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INDEPENDENT CONTRACTORS (5 EXTERNAL MARKERS)
DEPARTMENT OF SOCIOLOGY
SCHOOL OF SOCIAL SCIENCES
COLLEGE OF HUMAN SCIENCES
(Ref: CHS/SOC/MKR/EM/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:

- a) 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 Sociology is inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers) on a yearly basis. The purpose of this position is to appoint competent and suitable candidates to complete and execute assessment tasks professionally and to ethically align with the Assessment Policy and Guidelines.

Requirements:

- Applicable and relevant equivalent to **NQF level 9** (MA/MSocSci/MPhil OR **NQF level 10** (e.g. PhD/DPhil/DSocSci) Specialization in **Sociology, Social and Behaviour Studies in HIV and AIDS, Sociology of Education, Sociological Theory, Industrial Sociology, Sociological Research, Group Dynamics, Political Sociology, Globalisation Studies, Decolonial Studies, Sociology of Families, or any closely related sub-disciplines.**
- At least 5-years teaching experience (primary or secondary) or relevant experience in the education field (College /University)
- At least 3-years subject methodology teaching experience or 5-years relevant experience in the education field (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 please submit the following documents:

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. Within 6 months certified copies of-
   - Identity document/passport
   - **Highest** qualification as per requirement
   - SAQA verification of foreign qualifications (if applicable)
   - valid permit (foreign applicants).
   ▪ UNISA reserves the right to authenticate all qualifications without any further consent from the applicant
   ▪ The contact details of three contactable references must be provided
   ▪ Unisa is not obliged to fill an advertised position

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

Applicants are expected to first complete the form on the **Portal** https://forms.office.com/r/NBXTWFAA8p and thereafter forward the supporting documents to the attention of **chsmarkers@unisa.ac.za**

 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
Enquiries: **chsmarkers@unisa.ac.za**

Applications sent to the incorrect email address will not be considered.
Late, incomplete and incorrect applications will not be considered.

Independent Contractor (Marker) positions are available in the modules listed in the Department of Sociology:

MODULE CODE	MODULE NAME	PURPOSE OF MODULE	NAME OF DEPARTMENT /SCHOOL
	**Name of Qualification: BA General**		
SOC2601	**Theories of Social Change**	- to enable learners to make systematic sociological analyses of the nature of the phenomenon of social change, understand the causes and consequences of the phenomenon, understand the possibilities and limits to social change, and understand the characteristics of sociological theories of social change.	Sociology / School of Social Science
SOC2602	**Globalisation and Social Change in South Africa**	- assist students understand the importance of globalisation in shaping social, economic, cultural and political changes in contemporary South African society	
SOC2604	**Sociology of Families and Social Problems**	- to equip students with appropriate skills and competencies to be able to analyse families and households at a community, country and global context and identify and describe a selected social problem within their own communities and country.	
EWS2601	**Engaging with Society**	- equip students with an interdisciplinary grounding in the challenges facing their society, increasing their motivation to, and their capacity for, providing solutions to these challenges, as well as the capacity to connect their personal/local situation with the broader social/global environment, and facilitating their ability to think critically and holistically and act effectively.	

SOC3701	Thinking Sociologically: Research methodology	- to equip students with information and skills on how to approach social science research, the research process, specific sociological research techniques, working with data, and reflecting on social research.	Sociology / School of Social Science
SOC3702	Industrial Sociology	- to enable learners to meaningfully engage with the responses to changes in the world of work as well as critically engage with various perspectives on the future of work in the light of contemporary challenges and developments.	
SOC3703	Sociology of Education	- introduce students to the specialised thinking and theorizing in education with a focus on schooling in modern capitalist societies, and facilitate their learning experience in their grasping and understanding of the development of education in South Africa from apartheid to post-apartheid education, including periods of reform, transformation and policy matters affecting the education system.	
SOC3704	Group Dynamics	- build, expand and enrich students' knowledge of significant aspects of the study of groups and collective life; and of the necessity of understanding social phenomena in their broader contexts;	
SOC3705	Theorising Modernity: Sociological Foundations	- to develop critical understanding of central issues in classical and contemporary sociological theory, from classical to contemporary theory.	