

# ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals

## HANDBOOK



The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967.

The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

For inquiries, contact:

The ASEAN Secretariat

Tourism Unit - Infrastructure Division

70A Jalan Sisingamangaraja

Jakarta 12110, Indonesia

Phone : (62 21) 724-3372, 726-2991

Fax : (62 21) 739-8234, 724-3504

E-mail: eddy@asean.org

General information on ASEAN appears online at the ASEAN Website: [www.asean.org](http://www.asean.org)

Catalogue-in-Publication Data

ASEAN MRA on Tourism Professionals Handbook

Vietnam National Administration of Tourism, Ministry of Culture, Sports & Tourism,  
January 2013

ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals Handbook

ISBN 978-xxxxxx(to be added using ESRT ISBNs)

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**ASEAN Mutual Recognition Arrangement  
(MRA) on Tourism Professionals**

**HANDBOOK**

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## FOREWORD

Welcome to the *ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals Handbook*. MRA is an arrangement among ASEAN countries designed to facilitate the free movement and employment of qualified and certified personnel between ASEAN Member States.

MRAs for tourism qualifications are seen as one essential requirement of the ASEAN Community as stated in the Bali Concord II at the Ninth ASEAN Summit (2003) calling for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008 and confirmed through the Cebu Declaration on the Establishment of the ASEAN Community by 2015 adopted at the 12th ASEAN Summit in January 2007. The objectives of the Arrangement are to facilitate mobility of Tourism Professionals, to exchange information on best practices in competency-based education and training for Tourism Professionals, and to provide opportunities for cooperation and capacity building across ASEAN Member States.

### Purpose of Handbook

The Handbook has been produced as an essential reference to the key policies, processes and implementation guidelines for National Tourism Organizations (NTOs) in ASEAN. It can be disseminated to staff within NTOs who are responsible for manpower planning, HRD, training and qualifications.

It is hoped the Handbook will be useful in preparing each ASEAN NTO in implementing the MRA for Tourism Professionals, answering questions about the mobility of skilled labour in ASEAN Member States and in ensuring the essential systems, processes and qualifications are ready.



### **I Gusti Putu Laksaguna**

Chairman, ASEAN Tourism Professional Monitoring Committee  
Inspector General, Ministry of Tourism and Creative Economy, Republic of Indonesia





## **ACKNOWLEDGEMENTS**

We wish to thank the following for their support in the development and production of this Handbook:

- ASEAN Secretariat
- The Tourism Working Group & ASEAN Tourism Professional Monitoring Committee
- The Vietnam National Administration of Tourism, Ministry of Culture, Sports & Tourism
- The European Union funded Environmentally and Socially Responsible Tourism Capacity Development Programme in Viet Nam

## GLOSSARY & ACRONYMS

<b>AADCP</b>	ASEAN-Australia Development Cooperation Program
<b>ACCSTPASEAN</b>	Common Competency Standards for Tourism Professionals refers to the minimum requirements of competency standards in hotel and travel services which aim to upgrade tourism services and facilitate the development of this Arrangement between ASEAN Member States;
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>ASEAN (NTOs)</b>	National Tourism Organizations refers to the government institutions in charge of the tourism sector of ASEAN Member States;
<b>ASEC</b>	ASEAN Secretariat
<b>Assessee</b>	The person whose performance is being assessed;
<b>Assessment</b>	Refers to the process of appraising the qualification and/or competencies of Tourism Professionals;
<b>Assessment Centr</b>	A location, in the workplace or a vocational or academic institution where assessment takes place;
<b>Assessor</b>	A person qualified to carry out assessment;
<b>ATA</b>	ASEAN Tourism Agreement (2004)
<b>ATFTMD</b>	ASEAN Task Force on Tourism Manpower Development
<b>ATPMC</b>	ASEAN Tourism Professional Monitoring Committee consists of ASEAN NTOs and appointed representatives from National Tourism Professional Boards (NTPB);
<b>ATPRS</b>	ASEAN Tourism Professional Registration System refers to a web-based facility to disseminate details regarding the list of Foreign Tourism Professionals duly certified;
<b>ATQEM</b>	ASEAN Tourism Qualifications Equivalency Matrix;
<b>CATC</b>	Common ASEAN Tourism Curriculum refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs;
<b>CBAMT</b>	Capacity Building for an ASEAN MRA in Tourism;
<b>CBT</b>	Competency Based Training - based on knowledge, skills and attitudes;
<b>CCS</b>	ASEAN Coordinating Committee on Services;
<b>Certification</b>	Refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP;
<b>Child Wise Touri Program</b>	ACCSTP has developed two special units in its curriculum dealing with child protection based on the Child Wise Tourism Program, developed in response to requests for assistance from governments, NGO's and the tourism sector in the ASEAN region to address the growing problem of child sex tourism;

<b>Conformity Assessment</b>	Conformity assessment means systematic examination to determine the extent to which a product, process or service fulfils specified requirements;
<b>Equivalence Assessment</b>	The process of judging the conformity assessment procedures and/or rules of another country to be equivalent to national conformity assessment procedures and/or rules;
<b>Foreign Tourism Professionals</b>	Refers to Tourism Professionals who are nationals of any other ASEAN Member States who are certified in an ASEAN Member State;
<b>Host Country</b>	Refers to the ASEAN Member State where a Foreign Tourism Professional applies for recognition to work;
<b>Internal verifier</b>	In the context of vocational qualifications, (the internal verifier is) an individual, approved by the awarding body but working for the Approved Centre, who monitors and supervises the operation of the qualifications awarding scheme;
<b>Mutual Recognition Arrangement</b>	A mutual recognition arrangement (MRA) is an international agreement designed to promote economic integration and increased trade between nations. This is achieved by reducing regulatory impediments to the movement of goods and services;
<b>NTPB</b>	National Tourism Professional Board refers to a Board for tourism professionals which shall be composed of representatives from the public and private sectors including the academe and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs;
<b>Performance appraisal</b>	The act of estimating or judging a person's performance;
<b>Performance assessment</b>	The activity of evaluating a person's performance;
<b>Performance indicator</b>	The expected level of desired performance;
<b>RCC</b>	Recognition of Current Competencies;
<b>Recognition</b>	Refers to acceptance by the TPCB of a demonstration of compliance with requirements set out in the ACCSTP;
<b>Registration</b>	Refers to inclusion of duly certified tourism professionals onto ATPRS;
<b>RITS</b>	Roadmap for Integration of Tourism Sector (ASEAN);
<b>RPL</b>	Recognition of Prior Learning;
<b>RQFSRS</b>	Regional Qualifications Framework and Skills Recognition System;

<b>Skills Passport</b>	A Skills Passport may be designed as a typical bound booklet in which verified entries are made, or it may exist as a protected on-line portfolio. A Skills Passport can provide individuals with a verified record of their skills, qualifications and achievements, hosted online;
<b>SRA</b>	Skills Recognition Audit;
<b>Standard</b>	The desired level of performance;
<b>Tourism Job Title</b>	refers to a specific job position in the tourism sector as specified in the CATC and ACCSTP Framework;
<b>Tourism Professional</b>	refers to a natural person who holds the nationality of an ASEAN Member State certified by the TCPB;
<b>TPCB</b>	Tourism Professional Certification Board refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals;
<b>TRG</b>	Technical Reference Group;
<b>VAP</b>	Vientiane Action Plan.

## Executive summary

In 2015, the ASEAN Economic Community will come into being, with one of its key elements being the mutual recognition of professional qualifications within the Community. The ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) is one forward-looking initiative designed to enable the mobility of employment for skilled tourism labour within each Member State. The key to this arrangement is recognition of skills and qualifications of working tourism professionals from different ASEAN countries.

In order to function effectively, the MRA - TP requires an infrastructure operating at both the ASEAN and Member State level. The ASEAN Framework Agreement on MRAs (1998) and the ASEAN MRA on Tourism Professionals (2009) provides guidance for these mechanisms, and draws on the experience and expertise available through the development of other MRAs internationally.

This Handbook has been produced as an essential reference to the key policies, processes and implementation guidelines for the MRA - TP, and is provided for National Tourism Organizations in ASEAN. It can be disseminated to staff within NTOs who are responsible for manpower planning, HRD, training and qualifications.

## Recognition & Eligibility of Foreign Tourism Professionals

The ASEAN MRA on Tourism Professionals will provide a mechanism for agreement on the equivalence of tourism certification procedures and qualifications across ASEAN. When ASEAN nations mutually recognise each other's qualifications this will encourage a free and open market for tourism labour across the region and boost the competitiveness of the tourism sector in each ASEAN nation, while at the same time attracting needed talent to meet local skills shortages. The eligibility to work in a host country will of course be subjected to prevailing domestic laws and regulations of the host country.

In order for a Foreign Tourism Professional to be recognised by other ASEAN Member States and to be eligible to work in a host country, they will need to possess a valid tourism competency certificate in a specific tourism job title as specified in the Common ASEAN Tourism Curriculum (CATC), issued by the Tourism Professional Certification Board (TPCB) in an ASEAN Member State.

It is important to recognise that while the MRA on Tourism Professionals will be active, the application and implementation by the various tourism educational and training providers in each country will be voluntary. This is especially true in terms of quality of instruction, evaluation and standards of curriculum development.

## The Key MRA Components

The MRA - TP model consists of six mechanisms or components:

- a) The National Tourism Professional Board (NTPB),
- b) The Tourism Professionals Certification Board (TPCB),
- c) The Common ASEAN Tourism Curriculum (CATC),
- d) The ASEAN Tourism Professionals Registration System (ATPRS),
- e) The ASEAN Tourism Qualifications Equivalency Matrix (ATQEM), and
- f) The ASEAN Tourism Professional Monitoring Committee (ATPMC).

Each component forms part of a connecting infrastructure in support of effective implementation of the MRA - TP system to become operational by 2015. Each part requires a development effort at either ASEAN (regional) level or Member State (national) level.

At national or Member State level two agencies are required - the **National Tourism Professional Board** and the Tourism Professionals Certification Board. The NTPB has the function of quality control of the education and training system - the Common ASEAN Tourism Curriculum that delivers the qualifications recognized in the MRA.

The **Tourism Professionals Certification Board** will apply national competency standards, assess and certify tourism professionals and also support the **ASEAN Tourism Professionals Registration System**. The ATPRS is a web-based facility designed to disseminate details about qualified tourist professionals in ASEAN Member States and provide a comparative understanding of the scope, content and equivalent value (or status) of a tourism qualification awarded in any one of the ASEAN Member States.

The MRA - TP is challenging because there are no agreed international tourism standards which can act as a basis for conformity assessment for the MRA - TP. As a result, it is essential to construct an equivalence matrix of tourism qualifications for the AMS - the **ASEAN Tourism Qualifications Equivalency Matrix** to be used as the basis for conformity assessment. This is an essential supporting mechanism for a robust, reliable and transparent Mutual Recognition Arrangement for Tourism Professionals.

The overall MRA - TP system will be under the oversight of the **ASEAN Tourism Professional Monitoring Committee**. Each of the six components will be explained in more detail in this Handbook.

## Conclusions

The MRA on Tourism Professionals is an important driver in raising standards of tourism and improving qualifications of the tourism workforce in the ASEAN region. Member States need to carefully review their MRA status, implementation plans and readiness for the AEC in 2015.

It is hoped that this Handbook will contribute to an understanding of MRA - TP and aid National Training Organizations and others in planning and implementing the arrangement. The Handbook can be adapted by each AMS as required, and the soft copy downloaded from the ASEAN website. In addition, a MRA - TP Guidebook has been prepared specifically for tourism industry employers and tourism professionals. This is also available for download from the ASEAN website.

The ATMPC are willing to support and advise on the MRA process and help those NTOs with any challenges or needs. Regional and country workshops and seminars will continue to be held over the next period to inform, assist and train master trainers, assessors and other key staff involved in implementing the MRA on Tourism Professionals.

## BACKGROUND TO MRA

### Topics:

- 1.1 Introduction
- 1.2 Rationale for MRA for Tourism Professionals
- 1.3 The ASEAN MRA - TP Handbook
- 1.4 What is a Mutual Recognition Arrangement?
- 1.5 Benefits of MRAs
- 1.6 Purpose of MRA on Tourism Professionals
- 1.7 How was the MRA - TP Developed?
- 1.8 Key Elements of MRA - TP
- 1.9 Principles for Recognition & Eligibility of Foreign Tourism Professionals
- 1.10 The ASEAN-Australia Development Cooperation Program
- 1.11 Impacts and Challenges

### IMPORTANT ASEAN AGREEMENTS RELATED TO MRA

### Key terms found in this Chapter:

- ASEAN-Australia Development Cooperation Program (AADCP)
- ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP)
- Common ASEAN Tourism Curriculum (CATC)
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)
- ASEAN Tourism Professional Monitoring Committee (ATPMC)
- Tourism Professional Certification Board (TPCB)
- ASEAN Coordinating Committee on Services (CCS)

## 1.1 Introduction

The tourism industry contributes significantly to the overall ASEAN economy. Based on the ASEAN Travel and Tourism Competitiveness Report 2012, it is estimated that this sector accounts for 4.6 percent of ASEAN GDP. The contribution can be as large as 10.9 percent when all indirect contributions from the sector are taken into account. In addition, it directly employs 9.3 million people, or 3.2 percent of total employment, and indirectly supports some 25 million jobs. The growth of international tourism in ASEAN has been remarkable. In 1991, there were only 20 million international visitor arrivals to ASEAN. After 20 years, the number has grown 4 times, to more than 81 million arrivals in 2011.

## 1.2 Rationale for MRA for Tourism Professionals

To ensure growth sustainability and greater contribution to the ASEAN economy, the ASEAN tourism attractiveness needs to be accompanied by excellent quality of services provided by the tourism industry within the region. Having high-skilled tourism workers to deliver high-quality services should become normal practice in order to guarantee satisfaction of tourists visiting the region. One of the ways to achieve this goal is through mutual recognition of qualifications of tourism professionals across Member States.

The purpose of this mutual recognition mechanism is to facilitate mobility of tourism professionals within ASEAN based on competence-based tourism qualifications/certifi-



cates, and at the same time, improve the quality of services delivered by tourism professionals. There are 32 job titles covered under this MRA, ranging from housekeeping, front office, food and beverages services, and food production for hotel division, to travel agencies and tour operator for travel division.

### 1.3 The ASEAN MRA - TP Handbook

This Handbook will explain the MRA - TP system and processes so that ASEAN NTOs are fully aware of this important Arrangement and can take action to implement MRA - TP by 2015 as agreed by the ASEAN Member States. In addition, an *MRA Guidebook for Tourism Professionals & Employers* will be prepared to give a short and practical guide for industry members.

### 1.4 What is a Mutual Recognition Arrangement?

A mutual recognition arrangement (MRA) is an international agreement designed to promote economic integration and increased trade between nations. This is achieved by reducing regulatory impediments to the movement of goods and services.

MRAs facilitate trade because they smooth the path in negotiation between nations. Each nation has its own standards, procedures and regulations. If trade is to flow freely between nations then agreement has to be reached on the equivalence - or conformity - between these regulations, standards and procedures. MRAs are the instruments that are used to reach such agreement.

MRAs became important in the field of assessing equivalent standards between partners in the early 1980s. They were formalised by the World Trade Organization under the Agreement on Technical Barriers to Trade (TBT). This agreement has become the guiding basis for all MRAs whether in the public sector (where the majority are found) or in the private sector.

#### 1.4.1 Types of MRAs

Whilst there are a number of types of MRAs, the most common is designed to facilitate agreement on standards. This type of MRA is an agreement between two or more parties to mutually recognise or accept so one or all aspects of one another's conformity assessments. The term is also now applied to agreements on the recognition of professional qualifications.

The early MRAs tended to operate on a bilateral basis, facilitating agreement between two countries wanting to work together. However, as they grew and evolved, MRAs became more complex, dealing with multi-lateral issues of trade, where a number of nations are involved. This is the case in the European Union, APEC, and also in ASEAN where 10 nations are involved. ASEAN now has a variety of MRAs seeking conformance of standards in fields such as nursing, telecommunications and tourism.

### 1.5 Benefits of MRAs

*For governments*, MRAs ensure commitment and agreement to international trade, and encourage the sharing of good practice and information between partners. This can lead to:

- Reduced costs;
- Increased competitiveness;
- Increased market access; and
- Freer flow of trade.

*For tourism professionals and the industry, MRAs provide the following benefits:*

- Facilitate mobility of tourism professionals based on the tourism competency qualification/ certificate
- Enhance conformity of competency based training/education
- Recognise skills of tourism professional
- Improve the quality of tourism human resources (graduates are ready to work in the industry)
- Enhance the quality of tourism services.

## **1.6 Purpose of MRA on Tourism Professionals**

The ASEAN MRA on Tourism Professionals (MRA-TP) seeks to increase the international mobility of tourism labour across the ASEAN region in line with ASEAN policy. Each ASEAN nation has its own standards, certification and regulations for recognising the competency of workers in the tourism sector. Therefore, there is a need for an MRA to facilitate agreement on what constitutes equivalent competency to work in tourism by a worker, for example from Indonesia, who is seeking a position in Malaysia. The MRA - TP is therefore designed to:

- a) Address the imbalance between supply and demand for tourism jobs across the ASEAN region; and
- b) Establish a mechanism for the free movement of skilled and certified tourism labour across the ASEAN region.

The objectives of MRA - TP are threefold, to:

- a) Facilitate mobility of Tourism Professionals;
- b) Encourage exchange of information on best practices in competency-based education and training for Tourism Professionals; and,
- c) Provide opportunities for cooperation and capacity building across ASEAN Member States.

## **1.7 How was the MRA - TP Developed?**

In January 2006 ASEAN Tourism Ministers supported the decision by ASEAN NTOs to establish the ASEAN Task Force on Tourism Manpower Development (ATFTMD) to prepare a Mutual Recognition Arrangement (MRA - TP) for ASEAN Tourism Professionals. The ASEAN MRA on Tourism Professionals was signed by the ASEAN Tourism Ministers in 2009 (See Annex I for the full text). The ATFTMD was one of six tourism task forces formed to assist ASEAN NTOs (National Tourism Organisations) in all matters related to tourism manpower development, especially in the implementation of the Roadmap for Integration of the Tourism sector, the Vientiane Action Program and the ASEAN Tourism Agreement.

The ATFTMD was dissolved in 2010 and the ASEAN Tourism Professional Monitoring Committee (ATPMC) was formally established in June 2010, at Lombok, Indonesia, to take over responsibility for promoting, updating, maintaining and monitoring ACCSTP and CATC, and for disseminating information about MRA - TP. ATPMC will work closely with the Quality Tourism Working Group which is primarily responsible for developing standards and in the implementation of the MRA - TP (see Figure 1.1 for ASEAN Tourism Cooperation Organizational Structure).

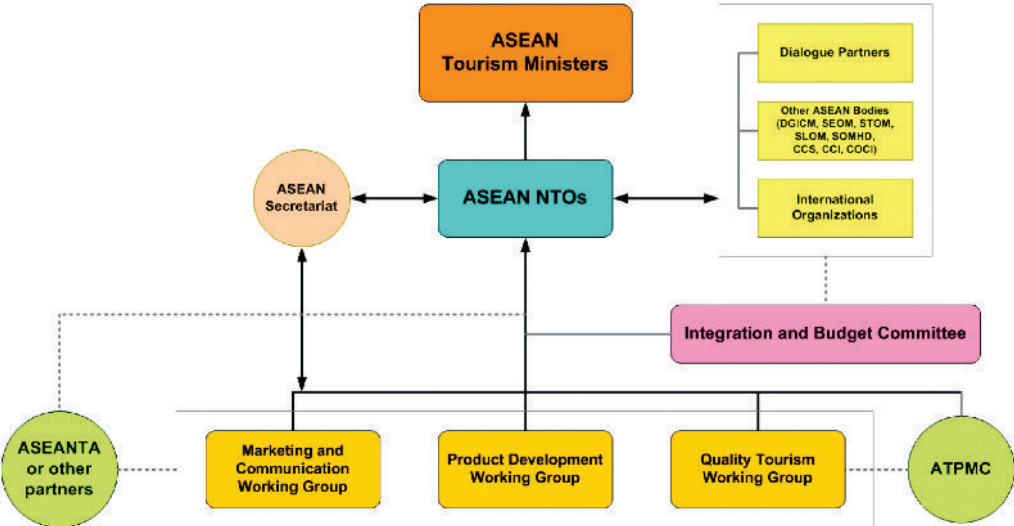


Figure 1-1 ASEAN Tourism Cooperation Organizational Structure

The ATPMC’s responsibilities in relation to the MRA - TP, are:

- a) Create awareness and disseminate information about the MRA on Tourism Professionals within ASEAN;
- b) Promote, update, maintain and monitor the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and the Common ASEAN Tourism Curriculum (CATC);
- c) Notify promptly the concerned Tourism Professional Certification Board (TPCB) upon receipt of feedback from National Tourism Professional Board (NTPB), in case a foreign Tourism Professional is no longer recognised by the host country;
- d) Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this Arrangement;
- e) Report its work progress to the ASEAN NTOs;
- f) Formulate and update necessary mechanisms to enable the implementation of the MRA on Tourism Professionals;
- g) Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future; and
- h) Resolve any differences among ASEAN Member States concerning the interpretation or application of the MRA on Tourism Professionals and to settle them in an amicable manner.

## 1.8 Key Elements of MRA - TP

The key elements of MRA - TP are listed below and will be expanded upon in the following sections of this Handbook. These elements need to be in place for the system to work fully, and some parts, such as the ASEAN Tourism Professional Registration System (ATPRS), will only be launched in 2015.

a) The **ASEAN Tourism Professional Monitoring Committee (ATPMC)** consists of ASEAN NTOs and appointed representatives from the National Tourism Professional Boards (NTPBs).

b) The **ASEAN Tourism Professional Registration System (ATPRS)** is a web-based facility to disseminate details of certified Foreign Tourism Professionals within ASEAN. This registration system is still under development and will be launched in 2015.

c) The **National Tourism Professional Board (NTPB)** refers to the Board for Tourism Professionals composed of representatives from the public and private sectors (including academia and other relevant tourism stakeholders) to be determined by the respective ASEAN NTOs.

d) The **Tourism Professional Certification Board (TPCB)** refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals.

e) **Tourism Professional** refers to a person who holds the nationality of an ASEAN Member State certified by the Tourism Professional Certification Board;

f) The **ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)** refers to the minimum requirements of competency standards in hotel and travel services which aim to upgrade tourism services and facilitate the development of MRA between ASEAN Member States.

g) The **Common ASEAN Tourism Curriculum (CATC)** refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs.

h) **Assessment** refers to the process of appraising the qualification and/or competencies of Tourism Professionals;

i) **Certification** refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP;

j) **Verification** is the means by which a certificate or qualification is checked against ACCSTP to ensure its compatibility and validity.

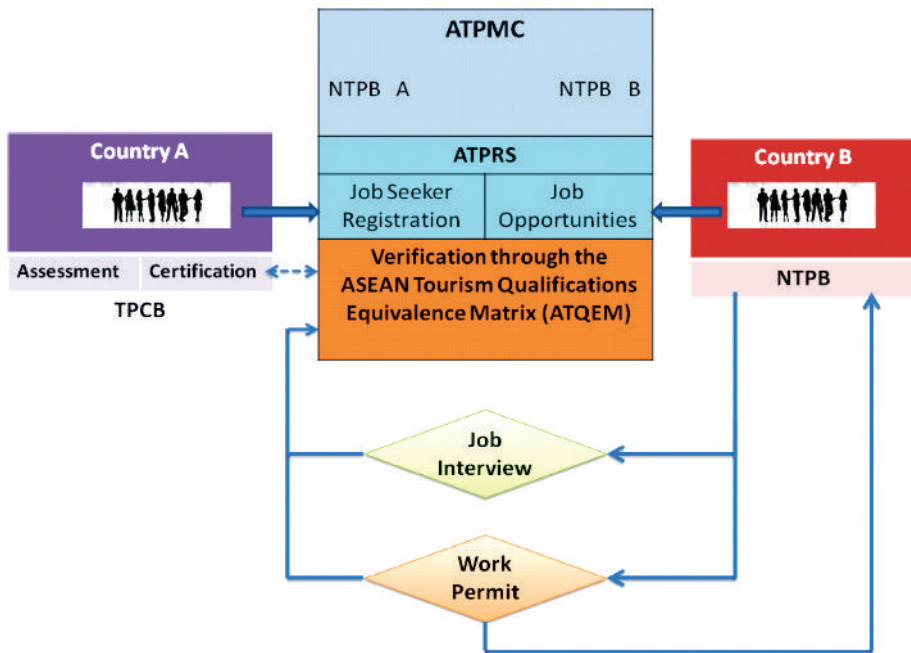


Figure 1-2 Schematic outlines the ASEAN MRA on Tourism Professionals Mechanism

Once the ATPRS has been established, the job seekers (foreign tourism professionals) will be able to register on the system and seek job opportunities in other member countries. Job opportunities will also be listed with the specific requirements of the job so a match can be made. The job seeker will need to ensure verification of his/her certificates by the national TPCB to ensure they match the requirements of the Common ASEAN Tourism Curriculum (CATC). Once the certificates are validated, and if the job seeker matches the requirements of the job, then an interview will take place and subject to job offer, a work permit will be provided by the host country.

### 1.9 Principles for Recognition & Eligibility of Foreign Tourism Professionals

An ASEAN MRA on Tourism Professionals will provide a mechanism for agreement on the equivalence of tourism certification procedures and qualifications across ASEAN. Once this is achieved, ASEAN nations will mutually recognise each other's qualifications for tourism. This will encourage a free and open market for tourism labour across the region and boost the competitiveness of the tourism sector in each ASEAN nation.

The qualification of a Foreign Tourism Professional may be recognised by other ASEAN Member States, and if such qualification is recognised, they may be eligible to work in a host country provided that they possess a valid tourism competency certificate in a specific tourism job title as specified in the Common ASEAN Tourism Curriculum (CATC), issued by the Tourism Professional Certification Board (TPCB) in an ASEAN Member State. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

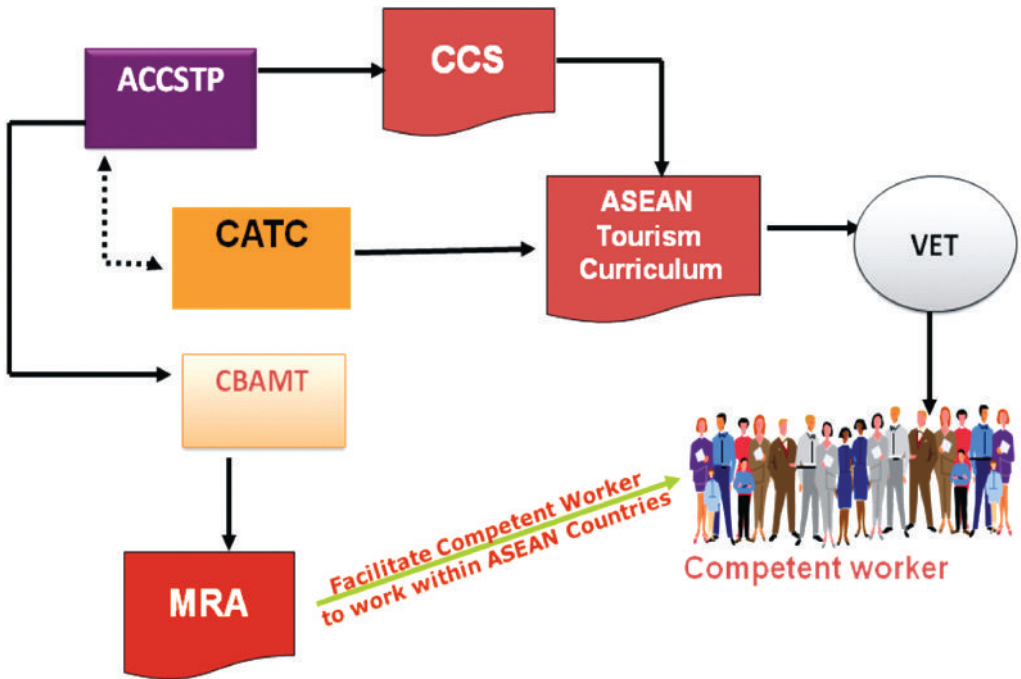


Figure 1-3 The MRA-TP Process

## 1.10 The ASEAN-Australia Development Cooperation Program

In preparing for the implementation of MRA on Tourism Professionals, ASEAN received technical support from the ASEAN-Australia Development Cooperation Program (AADCP). At the stage of publishing this Handbook, a number of the MRA components were completed, including:

- The ASEAN Common Competency Standards for Tourism Professionals
- Common ASEAN Tourism Curriculum
- ASEAN Tourism Professionals Monitoring Committee
- Training toolboxes for Housekeeping
- National Tourism Professionals Board and Tourism Professionals Certification Board in respective ASEAN Member States
- Training a pool of ASEAN Master Trainers and ASEAN Master Assessors for Housekeeping Division
- A feasibility study to establish the Regional Secretariat.

Several projects to further support the MRA - TP are also being carried out under the guidance of the ATPMC, such as, the development of toolboxes for all hotel divisions.

## **1.11 Impacts and Challenges**

### **1.11.1 Implementation Issues**

Most Member States recognise that the free movement of labour will impact on local workers, and there is a growing recognition that there will be a need to protect national interests, especially to ensure local employment is not affected by a flood of unskilled labour, while at the same time attracting needed talent to meet local skills shortages. However, moving from an agreement on mutually recognised qualifications to actually implementing the MRA - TP and getting approval at the national level among Ministries of Labour, Education and Tourism, and then at the regional level, is seen as a process that could take a number of years. There are some areas such as the culinary arts, where mutual recognition would be a distinct advantage in order to facilitate the movement of skilled chefs from one country to another.

### **1.11.2 Implications of MRA for Institutions**

It is also important to recognise that while the MRA on Tourism Professionals will be active, the application and implementation by the various tourism educational and training providers in each country will be voluntary. This is especially true in terms of quality of instruction, evaluation and standards of curriculum development. However, should these institutions wish to have the qualifications of their graduates recognised by other ASEAN Member States, then there will need to be a campaign of information to the colleges and educational institutes to ensure they understand the implications of MRA - TP and how they need to modify or align their curricula to meet the requirements of a Common ASEAN Tourism Curriculum (CATC).

### **1.11.3 Providing Support to Stakeholders**

Another area for consideration by NTOs is how to provide support, information and training for national stakeholders. Will there be central training provided? Will there be a need for curriculum and assessment materials? How will the implementation of MRA - TP be implemented and funded?

### **1.11.4 Readiness of Member States**

There are also questions to be asked about the readiness of Member States, and how many will be able to set up a comprehensive MRA - TP system by 2015. In addition there are questions related to implementation especially given the different regulatory frameworks, labour laws and structures within each Member State.



## **IMPORTANT ASEAN AGREEMENTS RELATED TO MRA**

### **ASEAN Framework Agreement on Services (1995)**

(Article V: ASEAN Framework Agreement on Services, signed on 15 December 1995 in Bangkok, Thailand)

“Each Member State may recognise the education or experience obtained, requirements met, or licenses or certifications granted in another Member State, for the purpose of licensing or certification of service suppliers. Such recognition may be based upon an agreement or arrangement with the Member State concerned or may be accorded autonomously.”

### **ASEAN Vision 2020 (1997)**

(The ASEAN Vision 2020 on Partnership in Dynamic Development, approved 14 June 1997)

“The ASEAN Vision 2020 which charted towards the year 2020 for the creation of a stable, prosperous and highly competitive ASEAN Economic Region which would result in:

- free flow of goods, services and investment;
- equitable economic development, and reduced poverty and socio-economic disparities; and
- enhanced political, economic and social stability;

### **ASEAN Tourism Agreement (2002)**

8th ASEAN Summit (Article VIII of ASEAN Tourism Agreement, signed on 4 November 2002 in Phnom Penh, Kingdom of Cambodia)

“Member States shall cooperate in developing human resources in the tourism and travel industry by:

1. Formulating non-restrictive arrangements to enable ASEAN Member States to make use of professional tourism experts and skilled workers available within the region on the basis of bilateral arrangements;
2. Intensifying the sharing of resources and facilities for tourism education and training programmes;
3. Upgrading tourism education curricula and skills and formulating competency standards and certification procedures, thus eventually leading to mutual recognition of skills and qualifications in the ASEAN region;
4. Strengthening public-private partnerships in human resource development; and
5. Cooperating with other countries, groups of countries and international institutions in developing human resources for tourism.”

### **2004 ASEAN Sectoral Integration Protocol for Tourism (2004)**

Adopted by the Economic Ministers at the 10th ASEAN Summit in Vientiane, Laos on 29 November 2004



## **Mutual Recognition Arrangements for Qualifications (2003)**

(9th ASEAN Summit & the 7th ASEAN + 3 Summit Bali, Indonesia, 7 October 2003)

“Calling for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008”

## **Establishment of the ASEAN Community by 2015 (2007)**

(Cebu Declaration on the Acceleration of the Establishment of an ASEAN Community by 2015 at 12th ASEAN Summit, 2007)

“Agree to accelerate the establishment of an ASEAN Community by 2015 along the lines of ASEAN Vision 2020 and the Declaration of ASEAN Concord II in the three pillars of the ASEAN Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community.”

## 2. ASEAN Common Competency Standards for Tourism Professionals

### Topics

- 2.1 Introduction
- 2.2 Rationale for Standards Development
- 2.3 Priority for Tourism Standards
- 2.4 Basis of the ACCSTP
- 2.5 The Importance of a Competency Framework
- 2.6 Structure of the Competency Standards
- 2.7 Common Labour Divisions
- 2.8 Core, Generic and Functional Competencies
- 2.9 Future Developments

### Key terms found in this chapter

- ASEAN Tourism Agreement (ATA)
- ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)
- ASEAN Strategic Plan
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)
- Capacity Building for an ASEAN Mutual Recognition Arrangement in Tourism (CBAMT) Project
- Core, Generic and Functional Competencies
- Regional Qualifications Framework and Skills Recognition System (RQFSRS)
- Toolboxes (for each Competency Standard in the 6 Labour Divisions)

### 2.1 Introduction

At their eighth summit in November 2002, ASEAN leaders signed the ASEAN Tourism Agreement (ATA) which aimed to create favourable industry conditions in support of ASEAN's vision for a free flow of tourism services before 2020. As part of the agreement, the ASEAN leaders agreed to upgrade tourism education, curricula and skills through the formulation of competency standards and certification procedures, thereby leading to mutual recognition of skills and qualifications in the ASEAN region. In addition, it supported the wider ASEAN agenda of encouraging Member States to adopt national frameworks for qualifications, competencies and training.

### 2.2 Rationale for Standards Development

The rationale for development of ASEAN Common Competency Standards was based on the assumption that if a framework of competencies could be compiled, shared and adopted by the ASEAN Member States as a common reference for qualifications, this would lay the foundations and conditions necessary for an MRA to operate. The proposed development and operation of an MRA would then facilitate the free movement of qualified tourism professional staff due to be fully operational by 2015.

## 2.3 Priority for Tourism Standards

Tourism is an important economic sector for the Member States of ASEAN. It provides an important source of export income and is a vital sector for employment - particularly for women and small businesses. Not only has the significance of this area of economic development been recognised at the individual state level, but also tourism has been included as a priority sector for economic integration across the ASEAN region.

### 2.3.1 Human Resources Development

Human resources are a key competitive element of tourism, as destinations increasingly compete on level of service rather than physical or natural assets. In recognition of the imperative to develop a skilled labour force for tourism across the ASEAN region, the ACCSTP project was developed and agreed based upon three general objectives:-

1. To establish an agreed set of ACCSTP.
2. To determine the potential for manpower mobility and the establishment of an MRA within ASEAN.
3. To develop a strategic plan for the regional implementation of ACCSTP and a sustainable network to facilitate the application of an MRA on Tourism Professionals.

### 2.3.2 Strategic Direction

The ASEAN Strategic Plan identified the importance of increasing the quality of services and human resources in the region as a strategic direction, and identified ASEAN tourism standards and implementing the MRA as strategic actions of the plan. Figure 2.1 illustrates these priorities as part of responsible and sustainable tourism development.

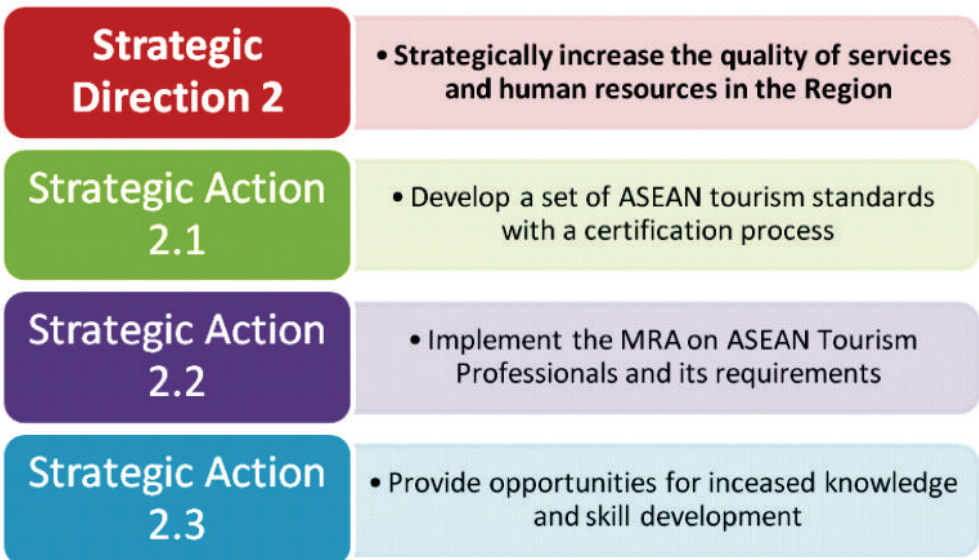


Figure 2-1: Vision & Strategic Direction for ASEAN Tourism

## **2.4 Basis of the ACCSTP**

At the eleventh meeting of the ASEAN Task Force on Tourism Manpower Development, a set of minimum competency standards within a qualifications framework for professionals in retail and wholesale travel companies, housekeeping, front office, and food & beverage service was presented. The standards were based upon the competencies required to perform a set of commonly agreed job titles in retail and wholesale travel companies, housekeeping, front office, and food & beverage service.

### **2.4.1 Parameters for ACCSTP Framework**

In the development of the ACCSTP Framework (2004-2005), ATFTMD helped to identify the minimum competency standards essential for each job title within the following parameters:-

- The ACCSTP Framework common competency standards matrix must be compatible with best practice to be recognised internationally;
- The ACCSTP Framework is the best available common denominator or common language to advance the interests of the ASEAN community;
- The ACCSTP Framework would only include competencies that were current, relevant and applicable to member countries. A ‘mainstream approach’ has been used in cross-matching the common competencies (among member countries);
- Given an agreed ACCSTP Framework, each member country or industry may choose to add (at a later date) additional competencies that may be necessary to suit local requirements.

## **2.5 The Importance of a Competency Framework**

The ACCSTP are based on the concept of competency - the knowledge, skills attitudes (KSA) that individuals must have, or must acquire, to perform effectively at work. Competence is all about demonstrable performance outputs and in the case of ACCSTP relates to a system or set of minimum standards required for effective performance at work. A ‘competency framework’ is a structure that sets out and defines each individual competency (such as problem-solving, checking in hotel guests or managing people) required by individuals working in a tourism organisation or part of an organisation.

## **2.6 Structure of the Competency Standards**

Competency standards set down the specific knowledge and skills required for successful performance in the workplace and the required standard of performance. They are organised into units, each with a code and title. The standards for hospitality and tourism cover both general areas common to all sectors (e.g. communication, leadership and occupational health and safety), and sector-specific areas.

The ACCSTP Framework lists the minimum common competency standards that should be widely used in the region to allow the skills, knowledge and attitudes (competence) of tourism professionals to be assessed, recognised and equated to comparable qualifications in other ASEAN countries in order for an MRA to function.

## 2.7 Common Labour Divisions

The ACCSTP are arranged as sets of competencies required by qualified professionals who seek to work in the various divisions of labour that are common across various sectors of tourism in ASEAN Member States.

### 2.7.1 Minimal Competencies

Compliance with these “minimal” competencies will be an essential reference or benchmark for anyone wishing to apply for a position in another ASEAN Member State. The terms minimum or minimal simply refer to the essential basic skills required for a particular job description. It is useful in setting a basic benchmark or standard in professional performance. In the ACCSTP Framework, the minimal competencies required are arranged on a framework using common divisions of labour as illustrated in Table 2.1:

*Table 2-1: 32 Job Titles & Six Common Labour Divisions*

32 Job Titles - Six Labour Divisions					
HOTEL SERVICES				TRAVEL SERVICES	
Front Office	House Keeping	Food Production	Food and Beverage Service	Travel Agencies	Tour Operation
Front Office Manager	Executive Housekeeper	Executive Chef	F&B Director	General Manager	Product Manager
Front Office Supervisor	Laundry Manager	Demi Chef	F&B Outlet Manager	Assistant General Manager	Sales & Marketing Manager
Receptionist	Floor Supervisor	Commis Chef	Head Waiter	Senior Travel Consultant	Credit Manager
Telephone Operator	Laundry Attendant	Chef de Partie	Bartender	Travel Consultant	Ticketing Manager
Bell Boy	Room Attendant	Commis Pastry	Waiter		Tour Manager
	Public Area Cleaner	Baker			
		Butcher			

The positions listed under each labour division are of varying levels of sophistication and responsibility, some of which might require extensive vocational training whereas others might only require short-term training of one to two weeks or on-the-job training.

### 2.7.2 Setting Job Positions

The principle for setting job positions is that for some positions it is entirely possible that someone can carry out a series of responsibilities in a highly professional manner without any formal education. This is certainly the case within the industry where some managers have little formal education but a great deal of life and industry experience. This is not to say that formal education at the higher managerial levels is not important but clearly industry experience needs to be recognized in any hiring process.

### **2.7.3 Divisions of Labour**

The term labour division might be slightly misleading in that some of the tasks are operational in nature and labour intensive, but many of the position classifications are clearly supervisory or managerial.

## **2.8 Core, Generic and Functional Competencies**

The competency standards for tourism professionals listed in the ACCSTP Framework are the minimum acceptable common competency standards required by industry and employers to enable the standard of a qualified person's skills to be recognised and assessed equitably in ASEAN countries. This is an essential mechanism required for the effective operation of an MRA.

In the ACCSTP Framework, the Competencies are graded into three related groups of skills: Core, Generic and Functional Competencies.

### **2.8.1 Core Competencies**

Competencies that industry has agreed are essential to be achieved if a person is to be accepted as competent in a particular primary division of labour. They are directly linked to key occupational tasks and include units such as 'Work effectively with colleagues and customers, and Implement occupational health and safety procedures.'

### **2.8.2 Generic Competencies**

Competencies that industry has agreed are essential to be achieved if a person is to be accepted as competent at particular secondary division of labour. The name 'life skills' is sometimes used to describe these competencies and they include units such as: 'Use common business tools and technology,' and 'Manage and resolve conflict situations.'

### **2.8.3 Functional Competencies**

Functional Competencies are specific to roles or jobs within the labour division, and include the specific skills and knowledge (know-how) to perform effectively, such as 'Receive and process reservations, Provide housekeeping services to guests, and Operate a bar facility.' These competencies could be generic to a Labour Division as a whole, or be specific to roles, levels or jobs within the Labour Division.

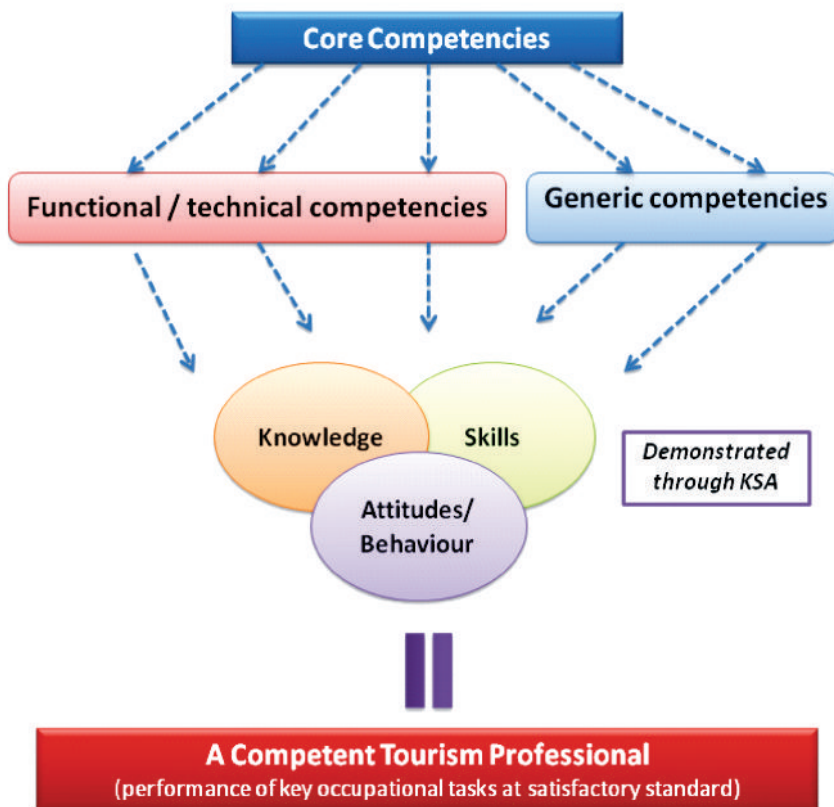


Figure 2-2: The Relationship between Core, Generic & Functional Competencies

## 2.9 Future Developments

As part of the ongoing work of ASEAN, the following activities will take place:

- Development of a Regional Qualifications Framework and Skills Recognition System (RQFSRS)
- Development of 242 Toolboxes for each Competency Standard in the 6 Labour Divisions (Housekeeping Division has already been completed)
- Training of Trainer Programme for Master Trainer and Master Assessor for Front Office, Food and Beverage Services, Food Production, Travel Agents, and Tour Operators
- Establishment of a Regional Secretariat for ASEAN Tourism Professionals.



## 3. Common ASEAN Tourism Curriculum Topics

- 3.1 Introduction
- 3.2 Common ASEAN Tourism Curriculum
- 3.3 Rationale for CATC
- 3.4 Structure of CATC
- 3.5 Career Progression
- 3.6 Industry-Based Content & Units of Competency
- 3.7 Life-long Learning
- 3.8 Portability of Qualifications
- 3.9 Contextualisation
- 3.10 Localised Units of Competence
- 3.11 Challenges in Implementing CATC

### Key terms found in this chapter

- The Common ASEAN Tourism Curriculum (CATC)
- Vientiane Action Plan (VAP)
- ASEAN Tourism Agreement (ATA)
- Roadmap for Integration of Tourism Sector (RITS)
- Regional Qualifications Framework and Skills Recognition System (RQFSRS)
- Competency Based Training (CBT)
- Life-long Learning
- Child Wise Tourism Program

### 3.1 Introduction

The Common ASEAN Tourism Curriculum (CATC) is the approved common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs. The concept is founded upon a number of initiatives, including the Vientiane Action Plan (VAP), ASEAN Tourism Agreement (ATA) and the Roadmap for Integration of Tourism Sector (RITS). The CATC is linked to the Regional Qualifications Framework and Skills Recognition System (RQFSRS)

#### 3.1.1 Design Principles

The curriculum was designed to be industry based, well-structured and flexible, in order to meet varying local requirements of the Member States. It is based on the agreed Competencies adopted by all Countries in ASEAN, and using the agreed ACCSTP Units of Competence aims at making qualifications relevant and useful to both students and the tourism industry.

### 3.2 Common ASEAN Tourism Curriculum

The CATC is founded upon six labour divisions: Front Office, Housekeeping, Food Production, Food & Beverage Service, Travel Agencies and Tour Operations. CATC & RQFSRS go hand in hand. CATC supports and contributes to the development of a harmonized tourism education and training framework within the ASEAN region, while the RQFSRS supports and contributes to the implementation of the MRA - TP which ultimately will facilitate skilled labour mobility, contributing to economic integration of the region.



### 3.3 Rationale for CATC

CATC is founded on the Competency Based Training (CBT) approach that is recognised worldwide as being the most effective means of delivering vocational training. CBT is training that provides trainees with skills, knowledge and attitudes necessary to demonstrate competence against prescribed and endorsed Industry Competency Standards. This concept is especially applicable to Tourism where ‘attitude’ is an extremely vital element of all customer-contact and service situations.

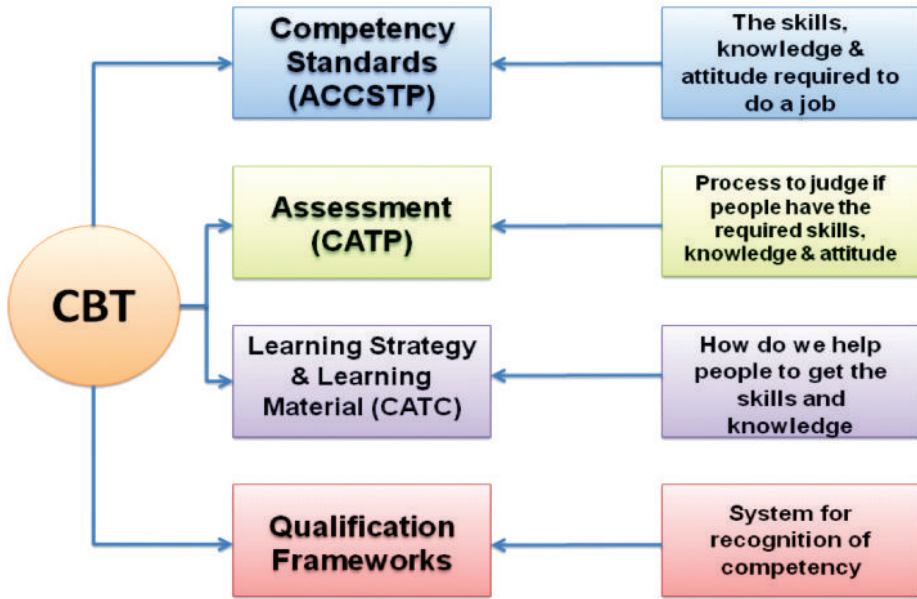


Figure 3-1 : Components of Competence-based Training

#### 3.3.1 CATC Framework

CATC aims at providing an efficient and practical model for the delivery of vocational training which can be expected to prove popular with industry, students and training providers. The model is straightforward and consistent across all Secondary Labour Divisions of Travel Agencies, Tour Operation, Housekeeping, Front Office, Food and Beverage Service, and Food Production. It offers qualifications in each of the labour divisions from Certificate II level to Advanced Diploma level. The framework is:

- Industry-based - the units of competency and the content for each one has been set by industry: qualifications will match industry need in order to make qualifications relevant and useful to both students and industry
- Flexible - allowing students, industry and training providers the highest level of flexibility in the selection of units for each qualification: stakeholders can individually determine on a case-by-case basis the actual mix of units that will combine to fulfil the packaging requirements for a qualification
- Well-structured - there is a logical flow between qualifications: this facilitates advancement through qualifications, enables movement between streams and enables students to gain higher level managerial qualifications while still retaining a practical and operational focus.

### 3.4 Structure of CATC

CATC consists of five qualification levels across all six Labour Divisions providing vocational streams within each Labour Division that reflect the stated needs of AMS and the needs of industry. In all cases Certificate II incorporates Certificate I on the advice of participating countries. Table 3.1 gives an overview of the level at which each of the five qualifications in the Framework is set.

*Table 3-1: Qualification & Description of the Competencies used at each Level*

Framework Level	Level Indicator
<b>Level 5 - Advanced Diploma</b>	Sophisticated, broad and specialised competence with senior management skills
	Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
<b>Level 4 - Diploma</b>	Specialised competence with managerial skills
	Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
<b>Level 3 - Certificate IV</b>	Greater technical competence with supervisory skills
	More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and management and increased responsibility for outcomes.
<b>Level 2 - Certificate III</b>	Broad range of skills in more varied context and team leader responsibilities
	Skilled operator who applies a broad range of competencies within a more varied work context, possibly providing technical advice and support to a team including having team leader responsibilities.
<b>Level 1 - Certificate II</b>	Basic, routine skills in a defined context
	A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

In summary, fifty two qualifications across six labour divisions were packaged for CATC & RQFSRS, see Table 3.2 below:

Table 3-2 : The breakdown of the 52 qualifications across the six labour divisions

	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Sub-Total
Food & Beverage	2	2	3	1	1	9
Food Production	2	3	3	1	1	10
Front Office	1	1	1	1	1	5
Housekeeping	1	1	1	1	1	5
Tour Operation (Management)	2	3	4	2	1	12
Travel Agencies	3	3	3	1	1	11
TOTAL						52

### 3.5 Career Progression

CATC is based upon the vocational training model with the concept of ‘qualifications rather than courses’. No two hospitality/tourism properties are identical and no two hospitality/tourism properties have training (or any other) needs that are the same. Therefore CATC is designed for different working environments and based around unique qualifications for local needs rather than standard training courses.

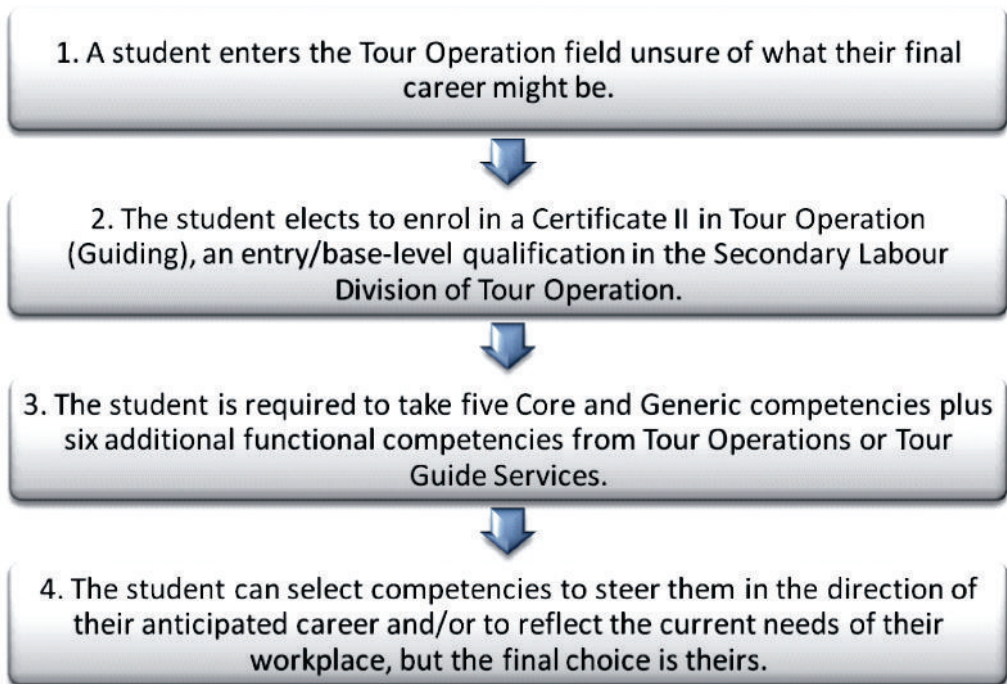
#### 3.5.1 Flexibility and Choice

The Framework requires students to undertake industry-based core and generic units of competency but allows flexibility for the functional units that complete the requirements for each qualification. This will enable students to:

- select functional units to suit their workplace needs and/or personal career aspirations
- pick an industry stream most relevant to employer needs which will deliver targeted training appropriate to workplace requirements
- move easily between streams most relevant to their changing or emerging professional and workplace needs
- engage only in vocational training that is directly relevant to identified industry and personal imperatives.

#### 3.5.2 Flexible Pathways

Participants can also enter - or leave - the qualification Framework at any level: there is no obligation to complete, for example, Certificate II before undertaking Certificate III or higher. For example:



*Figure 3.2: Progression possibilities*

### **3.5.3 Building on Existing Qualifications**

Enrolling in a higher level qualification enables the student to use and build on the previous units they have studied. Their unit selection will again reflect the blend of functional competencies they wish to attain and as previous units count towards their new qualification additional units are included to add the new competencies demanded by industry. The extent to which the student varies the functional competency clusters from which they select will depend on their career goal and industry need. This can also work over lifetimes by enabling employees to take additional modules and thus to ‘grow’ into new jobs.

### **3.5.4 Practical and Progressive**

This approach has produced qualifications that represent a blend of industry-identified competencies that enable practical workplace application as well as providing the basis for promotion and continued learning, and the ability for trainees to move between labour divisions as the need or opportunity arises.

## **3.6 Industry-Based Content & Units of Competency**

The qualifications listed in the proposed Framework are based on units of competency developed by industry making the training content relevant and responsive to industry need. As the qualifications rise through the levels (Certificate II to Advanced Diploma), so the choices of units of competency that exist within the packaging rules vary to respond to the changing workplace nature of the tasks that need to be completed.

### **3.6.1 A Blend of Competencies**

These changes to selection options reflect the required functional competencies identified by industry as being necessary for the various job titles that have been classified. Every qualification requires participants to undertake a blend of mandatory core and generic competencies as well as elective functional competencies.

Each of the qualifications has been designed holistically with a focus on essential core and generic units of competency together with the ability for trainees to select the most appropriate functional competencies to support their workplace needs or aspirations.

### **3.7 Life-long Learning**

The key to this capability lies in the freedom of people to choose units of competency from functional competency clusters that best suit their individual workplace and training needs, and yet still be credited with (some) previous units they have already studied. In this way, this framework actively supports the concept of life-long learning by encouraging further study through acknowledgment of workplace learning and recognition of past study.

#### **3.7.1 Accumulation of Skills and Knowledge**

The underpinning intention of this approach is to provide a vocational education and training system that enables trainees to accumulate skills and knowledge as they move through the system and study to gain higher qualifications. This will facilitate movement between qualifications, streams and labour divisions for trainees thereby providing a system that meets and can respond quickly to changing employer demand and one that maximises trainee choice of units of competency, streams and labour divisions.

#### **3.7.2 Robust Framework**

While providing freedom and flexibility the educational integrity and robustness of the framework is guaranteed by the need for trainees to complete the designated number of units at each qualification level before a complete certificate can be issued.

### **3.8 Portability of Qualifications**

The flexible structure of CATC will enhance the portability of qualifications between industries and countries and the intended audit requirements that will be imposed on all training providers will assure provider integrity, reliability and commitment.

#### **3.8.1 Recognition of Attainment**

It will be a requirement that any statement of attainment issued by any training provider must be recognised for the purposes of 'prior standing' by every other training provider within the system regardless of where that training provider is located and regardless of the perceived reputation of that organisation. This can be gained in the classroom (Recognition of Prior Learning - RPL) or in the workplace (Recognition of Current Competence - RCC).

#### **3.8.2 Mobility of Career Pathways**

This means that trainees can readily move from (for example) Housekeeping to Front Office or Food and Beverage service, and can move readily from Tour Operations to Travel Agencies. The structure also enables trainees to move easily into supervisory or managerial qualifications, or retain an operational role within the industry while gaining additional skills.

### **3.9 Contextualisation**

It is recommended that each Member State adopts and agrees on a common, regional framework both in curriculum and qualifications as the first step before considering how to integrate CATC with its existing vocational tourism training arrangements.

#### **3.9.1 Customised by Member States**

CATC can be tailored to suit the individual needs of different Member States through the way the curriculum is written and interpreted by those who use it. In practice, each country can use their own regulations, legislation, codes of practice, rules, etc., because of the way the curriculum is written. They can also make reference to their own authorities, bodies, agencies and organisations.

Providers within each Member State can also tailor units of competency to suit their specific industry, country or other needs and are free to add their own 'extra content' within any unit they deliver as well as to add extra non-accredited units they deem appropriate or necessary.

#### **3.9.2 Local Additions and Amendments**

Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

#### **3.9.3 Boundaries of Contextualisation**

Any contextualisation of units of competency can be done but within the following boundaries so that providers may:

- Add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- Make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- Add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.
- Not remove or add to the number and content of elements and performance criteria.

#### **3.9.4 Important Note**

The key to contextualisation is that the rigour and structure of each unit remain, but that the content can be varied to suit the needs of the user, provided the four 'rules' (see above) are complied with.

### **3.10 Localised Units of Competence**

ASEAN NTOs identified the need to include the two additional units of competence from the Child Wise Tourism Program (<http://www.childwise.net>) into the curriculum and qualifications framework. Two units of competence have been added to CATC - one unit at the Certificate entry level, *'Perform Child Protection Duties relevant to the Tourism Industry'* and the other unit at the Diploma level, *'Develop Protective Environments for Children in Tourism Destinations.'*

### **3.11 Challenges in Implementing CATC**

#### **3.11.1 Orientation and Training**

There will be a need for orientation and training to fully understand how the qualifications are structured and implemented, especially for users unfamiliar with Competence-based Training, ACCSTP and the qualifications under CATC. NTOs should consider how to promote, inform, and provide training and orientation on country-by-country basis but perhaps with common, shared resources.

#### **3.11.2 Bridging Programs**

Consideration of the development of 'Bridging Programs' to facilitate movement of students currently studying, or having recently completed, existing qualifications into the revised framework

#### **3.11.3 Recognition of Current Competence**

Systems should be developed to assist those with experience but no formal qualifications to have this experienced formally recognised and facilitate their movement into the formal vocational training system.

#### **3.11.4 Credit Transfer Process**

NTOs should consider the development of a formal Credit Transfer process to enable those with existing qualifications to have these recognised for the purposes of gaining standing within the new system

#### **3.11.5 Articulation Agreements**

Development of appropriate articulation pathways that students can take to move from Advanced Diploma into tertiary study and qualifications, along with agreements with providers of higher education.

#### **3.11.6 Quality Assurance**

An independent third party auditing process should be developed for providers to ensure minimum standards in relation to trainers, resources, training facilities, training, assessment, general levels of professionalism etc and other compliance requirements are being met.

### **References**

- Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems



## 4. Assessment of Competence

### Topics

- 4.1 Introduction
- 4.2 Competency
- 4.3 Competency Based Assessment
- 4.4 The Process of Assessment
- 4.5 Recognition of Current Competency
- 4.6 Assessing Competence

### Key terms found in this chapter

- Recognition of Prior Learning (RPL)
- Skills Recognition Audit (SRA)
- Recognition of Current Competencies (RCC)
- Competence-based Training and Assessment (CBT & CBA)

### 4.1 Introduction

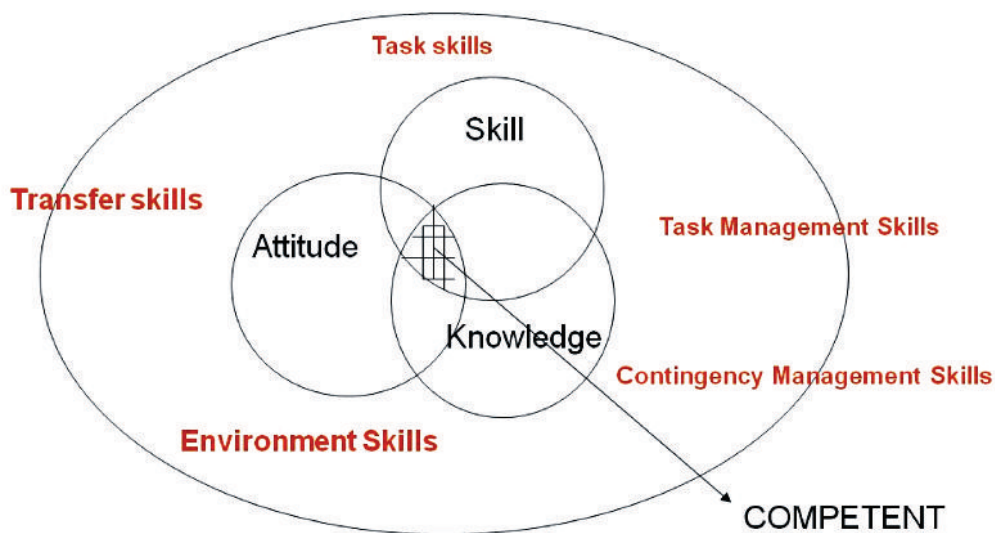
Competence-based Training (CBT) and Competence-based Assessment (CBA) focus on what a worker can do or is required to do at work. Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace. ASEAN has adopted the CBT/CBA training system to enable member countries to produce the type of worker that industry is looking for and this therefore increases trainees' chances of obtaining employment. CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard.

### 4.2 Competency

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment. The essential skills and knowledge are either identified separately or combined.

- Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.
- Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.
- Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner





*Figure 4-1: A Competent Worker*

Competency covers all aspects of workplace performance and involves

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

#### 4.2.1 Unit of Competency

All qualifications or programs include a range of topics that focus on the ability of the trainee to perform a task or job in a specific work area and with particular responsibilities or job functions. For purposes of assessment, ACCSTP uses the unit of competency that applies in the tourism workplace. Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Unit Code: _____	Unit Title: _____
Unit Descriptor: _____	
Element: _____	Performance Criteria: _____
Range of Variable: _____	
<b>Evidence Guide :</b> Underpinning Skills and Knowledge <ul style="list-style-type: none"> <li>•Context of Assessment</li> <li>•Critical Aspects of Assessment</li> <li>•Linkages to Other Units</li> </ul>	
<b>Key Competency</b>	

*Figure 4-2 : Structure of a Unit of Competency*

#### 4.2.2 Element of Competency

An element of competency describes the essential outcomes within a unit of competency. The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

#### 4.2.3 Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs. Performance criteria will be made up of certain specified skills, knowledge and attitudes. Figure 4.3 which compares competency standards with curriculum and shows the linkages between both methods of learning and assessment.

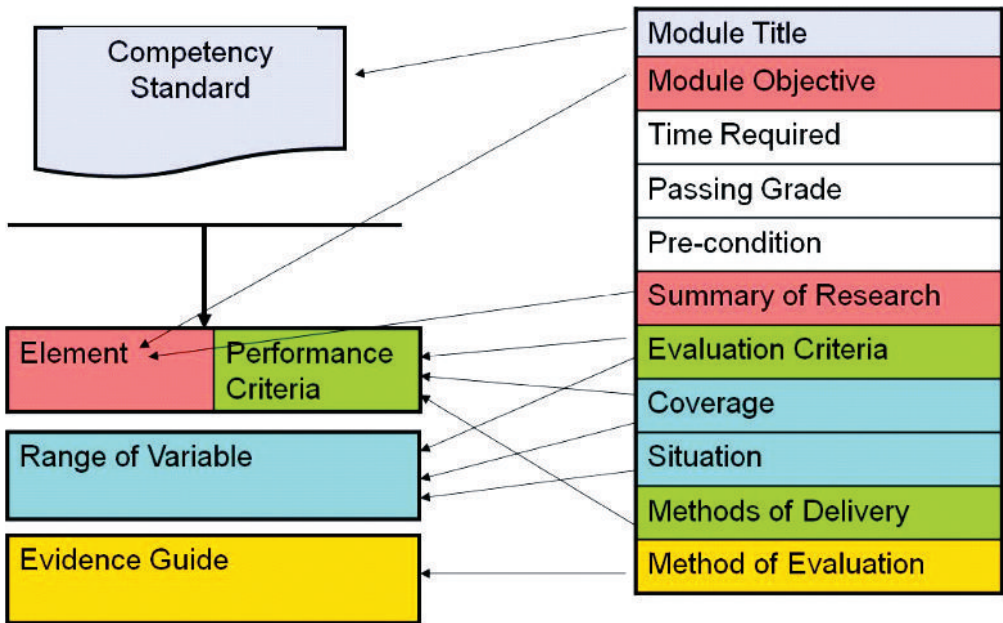


Figure 4-2 : Competency Standards verses Curriculum

### 4.3 Competency Based Assessment (CBA)

CBA is the strategy of assessing the competency of a trainee or worker. Assessment utilises a range of assessment strategies to ensure that trainees are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Assessment can be completed in a variety of ways:

- On-the-job - in the workplace
- Off-the-job - at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for trainees to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

#### 4.3.1 Principles of Competency Based Assessment (CBA)

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency. Competencies are gained in many ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

In CBA, assessors and participants work together, through the ‘collection of evidence’ in determining overall competence. This evidence can be collected using different formats, supported by different people in the workplace or in the training institution, and collected over a period of time.

The assessor, who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

#### **4.3.2 Flexibility in Assessment**

The Toolkits developed for each ACCSTP Competence Unit are very comprehensive and provide Trainers and Assessors with a range of methods and tools to aid in the assessment process. For all assessments, suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs. Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

#### **4.3.3 Assessment Objectives**

The assessment tools used for ACCSTP are designed to determine competency against the ‘elements of competency’ and their associated ‘performance criteria’. The assessment tools are used to identify sufficient a) knowledge, including underpinning knowledge, b) skills and c) attitudes.

Assessment tools are activities that trainees are required to undertake to prove competency. All assessments must be completed satisfactorily for participants to obtain competence for the units submitted for assessment and it is possible that in some cases several assessment items may be combined and assessed together.

#### **4.3.4 Types of Assessment**

A number of assessment tools can be used to determine competency, and these are suggested in the AACSTP Standards. Assessment methods can include: work projects, written questions, oral questions, third party reports, observation checklists etc. Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals and Toolkits.

#### **4.3.5 Alternative Assessment Tools**

The assessor can also use different assessment methods to measure the competency of a participant. Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do and whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include: practical

demonstrations at work or in simulated work conditions, problem solving, portfolios of evidence, critical incident reports, journals, oral presentations, interviews, videos, visuals: slides, audio tapes, case studies, log books, projects, role plays, group projects, group discussions and examinations.

#### 4.4 The Process of Assessment

Conducting assessments against the ACCSTP competency standards and CATC qualifications involves collecting evidence through various assessment methods including observing work, interviewing, conducting oral and written tests and practical testing, and making a judgement that the person can perform work in accordance with the competency standard.

The following process may be used in conducting competency based assessments.

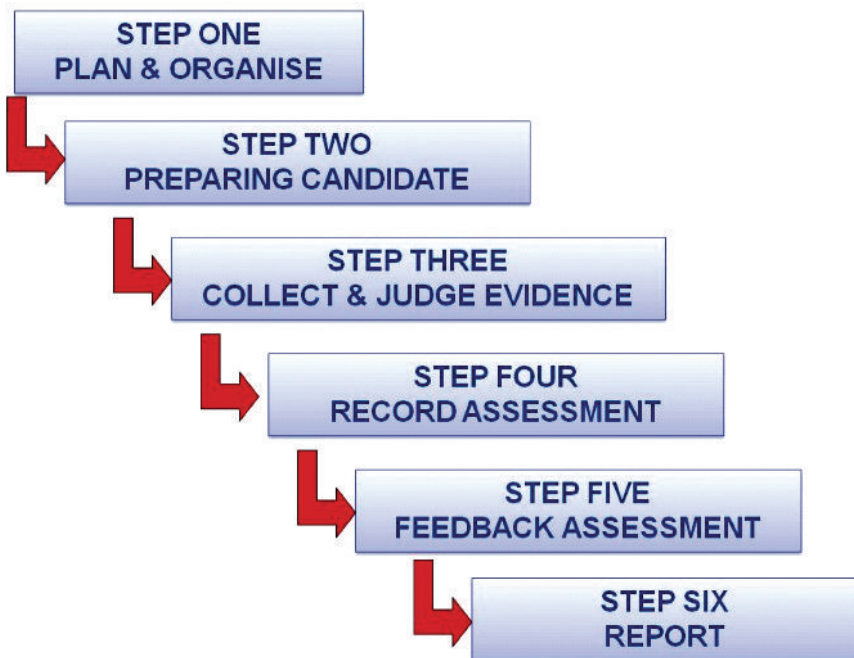


Figure 4-4 : The Assessment Process

##### 4.4.1 Step 1 - Plan and Organise

The assessor:

- establishes the context and purpose of the assessment
- identifies the competency standards, assessment guidelines and qualifications
- identifies the Toolkit that has been developed to facilitate the assessment process (if available)
- interprets the competency standards and identifies the evidence requirements

#### **4.4.2 Step 2 - Prepare the candidate**

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- outline the assessment procedure, the preparation which the candidate should undertake and answer any questions
- assess the needs of the candidate and establish any allowable adjustments in the assessment procedure
- seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and decide on the time and place of the assessment
- develop an assessment plan.

#### **4.4.3 Step 3 - Collect and Judge Evidence**

The assessor must:

- establish a plan for gathering sufficient and quality evidence about the candidate's performance in order to make the assessment decision
- source or develop assessment materials to assist the evidence gathering process
- organise equipment or resources required to support the evidence gathering process
- coordinate and brief other personnel involved in the evidence gathering process.
- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and Evidence Guide in the relevant units of competency
- incorporate specified allowable adjustments to the assessment procedure, where appropriate

#### **4.4.4 Step 4 - Record Assessment**

The assessor will:

- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

#### **4.4.5 Step 5 - Provide Feedback on the Assessment**

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and appeals processes.

#### **4.4.6 Step 6 - Record and Report the Result**

The assessor must:

- record the assessment outcome according to the approved policies and procedures
- maintain records of the assessment procedure, evidence collected and the outcome according to the approved policies and procedures
- maintain the confidentiality of the assessment outcome
- organise the issuance of qualifications and/or Statements of Attainment according to the approved policies and procedures

#### **4.4.7 Review the Assessment Process**

Feedback on the assessment process will be helpful to the assessment centre, so a review of the assessment process by the assessor is valuable. The assessor should be encouraged to report on the positive and negative features of the assessment to those responsible for the assessment procedures and make suggestions on improving the assessment procedures to appropriate personnel in the TCPB.

In addition, the assessor may be involved in providing feedback and counselling to the candidate, if required, regarding the assessment outcome or process and to provide the candidate with information on the reassessment and appeals process. The assessor should report any assessment decision that is disputed by the candidate to the appropriate personnel in the TCPB and participate in the reassessment or appeal according to the approved policies and procedures.

### **4.5 Recognition of Current Competency**

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses: Recognition of Current Competencies (RCC) Skills auditing Gap analysis and training Credit transfer.

Recognition of Prior Learning (RPL) is a similar process to RCC that recognizes previous study or learning which can be mapped against competency standards.

## 4.6 Assessing Competence

As mentioned earlier, assessment is the process of identifying a participant's current knowledge, skills and attitudes against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard. Therefore, when assessing competency, an assessor has two possible results that can be awarded: Pass Competent (PC) or Not Yet Competent (NYC).

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC). The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC). This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards. The participant may be required to:

- Undertake further training or instruction
- Undertake the assessment task again until they are deemed to be 'Pass Competent'

Table 4.1 below shows an example of a Unit of Competence and how the performance criteria are assessed.



Table 4-1 : Example of Unit of Competence & its Key Components

UNIT TITLE: CLEAN AND PREPARE ROOMS FOR IN-COMING GUESTS	NOMINAL HOURS:	30
UNIT NUMBER: D1.HHK.CL3.03		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean and prepare rooms for in-coming guests by room attendants to deliver housekeeping services in an accommodation facility.		
<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>		
<p><b>Element 1: Identify the role of room attendants</b></p> <ul style="list-style-type: none"> <li>• Describe the <i>services delivered by a room attendant</i></li> <li>• Locate the position of room attendants within the enterprise</li> <li>• Identify the <i>personal characteristics</i> required of a room attendant</li> <li>• Describe <i>grooming and personal presentation standards</i> for a room attendant</li> <li>• Interpret <i>enterprise policies and procedures</i> for the provision of housekeeping services</li> <li>• Identify and explain the <i>role of communication</i> in the provision of housekeeping services</li> </ul> <p><b>Element 2: Prepare for cleaning duties</b></p> <ul style="list-style-type: none"> <li>2.1 Replenish <i>linen room supplies</i></li> <li>2.2 Load <i>housekeeping trolley with supplies</i> for service</li> <li>2.3 Check <i>housekeeping trolley</i> prior to use</li> <li>2.4 Identify <i>rooms to be cleaned</i> for the shift</li> <li>2.5 Access and enter <i>guest room</i> appropriately</li> </ul> <p><b>Element 3: Make beds</b></p> <ul style="list-style-type: none"> <li>3.1 Strip and <i>re-make bed with fresh bed linen</i></li> <li>3.2 Re-make bed using existing bed linen</li> </ul> <p><b>Element 4: Clean bathroom</b></p> <ul style="list-style-type: none"> <li>4.1 Clean <i>bath and shower</i> area</li> <li>4.2 Clean <i>toilets</i></li> <li>4.3 Clean <i>vanity</i> area</li> <li>4.4 Clean <i>floors</i></li> </ul>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to the delivery of housekeeping services in an industry sector that provides accommodation facility to guests within the labour divisions of the hotel and travel industries and may include:</p> <ul style="list-style-type: none"> <li>1. Housekeeping</li> </ul> <p><i>Services delivered by a room attendant may be related to:</i></p> <ul style="list-style-type: none"> <li>• routine housekeeping and room servicing/cleaning duties</li> <li>• rotational cleaning duties</li> <li>• special area cleaning, such as sauna, steam room, nominated outside areas and nominated inside areas/rooms which may include private offices and public areas</li> <li>• turn down services</li> <li>• co-operation with other staff and departments, as required.</li> </ul> <p><i>Personal characteristics may be related to:</i></p> <ul style="list-style-type: none"> <li>• tact, diplomacy and discretion</li> <li>• etiquette and good manners</li> <li>• politeness and civility</li> <li>• honesty and dedication</li> <li>• willingness to be of genuine service attention to detail.</li> </ul> <p><i>Other range statements covering elements also included (in italics)</i></p>	

<p><b>Assessment Guide</b> The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• the enterprise's policies and procedures in regard to delivery of housekeeping services</li> <li>• principles of cleaning and chemical use</li> <li>• principles of safe manual handling, including bending and lifting</li> <li>• ability to use a variety of cleaning items and techniques</li> <li>• appropriate verbal and non-verbal communication, interpersonal and guest contact skills.</li> </ul> <p><b>Linkages To Other Units</b></p> <ul style="list-style-type: none"> <li>• Develop and update local knowledge</li> <li>• Maintain hospitality industry knowledge</li> <li>• Receive and resolve customer complaints</li> <li>• Provide housekeeping services to guests</li> <li>• Implement occupational health and safety procedures.</li> </ul> <p><b>Critical Aspects of Assessment</b> Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• demonstrated ability to ready housekeeping stores and trolleys for service</li> <li>• demonstrated ability to make a range of beds according to various house requirements</li> <li>• demonstrated ability to clean bathroom area including a nominated variety of bathroom fittings and facilities</li> <li>• demonstrated ability to service a nominated range of guest rooms featuring a variety of in-room facilities, fixtures and fittings</li> <li>• demonstrated ability to provide nominated additional housekeeping services</li> <li>• demonstrated ability to clean housekeeping equipment and re-stock supplies</li> </ul>	<p><b>Context of Assessment</b> This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> <li>• Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge</li> <li>• Assessment must relate to the individual's work area or area of responsibility.</li> </ul> <p><b>Resource Implications</b></p> <ul style="list-style-type: none"> <li>• Training and assessment to include access to a real or simulated workplace</li> <li>• Access to workplace standards, procedures, policies, guidelines, tools and equipment.</li> </ul> <p><b>Assessment Methods</b> The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• observation of practical candidate performance</li> <li>• inspection of finished work</li> <li>• oral and written questions</li> <li>• third party reports completed by a supervisor</li> <li>• project and assignment work.</li> </ul> <p><b>Key Competencies in this Unit</b> <i>Level 1 = competence to undertake tasks effectively</i> <i>Level 2 = competence to manage tasks</i> <i>Level 3 = competence to use concepts for evaluating</i></p>
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## 5. The Mechanisms Supporting MRA for Tourism Professionals

### Topics

- 5.1 Introduction
- 5.2 The Key MRA Components
- 5.3 National Tourism Professional Boards
- 5.4 Tourism Professional Certification Boards
- 5.5 ASEAN Tourism Professional Monitoring Committee
- 5.6 ASEAN Tourism Professionals Registration System
- 5.7 Monitoring and Reporting
- 5.8 Challenges to MRA Sustainability

### Key terms found in this chapter

- ASEAN Framework Agreement on Services (Article V)
- National Tourism Professional Board (NTPB)
- Tourism Professionals Certification Board (TPCB)
- ASEAN Tourism Professionals Registration System (ATPRS)

### 5.1 Introduction

Since the signing of the ASEAN Framework Agreement on Services (Article V) on 15 December 1995 in Bangkok, Thailand there has been steady progress towards realisation of a full MRA for Tourism Professionals by all Member States for implementation in 2015. The key statement confirms, “Each Member State may recognise the education or experience obtained, requirements met, or licenses or certifications granted in another Member State, for the purpose of licensing or certification of service suppliers. Such recognition may be based upon an agreement or arrangement with the Member State concerned or may be accorded autonomously.”

In order to function effectively, the MRA - TP will require an infrastructure operating at both the ASEAN and Member State levels. The ASEAN Framework Agreement on MRAs (1998) provides guidance for these mechanisms, recognising also the experience and expertise available through the development of other MRAs internationally. This chapter of the Handbook will explain the key mechanisms and components required for effective implementation of the MRA.

### 5.2 The Key MRA Components

The MRA - TP model consists of six mechanisms or components:

- a) The National Tourism Professional Board (NTPB),
- B) The Tourism Professionals Certification Board (TPCB),
- c) The Common ASEAN Tourism Curriculum (CATC),
- d) The ASEAN Tourism Professionals Registration System (ATPRS),
- e) The ASEAN Tourism Qualifications Equivalency Matrix (ATQEM), and
- f) he ASEAN Tourism Professional Monitoring Committee (ATPMC).

Each component forms part of a connecting infrastructure in support of effective implementation of the MRA - TP system to become operational by 2015. Each part

requires a development effort at either ASEAN (regional) level or Member State (national) level.

At national or Member State level two agencies are required - the National Tourism Professional Board (NTPB) and the Tourism Professionals Certification Board (TPCB). The NTPB has the function of quality control of the education and training system that delivers the qualifications utilized in the MRA. The TPCB will apply national competency standards and assess and certify tourism professionals and will also support the (ATPRS). Each of these will be explained in more detail in this Handbook.

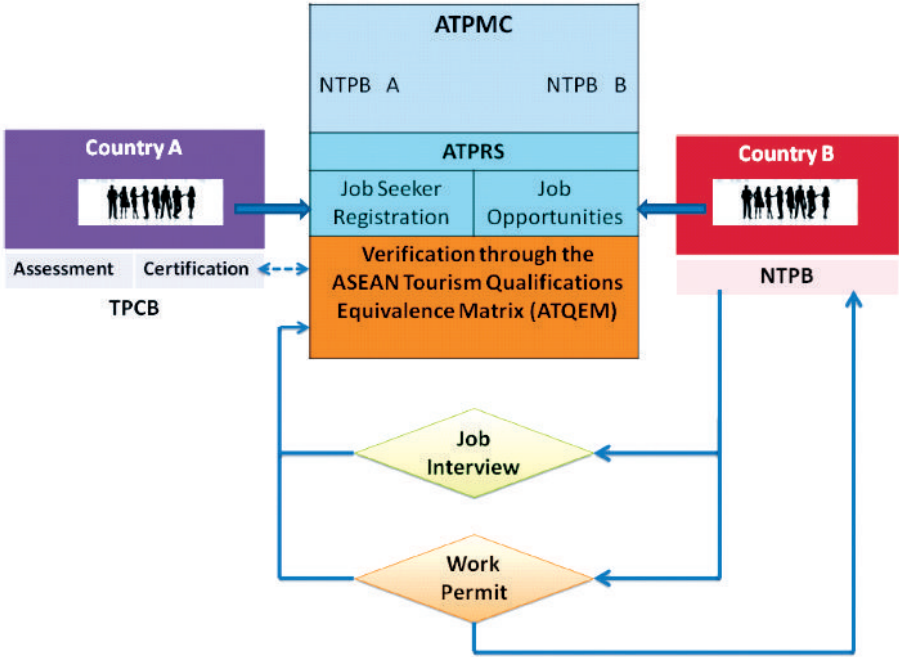


Figure 5-1 : The Key Components of MRA - TP

### 5.3 National Tourism Professional Boards (NTPB)

The NTPB of each ASEAN Member State shall have the following responsibilities:

- Create awareness and disseminate information about this the MRA - TP;
- Promote, update, maintain, and monitor the ACCSTP and the CATC;
- Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this MRA - TP;
- Report its work progress to the ASEAN NTOs, including actions taken on cases referred to it by the TPCB and/or ATPMC;
- Formulate and update necessary mechanisms to enable implementation of this MRA;
- Facilitate the exchange of best practices and prevailing developments in tourism sector with the view to harmonizing and updating regional and/or international tourism competencies and curricula; and
- Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## **5.4 Tourism Professional Certification Boards (TPCB)**

Each Member State will establish a Tourism Professional Certification Board (TPCB). Most will already have an established national qualifications accreditation agency that would take on the role as TPCB. The TPCB would function in support of the ATPRS by providing in-country qualification endorsements on existing professional qualifications by applying the template established by the CATC Regional Qualifications Framework. In some countries, a TPCB or equivalent already exists and this development presents a further indicator of the country's readiness to proceed. For example, the Government of Viet Nam with assistance from the EU established a working TPCB named the Vietnam Tourism Certification Board which functions in support of the Viet Nam National Authority on Tourism.

### **5.4.1 Composition of TPCB**

The composition of each TPCB will vary by Member Country, as it will be dependent upon existing government structures and private sector involvement. It may also be the case that the NTPB and the TPCB can be separate arms of the same agency.

### **5.4.2 Responsibilities of the TPCB**

Each Member Country will require the services of a Tourism Professionals Certification Board. The TPCB will apply national competency standards and assess and certify tourism professionals with an accredited qualification in order that they can be registered on the ATPRS. One of the primary functions of the TPCB is to manage the day-to-day operation of the ATPRS. The TPCB is rooted firmly at the Member County level.

### **5.4.3 Terms of Reference of TPCBs**

- Assess qualifications and/or competencies of tourism professionals as specified in the ACCSTP;
- Issue certificates to tourism professionals whose qualifications and/or competencies have met the standards specified in the ACCSTP;
- Develop, process and maintain a register of certified tourism professionals and job opportunities onto the ATPRS; and
- Notify the NTPB promptly in case foreign tourism professionals are no longer qualified to provide a particular service or have violated technical, professional or ethical standards.
- Providing information to other Member Countries TPCBs.

## **5.5 ASEAN Tourism Professional Monitoring Committee (ATPMC)**

The ATFTMD and the CBAMT agreed on a need for a monitoring body to be established to oversee the effective operation of the MRA - TP mechanism and to adjudicate on any operational disputes. A QA/QC mechanism will be established to ensure that the ATPRS and its supporting parts are enabled to function in the manner intended and with transparency.

### **5.5.1 ATPMC Responsibilities**

The committee has the overall responsibility for the operation of the MRA, including monitoring of on-going performance of the mechanism. In practice the committee would become a component part of the greater MRA mechanism. The ATPMC will review, adjudicate and resolve disputes, as well as monitor the operation of the TPCBs and the conformity equivalents being issued.

### **5.5.2 ATPMC Terms of reference**

The ATPMC is funded by Member States and supported by the ASEAN Secretariat. It is comprised of members of the NTOs and other (co-opted) nominees of individual Member Countries. Its terms of reference are as follows:

- Create awareness and disseminate information about MRA on tourism professionals within ASEAN
- Promote, update, maintain and monitor ACCSTP
- Upon receipt of feedback from NTPBs, to notify promptly the concerned TPCB in case foreign tourism professionals are no longer qualified to provide a particular service or have violated technical, professional or ethical standards
- Facilitate exchange of information concerning assessment procedures, criteria, systems, manuals and publications
- Report its progress of work to the ASEAN NTOs
- Formulate and update necessary mechanisms to enable the implementation of this MRA
- Other functions and responsibilities that may be assigned to it in the future.

## **5.6 ASEAN Tourism Professionals Registration System (ATPRS)**

Of the four component parts of the support mechanism for the MRA - TP, the ATPRS is the device most essential to the effective operation of the MRA concept. It will perform two functions in parallel and will underpin the MRA in tourism in terms of regional best practice and efficient use of resources.

### **5.6.1 ATPRS Purpose**

There are two aims of the ATPRS:

1. To compile the records of applicants (tourism professionals) in a format compliant with an agreed model and procedure. By this procedure, tourism professionals will be registered and thus formally identified for recognition by industry as a registered professional, and
2. Further to a satisfactory registration process, the ATPRS would provide a database system on which the data on applicants could be appraised by licensed employers or agencies. The process would indicate expressions of interest from registered professionals in seeking employment on an industry-approved contract in another AMS.

### **5.6.2 ATPRS Ethos**

ATPRS will be established to provide affordable access, (equitable) to meet the needs of suitably qualified job-seekers irrespective of where they live in the ASEAN region.

It will be a well-defined reference mechanism, linked to the standards of the ACCSTP Framework. Most importantly, ATPRS will be managed in an environment conducive to the MRA goals and in a competent manner that would engender confidence in its operation and potential outcomes.

### **5.6.3 ATPRS Design**

The MRA mechanism must be technologically current and sustainable, with a web-based registration system suitable to enable eligible applicants to lodge a formal expression of interest in seeking work in a relevant industry sector and in a foreign ASEAN member country. The design would:

- It would allow for applications to be registered through multiple portals in each Member State and thus access would not be limited to only one or two locations in each country;
- The initiative of applying to become a registered job-seeker would not impose a heavy cost burden on those the system is most designed to serve and with a minimal capacity to pay;
- The basis of operation would remain “industry-driven”, (because employers would still be the ones responsible and authorised to initiate proceedings) but with a much clearer emphasis on the qualifications of the job-seeker it delivers a more equitable system;
- With appropriate accessibility, the ATPRS would have additional potential to assist qualified job-seekers in more rural areas to seek skilled employment in a safe local environment;
- Through wider accessibility, the ATPRS would have additional potential to assist qualified women to seek out appropriate skilled employment in a safe local environment.

### **5.6.4 ATPRS Features**

The ATPRS is still under development and will be launched in readiness for the MRA in 2015 with the following features:

- A regional mechanism and a central feature of the MRA support system.
- A web-based database facility.
- A system that operates in real time.
- Accessible to licensed users only. This would apply equally to inputs of data from qualified applicants as well as for access by job placement agencies, companies and industry employer organisations.
- Equipped to maintain a profile of appropriate users, to be developed for licensing to protect the system from risks of malpractice in the early phase of operation.
- Owned by the ATPMC Regional Secretariat with the day-to-day management, maintenance and operation out-sourced to an appropriate IT services provider.

## **5.7 Monitoring and Reporting**

The monitoring of the MRA will be through monthly reports from the ATPRS. The ATPRS database should facilitate generation of monthly reports automatically as required by the ATPMC. The data should support the evaluation of the MRA operation through the

following reports:

- Volume of registrations on the ATPRS;
- Timings/seasonality of registrations on the ATPRS;
- Types of qualifications registered on the ATPRS;
- The nationality, gender and other characteristics of registrations, and
- Other variables as required by AMS and the ATPMC.

Through these reports, both the ATPMC and Member States (via the NTPBs) will be able to review the effectiveness of the MRA according to its established objective

### **5.7.1 Reporting Responsibilities**

The automatic monthly reporting procedures from the ATPRS will be agreed with variables determined in consultation with Member States and the ATPMC.

1. The ATPMC should monitor the reports on a six monthly basis.
2. The NTPB in each AMS should monitor the data for their own AMS on a quarterly basis and report concerns to the ATPMC, and
3. ATPMC should report on their monitoring findings annually to the NTOs.

Whilst the monitoring and evaluation of the MRA would initially be based on data drawn from the ATPRS, there will be other data available at both national and international levels that relates to the tourism labour market in ASEAN. This could be used to supplement material from the ATPRS and would also allow for the monitoring of movements into and out of the ASEAN region and provide a broader contextual setting for the ATPRS data.

### **5.8 Challenges to MRA Sustainability**

The design of the MRA for Tourism Professionals is dependent upon three entities that will require the commitment of experienced personnel - the ATPMC (a regional committee) and the NTPB and TPCB bodies (both national bodies).



## 6. Recognition of Tourism Professional Qualifications

### Topics

- 6.1 Introduction
- 6.2 Recognition of Tourism Professionals
- 6.3 Conformity Assessment
- 6.4 Rationale for the Approach
- 6.5 Registration of Tourism Professionals onto ATPRS
- 6.6 The ASEAN Tourism Qualifications Equivalence Matrix
- 6.7 Rationale for ATQEM
- 6.8 How ATQEM will work
- 6.9 Key Features of the Online ATQEM
- 6.10 Importance of the ATQEM
- 6.11 Skills Passbook
- 6.12 Conclusion

### Key terms found in this chapter

- Conformity assessment
- ASEAN Tourism Qualifications Equivalence Matrix (ATQEM)
- ASEAN Tourism Professionals Registration System (ATPRS)
- Skills Passport

### 6.1 Introduction

For the MRA for Tourism Professionals to function effectively across ASEAN Member States there needs to be a system of recognition of tourism professional qualifications. Countries that import tourism labour must accept and comply with the regulatory requirements of the exporting country. Likewise, countries that export tourism labour must ensure they conform to the requirements of the importing country by validating the local tourism qualifications of the employees wishing to work in another ASEAN member country.

### 6.2 Recognition of Tourism Professionals

The ASEAN Mutual Recognition Arrangement states,

“A foreign tourism professional may be recognized as eligible for a certain tourism job title in the labour divisions as specified in APPENDIX III in a host country provided that he/she possesses tourism competency qualification/certificate in a specific tourism job title as specified in the ACCSTP, issued by the TPCB in an ASEAN Member Country, provided further that he/she shall comply with the prevailing domestic laws and regulations of the host country.”

### 6.3 Conformity Assessment

According to the ASEAN Framework Agreement on Mutual Recognition Agreements: ‘Conformity Assessment means systematic examination to determine the extent to

which a product, process or service fulfils specified requirements'. For international arrangements, cross-border conformance can occur in two ways:

1. Countries can accept the results of other country's conformance assessment as the basis for their own conformity assessment decisions. This is useful as it does not need extensive promotional campaigns, but it does less to reduce redundancy in assessment; or
2. They can promote the direct acceptance of the conformance assessment results of the other countries by customers in their own country. This needs considerable promotional activity, but eliminates most of the redundancy in the system. This is the most common arrangement and the one recommended for the ASEAN MRA in tourism.

Countries therefore mutually accept each other's conformity assessment in terms of tourism qualifications. This acceptance relates to the process of conformity assessment. It is important to note that this does not imply harmonisation where the exporting country checks the regulations of the importing country before export. The purpose of an ASEAN MRA - TP is therefore to ensure that all ten ASEAN countries accept the conformity assessment relating to tourism competency qualifications produced in any single ASEAN Member State.

## 6.4 Rationale for the Approach

In order to achieve conformity, each of the ten ASEAN countries will need to have their tourism qualification system evaluated against the requirements established under the MRA - TP to demonstrate their competence to be part of the MRA. This arrangement will involve the comparison of tourism qualifications across the ten ASEAN countries.

### 6.4.1 Equivalence Assessment

Here, the key process is equivalence assessment - the process of judging the conformity assessment procedures and/or rules of another country to be equivalent to national conformity assessment procedures and/or rules. If the MRA - TP is to be a robust arrangement then this equivalence assessment needs to take place.

The reason that the equivalence assessment process is so pivotal to this MRA relates to the fact that tourism is comprised of non-regulated occupations:

- A regulated occupation is one that is controlled and governed by a professional organization or regulatory body. The regulatory body governing the profession or trade has the authority to set entry requirements and standards of practice, to assess applicants' qualifications and credentials, to certify, register, or license qualified applicants, and to discipline members of the profession/trade.
- Requirements for entry, which may vary from one country to another, usually consist of such components as examinations, a specified period of supervised work experience, and language competency.
- However, there are agreed standards across the profession, which can be built into an MRA. Examples of sectors that comprise regulated occupations include medicine, engineering or law.
- A non-regulated occupation is a profession or trade for which there is no legal requirement or restriction on practice with regard to licences,

certificates, or registration. Tourism falls into this category and as a result, the design of an MRA for tourism professionals is more challenging.

#### **6.4.2 Equivalence Matrix of Tourism Qualifications**

The MRA - TP is challenging because there are no agreed international tourism standards which can act as a basis for conformity assessment for the MRA - TP. As a result, it is essential to construct an equivalence matrix of tourism qualifications for the AMS to be used as the basis for conformity assessment. This is an essential supporting mechanism for a robust, reliable and transparent Mutual Recognition Arrangement for Tourism Professionals.

#### **6.5 Registration of Tourism Professionals onto ATPRS**

The TPCB will be responsible for the registration of applicants onto the ASEAN Tourism Professionals Registration System (ATPRS). The ATPRS is a web-based facility designed to disseminate details about qualified tourist professionals in ASEAN Member States.

##### **6.5.1 Management of ATPRS**

The NTPB in each AMS will oversee the management of the ATPRS in their country. It will be the responsibility of the NTPB to ensure reliable means of recording, securing and storing relevant information about applicants. It is recommended that the following procedures be adopted

1. The NTPB will need to design an application form for registration onto the ATPRS.
2. To apply for registration under mutual recognition, individuals forward their details to their home registration board for posting on the ATPRS.
3. They also sign a consent form agreeing to their information being available to the system, enabling the registration board in the importing country to check their tails and after this checking process, allow industry bodies in the importing country to access their details on the database.
4. The web based system will allow an applicant's relevant information to be easily accessible by registration boards in all AMS.
5. In the case of missing data, or extra requirements, it will be the duty of the NTPB in each AMS to provide any additional information required by another registration body relating to a person seeking an entry on the database.
6. It is recommended that in order to be eligible to be entered on the ATPRS an applicant must as a minimum:
  - Demonstrate a qualification delivered and accredited by a recognised institution in any AMS; or
  - Demonstrate a qualification accredited by a body independent of the education authority in the AMS (such as an overseas college or industry body operating in that country) providing that it has been endorsed by the NTPB and included on the approved list
7. In addition, the NTPB may wish to include and monitor other professional information such as:
  - Years spent in the industry.
  - Evidence that the applicant has kept their professional development up to date.
  - The applicant has agreed to a professional code of conduct.
  - Involvement in any disciplinary matters.

### 6.5.2 Additional considerations

Three related areas of responsibility also require consideration:

1. Normally, the checking of the applicant's qualifications will be done automatically using the qualifications equivalence matrix.
2. However, in the case of a dispute or a non-standard application, the NTPB will be responsible for making a decision as to an applicant's eligibility and it is normal to allow up to one month for a decision.
3. A process for short-notice applications will need to be established, as otherwise this can be an expensive and time-consuming procedure.
4. Short-notice applications can normally be handled by making specific exemptions. For example, the short-notice need for a specialist chef to accompany a VIP on an overseas visit can be handled by exempting the chef from registration providing the chef only cooks for that person.
5. There will be a need to ensure that jurisdiction 'shopping and hopping' does not occur with applicants seeking countries with more lenient requirements. This can be achieved by the NTPBs sharing information and working cooperatively.

### 6.6 The ASEAN Tourism Qualifications Equivalence Matrix (ATQEM)

In order to satisfy the ASEAN 'Conformity Assessment' requirements, an ASEAN Tourism Qualifications Equivalence Matrix (ATQEM) will be developed using the CATC qualification framework. The following steps show the ATQEM process:

The need to provide a reliable indication of conformity of regional qualifications lies at the heart of the question of validation of qualifications and the transferability of skills. If potential users cannot be assured of this basic tenet of QA/QC, the relevance and reliability of the ATPRS would diminish rapidly. Therefore the conformity check can be indexed against the CATC as the common regional standard.

From the introduction of MRA - TP in 2015, applicants will be required to exhibit their local qualifications weighted for conformity by the TPCB in their home country through the ATPRS. The pre-requisite for this is completion of the ATQEM.

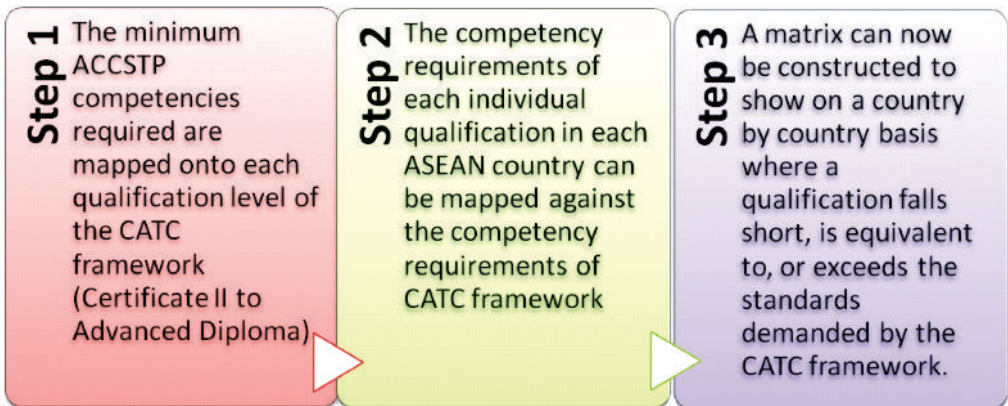


Figure 6-1 : Mapping Qualifications to the ATQEM

## **6.7 Rationale for ATQEM**

The concept of a qualification equivalents mechanism is centred on resolving the need for a device that can provide a comparative understanding of the scope, content and equivalent value (or status) of a tourism qualification awarded in any one of the ASEAN Member States.

The need to consider the equivalent value of an award will arise each time a qualified tourism professional in an ASEAN country makes an application to become registered as a regional tourism professional.

## **6.8 How ATQEM will work**

The ATQEM is designed to provide an “at a glance” interpretation (weighting) of a registered applicant’s qualification in a relevant field of professional performance in tourism, but derived from another country’s system of accredited academic awards. In technical terms, it should function as a fast and reliable electronic cross-referencing matrix whereby similar qualifications coming from somewhat similar award structures accredited in another ASEAN country can be appraised against established ASEAN award structures and given an equivalent weighting or value.

The ATQEM output assessment code places a value on the suitability of a qualification for a specific purpose in employment in circumstances where that applicant and qualification are derived from a foreign source and system.

The ATQEM device will function electronically to provide a licensed user with a comparative weighting expressed either as an indexed number (e.g., 7.8 on a 10-point scale) or as a band on a scale that informs the user of the quality of a particular applicant’s qualification in simple terms. This could be described as ‘a qualifications matching system’ that provides a comparison with an accepted ASEAN benchmark based on the ACCSTP Framework and the CATC (see Figure 6.2).

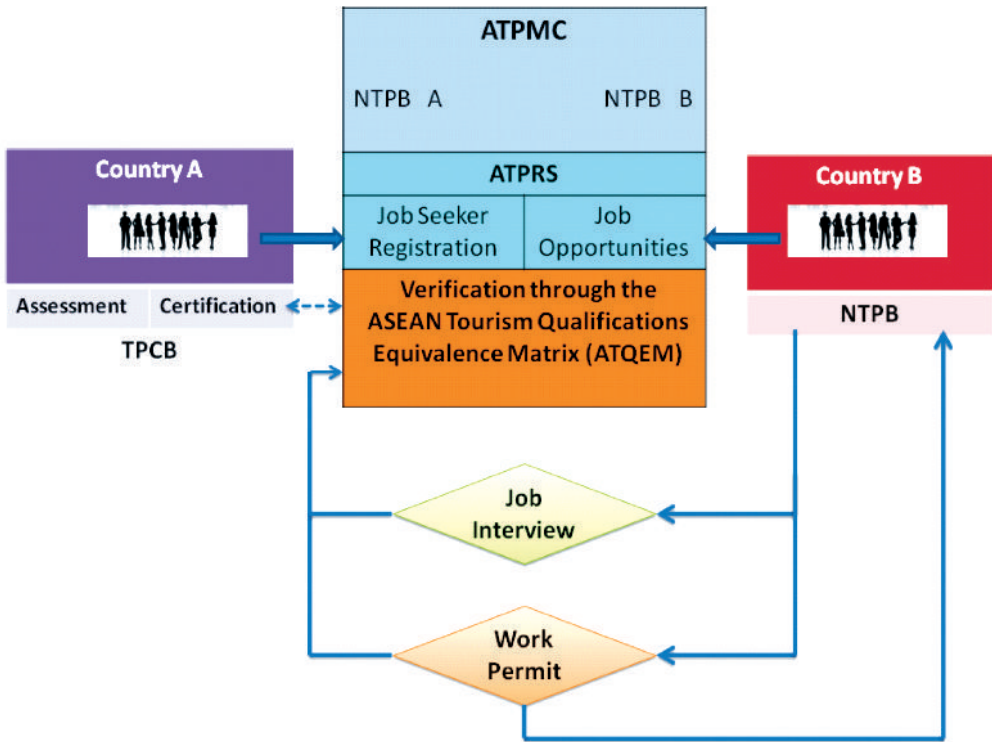


Figure 6-2 : The role of ATQEM

## 6.9 Key Features of the Online ATQEM

Although ATQEM is still under development, the planned essential features are as follows:

- Records for AMSs can be built over time. Inputs or changes can only be made by licensed national TPCB bodies
- A sub-database allocated to each Member State would provide a storage option. The TPCB is responsible to manage whatever award data is stored
- An automated electronic function that will indicate the status of an award on the basis of CATC
- Scope of awards / qualifications listed will have to comply with ASEAN specifications (CATC)
- Able to respond to simultaneous input and reading functions. Integrated with the ATPRS
- Ownership of the ATQEM will be tied to ownership and location of ATPRS
- Available to licensed industry associations, and licensed employers or agencies
- For validity and reliability, the ATQEM system must operate in real time and be designed to run on a shared-cost basis associated with the function of the parent ATPRS mechanism
- Input data must be in English
- Restricted access to licensed or approved users for security reasons.

## 6.10 Importance of the ATQEM

From 2015 tourism professionals from ten different and highly variable academic systems and accreditation standards will be able to apply for tourism and hospitality jobs in other ASEAN countries through the MRA - TP.

The ATQEM will assist applicants and employers (end users) to interpret (electronically and automatically) the status of tourism qualifications. Employers need to be confident in their ability to ascertain the relevance of the candidate's certificate or diploma, the accrediting authority and date, status and quality of a qualification for purposes of (a) registration of an applicant, and (b) appraisal by an employer or his/her appointed agency of the suitability of an applicant for a particular job vacancy.

Most AMS have a National Qualification Framework which provides coherence for national qualifications. ASEAN is also exploring the possibility of a Regional Qualification Framework to aid in the harmonisation and recognition of national qualifications between Member States (see Figure 6.3).

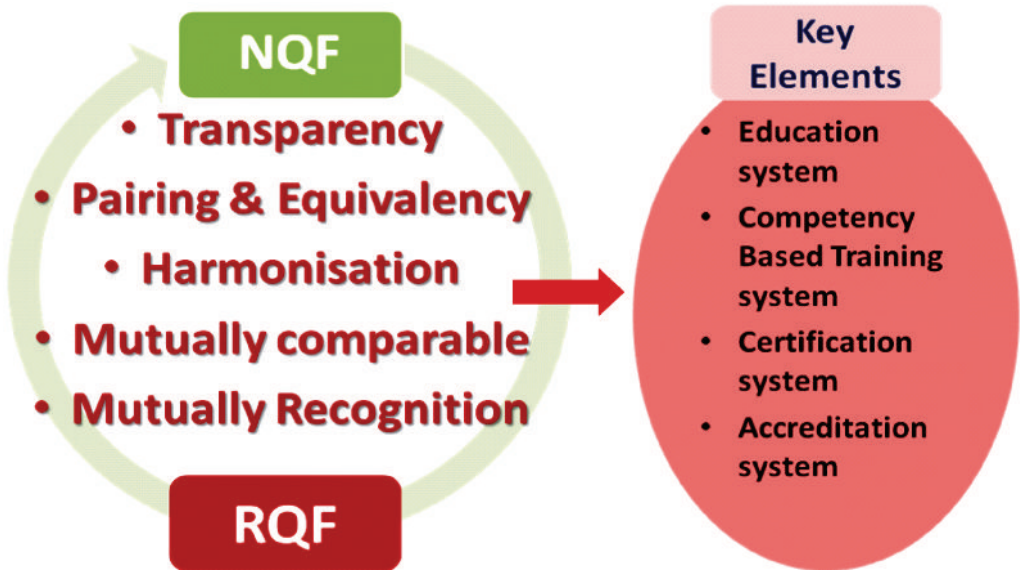


Figure 6-3: Harmonisation of National Qualifications Frameworks with Regional Qualification Frameworks



### **6.10.1 Features of the ATQEM**

The development of the ATQEM is part of the ATPRS. The key features of the system are:

- The electronic database system - the ATPRS - to facilitate the registration of qualified tourism professionals through approved portals, including the national TCPB and approved industry associations in Member States.
- Guidelines for the registration of tourism professionals in accordance with the regulations associated with the approved ASEAN MRA on tourism (2008).
- An electronic mechanism, to be integrated with the ATPRS - the ATQEM - to facilitate automatic cross-referencing and matching of qualifications registered by applicants against accepted and existing ASEAN benchmarks, specifically the CATC.

### **6.11 Skills Passbook**

In the hospitality and tourism industry, and specifically in the ASEAN region, it is common to find demand for labour outstripping the supply of well-qualified professionals to fill job vacancies. One particular challenge that employers face is how to reliably track the training and skills development undertaken by qualified job applicants. One solution which has enjoyed widespread support in the United Kingdom, Canada and the European Union, is the concept of a Skills Passbook. One example of an ASEAN skills passport is the Skills Passbook developed by the EU for the Vietnam Tourism Certification Board.

A Skills Passbook may be designed as a typical bound booklet in which verified entries are made, or it may exist as a protected on-line portfolio. A Skills Passbook can provide individuals with a verified record of their skills, qualifications and achievements, hosted online.



## Vietnam Tourism Certification Board



### SKILLS PASSBOOK ENTRY LEVEL

#### INTRODUCTION TO YOUR SKILLS PASSBOOK

This is your Skills Passbook. Please keep it in a safe place and ask your trainer(s) to keep it up to date. It records your ability to do the job under normal working conditions. You will need to produce it as evidence before obtaining your final certificate. The Passbook is your property and you should take it with you if you transfer to another employer. It will provide your new employer with evidence of the skills you possess to date.

##### **How to use your Skills Passbook**

The purpose of the Skills Passbook is to record your progress as you develop competence when you are being trained by your employer. Each trainee/employee registered with VTCB will automatically receive his/her own Skills Passbook. You will normally be trained and coached at work (or at an institute) under the supervision of a qualified trainer.

On the following pages are your personal details together with the details of tasks for which you will receive training. Your trainer will agree the training programme with you (based on the applicable VTOS standard) until workplace competence is achieved. When this occurs your trainer will 'sign you off'. If you are already competent because of your experience to date, you could be 'signed off' without further training. Training will normally take place at the workplace, however it may take place elsewhere, for example at a training institute.

*Figure 6-3: Extract from VTCB Skills Passbook*

A skills passbook can be issued by an employer, a training provider, a vocational college or another organisation registered for the purpose. This method has many benefits for the tourism professional, especially those seeking work overseas as it is suitability for record keeping and has some of the features of the planned ATPRS.

## **6.12 Conclusion**

The mutual recognition of tourism qualifications is at the heart of the MRA process. The key mechanisms to ensure this is managed efficiently and professionally are through the ATPRS and the ATQEM systems. The ASEAN Tourism Professional Monitoring Committee will continue to support member NTOs by developing the various mechanisms, disseminating information and providing training and development opportunities.

## **References**

- Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems
- The ASEAN Framework Agreement on Mutual Recognition Agreements

# 7. Conclusions and Implementation Roadmap

## Topics

- 7.1 Introduction
- 7.2 Training & Assessment Toolboxes
- 7.3 Progress of Implementation of MRA Work Plan
- 7.4 Roadmap for MRA -TP
- 7.5 Conclusions

## Key terms found in this chapter

- ASEAN Tourism Professional Monitoring Committee (ATPMC)
- Training and Assessment Toolboxes

### 7.1 Introduction

The MRA for tourism professionals has been a coordinated and managed process since 1999 when the ATFTMD was formed and has taken a logical approach to development.

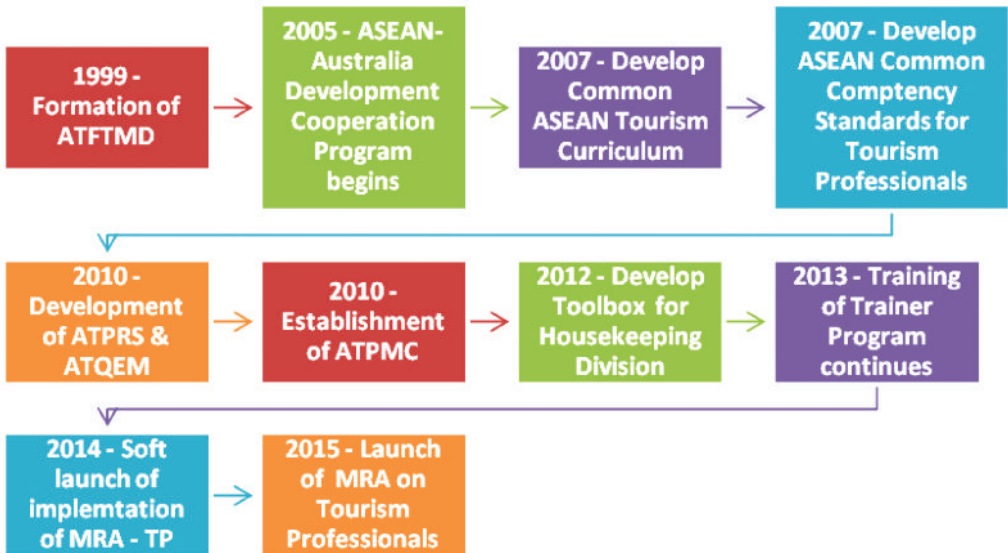


Figure 7-1 : Process of MRA - TP Development 2005-2015

The 13th ASEAN Tourism Ministers’ Meeting in January 2010 endorsed “MRA Follow-up Implementation Requirements” including capacity development for members of related organisations under the MRA at regional and national levels.

### 7.2 Training & Assessment Toolboxes

ASEAN Member States agreed to develop training toolboxes for common competencies for the six identified labour divisions (housekeeping, food production, food and beverages services, front office, tour operation and travel agencies) and additional toolboxes for the specific housekeeping division’s competencies.

### **7.2.1 Housekeeping Division**

The housekeeping division was identified as a priority due to significant employment opportunities in the region. The toolboxes will be used by tourism training and education institutions in ASEAN Countries (Certificate II to Advanced Diploma levels), as a reference to deliver a standardized competency-based training system for the housekeeping division. It will also be used to conduct professional certification programs for the housekeeping division.

### **7.2.2 Implementation of Toolboxes**

The Tourism Professional Certification Boards (TPCB) and National Tourism Professional Boards (NTPB) of respective ASEAN Member States are involved in the development and implementation of the toolboxes. NTPBs will be given the ownership of the developed toolboxes and entrusted with the responsibility to ensure systematic implementation of the toolboxes in their respective countries.

The overall project will contribute to efforts to strengthen the tourism sector, a priority integration sector within the AEC Blueprint, by supporting efforts to build the skills of workers in the tourism industry. It will do so by developing training materials for selected competencies in the tourism industry.

### **7.2.3 Project Phases**

This project has followed two phases. The first has been to develop training toolboxes for common and generic competencies for all six tourism labour divisions and selected toolboxes for housekeeping division competencies.

The second phase, begun in 2012, is to develop a pool of ASEAN Master Assessors and Trainers, provide Training of Trainers and support limited piloting testing of the toolboxes.

### 7.3 Progress of Implementation of MRA Work Plan

	MRA Work Plan	Status	Target dates
1	Establishment of ATPMC	•Done	2010
2	Review of ACCSTP Framework & CATC	•On-going	Implemented continuously
3	Development of Training Toolbox for Housekeeping	•Done	2011-2012
4	Development of ATPRS including ASEAN Tourism Qualifications Equivalent Matrix (ATQEM)	<ul style="list-style-type: none"> <li>•Project on “Gap Analysis on the Implementation of MRA on Tourism Professionals” is now on-going, funded by AADCP II</li> <li>•The Development of ATPRS would be conducted through a separate project in 2013</li> </ul>	2012
5	Feasibility Study for development of regional secretariat to implement MRA of Tourism Professional	• On-going, funded by AADCP II	2012
6	Development of training toolbox (functional competencies: Front Office, Food and Beverage Services, and Food Production	•On-going, funded by AADCP II	2012-2013
7	Training Programme for ASEAN Master Trainer and Master Assessor for Housekeeping Division	• Funding for this activity from AADCP II has been secured for implementation after toolboxes for housekeeping are completed	2012-2013
8	Development of training toolbox (functional competencies: Travel Agents and Tour Operators)	• Funding for this activity from AADCP II has been secured.	2013
9	Training of Trainer Programme for Master Trainer and Master Assessor for Front Office, Food and Beverage Services, Food Production, Travel Agents, and Tour Operators	• To be implemented after toolbox of respective division is finalized	2013
10	Implementation of CATC for 6 tourism labour division	• To be implemented after toolbox of respective division is implemented	2013

11	Establishment of Regional Secretariat for ATPMC	<ul style="list-style-type: none"> <li>Some Member States had indicated its readiness to host the Regional Secretariat</li> </ul>	2013
12	Soft Launching of the Implementation of MRA on Tourism Professionals		2014
13	Assistance to Least Developed Countries in Implementing MRA		2014
14	Grand Launching of the Implementation of MRA - TP		2015

### 7.4 Roadmap for MRA -TP

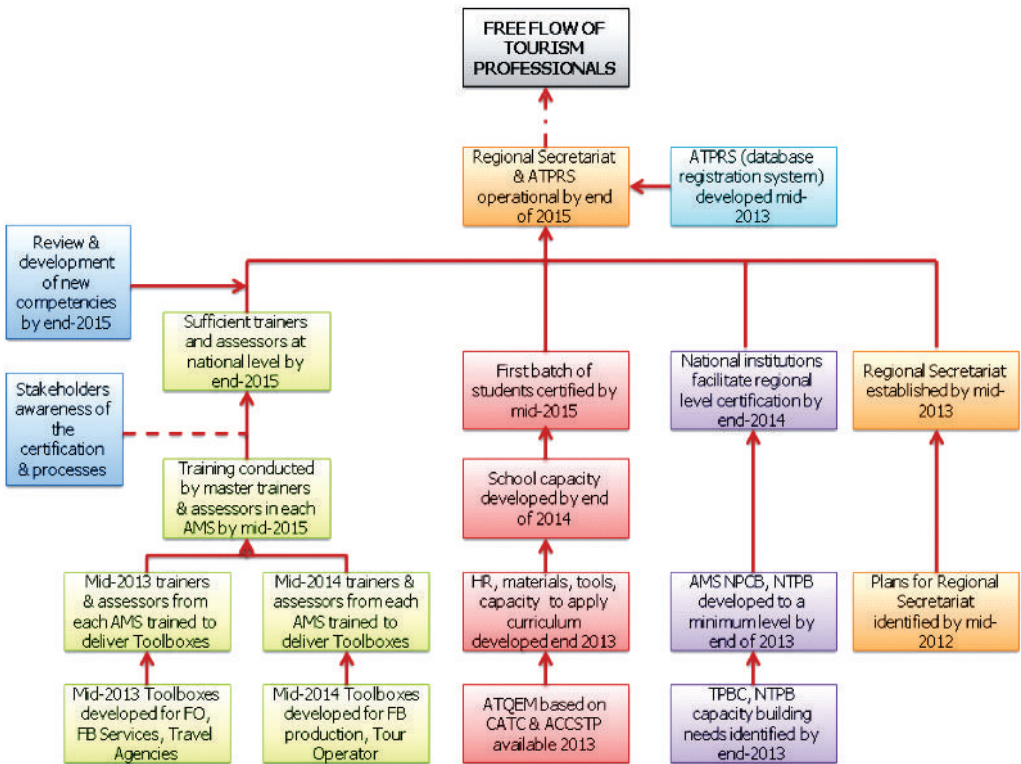


Figure 7-2 Roadmap for MRA - TP

## 7.5 Conclusions

The MRA on Tourism Professionals is an important driver in raising standards of tourism and improving qualifications of the tourism workforce in the ASEAN region. Member States need to carefully review their MRA status, implementation plans and readiness for the AEC in 2015.

It is hoped that this Handbook will contribute to understanding of MRA - TP and aid NTOs and others in planning and implementing the arrangement. The Handbook can be adapted by each AMS as required, and the soft copy downloaded from the ASEAN website. In addition, a MRA - TP Guidebook has been prepared specifically for tourism industry employers and tourism professionals. This is also available for download from the ASEAN website at <http://www.asean.org/resources>

The ATPMC are willing to support and advise on the process and help those NTOs with any challenges or needs. Regional and country workshops and seminars will continue to be held over the next period to inform, assist and train master assessors, trainers and other key staff involved in implementing the MRA - TP.

For further help and support please contact the ATPMC.

## References

- ASEAN Tourism Marketing Strategy (ATMS) 2012-2015
- ASEAN Tourism Strategic Plan 2011 - 2015
- ASEAN - Australia Development Cooperation Program - Regional Partnerships Scheme. Capacity Building for an ASEAN MRA in Tourism - Revised Strategic Plan 2008

## ANNEX I: ASEAN MRA on Tourism Professionals

### ASEAN MUTUAL RECOGNITION ARRANGEMENT ON TOURISM PROFESSIONALS

#### PREAMBLE

The Governments of Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People’s Democratic Republic, Malaysia, the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam, Member States of the Association of South East Asian Nations (hereinafter collectively referred to as “ASEAN” or “ASEAN Member States” and singularly as “ASEAN Member State”);

**RECOGNISING** the objectives of the ASEAN Framework Agreement on Services (hereinafter referred to as “AFAS”), which are to enhance cooperation in services amongst ASEAN Member States in order to improve efficiency and competitiveness, diversify production capacity and supply and distribution of services of their services suppliers within and outside ASEAN; to eliminate substantially the restrictions to trade in services amongst ASEAN Member States; and to liberalise trade in services by expanding the depth and scope of liberalisation beyond those undertaken by ASEAN Member States under the General Agreement on Trade in Services (hereinafter referred to as “GATS”) with the aim to realising free trade in services;

**RECOGNISING** the ASEAN Vision 2020 on Partnership in Dynamic Development, approved on 14 June 1997, which charted towards the year 2020 for the creation of a stable, prosperous and highly competitive ASEAN Economic Region which would result in:

- free flow of goods, services and investment;
- equitable economic development, and reduced poverty and socio-economic disparities; and
- enhanced political, economic and social stability;

**RECOGNISING** the objectives of the ASEAN Tourism Agreement (hereinafter referred to as “ATA”), which are to cooperate in facilitating travel into and within ASEAN; to enhance cooperation in the tourism industry among ASEAN Member States in order to improve its efficiency and competitiveness; to substantially reduce restrictions to trade in tourism and travel services among ASEAN Member States; to enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions; to enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN; and to create favourable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities;

**RECOGNISING** the Cebu Declaration on the Establishment of the ASEAN Community by 2015 adopted at the 12th ASEAN Summit that agreed to accelerate the establishment



of an ASEAN Community by 2015 along the lines of ASEAN Vision 2020 and the Declaration of ASEAN Concord II in the three pillars of the ASEAN Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community;

**NOTING** the decision of the Bali Concord II adopted at the Ninth ASEAN Summit held in 2003 in Bali, Indonesia calling for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008; and

**NOTING** that the ASEAN Framework for the Integration of Priority Sectors (2004) recognizes the priority for the creation of a single economic area for ASEAN and the importance of close partnerships with the private sector,

**HAVE AGREED** on this ASEAN Mutual Recognition Arrangement on Tourism Professionals (hereinafter referred to as “this Arrangement”) as follows:

## **ARTICLE I: OBJECTIVES**

The objectives of this Arrangement are:

- 1.1 To facilitate mobility of Tourism Professionals; and
- 1.2 To exchange information on best practices in competency-based education and training for Tourism Professionals and to provide opportunities for cooperation and capacity building across ASEAN Member States.

## **ARTICLE II: DEFINITIONS AND SCOPE**

In this Arrangement, unless the context otherwise states,

- 2.1 **ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)** refers to the minimum requirements of competency standards in hotel and travel services as listed in the APPENDIX which aim to upgrade tourism services and facilitate the development of this Arrangement between ASEAN Member States;
- 2.2 **ASEAN National Tourism Organizations (ASEAN NTOs)** refers to the government institutions in charge of the tourism sector of ASEAN Member States;
- 2.3 **ASEAN Tourism Professional Monitoring Committee (ATPMC)** consists of ASEAN NTOs and appointed representatives from the National Tourism Professional Boards (NTPBs);
- 2.4 **ASEAN Tourism Professional Registration System (ATPRS)** refers to a web-based facility to disseminate details regarding the list of Foreign Tourism Professionals duly certified in accordance with Articles 2.10 and 2.14;
- 2.5 **Assessment** refers to the process of appraising the qualification and/or competencies of Tourism Professionals;
- 2.6 **Certification** refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP;
- 2.7 **Common ASEAN Tourism Curriculum (CATC)** refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism

Ministers upon recommendation by the ASEAN NTOs;

- 2.8 **Foreign Tourism Professionals** refer to Tourism Professionals who are nationals of any other ASEAN Member States who are certified in an ASEAN Member State;
- 2.9 **Host Country** refers to the ASEAN Member State where a Foreign Tourism Professional applies for recognition to work in accordance with ARTICLE III;
- 2.10 **National Tourism Professional Board (NTPB)** refers to the Board for Tourism Professionals which shall be composed of representatives from the public and private sectors including the academia and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs;
- 2.11 **Recognition** refers to acceptance by the TPCB of a demonstration of compliance with requirements set out in the ACCSTP;
- 2.12 **Tourism Job Title** refers to a specific job position in the tourism sector as specified in the ACCSTP;
- 2.13 **Tourism Professional** refers to a natural person who holds the nationality of an ASEAN Member State certified by the Tourism Professional Certification Board; and
- 2.14 **Tourism Professional Certification Board (TPCB)** refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals.

### **ARTICLE III: RECOGNITION AND ELIGIBILITY OF FOREIGN TOURISM PROFESSIONALS**

The qualification of a Foreign Tourism Professional may be recognised by other ASEAN Member States, and if such qualification is recognised, he/she may be eligible to work in a host country provided that he/she possesses a valid tourism competency certificate in a specific tourism job title as specified in the ACCSTP, issued by the TPCB in an ASEAN Member State. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

### **ARTICLE IV: BASIS OF RECOGNITION AND QUALIFICATIONS**

- 4.1 The ASEAN Member States recognise that competencies based on qualification, education, training and/or experiences shall be the principal elements considered in granting mutual recognition of Foreign Tourism Professional; and
- 4.2 The ASEAN Member States are encouraged to apply the ACCSTP and CATC.

### **ARTICLE V: RESPONSIBILITIES**

#### **5.1 National Tourism Professional Board (NTPB)**

- 5.1.1 The NTPB of each ASEAN Member State shall have the following responsibilities:
- 5.1.2 Create awareness and disseminate information about this Arrangement;
- 5.1.3 Promote, update, maintain, and monitor the ACCSTP and the CATC;
- 5.1.4 Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this Arrangement;

- 5.1.5 Report its work progress to the ASEAN NTOs, including actions taken on cases referred to it by the TPCB and/or ATPMC;
- 5.1.6 Formulate and update necessary mechanisms to enable implementation of this Arrangement ;
- 5.1.7 Facilitate the exchange of best practices and prevailing developments in tourism sector with the view to harmonizing and updating regional and/or international tourism competencies and curricula; and
- 5.1.8 Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## **5.2 The Tourism Professional Certification Board (TPCB)**

The TPCB of each ASEAN Member State shall have the following responsibilities:

- 5.2.1 Assess qualifications and/or competencies of Tourism Professionals as specified in ACCSTP;
- 5.2.2 Issue certificates to Tourism Professionals whose qualifications and/or competencies have met the standards specified in ACCSTP;
- 5.2.3 Develop, process and maintain a registry of certified Tourism Professionals and job opportunities on the ATPRS; and
- 5.2.4 Notify the NTPB promptly in the event that foreign Tourism Professionals are no longer qualified to provide a particular service or have violated technical, professional or ethical standards;

## **5.3 ASEAN Tourism Professional Monitoring Committee (ATPMC)**

The ATPMC shall have the following responsibilities:

- 5.3.1 Create awareness and disseminate information about this Arrangement on Tourism Professionals within ASEAN;
- 5.3.2 Promote, update, maintain and monitor the ACCSTP and the CATC;
- 5.3.3 Notify promptly the concerned TPCB upon receipt of feedback from NTPBs, in case a foreign Tourism Professional is no longer recognised by the host country;
- 5.3.4 Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this Arrangement;
- 5.3.5 Report its work progress to the ASEAN NTOs;
- 5.3.6 Formulate and update necessary mechanisms to enable the implementation of this Arrangement; and
- 5.3.7 Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## **ARTICLE VI: RIGHT TO REGULATE**

This Arrangement shall not reduce, eliminate or modify the rights, powers and authority of each ASEAN Member State. ASEAN Member States, however, shall undertake to exercise their regulatory powers responsibly and in good faith without creating any unnecessary barriers towards each other.

## **ARTICLE VII: DISPUTE SETTLEMENT**

7.1 ASEAN Member States shall at all times endeavour to agree on the interpretation and application of this Arrangement and shall make every attempt through communication, dialogue, consultation and cooperation to arrive at a mutually satisfactory resolution of any matter that might affect the implementation of this Arrangement.

7.2 The provision of the ASEAN Protocol on Enhanced Dispute Settlement Mechanism, done at Vientiane, Lao PDR on 29 November 2004, shall apply to disputes concerning the interpretation, implementation, and/or application of any of the provisions under this Arrangement.

## **ARTICLE VIII: AMENDMENT**

8.1 The provisions of this Arrangement may only be modified through amendments mutually agreed upon in writing by all ASEAN Member States.

8.2 Any revision, modification or amendments agreed to by the ASEAN Member States shall be reduced into writing and shall form part of this Arrangement.

8.3 Notwithstanding Article 8.1 above, the APPENDIX may be amended administratively by the ASEAN Secretary General upon notification by ATPMC.

8.4 Such revision, modification or amendment shall come into force on such date as may be determined by the ASEAN Member States.

8.5 Any revision, modification, or amendment shall not prejudice the rights and obligations arising from or based on this Arrangement prior or up to the date of such revision, modification, or amendment.

## **ARTICLE IX: FINAL PROVISIONS**

9.1 Subject to Article 9.2, this Arrangement shall enter into force after all ASEAN Member States have completed and established the TPCB and NTPB or their equivalent bodies and notified the Secretary-General of ASEAN within one hundred and eighty (180) days from the date of its signing.

9.2 In the event that any ASEAN Member State has not completed and established the TPCB and NTPB or their equivalent bodies within one hundred and eighty (180) days from the date of signing, this Arrangement shall enter into force for that ASEAN Member State upon the date of notification in writing to the Secretary General of ASEAN of the completion and establishment of the TPCB and NTPB or their equivalent bodies.

9.3 This Arrangement shall be deposited with the Secretary-General of ASEAN, who shall promptly furnish a certified copy thereof to each ASEAN Member State.

9.4 This Arrangement or any part thereof shall only be terminated upon mutual agreement of the ASEAN Tourism Ministers upon recommendation of the ASEAN NTOs.

**IN WITNESS WHEREOF**, the undersigned, being duly authorized by their respective governments, have signed the ASEAN Mutual Recognition Arrangement on Tourism Professionals.



For Brunei Darussalam:  
**PEHIN DATO YAHYA**  
Minister of Industry and Primary Resources

For the Kingdom of Cambodia:  
**DR. THONG KHON**  
Minister of Tourism

For the Republic of Indonesia:  
**JERO WACIK**  
Minister of Culture and Tourism

For Lao People's Democratic Republic:  
**SOMPONG MONGKHONVILAY**  
Minister, Chairman of Lao National Tourism Administration

For Malaysia:  
**DATO' SRI AZALINA DATO' OTHMAN SAID**  
Minister of Tourism

For Union of Myanmar:  
**BRIG GENERAL AYE MYINT KYU**  
Deputy Minister, Ministry of Hotels and Tourism

For the Republic of the Philippines:  
**JOSEPH H. DURANO**  
Secretary, Department of Tourism

For the Republic of Singapore:  
**.S. ISWARAN**  
Senior Minister of State for Trade and Industry

For the Kingdom of Thailand:  
**CHUMPOL SILAPA-ARCHA**  
Deputy Prime Minister & Minister of Tourism and Sports

For the Socialist Republic of Viet Nam:  
**HOANG TUAN ANH**  
Minister of Culture, Sports and Tourism

## ANNEX II:

### The Tourism Professional - Qualifications, Levels, Focus & Job Titles

FUNCTIONAL COMPETENCIES -FOOD & BEVERAGE SERVICE QUALIFICATIONS		
Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
Certificate II in Food and Beverage Services (Waiting) - incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food and Beverage Service and work under direct supervision.	Busboy; Trainee Waiter; Trainee Server; Restaurant and Bar Service Agent.
Certificate II in Food and Beverage Service (Beverages) - incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food and Beverage Service and work under direct supervision.	Busboy; Trainee Waiter; Trainee Server; Restaurant and Bar Service Agent
Certificate III in Food and Beverage Service (Waiting)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food and Beverage Service using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Waiter; Server; Restaurant Steward; Wait Person; Restaurant and Bar Service Agent.
Certificate III in Food and Beverage Service (Beverages)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food and Beverage Service using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Bar Tender; Bar Attendant; Bar Person; Restaurant and Bar Service Agent
Certificate IV in Food and Beverage Service (Waiting)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Service including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Head Food Waiter; Assistant Restaurant Manager; Shift Leader; Team Leader; Restaurant and Bar Service Supervisor

<p>Certificate IV in Food and Beverage Service (Beverages)</p>	<p>Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Service including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Head Bar Attendant; Cellar Person; Cocktail Bar Attendant; Beverage Manager; Head Waiter; Assistant Restaurant Manager; Shift Leader; Team Leader; Restaurant and Bar Service Supervisor</p>
<p>Certificate IV in Food and Beverage Service (Supervision)</p>	<p>Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Service including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Restaurant Supervisor; Food and Beverage Outlet Manager; Restaurant Manager; Outlet Manager; Assistant Manager; Restaurant and Bar Service Supervisor</p>
<p>Diploma of Food And Beverage Service (Supervision and Administration)</p>	<p>Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Food and Beverage Service.</p>	<p>Food and Beverage Manager; Assistant Food and Beverage Director; Assistant Outlet Manager</p>
<p>Advanced Diploma of Food and Beverage Service (Management)</p>	<p>Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Food and Beverage Service.</p>	<p>General Manager; Food and Beverage Director; Outlet Manager</p>



<b>FUNCTIONAL COMPETENCIES -FOOD PRODUCTION QUALIFICATIONS</b>		
<b>Qualification &amp; Level</b>	<b>Focus of Qualification</b>	<b>Job titles at this level may include but are not restricted to:</b>
The Certificate II in Food Production (Cookery) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food Production and work under direct supervision.	Kitchen Hand; Butcher; Baker
The Certificate II in Food Production (Patisserie) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food Production and work under direct supervision.	Kitchen Hand; Commis Pastry
The Certificate III in Food Production (Cookery)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Commis Chef
The Certificate III in Food Production (Operations)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Catering Manager
The Certificate III in Food Production (Patisserie)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Pastry Chef
The Certificate IV in Food Production (Cookery)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Second Chef; Demi Chef; Assistant Head Chef

<p>The Certificate IV in Food Production (Operations)</p>	<p>Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Catering Manager</p>
<p>The Certificate IV in Food Production (Patisserie)</p>	<p>Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Chef de Partie; Pastry Chef</p>
<p>The Diploma of Food Production (Supervision and Administration)</p>	<p>Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Food Production.</p>	<p>Head Chef; Assistant to the Executive Chef</p>
<p>The Advanced Diploma of Food Production (Management)</p>	<p>Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Food Production.</p>	<p>Executive Chef</p>

**FUNCTIONAL COMPETENCIES - FRONT OFFICE**

<b>Qualification &amp; Level</b>	<b>Focus of Qualification</b>	<b>Job titles at this level may include but are not restricted to:</b>
The Certificate II in Front Office - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Front Office and work under direct supervision.	Junior Bell Boy; Assistant Porter; Bell Boy; Porter; Bellhop
The Certificate III in Front Office	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Front Office using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Front Office Attendant; Assistant Receptionist; Relief Receptionist; Telephone Operator; Telephonist; Switchboard Operator
The Certificate IV in Front Office (Guest Services Supervision)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Front Office including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Front Office Receptionist; Manager - Guest Relations; Concierge; Front Office Team leader; Night Auditor; Front Office Shift Captain.
The Diploma of Front Office (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Front Office.	Front Office Supervisor
The Advanced Diploma of Front Office (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Front Office.	Front Office Manager

<b>FUNCTIONAL COMPETENCIES FOR HOUSEKEEPING QUALIFICATIONS</b>		
<b>Qualification &amp; Level</b>	<b>Focus of Qualification</b>	<b>Job titles at this level may include but are not restricted to:</b>
The Certificate II in Housekeeping - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Housekeeping and work under direct supervision.	Junior Cleaner; Assistant Cleaner; Assistant Public Area Cleaner; Cleaner; Public Area Cleaner; Attendant; Room Maid; PA Attendant
The Certificate III in Housekeeping	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Housekeeping using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Room Attendant; Housekeeping Attendant; Room Assistant; Laundry Attendant; Room Maid; Public Area Attendant; Linen Attendant; Florist Attendant; Gardener Attendant
The Certificate IV in Housekeeping (Guest Services Supervision)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Housekeeping including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Room Inspector; Shift Leader; Floor Supervisor; Housekeeping Supervisor; Senior staff; Florist Supervisor; Linen Supervisor; Public Area Supervisor; Floor Butler; Housekeeping Coordinator
The Diploma of Housekeeping (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Housekeeping.	Laundry Manager; Head Housekeeper; Assistant Executive Housekeeper; Assistant; Assistant Housekeeper Administrator
The Advanced Diploma of Housekeeping (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Housekeeping.	Executive Housekeeper; Housekeeping Manager; Manager - Rooms Division; Manager

## FUNCTIONAL COMPETENCIES FOR TOUR OPERATIONS QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Tour Operation (Reservations and Ticketing) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine reservations and ticketing tasks in the Secondary Labour Division of Tour Operation and work under direct supervision.	Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk; Clerk
The Certificate II in Tour Operation (Guiding) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guiding tasks in the Secondary Labour Division of Tour Operation and work under direct supervision.	Camp Assistant; Assistant Camp Cook; Assistant Guide; Porter; Trainee Tour Guide; Trainee Tour Leader; Trainee Local Guide; Trainee Eco-Tour Guide; Trainee Driver Guide
The Certificate III in Tour Operation (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a range of skilled reservations and ticketing tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk; Ticketing Officer; Reservations Clerk; Ticketing Clerk; Clerk.
The Certificate III in Tour Operation (Guiding)	Designed to reflect the role of individuals who perform a range of skilled guiding tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Tour Guide; Tour Leader; Local Guide; Eco-Tour Guide; Driver Guide; Supervisor
The Certificate III in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a range of skilled sales and finance tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Reservations Manager; Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor

The Certificate IV in Tour Operation (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Ticketing Supervisor; Reservations Manager; Manager
The Certificate IV in Tour Operation (Guiding)	Designed to reflect the role of individuals who perform a broad range of guiding tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Senior Tour Guide; Tour Leader; Resort Representatives; Guide Captain; Tour Manager; Manager.
The Certificate IV in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a broad range of sales and finance tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Sales Manager; Credit Controller; Marketing Manager; Sales Manager; Promotions Manager; Manager.
The Certificate IV in Tour Operation (Eco Tours)	Designed to reflect the role of individuals who perform a broad range of eco tour tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Eco-Tour Driver; Senior Eco-Tour Guide.
The Diploma of Tour Operation (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Branch Manager; Agency Leader.
The Diploma of Tour Operation (Operations)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Tour Manager; Tour Coordinator; Operations Manager.
The Advanced Diploma of Tour Operation (Management)	is designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Tour Operation.	Product Manager; Travel Planner; Product Designer; Tour Operator.

## FUNCTIONAL COMPETENCIES FOR TRAVEL AGENCIES QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Travel Agencies (Reservations and Ticketing) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Junior Office Assistant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate II in Travel Agencies (Sales and Service) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine sales and customer service tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant.
The Certificate II in Travel Agencies (Operations) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine operational tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate III in Travel Agencies (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a range of skilled reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk; Booking Agent.
The Certificate III in Travel Agencies (Sales and Service)	Designed to reflect the role of individuals who perform a range of skilled sales and customer service tasks in the Secondary Labour Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer.

<p>The Certificate III in Travel Agencies (Operations)</p>	<p>Designed to reflect the role of individuals who perform a range of skilled operational tasks in the Secondary Labour Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.</p>	<p>Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk. Booking Agent; Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer.</p>
<p>The Certificate IV in Travel Agencies (Reservations and Ticketing)</p>	<p>Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent.</p>
<p>The Certificate IV in Travel Agencies (Sales and Service)</p>	<p>Designed to reflect the role of individuals who perform a broad range of sales and customer service tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer.</p>
<p>The Certificate IV in Travel Agencies (Operations)</p>	<p>Designed to reflect the role of individuals who perform a broad range of operational tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer.</p>
<p>The Diploma of Travel Agencies (Supervision and Administration)</p>	<p>Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Travel Agencies</p>	<p>Travel Supervisor; Assistant General Manager; Assistant Branch Manager.</p>
<p>The Advanced Diploma of Travel Agencies (Management)</p>	<p>Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Travel Agencies.</p>	<p>General Manager; Branch Manager; Travel Manager.</p>



**ASEAN Mutual Recognition Arrangement (MRA)  
on Tourism Professionals**

**HANDBOOK**

Nhà Xuất bản Hồng Đức  
261 Thụy Khuê - Tây Hồ - Hà Nội  
Điện thoại: 08044806 - Fax: 08043538

Chịu trách nhiệm xuất bản:  
Bùi Việt Bắc

Tác giả:  
**Ông I Gusti Putu Laksaguna**  
Tổng Thanh tra, Bộ Du lịch Indônêxia  
Mr. i gusti putu laksaguna  
Inspector General  
Ministry of Tourism and Creative Economy

**Ông Paul Penfold**  
Chuyên gia Tiêu chuẩn và Giáo dục dạy nghề,  
Chương trình xây dựng năng lực du lịch có trách nhiệm với  
môi trường và xã hội do Liên minh Châu Âu tài trợ.  
Mr. Paul Penfold  
Vocational Education and Standards Expert  
ESRT Capacity Development Programme funded by the EU

In 1.000 cuốn, khổ 16cm X 24cm tại công ty Trường Đạt  
Số đăng ký kế hoạch xuất bản: 1415 - 2012/CXB/35/4 - 43/HĐ  
Quyết định xuất bản số : 2319 - 2012/QĐ-HĐ  
In xong nộp lưu chiểu quý IV - 2012



