

BC ITVERSITY NPC

Faculty of Information Technology
Senior Lecturer: Computer Information
Systems

Job Profiles

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1 Job Description

1.1 Job Title

Senior lecturer – Computer Information Systems (SL/CIS)

1.2 Job Overview

The SL/CIS's role at BC ITversity is to make a significant contribution in the domain of Computer Information Systems (CIS), i.e.:

- The successful development of the educational design, i.e. curriculum and learning design, and curriculum delivery, i.e. teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development and planning and tutoring, skills development, and access to resources, in the domain of Computer Information Systems (CIS).
- The enhancement of BC ITversity's performance in innovation and knowledge valorisation by conducting activities with impact and profile, influencing leading edge practice.

The SL/CIS understands how business function within the global scheme of things, why a business exists and how to know its value offering. Understand how data becomes information and how the flow of information impacts decision making at various levels. How data is handled and stored and how data analytics are performed and why. How to visualise data into information and the analysis of data into tangible useful information. The understanding how process flows work and the role of data within that domain. What is the need for information systems and how to design them?

The SL/CIS reports to the Assistant Dean Academic Affairs and Compliance and works with the Dean and all other Assistant Deans to ensure the efficient and effective delivery of teaching programmes, student support and policy support and innovation in conformance with BC ITversity's strategy, policies and procedures.

This includes associated operational administration, including accreditation by relevant regulatory agencies; quality management and enhancement; health and safety and other organisation related duties and responsibilities. The latter may include from time to time duties and responsibilities which are necessary for the effective performance of the organisation's business without altering the nature or level of responsibility involved.

1.3 Duties & Responsibilities

The job duties and responsibilities listed below are intended to describe the general nature of the role. BC ITversity recognises that one will not be expected to undertake the full range of responsibilities detailed under each heading and you may be directed to concentrate on particular areas. Likewise, there is no guarantee that one will be given the opportunity to carry out all the activities listed below. However, there is an expectation that academic staff will undertake a broad range of responsibilities across several of the areas outlined above.

The SL/CIS's main duties and responsibilities include the following:

- *Core duties and responsibilities* - Learning and teaching; scholarship, innovation and knowledge valorisation; mentoring, coaching and pastoral care; educational design.
- *General duties and responsibilities*- Quality assurance and enhancement; health & safety requirements; organisation-related duties and responsibilities.

In terms of career development, jobholders should note that there may not be an immediate requirement to carry out all the activities listed below. BC ITiversity embraces a developmental approach, based on a continuum of increasing expertise. Therefore, the duties and responsibilities and the balance between the elements in the role may change or vary over time depending on the specific needs at a specific point in time, career development or due to changing needs in the department/group.

With reasonable notice and support, BC ITiversity can expect and require a member of staff at this level to undertake any of the activities detailed below. One will be expected to perform at this level within a reasonable period following promotion.

Job descriptions are not exhaustive and one may be required to undertake other duties of a similar level and responsibility.

A detailed statement of current responsibilities and powers is given in the document "Organization & Management / Schedule of responsibilities and powers" of the Quality Management System (QMS).

1.3.1 Core duties and responsibilities

1.3.1.1 *Learning and teaching*

- Ensure that students are provided with a relevant and stimulating range of learning opportunities and experiences within the subject area, in conformance to their overall objectives.
- Ensure that educational design and program delivery comply with the quality standards and regulations of the organisation.
- Responsible for managing taught programmes, including oversight of day to day operational processes (e.g. timetabling, assessment, examination systems) and programme accreditation processes.
- Undertake such teaching duties as are required by, and agreed with, the Faculty of Information Technology (FIT), including standardised classes, guest/master classes, international classes, and extra/non-standard classes for students at risk.
- Keep abreast of international developments within the academic discipline and/or professional practice of the Subject area, and to share this knowledge to shape curricular content, design and delivery.
- Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
- Set, mark and assess work and provide feedback to students, including invigilation and moderation of both formative and summative assessments (examinations).
- Supervise student projects, students on field trips and, where appropriate, on placements.
- Ensure that student progress is regularly monitored and that the results of monitoring are reported in a timely fashion and provide advice and guidance to personal tutors and students as appropriate.
- Participate in BC ITiversity's wide staff development initiatives related to learning and teaching and contribute to the development of learning and teaching strategies.
- Participate in student support on academic, career and personal development matters.
- Contribute to the development of academic processes across the institution.

1.3.1.2 Scholarship, innovation and knowledge valorisation

- Engage, individually or in collaboration with others, in scholarly and research-related activity, innovation and/or knowledge valorisation, subject to the approval of the FIT, i.e. knowledge generation, knowledge exchange and knowledge transfer activities.
- Be aware and informed of developments in higher education relevant to the development of learning and teaching and research strategies within the Faculty and BC ITversity.
- Engage with other researchers internally, nationally and internationally, and to contribute to the research objectives of both the Faculty's curriculum innovation program and, where possible, the organisation's research centre, i.e. Bothale Village, and its thematic research topics.
- Identify sources of funding and contribute to the process of securing funds for own research or scholarly projects.
- Apply for external knowledge valorisation funding and to produce high quality outputs for the 'Research Excellence Framework'.
- Lead collaborative knowledge valorisation and/or enterprise activity producing high quality outputs with demonstrable impact, in particular influencing leading edge practice.
- Engage in subject and professional research and pedagogy development as required to support teaching activities.
- Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities.
- Be an active and recognised contributor to subject associations, learned societies and relevant professional bodies.

1.3.1.3 Mentoring, coaching and pastoral care

- Advise, mentor and support less experienced colleagues and coach on personal development.
- Supervise the work of others, for example in research teams, projects or postgraduate study.
- Undertake personal tutoring, i.e. act as a personal tutor and, where required, ensure that the Personal Tutor and attendance monitoring systems are working effectively across a level of study.
- Oversee the monitoring of student progress and provide advice and guidance to personal tutors and students as appropriate, including oversight of the needs of students with special requirements and processes pertaining to mitigating circumstances.
- Appreciate the needs of individual students and their circumstances and assist them in accessing support services.
- Deal with referred issues for students on own programmes and provide first line support for colleagues dealing with student matters, referring them to sources of further help if required.

1.3.1.4 Educational design

- Develop and sustain a subject contribution of relevance and high quality to the different educational programmes, including:
 - o Assisting in the educational design, i.e. curriculum and learning design and delivery of the curriculum.
 - o Achieving a reputation for excellence in the teaching of the subject.

- Develop and produce appropriate learning materials on the basis of scholarly and research activity.
- Co-ordinate the work of colleagues to identify and respond to students' needs.
- Be responsible for the design and delivery of own modules and assessment methods.
- Collaborate with colleagues on the implementation of assessment procedures and to review student progress and retention.
- Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

1.3.1.5 Management of faculty and resources

- As academic leader with in depth knowledge of a relevant field of specialisation, ensure constant liaison with colleagues in related fields to always see the bigger picture through the integration and convergence of technologies.
- Provide academic leadership to those working within programme areas, for example by agreeing work plans to ensure that programmes are delivered effectively or organising the work of a team by agreeing objectives and work plans.
- Contribute to the development of teams and individuals through the individual performance review process and providing advice on personal development.
- Manage and support colleagues with less experience and facilitate their academic and personal development.
- Contribute to the recruitment and selection of students, both South African/African and International, and to plan for the recruitment of students, including attendance at open days and other recruitment and marketing events.
- Contribute to the overall management of the Faculty in areas such as resource management, business and programme planning by undertaking specific leadership roles in the Faculty/Department, e.g. Program Coordinator, and/or line management responsibilities as required and contributing to institutional committees and work sessions.
- Be responsible for setting standards and monitoring progress against agreed criteria for area of responsibility.
- Be involved in Faculty level strategic planning and contribute to the organisation's strategic planning process.
- Plan and deliver consultancy or similar programmes and ensure that resources are available.

1.3.1.6 Outreach, liaison and networking

- Represent the Faculty in external relations as required.
- Lead and develop internal networks, for example by chairing and participating in University committees or working groups.
- Act as an external examiner to other institutions and provide professional advice as appropriate.
- Lead and develop external networks, for example with external examiners and assessors.
- Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration.

- Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
- Undertake international visits in order to establish partnerships, teach at partner institutions or act as Link-Tutor.
- Actively collaborate within the organisation and externally on relevant innovation and knowledge valorisation projects.

1.3.1.7 *Academic administration*

- Be responsible for quality, audit and other external assessments in own areas of responsibility.
- Take responsibility for programme accreditation processes.
- Ensure that operational processes such as timetabling, assessment and examinations are managed.

1.3.2 *General duties and responsibilities*

1.3.2.1 *Quality assurance and enhancement*

The following duties and responsibilities are related to supporting and enhancing the Quality Management System (QMS):

- Be committed to and play a significant part in the total quality management of the subject area.
- Participate in assessment and evaluation of curriculum design and the quality of learning and teaching provided by subject staff.
- Make contributions of appropriate quality to awards being prepared for review and/or validation.
- Ensure adherence to, and effective operation of quality assurance and enhancement policies and processes.

1.3.2.2 *Health and safety requirements*

The following duties and responsibilities are related to health and safety:

- Comply with safe systems of work in operation within your work area.
- Work co-operatively with other staff who have responsibility for health and safety requirements.
- Report any health and safety concerns to a senior manager or other responsible member of staff as soon as these are identified.
- Attend training as appropriate to the role (see the relevant health and safety training grid for requirements).
- Undertake duties as a first aider as required.
- Have a direct responsibility to ensure a safe and healthy environment for students under one's supervision, by ensuring that:
 - o BC ITversity's safety policies and requirements are implemented.
 - o That risk assessments are completed for relevant activities (e.g. fieldwork, performances, exhibitions etc.) undertaken by students under one's supervision, and that any resulting actions are taken and that safe working practices are followed.

- Correct and timely communication of safety issues both to superiors and students as relevant to the areas of responsibility is carried out.
- Work within a framework of effective governance, ensuring compliance with relevant regulations, legislation, policies and procedures.
- Students under one's supervision fulfil their responsibilities under BC ITiversity's Health and Safety Policy.

1.3.2.3 Organisation-related duties and responsibilities

- Develop ideas for generating income.
- Attend training courses as identified and agreed for appropriate development.
- Work within and actively support BC ITiversity's core values, e.g. the equality and diversity policies and practices of BC ITiversity.
- Build clear and effective lines of communication within the Subject area.
- Notify a more senior member of staff of any errors or concerns at the earliest opportunity.
- Participate in the annual 'Performance Development Review process'.
- Ensure that the university's cross-cutting themes of partnership, equality and diversity and sustainability inform all activity related to the role.
- Ensure communications systems and practices support effective management arrangements and promote good relations with staff and students.
- Be responsible for one's own continuing self-development.
- Undertake other duties not specifically stated above, which from time to time are necessary for the effective performance of the organisation's business without altering the nature or level of responsibility involved.

2 Core Skills and Knowledge for Employment

2.1.1 Educational background and qualification(s)

Essential requirement	Desirable requirement
- PhD in relevant field or equivalent professional experience.	- Completed pedagogical courses for higher education or equivalent experience.
- Graduate degree in relevant discipline.	- Exceptional candidates with an MSc degree will be considered at Lecturer level, but will be expected to register for a PhD.
	- Membership of professional body, e.g. IEEE Computer Science; AIS (Association for Information Systems); IACIS (International Association for Computer Information Systems); IITPSA (Institute of Information Technology Professionals South Africa); ITA (The Information

	Technology Association of South Africa); ICITP (The Institute of Chartered IT Professionals).
	<ul style="list-style-type: none"> - Higher education teaching qualification or professional recognition, e.g. AWS Certification (Solutions Architect, Developer, SysOps Administrator, Cloud Practitioner), MCSD (Microsoft Certified Software Developer).

2.1.2 Experience and knowledge

Essential requirement	Desirable requirement
<ul style="list-style-type: none"> - Depth or breath of specialist knowledge demonstrated by a doctorate level qualification, usually a PhD in order to teach and support learning on academic modules. 	<ul style="list-style-type: none"> - External recognition as a scholar, teacher and/or practice based professional. - Experience of teaching within an international context.
<ul style="list-style-type: none"> - A comprehensive and up-to-date knowledge of the subject area and in depth understanding of own specialism to enable the development of new knowledge and understanding within the field. - A thorough understanding of the core areas of business science, project management, research, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories. 	<ul style="list-style-type: none"> - <i>Business science</i>: business management concepts, including value chain, environmental analysis, routes to entrepreneurship, establishing a business, general management and leadership. Entrepreneurial concepts, including skills and characteristics, identifying small business ideas, environment of a business venture, marketing feasibility, technical feasibility, financial feasibility, break-even analysis, budgeting and organisational structure. End-user computing, including the basic layout and uses of word; data in Excel; the layout and uses of PowerPoint. - <i>Project management</i>: project management including software development methodologies; standards and best practices; planning and organisation; stakeholders and eliciting initial requirements; defining project scope and work break down structure; refining estimates; risk management process; contract type and managing contracts; communication management plan, progress reporting and project status review; production release management and hand over to support including project closure and review. Software project estimation tools and techniques; project network models; managing and optimising the software development process; project schedule development,

	management and control using project tools; reporting progress and project status review meetings; project risk management and issues; project crashing and resource levelling; production release management and hand over.
- An on-going and demonstrable commitment to scholarship, innovation and/or knowledge valorisation.	<ul style="list-style-type: none"> - <i>Academic writing</i>: academic writing including academic convention, criteria for selecting a credible source, academic integrity, referencing, citing, paraphrasing, quoting, summarising, tone, grammar, vocabulary, organise your text coherently following international standards, proofreading, editing, writing your abstract, academic writing principles in writing essays, theses, reports and proposals. - <i>Research</i>: research methods, including formalities, psychology, ethics and philosophy; process and designs; literature review, citation and referencing; methodologies; reporting results and presentation techniques. - <i>Publications</i>: a published record in either funded research and/or practice and a previous submission of a project proposal.
- Substantial experience of teaching within higher education environment or equivalent related industrial experience.	- Established track record of successful generation of funded knowledge valorisation activities as appropriate to the discipline.
- Up-to-date knowledge of higher education and ability to use a range of delivery techniques to enthuse and engage students.	- Experience of collaborative provision.
- Understanding of importance of income generation, particularly via successful student recruitment and open to opportunities to increase income.	
- Understanding of quality issues and requirements in higher education.	- Experience in developing and implementing educational design and related quality management and enhancement issues in a Higher Education environment.
- An up-to-date knowledge and understanding of changing trends and requirements in the subjects' industrial and professional domains	- Industrial experience in the subject area; where it can be demonstrated that equivalent core knowledge has been gained from practice a PhD will be desirable.
- High quality and current connections with industry and professional practice.	

2.1.3 Employability skills

2.1.3.1 Skill cluster – Navigate the world of work

Essential requirement	Desirable requirement
<ul style="list-style-type: none"> - Able to demonstrate independent and self-managing work styles, e.g. having a personal vision and goals, including knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; taking responsibility. 	
<ul style="list-style-type: none"> - Desire and willingness to maintain required professional standing through professional practice and continuing professional development, e.g. managing own continuous learning using a range of media to learn applied to 'technical' as well as 'people' issues; willing to learn in any setting, i.e. on and off the job; open to new ideas and techniques 	<ul style="list-style-type: none"> - Ambitious to achieve national and international excellence.

2.1.3.2 Skill cluster – Interact with others

Essential requirement	Desirable requirement
<ul style="list-style-type: none"> - Demonstrate strong student-centric approach to ways of working and commitment to high quality standards. 	
<ul style="list-style-type: none"> - Excellent interpersonal skills in working as a member of a team or with other colleagues, students or other stakeholders. 	
<ul style="list-style-type: none"> - Excellent communication skills and style, contributing to productive and harmonious relations across internal and external stakeholders, i.e. verbal, written communication skills and presentation skills. 	<ul style="list-style-type: none"> - A thorough understanding of English communication, including grammar and grammatical structures; verbal English communication; non-verbal English communication; professional emails; office etiquette; office politics; presentations, reports and proposals. - Able to speak and write in other languages than English.
<ul style="list-style-type: none"> - Able to communicate complex and conceptual ideas to a range of groups. 	
<ul style="list-style-type: none"> - Evidence of networking and positive working relationships both within and outside the 	

organisation with appropriate academic and non-academic partners, e.g. community and business.	
- Constructive approach to team working, contributing to productive working relationships and outcomes; knowing how to define a role as part of a team; identifying the strengths of the team members.	- Able to work across different ages irrespective of gender, race, religion or political persuasion.
- Excellent coaching and mentoring skills, including giving feedback.	

2.1.3.3 Skill cluster – Get the work done

Essential requirement	Desirable requirement
- Receptive and responsive to change.	
- A strategic thinker; ability to articulate a (research) strategy, vision and mission for development, implementation and delivery of successful education, problem solving and/or knowledge valorisation activities.	
- Dedication to the development of the subject, including a progressive and dynamic approach to teaching in Higher Education.	
- Showing independence and initiative in identifying problems and solving them.	
- Able to develop creative, innovative and/or practical solutions.	
- Able to plan and prioritise workload and that of others establishing clear goals and deliverables.	- Experience in continuous improvement and planning processes.
- Able to collect, analyse and organise information.	- Evidence of fact-driven problem solving and decision-making using analytics taking the context of data and circumstances into account.
- Experience in managing a team and/or functions in a busy environment with conflicting priorities.	- Experience of managing research/innovation projects, teams, and preferably experience of acting as a principal investigator.

3 BC ITiversity's Participative Model of Education

Belgium Campus ITiversity's governance framework, laid down in its Participative Development Model of Education, serves as the blueprint for its engagement with its internal stakeholders, i.e. students and staff, and external stakeholders, i.e. academia, industry, community and government. In this model all stakeholders participate and jointly embrace the responsibility to develop and deliver curricula that target the needs of the region and contribute to the positive and sustainable development of society. At the same time, the unique and diverse needs of the individual stakeholders are addressed to ensure that the university delivers benefits to all these parties.

3.1 Workplace support

BC ITiversity's Participative Development Model of Education embraces an approach that support individuals to understand the requirements of their workplace and the role and to develop the knowledge and skills necessary for effective performance in that context. This includes formal and informal processes such as inductions, supervision, mentoring, peer support, performance discussions and provision of opportunities for experience, reflection and learning.

3.2 Culture and values

3.2.1 Personal attributes

BC ITiversity's Participative Development Model of Education challenges and values those individual values and attributes which determine the ability of an individual to demonstrate and develop the behaviours required for success in work, such as loyalty, reliability, common sense, motivation, ability to deal with pressure, commitment, enthusiasm, positive self-esteem, adaptability, a balanced attitude to work and home life, honesty and integrity, personal presentation, sense of humour.

3.2.2 Workplace culture and values

The principles of BC ITiversity's Participative Development Model of Education are pursued in the spirit of the ideals formulated as the organisation's core values: excellence; intellectual freedom and discovery; educated and responsible citizenship; community-based outreach and partnership; inclusiveness and diversity; ethical governance, integrity and trustworthy citizenship; responsibility and accountability; highly skilled employees collegiality; co-creative enterprise; cultural competence; safety, health and sustainability.

These workplace culture and values explicitly laid down in BC ITiversity's codes of conduct and workplace policies as well as implicitly reflected in the accepted behaviour, reward system and power structures of the workplace.

3.3 External factors

BC ITiversity explicitly values external factors which determine an individual's ability to gain and maintain employment, such as health, transport, housing arrangements, family responsibilities, social networks and other personal circumstances.

4 Additional Information

Candidates must be able to demonstrate their eligibility to work in South Africa in accordance with the Immigration Act, 2002 (Act No. 13 of 2002) as amended. Where applicable, this will include a Critical Skill Permit or a General Work Permit. BC ITiversity will provide a Certificate of Sponsorship if required by a successful candidate.

5 Advertisement

Organisation: Belgium Campus ITversity NPC.

Location: Pretoria, South Africa.

Work type: Full-time, continuing.

Campuses: Pretoria, Kempton Park or Port Elizabeth.

Remuneration: Market related, performance-based bonus.

The opportunity

The Faculty of Information Technology of Belgium Campus ITversity (BC ITversity) seeks to fill a permanent academic position at Senior Lecturer position. Our versatile range of courses provide real-world learning at foundation, diploma and degree level up to NQF level 8. BC ITversity is ramping up its investment in teaching, knowledge valorisation and engagement to enhance its inspiring, diverse and co-collaborative work environment. If you are passionate about teaching and collaborative knowledge valorisation, want to build lasting collaborations, value diversity and an entrepreneurial mindset, we encourage you to apply.

About the role

BC ITversity is looking for outstanding candidates in Computer Information Systems with comprehensive knowledge of the following areas: business management and entrepreneurial concepts and use of information systems, end user computing, socio-technical approaches to design, project management.

The candidate is expected to make a significant contribution to BC ITversity's Participative Development Model of Education. This includes primarily the following core duties and responsibilities:

- The successful development of the educational design, i.e. curriculum and learning design, and curriculum delivery, i.e. teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development and planning and tutoring, skills development, and access to resources, in the domain of Software Engineering.
- The enhancement of BC ITversity's performance in innovation and knowledge valorisation by conducting entrepreneurial activities with impact and profile, influencing leading edge practice, such as support of extramural contract work and business development.

The role also includes more general support duties and responsibilities, such as quality assurance and enhancement, health and safety, and organisation-related duties and responsibilities.

Requirements

Qualifications – Applicants should have a PhD degree in Computer Information Systems (or a related subject) or equivalent professional experience. Completed pedagogical courses for higher education (or equivalent pedagogical expertise) are a merit for the position, as well as expertise in teaching topics mentioned above.

Experience and knowledge – Depth and breadth of specialist knowledge and professional experience demonstrated by excellence in teaching and knowledge valorisation activities. The candidate should have a comprehensive and up-to-date knowledge of the subject area and in depth understanding of own specialism to enable the development of new knowledge and understanding within the field. He/she has strong pedagogical skills and has a proven ability to develop, implement and teach new courses, including for example using active learning, problem-based learning, universal design for learning and blended learning methods and approaches.

Applicants should also have relevant experience and a successful record of knowledge valorisation in one or more of the focus areas with demonstrated significant outputs, such as experience of collaborative projects with industrial partners and/or in company industrial experience.

Employability skills – In evaluating the applicant emphasis will be placed on his/her ability to demonstrate important employability skills such as:

- Dedication to the development of the subject, including a progressive and dynamic approach to teaching in higher education.
- A strong student-centric approach to ways of working and commitment to excellence.
- Excellent communication skills and style, able to communicate complex and conceptual ideas in a way that is creative, accessible, easy-to-understand, and inspiring for beginners.
- Excellent interpersonal skills in working as a member of a team or with other stakeholders.
- Constructive approach to team working and inclusiveness of colleagues from different backgrounds, culture, and areas of expertise.
- Ability to work independently and to be self-driven, showing initiative in identifying problems, planning and developing creative and innovative and/or practical solutions, and managing related processes in a busy environment with conflicting priorities.
- Networking and positive working relationships both inside and outside the organisation.

Detailed position description: [xxxxxxx]

Why us?

BC ITversity is a well-established, renowned and not-for-profit Private Higher Education Institution in Pretoria, South Africa, fully registered and accredited with the South African Department of Higher Education and Training (DHET) and internationally benchmarked. BC ITversity is registered as a Public Beneficiary Organization (PBO Reference No: 930009313) and an active Broad-Based Black Economic Empowerment (B-BBEE) contributor, offering qualifications in the field of Information and Communication Technology with special attention for the disadvantaged.

BC ITversity's Participative Development Model of Education is driven by entrepreneurial learning, including experiential learning and knowledge-transfer opportunities in a Learning Factory environment through action-based learning, student-to-student learning, rapid prototyping, industry involvement & internships, and internationalisation at home.

BC ITversity is where teaching, knowledge valorisation, and societal engagement are intertwined. Leadership, participatory governance and stakeholder involvement are key ingredients, driving a continuous synergy and dynamic exchange with all stakeholders, moulding skill-apt students ready for a rapidly changing world. As a result, it delivers 8% of all IT graduates in South Africa.

Learn more at: <https://www.belgiumcampus.ac.za/>

How to apply?

If you wish to apply for this position, please do so via the following application portals [xxxxxxx]. All application documents submitted must be in English.

Applications must include the following: 1. cover letter; 2. evidence of qualifications; 3. Updated recent curriculum vitae. Please note letters of references may be requested for longlisted candidate.

Additional information

Candidates must be able to demonstrate their eligibility to work in South Africa in accordance with the Immigration Act, 2002 (Act No. 13 of 2002) as amended. Where applicable, this will include a Critical Skill Permit or a General Work Permit. BC ITiversity will provide a Certificate of Sponsorship if required by a successful candidate.