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## GOVERNMENT NOTICE

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 952

22 October 2010



### 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 07 – Human and Social Studies, publishes the following Qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualifications. The full Qualifications can be accessed via the SAQA web-site at [www.saq.org.za](http://www.saq.org.za). Copies may also be obtained from the Directorate for Registration and Recognition at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualifications should reach SAQA at the address below and **no later than 22 November 2010**. All correspondence should be marked **Registration and Recognition – Task Team for Indigenous Knowledge Systems** and addressed to

The Director: Registration and Recognition  
SAQA

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E. BROWN

ACTING DIRECTOR: REGISTRATION AND RECOGNITION



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *Bachelor of Arts Honours: Indigenous Knowledge Systems*

SAQA QUAL ID	QUALIFICATION TITLE		
80087	Bachelor of Arts Honours: Indigenous Knowledge Systems		
ORIGINATOR		PROVIDER	
TT - Indigenous Knowledge Systems			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Honours Degree	7 - Human and Social Studies	Rural and Agrarian Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	140	Level 7	Regular-ELOAC

New NQF Level: NQF Level 08

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

### PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This is an interdisciplinary qualification designed to refine the knowledge and skills of non practitioners, academics, policy makers and postgraduate learners that are in possession of a generic Bachelors degree in any field of study. This qualification will assist them to access postgraduate learning, with essential knowledge and skills relating to IKS (Indigenous Knowledge Systems). This qualification will enable the learners to acquire the necessary knowledge, skills, attitudes and values in IKS. It provides them an opportunity to manage their careers by exposing them to acquire academic and practical competencies. This will enable them to apply theoretical knowledge and understanding in a range of contexts including health sciences, traditional leadership, tourism, communication, language, agriculture, nature conservation, arts and culture, music, education and training, law, human and social sciences, physical planning and construction, etc.

The qualification structure is such that the learners' scope and opportunity to gain access to any IKS domain relevant to the learners' aspiration for higher learning is expanded. The qualification will also refine the learners' potential to observe and appreciate the value and contribution of IKS as applicable to a wide spectrum of life.

In addition to successful completion of coursework, students engaged in the Honours programme in IKS will also be required to undertake and report on a limited scope research project that will serve as a research skills base to support study at higher levels. The following are some of the objectives of this qualification:

- To critically analyse methodologies, policies and protocols for conducting research in indigenous communities in both national and International environments on the nature and patterns of IKS.
- To demonstrate an understanding and recognition of the underlying principles of IKS as opposed to Eurocentric approaches as they relate to the rights of indigenous communities.
- To develop written and oral communication skills appropriate for a professional and/or academic environment.

- To analyse the nature and character of IKS by comparing and contrasting them to Euro-centric and other knowledge systems.
- To equip learners and inculcate in them knowledge and skills for community engagement.

#### Rationale:

If African countries are to achieve the desired level of innovation, creativity and production, the use of natural resources in a sustainable manner has to be linked to the context of IKS as it plays a greater role in strengthening and contributing to social and economic transformation across different contexts within and outside South Africa. IKS is a starting point for the interface with other knowledge systems for the promotion of sustainable development.

In addition, challenges faced by the global community provide an opportunity to explore IKS and other related knowledge systems as a central point of reference in pursuit of sound solutions with a potential to contribute to economic and social discourse. The rationale behind the development of this qualification is to fulfil a critical need, shortage of skilled and knowledgeable people in the country for the promotion of Indigenous Knowledge Systems (IKS). In addition the Honours: Indigenous Knowledge Systems Qualification is critical for:

- Blending IKS(s) and Eurocentric knowledge systems and facilitating cultural cross-over.
- Branding the African holistic problem solving approaches and its underlying principles interweaved as way of life.
- Developing a balanced, viable livelihoods and development through utilizing IKS as a resource in the development process.
- Promoting aesthetic and economic value for IKS and the local communities.
- Asserting African traditional value systems and incorporating IKS into the formal educational system, thus restoring pride and dignity that comes with this knowledge.
- Enhancing mutual respect and academic awareness, thus, minimising inherent distance between indigenous communities and the formal learning institutions.

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

- Bachelor of Indigenous Knowledge Systems
- Master of Arts/Science: Indigenous Knowledge Systems (MA/MSc. IKS).
- PhD.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED IN PLACE**

It is assumed that learners have achieved competency at the level of a Bachelors` degree or equivalent thereof in any field.

#### Recognition of Prior Learning:

Experience and learning acquired prior to enrolment on this programme should be recognised. Evidence of competence for which a learner can gain credit towards the qualification can be submitted as agreed to between the said provider and relevant HETQA. The learner must be able to demonstrate competence in the knowledge, skills, values and attitudes implied in this Qualification. It is expected that providers will develop well thought-out means for the assessment of individual learners against the Exit Level Outcomes of the Qualification on a case-by-case basis, as part of the provision of recognition of prior learning. A range of assessment tools and techniques should be used which have been collaboratively agreed 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.

In this particular case Recognition of Prior Learning is particularly important, as there are people in the field with a variety of competencies of differing quality and scope. It is important that Recognition of Prior Learning process be available to assist in the interpretation and implications of existing (and foreign) qualifications, given the potential of attracting students from other African countries 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 Bachelor's degree in any field 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 140 credits.

The Fundamental component (30 credits) is compulsory and covers the following knowledge areas:

- Discourses of Indigenous Knowledge Systems.
- Major concepts, theories, philosophies and methodologies related to Indigenous Knowledge Systems.
- Comparative knowledge systems.

The Core component (minimum 50 credits) is compulsory and covers the following knowledge and application areas:

- Major introductory concepts, theories and methodologies related to Indigenous Knowledge Systems.
- Evaluating, analysing and critically interrogating similarities and differences between Eurocentric and African world views.
- Interrogate issues to be considered in scientific research and development (R and D) and research methodologies with due sensitivity to cultural context.

The Elective component (minimum 60 credits) will comprise two elements, i.e. a practical placement and research component based on the placement. Listed below are the various choice options:

- Indigenous Environmental and Socio Ecological Studies.
- Biodiversity and Bioprospecting.
- African Science, Technology and Innovation Systems.
- Indigenous Knowledge Development and Management Systems.
- Indigenous African Systems.
- Indigenous Health Practice.
- Indigenous Law.

### **EXIT LEVEL OUTCOMES**

1. Demonstrate critical and effective engagement with the discourses in IKS.
2. Demonstrate an ability to apply the major concepts, theories, philosophies and methodologies of Indigenous Knowledge Systems in real life situations.
3. Conduct culturally appropriate research in communities.

4. Demonstrate clear understanding of IKS values, principles of human rights and social justice and competency in their application in the chosen focus field.

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 and scientific context.
- 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.
- Social issues are evaluated using IKS theories and methodologies.
- Research is conducted in accordance with the research elements and framework.

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 affirmed, explained and applied to promote social cohesion.
- Social and scientific 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.
- 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.
- Eurocentric thought and Indigenous Knowledge Systems (IKS) are discussed and analyzed.
- The realities and theories of IKS are investigated.
- 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 critically examined.
- 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 influence and theoretical backgrounds of IKS are investigated in terms of their contribution to other knowledge systems.
  - 1.2 Eurocentric thought and Indigenous Knowledge(s) Systems (IKS) are differentiated and analysed in terms of their aesthetic, social and economic contribution to sustainable development.
  - 1.3 The applicable nature and character of IKS related values is affirmed, explained and assessed in the context of promoting social cohesion and nation-building.
- Range: IKS related values include but is not limited to Ubuntu, Harambee and Communalism.

#### Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Valid IKS theories and methodologies are used to analyze and propose solutions to identified matters.
  - 2.2 Real life issues are critically interrogated using IKS theories and methodologies for strategic decision making.
  - 2.3 Life cycles across indigenous communities are assessed to demonstrate the interrelationship between different knowledge systems.
- Range: Indigenous communities refer to African and other global indigenous communities.
- 2.4 Philosophies and principles behind the existence of IKS are explored.

#### Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 A research proposal is planned and undertaken whilst observing specific sets of principles and adhering to stipulated ethical protocols and standards.
- Range: The proposal is formulated with a rationale, objectives, methodology and research plan.
- 3.2 Selected research methodologies are accounted for and responsibly utilised to provide insight for the chosen area of specialisation, and tally with the specific research topic.
- Range: Methodologies include quantitative and qualitative differences related to rules, principle and theories.
- 3.3 Write plan, conduct research and state its outcomes and recommendations in a way that makes a difference to Indigenous communities' understanding and appreciation of the research.
- Range: Conducting research includes gathering and processing, capturing and interpreting information.
- 3.4 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.

#### Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Application and understanding of ethical protocols in the research from an Indigenous perspective is demonstrated and observed.
- 4.2 Demonstrate ability to apply the correct terminology and concepts.
- 4.3 Recognise and use resources optimally to meet the intended objectives.
- 4.4 Display a professional attitude and maturity in contributing towards debates and issues on IKS.

4.5 Conduct interactions with diverse communities taking into account appropriate ethical protocols.

#### Integrated Assessment:

The importance of integrated assessment is to confirm that the learner is able to demonstrate applied yet complex competencies (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**

Australia:

An Honours degree in arts and social sciences gives students the opportunity to refine their analytical skills and research techniques while expanding job and study options. Employers regard an Honours degree as a significant extra marker of achievement and potential; it is also the most effective way of qualifying for higher degree work at Masters and PhD level.

The major in Indigenous Australian Studies enables students with an interest in Indigenous Australian studies to take a set of interrelated courses in different disciplines without the normal prerequisite required in each course. The major is an interdisciplinary program in which it is possible to combine courses from the majors in Anthropology; Archaeology; Art History; English; Gender, Sexuality and Culture; History; Linguistics; Politics; and Music for a broadly based understanding of Indigenous Australian societies and cultures, both past and present. Taken together, the courses provide a comprehensive insight into Indigenous Australian studies including Aboriginal origins, their occupation and adaptation to the continent, their traditional and contemporary social, cultural artistic, musical and linguistic practices, the impact of European



colonisation, the history of the interrelationship between Aboriginal people and other Australians, the place of Indigenous people in Australian society today and issues of representation.

Kenya:

Programmes which embrace IKS in Kenya are included as specialisations in a range of Bachelor degrees leading to 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.
- Indigenous Knowledge - Capturing, Preserving and Disseminating Indigenous Knowledge.

Japan:

University of Tokyo-Komaba campus:

Indigenous Knowledge is not a specific program but is part of the Cultural Studies department. The students are not just trained in specialized academic fields, but also to be able to act as professionals whose expertise will enable them to make a great social contribution in a variety of practical fields. The Cultural Studies program forms part of the Human Sciences and are re-organised into Interdisciplinary Cultural Studies, Area Studies, and Advanced Social and International Studies.

Interdisciplinary Cultural Studies (Focusing specifically on Japanese culture) has the following core areas of study:

- Culture Dynamics.
- Culture and Representation.
- Cultural Anthropology.
- Cultural Complexity.
- Comparative Literature and Culture.
- Comparative Ethnography.

India:

A "Centre for Indigenous Knowledge in Agriculture" - (CIKA) has been established under the aegis of Faculty of Agriculture and Animal Husbandry, Gandhigram Rural University, Gandhigram with a view to document, analyze, validate, standardize and further propagate the Indigenous Knowledge/Practices in Agricultural and allied fields under various farming systems of Tamil Nadu.

The Centre for Indigenous Knowledge in Agriculture (CIKA) has been established with the approval of appropriate authorities/academic bodies of the Gandhigram Rural University with the following objectives and activities:

- To serve as a research and development centre for carrying out advanced research.
- Activities on the Indigenous Agricultural Practices existing in different farming systems of Tamil Nadu.
- To establish and maintain demonstration farms and exhibition on the Indigenous Agricultural Practices and their inputs.
- To serve as a centre for providing training to farmers, farm women and extension workers on various aspects of Indigenous Agricultural Practices.

- To serve as an extension centre for propagating and promoting the adoption of Indigenous.
- Practices in various agricultural enterprises among the farmers.

At the Barefoot College, Indigenous Knowledge Systems forms a fundamental part of their training. It is a non-formal training institute where young men and women are taught practical skills by village teachers, many of whom have no formal qualifications the skills taught at the are aimed at providing the basic services villagers need: safe drinking water, sanitation, education, and health care. Teaching and learning are based on the day-to-day needs of villagers. The approach has given the College a grassroots base, made the training low-cost, and demonstrated the sustainability of community skills that have never been endorsed by any recognized university or college.

They also promote the use of Indigenous Knowledge for the following reasons:

- The use of traditional (indigenous) knowledge, skills and wisdom promotes active community involvement because people depend more on each other.
- The use of traditional knowledge has an ethical dimension. It encourages transparency and accountability. This is not the case with urban-based skills, which encourage secrecy and dependency, and which offer no guarantee that the service is either competent or reliable.
- The use of traditional knowledge demystifies the local technologies that will be the basis for sustainable solutions in the future. The more people who understand and try out a technology, the greater the chance of the technology being accepted.

China:

Traditional Chinese medicine, also known as TCM, includes a range of traditional medicine practices originating in China that was mainly practiced within family lineage systems. Although well accepted in the mainstream of medical care throughout East Asia, it is considered an alternative medical system in much of the Western world. TCM practices include such treatments as Chinese herbal medicine, acupuncture, dietary therapy, and both Tui na and Shiatsu massage. Qigong and Taijiquan are also closely associated with TCM. Major theories include: Yin-yang, the Five Phases, the human body Meridian/Channel system, Zang Fu organ theory, six confirmations, four levels, and many more. Modern TCM was systematized in the 1950s under the People's Republic of China and Mao Zedong.

Canada:

The University of Saskatchewan offers a major in Native Studies. Students majoring in Native Studies can do the BA. Double Honours. This degree is an interdisciplinary program designed to promote a comprehensive understanding of Aboriginal peoples. The Native Studies program provides students with an academic examination of historical and contemporary realities of Indian, Métis and Inuit societies in Canada. Students explore the similarities and differences experienced by Indigenous societies within their community and around the world.

Conclusion:

South Africa's Indigenous Knowledge Systems Policy was approved by Cabinet in 2004, and the National Indigenous Knowledge Systems Office (NIKSO) was opened in the Department of Science and Technology in 2006. Proposing the integration of Indigenous Knowledge Systems (IKS) in the arenas of education, commerce, agriculture, the sciences, law, languages, arts, social sciences, and health, the policy document implies several challenges to the idea of knowledge at the post-colonial university, and has significant implications for research and innovation in South Africa.

The South African Qualification could be developed into programmes that have a specialised focus in various contexts, such as education, agriculture, the sciences, law, languages, arts, social sciences and health.

Most countries compared have similar competencies as regards to theory but is contextualised for the different IKS of each country for specific areas of focus within their Qualifications. The focus on theory, research and practice and the requirement for thesis work at the Honours levels have synergies with the structure of the South African qualification.

### **ARTICULATION OPTIONS**

This Qualification articulates vertically with the following Qualifications at NQF Level

- MA. IKS.

### **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**

Range:

- 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**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
***Master of Indigenous Knowledge Systems***

SAQA QUAL ID		QUALIFICATION TITLE	
80086		Master of Indigenous Knowledge Systems	
ORIGINATOR		PROVIDER	
TT - Indigenous Knowledge Systems			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Masters Degree	7 - Human and Social Studies	Rural and Agrarian Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	180	Level 8 and above	Regular-ELOAC

New NQF Level: NQF Level 09

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The purpose of this qualification is to provide learners with:

- Advanced research skills in a chosen field of Indigenous Knowledge Systems (IKS).
- The knowledge and skills to engage in independent Indigenous Knowledge Systems research, selecting from a range of appropriate research designs, technologies, methods and techniques in the chosen focus area of Indigenous Knowledge Systems.
- The ability to produce and communicate the research findings.
- Advanced, in-depth knowledge of a specific field of Indigenous Knowledge Systems Practice.
- The competencies to effectively, critically and systematically access, analyse, process, transform and critically evaluate existing knowledge in order to achieve an integrated synthesis in the research field.
- The ability to practically apply advanced professional skills in the chosen field.
- Enhance the contribution of Indigenous Knowledge Systems to the global knowledge economy.

This qualification also allows access to continuation of learning, namely the NQF Level 8 Doctorate in Indigenous Knowledge Systems.

Rationale:

This qualification is designed to provide the necessary advanced expertise, knowledge and research skills in Indigenous Knowledge Systems, thereby promoting the achievement of Indigenous Knowledge Systems' core purposes, namely:

- Political imperatives in the interface of Indigenous Knowledge Systems with other knowledge systems regionally, continentally and globally will ensure the integration of communities in the knowledge economy.
- In line with government policy, SADC and NEPAD plans of action in science and technology.
- Positioning South Africa as a continental leader in the promotion of Indigenous Knowledge Systems for sustainable development.

- Developing the skills and tools for more effective engagement with local communities based on their knowledge systems.

Due to the fact that Indigenous Knowledge Systems encompasses such a broad spectrum of themes, fields and/or inter-disciplinary areas, it is essential to provide a qualification that enables candidates to acquire advanced skills, competencies, knowledge and values in Indigenous Knowledge Systems as well as a degree of independent thinking.

Indigenous Knowledge Systems can play a major role in addressing the many needs of South African society through providing a different paradigm and perspectives for meaningful engagement with issues in the realms of science, economics, governance, leadership and sustainable development. Dynamic and professionally sound leadership is vital within these sectors in order for IKS to impact on social needs and sustainable transformation.

This Indigenous Knowledge Systems qualification is also designed to enable candidates to pursue further personal and professional development and to promote life-long learning.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

Candidates who register for this qualification must have an NQF Level 7 qualification in Indigenous Knowledge Systems or an equivalent thereof.

Recognition of Prior Learning:

Applicants, who can demonstrate, to the satisfaction of the service provider, that they have an appropriate, related qualification, experiential or work-based learning, which has taken the candidate to the equivalent of an NQF Level 8 Indigenous Knowledge Systems qualification, may be considered for admission into this Indigenous Knowledge Systems programme.

Access to the Qualification:

Candidates must have an appropriate level 8 qualification, being a relevant Bachelor Honours Degree or equivalent.

### **EXIT LEVEL OUTCOMES**

Research is embedded in this qualification whether the candidate earns it through either successfully completing:

A coursework programme requiring a high level of theoretical engagement and intellectual independence and a research project. The credits earned at level 9 must at least be equally divided between high level coursework and a research project, written up as a dissertation or thesis.

1. Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a chosen focus area of Indigenous Knowledge Systems.
2. Access, analyse, transform and critically evaluate existing knowledge in relation to the chosen area of Indigenous Knowledge Systems.
3. Access, process, produce and communicate information effectively to colleagues and other groups.

4. Engage in independent Indigenous Knowledge Systems research and produce findings in the form of a research report selecting from a range of appropriate research designs, methods, techniques and technologies in the chosen focus area.
5. Demonstrate in-depth understanding of own position in relation to major debates within Indigenous Knowledge Systems and the chosen field of Indigenous Knowledge Systems Practice.
6. Demonstrate specialist forefront knowledge and expertise in the chosen field of Indigenous Knowledge Systems and the competency to apply these creatively within the chosen field.
7. Critically analyse and evaluate the outcomes of Indigenous Knowledge Systems interventions, techniques, strategies, or processes in the chosen field.
8. Demonstrate advanced understanding of Indigenous Knowledge Systems values, principles of human rights and social justice and competency in their application in the chosen focus field.
9. Demonstrate ability to advance the value of Indigenous Knowledge Systems in sustainable development.

Critical Cross-Field Outcomes:

All the exit level outcomes and the associated assessment criteria listed in the qualification are consistent with the following Critical Cross-field Outcomes:

- Identify and solve problems using critical and creative thinking.
- Work effectively with others as a member of a team, group, organisation and community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- Demonstrate ethical and professional behaviour.
- Lay the foundation for life-long learning and ongoing competency.

**ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Discussions reflect a clear understanding of the context (including policy, legislation and global issues), appropriate concepts, methods, ethics, theories and analytical processes in the chosen field.
- 1.2 Presentations reflect the appropriate application of the relevant concepts, methods, ethics, theories and analytical processes in the chosen field.
- 1.3 Written work on the chosen field displays critical analyses and a degree of intellectual independence.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Current literature and research are accessed, analysed and transformed systematically in the chosen focus area.
- 2.2 Evaluations demonstrate clear evidence of effective application of the principles of IKS research practice.

2.3 Conclusions and recommendations are justified by the use of appropriate evidence and arguments.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Discussions reflect the ability to obtain, process and communicate information effectively to colleagues and other groups.

3.2 Presentations display analytical skills and a degree of intellectual independence.

3.3 Written and oral communication convey and appropriately highlight the information to specific target groups.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 The research inquiry is planned and conducted on the basis of a range of appropriate research designs, methods, techniques and technologies for the specific research problem.

4.2 Research themes are appropriately identified and demarcated.

4.3 Analyses of the research theme include a comprehensive and critical review of current literature and investigations.

4.4 Selected research methods, techniques and technologies are based on a clear understanding of IKS research theory and practice.

4.5 Research reports critically and coherently describe theoretical arguments, the research process, methodology, results, conclusions and recommendations.

4.6 Research reports display skill in extrapolating key findings, justifiable conclusions and making feasible recommendations.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Motivations of own position to specific debates are based on a sound integration of relevant theory, practice, research and a degree of independent, creative thinking.

5.2 Discussions demonstrate understanding of one's own position and its feasibility in relation to major debates.

5.3 Written and oral formats clearly and cogently communicate explanations of own position.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 Analyses of the problems and issues reflect a purposeful and critical application of advanced theory, current knowledge and expertise in the focus area.

6.2 Interventions and/or recommendations reflect purposeful and creative plans to seek solutions based on theory and proven methods in the chosen field.

6.3 Discussions and/or interventions reflect advanced application of appropriate skills, strategies and techniques in accordance with corresponding theoretical assumptions in the chosen field.

6.4 Research and/or interventions include the appropriate and creative use of Indigenous Knowledge Systems tools and/or data relevant to the chosen field.

Associated Assessment Criteria for Exit Level Outcome 7:

7.1 Evaluations comprehensively describe outcomes of interventions, techniques, strategies or processes in relation to the stated goals and in accordance with corresponding theoretical assumptions.

7.2 Evaluations critically analyse outcomes in accordance with the identified needs and issues within the chosen focus area.

7.3 Evaluations are purposefully used as the basis for planning, implementation and recommendations.

Associated Assessment Criteria for Exit Level Outcome 8:



8.1 Discussions reflect the integration of Indigenous Knowledge Systems values with human rights principles and social justice in the chosen focus field.

8.2 Descriptions demonstrate a coherent understanding of the application of Indigenous Knowledge Systems values, human rights principles and social justice in the chosen focus field.

8.3 Analyses and/or practice reflect the purposeful application of Indigenous Knowledge Systems values, human rights principles and social justice in the chosen focus field.

8.4 Analyses and/or practice exhibit a critical understanding of the ethical principles guiding Indigenous Knowledge Systems practice in the chosen field.

Associated Assessment Criteria for Exit Level Outcome 9:

9.1 Ability to communicate to different stakeholders through publications, presentations and patents.

9.2 Scholarly participation and contribution in different forums such as conferences, workshops, policy forums etc. where Indigenous Knowledge Systems perspectives are relevant.

9.3 Contribute to valorisation of Indigenous Knowledge Systems in the knowledge economy.

Integrated Assessment:

The following assessment strategies are used to ensure that exit level and critical cross-field outcomes are achieved:

- Written/oral assignments and/or assessments.
- Examinations and/or seminars.
- Independent research report assessed by an internal assessor and at least one external assessor.

### **INTERNATIONAL COMPARABILITY**

New Zealand:

University of Otago:

Master of Indigenous Studies provides in-depth study, research and training in indigenous studies. It provides advanced knowledge in the field and the ability to study independently and carry out original research in the following areas:

Cultural Studies, Indigenous History, Indigenous Language, Indigenous Studies, Indigenous Literature, Research Methods and Treaty Politics.

The Master of Indigenous Studies (MIndS) degree is founded in the proposition that Maori, Pacific Island and other Indigenous peoples have unique bodies of knowledge about customary, environmental and cultural practices. This degree requires at least twelve months of full-time, or the equivalent in part-time, study to complete. The normal admission requirement is a four-year degree, but applications will be received from alternatively qualified individuals who have at least three year's relevant experience. Degree candidates enrol in one core and two elective papers, and submit a supervised research report at the end of the course. Graduates will have advanced communication and team work skills, know about current issues, have a multi-disciplinary and international perspective, be able to independently assess topical issues, and appreciate the key ethical considerations.

This degree prepares graduates for administrative and leadership roles with indigenous communities in New Zealand and abroad. It is also an entry qualification for the PhD.

The Master of Indigenous Studies (MIndS) is also available through Distance Learning.

#### Structure of the Programme:

The programme of study consists of one core paper (INGX 501 Indigenous Theory and Method; 36 points), a research paper (INGS 590 / INGX 590 Research Report; 60 points), and two approved elective papers from an approved list.

#### University of Te Whare Wananga o Awanuiarangi:

Master of Indigenous Studies Society and Culture » Studies in Human Society » Tikanga - Maori Customs, 240 credits.

Graduates gain skills and knowledge based upon political, cultural, social and economic research in indigenous studies in the wider world context and have expertise in a specialised field of study at a post-graduate level.

The candidate shall have been admitted to the degree of Bachelor of Arts or Bachelor of Arts with Honours or have been admitted with equivalent status to another undergraduate degree.

The Degree of Master of Indigenous Studies recognises that Maori aspirations are linked to a wider international context and that the aspirations of Maori are similarly expressed by other Indigenous peoples around the world. The programme also recognises that Indigenous peoples' aspirations are located within, and mediated by political, economic and social contexts of globalisation. Indigenous studies are an area of international scholarship that reflects the role played by Indigenous peoples at the global and local levels of world affairs.

#### Australia:

The Master of Arts (Indigenous Australian Studies) combines a year of coursework (identical to that undertaken in the Graduate Diploma) with a second year in which students undertake research for a sub-thesis under supervision of between 25,000-30,000 words.

The Master of Arts specialising in Indigenous Australian Studies is an interdisciplinary program in which it is possible to combine courses in anthropology, archaeology, English, gender and sexuality, history, linguistics, music and the visual arts for a broadly based understanding of Indigenous Australian societies and cultures both in the past and the present, and then to build on this understanding to explore an area in depth through the writing of a thesis.

The coursework provides a comprehensive insight into Indigenous Australian Studies including the origins of Indigenous Australian people, their occupation and adaptation to the continent, the impact of European colonisation, their traditional social, cultural, linguistic, musical and artistic practices, the place of Indigenous Australian people in Australian society today and the representation of indigeneity in literature and biography.

#### The degree is in two parts:

In Part A, candidates are required normally to complete courses to the value of 36 units taught in the area of their specialization. In order to proceed from Part A to Part B, a candidate must pass each course at their first attempt and achieve an overall 70% average or better.

Part B comprises an additional 36 units, normally comprising a thesis for a candidate to meet the requirements for admission to the degree, he or she must achieve a result of at least 70% (H2A) in the sub-thesis (Part B) component. A candidate's degree performance will be determined as a fail where this result is not achieved.

#### Alaska:

At the University of Alaska Fairbanks, the Center for Cross-Cultural Studies offers a Master of Arts in Cross-Cultural Studies with an Emphasis on Indigenous Knowledge Systems. It is

designed to provide graduate students from various fields of interest an opportunity to pursue in-depth study of the role and contributions of indigenous knowledge in the contemporary world. Students are expected to demonstrate the ability to work effectively with indigenous people in their studies.

Core courses:

- CCS 601 - Documenting Indigenous Knowledge Systems: 3 credits.
- CCS 608 - Indigenous Knowledge Systems: 3 credits.
- CCS 612 - Traditional Ecological Knowledge: 3 credits.
- CCS/ED 690 - Seminar in Cross-Cultural Studies: 3 credits.

Cross-cultural studies specialization courses:

- ANS/ED 461 - Native Ways of Knowing: 3 credits.
- CCS/ED 610 - Education & Cultural Processes: 3 credits.
- RD 425 - Cultural Impact Analysis: 3 credits.

Additional approved electives to provide specialization depth:

- CCS 602 - Cultural & Intellectual Property Rights: 3 credits.
- CCS/ED 603 - Field Study Research Methods: 3 credits.
- ANS 475 - Alaska Native Social Change: 3 credits.

Students also need to do a field study:

- CCS 698 - Field Study/Elder Apprenticeship: 6 credits.

Canada:

The Department of Sociology and Equity Studies in Education (SESE) provides graduate programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. Students may pursue their degrees on a full-time or part-time basis.

To assist students in focusing their studies, graduate courses in SESE are organized through informal groupings clustered around the following faculty research interests:

- Aboriginal and indigenous studies in education.
- Culture, communication and critical education.
- Critical race and anti-racism studies in education.
- Feminist studies and gender relations in education.
- Learning, work and change.

Kenya:

Programmes which embrace IKS in Kenya are included as specialisations in a range of 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.
- Indigenous Knowledge - Capturing, Preserving and Disseminating Indigenous Knowledge.

**Malaysia:**

This program offers an in-depth view of the Malay culture and language. The students are exposed to various aspects of the malayan Indigenous Knowledge. The Master of Malay Studies programme requires the candidate to do research which should culminate in a thesis of not more than 100,000 words under the supervision of a faculty staff.

There are three study options for this programme; a pure coursework option, a coursework and dissertation option and a pure dissertation option.

Candidates can choose to specialise their studies from the following departments:

**Department of Malay Language:**

Malay as a Language Corpus including Epistemology, Semiotics and Discourse.

**Department of Malay Linguistic:**

General Linguistic and the Linguistic Study of the Malay Language Group.

**Department of Malay Literature:**

Malay Literature: History, Theory, Philology, Sociology, Management and Marketing Genres.

**Department of Malay Arts:**

Theory and Pragmatics of Malay Arts: Visual Arts, Performing Arts and Arts Management.

**Department of Malay Socio-Cultural:**

Malay Society and Culture: Family, Religion, Law, Politics, Economy, Health and Popular Culture.

Candidates are required to complete the compulsory coursework prepared by the Faculty, and any electives chosen by the candidate. At the end of the period of study, a dissertation must be submitted. Upon successful defense of the dissertation, the candidate will be awarded a Master degree.

**Scotland:**

The University of Glasgow offers a masters in Scottish Folklore Mlitt as part of Cultural Studies. This degree focuses on the folklore and ethnology of Scotland: Lowland and highland; urban and rural; historical past and present day; students can study the rich folklore and heritage of Scotland at a local and/or international level; specific genres of folklore that may be included in the programme, include: folktale, legend, proverbs and jokes; ballad and song; folk art, traditional crafts, objects and costumes; folk belief, supernatural belief, calendar customs and rituals such as weddings, baptisms and funerals; material culture.

**Programme modules:**

- Folklore genres.
- Fieldwork and research methodologies.
- Dissertation and optional courses from: ballads; storytelling; witch beliefs and the Scottish witch-hunts; folklore and cultural history of animals.

**Conclusion:**

South Africa's Indigenous Knowledge Systems Policy was approved by Cabinet in 2004, and the National Indigenous Knowledge Systems Office (NIKSO) was opened in the Department of Science and Technology in 2006. Proposing the integration of Indigenous Knowledge Systems (IKS) in the arenas of education, commerce, agriculture, the sciences, law, languages, arts, social sciences, and health, the policy document implies several challenges to the idea of knowledge at the post-colonial university, and has significant implications for research and innovation in South Africa.

The South African Qualification could be developed into programmes that have a specialised focus in various contexts, such as education, agriculture, the sciences, law, languages, arts, social sciences and health.

Most countries compared have similar competencies with regards to theory but is contextualised for the different IKS of each country for specific areas of focus within their Qualifications. The focus on theory, research and practice and the requirement for thesis work at the Masters level are consistent with Qualifications at the same level and with comparable exit outcomes globally.

**ARTICULATION OPTIONS**

Learners may proceed to a Doctors programme in IKS NQF Level 8, if meeting the requirements of the relevant institution.

**MODERATION OPTIONS**

Internal and external moderation must be available according to the provider's policy. However, external moderation must be available for candidates at Exit level 8.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

The minimum basic requirements for assessors are the following:

- A PhD degree in a related discipline.
- External assessors must have an appropriate qualification and/or appropriate experience in the chosen focus area.

**NOTES**

N/A

**UNIT STANDARDS**

*This qualification is not based on Unit Standards.*

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

*None*