                        | Registered and in good standing with the HPCSA as a Speech and Language Therapist                                                                                                                                                                                                                                                                                                                                                                                            |       |                                           |       |
| Other requirements<br>(If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                           |       |
| Competencies<br>(Refer to <a href="#">UCT Competency Framework</a> )                                                                                     | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level | Competence                                | Level |
|                                                                                                                                                          | Analytical thinking / Problem solving                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2     | Communication                             | 2     |
|                                                                                                                                                          | Building interpersonal relationships                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2     | Conceptual thinking                       | 2     |
|                                                                                                                                                          | Client/student service and support                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2     | Planning and organizing / work management | 2     |
|                                                                                                                                                          | Coaching / Developing others                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     | Teamwork / collaboration                  | 2     |

### SCOPE OF RESPONSIBILITY

|                                          |                                                                                                                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Functions responsible for                | Undergraduate teaching; postgraduate supervision; clinical education; research; academic administration; leadership and management; social responsiveness |
| Amount and kind of supervision received  | Induction; orientation; annual performance review; further supervision as required but should function independently                                      |
| Amount and kind of supervision exercised | N/A                                                                                                                                                       |
| Decisions which can be made              | Decisions related to functions for which the individual is responsible                                                                                    |
| Decisions which must be referred         | Program and Divisional decisions                                                                                                                          |

### CONTACTS AND RELATIONSHIPS

|                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| Internal to UCT | Members within the Division, Department, Faculty and University                |
| External to UCT | Clinical sites (DoH; DoE); research partners; community stakeholders/partners. |