



**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
SCHOOL OF EDUCATIONAL STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA
(Ref: CEDU/DEF/MKR/10-2023)**

Assessment is an integral part of curriculum development as outlined in the Curriculum Policy. During curriculum development an assessment strategy is developed that is aligned to the ODeL Policy and strategy of UNISA. Assessment can have different focuses, namely to:

- improve the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes and values, and providing motivation to work through the material through tasks and feedback, known as assessment for learning.
- b) focus on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts in line with the NQF level descriptors and other taxonomies of learning.
- c) focus on programmatic and graduate attributes and critical cross-field outcomes in assessment of learning.
- d) make academic judgements related to diagnostics, placements competence, progression and/or qualification completion; and as a feedback mechanism to improve curricula, known as assessment of learning; and to
- e) create opportunities for students to engage with the content, with their context, with the lecturer and with fellow students (**Unisa Assessment Policy, 2011**).

The Department of Educational Foundations is inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers) on a yearly basis. The purpose of this positions is to appoint competent and suitable candidates to complete and execute assessment task professionally and ethically align to the Assessment Policy and Guidelines.

Requirements:

- Applicable and relevant equivalent to **NQF level 9** (MEd/MPhil/MTech/MEd OR **NQF level 10** (e.g. Ph.D/DEd/DPhil/DTech) Specialization in **Sociology of Education/Comparative and International Education/History Education/Philosophy of Education or any related disciplines.**
- At least 5-years teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3-years subject methodology teaching experience (CAPS school) or 5-years relevant experience in the education field (TVET College /University)

Duties:

- Complete and execute assessment task professionally
- Comply and adhere to all Unisa tuition, assessment and examination and plagiarism policies and guidelines
- Act in the ethical and professional manner dealing with all assessment tasks
- Execute duties as stipulated in contract and task agreement

- Marking of assessment tasks fairly and consistently
- Meet deadlines of allocated assessment task
- Attend markers meeting and submit marking reports timeously
- Maintain confidentiality of all assessment tasks

Knowledge, skills and abilities

- Basic knowledge of the discipline applying for
- Basic knowledge of assessment and assessment practices
- Basic knowledge of marking and procedures
- Basic knowledge of constructive feedback on assessment tasks
- Basic knowledge of academic dishonesty and plagiarism
- Knowledge of teamwork/leadership skills
- Good interpersonal and communication skills (listening, speaking, reading and writing)
- Must be honest / ethical and show empathy when required to mark assessment tasks
- Must have good problem-solving and decision-making skills
- Must be service orientated (Actively looking for ways to help and support lecturer or students)
- Must have good time management skills
- Ability to resolve conflict and maintain confidentiality of all assessment tasks
- Ability to work under pressure with adherence to deadlines

Recommendations:

- Computer and Internet skills
- Have own desktop computer or laptop and internet connectivity (no computers or data bundles will be provided)
- Advanced communication skills and proficiency in English
- Digital literacy skills – competent in ICT and online learning environments
- Experience in online marking tools or software or LMS (Moodle will be an advantage)
- Commitment to marking and meeting deadlines for all assessments
- Friendly, patient, and sensitive to a diversity of students

To apply, you need to submit the following:

- 1) An application letter indicating willingness to mark assignments and/or exam scripts for any of the modules listed below.
- 2) Comprehensive **UPDATED** and signed curriculum vitae (most recent)
- 3) Only a certified copy of the **HIGHEST** qualification as per requirement
- 4) Certified copy of ID/Passport and valid visa

Note: Applicants are expected to first complete the form on the **Portal** (<https://forms.office.com/r/ntfS0808Xx>) thereafter forward the completed application form **(attached below)** and supporting documents as a single file (one PDF) to the attention of CEDU1@mylife.unisa.ac.za



Independent
Application form (1).p



We welcome applications from persons with disabilities.

Assumption of duty: The candidates will have to undergo **an interview (either face-to-face or Microsoft Teams)** and **online Moodle training sessions**. Completion of the prescribed training on various aspects of Marking on the Moodle platform is compulsory.

Closing date: 17 October 2023

Independent Contractor (MARKER) positions are available in the modules listed in the Department of Educational Foundations

MODULE CODE	MODULE NAME	Purpose of module	Educational Foundations Delivery and Assessment Mode	Number of Markers Required
B.ED UNDERGRADUATE: NQF LEVEL 7				
SED2601	Sociology of Education	The purpose of this module is to focus on a theoretical analysis of the social character of educational institutions and their functions in shaping education as an evolving social construct to maximise opportunities for teaching and learning by means of social interaction. Students who qualify in this module will be able to understand and apply sociological concepts, describe sociological theories of education as a framework to address burning social issues in the South African education and the schooling system. This module provides students with an understanding of the schooling system as an evolving social construct to maximise opportunities for teaching and learning by means of social interaction.	Blended: Written Assignments and MCQ examination	(5 markers)
SAE3701	South African Education system	South African Education System provides a historical framework of South African schooling and focuses on the professional aspects of being a teacher in South Africa. The emphasis is on both past and present education and specifically on the professional role of the teacher in the education system. This help to understand why certain curriculum decisions were made in the early democratic period in South Africa.	Blended: Written Assignments and MCQ examination	(8 Markers)

		Importantly, the module intends to demonstrate that the South African system is a dynamic and evolving social construct. It seeks to provide the ability to anticipate and contribute to positive transformation within the educational arena		
PDU3701	Philosophy of Education	<p>The purpose of this module is for students to be thoroughly familiar with the main ideas of the various philosophies discussed in the prescribed book and Wrap Around, and what the implications of these main ideas are for philosophy of education.</p> <p>A philosophical perspective provides the underlying theoretical framework to view and construct our world, and determines the way we think and act, including the way we think and act in education. A theoretical framework is the structure that can hold or support a theory that undergirds a research study.</p>	Blended: Written Assignments and MCQ examination	(7 Markers)
ESC3701	Educational Studies in Context	<p>The purpose of this module is to introduce students to a pluralistic problem-centred approach to Philosophy of education and Sociology of education. In doing so, qualifying graduates are encouraged to reflect critically on the various philosophies of education and come to an understanding of the possible meaning of education to the students and to their communities. The module prepares qualifying graduates to discuss the relationships between the various theoretical frameworks, with special emphasis on African philosophy and epistemological traditions including Indigenous Knowledge Systems (IKS). The module will also provide qualifying graduates with an understanding of the social nature of education as a process and schooling as an evolving social construct to maximise opportunities for teaching and learning by means of social interaction. The module will serve as a framework for the analysis of social change in the South African education and schooling system, with emphasis on issues, such as constitutional and educational social values, social processes stratification in education, linked to social cohesion and social justice on all levels.</p>	Fully online: Written Assignments and examination	(2 Markers)
BEd HONOURS POSTGRADUATE: NQF LEVEL 8				
RSE4801	Research Methods in Education	<p>The purpose of this module is to:</p> <ul style="list-style-type: none"> To prepare students for conducting a research project in education To create an awareness of and an appreciation for the nature and value of research in education To enable student to theories about educational research To develop a critical understanding of the relation between research paradigms, methods and the generation of knowledge 	Fully online: Written 2 assignments and an Examination	(2 Markers)

		<p>To introduce students to approaches, strategies and methods in educational research.</p> <p>To enable student to consider ethical issues in research.to enable student to consider criteria for sound research</p> <p>To enable student to consider ethical issues in research.to enable student to consider criteria for sound research.</p>		
PSE 4801	Philosophy of Education and Sociology of Education	The purpose of the module is to equip students with critical analytical skills to draw on philosophical and sociological foundations and theories of education to address problems in education, teaching and learning.	Fully online: Written Assignments and examination	(2 Markers)
BEd HONOURS POSTGRADUATE: NQF LEVEL 8				
ICH4801	International Comparative and History of Education	The purpose of this module is to provide students with a critical sense of location in the South African education system that will enable them to interpret past and present education developments. The educator will subsequently be able to play a role in contributing towards future education provision, demonstrating responsiveness to changing circumstances and societal needs.	Fully online: Written 2 assignments and an Examination	(2 markers)
HREDU82	Research Project - History of Education	<p>The purpose of this module is to:</p> <p>To prepare students for conducting a research project in education (in the module Research Project in Education)</p> <p>To create an awareness of and an appreciation for the nature and value of research in education</p> <p>To enable student to theorise about educational research.</p> <p>To enable students to formulate a research problem, to locate it in relevant literature and to develop appropriate research design.</p> <p>To develop a critical understanding of the relation between research paradigms, methods and the production of knowledge</p> <p>To enable student to consider ethical issues in research.</p> <p>To write a research proposal</p>	Fully online: Written assignments 4 and a Portfolio	(2 Markers)
HED4806	Comparative and International education	BEdHons (new)	Fully Online Take-home	(5 markers)
HED4809	Sociology of Education	BEdHons (new)	Fully Online Take-home	(5 markers)

HED4804	Philosophy in Education	B Ed Hons (new)	Fully Online Take-home	(5 markers)
HED4805	History of education	BEdHons (new)	Fully Online Take-home	(5 markers)