

**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS, REMARKERS AND EXTERNAL MODERATORS)**  
**DEPARTMENT OF PUBLIC, CONSTITUTIONAL AND INTERNATIONAL LAW**  
**SCHOOL OF LAW**  
**COLLEGE OF LAW**  
**20x MARKERS**  
**REF/CLAW/PCIL/SMT - 102023**

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 Department of Public, Constitutional & International Law is inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers, remarkers and moderators) on a yearly basis. The purpose of these positions are to appoint competent and suitable candidates to complete and execute assessment tasks professionally and ethically as well as to align with the Assessment Policy and Guidelines.

**Requirements:**

- Applicable and relevant equivalent to **NQF level 9** (LLM/MPhil) OR **NQF level 10** (e.g. Ph.D/LLD) with a specialization in **International Law; Administrative Law; Constitutional Law; Human Rights; Statutory Interpretation, Indigenous Law, Education Law or any related disciplines.**
- Experience in legal practice and/or academia is recommended.

**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
- Moderate exit level undergraduate modules and masters modules
- 

### **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 and be able to use discretion judiciously
- 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 please fill the application form by clicking this link <https://forms.office.com/r/v2bavss9VJ> and submit the following documents via e-mail.**

- 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

**Please write the module code of the module you are applying for on the subject line of the e-mail.**

**Note: The required documents should be submitted as a single file (one PDF) to the email provided below.**

Email applications to the attention of [clawmarkers@unisa.ac.za](mailto:clawmarkers@unisa.ac.za)

**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**

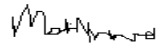
**Independent Contractor (MARKER, REMARKER AND MODERATOR) positions are available in the modules listed in the Department of Public, Constitutional and International Law**

MODULE CODE	MODULE NAME	Purpose of module	Name of Department/School etc.
<b>Bachelor of Laws</b>			
CSL2601	Constitutional Law	The purpose of this module is to enable students to gain knowledge, develop skills and competencies in order that they can analyse and critically evaluate legal materials (the Constitution, legislation, case law and academic opinion) pertaining to the institutional framework within which state power is exercised). The module imparts detailed knowledge, understanding and appreciation of the transformative nature of the Constitution through critical engagement with Constitutional Court jurisprudence. Social justice is an inherent component of the module due to the reference to freedom, equality and dignity that are the foundational values upon which the Constitution (and society) is premised. The paradigm within which the module is taught inculcates student awareness of constitutional imperatives and develops students' ability to Students accredited with this module can formulate legal arguments and to apply their knowledge to practical problems (reflecting real-life scenarios) that may arise in a Constitutional state and the structures created by the Constitution.	Public, Constitutional & International Law/School of Law
IND2601	Indigenous Law	Students, who have completed this module successfully, will be able to analyse legal material (the Constitution, legislation, case law and academic opinion) directly pertaining to customary law ( in particular the law regulating family relationships, and the institutional framework within which traditional leadership exercise its power), and to formulate legal arguments and to apply their knowledge to practical problems that may arise when applying the law to those affected by it. In teaching this module, the transformative Constitutional values of equality, human dignity etc are infused in interpreting and fostering reform of some customary law principles not aligned with such values to reflect the living realities of the people affected by this law. Whilst the module seeks to incorporate ideas and values of the people affected by customary law, it will foster the values of humanness and graduateness on the student's attitudes in the application of this law.	Public, Constitutional & International Law/School of Law

LCP4804	Advanced Indigenous Law	<p>The purpose of this module is to equip students with an advanced understanding and knowledge of the norms and principles of indigenous law. Additionally, this module seeks to expose students to a critical evaluation and theoretical analysis of concepts through an advanced study of cases, statutes and textbooks on the transformation of indigenous law under the Bill of Rights. Consequently, students who complete this module will be equipped with the knowledge, skills, attitudes and competencies to theorise, analyse and critically evaluate legal material; and to formulate relevant legal arguments on the application of indigenous law and its normative values in a constitutional democracy. The module also gives insight to students, lecturers, legal practitioners, communities and judges on the harmonisation of the indigenous law as the warehouse of ubuntu, and the Western component of South African law by promoting the integration of the values of inclusiveness, group solidarity, compassion, respect, humanity and conformity with basic humanitarian norms to the South African legal system.</p>	Public, Constitutional & International Law/School of Law
LCP4809	Education Law	<p>The purpose of this module is for students to gain a well-rounded, systematic knowledge base, to analyse and evaluate legislation, case law and policy pertaining to education law in South Africa. The content of the module conscientises students on the challenges facing the state with regard to the provision of basic education and the remediation of social injustice. Students are required to think critically about the context of education management, public school governance and human rights in the school environment. The module also requires that students are able to apply what they have learnt to practical situations and be able to formulate new and innovative ways to remedy social injustice. This will empowering them to become lawyers who accept their responsibility towards the realisation of a just society based on constitutional democracy within the world legal order. Students accredited with this module can enter legal practice or related fields and implement the principles of education law.</p>	Public, Constitutional & International Law/School of Law

MODULE CODE	MODULE NAME	Purpose of module	Name of Department/School etc.
<b>Diploma in Law</b>			
CPD1501	Citizenship, Public Participation and Democracy	<p>The purpose of this module is to enable students to understand and identify the concepts theories and processes regarding citizenship, democracy and public participation, and also to evaluate what their roles are in society. This module will equip students with competencies to analyse and evaluate situations or scenarios pertaining to citizenship and democracy in South Africa, analyse clients' needs and provide solutions to specific problems.</p> <p>Students who complete this module will be able to operate effectively within the working environment of Paralegals. This module can also be appropriate for those students who are working or intending to work in the public sector; community-based advice offices and private practice. Thus, students who have passed this module will be able to advise, counsel and represents clients in law pertaining to citizens and non-citizens.</p>	Public, Constitutional & International Law/School of Law
EDL3703	Education Law	<p>The purpose of this module is for students to gain knowledge, specific skills, and applied competence in education law to enable them to solve problems relating to education law for continued personal intellectual growth, gainful economic activity and valuable contributions to society.</p>	Public, Constitutional & International Law/School of Law
ADL2601	Administrative Law	<p>Students who have completed this module successfully will be able to apply the norms and principles of administrative law. Additionally, this module seeks to expose students to the complex situations, through case studies and relevant scenarios, which would enable them to apply their knowledge to practical problems that may arise due to requirements for valid and fair administrative action.</p> <p>Consequently, students who complete this module will be equipped with knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (in the light of the right to just administrative action) and to formulate relevant legal arguments. The module recognises the significance of the South African Constitution and that effectively the Bill of Rights advocates for ubuntu, social responsibility and humanised law in the practice of administrative law. The module can also be studied by persons who are administrators in the public or private sectors and managers in all kinds of disciplines.</p>	Public, Constitutional and International Law
FUR2601	Fundamental Rights	<p>The purpose of this module is for students to gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (Bill of Rights) directly pertaining to fundamental rights, to formulate legal arguments and to apply their knowledge to practical problems that may arise from the application of the Bill of Rights and the limitation of fundamental rights.</p>	Public, Constitutional and International Law

		<p>Students who participate in this module armour themselves with a sound theoretical knowledge of the principles on which the law governing fundamental rights (sometimes also called human rights law) is based. Students are required to understand the basic principles on which the protection of fundamental rights are based in South African law and, secondly, to be able to apply your theoretical knowledge to practical problems.</p> <p>Essentially, then, this is a practical subject, which is based on certain theoretical principles. Students will notice that a good deal of emphasis is placed on identifying the issues in problem cases, and then applying the law to them. We think that the practical ("hands-on") nature of the module makes it more "real" and, therefore, more interesting.</p>	
--	--	--	--



---

**Name (CoD: ) Aubrey Manthwa**



---

**Name (School Director: ) – Prof A Dube**



---

**Name (Executive Dean: ) – Prof OJ Kole**