



**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)  
DEPARTMENT OF INCLUSIVE EDUCATION  
SCHOOL OF EDUCATIONAL STUDIES  
COLLEGE OF EDUCATION  
UNIVERSITY OF SOUTH AFRICA  
(Ref: CEDU/DIE/MKR/11-2023)**

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 Inclusive Education 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 in ODL) OR **NQF level 10** (e.g. Ph.D/DEd/DPhil/DTech) Specialization in **Inclusive Education/ Learner support/ Special needs Education/ Disability studies or any other related field**
- 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 Inclusive Education, learner support, Curriculum differentiation, and pedagogical content knowledge
- Basic knowledge of assessment and assessment practices
- Basic knowledge 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 meet 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/90uNswHMhY> 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
- 5) 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 [CEDU1@mylife.unisa.ac.za](mailto:CEDU1@mylife.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: 15 November 2023**

**Independent Contractor (MARKER) positions are available in the modules listed in the Department of Inclusive Education**

Module Code	Module Name	Purpose of Module	Inclusive Education and Assessment Mode	Number of markers required
<b>PROGRAMME: HIGHER CERTIFICATE</b>				
<b>DPP1501</b>	Diversity, Pedagogy and Practice	The purpose of this module is to develop students to demonstrate the understanding of the complexity and challenges of diverse learner population and the barriers to learning the learners face. Students should become acquainted with policy and legislature and understand the systemic implication.	Marking of Continuous Assessment module	2 markers
<b>PROGRAMME: DIPLOMA IN GRADE R</b>				
<b>IEA1501</b>	Inclusive Education Approaches	The purpose of the module is to prepare early childhood teachers to understand and accommodate the diverse needs, interests, and abilities of their learners. Individuals will apply their knowledge of the developmental milestones in a flexible manner. Moreover, they will be able to conduct early screening, identification, assessment, support (SIAS)	Marking of Continuous Assessment module	2 markers

		and recognise developmental delays.  This module prepares teachers to teach diverse learners in inclusive educational settings. It also prepares teachers to provide early intervention and learning support to address barriers to learning.		
<b>PROGRAMME: B.Ed. UNDERGRADUATE</b>				
<b>IFP3701</b>	Inclusive Education in the Foundation Phase	The purpose of this module is to equip qualifying graduates with the knowledge and understanding on how to identify and address barriers to learning and development from a holistic perspective in a foundation Phase. The qualifying graduates will also have clear understanding on how to provide necessary support and use different intervention strategies in order to address barriers to learning and development from a diverse and multicultural context. The module will further address the importance of adapting and differentiating curriculum in order to accommodate learners experiencing barriers to learning and development in a Foundation Phase context.	Marking of Assessment and Take-home exam	3 markers
<b>IN3701</b>	Inclusive Education	The purpose of the module is to build the capacity of teachers in inclusive educational settings. Individuals will be able to provide educational support, understand and address barriers to learning in inclusive educational settings and to deal with issues of curriculum adaptations. The agenda of Inclusive Education is equality and success for all; therefore, it serves as a vehicle that could equip teachers with the necessary skills and attitudes to work in a diverse classroom. This module prepares teachers to work in mix-ability/inclusive educational settings. It also provides access to learning for teachers to specialise in Inclusive education.	Marking of Continuous Assessment module	18 markers
<b>PROGRAMME: POSTGRADUATE DIPLOMA IN INCLUSIVE EDUCATION</b>				
<b>INC4801</b>	Perspective in Inclusive Education	Inclusive Education reflects the realities of our diverse society and enhances social cohesion. Inclusion is the keystone of current education policy driven by Human Rights principles as	Marking of Continuous Assessment module	1 marker

		<p>well as national and international imperatives.</p> <p>The purpose of this model is to build the knowledge base of practitioners in inclusive settings in order for them to be conversant in this field of study. The module also aims to enable students to approach the discipline in an informed way. Students credited with this module will be sensitive to the needs of learners with barriers to learning. They will also be able to promote issues of Human Rights based on knowledge of legislation. They will be capable of interrogating and critiquing current policies in relation to various pedagogical theories as well as African philosophies. This knowledge will enable them to assess the progress made in the implementation of policies at school, regional and national levels.</p> <p>This module will be useful to persons involved in inclusive education settings, including teachers, education specialists as well as other professionals involved with learners with diverse needs.</p>		
<b>INC4802</b>	Teaching Strategies for Inclusivity	<p>Inclusive Education requires specific teaching strategies to address individual needs to enable all learners to learn successfully. The purpose of this module is to increase the competence and confidence of teachers working in inclusive situations. The module also aims to equip students with relevant theoretical knowledge, teaching skills and assessment strategies that will empower them to respond to individual needs of learners.</p> <p>Students credited with this module will be able to adapt the curriculum according to the individual needs of learners including and those who experience barriers to learning. They will also be able to put relevant classroom management techniques into practice.</p> <p>This module will be especially useful to teachers involved in inclusive education settings. However, it will also be useful to</p>	Marking of Continuous Assessment module	1 marker

		education specialists and other professionals involved with learners with diverse needs.		
<b>INC4803</b>	Communicating in Inclusive Settings	<p>The realities of our diverse society require teachers to communicate effectively with a wide range of people. The principles of Inclusive Education emphasise the need for open, respectful communication between learners, teachers, parents, and community members.</p> <p>The purpose of this module is to empower students to communicate effectively in visual, oral or written modes in the inclusive classroom and with members of community with hearing, visual and intellectual impairment.</p> <p>Students credited with this module will be able to treat all learners as individuals. They will also be able to communicate their teaching aims and academic expectations clearly to all learners. They will appreciate the value of providing meaningful feedback.</p> <p>This module will be especially useful to teachers involved in inclusive education settings. However, it will also be useful to education specialists and other professionals involved with learners with diverse needs.</p>	Marking of Assessment and Take-home exam	1 marker
<b>INC4804</b>		<p>Teaching does not involve only the transmission of information. Teachers must be aware that all learners are unique with idiosyncratic ways of functioning. They should be able to offer and receive support and work towards accepting and accommodating the individual needs of all learners.</p> <p>The purpose of this module is to equip students with knowledge, skills and attitudes that will enable them to support learners with diverse needs in appropriate ways.</p> <p>Students credited with this module will adopt a positive attitude towards diversity in society. They will also appreciate</p>	Marking of Continuous Assessment module	1 marker

		<p>their own roles in ensuring that all learners succeed in reaching their potential.</p> <p>This module will be especially useful to teachers involved in inclusive education settings. However, it will also be useful to education specialists and other professionals involved with learners with diverse needs.</p>		
<b>INC4805</b>	Research in Inclusive Education	<p>Research is an important aspect of post graduate education. The purpose of this module is to equip students with a sound understanding of the key issues regarding the conduct of research and professional presentation of research findings in a variety of contexts. It also aims to provide students with the necessary skills to interpret, evaluate, judge and apply the concepts, principles and techniques of appropriate scientific methods of inquiry.</p> <p>Students credited with this module are able to think critically and holistically when dealing with real-life challenges when conducting research, identify a research problem, do a literature review, decide on research methodology, plan a research project, and create a research proposal. This module will be useful to persons involved in inclusive education settings, including teachers, education specialists as well as other professionals involved with learners with diverse needs.</p>	Marking of Assessment and Portfolios	1 marker