



**INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)
DEPARTMENT OF PSYCHOLOGY OF EDUCATION
SCHOOL OF EDUCATIONAL STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA**

**REFERENCE:
CEDU/POD/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 Psychology of 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 OR **NQF level 10** (e.g., Ph.D./DEd/DPhil/DTech) Specialization in **Psychology of Education/Educational Psychology 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 please fill the application form by clicking this link [_https://forms.office.com/r/ntfS0808Xx](https://forms.office.com/r/ntfS0808Xx) and submit the following documents via email.

- 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: 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

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: 07 December 2023

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

MODULE CODE	MODULE NAME	Purpose of module	Psychology of Education Delivery and Assessment Mode
B. ED UNDERGRADUATE: NQF LEVELS 5 7			
CAD1501	Child Adolescent Development	<p>Higher Certificate: LEVEL 5 Purpose: The module provides an overview of the physical, cognitive, emotional, social, and moral development stages of children and adolescents. Successful candidates will develop basic knowledge assumed for all potential teachers by having a basic understanding of the - different human development theories aimed at the child and adolescent life phases, and - aspects that may influence the successful mastery of development tasks and the effect these have on the well-being of the individual.</p>	4 Markers
GCS1501	Guidance, Counselling, and Life Skills Development	<p>Higher Certificate: LEVEL 5 Purpose: The module provides an overview of the guidance, counselling life skills domains. Successful candidates will develop an understanding of the core concepts, key terms, fundamental theories, rules, and general principles underpinning guidance, counselling, and life skills. Qualifying candidates will be able to demonstrate an informed understanding of these domains assumed for all teachers teaching in diverse settings. Candidates will further be in a position to make an informed decision if they would like to become specialist life orientation teachers and/or educational psychologists in future.</p>	3 Markers
IPS1501	Introduction to Personal and Social Well-being	<p>B. ED UNDERGRADUATE: NQF LEVEL 5 LIFE SKILLS Purpose: The primary purpose of this module is to provide a fundamental understanding of life skills in general; what life skills are about, the different topics to be included in the Life Skills' teaching plan to promote personal and social wellbeing, teaching methods and the assessment of life skills within divers teaching and learning contexts. Graduates are equipped with the required subject content knowledge base, theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers. Students' theoretical understanding is enriched by contextualizing different theoretical frameworks, observing human rights and taking African philosophies/Indigenous Knowledge Systems into consideration.</p>	2 Markers
CSP2601	Care and Support for Personal and Social Well-being	<p>B. ED UNDERGRADUATE: NQF LEVEL 6 LIFE SKILLS Purpose: The primary purpose this module has is to fulfil the specialist requirements for teaching Life Skills as a subject. The study content deepens pedagogical knowledge of teaching life skills underpinning situational learning. Students' theoretical understanding is deepened and strengthened by interrogating, appreciating, and contextualizing theoretical frameworks and policy documents, observing human rights, and taking</p>	3 Markers

	<p>African philosophies/Indigenous Knowledge Systems into consideration when teaching life skills. This module further equips graduates with basic guidance and counselling skills they need in order to render care and support to learners in need within their ethical scope of practice as Life Skills teachers. Students are exposed to various learning opportunities that will enable them to demonstrate competencies and responsibility as academically and professionally qualified beginner life skills teachers.</p>	
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TMN3703	Teaching Life Skills	B. ED: UNDERGRADUATE: LEVEL 7 LIFE SKILLS Purpose: The purpose of this module is to obtain knowledge, skills, values, and attitudes to teach Life Skills in the Intermediate Phase of the General Education and Training Band. The purpose is also to obtain foundational, practical, and reflexive competences to facilitate the teaching and learning of Life Skills on a beginner teacher's level.	5 Markers
TMS3722	Teaching life orientation in the senior phase	B. ED: UNDERGRADUATE: LEVEL 7 LIFE ORIENTATION Purpose: The purpose of this module is to ensure that qualifying student teachers: - acquire the knowledge, skills, values and attitudes that will enable them to teach Life Orientation in the senior phase; - integrate knowledge and skills acquired from other modules in the qualification such as Instructional studies, Curriculum Development and Implementation, Assessment, Classroom management, Inclusive Education and the disciplinary knowledge in the subject to develop and enhance their teaching ability, preparing them to fulfil their roles as a classroom teacher in the varying contexts of South African classrooms; - acquire, integrate and practice their foundational, practical and reflexive competences to prepare them to facilitate the teaching and learning of Life Orientation on a beginner teacher's level.	2 Markers
PED3701	Psychology of Education	B ED: UNDERGRADUATE: LEVEL 7 Online module: Compulsory Purpose: The purpose of this module is to explore adolescents in their totality as individuals and focusses on the nature of development (physical, cognitive, social, emotional, moral, spiritual etc.) and learning. The module considers learning challenges, the understanding of learning, learning styles, motivation and learner differences. It focuses on the understanding that assumptions about the nature of learners (development) and learning underpin all decisions made by classroom teachers. These discussions will be taken further in the modules: Educational Studies in context and Inclusive Education.	3 Markers
DT3701 New module 2024	Family and caregiver support	Advanced Diploma: NQF LEVEL 7 Teaching and Learning Support Purpose: The purpose of the module is to offer intellectual enrichment by deepening teachers' systematic understanding of the current thinking, theory and practice in relation to family and caregiver support. The psychosocial challenges in society demand an enhanced specialization to further develop teachers' roles in teaching and learning support in education, and this includes support provided to the family and other caregivers. Equipped students will possess focused knowledge of the contextual barriers within the family that might affect teaching and learning. Various sources of information will be gathered and validated, for example, United Nations Global Compact (UNGC), in order to identify challenges that families in the African context experience and to provide mechanism to assist in overcoming the challenges. It is expected of students to apply theories and evidence-based practices, critically reflect and act ethically in their practices in relation to the family eco-system.	2 Markers
ADT3702 New module 2024	Learner Care and Support	Advanced Diploma: NQF LEVEL 7 Teaching and Learning Support Purpose: The purpose of this module is to enhance teachers' understanding and their knowledge and skills regarding extending <i>care and support</i> to their learners. Successful students will understand their role and function within the multidisciplinary team in rendering classroom support through purposeful intervention strategies. The knowledge gained from this module will allow qualifying students to offer <i>care and support</i> where learners' cognitive, behavioural, emotional, social and learning matters within a systemic school environment, are concerned. <i>Care and support</i> are contextualized within African Knowledge Systems	2 Markers

ADT3703 New module 2024	School and Community Support	<p>Advanced Diploma: NQF LEVEL 7 Teaching and Learning Support Purpose: The purpose of this module is to deepen teachers' knowledge and systemic understanding with the focus on school and community support. This module aims to:</p> <ul style="list-style-type: none"> • prepare students with the ability to formulate and undertake strategies to support teachers regarding challenges in the school and community. Relevant policies and legislations will be applied with specific reference to school and community support. • promote the role of the school as a supportive, enabling learning environment within an African context. • Support the practice of teaching and learning through intersectoral and multi-disciplinary collaboration. <p>Qualifying students are equipped with skills to coordinate the institutional support of the school, identifies institutional needs, collectively develops strategies to address needs and barriers to learning, monitors the availability and use of resources, and assesses the general operation of the school. Students qualifying in this module should be able to understand learners from diverse contexts and will concentrate on teaching and learning support and on overcoming barriers in the classroom</p>	2 Markers
ADT3704 New module 2024	Teacher Support	<p>Advanced Diploma: NQF LEVEL 7 Teaching and Learning Support Purpose: The purpose of this module is to provide knowledge regarding the roles and responsibilities, rights and wellbeing of teachers for advancement of physical, cognitive and psycho-social enrichment. Furthermore, this module will offer intensive and focused detailed knowledge of some challenges in the classroom with practical skills to deal with these challenges in the light of changing circumstances within the African context. This module will stimulate a systematic understanding of current thinking, practice, theory, and methodology relating to teacher support. The student will be expected to relate and apply the knowledge. gained to a given context by making use of scenarios, which will ensure continuing professional development for teachers.</p>	2 Markers
ADT3705 New module 2024	Theoretical Framework and Legislation underpinning Teaching and Learning support	<p>Advanced Diploma: NQF LEVEL 7 Teaching and Learning Support Purpose: The purpose of the module is to strengthen students' deep understanding of the body of knowledge regarding the implementation of theoretical frameworks/ models, legislation and policies underpinning teaching and learning. These documents provide a pathway to identify, analyse and address barriers to learning and teaching as well as psychosocial issues within a diverse teaching and learning environment. Infusion of African philosophies is embraced when designing learning and teaching support. Teachers' (students') intellectual independence is enhanced.</p>	2 Markers
B. ED POSTGRADUATE: NQF LEVEL 8			

PGL4801	Africanisation within the context of Life Orientation	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 LIFE ORIENTATION Purpose: The purpose of this module is to deepen and broaden the teachers' knowledge regarding theoretical frameworks, policies, Acts that are applicable to Life Orientation within the teaching and learning context. The knowledge and skills gained from this module will equip teachers with relevant African philosophies and other theories which will be practically applied in their teaching and learning contexts. The module enables qualifying students to know the theories forming a lens for understanding diverse complex situations. In applying principles that address learners' rights and dynamic environment, teachers will be in a position to address challenging situations competently. Furthermore, qualifying students will be in a position to use African philosophies to use a range of skills to reflect critically in their practice. Intellectual independence is fostered through indigenous practices and other theoretical underpinnings that will equip teachers with facilitation skills, problem solving and work integrated learning in the holistic development of learners.</p>	1 Markers
PGL4802	Facilitation of Life Orientation in diverse Teaching and Learning contexts	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 LIFE ORIENTATION Purpose: The purpose of this module is to strengthen and deepen teachers' applied knowledge in the facilitation of Life Orientation. Qualifying students should be able to apply pedagogical content knowledge and techniques of teaching LO in a range of diverse contexts. Professionalism and ethical conduct should be displayed by teachers in the teaching practice of LO. Qualifying students should be able to use a range of specialized skills to identify, analyse and address complex or abstract problems drawing from a body of pedagogical content knowledge. Students will be able to reflect on the facilitation of pedagogical content knowledge infusing African philosophies.</p>	1 Marker
PGL4803	Linking the world of school and the world of work	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 LIFE ORIENTATION Purpose: The purpose of this module is to provide teachers with in-depth knowledge, and critical engagement in the current developments in career guidance. Qualifying students are equipped with the understanding of the process of the interrelatedness of career and personal development. Students are introduced to theoretical perspectives and approaches in career guidance from an African perspective, work integrated learning that is problem/project based provides learning opportunities in order to apply theory to practice. The module enables students to identify, critically analyse and address complexities in the world of work. Qualifying students will be able to access, process and manage information in order to impart knowledge and skills to develop creative responses in dynamic work environments. Students critically reflect on human rights, ethical conduct within safe work environments. Students are encouraged to be professional, accountable, responsible, and independent in decision making.</p>	1 Marker

PGL4804	Promoting values and spiritual intelligence in education	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 LIFE ORIENTATION Purpose: The purpose of the module is to strengthen and deepen the teachers' knowledge in the subject Life Orientation with regard to values in education and spiritual intelligence. Qualifying students will be equipped with skills to explore the interrelated aspects of being human in order to understand humanity and the need for values in education. Furthermore, students will examine the current landscape in South Africa, with regard to the implementation of values in education including human rights. They will also reflect on values from an African perspective as well as other approaches currently applied in educational settings. Students will consider the role of spiritual intelligence, as the innate wisdom that precedes the acquisition of value and introduce a groundbreaking approach to understanding values in education. They will be able to critically reflect on ethical issues regarding the suitability of different value systems within diverse contexts. Finally, the qualifying student will explore, take responsibility be accountable for their work, use of resources and be able to make decisions.</p>	1 Marker
PGL4805	Understanding, counselling, and supporting learners from diverse contexts	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 LIFE ORIENTATION Purpose: The purpose of this module is to deepen and strengthen the students' applied competence regarding challenges that learners encounter in and outside the classroom context. Qualifying students will be equipped with counselling skills within their professional practice in the teaching and learning environment. Students in this module will be able to understand learners from diverse contexts and render teaching and learning support reflecting good human rights practice and Africanisation. The candidates will be able to identify and address ethical issues within the teaching and learning environment and critically reflect the applicability of different ethical value systems relating to specific contexts. Students will be responsible and accountable for their work, decision-making and use of resources.</p>	1 Marker
PDP4801	Psychology of Education and Child Development	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 PSYCHOLOGY OF EDUCATION Purpose: The purpose of this module is to provide students with background to the discipline of Educational Psychology and Child Development. Qualifying students will enhance their knowledge of various theoretical frameworks, perspectives, models as well as policy documents that pertain to Educational Psychology. Students will be introduced to a range of child development theories and required to gain in-depth understanding of educationally at-risk learners as well as the factors that contribute to their personal and academic challenges within the South African school context.</p>	2 Markers
PDP4802	Cognition and Learning	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 PSYCHOLOGY OF EDUCATION Purpose: This module intends to provide students with information about the relationship between cognition and learning according to constructivist learning principles. Qualifying students will enhance their knowledge of learning, educational neuroscience, multiple intelligences, and talent identification. The purpose of this module is to introduce students to the key role of cognition in the learning process. This module will enhance the students by teaching them aspects of the learning process.</p>	2 Markers

PDP4805	Applying action research for improved practice	PG DIP: POSTGRADUATE: NQF LEVEL 8 PSYCHOLOGY OF EDUCATION Purpose: The purpose of this module is to provide students with the necessary theory in line with the requirements at the NQF 8 level. It offers the theoretical underpinnings in order to identify the characteristics of action research and be able to distinguish the basic steps in action research. The module introduces the student to the ethics surrounding action research, deciding on an area of focus, data collection techniques and considerations, data analysis and interpretation, action planning to facilitate change, writing up and the evaluation of action research.	1 Marker
PDT4801	Creating and maintaining a psychosocial safe environment for teaching and learning	PG DIP: POSTGRADUATE: NQF LEVEL 8 Teaching, Learning, Care and Support Purpose: The purpose of this module is to providing teachers with the skills on how to create and maintain a conducive teaching and learning environment that fosters well-being, resilience, and coping, as well as learning how to implement and apply these skills in practice. This module aims to strengthen and expand the teacher's experiential knowledge on what is meant by a psychosocial safe environment for teaching and learning in the African context. This module involves a high level of theoretical and practical engagement, as well as intellectual independence where it is expected from the student to relate and apply the knowledge gained to his/her unique teaching and learning professional environment by using work integrated learning. The development of the relevant professional skills will motivate and inspire teachers to make a difference in their classrooms and school environments by creating and taking on advanced leadership roles in their specific situations.	2 Markers
PDT4802	Psychosocial Support and Project Management in diverse teaching and learning environment	PG DIP: POSTGRADUATE: NQF LEVEL 8 Teaching, Learning, Care and Support Purpose: The module's purpose is to enable teachers to gain an experiential understanding of their roles and responsibilities as active multi-disciplinary team members in rendering psychosocial support in promoting psychosocial wellbeing within diverse school settings by taking into consideration African philosophies and observing individual and group human rights. Teachers are enabled within their scope of practice to facilitate support to the identified learner by applying theory and principles of guidance, counselling, case, and project management. The module is rooted in cutting edge theories. Fundamental understanding of counselling and project management is offered to students by interrogating, appreciating, and contextualizing the body of knowledge. Work integrated learning in the form of problem-based learning and/or project-based learning assist students to undertake leadership roles by acquiring the necessary skills to apply theory in practice illustrating intellectual independence.	2 Markers

PDT4803	Teacher wellbeing	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 Teaching, Learning, Care and Support Purpose: The purpose of this module is to equip students with skills to implement theoretical knowledge into practice to the issue of the psychosocial wellbeing of teachers. Qualifying students will enhance their detailed knowledge, insight and application of theories, models, policy documents and research findings that pertain to teacher wellbeing in the South African context in particular. Students will be introduced to a range of perspectives and will be required to gain an in-depth understanding of the importance of teacher wellbeing; of factors that impact on wellbeing in general and in the African context in particular; of how teacher wellbeing can be determined; and of ways to enhance their wellbeing. Students will need to demonstrate the ability to apply procedures in an ethically acceptable manner within their scope of practice to determine the wellbeing of teachers and to design a creative response to enhance their wellbeing</p>	2 Markers
PDT4804	The vulnerable learner	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 Teaching, Learning, Care and Support Purpose: The purpose of this module is to equip students with skills to implement theoretical knowledge into practice to the issue of the psychosocial wellbeing of teachers. Qualifying students will enhance their detailed knowledge, insight and application of theories, models, policy documents and research findings that pertain to teacher wellbeing in the South African context in particular. Students will be introduced to a range of perspectives and will be required to gain an in-depth understanding of the importance of teacher wellbeing; of factors that impact on wellbeing in general and in the African context in particular; of how teacher wellbeing can be determined; and of ways to enhance their wellbeing. Students will need to demonstrate the ability to apply procedures in an ethically acceptable manner within their scope of practice to determine the wellbeing of teachers and to design a creative response to enhance their wellbeing.</p>	2 Markers
PDT4805	Theoretical frameworks and legislation underpinning psychosocial wellbeing in teaching and learning environments	<p>PG DIP: POSTGRADUATE: NQF LEVEL 8 Teaching, Learning, Care and Support Purpose: The module strengthens students' deep understanding of the body of knowledge with regard to theoretical frameworks/models, legislation and policies underpinning psychosocial wellbeing in the teaching and learning environment. Legislation with regard to child welfare and psychosocial wellbeing, education policy documents and theoretical frameworks provide a pathway to identify, analyse and address psychosocial issues within diverse teaching and learning environments. Infusion of African philosophies embraces the spirit of Ubuntu when addressing learners' psychosocial needs. Awareness of policies acquires students to apply ethical standards and professionalism when addressing psychosocial issues. Teachers' intellectual independence is fostered by creating work integrated learning opportunities to apply and transfer standard policies while reflecting critically on theoretical models/framework in diverse contexts.</p>	2 Markers

HED4814 New module 2024	Psychology of Education	BACHELOR OF EDUCATION HONOURS: POSTGRADUATE: NQF LEVEL 8 Psychology of Education Purpose: The purpose of this module is to provide students with a deep understanding of teaching and learning within Psychology of Education theory and introduce them to a range of readings to enable them to develop innovative and contextually relevant responses to learning issues. Students are required to investigate and interrogate knowledge and skills related to the dynamic interrelationship between teaching, learning within the context of Psychology of Education.	3 Markers
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