

JOB TITLE	Lecturer/Senior Lecturer	INCUMBENT	
DEPARTMENT/DIVISION	Community Engagement	REPORTING STRUCTURE	Director CE
Community Engagement Division			
JOB TYPE (ACADEMIC/SUPPORT)	Academic	POSITION CODE	
PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)	Permanent	FULL-TIME OR PART-TIME (IF PART-TIME, HOW MANY HOURS PER DAY)	Full-time
COUNCIL FUNDED POST OR OUTSIDE FUNDED	Council funded	DATE APPROVED	19 May 2025 (The DVC: A&SA and P&C Director)

MAIN JOB OBJECTIVES

All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research), engaging in community engagement, and recognising differences in executing these responsibilities within the various Departments and Faculties. Academics are also expected to assume administrative, management, and/or leadership duties at the departmental, Faculty, and/or University level and contribute to their profession.

For this role, the incumbent is expected to provide academic leadership to Academics in the teaching-research-community engagement nexus. There are three main objectives listed below.

- 1) The first is to work with Academics and Academic Departments to:
 - a) Enhance the quality of institutional external engagement with communities and university partners through Community-Based Participatory Research.
 - b) Accelerate the impact and quality of Engaged Research (ER) initiatives and projects run by academics and departments at Rhodes University.
 - c) Build meaningful relationships with community partner organisations in Makhanda, assisting in brokering strategic partnerships between the community and the university
 - d) Develop and establish an Engaged Research course for students, staff at Rhodes University and local community partner organisations.
 - e) Support researchers and lecturers in developing innovative engagement strategies.
 - f) Implement mechanisms to capture evidence of initiatives, impact, and quality of engaged research initiatives.
 - g) Establish monitoring and evaluation (M&E) support strategies for ER and reporting on ER at RU.

- 2) The second main objective is to make critical and original contributions to **CE scholarship** at local, national and international levels by generating community engagement knowledge by publishing articles for newspapers and pamphlets, writing scholarly papers for accredited/peer-reviewed academic journals, and presenting research at conferences.

3) The third main objective is coordinating an engaged volunteer programme, theorising and promoting a scholarly, asset-based approach to community engagement at Rhodes University. Participate in the strategic management and oversight of the program's development, implementation, and M&E systems.			
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE			
Lecturer	Senior Lecturer	Associate Professor	Professor
Masters in a relevant discipline, preferably Humanities or Social Science (must be prepared to register for a PhD)	At least a PhD in a relevant discipline, preferably Humanities or Social Science.		
Experience in Community Development (CD) and Community Engagement (CE) (partnership development, Service Learning, Volunteerism and Engaged Research)	Experience in CD and CE (partnership development, Service Learning, Volunteerism, and Engaged Research)	Experience in CD and CE (partnership development, Service Learning, Volunteerism, and Engaged Research)	Experience in CD and CE (partnership development, Service Learning, Volunteerism, and Engaged Research)
Tutoring, facilitation, or conference presentation experience required. No teaching experience is required.	Teaching experience at the undergraduate and postgraduate levels is required.	Considerable teaching experience at the undergraduate and postgraduate levels required, including Masters and PhD levels.	Extensive teaching experience at the undergraduate and postgraduate levels is required, including at the Masters and PhD levels.
Experience in conducting Community-Based Participatory Research Ability to teach diverse groups in the University and the broader community	Experience in conducting Community-Based Participatory Research.		
No research supervision is required.	Research supervision of at least a Masters degree is required.	Research supervision of Masters and PhD degrees is needed.	
	Emerging national profile in the discipline	National and emerging international profile in the discipline	International profile in the discipline
Some administrative experience, albeit in informal contexts, e.g., student or sports clubs, work experience.	Track record of administration, management, and/or leadership roles (leadership roles may be informal)		
COMPETENCIES			
The job-specific competencies are embedded within the key responsibility areas and the standards listed below. Relative to the post level (e.g., Senior Lecturer) and the nature of the application (e.g., Very good for Teaching and Learning, satisfactory for engaged research, Good in CE, and satisfactory in leadership, admin, and management), candidates must be able to demonstrate evidence of meeting the standards required.			
COMPETENCIES SPECIFIC TO THIS POST			
<ul style="list-style-type: none"> • Ability to teach adult learners, facilitate learning inside and outside (community partner groups), and at the university • Ability to contextualise theory in the broader community 			

- An ability to work collectively and co-create knowledge with community groups
- Ability to translate practical experience into curricula
- Ability to teach in a field setting and conduct engaged research
- Ability to teach Community-based participatory research courses and assist academics in conducting community-based participatory research.
- Ability to build coherence between one's research, teaching, and engagement
- Ability to develop a positive rapport and promote an affirming relationship with students and community partner organisations
- Deep understanding of community engagement in higher education institutions
- Understanding and experience in community development

PERSONAL ATTRIBUTES

- Commitment to collegiality
- Commitment to transformation and a valuing of diversity
- Respect for others and behaving in a way that respects the dignity of others
- Honest and ethical
- Evidence of being a reflexive practitioner with openness to change
- Excellent interpersonal and communication skills
- Ability to work independently
- Committed to the revitalisation of Makhanda

ADDITIONAL INFORMATION

Note, due to the nature of this role, the incumbent will be required to reside preferably within Makhanda or, at the very least, as per the Conditions of Service for Academic Staff (see below), within sixteen kilometres of Makhanda.

PLACE OF RESIDENCE

Except with the special consent of the Council, a staff member must reside within sixteen kilometres of their place of employment.

POST-LEVEL CONSIDERATIONS FOR PERSONAL PROMOTION AND THE DETERMINATION OF THE LEVEL OF APPOINTMENT

It is acknowledged that not all applicants will have had working experience in a Higher Education institution and that not all applicants will have had similar opportunities to teach, supervise postgraduate students, and undertake research. A selection committee will consider applicants' backgrounds and opportunities to demonstrate merit.

It is also acknowledged that academics follow different trajectories in their careers. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind the minimum requirements for certain levels of posts, as shown below. Each post level has several options/categories listed next to each, which reflect the possible intersection of the post requirements related to the teaching and learning research-community engagement nexus, professional involvement and leadership, administration, and management. Applicants must meet the criteria for one of these relevant post-level categories.

Post Level	Teaching and learning	Research	Community Engagement	Leadership, Administration, and Management	Professional Involvement
<i>Junior Lecturer + Lecturer</i>	Ability to meet the requirements for satisfactory in both		Satisfactory in leadership, administration, and management		

Lecturer

	Emphasis on fulfilling the teaching and learning responsibilities with the ability and commitment to research.		
<i>Senior Lecturer</i>	Very good	Satisfactory	Good in one and satisfactory in another category
	Good	Satisfactory	Good in at least two of these categories or Very Good in one and satisfactory in the other
	Very good in one of these and good in the other		At least satisfactory in two of these categories
	Good in both areas		Good in one and satisfactory in another category
	Emphasis on Teaching & Learning , with increasing quality and quantity of involvement in Research and other areas.		
<i>Associate Professor</i>	Good in both		Either Very good in two categories OR Outstanding in one and Good in another; OR Good in all three; OR Very good in one, Good in another, and Satisfactory in the third.
	Very good in both		At least Good in two categories; OR Very good in one and Satisfactory in another; OR Good in one and Satisfactory in the other two.
	Very good in one and good in the other		At least Very good in one and Good in another of these categories; OR Very good in one and Satisfactory in the other two; OR Outstanding in one and Satisfactory in another; OR Good in all three
	Outstanding on one and good in the other		At least Good in two categories; OR Very good in one and Satisfactory in another; OR Good in one and Satisfactory in the other two.
	Continuing development of academic competence and achievement, with emphasis on Research .		
<i>Professor</i>	Outstanding in one, good in the other		Good in two of these and Satisfactory in the other.
	Outstanding in one and very good in the other		Very good in two of these; OR Very good in one, Good in another, and Satisfactory in the third; OR Outstanding in one and Good in another and Satisfactory in one; OR Good in all three
	Outstanding in both		Outstanding in one of these and satisfactory in the other
	Teaching and Learning are at least good, one outstanding and three very good; OR Four very good and one satisfactory.		
	Emphasis on scholarship in Teaching & Learning, Research, and Community Engagement.		
Code: Outstanding = This level describes the top achievements of academics in a particular discipline in South Africa; Very good = better than the average but not quite outstanding; Good = above the average in the discipline; Satisfactory = as expected of an academic in that discipline.			

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES, AND STANDARDS EXPECTED

Teaching and Learning including: -

1. Engaging in curriculum development, generally in CE and particularly in in-service learning programs
2. Developing appropriate pedagogy for and teaching/facilitating service-learning programs
3. Facilitating the accreditation of the service learning and engaged research programmes
4. Overall responsibility for the management and promotion of service learning at Rhodes University
5. Contributing to the development and progression of staff and students' learning practices in SL and CE

Research

1. Teaching/facilitating the engaged research program

2. Supervision of post-graduate students in engaged research from proposal development to completion of a research project
3. Research and publication in service learning and community engagement

Other related roles

1. Promotion of service-learning programs across the university and to relevant external stakeholders and partners
2. Establish and nurture community-university partnerships
3. Promote knowledge sharing across other HEIS through conference participation/presentation and publication of scholarly papers

Satisfactory

For appointment

Clear and accessible teaching and service learning

Acknowledge and respect diversity, producing evidence of dealing with challenges effectively

Disciplinary knowledge appropriate to the level of qualification and experience achieved

Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline

Satisfactory teaching practice, which includes evidence of embedded service learning in courses

Limited or no evidence of successful supervision of research projects or professional/clinical practice

Plus, if you have already been in an academic role.

In addition to the above, attempts are made to introduce students to productive learning practices.

Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline

Satisfactory teaching practice described by these criteria is demonstrated across a limited range of undergraduate and postgraduate levels of study.

Limited evidence of successful supervision of research projects or professional/clinical practice

Use of course design principles, regular review of courses to ensure that they are relevant and up to date, alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria, using assessment to guide and not only measure student learning.

Regular review of courses to ensure that they are relevant and up to date, alignment between purpose, outcomes, teaching, and learning activities

Assessment methods and criteria, using assessment to guide and not only measure student learning

Assessment criteria are provided, and assessment takes place against these.

Good

Engages a range of students through well-paced, explicit teaching, guides students towards using a range of learning practices, strong disciplinary knowledge evident in teaching, good teaching practice described by these criteria demonstrated across both postgraduate and undergraduate levels, and some evidence of successful supervision of engaged research projects.

Use of sound course design principles.

Courses are reviewed regularly to ensure that they are relevant to and up to date with local, international, global, and disciplinary contexts.

Course design is responsive to the diverse needs of a diverse student body

Good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods, and criteria

Assessment is used to guide, and not only measure, student learning

Criteria are communicated to students, and assessment is based on these criteria

Demonstrates some leadership (for example, through course coordination or coordination of a tutorial program)

Very Good

Engages students from a broad range of social, cultural, and linguistic backgrounds through well-designed and paced teaching, which promotes understanding

Guides and supports students as they acquire learning practices appropriate to the discipline.

Uses very good disciplinary knowledge to inform teaching
 Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study
 Guides and supports a range of students to produce rigorous, engaged research or sound professional/clinical practice; critical reflection informs enhancement of practice
 Rich evidence of the use of course design principles and regular and sound review of courses to ensure that courses are relevant to and up to date with local, international, global, and disciplinary contexts
 Course design is responsive to the diverse needs of a diverse student body
 Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods, and criteria
 Substantial evidence of assessment being used to guide, and not only measure, student learning, criteria are communicated to students, and assessment is against these criteria, demonstrated in a formal role in respect of teaching and learning in a department/faculty
 Evidence of effective formal or informal mentorship of less experienced staff.

Outstanding

Engages students across a complete range of social, cultural, and linguistic backgrounds in ways that inspire and give them confidence to learn, guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline, draws on a wide and innovative range of teaching strategies (including the use of ICTs) relevant to the discipline, uses outstanding disciplinary knowledge to inform teaching, supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate as well as postgraduate levels.
 Provides evidence of inquiry-based teaching and learning across a range of levels, and the outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and postgraduate levels of study.
 Offers supervision that guides and supports all students regardless of their social, cultural, and linguistic backgrounds to produce rigorous research or sound clinical/professional practice, critical reflection on practice informed by relevant literature, and evaluation data from several sources; critical reflection informs enhancement of practice, rigorous and substantial evidence of the use of sound course design principles, regular and thorough review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts.
 The review includes in-depth engagement with feedback from students, external examiners, peers, and other external stakeholders.
 Course design is highly responsive to the diverse needs of a diverse student body.
 High levels of alignment concerning purpose, outcomes, teaching & learning activities, assessment methods, and criteria
 Assessment is used to guide and not only measure student learning; criteria are communicated to students, and rigorous evidence of assessment against these criteria is provided
 Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in teaching and learning in a department/faculty and/or nationally.
 Evidence of effective formal or informal mentorship of less experienced staff.

Research including: -

1. To deliver high-quality, engaged research in the scholarship of engagement, individually and in collaboration with others.
2. Develop collaborative links and research partnerships with other academics and students within and outside the Community Engagement Division, working on or planning engaged research projects, focusing on building collaborative networks.
3. Disseminate research findings through national and international conferences and community-based dissemination events.
4. Identifying and accessing funding sources to support one's own and, where feasible, student research.
5. To demonstrate engaged research leadership and promote and ensure compliance of self and others with good practice concerning the conduct of research, the ethics policy, and other relevant University policies.

6. Support the development of engagement strategies for engaged research leaders and create case studies for publication to highlight best practices and innovative methodologies.
7. Develop structured and accredited training on engaged research and provide support for colleagues at all stages of their academic careers.
8. Develop the necessary reflective instruments and qualitative research tools for students, academics, and community partners involved in engaged research projects.
9. Work with the Research Office to implement Institutional support and incentives for Academics interested in engaged research.
10. Give support and advice concerning engaged research project design, ethics, monitoring and evaluation, and knowledge dissemination events.

Satisfactory

For appointment

Evidence of ongoing involvement in research, which may be the completion of a PhD, ability to publish, preferably presented at national conferences, or an ability to do so

Ability to do further research, including pursuing a PhD, but not yet having one.

Ability to supervise post-graduates and to achieve at least local recognition.

Plus, if you have already been in an academic role.

Evidence of ongoing involvement in engaged research, such as completing a PhD, is presented at national conferences.

A record of publications in academic and/or professional journals

Presents at national conferences

Uses journals with a moderate IF

Some papers with some citations and/or some evidence of field-based impact

Some success in initiating, managing, and supervising postgraduate students, possibly as a co-supervisor, local and preferably national recognition

If you have not occupied an academic post previously, then once in the job

Evidence of ongoing involvement in engaged research, which may be the completion of a PhD, conferences, and a record of publications in academic and/or professional journals

Presents at national conferences,

Uses journals with a moderate IF

Some papers with some citations and/or some evidence of field-based impact

Some success in initiating, managing, and supervising postgraduate students, possibly as a co-supervisor

Local and preferably national recognition

Good

A good engaged research and publication record in appropriate academic and/or professional journals and/or publishing book chapters relative to others in the same field

Regularly presents at national conferences

Uses journals with good IF

Some papers with good citations and/or some evidence of field-based impact

Good reputation for supervising at the postgraduate level.

Consistently graduates with a Master's and may have graduated doctoral students within the minimum expected time.

The supervision assessment is good, as well as capacity building with students from disadvantaged educational backgrounds.

Evidence of fundraising for research, well-known in the field nationally

Invited to present at national conferences

NRF rating good (likely to be C or Y) for the discipline

Very Good

Substantial research and publication record in appropriate academic and/or professional journals, and/or contributes to book chapters relative to others in the same field
Regularly presents at national and international conferences
Uses journals with good IF and sometimes high IF
Some papers with high citations and/or some evidence of high field-based impact
Very good reputation for supervising at the graduate level
Assessment of supervision is always very good
Graduates most Master's and doctoral students within the minimum expected time
Very good record of graduates who have become successful in their own right
Some students graduate with distinction.
Significant evidence of capacity building with students from disadvantaged educational backgrounds
Well-developed ability to raise funds for research and fundraising
Strong national profile with some international recognition and a clear trajectory of an increasing international profile
Invited to write review papers for national and international journals
Invited to present at national and international conferences, and invited to contribute to local books
NRF rating is very good (likely to be B or C1) for the discipline
National awards for research

Outstanding

Outstanding publication record in appropriate academic and/or professional journal, relative to others in the same field (nationally & internationally)
Regularly presents papers at international conferences, author/editor of a leading work, or contributions to a leading work.
Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, and public dissemination of work
Outstanding reputation for supervising at the graduate level
Assessment of supervision is always excellent, consistently attracts and graduates Master's and doctoral students within the minimum expected time
Excellent record of graduates who have become successful in their own right
Excellent track record of capacity building with students from disadvantaged educational backgrounds
Evidence of a high level of fundraising for research
Amongst the top researchers in the field, nationally and internationally
Regularly invited to write review papers and is regularly invited to present plenary papers at international conferences
Invited to make contributions to major books as author or editor, considered a public commentator with particular expertise
NRF rating (likely to be A or B) is outstanding for the discipline
National and International awards for research excellence

Community Engagement includes: -

Community engagement is not a stand-alone endeavour and is integrated into teaching and learning, and Research above as well as the following: -

1. Maintain an understanding of national development/policy initiatives regarding community engagement, mainly engaged research and the scholarship of engagement, and cascade this knowledge across the institution.
2. Work with the Community Engagement Division team to manage major engagement events, including conferences and award ceremonies.
3. Work closely with key professional services to ensure the engagement activities are profiled to appropriate audiences to enhance their visibility.
4. Broker strategic partnerships between academic departments and relevant community partners.

SatisfactoryFor appointment

For someone with no prior academic work experience, involvement as a student volunteer in service activities would be necessary.

For those who have worked as academics, the standard below is expected.

Once in the job

Participates in a Service learning (SL) course run by the Division and is involved in the SL initiative for at least six months and/or supervising at least one post-graduate student who is utilising engaged research models, e.g., social learning groups

The knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participation in a discipline-based CEL initiative run by the department.

Involved in the CEL initiative for at least six months

Good

Co-coordinator of a SL course run in the Division aligned to all the principles of good practice listed above

The SL initiative should have run for at least one year and/or conducted engaged research resulting in reciprocal benefits, i.e., discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.

Evidence of at least one year's commitment to engaged research practices, although the results of working with a community partner may not be measurable

There is evidence that the researcher is working towards a sustainable, engaged research model and/or is the coordinator of a CEL initiative run in the department that adheres to all the principles of good practice listed above.

Involved in this CE initiative for at least one year

Very Good

Demonstrates leadership by establishing (or reshaping) and leading a SL course within the division. Involved in SL for at least two years

Has involved other staff members in the initiative and/or conducts engaged research

This results in reciprocal benefits, i.e., discipline knowledge and the knowledge amongst the community partner/s have been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.

The researcher is involved in an engaged research partnership that has grown over at least two years and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department.

Involved in Community Engagement Learning for at least two years, has involved other staff members in the initiative.

Outstanding

Demonstrates Outstanding Leadership by designing, establishing, and leading a SL course, has embedded SL course into departmental/discipline curriculum so that SL course is not dependent on the individual lecturer.

This results in measurable growth of knowledge about the area of work for the community partner and the discipline/ University

Evidence of effective formal or informal mentoring of less experienced staff in SL and/or conducting engaged research

This results in reciprocal benefits, i.e., discipline knowledge and the knowledge amongst the community partner/s have been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.

Evidence of effective formal or informal mentoring of less experienced staff or inclusion of them as an active member in the research team, and/or demonstrates Outstanding Leadership by designing, establishing, and leading a CE learning activity that is not dependent on an individual lecturer

This results in measurable growth of knowledge about the area of work for the community partner and the discipline/ University, e.g., Publication or evidence of shifting practice

Evidence of effective formal or informal mentoring of less experienced staff in CE

Administrative and/or leadership responsibilities may include: -

1. Assuming administrative and/or leadership duties in the CE division, such as course coordinator, coordination of particular programs, e.g., PhD and Master's programs, specific research projects, and tutor selection and coordination.

2. Serving on departmental, faculty and/or University committees.

For Associate Professors and Professors

Intellectual and academic leadership, including: -

1. Contributing to the positioning of the CE division in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University.
2. Ensuring awareness of the changes, challenges, and opportunities within the HE sector and strategic imperatives of the institution, exploring what this means for community engagement, and supporting the Hold in implementing necessary changes at the division level.
3. Providing intellectual, academic leadership regarding the teaching and learning research-community engagement nexus.
4. Assisting in conceptualisation, interrogation, implementation, and review of academic standards, processes, and systems at the division and department level.
5. Assisting the HoD with the support, guidance, and development of those new to academia and/or to Rhodes University,

As a member of the senior leadership of the Faculty and the institution, the Professor is responsible for

6. Championing the academic endeavour and ensuring that this remains the institution's focus and that decisions are made that support (and do not undermine) these endeavours.
7. Participating in the key debates related to the current and future functioning of the institution.

Satisfactory

For appointment

For an appointment to a lecturer with no prior work experience, involvement in student life must demonstrate an ability to administer and manage.

For those with work experience, the standard below applies.

Once in the job

Assumes administrative responsibilities in the division, Faculty, and/or University

Has competently fulfilled a management role in a division and/or faculty and served on University committees

Some contribution to leadership and transformation in the division, faculty and/or University

Good

Good execution of essential administrative or management responsibilities in the Division and terms of service to University committees.

Provide academic leadership in the division, faculty, and/or university with a record of contribution to the transformation of the division, faculty or university.

Very Good

Very good execution of essential administrative or management responsibilities in the Division and/or in terms of service to University committees

Provision of very good academic leadership in the division, Faculty, and/or University with a sustained record of contribution to the transformation of the division, faculty or University

Outstanding

Outstanding execution of essential administrative or management responsibilities in the Division and/or in terms of service to University committees

Provision of inspiring and outstanding academic leadership in the division and/or the University with an outstanding record of contribution to the transformation of the division or the University

Professional Involvement: -

In addition, it is understood that the academic will contribute to the discipline and profession through:

1. Being of service to other universities, e.g., external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects (as pertains to community engagement).
2. Being of service to professional bodies, e.g., serving on national bodies and journal servicing.
3. Being of service to other stakeholders such as government or NGOs, e.g., serving on advisory bodies and contributing to policy formulation and review.

Satisfactory

<u>For appointment</u> No professional involvement is expected from junior lecturers or lecturers. For those seeking appointment to higher levels, the standard below is the minimum expected.	
<u>Once in the job</u> Some contribution to other universities, professional bodies, and/or other stakeholder bodies.	
Good: Good contribution record to other universities, professional bodies, and/or other stakeholder bodies.	
Very Good Substantial contribution record to other universities, professional bodies, and/or other stakeholder bodies. Sought out by these other bodies.	
Outstanding Distinguished contribution record to other universities, professional bodies, and/or other stakeholder bodies. Often plays a leading role or is a leading contributor. Highly sought out by these other bodies.	
FOR HR USE ONLY	
RemChannel Code	1084 (L), and 1083 (SL)
Note: Any changes made to the job profile (other than the name of the incumbent, the position code, and the OFO code) must be approved by the P&C Director or the Senior Manager: Specialised HR Services.	

Alignment with personal promotion criteria
Signed off by the Dean of Education, Professor D Wilmot
Last updated: June 2020
Updated for CE – approved by the Director: CE and the Dean of Education, 24 June 2020
Updated on 30 July 2020
Last Updated: May 2022 – signed off by the Director: CE
Last updated: April 2024 by the CE Director
Last updated: May 2025 and signed off by DVC