

No. 903

29 August 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

Indigenous Knowledge Systems

registered by Organising Field 05, Education, Training and Development, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The full Qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address ***below and no later than 29 September 2008***. All correspondence should be marked **Standards Setting – Indigenous Knowledge Systems** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D. Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: dmphuthing@saga.org.za


DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:***Bachelor: Indigenous Knowledge Systems***

SAQA QUAL ID	QUALIFICATION TITLE		
63429	Bachelor: Indigenous Knowledge Systems		
ORIGINATOR		PROVIDER	
TT - Indigenous Knowledge Systems			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	7 - Human and Social Studies	Rural and Agrarian Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	480	Level 7	Regular-ELOAC

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

This is a multi-disciplinary Qualification which has been designed to prepare learners with the necessary knowledge and skills relating to Indigenous Knowledge Systems (IKS). The Qualification is based on a holistic approach to understanding IKS and lays a solid foundation for learners to gain academic and practical competencies which will enable them to apply theoretical knowledge and understanding in a range of contexts including health sciences, traditional leadership, tourism, communication, agriculture, nature conservation, arts and culture, heritage, education, law, human and social sciences, physical planning and construction, etc.

The multi-disciplinary nature of this Qualification will enable learners to promote IKS through being conversant with the concepts, theories, philosophies and values of IKS. In addition, the structure of the Qualification provides scope for specialisation in a domain of IKS, which is relevant to the learner's area of interest or work. The Qualification will also equip learners with sufficient research competencies to undertake further studies at a higher level.

Rationale:

This Qualification has been designed to meet a critical need and shortage of skills in the country through ensuring the development and recognition of learners who will promote and enable Indigenous Knowledge Systems (IKS) to play a greater role in strengthening and contributing to social and economic transformation across different contexts in South Africa. The influence and effects of globalisation on knowledge systems mean that there is a greater need to challenge orthodox ways and help to create a platform to bridge IKS with other knowledge systems. In addition the Bachelor: Indigenous Knowledge Systems Qualification is critical for:

- > Promoting synergy, awareness, understanding and helping to reduce the gap between how people live and learn.
- > Promoting cooperation between educational institutions, business, industry and local communities.
- > Affirming African cultural values and integrating IKS into the formal educational system.
- > Interfacing with other knowledge systems and enhancing cross-cultural understanding.
- > Contributing to sustainable livelihoods and development through utilizing IKS as a resource in the development process.

- > Interfacing with mainstream sciences.

The learning pathway for learners exiting this qualification is as follows:

- > Master of Indigenous Knowledge Systems (M: IKS)
- > Doctor of Indigenous Knowledge Systems (D: IKS).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners have achieved competency in the following:

- > Communication skills at National Qualifications Framework (NQF) Level 4.
- > Mathematical Literacy at NQF Level 4.
- > Computer literacy at NQF Level 3.

Recognition of Prior Learning:

This Qualification may be achieved in part (or whole) through the recognition of relevant prior knowledge, learning and/or experience. The learner must be able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. As part of the provision of recognition of prior learning providers are required to develop a structured means for the assessment of individual learners against the Exit Level Outcomes of the Qualification on a case-by-case basis. A range of assessment tools and techniques should be used which have been jointly decided upon by the learner and the assessor. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors. The same principles that apply to assessment of this Qualification also apply to recognition of prior learning.

Learners may provide evidence of prior learning for which they may receive credit towards the qualification by means of portfolios or other forms of appropriate evidence as agreed to between the relevant provider and relevant Education, Training and Quality Assurance (ETQA) body or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

RPL is particularly important, as there are people in the profession with a variety of qualifications of differing quality and scope. It is important that an RPL process be available to assist in making sense of existing qualifications, and helping to standardise qualifications towards a common standard.

Access to the Qualification:

It is recommended that learners who wish to enrol for this Qualification should be in possession of a Matriculation exemption Qualification or relevant skills and experience at the discretion of the provider or the destination institution.

QUALIFICATION RULES

In order to be credited with this Qualification, learners are required to achieve a minimum of 480 credits.

The Fundamental component (minimum 120 credits) is compulsory and covers the following knowledge areas:

- > Discourses of Indigenous Knowledge Systems.
- > Major concepts, theories, philosophies and methodologies.
- > Different knowledge systems.

> Research methodologies.

The Core component (minimum 240 credits) is compulsory and covers the following knowledge and application areas:

- > Major concepts, theories and methodologies related to Indigenous Knowledge Systems.
- > Discourses of Indigenous Knowledge Systems.
- > Inter-dependence and inter-relationship between different knowledge systems.
- > Evaluating IKS and developing strategies to deal with issues/problems.
- > Ethical and legal values.
- > Conducting research relating to IKS.

The Elective component (minimum 120 credits) includes the following practical placement specialisation options:

- > Indigenous Environmental Knowledge and Socio Ecological Studies.
- > Indigenous Biodiversity and Bioprospecting.
- > Indigenous Science, Technology and Innovation Systems.
- > Indigenous Knowledge Development and Management Systems.
- > Indigenous African Systems.
- > Indigenous Health Systems.
- > Indigenous Laws.
- > Information and Communication Technologies for IKS.

EXIT LEVEL OUTCOMES

1. Demonstrate knowledge and application of the major concepts, theories and methodologies related to Indigenous Knowledge Systems.
2. Engage with and communicate the discourses of Indigenous Knowledge Systems.
3. Demonstrate knowledge and understanding of the inter-dependence and inter-relationship between different knowledge systems.
4. Plan and conduct research in a specific IKS specialisation relating to a particular context of practice and application.

Critical Cross-Field Outcomes:

This Qualification addresses the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made when:

- > A critique is made of the dominant perspectives of IKS.
- > The concepts, theories, methodologies and values of IKS are applied to relevant situations.
- > The realities and theories of IKS are interrogated.
- > The roles of Indigenous Knowledge Systems are discussed and interrogated.
- > Applicable IKS theories and methodologies are used to analyse and propose solution.
- > A research proposal is formulated which identifies a problem related to own IKS practical field of specialisation.
- > Research is conducted in accordance with the research proposal and prescribed ethical principles.

Working effectively with others as a member of a team, group, organisation or community when:

- > Different types of Indigenous Knowledge Systems (IKS) are discussed and analysed.
- > The role of IKS related values is acknowledged, explained and applied to promote social cohesion.
- > Social issues are evaluated using IKS theories and methodologies.
- > Life cycles across indigenous communities are evaluated.
- > Research is planned and conducted in the context of a chosen IKS practical field of specialisation.
- > A research proposal is formulated which identifies a problem and or formulate hypothesis.
- > Research methodologies are analysed.
- > Research is conducted in accordance with the research proposal and prescribed ethical principles.
- > Findings, conclusions and recommendations are presented.
- > Research findings are reported.

Organising and managing oneself and one's activities responsibly and effectively when:

- > Demonstrating knowledge and application of the major concepts, theories and methodologies.
- > The concept of Indigenous Knowledge Systems (IKS) is defined and distinguished.
- > The concepts of evolution, ecology and cosmology are explained.
- > Theories of IKS are defined, analysed and synthesized.
- > The concepts, theories, methodologies and values of IKS are understood and applied.
- > A critique is made of the dominant perspectives of IKS and an indication is given.
- > Research is planned and conducted in the context of a chosen IKS practical field of specialisation.
- > A research proposal is formulated which identifies a problem.
- > Research methodologies are analysed.
- > Research is conducted in accordance with the research proposal and prescribed ethical principles.
- > Findings, conclusions and recommendations are presented.
- > Research findings are reported.

Collecting, analysing, organising and critically evaluating information when:

- > Research is planned and conducted in the context of a chosen IKS practical field of specialisation.
- > A research proposal is formulated which identifies a problem.
- > Research methodologies are analysed.
- > Research is conducted in accordance with the research proposal and prescribed ethical principles.
- > Findings, conclusions and recommendations are presented.
- > Research findings are reported.

Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion when:

- > Engaging and communicating the discourses of Indigenous Knowledge Systems.
- > Different types of Indigenous Knowledge Systems (IKS) are discussed and analyzed.
- > The realities and theories of IKS are interrogated.
- > The potential of IKS for social and economic transformation is analysed.
- > The role of IKS related values is acknowledged, explained and applied.
- > The values and range of IKS paradigms are applied.
- > A critique is made of the dominant perspectives of IKS and an indication is given.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- > The concept of Indigenous Knowledge Systems (IKS) is defined and distinguished.
- > The concepts of evolution, ecology and cosmology are explained.
- > Theories of IKS are defined, analysed and synthesised.
- > Life cycles across indigenous communities are evaluated.
- > Research is conducted in accordance with the research proposal and prescribed ethical principles.
- > Research findings are reported and a critical reflection of the IKS strategies and processes is made.

Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- > Demonstrate knowledge and understanding of the inter-dependence and inter-relationship.
- > The roles of Indigenous Knowledge Systems are discussed and interrogated.
- > Applicable IKS theories and methodologies are used to analyse and propose solutions.
- > Social issues are evaluated using IKS theories and methodologies.
- > Life cycles across indigenous communities are evaluated.

Contribute to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance when:

- > A critique is made of the dominant perspectives of IKS and an indication is given.
- > Different types of Indigenous Knowledge Systems (IKS) are discussed and analysed.
- > The realities and theories of IKS are interrogated.
- > Life cycles across indigenous communities are evaluated to demonstrate the interrelationship and interdependence.
- > Research findings are reported and a critical reflection of the IKS strategies and processes is made.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit-Level-Outcome 1:

- 1.1 The concept of Indigenous Knowledge Systems (IKS) is defined and distinguished from other bodies of knowledge.
- 1.2 The concepts of evolution, ecology and cosmology are explained in terms of their relationship with Indigenous Knowledge Systems.
- 1.3 Theories of IKS are defined, analysed and synthesized to show the relationship with other knowledge systems.
 - > Range: Theories include signatures, functionalism and structuralism.
- 1.4 The concepts, theories, methodologies and values of IKS are understood and applied to relevant situations.
 - > Range: Methodologies refer to approaches, applications of theories in practice.
- 1.5 A critique is made of the dominant perspectives of IKS and an indication is given of the limitations and strengths of each in the context of application.

Associated Assessment Criteria for Exit-Level-Outcome 2:

- 2.1 Different types of Indigenous Knowledge Systems (IKS) are discussed and analysed in terms of their dynamic nature and related values.
- 2.2 The realities and theories of IKS are interrogated in terms of their contribution to other knowledge systems.
- 2.3 The potential of IKS for social and economic transformation is analyzed in order to determine its contribution to sustainable development.
- 2.4 The role of IKS related values is acknowledged, explained and applied in order to promote social cohesion and nation building.
 - > Range: IKS related values includes but is not limited to Ubuntu.
- 2.5 The values and range of IKS paradigms are applied to current specific situations.

Associated Assessment Criteria for Exit-Level-Outcome 3:

- 3.1 The roles of Indigenous Knowledge Systems are discussed and interrogated in terms of their contribution to solving social problems.
- 3.2 Applicable IKS theories and methodologies are used to analyze and propose solutions to social problems.
- 3.3 Social issues are evaluated using IKS theories and methodologies for strategic decision making.
- 3.4 Life cycles across indigenous communities are evaluated to demonstrate the interrelationship and interdependence between different knowledge systems.
 - > Range: Indigenous communities refer to African and other global indigenous communities.

Associated Assessment Criteria for Exit-Level-Outcome 4:

- 4.1 A research proposal is formulated which identifies a problem related to a particular IKS context of practice and application.
 - > Range: The proposal is formulated to include a rationale, objectives, methodology and research plan.
- 4.2 Research methodologies are analyzed for their relevance to the specific research topic.
 - > Range: Methodologies include quantitative and qualitative differences related to rules, principle and theories.
- 4.3 Research is conducted in accordance with the research proposal and prescribed ethical principles using the relevant research methodology.
 - > Range: Conducting research includes gathering and processing, capturing, evaluating and interpreting information.
- 4.4 Findings, conclusions and recommendations presented are relevant to the research proposal and consistent with supporting data.
- 4.5 Research findings are reported and a critical reflection of the IKS strategies and processes is made for future IKS research.
 - > Range: The report should include but not limited to a mini dissertation in compliance with institutional formats.

Integrated Assessment:

The importance of integrated assessment is to confirm that the learner is able to demonstrate applied competence (practical, foundational and reflexive) and ensure that the purpose of this Qualification is achieved. Both formative and summative assessment methods and strategies are used to ensure that the Exit Level Outcomes and the purpose of the Qualification are achieved. Learning, teaching and assessment are inextricably linked.

Learning and assessment should be integrated and assessment practices must be fair, transparent, valid and reliable. A variety of assessment strategies and approaches must be used. This could include tests, assignments, projects, demonstrations and/or any applicable

method. Evidence of research capability must be demonstrated through the submission of original work which speaks to analytical thinking, problem solving, and integration of theory and practice as deemed appropriate at this level.

Formative assessment is an on-going process which is used to assess the efficacy of the teaching and learning process. It is used to plan appropriate learning experiences to meet the learner's needs. Formative assessments can include a mix of simulated and actual (real) clinical practice or authentic settings. Feedback from assessment informs both teaching and learning. If the learner has met the assessment criteria then s/he has achieved the Exit Level Outcomes of the Qualification.

Summative assessment is concerned with the judgement of the learning in relation to the Exit Level Outcomes of the Qualification. Such judgement must include integrated assessment(s) which test the learners' ability to integrate the larger body of knowledge, skills and attitudes, which are represented by the Exit Level Outcomes. Summative assessment can take the form of oral, written and practical examinations as agreed to by the relevant ETQA.

Integrated assessment must be designed to achieve the following:

- > An integration of the achievement of the Exit Level Outcomes in a way that reflects a comprehensive approach to learning and shows that the purpose of the Qualification has been achieved.
- > Judgement of learner performance to provide evidence of applied competence or capability.

INTERNATIONAL COMPARABILITY

In ensuring international comparability, the Bachelor of Indigenous Knowledge Systems degree was compared against the norms and standards contained in the qualification frameworks developed for Canada, Alaska, Australia and New Zealand. In addition, the qualification standard was constructed bearing in mind the design of first bachelor degrees in the arts, humanities and social science degrees as well as professional degree qualifications.

The South African Bachelor of Indigenous Knowledge Systems is a qualification that has been designed to focus on competencies specific to Indigenous Knowledge Systems (IKS) and will enable learners to specialise in a particular area of IKS as part of the Elective component. The countries of Canada, Alaska, Australia and New Zealand have been chosen as a point of reference in terms of best practice models because they offer particular specialisations in Qualifications relating to Indigenous Knowledge Systems.

Alaska:

At the University of Alaska Fairbanks in the United States of America (USA) the Indigenous Knowledge Systems and Alaska Native Ways of Knowing programme prepares learners to understand the processes of learning that occur within and at the intersection of diverse world views and knowledge systems. The comprehensive programme offered focuses on educational initiatives that are closely articulated with the emergence of a new generation of indigenous scholars who are seeking to move the role of indigenous knowledge and learning from the margins to the centre of the educational research arena. This programme specifically focuses on the Alaskan content.

In the USA similar components of learning are offered in this programme which compare favourably to the Bachelor of Indigenous Knowledge Systems qualification.

The specific components of the programme which are similar include:

- > Proficiency in cross-cultural sensitivities, especially with regard to issues involving Indigenous communities in the Americas.
- > Expertise in comparative epistemologies.

- > Ability to pose penetrating questions relating to cross-cultural issues.
- > Familiarity with diverse methodologies for the design and undertaking of research.
- > Ability to work across cultural and international boundaries in pursuing research on Indigenous peoples in the Americas.
- > Sensitivity to diverse spiritualities and social concomitants of learning and understanding.
- > Ability to engage in society, with specific reference to the construction of new opportunities for Indigenous peoples in America.

The Alaskan programme compares well with the South African Qualification in that it focuses on embracing a comprehensive approach to Indigenous Knowledge Systems and fostering critical thinking processes of learners in order to challenge the most intractable and salient issues of our times.

Australia:

Courses relating to Indigenous Knowledge Systems are offered in Australia at the following:

- > Aboriginal and Torres Strait Islander Studies Unit of the University of Queensland.
- > School of Australian IKS at the Charles Darwin University.
- > Faculty of Law at the University of Western Australia (UWA).

The programmes offered at the above Institutions enable learners to gain an understanding of the cultures, histories and contemporary issues that apply to Indigenous Australians prior to and following European settlement. In particular, the course curriculum focuses on similar learning as reflected in the Bachelor of Indigenous Knowledge Systems qualification with particular reference to:

- > Exploring the relations between Indigenous Australians and the wider community.
- > Demonstrating insights and analysis of social and cultural experience derived from both Indigenous and non-Indigenous sources.

The courses offered above specifically focus on social science components of Indigenous Knowledge relating to language and literature, law, politics, material culture and Performing Arts. These components are included in the Bachelor of IKS but there is more emphasis on Indigenous science and technological components in the Qualification.

New Zealand:

In New Zealand the Centre for Pacific Studies at the University of Auckland prepares learners to examine critically the relationship between 'Pacific Indigenous Knowledge Systems' and 'Western science' and their accounts of the natural world with specific reference to the islands of the Pacific which includes New Zealand. The critical features of this programme which compare well with the South African Qualification enable learners to:

- > Examine using a bicultural approach involving experts in both aspects of traditional knowledge systems and Western scientific paradigms.
- > Critical reflect on the relationship between assumptions about science and Indigenous Knowledge Systems and their applications in Pacific societies including Australia and New Zealand.

India:

Universities in India offer courses mainly in traditional medicine with homeopathy as an indigenous form of treatment. Other courses include gender related components such as comparative studies of classical Hindu typologies of womanhood compared to alternative

modern and contemporary models. Other courses also include indigenous classical language and arts studies.

The Bachelor of IKS focuses on comparative methodologies but may need to include more reference to gender specific studies at a later stage.

Egypt:

In Egypt, the programmes relating to Indigenous Knowledge which are offered by universities (specific name of institution) focus predominantly on Indigenous Archaeology and Rock Art. Other courses offered include indigenous cultural Arabic languages and indigenous environmental studies.

Some of these aspects are covered in the Bachelor of IKS but the design allows for additional Elective specialisations to be added at any point in time.

Kenya:

Programmes which embrace IKS in Kenya are included as specialisations in a range of Bachelor and Master degree qualifications. In particular, courses are offered on the following:

- > Indigenous environmental management which includes indigenous sheep breeds, rational use of the indigenous forests.
- > Indigenous Music.
- > Communication of Innovative Social Concerns.
- > Indigenous cultural study and customary law.

The Bachelor of IKS qualification includes reference to the above courses offered except for Indigenous music. This aspect can be included as an Elective specialisation at a later stage.

Canada:

The Bachelor of Indigenous Knowledge Systems is similar to the Canadian qualification offered by the Indigenous Peoples Program of the Centre for Continuing and Distance Education (CCDE) at the University of Saskatchewan. This programme offered in Canada studies proficiency in cross-cultural sensitivities, especially with regard to issues involving Indigenous communities in the Americas, with emphasis on the Saskatchewan people. The core content of the programme covers the following aspects:

- > Focus on comparative epistemologies.
- > Examines the extant and emerging cultures.
- > Explores methods and theories concerning Indigenous peoples in Americas and their cultures, both from Aboriginal viewpoints and through comparison.
- > Explores decolonizing methodologies in Research.
- > Explores holistic Indigenous science.
- > Focuses on sensitivity to diverse spiritualities and social concomitants of learning and understanding.
- > Creates opportunities to work across cultural and international boundaries in pursuing research on Indigenous peoples in Americas.
- > Explores diverse methodologies for the design and undertaking of research.

In addition, the programme creates practical opportunities for learners to learn new perceptual categories through learning an Indigenous language as well as allows for cultural immersion experiences in an Indigenous community in Canada.

The Bachelor of IKS is similar to the Canadian programme as it covers competencies which allow learners to acquire knowledge and skills relating to cross-cultural sensitivities, particularly when conducting research in the field. The South African qualification also compares well with the components of the Canadian qualification which cover similar components including:

- > Acquiring knowledge about comparative epistemologies.
- > Ability to pose penetrating questions.
- > Familiarity with diverse methodologies for the design and undertaking of research.
- > Ability to work across cultural and international boundaries in pursuing research on Indigenous peoples.
- > Sensitivity to diverse spiritualities and social concomitants of learning and understanding.
- > Ability to engage in society, with specific reference to the construction of new opportunities for Indigenous peoples.

The curricula in the programmes/courses offered by institutions internationally are comparable with the Bachelor of Indigenous Knowledge with a common feature of exploring the relations between Indigenous peoples and the wider community, encompassing insights and analysing social and cultural experiences from both Indigenous and non-Indigenous sources. The Bachelor IKS qualification has a range of distinctive characteristics not necessarily present in other international qualifications at this level of complexity, nor found in the initial parts of programmes that lead directly to Honours degrees, Masters or PHD qualifications. In essence the competencies in the standard of international education accomplishments are stressed as only one part of balanced personal development, whilst the Bachelor of Indigenous Knowledge Systems degree qualification provides a more holistic development of the learner. The point of departure of the South African Qualification model from International programmes/course is a heavy emphasis on Science and Technological issues.

In setting the standard for the Bachelor of Indigenous Knowledge Systems qualification the focus was on developing a learner's knowledge and understanding of indigenous and local culture, and societies and their relationships within a framework that promotes ethical understanding, action and empowerment which can then be applied in a range of contexts. The competency standards in the Qualification were developed and compared with expertise in comparative epistemologies, work across cultural and international boundaries in pursuing research on Indigenous and local communities in South Africa and the region, sensitivity to diverse spiritualities and social concomitants of learning and understanding. Overall the Bachelor of IKS compares best with the Canadian and Alaskan models of qualifications which embrace IKS using a more holistic and multi-disciplinary approach.

ARTICULATION OPTIONS

This Qualification articulates vertically with the following Qualifications at NQF Level 8:

- > Master of Arts, ID 15920.
- > Master of African Languages, ID 19485.
- > Master of Rural Resource Management, ID 20915.
- > Master of Agriculture Management, ID 16969.

This Qualification articulates horizontally with the following Qualifications at NQF Level 7:

- > Bachelor of Agriculture Honours: Agricultural Management, ID 16911.
- > Bachelor of Arts Honours: African Languages, ID 19217.
- > Bachelor of Arts Honours, ID 15759.

MODERATION OPTIONS

- > This Qualification will be internally assessed and externally moderated by a moderator registered by the relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA. Providers should establish or refine existing

moderation procedures and systems at their institutions with a view to aligning them with the requirements of the relevant ETQA.

> The learner's performance/results should be moderated by one or more external moderators. Moderators should report not only on the standard of achievement but also on the validity and reliability of the assessment strategies, design and criteria in relation to the purpose and Exit Level Outcomes of the Qualification.

> Moderators must be competent at the level of the Qualification and registered with the relevant accredited ETQA to ensure that the standard is consistent. Moderators must also be registered as assessors with the relevant ETQA. A relevant accredited ETQA will monitor and quality assure moderation and assessment according to the guidelines in the Qualification.

> Providers must be accredited to provide this Qualification with the relevant ETQA or ETQA that has a Memorandum of understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered as assessors with a relevant accredited ETQA. Providers must also be accredited as providers with a relevant accredited ETQA. Providers will primarily use their own qualified staff as assessors but may, if they wish make use of tutors and/or outside accredited assessors or assessment agencies provided that the provider monitors the process.

Internal and external assessors must have an appropriate qualification at least at the level of the Qualification or appropriate experience in Indigenous Knowledge Systems.

NOTES

Qualification Range:

> Indigenous Knowledge (IK) refers to traditional, cultural, local and community knowledge. It is a body of knowledge produced and owned by local people in their specific communities and passed on from generation to generation, through practice and oral channels.

> Indigenous Knowledge resources refer to knowledge stored in culture in various forms, such as traditions, customs, folk stories, folk songs, folk dramas, legends, proverbs, myths, etc.

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None