

**NOTES**

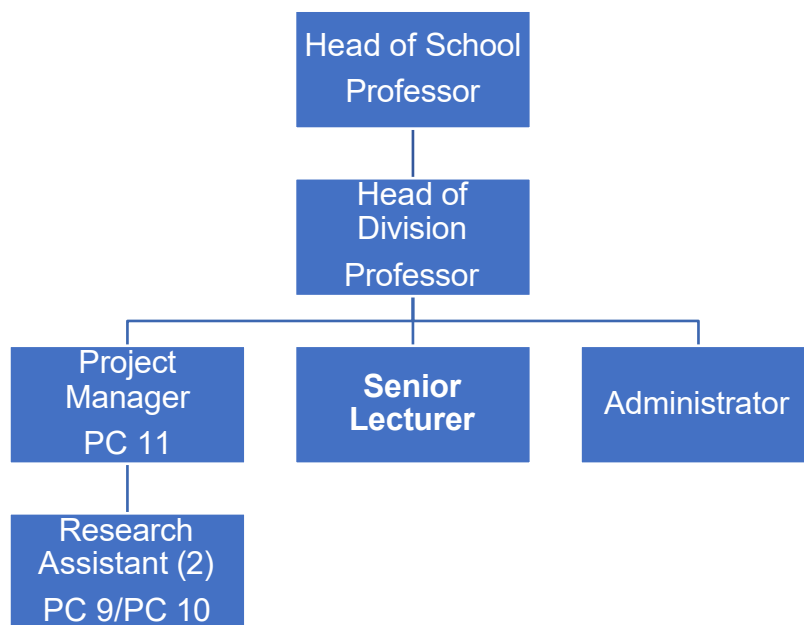
- Forms must be downloaded from the UCT website: <https://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

**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         | Faculty of Health Sciences       |                             |  |
| Academic department / PASS unit            | School of Public Health          |                             |  |
| Division / section                         | Division of Environmental Health |                             |  |
| Date of compilation                        | 08/08/2025                       |                             |  |

**ORGANOGRAM**

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

**PURPOSE**

The primary purpose of this position is teaching and research in the Division of Environmental Health. This includes teaching in the Division's programmes, postgraduate supervision of projects and theses, participating in research activities and leading on some socially responsive activities linked to research projects. This is an academic post and there will be an opportunity for leadership and management roles.

# CONTENT

| Key performance areas |                                   | % of time spent | Inputs<br>(Responsibilities / activities / processes/ methods used)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Outputs<br>(Expected results)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|-----------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                     | Teaching and learning activities. | 60%             | <ul style="list-style-type: none"> <li>Participation in the teaching and convening of postgraduate courses in the division's postgraduate programs, predominantly in the Professional Master's in Chemical Risk Management and some courses of the Master of Public Health. Responsibilities will include:               <ul style="list-style-type: none"> <li>Convene courses</li> <li>Teach modules/sessions</li> <li>Review, update and compile relevant reading materials for each course</li> <li>Develop materials where appropriate</li> <li>Set and prepare marking criteria, mark assignments and exams</li> <li>Identify new teaching and learning opportunities</li> <li>Engagement and collaboration with national and international teaching partners</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Division postgraduate courses successfully convened.</li> <li>Multiple modules/session in various Division courses successfully facilitated.</li> <li>Reading materials updated, compiled and distributed to students enrolled in various courses.</li> <li>Updated materials developed for courses where necessary.</li> <li>Marking criteria successfully set and prepared for all assignments and examinations of courses this post is involved in.</li> <li>Assignments and exams successfully marked and final marks submitted on time and given to students when needed.</li> <li>New teaching and learning opportunities successfully explored and implemented</li> <li>International and national teaching partners successfully engaged through teaching activities, facilitation or giving of expertise.</li> </ul> |
| 2                     | Supervising students              | 20%             | <ul style="list-style-type: none"> <li>Supervise masters student's projects or minor dissertations of students enrolled in the programs offered by the Division of Environmental Health</li> <li>Supervise PhD candidates should the need arise</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Students supervised successfully with the necessary support given when needed</li> <li>Contributed to the Division's throughput of graduated masters and PhD students within the expected time frame</li> <li>Supervisory administrative tasks successfully completed when needed</li> <li>Supervised students have shown progress in their research journey</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3                     | Research activities               | 15%             | <ul style="list-style-type: none"> <li>Participate in existing research projects</li> <li>Initiate new research in line with the Division's teaching</li> <li>Secure funding for research, research assistants and student projects</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Participation in existing research projects within the division through contributions to literature reviews, development of methodological approaches, data collection and analysis, writing up of research findings, or engagement with national and international research partners.</li> <li>Successfully initiated new research for the division.</li> <li>Successfully secured funding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| 4 | Other division related work | 5% | <ul style="list-style-type: none"> <li>• Complete tasks assigned by line manager linked to the job description</li> <li>• Contribute to and support Division, School, Faculty and University management and administration when asked.</li> <li>• Working collaboratively with other staff within the Division of Environmental Health</li> <li>• Support for wider collaboration within the School of Public Health, the Faculty of Health Sciences, and University more generally, on Environmental Health</li> </ul> | <ul style="list-style-type: none"> <li>• Division task assigned by line manager successfully completed in a timeous manner.</li> <li>• Division, School, Faculty and University activities successfully supported and attended to when assigned.</li> <li>• Successful collaboration with other staff in the Division of Environmental Health.</li> <li>• Wider collaboration activities successfully completed when assigned.</li> </ul> |
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### MINIMUM REQUIREMENTS

|                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------|-------|
| Minimum qualifications                                                                                                                                   | <ul style="list-style-type: none"> <li>A PhD, preferably held for 2-3 years, in Public Health or an equivalent discipline with demonstrated training in one of the following fields: environmental health, environmental epidemiology, environmental sociology, environmental science, environmental chemistry or another relevant field</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                         |       |
| Minimum experience<br>(type and years)                                                                                                                   | <ul style="list-style-type: none"> <li>At least 3 years of experience in postgraduate student supervision and mentoring, and successful graduation of masters and possibly PhD students</li> <li>Evidence of a high standard of teaching (e.g. awards, student evaluations) including setting assessments</li> <li>Evidence of consistent research outputs through peer-reviewed publications, particularly in the field of pesticides or chemicals, at least 10 in the past five years, at least two as leading author and one in an international journal</li> <li>Evidence of a research track record, including the ability to attract research funds for own research and postgraduate students and regular conference participation</li> </ul>                                                                                                                                                                                                                                                                                          |       |                                         |       |
| Skills                                                                                                                                                   | <ul style="list-style-type: none"> <li>Demonstrated ability to teach and supervise postgraduate students, particularly with online teaching</li> <li>Demonstrated research outputs in the past five years</li> <li>Demonstrated ability to work in research and teaching teams, including demonstrated interpersonal skills</li> <li>Proven ability to work on multiple activities at one time and meet deadlines while producing high quality work</li> <li>Strong conceptual and analytical skills</li> <li>Strong presentation skills</li> <li>Advanced computer literacy</li> <li>Evidence of excellent written skills and the ability to explain basic public health/environmental health concepts (e.g., including published documents, media publications) with particular experience related to pesticides or chemicals</li> <li>Strong organizational and coordination skills</li> <li>Strong project management skills</li> <li>Strong verbal and written communication skills in English</li> <li>Highly self-motivated</li> </ul> |       |                                         |       |
| Knowledge                                                                                                                                                | <ul style="list-style-type: none"> <li>Knowledge of postgraduate teaching processes and policies.</li> <li>Demonstrable knowledge in the following fields: environmental health, environmental epidemiology, environmental sociology, environmental science, chemical and pesticide risk management, exposure assessment, risk communication or another relevant field.</li> <li>A strong orientation in chemicals/pesticide management policies in South Africa or other low- and middle-income countries</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                         |       |
| Professional registration or license requirements                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                         |       |
| Other requirements<br>(If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances'.) | <b>Advantages:</b> <ul style="list-style-type: none"> <li>A Master of Public Health degree</li> <li>Experience as a collaborator or co-investigator on research grants</li> <li>Experience of review/editing of written outputs</li> <li>Experience in curriculum development, especially distance learning curricula</li> <li>Experience with innovative teaching and assessment modalities, particularly for online teaching</li> <li>Ability to speak French as some students are from Francophone Africa</li> <li>Degree or courses taken in higher education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                         |       |
| Competencies<br>(Refer to <a href="#">UCT Competency Framework</a> )                                                                                     | Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Level | Competence                              | Level |
|                                                                                                                                                          | Analytical thinking/problem solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2     | Presentation                            | 2     |
|                                                                                                                                                          | Building interpersonal relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2     | Teamwork/collaboration                  | 2     |
|                                                                                                                                                          | Client/student service and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2     | Planning and organizing/work management | 2     |
|                                                                                                                                                          | University awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2     |                                         |       |
|                                                                                                                                                          | Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     |                                         |       |

### SCOPE OF RESPONSIBILITY

|                                          |                                                                                                                                                                                        |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Functions responsible for                | Teaching, learning and research activities for the Division of Environmental Health.                                                                                                   |
| Amount and kind of supervision received  | Regular meetings with line manager, regular informal check-ins and communication over email and teams with line manager.                                                               |
| Amount and kind of supervision exercised | Regular meetings with students being supervised, regular informal check-ins over email and teams with students being taught and supervised.                                            |
| Decisions which can be made              | Decisions related to any courses being convened by this post and related to any students being supervised by this post (excluding financial decisions that may impact on the division) |
| Decisions which must be referred         | Overall program changes, curriculum changes, staff related issues, financial related matters, unresolvable student conflicts.                                                          |

### CONTACTS AND RELATIONSHIPS

|                 |                           |
|-----------------|---------------------------|
| Internal to UCT | Prof. Hanna-Andrea Rother |
| External to UCT | N/A                       |