Introduction

• Started structuring CommDev as both a profession & a discipline due to the national development needs (Maistry, 2012)

• The professionalisation & integration of CommDev follows an *inclusive approach* of many people into a single career path

• Integrated learning move these persons towards the common purpose of CommDev professionalisation (Luka & Maistry, 2012)

• Requires an inductive developed RPL model to achieve integrated learning (CDPSC, 2011)

• Integrated learning & interdisciplinary trained for multi-sectoral development (SAQA qualification frameworks for CommDev)
1. **Overall Purpose:**

   Holistic & Integrative community wellbeing through professionalisation

2. **Objectives:**
   - CommDev career path
   - Generic curriculum migration path (RPL) model
   - SA Association for CommDev (SAACD)
   - SA Professional Board for CommDev (SAPBCD)
   - SA Council for CommDev Professionals (SACCDP)
   - Integration & coordination of stakeholders
   - OFO for CommDev
Preliminary Caste Study Results

1. Accredited CommDev Qualification frameworks (NQF Levels 4, 5 & 8)
2. RPL pilot project logic model & research proposal
3. CDPSC task teams in partnership with relevant stakeholders (e.g. SAQA, DHET, CHE, HEIs, QCTO, SETAs, FETCs)
4. Inaugural CommDev Summit
5. Awareness Campaigns (Provincial road shows, CommDev newsletter & CDPSC web page)
Outstanding Case Study Results

1. QCTO scoping & profiling for levels 4 & 5
2. OFO for CommDev
3. Launch of SAACD
4. Quality standards guideline document:
   - Rationale for curriculum quality standards
   - Mode of instruction – Mix mode; WIL emphasis
   - Access articulation to other qualifications (Nat. Horizontal articulation; Vertical Articulation)
   - Admission requirements & RPL
   - Learning presumed to be in place
   - ELOs & ACs for each qualification
   - Assessment (formative, summative & integrative)
   - Minimum credits required at specific levels (core, practicum & electives)
   - Programme Modules (main outcomes, -content, pre- and co-requisite modules, breakdown of learning & methods of assessment, etc.)
• **Problem Statement:**
Developed CommDev qualifications for standardized & professional career path; BUT resulted in need for career path mainstreaming *(integrated learning)* of persons currently working in various sectors & levels

**Need:** *Generic Scientific RPL model for CommDev to validate & measure impact of career path standardization & professionalisation*

• **Overall Purpose:**
Develo generic RPL model to assist stakeholders with standardization & professionalisation of career path – one which ensure quality, effectiveness & efficiency by linking & aligning with concepts of quality assurance, accountability & policy changes of relevant stakeholders
1. **Overall Objective:**
   To determine if the RPL pilot project can provide an integrated learning RPL model towards achieving formal qualifications in the professional CommDev career path

2. **Sub-Objectives:**
   - Assess the need & feasibility for CommDev RPL project
   - Evaluate CommDev RPL project planning & design
   - Evaluate implementation of CommDev RPL project
   - Provide conclusions and/or recommendations for adjustment and/or improvement of the CommDev RPL project
RPL Study Operationalisation

1. *Project Needs Assessment relating to 1st sub-objective:*
   - Skills audits & accredited qualification at different NQF levels will be assessed
   - Comparison matrix will be developed to define, describe & score different qualifications to different post levels
   - Determine challenges & limitations of similar RPL projects
     - Review of RPL reports & cases studies
   - Stakeholder identification, involvement & role clarification due to multi-disciplinary status of career

2. *RPL pilot planning & design:*
   - Meetings, focus interviews, observations & workshops with role-players & participants – conceptualise & write up the project in final theory-of-change for full roll-out

3. *Data collection over 3 years - staggered & phased process:*
   - 1st results in 20 months from start date
Implications & Points for Consideration

1. Multi-sectorality of the profession & its migration pathways
2. Transfer of credits an important part of the RPL process
   • To be conducted via qualification matrix to see which qualifications are mostly aligned
3. RPL process will support linkages & relationships (tripot) & bring HEIs, FETs, employers of NGO, public & private sector all together
4. Require strong integrated learning emphasis as core principles & not loosing site of alignment & linkages required to address current concerns with CommDev in SA
5. RPL evaluation to be participatory – a logic model to be developed for each stage in RPL pilot, as it is emergent intervention (i.e. following inductive reasoning)
Questions? More Information?

Contact & Visit:
www.cdpsc.co.za

THANK YOU