

NOTES

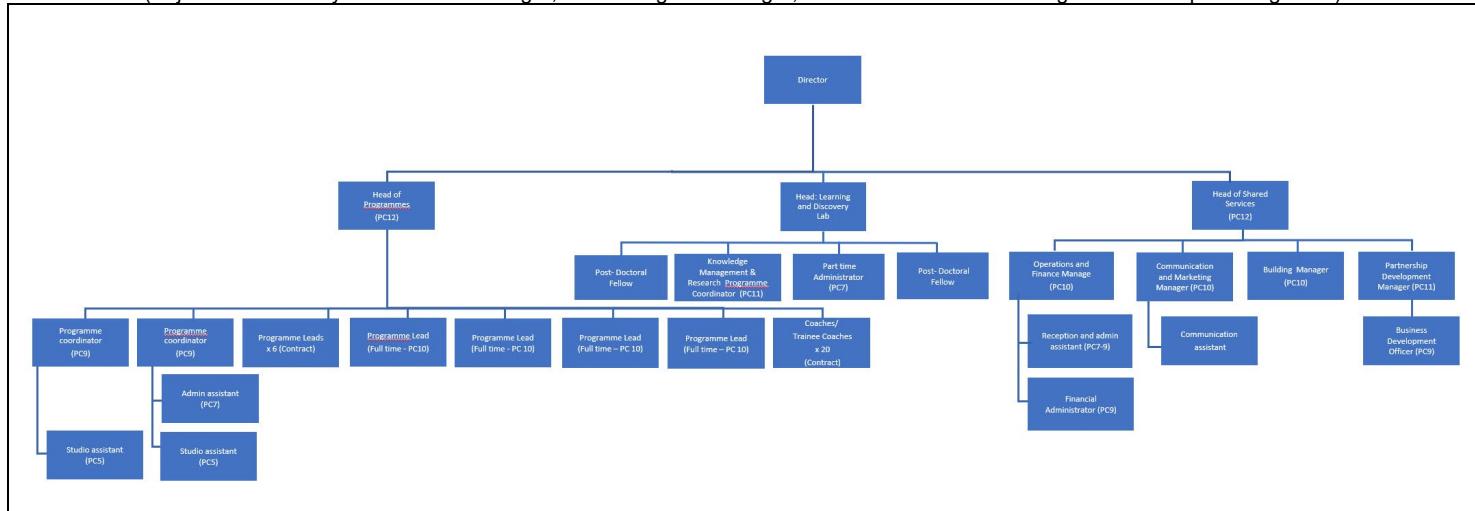
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

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|--|--------------------------------|-----------------------------|------------|
| Position title | Programme Lead | | |
| Job title (HR Business Partner to provide) | | | |
| Position grade (if known) | PC10 | Date last graded (if known) | March 2020 |
| Academic faculty / PASS department | CHED | | |
| Academic department / PASS unit | Hasso Plattner d-school Afrika | | |
| Division / section | Programming | | |
| Date of compilation | 20 October 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 plan, manage and deliver various d-school programmes for both student and executive audiences on face-to-face, online and hybrid teaching formats.

As part of the successful delivery of programmes the role will work closely with the other Programme Leads and coaches (full time and part time) and will report directly to the d-school's Head of Programmes.

CONTENT

| Key performance areas | | % of time spent | Inputs (Responsibilities / activities / processes/ methods used) | Outputs (Expected results) |
|------------------------------|---|------------------------|---|--|
| E.g. | General and office administration | 25% | <p>Takes, types up and distributes minutes and agendas for monthly departmental meeting.</p> <p>Greets visitors, enquires as to the nature of their visit and directs them to the appropriate staff member.</p> | <p>All staff members receive an electronic copy of accurate minutes and agendas, in the departmental template/format, a week before the meeting.</p> <p>Visitors are directed to appropriate staff member in a professional and efficient manner.</p> |
| 1 | Programme Planning and Development | 25% | <ul style="list-style-type: none"> Conceptualise and plan new programmes in cooperation with the d-school team and/ or external partners Co-design Design Thinking-projects with partners from various industries and non-profit Organizations Support the continuous content and professional development of programmes | <ul style="list-style-type: none"> Planning and development of quality d-school programmes and supporting teaching material Development of new content Collaborative and engaged with rest of d-school team Co-creating programmes |
| 2 | Programme Coordination, Delivery and Management | 45% | <ul style="list-style-type: none"> Plan, implement, lead and coordinate various design thinking programmes for both student and executive audiences Manage (in collaboration with the d-school programme coordinator) student selection and participation before and during the courses Prepare course printing, delegate lists, materials, takeaways, etc Manage communication to all stakeholders including students and coaches before during and after courses Manage all events and guests related to the delivery of the course Responsible (in collaboration with the d-school programme coordinator) for all coordination and logistics related to delivering a programme i.e transport, refreshments, venues, materials, furniture, equipment, etc. Organize and manage access to working environments that will be required for programmes Manage student queries, feedback and grievances during the programme Saving of all programme related information on the d-school g-drive as per the d-school policy Ensure reflection after each programme is conducted and documented Ensure student feedback forms are completed, reported on and filed after each programme Plan yearly programme calendar collaboratively with rest of d-school team | <ul style="list-style-type: none"> Successful delivery of programmes on-time, to expectation and within budget Motivated and inspired students and executives Information saved real time in the correct location on the g-drive as per d-school policy Critically reflect and evaluate the programmes one leads |

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|---|---|------|--|--|
| 3 | Coordination and management of programme coaches | 15% | <ul style="list-style-type: none"> Approve and sign off d-school coach time sheets for programmes Coordinate and manage coaches for programmes delivered Manage briefing and debriefing sessions with d-school coaches Assist in recruitment and selection of d-school coaches Assist in new d-school coach induction Support the continuous content and professional development of coaches Maintain and manage professional relationships with coaches | <ul style="list-style-type: none"> Motivated, engaged and inspired d-school coaches |
| 4 | Programme relationship management | 10% | <ul style="list-style-type: none"> Support the d-school with the acquisition and the relationship management of project partners Be responsible for the liaison and coordination of chosen project partners involved in the student and executive education programmes Work professionally with project partners to help frame programme challenges Manage and maintain good relationships with relevant faculty, GSB & UCT departments and clients Oversee the relationships with service providers and suppliers Partake in planning, designing and running various special events and workshops | <ul style="list-style-type: none"> Positive reputation of the d-school by external stakeholders Recognition by project partners of the value of engaging with the d-school |
| 5 | Programme financial management and administration | 5% | <ul style="list-style-type: none"> Allocation of budget to programme activities Oversee monitoring and reconciliation of programme expenditure vs budgets and report as and when required | <ul style="list-style-type: none"> Awareness of programme budgets Accurate and accessible records Efficient financial running of programme Programme delivered within budget |
| 6 | d-school values | 100% | <ul style="list-style-type: none"> Work collegially and productively as part of the wider UCT team Uphold the d-school values Be a brand ambassador of the d-school Participate in further training opportunities Uphold the use of d-school branding guidelines | <ul style="list-style-type: none"> Being an engaged team member and contributing positively to the growth of the d-school project |

MINIMUM REQUIREMENTS

| Minimum qualifications | Undergraduate degree/Advanced diploma NQF7 level | | | |
|--|---|-------|---|-------|
| Minimum experience (type and years) | Minimum of 5 years design thinking coaching experience. Work experience in an innovation environment, in start-ups and/or teaching at a university or practical experience as a design thinking coach in a corporate context. | | | |
| Skills | <p>Evidence of programme management, administration, people co-ordination and organising skills</p> <p>Excellent communication, teamwork and presentation skills; professional fluency in English, both written and oral</p> <p>Excellent in computer literacy and knowledge of online platforms like Zoom and online white board platforms e.g. Miro, Mural etc. Proficiency in Microsoft Office</p> <p>Coaching, teaching and facilitation experience</p> <p>Research skills an advantage</p> | | | |
| Knowledge | <p>Previous experience in the management and leading of d-school programmes would be an advantage.</p> <p>Content knowledge of Design Thinking and applied experience of Design Thinking and innovation projects</p> | | | |
| Professional registration or license requirements | None | | | |
| Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Honesty to handle cash or finances'.) | <p>Passion for the mission of the d-school project</p> <p>Demonstrated leadership in establishing and maintaining constructive communications and healthy working relationships with stakeholders</p> <p>Excellent interpersonal, written and verbal communication skills, including the ability to articulate complex concepts with clarity, tact and diplomacy</p> <p>Excellent computer skills, including proficiency in Microsoft Office</p> <p>Strong analytical and problem-solving skills</p> <p>Detail-oriented, highly organized and ability to multi-task</p> <p>Demonstrated ability to self-start and manage project work with minimal supervision in a rapidly changing, constantly evolving setting</p> <p>Collaborative approach and a desire to work with others in achieving a common goal</p> | | | |
| Competencies (Refer to UCT Competency Framework) | Competence | Level | Competence | Level |
| | Communication | 3 | Analytical thinking and problem solving | 2 |
| | Planning and organising/ work management | 2 | Building interpersonal relationships | 2 |
| | Teamwork/ collaboration | 2 | Client/student service and support | 3 |
| | People Management | 3 | Decision-making/judgement | 2 |
| | Resource management | 2 | Individual leadership | 2 |
| | Coaching/ Developing others | 1 | Initiating action/initiative | 3 |
| | Adaptability/ flexibility | 3 | University awareness | 2 |
| | Professional knowledge and skill | 2 | Impact/Influence | 2 |
| | Energy | 4 | Meeting facilitation/leadership/participation | 2 |
| | Creativity and Innovation | 3 | Results focused | 2 |
| | Quality commitment/ work standards | 2 | Risk taking | 2 |
| | Stress Tolerance | 2 | | |

SCOPE OF RESPONSIBILITY

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| Functions responsible for | Plan, manage and deliver d-school programmes (specifically d-school's student programmes e.g. Foundation Programme and Design Thinking Week, DTinAfrika, partner programmes, FY DT programmes) |
| Amount and kind of supervision received | Limited supervision. Head of Programmes to provide guidance on prioritisation of time spent on programmes |
| Amount and kind of supervision exercised | Supervise and manage programme coaching team and studio assistant. |
| Decisions which can be made | Details related to programme to ensure smooth execution and delivery |

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| Decisions which must be referred | Structural changes to programmes and way in which programmes are managed and delivered |
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CONTACTS AND RELATIONSHIPS

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| Internal to UCT | Academic Staff, PASS staff and students |
| External to UCT | Liaison with Project Partners, external corporate participants |