

Implementing the Vocational Stream of the Indonesian Qualifications Framework

A Training Resource



Published by

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

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Printed by

AI SUKE Graphic & Art Consultan

Photo credits

Komponen Industri & Kualifikasi SED-TVET, Stankomproglat

GIZ is responsible for the content of this publication.

On behalf of

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Acronyms and Abbreviations

AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASEAN	Association of South East Asian Nations
BNSP	Badan Nasional Sertifikasi Profesi (Indonesian National Certification Authority)
ICS	Industry Competency Standards
ILO	International Labour Organisation
IQF	Indonesian Qualifications Framework or KKNI (Kerangka Kualifikasi Nasional Indonesia)
IQTF	Indonesian Quality Training Framework or KMPI (Kerangka Mutu Pelatihan Indonesia)
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification
ISO	International Standards Organisation
KBJI	Klasifikasi Baku Jenis pekerjaan Indonesia (KBJI is the Indonesian acronym for ISCO)
KBLI	Klasifikasi Baku Lapangan usaha Indonesia (KBLI is the Indonesian acronym for ISIC)
KKNI	Kerangka Kualifikasi Nasional Indonesia (KKNI is the Indonesian acronym for IQF)
KMPI	Kerangka Mutu Pelatihan Indonesia (KMPI is the Indonesian acronym for IQTF)
LA-LPK	Lembaga Akreditasi – Lembaga Pelatihan Kerja (Accreditation Body for Training Providers)
LPK	Lembaga Pelatihan Kerja (Training Provider)

LSP	Lembaga Sertifikasi Profesi (Industry Professional Certification Body)
MoEC	Ministry of Education and Culture (in Bahasa Indonesia – Kementerian Pendidikan dan Kebudayaan)
MoMT	Ministry of Manpower and Transmigration (in Bahasa Indonesia – Kementerian Tenaga Kerja dan Transmigrasi)
MoTCE	Ministry of Tourism and Creative Economy (in Bahasa Indonesia – Kementerian Parawisata dan Ekonomi Kreatif)
MRA	Mutual Recognition Arrangements
NVQ	National Vocational Qualification
RCC	Recognition of Current Competency (in Bahasa Indonesia – Pengakuan Kompetensi Terkini)
RIP- SKKNI	Rencana Induk Pengembangan - SKKNI (Competency Standards Development Master Plan)
RMCS	Regional Model of Competency Standards
RPL	Recognition of Prior Learning (in Bahasa Indonesia - Rekognisi Pembelajaran Lampau)
SoA	Statement of Attainment (in Bahasa Indonesia – Pernyataan Pencapaian)
SKK	Sertifikat Kompetensi Kerja (SKK, is the Indonesian acronym for an NVQ)
SKKNI	Standar Kompetensi Kerja Nasional Indonesia (SKKNI is the Indonesian acronym for Indonesian ICS)
TUK	Tempat Uji Kompetensi (Assessment Centre)
TVET	Technical and Vocational Education and Training
WSQ	Workforce Skills Qualifications (Singapore)

Message from the Director-General Training and Productivity

The development and implementation of the Indonesian Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia, or KKNI), and in particular the new vocational qualification stream covered within it, is a major policy initiative with the potential to make a significant contribution to both social equity and economic development in the country.

New vocational qualifications (Sertifikat Kompetensi Kerja, SKK) within the KKNI provide important, new pathways by which substantial numbers of Indonesian citizens may access formal education and skill training where barriers had previously excluded them from participation. And without formal education and skills training, many were therefore excluded from participating meaningfully and productively in Indonesia's economic growth. Improved national skill formation resulting from the formal recognition of SKK registered in the KKNI is a major factor in attracting both domestic and international investment in the economy, thereby increasing employment growth; in increasing the quality of jobs, job satisfaction, and productivity; and, to diversifying the economy, thereby strengthening its resilience to meet changes in global markets.

Indonesia is one of over 100 countries which have developed and are in varying stages of implementing national qualifications frameworks. The development of the KKNI represents a major milestone in the past decade of reform of the education and training system in Indonesia. Within the training system, reform has been directed at creating a demand driven system where relevant training outcomes, identified as 'competencies', are systematically packaged into vocational qualifications aligned to the needs of Indonesian enterprises and the direction of the national economy as a whole.

Changes to assessment, and certification, and new regulatory mechanisms supporting new vocational qualifications shift the training system to one where those who employ the graduates of the system, businesses and industries, have a major say in what the system delivers. By doing so, the KKNI increases the relevance and flexibility of vocational education and training programmes by better aligning them to the needs of the labour market.

Importantly, the KKNI and implementation guidelines considerably improve the transparency of all vocational qualifications so that employers can be in little doubt as to what the holder of a qualification knows and can do. Moreover, by providing more information about the abilities of qualification holders and thereby increasing an employer's understanding of what a specific vocational qualification means, there is a much greater likelihood of increased levels of trust and confidence among employers, both in the qualification itself and the system which awarded it.

At the ASEAN level, the KKNI provides a basis, through improved labour mobility, for better regional integration of economies consistent with Indonesia's commitments to the ASEAN Economic Blueprint. It will not only provide a mechanism for improving the ability of workers from Indonesia to find jobs in other ASEAN countries commensurate with their training and experience but also improve the capacity of ASEAN employers to appreciate and benchmark the skills and abilities of Indonesian workers. Globally, the proliferation of national qualifications frameworks, and their general comparability, enables countries to better benchmark their qualifications against those of others of relevance or interest.

Nationally, the KKNI also performs the function of a reference tool for both the higher education and the vocational training systems. It provides one measure of the approximate equivalence between various vocational and higher education qualifications for a fair determination of credit transfer between programmes or courses for those individuals following a chosen career path that requires them to bridge both sectors.

While it is important to note that the depiction of various vocational qualifications in the KKNI positions them on the same levels as various higher education qualifications and *vice versa*, it is erroneous to

interpret this as an indication of absolute equivalence between the respective qualifications. A crucial difference exists between all qualifications in the higher education stream and those in the vocational stream – namely, the former is assessed against academically determined learning outcomes, while the latter are assessed against industry derived standards of competence. That said, the development of new vocational qualifications at levels 1-7 within the KKNi certainly raises the profile of vocational training in the public's perception and also its overall status.

Procedures for the recognition of prior learning (RPL) and the recognition of current competency (RCC), as well as the creation of mechanisms for credit transfer and the recognition of clusters of competencies towards achievement of a full vocational qualification (Statements of Attainment), all make it easier for learners to enter or re-enter education and training. These procedures and mechanisms also help learners make informed decisions in regard to the learning programmes and associated qualifications they want to pursue, by providing them the opportunity to compare levels of different qualifications and hence identify or map clear progression routes or pathways to their chosen career.

Furthermore, the quality provisions of the KKNi provide benchmarks for all education and training institutions desiring to deliver national vocational qualifications against which to measure themselves, through both internal self-assessment and by external evaluation and audit by the LA-LPK. These quality assurance measures will contribute significantly to greater overall confidence for trainees, students, and employers in the accountability of the vocational training system and specifically, the integrity and relevance of national vocational qualifications.

In summary, this training resource for implementing the vocational stream of the KKNi, which must be read in conjunction with the 21/2014 Ministerial Regulation and subsidiary guidelines, assists Technical Ministries, industry organisations, other government bodies, education and training providers, workers and trainees to understand and appreciate the importance of vocational qualifications as a means for formally recognizing critically important skills pertinent to the needs of the next stages of Indonesia's economic development.

This resource provides a comprehensive but straightforward approach to developing national vocational qualifications in Indonesia, whether by adopting and adapting existing international standards and qualifications, or by developing them anew from local research. They demonstrate how KKNi level descriptors pertinent to vocational qualifications can be translated into differentiated learning characteristics which can, in turn, both be utilised to package units of competency into a vocational qualification and to then align it to a level within the KKNi.

Further chapters in this resource cover the titling and coding of vocational qualifications, industry sector qualification packages, and the principles underpinning and approaches to vocational qualification mutual recognition arrangements (MRAs), both national and international.

This document also introduces the rationale for the development of an Indonesian Quality Training Framework (Kerangka Mutu Pelatihan Indonesia, KMPI) and includes an overview of its key features, in particular, the eight fundamental standards for accreditation of training providers.

A separate training resource for implementing the KMPI will be published shortly as a separate document. Notwithstanding, the KMPI is integral to a holistic approach to quality assurance in the vocational training system and it must be considered and implemented in tandem with the KKNi.

Jakarta, December 2014

Message from the Director-General Training and Productivity



Chapter 1

Adopting International Competency Standards and Vocational Qualifications

Purpose:

This chapter of the guide outlines the approach to adopting both international competency standards and, national competency standards and qualifications specified by other countries.

Section 1

Adoption of International Standards and other International Deliverables

ISO Guideline 21-1:2005(E) on the *Adoption of International Standards and other International Deliverables* should be used by standards developers if international standards are to be adopted. Examples of such international standards with relevance to vocational qualifications include those developed for welders or mariners. They are recognised by most countries. It should be noted that most international standards do not conform to the Regional Model of Competency Standards (RMCS) format and therefore require adaptation to the specific format set out in the Ministry's Regulations and Guidelines.

Notwithstanding, most standards developers will refer to or source standards and qualifications from other countries. Such standards and qualifications are not international standards as they have not been approved or developed by international bodies. They are the national standards of other countries. As with international standards, standards developers may use such national standards as the basis for the development of Indonesian standards and qualifications. Where such standards are adopted wholly or with few changes of a technical or editorial nature, it is the responsibility of the developers to refer to the original standard and list such changes as set out in the ISO guidelines.

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Chapter 2

Adapting International Competency Standards and Vocational Qualifications

Purpose:

The purpose of this chapter is to provide both the rationale and a simple step by step approach to assist those responsible for the development of national competency standards to adapt international standards and qualifications for use in their own national training systems.

Section 6 of Ministerial Regulation 05/2012, Ministry of Manpower and Transmigration (MoMT), sets out three acceptable methods for developing Indonesian competency standards (SKKNI). These three methods are: (i) undertaking field research; or (ii) adopting international standards; or (iii) adapting international standards.

International standards include both national standards of other countries as well as standards developed or adopted by multinational organisations. A range of competency standards have been developed internationally that are consistent, if not identical with the International Labor Organization's Regional Model of Competency Standards (RMCS) format used by Indonesia as the basis for the format of the SKKNI.

Countries which have developed competency standards similar to Indonesia include Australia, New Zealand, South Africa, the Philippines, Laos, Vietnam and multilateral organisations such as ASEAN. Most of these standards are available from National Standards Authorities on line. One example is the www.training.gov.au website where standards can be searched and downloaded by using title words or codes.

Section 1

Selecting International Units of Competency

The first stage of the adaptation process is to compile a list of international units of competency and qualifications that might be suitable for adaptation. In identifying units and qualifications for adapting, the following steps provide a logical, systematic approach.

STEP 1:

Search for relevant qualifications using KBJI/ISCO and KBLI/ISIC

Create a list of occupational titles that can be used to search relevant international websites. To create the list, refer to the two key methods of classification of work; by occupation, or by product, service or industry sector. The two national systems and their international equivalents are the *Klasifikasi Baku Lapangan Usaha Indonesia* (International Standard Industrial Classifications – United Nations) and the *Klasifikasi Baku Jenis Pekerjaan Indonesia* (International Standard Classification of Occupations – International Labor Organization). By referring to the two references, compile a list using the English terms in the international classifications systems. Table 1 provides an example in relation to hotel and restaurant managers.

Table 1. Comparison of Occupational Titles – International Standard Classification of Occupations ISCO – and Klasifikasi Baku Jenis Pekerjaan Indonesia (KBJI)

ISCO	KBJI
UNIT GROUP 3321 RESTAURANT AND CATERING MANAGERS Occupations: 3321-11 Restaurant and Catering Manager 3321-11 Restaurant and Catering Manager Food and Beverage Manager Specialisations: Bistro Manager Canteen Manager Caterer Mess Supervisor Restaurateur	KBJI Th. 2002 1225 MANAJER BAGIAN HOTEL DAN RESTORAN Jenis pekerjaan yang diklasifikasikan dalam kelompok ini : Manajer bagian hotel; Manajer bagian restoran. Beberapa jenis pekerjaan terkait yang diklasifikasikan di tempat lain : Manajer umum restoran (1315); Direktur utama perusahaan/ hotel (1210)

Standards developers will note in Table 2 below that the Indonesian KBLI has far more categories and sub-categories than the ISIC. This should not affect this first stage of the adaptation process of compiling unit titles and qualifications.

In later stages of the adaptation process, developers will need to make a decision as to whether further units or standards are required, or whether units should be packaged into qualifications at a lower level.

Table 2. Comparison of Industry Categories – International Standard Industrial Classification (ISIC) and Klasifikasi Baku Lapangan Usaha Indonesia (KBLI)

ISIC	KBLI 2009
Accommodation and Food Services →	I PENYEDIA AKOMODASI DAN PENYEDIAAN MAKAN MINUM
44. Accommodation →	55 PENYEDIAAN AKOMODASI
440. Accommodation 4400 Accommodation	551. PENYEDIAAN AKOMODASI JANGKA PENDEK 5511 HOTEL BINTANG 55111 HOTEL BINTANG LIMA 55112 HOTEL BINTANG EMPAT 55113 HOTEL BINTANG TIGA 55114 HOTEL BINTANG DUA 55115 HOTEL BINTANG SATU 5512 HOTEL MELATI 55120 HOTEL MELATI 5513 PONDOK WISATA (HOME STAY) 55130 PONDOK WISATA (HOME STAY) 5519 PENYEDIAAN AKOMODASI JANGKA PENDEK LAINNYA 55191 PENGINAPAN REMAJA (YOUTH HOSTEL) 55192 BUMI PERKEMAHAN 55193 PERSINGGAHAN KARAVAN 55194 VILA 55195 APARTEMEN HOTEL 55199 PENYEDIAAN AKOMODASI JANGKA PENDEK LAINNYA 559 PENYEDIAAN AKOMODASI LAINNYA 55900 PENYEDIAAN AKOMODASI LAINNYA
45. Food and Beverage Services	56 PENYEDIAAN MAKANAN DAN MINUMAN
451. Cafe, Restaurant and Take Away Food Service 4511 Cafe and Restaurant 4512 Take away Food Services 4513 Catering Services 452. Pubs, Taverns and Bar 4520 Pubs, Tavern and Bar 453. Club (Hospitality) 4530 Clubs (Hospitality)	561 RESTORAN DAN PENYEDIAAN MAKANAN KELILING 5610 RESTORAN DAN PENYEDIAAN MAKANAN KELILING 56101 RESTORAN

STEP 2:

Search for qualifications using occupation-related qualification titles

Having compiled a list of occupations, developers should search for relevant qualifications using occupational titles (such as carpenter) or industry categories (such as hospitality) as the key words. Note that some qualification titles are based on occupations.

In Table 3 below, the qualification title refers to 'carpentry', the noun for work undertaken by a carpenter. This is an example where qualification titles more closely reflect occupation titles. The example has been sourced from the Australian Construction Training Package.

Table 3. Qualification based on Occupational Category

Extract from Table of Contents
CPC30111 Certificate III in Bricklaying/Blocklaying
CPC30211 Certificate III in Carpentry
CPC30311 Certificate III in Concreting
CPC30411 Certificate III in Demolition
CPC30511 Certificate III in Dogging
CPC30611 Certificate III in Painting and Decorating
CPC30711 Certificate III in Rigging
CPC30211 Certificate III in Carpentry
Description
This qualification provides a trade outcome in carpentry, covering work in residential and commercial applications.
Occupational titles may include:
Carpenter
Carpenter and joiner

STEP 3:**Search for qualifications using industrial classifications (products, services or industry sectors) as qualification titles**

Developers should locate international materials on Government websites. Australian qualifications and units of competency can be found on the training.gov.au website; New Zealand materials can be found on the New Zealand Qualifications Authority website; South African materials on the South African Qualifications Authority website; Philippines materials on the Technical Education and Skills Development Authority website and ASEAN materials on the ASEAN website.

Developers may wish to start their searches on the Australian website as many of the Indonesian standards originally derived from the Australian standards and the format of standards is similar to the Indonesian format. Having located the website, use the search function of the website to search for qualification titles using terms from the list developers have compiled above. From the Australian Tourism Training Package, it can be seen in Table 4 that the Tourism industry uses Industrial Classifications as the basis for determining qualification titles.

Table 4. Extract from Tourism Training Package (Australia)

Table of Contents – List of Qualifications
SIT30112 Certificate III in Tourism
SIT30512 Certificate III in Guiding
SIT30612 Certificate III in Events
SIT30712 Certificate III in Hospitality
SIT30812 Certificate III in Commercial Cookery
SIT30912 Certificate III in Asian Cookery

The qualification also refers to occupational or job titles commonly found in the industry as set out in Table 5.

Table 5. References to Job Titles or Occupations in an Australian Tourism Industry Qualification

SIT30712 Certificate III in Hospitality
Description This qualification reflects the role of skilled operators who use a range of well-developed hospitality skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.
Job roles This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. It provides options for specialisation in areas such as accommodation services, food and beverage and gaming. The qualification also allows an outcome for small businesses requiring multi-skilled employees
Possible job titles include: 1. espresso coffee machine operator 2. food and beverage attendant 3. front desk receptionist 4. housekeeper 5. senior bar attendant 6. waiter

STEP 4: Compile a list of unit titles

In compiling a list of unit competencies for adaptation, developers can refer to qualifications or packaging rules for qualifications. These rules set out the number of units or credit points required to achieve particular qualifications. These qualifications also set out the names of units that must be achieved or contain a list from which workers or students may choose to satisfy the requirements of the qualification. Developers can compile a list of relevant units from those contained in the packaging rules.

The example below in Table 6 lists two sets of core units required to achieve a Housekeeper Supervisor qualification in South Africa and Australia.

Table 6. Core Units in the South African and Australian Housekeeping Supervisor Qualifications

SAQA –NQF Level IV –Accommodation Services	AQF Certificate IV in Hospitality (Accommodation Services Supervision)
CORE UNITS 1. Develop self within the job role 2. Maintain a preventative maintenance programme 3. Maintain the cleaning programme for own area of responsibility 4. Maintain the housekeeping service 5. Maintain the receipt, storage and issue of goods 6. Monitor customer satisfaction 7. Source information about self-employment opportunities 8. Conduct on-the-job coaching	CORE UNITS 1. Provide and coordinate hospitality service 2. Work with colleagues and customers 3. Work in a socially diverse environment 4. Deal with conflict situations 5. Interpret financial information 6. Coach others in job skills 7. Lead and manage people 8. Receive and store stock 9. Control and order stock 10. Monitor work operations 11. Follow health, safety and security procedures 12. Follow workplace hygiene procedures 13. Implement and monitor workplace health, safety and security practices
	All these were adapted by Indonesian Industry

Table 7 provides an example of a list of titles of units of competency from two countries, Australia and South Africa, and a list of the units of competency adapted by the Indonesian Hotel and Restaurant sector.

Table 7. Comparison of Units of Competency in Similar Housekeeping Functions

SKKNI – Hotel dan Restoran	Australia Tourism Training Package	SAQA- South Africa
Menyediakan Jasa Housekeeping Untuk Tamu	Provide Housekeeping Service to Guests	Handle and dispose of waste
Membersihkan Lokasi/ Area dan Peralatan	Clean Premises and equipment	Handle and store cleaning equipment and materials
Menyiapkan kamar untuk tamu	Prepare Room for Guest	Prepare beds and handle linen and bed coverings
Menangani linen dan pakaian tamu	Laundry linen and guest clothes	Service guest bedroom areas
Menyediakan Jasa valet	Provide Valet Service	Service toilet and bathroom areas
		Maintain the cleaning programme for own area of responsibility
		Maintain the housekeeping service

STEP 5:

Identify other potential units listed in international publications

In Australia and South Africa, Industry Skill Councils (Australia) and Sectoral Education and Training Authorities (South Africa), set out lists of units of competency on their web-sites which developers may search through to compile a list of competency units that may be suitable for adaptation. In other countries this service may be provided by Qualification Authorities or their like.

Developers should also scan other units of competency listed in the table of contents of national training packages or industry standards packages from various countries for possible adaptation to Indonesian needs.

Table 8. List of Units in Table of Contents from the Australian Training and Education Training Package

Unit of Competency		Page No.
TAEASS401B	Plan assessment activities and processes	143
TAEASS402B	Assess competence	150
TAEASS403B	Participate in assessment validation	159
TAEASS501A	Provide advanced assessment practice	164
TAEASS502B	Design and develop assessment tools	172
TAEASS503A	lead assessment validation processes	180
TAEASS504A	Develop and implement recognition strategies	186
TAEASS505A	Lead and coordinate assessment systems and services	192
TAEASS801A	Analyse, implement and evaluate e-assessment	200
TAEDEL301A	Provide work skill instruction	207
TAEDEL401A	Plan, organise and deliver group-based learning	215
TAEDEL402A	Plan, organise and facilitate learning in the workplace	223
TAEDEL403A	Coordinate and facilitate distance-based learning	231
TAEDEL404A	Mentor in the workplace	237
TAEDEL501A	Facilitate e-learning	244
TAEDEL502A	Provide advanced facilitation practice	252
TAEDEL801A	evaluate, implement and use ICT-based educational platforms	257
TAEDEL802A	Use e-learning with social media	266
TAEDES401A	Design and develop learning programs	276
TAEDES402A	Use training packages and accredited courses to meet client needs	282
TAEDES501A	Design and develop learning strategies	288
TAEDES502A	Design and develop learning resources	294
TAEDES503A	Design and develop e-learning resources	301
TAEDES504A	Research and develop units of competency	309
TAEDES505A	Evaluate a training program	316

Once the above five steps have been applied systematically, developers will have a list of international competency units which are suitable for adapting.

Section 2

Adapting International Units of Competency

Following the identification of possible units of competency undertaken as per the steps listed in Section 1, standards developers should read through the units to ensure that they are suitable for Indonesian workplaces. A quick process would involve first reading the unit descriptor and reject those units which are not suitable based on the descriptor. Secondly, developers should then read the element descriptors of the remaining units. This will enable the developers to be sure that the remaining units are those suitable for adapting to Indonesian circumstances. The process of adapting the units of competency will involve the following steps:

STEP 6:

Note the variation in competency formats

There is a variety of competency formats used internationally. The Indonesian format is based on the Regional Model of Competency Standards (RMCS) developed by the ILO. This model has been adopted in a number of regional countries, including Australia, the Philippines, Vietnam and for the ASEAN skills standards. Some formats vary quite significantly from the RMCS format. For example, the South African units of competency separate out the assessment requirements as well as the range of variables. If adapting units from countries with different formats, developers should note that a range of new materials will need to be compiled to comply with the Indonesian format. Set out below in Table 9 is a comparison of the Indonesian format with the Australian format. While both use the RMCS model, they are not identical. The underlined components in the columns headed Indonesian and Australian formats do not appear in the other country's format.

Table 9. Comparison of RMCS formats in Indonesia and Australia

Indonesia Format		Australian Format
Kode		<i>Unit Code and Title</i>
Judul Unit		<u>Modification History</u>
Deskripsi Unit		<i>Unit Descriptor</i>
		Application of the Unit
		Licensing/Regulatori Information
		Pre-Requisites
		Employability Skill Information
Elemen Kompetensi	Kriteria Unjuk kerja	Element and Performance Criteria
		Required Skills and Knowledge
Panduan penilaian		Evidence Guide
Kontek Penilaian		<u>Overview of assessment</u>
Persyaratan Kompetensi		Critical aspects for assessment and evidence required
Pengetahuan dan keterampilan yang diperlukan		to demonstrate competency in this unit
Sikap Kerja yang diperlukan		Context of and specific resources for assessment
Aspek Kritis		Method of assessment
		Guidance information for assessment
Batasan variabel		Range Statement
Kontek variabel		
Peralatan dan perlengkapan		
Peraturan yang diperlukan		
Norma dan standar		
		Unit Sector(s)
		Cross sector
		Competency field
		Finance

STEP 7:

Delete or amend requirements that are not relevant to Indonesia

Developers should review the standard to be adapted and delete or amend requirements or terms that relate to country specific issues. In Table 10 below from Australia, references to an Australian law and terms not relevant to Indonesia, such as Commonwealth, State and Territory, should be deleted or changed to suit Indonesian circumstances.

Table 10. Extract from an Australian Qualification containing Australian legal and other terms

Compliance may include:	- Meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as <u>Environmental Protection or Biodiversity Conservation Act</u>): - International <u>commonwealth</u> <u>State/territory</u> - Local government - Industry - Organisation
Contextualise or delete	

STEP 8:

Delete items that are not in Indonesian format

When adapting international standards, developers should delete items that are not in the approved Indonesian format. In Table 11, where an Australian standard has been selected to be adapted, matters such as; employability skills, modification history, application of the unit, regulatory issues, pathways information, entry requirements, unit sectors and competency fields should be deleted. Accordingly, these have been struck through in Table 11.

Table 11. Comparison of Indonesian and Australian RMCS Formats

Indonesia Format		Australian Format
Kode		<i>Unit Code and Title</i>
Judul Unit		Modification History
Deskripsi Unit		<i>Unit Descriptor</i>
		Application of the Unit
		Licensing/Regulatory Information
		Pre-Requisites
		Employability Skill Information
Elemen Kompetensi	Kriteria Unjuk kerja	Element and Performance Criteria
		Required Skills and Knowledge
Panduan penilaian		Evidence Guide
Kontek Penilaian		Overview of assessment
Persyaratan Kompetensi		Critical aspects for assessment and evidence required
Pengetahuan dan keterampilan yang diperlukan		to demonstrate competency in this unit
Sikap Kerja yang diperlukan		Context of and specific resources for assessment
Aspek Kritis		Method of assessment
		Guidance information for assessment

Table 12. Example of deletion of non-Indonesian format material – Australian unit

SITHFAB204 Prepare and Service Espresso Coffee
Guidance information for assessment The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: — SITHKOP101 Clean kitchen premises and equipment — SITXCCS202 Interact with customers — SITXFIN201 Process financial transactions — SITXWHS101 Participate in safe work practices — SITXWHS301 Identify hazards, assess and control safety risks.

STEP 9:**Contextualise the range of variables**

Commonly, the area where the greatest degree of adaptation is required is in the range of variables. The range of variables refers to the application of the unit of competency in a variety of different workplaces and equipment, as well national regulations or specific terminology used in a particular country where the competency is applied. In Table 13 below, the Range of Variables in an Australian unit of competency from the Tourism package has been adapted in the course of developing an Indonesian SKKNI for the Hotel and Restaurant sector of the industry.

As can be seen from Table 13, a lot of information in the range of variable can be translated and adopted, such as common terms, however technical terms need to be adapted to suit the Indonesian context. For example, the reference to a Goods and Services Tax cannot be translated. The term in Indonesia is Value Added Tax (*Pajak Pertambahan Nilai*).

Table 13. Comparison of Indonesian Unit of Competency and its Australian source

MENGINTERPRETASI INFORMASI KEUANGAN	SITXFIN401 INTERPRET FINANCIAL INFORMATION
3.1.4 Elemen Kunci dalam akunting dan bagaimana hal ini memberikan informasi bagi manajemen bisnis, termasuk :	Key elements of accounting and how it provides information for business management, including:
• bagan akun dan kategori akun, seperti aset, kewajiban, kekayaan, biaya penjualan, pemasukan dan pengeluaran • aturan dasar akunting double-entry dan konsep debit dan kredit • akural vs. akunting kas • laporan laba dan rugi dan neraca sebagai kunci laporan keuangan digunakan untuk mengukur kinerja bisnis, termasuk peran mereka: bagaimana laporan-laporan ini dihasilkan, dan format, ciri-ciri dan kunci informasi • rekonsiliasi, termasuk tujuan, berbagai macam rekonsiliasi, dan akibat dari cek yang tidak diberikan, biaya bank, denit dan kredit langsung dalam rekonsiliasi • konsep dari pembiayaan, termasuk biaya fix dan variabel • Akunting bagi dan laporan pajak pertambahan nilai	• charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense • basic rules for double entry accounting and the concept of debits and credits • accrual versus cash accounting • profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information • reconciliations, including purpose, different types reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits on reconciliations • concept of costing, including fixed and variable cost • accounting for and reporting Goods and Services Tax (GST)

STEP 10:

Adapt the skills and knowledge components to suit the Indonesian format and context

When reviewing the skills and knowledge components of units from other countries, ensure that the format is adapted to suit the Indonesian format. In some countries, such as Indonesia, skills and knowledge are contained in the Evidence Guide while in other countries, such as Australia, required skills and knowledge are separated out, as in Table 14 below. Additionally, developers should note that some terms and concepts, underlined, are particular to some countries and need to be adapted to suit the Indonesian context.

Table 14. Extract from Australian Unit showing separation of Skills and Knowledge

Required Skills and Knowledge
This section describes the skills and knowledge required for this unit. Required skills • literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence • communication skills to request advice, to receive feedback and to work with a team • technology skills to select and use technology appropriate to a task • <u>culturally appropriate communication skills</u> to relate to people from diverse backgrounds and people with diverse abilities. Required knowledge • <u>key provisions</u> of relevant legislation from all levels of government that may affect aspects of business operations, such as: • <u>anti discrimination legislation</u> • ethical principles • codes of practice • <u>privacy laws</u> • occupational health and safety (OHS) • <u>environmentally sustainable work practices</u> • organisational policies, plans and procedures • workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.



STEP 11:

Apply the Indonesian coding to the adapted unit of competency

Each country has developed its own coding system for units of competency as well as qualifications. (See Chapter 5 for detailed discussion) Developers should delete the overseas coding and substitute the Indonesian coding for each unit of competency. Indonesian coding for units of competency and qualifications is based on the KBLI format. In Table 15, coding systems of Indonesia are compared to the coding systems in Australia and Singapore.

Table 15. Comparison of Indonesian Coding to those of Singapore and Australia

Indonesia-SKKNI	Australia-AQF	Singapore-WSQ
• <u>PHAR.HT01.001.01</u> Bekerjasama Dengan Kolega Dan Pelanggan • <u>PHAR.HT02.090.01</u> Paket Bahan Makanan Yang Disiapkan	• SITXOHS001B Follow Health, safety and security procedures • <u>SITHACS007B</u> Launder linen and guest clothes	• FL-HS-101C-1 Recognise and select flower and plant materials for use in commercial floristry • <u>ES-WSH-101G</u> Workplace safety and health

STEP 12:**Insert additional information required to satisfy the Indonesian format**

As noted above, the Indonesian format requires additional information that is not in the format of other international formats. In Table 16, extracted from Ministerial Regulation 8 of 2012, on the format of units of competency, two elements - assessment requirements, and attitude, are highlighted. They are not found in international formats. While references to attitude are embedded in overseas units, they have to be separately identified in the Indonesian format.

Table 16. Extract from Ministerial Regulation highlighting Indonesian format requirements

Indonesian Format- PERMENAKERTRANS 8 - 2012 7. Panduan Penilaian Berisi deskripsi tentang berbagai kondisi atau keadaan yang dapat dipergunakan sebagai panduan dalam asesmen kompetensi. Diantaranya deskripsi tentang konteks penilaian, persyaratan kompetensi yang harus dimiliki sebelumnya (bila diperlukan), pengetahuan dan keterampilan yang harus dikuasai, sikap kerja yang harus ditampilkan, serta aspek kritis yang menentukan keberhasilan pelaksanaan pekerjaan. Panduan penilaian ini digunakan untuk membantu penilai dalam melakukan penilaian atau pengujian pada unit kompetensi baik pada saat pelatihan maupun uji kompetensi, meliputi: Konteks penilaian Memberikan penjelasan tentang hal-hal yang diperlukan dalam penilaian dan kondisi yang berpengaruh atas tercapainya kompetensi kerja, serta dimana, apa dan bagaimana penilaian seharusnya dilakukan. Persyaratan kompetensi Memberikan penjelasan tentang unit kompetensi yang harus dikuasai sebelumnya (jika diperlukan) sebagai persyaratan awal yang diperlukan dalam melanjutkan penguasaan unit kompetensi. Pengetahuan dan keterampilan yang diperlukan Merupakan informasi pengetahuan dan keterampilan yang diperlukan untuk mendukung tercapainya kriteria unjuk kerja pada unit kompetensi. Sikap kerja yang diperlukan Merupakan informasi sikap kerja yang harus ditampilkan untuk tercapainya kriteria unjuk kerja pada unit kompetensi. Aspek kritis Memberikan penjelasan tentang aspek atau kondisi yang sangat mempengaruhi atau menentukan pelaksanaan pekerjaan.
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Section 3

Adapting International Qualifications

The process of adapting international standards not only applies to adapting units of competency - it is also utilised for adapting qualifications.

Qualifications are a group of units of competency packaged according to preferred methods or rules set down by national authorities or industry bodies. Each qualification is designed to align with industry standards at a particular performance level. Careful consideration is given by industries to grouping competencies into combinations that have meaning and purpose related to work functions and needs for the purpose of creating qualifications.

The packaging rules will tell you what, if any, guidelines or restrictions apply to the way that developers package individual competencies into a qualification so that users such as training providers can design courses or learning programs that will deliver qualifications to students, trainees or workers.

Packaging rules generally encompass four proven but different methods and, countries and/or their industry sectors have selected all or various combinations of the four that they believe best meet their requirements. However, in Indonesia and in Australia and some other countries, developers are limited to only one. In others at least three, and in some cases all four, methods are employed.

Later in this document, Chapter 4 provides a detailed and comprehensive overview of the single method of packaging units of competency into vocational qualifications used here in Indonesia. It also provides details of the recommended approach to aligning the packaged vocational qualifications to a specific level within the vocational stream or band of the KKNI, in other words from levels 1 to 7.

The approach to alignment of vocational qualifications outlined in Chapter 4 employs the descriptors for levels 1 to 7 provided in *Perpres 8/2012*, the document establishing the KKNI, as well as descriptions of the different learning characteristics at each of the 7 levels.





Chapter 3

The KKNI, Level Descriptors, and Learning Characteristics

Purpose:

This chapter provides a diagrammatic representation of the KKNI and each of the three sectors responsible for accreditation of the qualifications as listed.

In addition, the list of level descriptors are reproduced from Perpres 8/2012 in conjunction with a matrix of learning characteristics by KKNI level to assist qualification developers to differentiate between each of the seven levels pertaining to national vocational qualifications.

To further assist developers, a list of various occupations across selected industry sectors in the Indonesian economy has been generated to provide some indication of how occupations or jobs can be aligned to specific national vocational qualifications.

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Section 1

The Indonesian Qualifications Framework

Table 17 below provides a diagrammatic representation of the Framework derived from the Presidential Decree establishing the KKNI, Perpres 08/2012.

Broadly, there is a common approach to developing Qualifications Frameworks in most countries which have undertaken this education and training reform, particularly in regard to the vocational education sector, and the IQF provides no exception. The commonality of approach stems from the fact that in those countries that have developed a Framework, the purposes or goals in doing so have been also quite similar.

The goals of a Qualification Framework are to:

1. provide consistent recognition of outcomes achieved in post-compulsory education;
2. help with developing flexible pathways which assist people to move more easily between the education and training sectors and between those sectors and the labour market by providing the basis for recognition of prior learning (RPL), including credit transfer and experience, and recognition of current competency (RCC);
3. integrate and streamline the requirements of participating providers, employers and employees, individuals and interested organisations;
4. offer flexibility to suit the diversity of purposes of education and training;
5. encourage individuals to progress through education and training by improving access to qualifications, clearly defining avenues for achievement, and generally contributing to lifelong learning;
6. encourage the provision of more and higher quality vocational education and training through qualifications that meet individual, workplace and vocational needs, thus contributing to national economic performance; and,
7. promote and facilitate national and international recognition of qualifications offered in Indonesia.

All Indonesian qualifications relevant to the world of work are listed and categorised by one of nine levels to which they are aligned within the Framework. In addition, they are classified according to which of the three education and training sectors is responsible for their accreditation – i.e. the school, and higher education sectors under the Ministry of Education and Culture, and the vocational training sector under the Ministry of Manpower.

It should be noted however that with the exception of the higher education qualifications S1 and D4 at Level 6 in the Framework, there is no intention in this diagram to imply that standardised rankings or equivalences exist between different qualifications issued under each of these different sectors. The qualifications listed in each of the sectors recognise different types of learning which in turn reflect the distinctive education and training responsibilities of each sector.

Alignment of qualifications to levels within the Framework is facilitated by the use of pre-determined level descriptors. The level descriptors developed for the IQF are identified and explained in Section 2 of this chapter. To further assist vocational qualification developers to differentiate between the specific seven levels of the IQF related to vocational training, a table of learning characteristics which pertain to each of these seven levels has been adapted from the guidelines supporting the 2007 version of the Australian Qualifications Framework.

In addition, a simple matrix has been developed for four selected industry sectors – mining, construction, retail sales and tourism-hospitality, identifying typical employment outcomes in each of these sectors for individuals holding a national vocational qualification at each of the seven levels.

Table 17. The Indonesian Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia)

KKNI			
KKNI Level	School Sector Accreditation	Vocational Training Sector Accreditation	Higher Education Sector Accreditation
9			PhD
8			S2
7		National Vocational Competency Certificate 7	Profesi
6		National Vocational Competency Certificate 6	S1, Diploma 4
5		National Vocational Competency Certificate 5	Diploma 3
4		National Vocational Competency Certificate 4	Diploma 2
3		National Vocational Competency Certificate 3	Diploma 1
2	Senior Secondary Graduation Certificate (Ijazah)	National Vocational Competency Certificate 2	
1		National Vocational Competency Certificate 1	

Section 2

Level Descriptors And Learning Characteristics

The Framework descriptors are set out below in Table 18:

Table 18. Level Descriptors in the IQF for all National Qualifications

Qualification Level	Description
General description	a. Devout to the Almighty God. b. Having good moral, ethics and personality in completing his/her tasks. c. Acting as a citizen who is proud of and loves his/her nation as well as supporting world peace. d. Able to cooperate and having social responsiveness and great concern for his/her society and environment. e. Respect the diversity of cultures, views, beliefs and religions as well as other persons' original opinions/inventions. f. Uphold the enforcement of law as well as having the spirit to prioritize the interest of the nation and the public.
1	Able to perform simple, limited and routine tasks using the stipulated tools, rules and process, under the guidance, supervision, and responsibility of his/her superior.
	Having factual knowledge.
	Responsible for his/her own work and not responsible for other person's work.
2	Able to perform a specific task using ordinary tools, information, and working procedures, as well as demonstrating performance with measurable quality, under direct supervision of his/her superior.
	Having basic operational knowledge and factual knowledge in a specific field of work, thus able to choose from the available solutions for the commonly occurring problems.
	Responsible for his/her own work and can be given responsibility for guiding another person.
3	Able to perform a series of specific tasks, by translating information and using tools, based on a number of available working procedure options, and able to demonstrate performance with measurable quality and quantity, in which part of the performance is the result of his/her own work under indirect supervision.
	Having complete operational knowledge, principles as well as general concept related to the facts in a particular field of expertise, thus able to solve various typical problems using the suitable method.
	Able to cooperate and communicate in the scope of his/her work.
	Responsible for his/her own work and can be given responsibility for the quantity and quality of the results of other person's work.
4	Able to complete a task with wide scope and a specific case by limited analysis of information, choosing the suitable method from several standard options and able to demonstrate performance with measurable quality and quantity.
	Proficient in several basic principles in a particular field of expertise and able to harmonize it with the factual problems in his/her field of work.

Qualification Level	Description
	Able to cooperate and communicate, prepare written report in a limited scope, and having initiative.
	Responsible for his/her own work and can be given responsibility for the results of other person's work.
5	Able to solve work with wide scope, choosing the suitable method from the various standard or non-standard options by analyzing data and to demonstrate performance with measurable quality and quantity.
	Proficient in theoretical concepts in a particular field of knowledge in general and able to formulate the solution for procedural problems.
	Able to manage a work group and prepare a comprehensive written report.
	Responsible for his/her own work and can be given responsibility for the achievement of the results of the group's work.
6	Able to apply his/her expertise and use the knowledge, technology and/or art in his/her field of expertise in solving problems as well as able to adapt to the situations he/she is facing.
	Proficient in the theoretical concepts of a particular field of knowledge in general and the special theoretical concepts of the said field of knowledge deeply as well as able to formulate the solution for procedural problems.
	Able to make the right decision based on analysis of information and data, and able to give directions in choosing various alternative solutions both independently and in groups.
	Responsible for his/her own work and can be given responsibility for the achievement of the results of the organization's work.
7	Able to plan and manage resources under his/her responsibility, and comprehensively evaluate his/her work by using knowledge, technology and/or art to produce strategic development measures for the organization.
	Able to solve scientific, technological and/or art problems in his/her field of expertise through a mono-disciplinary approach.
	Able to perform research and make strategic decisions with full accountability and responsibility in all aspects under his/her field of expertise responsibility
8	Able to develop knowledge, technology and/or art in his/her field of expertise or professional practices through research, in order to produce innovative and tested works.
	Able to solve scientific, technology and/or art problems in his/her field of expertise through interdisciplinary or multidisciplinary approach.
	Able to manage a research and development which is beneficial for the society and science, as well as able to gain national and international recognition.
9	Able to develop new knowledge, technology and/or art in his/her field of expertise or professional practices through research, in order to produce creative, original and tested works.
	Able to solve scientific, technology and/or art problems in his/her field of expertise through interdisciplinary, multidisciplinary and trans-disciplinary approaches.
	Able to manage, lead and develop a research and development beneficial for mankind, as well as able to obtain national and international recognition.

For national vocational qualification developers, the following summaries for each qualification level may be useful as a basis for initial consideration of the overall dimensions of each particular IQF vocational qualification outcome:

1. Level 1 represents a limited qualification used in some industries as a baseline entry point. It often comprises generic industry competency requirements (sometimes referred to as 'basic skills') with a limited technical range where work is routine and closely supervised.
2. Level 2 represents a base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.
3. Level 3 represents a qualification of the 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.
4. Level 4 represents a qualification that is based on more sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which will, more than likely, involve team leadership and increased responsibility for outcomes.
5. Level 5 represents a qualification that assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate the work of oneself and/or a team.
6. Level 6 represents a qualification involving technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
7. Level 7 represents a qualification involving fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions and related to the development of a broad plan, budget or strategy across a broad range of technical and management functions in leadership or guidance roles related to products, services, operations or procedures.

Learning characteristics of national vocational qualifications

To further assist developers to differentiate between the seven applicable levels of the KKNI, a matrix of the different learning characteristics of national vocational qualifications (Sertifikat Kompetensi Kerja, SKK) aligned to levels 1-7 is provided in Table 19.



Table 19. Learning Characteristics of National Vocational Qualifications

SKK 1	SKK 2	SKK 3	SKK 4
Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:
Demonstrate knowledge by recall in a narrow range of areas?	Demonstrate basic operational knowledge in a moderate range of areas?	Demonstrate some relevant theoretical knowledge?	Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts?
Demonstrate basic practical skills such as the use of relevant tools?	Apply a defined range of skills?	Apply a range of well-developed skills?	
	Apply known solutions to a limited range of predictable problems?	Apply known solutions to a variety of predictable problems?	Apply solutions to a defined range of unpredictable problems?
Perform a sequence of routine tasks given clear direction?	Perform a range of tasks where choice between a limited range of options is required?	Perform processes that require a range of well-developed skills where some discretion and judgement is required?	Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas?
Receive and pass on information?	Assess and record information from varied sources?	Interpret available information using discretion and judgement?	Identify, analyse, and evaluate information from a variety of sources?
	Take limited responsibility for own outputs in work and learning?	Take responsibility for own outputs and learning?	Take responsibility for own outputs in relation to specified quality standards?
		Take limited responsibility for the output of others?	Take limited responsibility for the quantity and quality of the output of others?
SKK 5	SKK 6	SKK 7	
Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	
Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas?	Demonstrate understanding of specialised knowledge with depth in some areas?	Demonstrate the self-directed development and achievement of broad and/or specialised areas of knowledge and skills which build on prior knowledge and skills?	

Adapted from the Australian Qualifications Framework Implementation Handbook 2007

Typical employment outcomes

Table 20 provides a matrix of possible employment outcomes in four Indonesian priority economic sectors, sorted by national vocational qualification (SKK) level

Table 20. Typical Employment Outcomes in Selected Sectors by National Vocational Qualification (SKK)

	Sector	Sector	Sector	Sector
Qualification	Mining	Construction	Retail Sales	Tourism-Hospitality
SKK Level 1	Basic skills – no specific employment outcome	Basic skills – no specific employment outcome	Basic skills – no specific employment outcome	• Bar Useful • Food Runner • Glass Runner • Housekeeping Assistant • Kitchen Steward • Kitchen Useful
SKK Level 2	• Off-shore & On-shore Oil & Gas Drilling Floorman • Open-cut & Underground Metalliferous Operator's Assistant • Underground Mine Operator's Assistant • Driller's Assistant • Mining Exploration Team's Assistant • Pit Technician Assistant	• Assistant to any of the various occupations listed for SKKN Level 3	• Food Sales Assistant • General Sales Assistant • Cashier • Re-stockist	• Bar Attendant • Café Attendant • Food and Beverage Attendant • Front Office Assistant • Porter • Room Attendant • Breakfast Cook • Catering Assistant • Fast Food Cook • Sandwich Hand • Take-away Cook
SKK Level 3	• Trenchless Technology Operator • Small Mine Operator • Mine Production Operator • Specialist in Mine Emergency Response and Rescue • Geological Technician • On-shore or Off-shore Derrickman • Mining Plant Operator • Driller • Foundation Specialist • Powder Monkey, Shot Firer, Blaster	• Painter & Decorator • Stair Builder • Carpenter & Joiner • Scaffolder • Mason • Shopfitter • Roof Tiler • Plumber • Floor Tiler	• Merchandise Coordinator • Senior Sales Assistant • Shift Manager • Store Supervisor • Stock Controller • Business-to-Business Sales Officer • Customer Sales Executive	• Cook • Patisserie • Espresso Coffee Machine Operator or Barista • Food and Beverage Attendant • Front Desk Receptionist • Function Attendant • Function Host • Housekeeper • Restaurant Host • Senior Bar Attendant • Waiter • Catering Assistant • Food Service Assistant

	Sector	Sector	Sector	Sector
Qualification	Mining	Construction	Retail Sales	Tourism-Hospitality
SKK Level 4	• Metal or Coal Processing Supervisor • Underground Mine Supervisor or Team Leader • Senior Driller • Open Cut Examiner • Open Cut Mine or Quarry Supervisor • Senior Oil & Gas Driller • Civil Works Design Drafter	• Swimming Pool & Spa Builder • Cost & Quantity Estimator • Building Site Manager • Crane Operator • Rigger	• Department Manager • Merchandise Manager • Customer Service Manager • Shift Manager • Small to Medium Retail Business Owner	• Chef • Chef de Partie • Bar Supervisor or Team Leader • Concierge • Duty Manager • Food and Beverage Supervisor or Team Leader • Forecast Analyst (accommodation services) • Front Office Supervisor or Team Leader • Housekeeping Supervisor or Team Leader • Reservation Analyst • Shift Manager • Catering Supervisor • Kitchen Administrator • Small Business Caterer
SKK Level 5	• Senior Supervisor On-shore or Off-shore Oil and Gas Drilling • Senior Supervisor Open Cut Coal or Metalliferous Mine Operations	• Fire System Designer • Building Surveyor • Building Certifier • Hydraulic Design Consultant	• Visual Merchandiser • Photographic Stylist • Buyer • Sales Manager • Area/Regional Manager • Store Manager • Merchandise Manager	• Banquet or Function Manager • Chef de Cuisine • Chef Patisserie • Executive Housekeeper • Front Office Manager • Kitchen Manager • Motel Manager • Restaurant Manager • Sous Chef • Unit Manager (Catering Operations)
SKK Level 6	• Open Cut Coal or Metalliferous Mine Manager • Underground Coal or Metalliferous Mine Manager • Drilling Manager • Extractive Industries Site Manager	• Senior Building Surveyor • Senior Building Certifier • Licensed Building Quality Assurer • Major Project Site Manager	Not Applicable	• Area Manager or Operations Manager • Cafe Owner or Manager • Club Secretary or Manager • Executive Chef • Executive Housekeeper • Executive Sous Chef • Food and Beverage Manager • Head Chef - Motel Owner or Manager - Rooms Division Manager
SKK Level 7	Not Applicable	• Designer/Manager – Special Hazard Fire Suppression and Detection Systems	• Senior Manager – Visual Merchandising	Not Applicable



Chapter 4

Packaging and Levelling

Purpose:

In developing the competency-based system for Indonesia's demand-driven vocational education and training system, the government determined that industry should be responsible for identifying industry competency standards and packaging those standards into national qualifications.

With the release of the Indonesian Qualifications Framework (KKNI) in January 2012, industry developed standards endorsed by the Minister are now able to be packaged into formal national vocational qualifications aligned to the appropriate levels (Levels 1-7) within the new Framework.

The availability of vocational competency based qualifications provides new opportunities for workers in industries to have their existing skills formally recognised, for students/trainees to undertake programs of study which lead to qualifications that are accepted and endorsed by industry. The KKNI facilitates career progression and enrichment through identified pathways within it, providing the means to undertake further qualifications, whether in the vocational or higher education stream.

The purpose of this chapter is to provide a systematic approach to the decision-making involved in the packaging of units of competency into national vocational qualifications and their alignment (or levelling) within the KKNI.

Section 1

An Introduction to Key Concepts in Packaging and Levelling Vocational Qualifications

Qualifications are units of competency packaged to contain a broad range of relevant competencies that a majority of employers in an industry will find sufficient for normal job roles - that is, meaningful workplace combinations reflecting complete and recognisable job roles agreed by industry as essential for competent performance in an area of work. These job roles equate to occupations, for example Motor Mechanic or Housekeeper not to industry pay classifications or job titles, such as administrative assistant or marketing manager. Packaging for job titles is possible but they are not full qualifications but skill sets or competency clusters. Examples include LNG Installer or Hotel Compliance officer.

Flexibility is an important consideration when packaging units of competency. Qualifications should be packaged to reflect the variety of workplaces and the varying needs of workers or learners and the capacity of training institutions to deliver competency based training. To ensure flexibility, it is common for qualifications in some countries to be comprised of a minimum of 30% of elective (optional) units.

Units of competency, packaged into qualifications, do not prescribe how an individual should be trained. In designing competency based training (CBT) teachers and trainers will develop learning strategies depending on learners' needs, abilities and circumstances using the information contained in relevant competency units. This information includes performance criteria, assessment requirements set out in the Evidence Guide, or information about industry workplaces in the Range of Variables.

Individual units of competency are not aligned to the IQF. Alignment occurs only when units of competency have been packaged to equate to a viable IQF vocational qualification or qualifications. In other words, units have no level on their own. A unit may be found in a vocational qualification at one level while occurring in another qualification at another level. Nevertheless, it is not uncommon for package developers, in assigning codes for units, to include a reference to the level of qualification in which the unit most commonly first occurs, that is, the lowest level.

The same units of competency can be used in different qualifications in the industry sector or in other industries.

In Indonesia there are two 'types' of competency (see definitions below in Table 21), with their classification depending on how they are used in a qualification; they are – core (units which are mandatory for an industry sector) and elective (units which, with guidance from the industry, an individual can choose to undertake).

The role of these units therefore varies between qualifications. While a unit might be a core unit in one qualification, it might be an elective in another.

Table 21. Definitions of Competency Types

Core competencies:

Units of competency that industry has agreed as essential to be achieved if a person is to be accepted as competent at a particular level.

Elective competencies:

Units of competency from within or outside the industry permitted to be selected for assessment to achieve a specific qualification. Nevertheless, the selection must be in accordance with the packaging rules determined by industry for that qualification. Elective units of competency are included by industry in their packaging of competencies to provide flexibility to meet the differing needs of workers, students, workplaces, and training providers, and to facilitate a more diverse range of career pathways.

The levels of the Indonesian Qualifications Framework, particularly the vocational qualification levels have been determined against four key work characteristic areas:

1. operational environment/level of tasks;
2. level of knowledge and skill;
3. information processing/problem solving capabilities; and
4. level of responsibility/accountability/autonomy.

The descriptors for each of the levels in the Indonesian Qualifications Framework refer to these characteristics directly. These descriptors have been listed and discussed in the previous chapter.

In aligning the package of units to the various level descriptors, industries must match the whole of the qualification to the descriptors. It is possible to have units of competency that are normally found in either higher or lower level qualifications in the package. However, it is normally the case that the majority of units in a particular qualification are generally all found in that qualification at one specific level.

A single unit of competency is the smallest measure of achievement that can be recognised and recorded on a certificate which is referred to as a Statement of Attainment. These certificates are issued where an individual has achieved competency in one or more units of competency but does not have sufficient units or the appropriate combination of units needed for a full IQF qualification.

Industries may wish to package a number of specific units of competency that are required for undertaking particular tasks required in the workplace. These are referred to as clusters of competencies but they are not full IQF qualifications. This may be the best way for an industry to accommodate some useful combinations of units, say for licensing or regulatory purposes, where a qualification would be too narrow or comprise too many units. Individual units of competency can be included in more than one IQF qualification – say at Level III and at Level IV – to maximise flexibility.

However, when packaging the same unit of competency across two or more IQF qualification outcomes, industries must be sure that the combination of skills and the workplace application are the same. For example, a Certificate III and Certificate IV outcome may involve repairing a machine part. While the worker with Certificate III may be repairing the same part, at Certificate IV the work may also include diagnostics to determine the cause of the part failure. In that case, a new unit of competency reflecting the higher order skills would probably be required.

Section 2

Approaches to Packaging Qualifications

The most common approaches used in packaging qualifications are to package units of competency against:

- all the competencies found in a workplace; or
- the competencies required for an occupation or a common industry job.

Workplace packaging

Many industries are developing qualifications based on the competencies found in a workplace to reflect the changing nature of work in industries where employers have less of a need for highly specialised employees and now require more multi-skilled employees. Additionally, broader packages of competencies better suit small businesses where employees need to be and tend to be more multi-skilled than in larger businesses. One example is in the hospitality industry where employees in small hotels or places of accommodation often perform a wide range of tasks including those of a porter, room service attendant and waiter among others. As a result, packagers have developed qualification packaging rules that provide the greatest flexibility for users of the qualifications.

In the example below, Table 22, taken from Australia, the hospitality industry has developed a broad workplace based qualification with flexible packaging rules

Table 22. Example of Packaging against Workplace Competencies

Certificate III in Hospitality
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. It provides options for specialisation in areas such as accommodation services and food and beverage. The qualification also allows an outcome for small businesses requiring multi-skilled employees.
Packaging Rules: 15 units must be completed: 8 core units 7 elective units, consisting of: 5 units from Group A 2 units from Group A, Group B or elsewhere

Certificate III in Hospitality	
Core units • Work effectively with others • Source and use information on the hospitality industry • Work effectively in hospitality service • Provide service to customers • Show social and cultural sensitivity • Use hygienic practices for food safety • Coach others in job skills • Participate in safe work practices	Elective units Group A • Accommodation Services • Client and Customer Service • Commercial Cookery and Catering • Computer Operations and ICT Management • Finance • Food and Beverage • Food Safety • Tourism Sales and Operations Group B • Administration • Communication and Teamwork • Environmental Sustainability • Events • First Aid • Finance • Inventory • Kitchen Operations • Quality and Innovation • Risk Management and Security • Sales • Work Health and Safety

Packaging against workplace requirements is becoming increasingly common and the preferred method of packaging for industries where multiskilling is increasing. It is also regarded as better meeting the skill upgrading needs of clients of the training system. There are four major clients for such industry qualifications;

- Employers;
- Workers;
- Students; and
- Training providers.

Under this broad approach to packaging units of competency, each of these four groups of clients is able to choose the units of competency that suit their individual needs. For employers, units of competency can be chosen to suit the duties required to be undertaken by their employees. Workers are able to select units of competency that suit the competencies they already possess or units they wish to undertake to suit individual career paths. Students may select units of competency that they believe will maximise their capacity to get a job in industry. Training providers will select units of competency in qualifications they offer that suit their facilities and the competencies of the trainers they employ or which will better enable them to attract students.

Packaging for occupations or common job roles

This approach to packaging qualifications is common in industries where the traditional trades or occupations are found and where there is a more specialised workforce. The packaging of units of standards into such specialised, occupation based qualifications is usually based on the range of duties performed by these occupations. Typically, packagers will obtain a common duty statement to be used as the point of reference for packaging units into a qualification. The example below, Table 23, is a common duty description for a Housekeeper found in the hospitality industry.

Table 23. Example of Common Job Role – Food and Beverage Manager

DUTY STATEMENT
Food and Beverage Service Manager
Plan, direct, or coordinate activities of a department that serves food and beverages.
Tasks • Monitor compliance with health and fire regulations regarding food preparation and serving, and building maintenance in lodging and dining facilities. • Monitor food preparation methods, portion sizes, and garnishing and presentation of food to ensure that food is prepared and presented in an acceptable manner. • Count money and make bank deposits. • Investigate and resolve complaints regarding food quality, service, or accommodations. • Coordinate assignments of cooking personnel to ensure economical use of food and timely preparation. • Schedule and receive food and beverage deliveries, checking delivery contents to verify product quality and quantity. • Monitor budgets and payroll records, and review financial transactions to ensure that expenditures are authorized and budgeted. • Maintain food and equipment inventories, and keep inventory records. • Schedule staff hours and assign duties. • Establish standards for personnel performance and customer service.

On the basis of such a duty statement, the Indonesian hospitality industry drafting team (Tim Perumus) under the guidance of the Tourism and Creative Economy Ministry and the Ministry for Manpower identified a range of competencies required by Food and Beverage Managers to be able to undertake the duties of a typical position. The packaging methodology employed by the industry was the a Core plus Elective package of units with the packaging rules set out as requiring 10 of the 17 units to be core (mandatory) and the remaining 7 to be electives. The final draft packaging model is set out below in Table 24.

Table 24. Draft Indonesian Qualification for Food and Beverage Manager

Sertifikat V untuk FB Service (Management)
Deskripsi: Kualifikasi ini mencerminkan peran dari para individu yang mampu menyelesaikan pekerjaan berlingkup luas, memilih metode yang sesuai dari beragam pilihan yang sudah maupun belum baku, mampu menganalisa data. Menguasai pengetahuan dibidangnya serta mampu memformulasikan penyelesaian masalah procedural, mampu mengelola kelompok kerja dan menyusun laporan tertulis secara komprehensif. Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja teamnya.
Peran Kerja Kualifikasi ini memberikan jalur dalam bekerja pada bidang pariwisata terlibat dan meyakinkan dalam pelaksanaan kerja seperti hotel (room service), restoran (termasuk fine dining), cafe, coffee shop, lounge, bar dan jasaboga (banquet) Kemungkinan Jabatan kerja termasuk: • Restaurant Manager • Assistant Restaurant Manager • Banquet Service Manager • Bar Manager

Sertifikat V untuk FB Service (Management)

Peraturan Pemaketan:

17 (tujuh belas) Unit yang harus diselesaikan:

- 10 (sepuluh) Unit Inti
- 7 (tujuh) Unit Pilihan dari daftar “Unit Pilihan” di bawah ini

Pemilihan unit Pilihan harus dipandu oleh pekerjaan yang ingin dilakukan oleh individu tersebut, persyaratan industri setempat, dan kompleksitas dari keterampilan yang sesuai terhadap jenjang KKNI dari Kualifikasi ini.

Unit Inti	Unit Pilihan
1. Memantau kinerja staf 2. Memimpin dan mengelola sumber daya manusia 3. Mengelola keanekaragaman di tempat kerja 4. Melaksanakan prosedur keselamatan makanan 5. Menangani kualitas layanan pelanggan 6. Mengelola keuangan 7. Mempersiapkan dan memantau anggaran 8. Mengembangkan, melaksanakan dan memantau rencana bisnis 9. Mengembangkan dan memutakhirkan pengetahuan tentang hukum untuk keperluan bisnis 10. Membangun dan melaksanakan hubungan kerja bisnis 11. Mendaftarkan personil staff 12. Menangani situasi konflik 13. Menerapkan proses kesehatan, Keselamatan dan keamanan kerja	1. Merencanakan dan melaksanakan evakuasi lokasi 2. Membuat presentasi 3. Mengorganisasikan pesta 4. Merencanakan dan melaksanakan kegiatan penjualan 5. Merencanakan dan mengelola rapat 6. Mencari dan mendapatkan data komputer 7. Membuat dokumen di dalam komputer 8. Mengumpulkan dan menyajikan informasi 9. Merencanakan dan menetapkan system dan prosedur 10. Menganalisa persyaratan kompetensi 11. Memantau kegiatan kerja 12. Menerapkan proses kesehatan, keselamatan dan keamanan kerja 13. Mengembangkan, melaksanakan dan mengevaluasi rencana operasional 14. Mengelola keuangan sesuai anggaran 15. Mempersiapkan dan memantau anggaran 16. Menyiapkan dokumen bisnis 17. Mengelola aset fisik 18. Menyediakan layanan meja dan minuman beralkohol 19. Mengoperasikan system penyimpanan anggur 20. Menyiapkan dan menyajikan minuman non-alkohol 21. Menyediakan layanan minuman anggur 22. Memproses transaksi keuangan 23. Mengawasi dan memesan barang 24. Melatih kelompok kecil 25. Merencanakan penilaian 26. Melaksanakan penilaian 27. Mengatur fasilitas yang berhubungan dengan kontrak jasa boga komersial

Tips for packaging qualifications

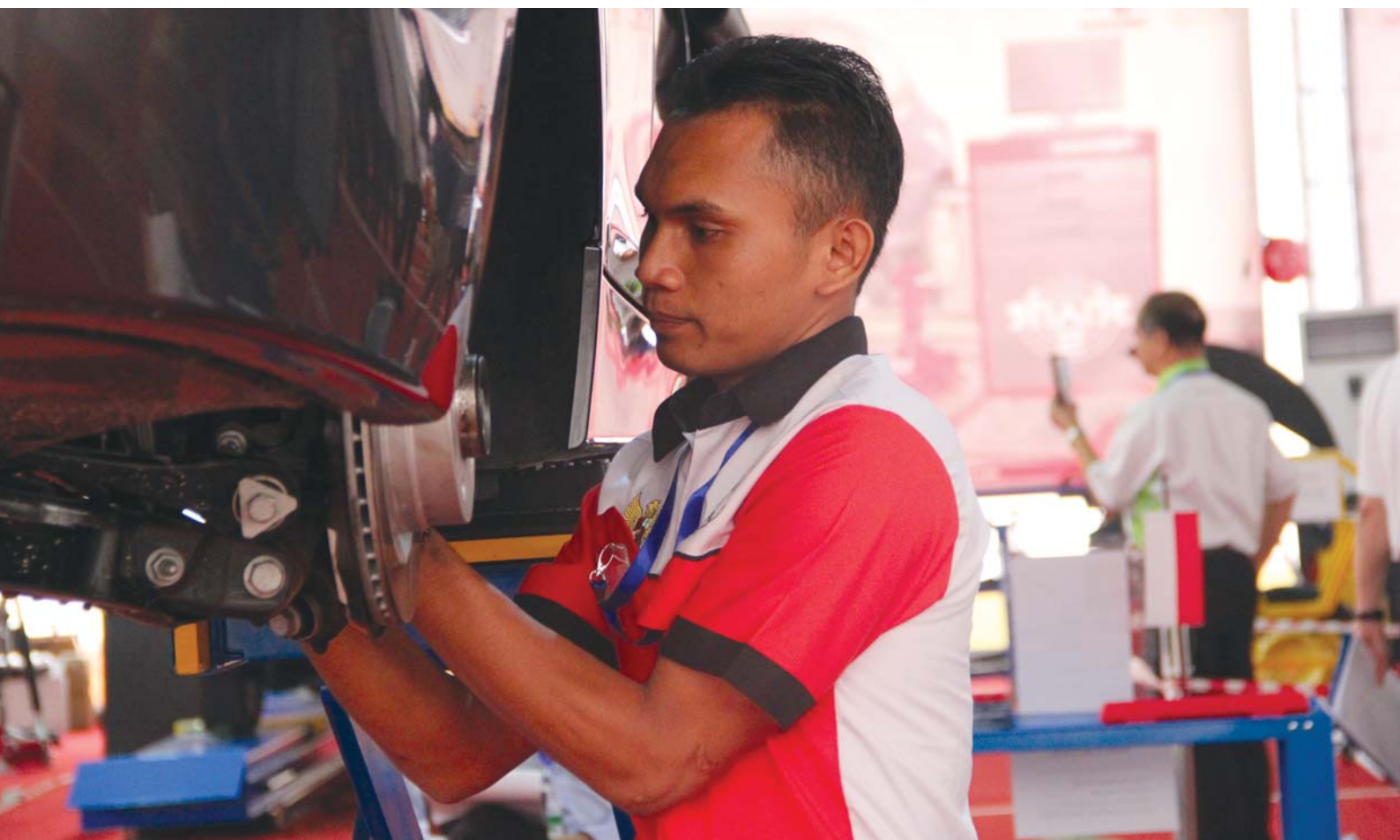
Flexibility is a key principle to observe when packaging units of competency into a qualification. Packagers need to demonstrate that qualifications meet the needs of all the clients through the rules for packaging units of competency into qualifications. Qualifications should have packaging rules that reflect the variety of workplaces, the different needs of employers, the career aspirations of workers and learners and the capacity of training institutions to deliver these competency based qualifications.

The packaging rules relating to the number and use of electives within a qualification is one way of ensuring flexibility. It is common for qualifications authorities in some countries to set a benchmark for qualifications to comprise a minimum of 30% elective units of the total number of units in an effort to provide the flexibility required by the training system's clients. Conversely, qualifications authorities often set a benchmark for qualifications to comprise a minimum of 10% core (mandatory) units of the total number of units in a qualification.

In the examples set out above, the total number of elective units from which clients may choose is determined by the packagers. That is, client's choices are limited by the packagers to those units of competency which the industry believes are relevant to industry workplaces or occupations. As a general rule, the number of elective competencies made available for selection is higher for workplace based qualifications than for occupation based qualifications.

There are no rules about how many units of competency there should be at each level of the qualifications framework. The number of units of competency per qualification is determined by the scope of the qualification which will vary by qualification. As a general rule, for the lower levels of the framework, up to Supervisor at level 4, the higher the qualification the higher the number of units of competency. This is because the higher the technical level of work, the more units of competency are required and that supervisors generally need to be able to be competent in the work they are supervising. At higher management levels, the total number of units of competency can often be less than the number of units of competency possessed by a supervisor.

Similarly, there are no rules as to how many units of competency that may be chosen from among those of other industries. Generally, industries will allow clients to select units from other industries or from other qualifications at a higher or lower level in order to facilitate career or education pathways. The number of these units can vary between industry and qualification. There is usually more flexibility for workplace based qualifications than for occupational based qualifications.



Section 3

Models for Packaging Vocational Qualifications and the Issue of ‘Nesting’

There are several qualification packaging models that align with the above principles, in particular the principle of flexibility. However, only one method has been endorsed by the Ministry for use by industry bodies in packaging industry qualifications in Indonesia - the Core and Electives Model.

The ways in which units of competency are combined within packaging models are referred to as *packaging rules*. These rules provide a coherent structure to the qualifications and include the number and details of units of competency (including any imported units of competency and pre-requisite units of competency) that make up the qualifications.

Core and electives model

The model with a core of mandatory units and choice from a group of units as electives or options is a very common qualification packaging approach and this has influenced its choice by the Ministry as its endorsed approach. The core defines the competencies critical for all workplaces and the electives provide the breadth of skills to meet the needs of diverse enterprises with varying skill combinations and work organisation approaches.

To ensure maximum flexibility the core should not be too large and there should be meaningful choice in the electives – this will provide considerable flexibility. However, if industry agrees that the most appropriate qualification has a large core of mandatory units and a limited number of electives this must be justified and fully explained in the endorsement submission. To ensure flexibility, some countries, such as Australia, require core units to exceed 30 per cent of the total number of units. The key to this approach is to ensure there is enough cohesion in units to be meaningful and acceptable for a range of work across the industry, whatever combination of electives is chosen.

In the ASEAN qualification below in Table 25, the packaging model chosen is the core plus elective model, where individuals have to be competent in some competencies but have a choice in other competencies. The choices in this model are limited to specific competencies in various employment skills related to the qualifications. Please note the terms used by ASEAN in Table 25 to describe various types of competencies, e.g. “core and generic” competencies and “functional” competencies represent nomenclature unique to ASEAN’s approach. For comparison to the Indonesian context, ASEAN’s “core and generic” competencies equate to Indonesia’s “core” competencies and ASEAN’s “functional” competencies are simply clusters of “elective” competencies in the Indonesian context.

Table 25. ASEAN Certificate III in Housekeeping (Guest Services)

Core and Generic Competencies	
D1.HOT.CL1.01	Work effectively with customers and colleagues
D1.HOT.CL1.02	Work in a socially diverse environment
D1.HOT.CL1.03	Implement occupational health and safety procedures
D1.HOT.CL1.04	Comply with workplace procedures
D1.HOT.CL1.08	Maintain hospitality industry knowledge
D1.HOT.CL1.07	Communicate effectively on the telephone
D1.HOT.CL1.05	Perform basic clerical procedures
D1.LAN.CL1.01	Speak English at a basic operational level
D1.HGA.CL6.12	Use common business tools and technology
D1.HOT.CL1.10	Promote hospitality products and services
D1.HOT.CL1.11	Manage and resolve conflict situations
Functional Competencies	
In addition to the above Core and Generic Competencies, at least nine (9) competencies from the Hotel Services (Front Office and Housekeeping) Competency Standards Menu must be selected with at least six (6) from the following Clusters: • Housekeeping • Security Services And At least one (1) competency from one or more of the following Clusters: • Customer Service, Sales and Marketing • General Administration And At least two (2) competencies from the Cluster: • English Language Proficiency In all cases selection of Functional Competencies must reflect the intended Job Title, local industry requirements and the Certificate level.	

Table 26 is a further example of a core plus elective model taken from Australia.

Table 26. Certificate III in Information Technology

Certificate III in Information Technology	
This qualification requires achievement of 11 units of competency comprising 5 core units and six electives. Core Units: • Develop macros and templates for clients using standard product • Customise packaged software applications for clients • Provide advice to clients • Use advanced features of computer applications • Create user and technical documentation	Electives: Choose any six units, up to two of which can be drawn from any other industry: • Maintain equipment and software in working order • Connect internal hardware components • Install network hardware to a network • Create code for applications • Install and optimise system software • Run standard diagnostic tests • Migrate to new technology • Operate system software • Install and manage network protocols • Relate to clients on a business level • Provide basic system administration • Install software to networked computers • Provide network systems administration • Provide one-to-one instruction • Administer network peripherals • Create web pages with multimedia • Apply skills in project integration

Part qualifications – units and clusters

A single unit of competency is the smallest measure of achievement that can be recognised and recorded on a certificate which is referred to as a Statement of Attainment. These certificates are issued where an individual has achieved competency in one or more units of competency but does not have sufficient units or the appropriate combination of units needed for a full IQF qualification.

Industries may wish to package a number of specific units of competency that are required for undertaking particular tasks required in the workplace. These are referred to as clusters of competencies but they are not full IQF qualifications. This may be the best way for an industry to accommodate some useful combinations of units, say for licensing or regulatory purposes, where a qualification would be too narrow or comprise too many units.

The concept and issue of ‘nesting’ qualifications

The concept of nesting qualifications, whereby learners have to attain a full qualification at a lower level in order to proceed to the next qualification, is not suited to a competency-based system and qualifications based upon vocational outcomes.

Nesting of qualifications potentially restricts pathways and the entry to qualifications. In effect it means that ‘to get to this point you have to have taken a particular path’. However, units of competency and their packaging into qualifications are about what someone is able to do in the workplace – not the pathway by which they achieved the skills and knowledge.

Given this, fully nested qualifications are only acceptable if industry agrees there is an absolute requirement to achieve and use competencies of one IQF qualification outcome before it is possible to achieve the next qualification outcome. This is not a time or sequencing relationship but about defining those competencies that are common at both qualification outcomes, and required in performance of normal work. Any nesting of qualifications must be justifiable in workplace terms.

Where certain knowledge is needed across work functions, rather than demonstration of competency, units of competency should be drafted to reflect this. For example, a manager may need to know about processes conducted by others in the workplace but may not be required to demonstrate competency in those processes. In this case, knowledge of those processes is more appropriate than requiring their performance through qualification packaging.

The flexible packaging of qualifications potentially complicates the issue of nesting. Where qualifications have core competencies and electives, there is no justification for requiring a variable combination for one outcome to be an absolute pre-requisite for a similar range of possible combinations at another. In other words, it is not logical to have a qualification containing options as a prerequisite or nested qualification as qualification holders will be competent in different competencies before undertaking the higher qualification. In such cases, it would be better to make the core or mandatory competencies in the lower qualification to be prerequisites for competencies at the higher level.

Even where competencies are prerequisites, it is important to ensure there is no overlap between the two competencies. If there is overlap or shared elements between the two, the higher competency may be sufficient on its own, particularly when that competency adequately covers the actual duties of a worker in an industry job role. Clearly the work outcomes could vary depending on the electives chosen, so nested qualifications mandate the pathway rather than describing competencies actually required for workplace performance.

A certain combination of competencies at one IQF outcome may, of course be necessary to achieve a qualification at another. This could occur where a particular specialist stream of work in one qualification was a full requirement for achievement of competency for another, higher qualification. The packaging advice should specify which particular combinations of units of competency are required in this case.



Section 4

Aligning or Levelling Packaged Qualifications to KKN I Levels

When industry has identified the package of competencies for a particular qualification, the final step in the process is to assign a level for the qualification against the framework descriptors in the Indonesian Qualifications Framework. This usually involves the following processes:

- Comparison of typical job description against the level descriptors (for occupation or typical industry job based qualifications; or
- Determining a level for the package of units of competency by referring to the level of individual competencies within the package.

Job description comparison

In determining a level for a particular occupation or common job title, packagers analyse the duties and responsibilities of the particular job for which the qualification has been packaged and compare these to the key work characteristics of the KKN I. No direct levelling is done against the units of competency in the qualification.



In Table 27 below, the duties of a Food and Beverage Manager are compared to the work characteristics of a range of KKN I levels to determine at which level the position is best levelled.

Table 27. Comparing a Duty Statement to Implied Work Characteristics (Level Descriptors) in the KKNi

KKNi Work Characteristics	Relevant KKNi Levels		
	Level 3	Level 4	Level 5
Operational environment/level of tasks	Able to perform a series of specific tasks, by translating information and using tools, based on a number of available working procedures options, and able to demonstrate performance with measurable quality and quantity, in which part of the performance is the result of his/her own work under indirect supervision.	Able to complete a task with a broad scope and in specific cases by limited analysis of information, choosing the most suitable method from several standard options and able to demonstrate performance with measurable quality and quantity.	Able to solve work issues or challenges with a broad scope, choosing the most suitable method from various standard or non-standard options by analysing data and demonstrating performance with measurable quality and quantity.
	Count money and make bank deposits.	Schedule and receive food and beverage deliveries	Monitor compliance Monitor food preparation methods
Level of knowledge and skill	Having complete operational knowledge, principles as well as general concept related to the facts in a particular field of expertise, thus able to solve various typical problems using suitable methods	Proficient in several basic principles in a particular field of expertise and able to harmonize it with factual problems in his/her field of work.	Proficient in theoretical concepts in a particular field of knowledge in general and able to formulate solution for procedural problems.
		Maintain food and equipment inventories	Establish standards for personnel performance and customer service
Information processing/problem solving capabilities	Able to cooperate and communicate in the scope of his/her work	Able to cooperate and communicate, prepare written reports with a limited scope, and having initiative.	Able to manage a work group and prepare comprehensive written reports.
		Investigate and resolve complaints	Monitor budgets and payroll records

KKNI Work Characteristics	Relevant KKNI Levels		
	Level 3	Level 4	Level 5
Level of responsibility/ accountability/ autonomy	Responsible for his/her own work and can be given responsibility for the quantity and quality of the results of other persons' work.	Responsible for his/her own work and can be given responsibility for the results of other person's work.	Responsible for his/her own work and can be given responsibility for the achievement of results of a group's work.
			Plan, direct, or coordinate activities of a department Coordinate assignments of cooking personnel

In this example above, the key verb for each of the duties is used in making comparisons to the KKNI level descriptors. While the individual duties of the Food and Beverage Manager are spread across three levels of the KKNI, it is clear that overall the duties more closely reflect the work characteristics of Level 5 of the KKNI. This table needs to be read holistically and not treated as a mathematical exercise. Even if the majority of duties were to be at a lower level than Level 5, and only some duties were at Level 5, the position would still be classified as a level 5 as it is clear that this is a management position not a supervisor's position.

The same units of competency can be used in different qualifications in the industry sector or in other industries. In Indonesia there are two 'types' of competency, their classification depending on how they are used in a qualification; they are – core (units which are mandatory for an industry sector) or optional (units which, with guidance from the industry, can be chosen by the individual to be undertaken).

Individual units of competency can be included in more than one IQF qualification – say at Level III and at Level IV – to maximise flexibility. However, when packaging the same unit of competency across two or more IQF qualification outcomes, industries must be sure that the combination of skills and the workplace application are the same. For example, a Certificate III and Certificate IV outcome may involve repairing a machine part. While the worker with Certificate III may be repairing the same part, at Certificate IV the work may also include diagnostics to determine the cause of the part failure. In that case, a new unit of competency reflecting the higher order skills would probably be required.

Typical workplace comparison

When comparing qualifications based on units of competency found in a workplace, alignment to the KKNI is based on aligning the group of competencies as a whole to the KKNI level descriptors. A simple way of determining the level of the qualification is to again look at the key verb in the title of the units of competency, with particular regard to the core competencies set out in the packaging rules of the qualification as the example below, Table 28, taken from the Australian Certificate III in Hospitality shows.

Table 28. Australian Certificate III in Hospitality

Certificate III in Hospitality	
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. It provides options for specialisation in areas such as accommodation services and food and beverage. The qualification also allows an outcome for small businesses requiring multi-skilled employees.	
Packaging Rules - 15 units must be completed: 8 core units 7 elective units, consisting of 5 units from Group A 2 units from Group A, Group B or elsewhere.	Core units- Unit Work effectively with others • Source and use information on the hospitality industry • Work effectively in hospitality service • Provide service to customers • Show social and cultural sensitivity • Use hygienic practices for food safety • Coach others in job skills • Participate in safe work practices

In aligning the package of units to the various level descriptors, industries must match the whole of the qualification to the descriptors. It is possible to have units of competency that are normally found in either higher or lower level qualifications in the package. However, it is normally the case that the majority of units in a particular qualification are generally all found in that qualification at one specific level.

In making a comparison of the above units of competency with the descriptor levels in Table 29 below, a couple of conclusions can be reached by using a process of elimination. It is clear that this qualification does not apply to people with supervisory responsibility for the output of other workers. The unit of competency relating to the work of others is limited to working with others or coaching others. As a result, the qualification is not at level 4 or above. Given that the person is expected to coach others, it is not possible that the position would be at level II where the person is to work under direct supervision.

In addition, it is possible to also determine whether the worker with the qualification would be competent as an independent worker or would be an assistant or low skilled worker. It is clear from both the core units and the elective units that the work intended for workers with this qualification is relatively highly skilled and would be an independent, fully competent worker not an assistant or low skilled worker. Consequently, the qualification was determined to be at a Level III on the KKNI equivalent scale.

Table 29. Analysis of how the Australian Certificate in Hospitality(above) is aligned to Level III

KKNI Work Characteristics	Relevant KKNI Levels		
	Level 2	Level 3	Level 4
Operational environment/level of tasks	Able to perform a specific task using ordinary tools, information, and working procedures, as well as demonstrating performance with measurable quality, under direct supervision of his/her superior.	Able to perform a series of specific tasks, by translating information and using tools, based on a number of available working procedures options, and able to demonstrate performance with measurable quality and quantity, in which part of the performance is the result of his/her own work under indirect supervision.	Able to complete a task with a broad scope and in specific cases by limited analysis of information, choosing the most suitable method from several standard options and able to demonstrate performance with measurable quality and quantity.
Level of knowledge and skill - Jenjang	Having basic operational knowledge and factual knowledge in a specific field of work.	Having complete operational knowledge , principles as well as general concept related to the facts in a particular field of expertise, thus able to solve various typical problems using suitable methods	Proficient in several basic principles in a particular field of expertise and able to harmonize it with factual problems in his/her field of work.
Information processing/problem solving capabilities-	Able to choose from the available solutions for the commonly occurring problems.	Able to cooperate and communicate in the scope of his/her work	Able to cooperate and communicate, prepare written reports with a limited scope, and having initiative.
Level of responsibility/accountability/autonomy	Responsible for his/her own work and can be given responsibility for guiding another person.	Responsible for his/her own work and can be given responsibility for the quantity and quality of the results of other persons' work.	Responsible for his/her own work and can be given responsibility for the results of other person's work.

Individual units of competency are not aligned to the IQF

Alignment occurs only when units of competency have been packaged to equate to a viable IQF qualification or qualifications. In other words, units have no level on their own. A unit may be found in a qualification at one level while occurring in another qualification at another level. Nevertheless, it is not uncommon for package developers in assigning codes for units to include a reference to the level of qualification in which the unit most commonly first occurs, that is, the lowest level.

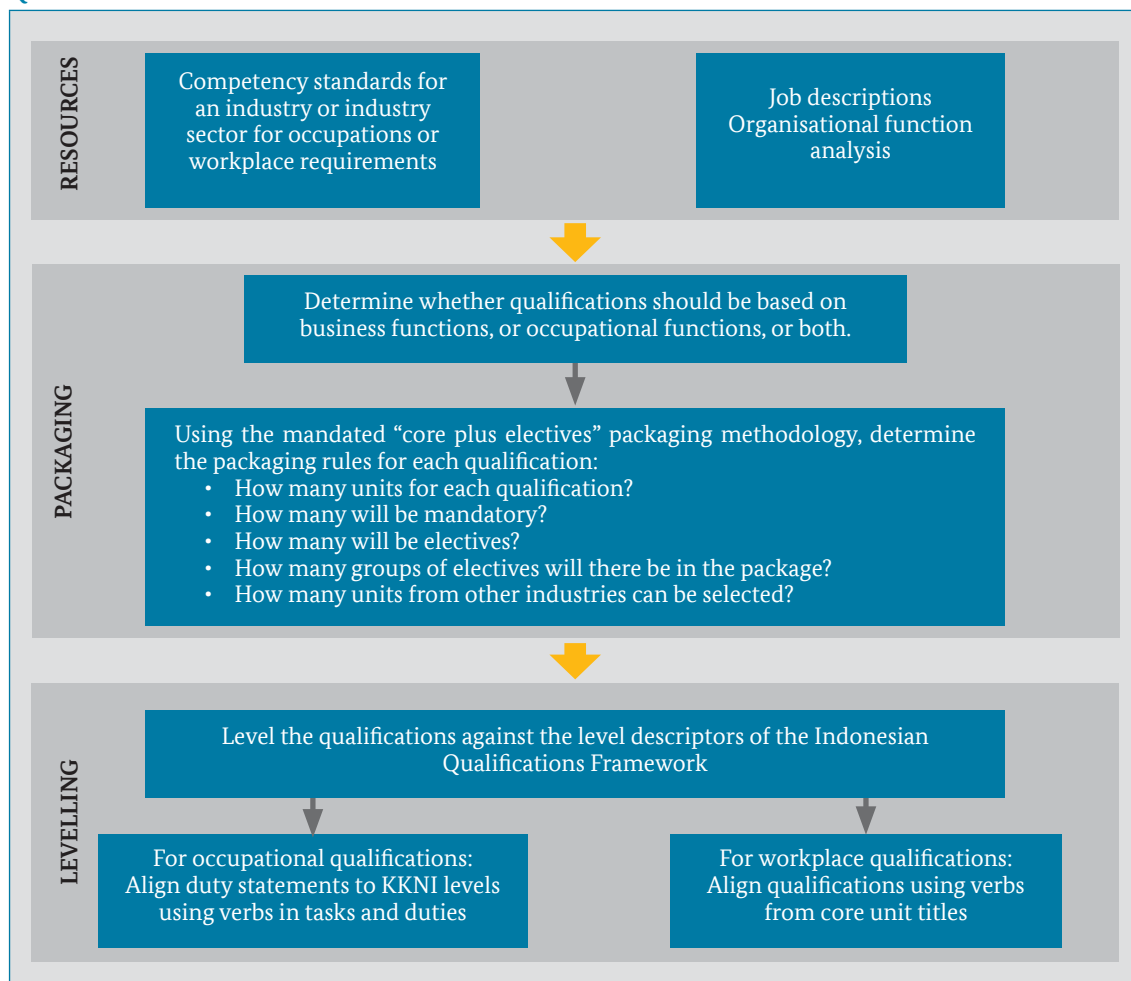
Summary of key levelling or alignment principles and flowchart

When aligning to KKN I qualification levels, it is important to keep the following principles in mind –

1. align only groups of units, not the individual units;
2. use only those levels that are relevant to the industry/enterprise. There is no requirement that an industry will develop vocational qualifications at all levels of the KKN I;
3. determine qualifications on the assumption that as the qualification outcome or level increases so too does the complexity of skill and knowledge (represented in the workplace by factors such as increased breadth of functions and specialisations), as well as autonomy and responsibility for work outcomes of self and others;
4. consult widely to ensure the proposed qualifications are accepted by the industry or enterprise;
5. evaluate the soundness and consistency of the qualifications framework by comparing qualifications with other industry qualifications considering:
 - a. identified purpose and scope;
 - b. range and content of competencies;
 - c. general breadth/depth;
 - d. other relevant characteristics such as levels of responsibility, decision making and accountability; and,
6. where significant differences are identified, reconsider the proposed qualification outcome or enhance the structure, for example by creating more breadth and/or depth in the selection of units.

A simple flowchart is provided below to capture the essential broad steps in packaging competency standards into vocational qualifications and aligning them to the appropriate level within the KKN I.

A Flowchart of the Basic Steps and Decisions in Packaging and Levelling Vocational Qualifications



Section 5

Consultation Arrangements

In order to ensure acceptability of the new vocational qualifications among industry, the government has set out specific consultation processes prior to the submission of any proposed qualifications for endorsement. The stages are as follows:

1. Formation of a Competency Standards Committee by a sponsoring Ministry responsible for the industry's activities. This Committee is responsible for all standards development matters including the creation of sub-committees overseeing the standards development work. The Committee is a permanent committee with an appointed Chair, Executive Director and Secretary whose remaining members are drawn from: the sponsoring Ministry, related ministries including the Ministry of Manpower, industry associations representing companies, professional associations covering industry employees, training providers, the Industry Certification Body (LSP), union representatives and competency experts.
2. Where a technical ministry already has a unit of the department responsible for developing competency standards and qualifications, it is not necessary to form a Competency Standards Committee;
3. Formation of an ad hoc Drafting Team to undertake the actual work of developing standards, packaging and leveling qualifications and undertaking consultations with industry and other stakeholders. This group should comprise members with competencies in verifying competency standards and technical knowledge of the areas where competencies are being developed. Standards and qualifications can be developed by using an 'adopt and adapt' methodology or through field research.
4. Formation of a Verification Team whose responsibility is to verify the draft standards in each technical Agency prior to the holding of a Pre-Convention or Consultation Forum with industry stakeholders. It is at this convention that the draft standards and qualification packages are released to industry stakeholders for consultation and final comments. Members of the sponsoring Ministry, the Ministry of Manpower, the Indonesian Professional Certification Authority, professional industry associations, industry stakeholders, training providers and practitioners are to be invited. The pre-convention is considered quorate if more than 2/3 of invitees attend. The outcomes of the pre-convention are to be provided to the Director, Competency Standards and Training Programs Directorate who will undertake their own verification process.
5. Holding of National Convention with those industry and stakeholders from the Pre-Convention, including input from those unable to attend the earlier Pre-Convention.
6. At the conclusion of the consultation process, the recommended standards and qualifications are officially forwarded to the Ministry for Manpower by the sponsoring Department for Ministerial endorsement within 22 days from submission.

Once endorsed, a broader industry and community stakeholder process can be initiated on the use of the qualifications and standards.



Chapter 5

Qualification Coding and Titling

Purpose:

This chapter of the guidelines outlines the approach to be adopted to the coding of units of competency, and then deals with the coding and titling of national vocational qualifications. The suggested approach follows similar coding and titling conventions adopted in a number of other countries.

Section 1

Coding Systems for Units and Qualifications

The collection and analysis of statistics is vital to both the development of policy and measuring the effectiveness of the implementation of the competency based vocational education and training system in Indonesia. One means of ensuring consistency in the collection and analysis of data on TVET systems is through the use of a systematic approach to the coding of units of competency and qualifications.

The Minister of Manpower and Transmigration's Ministerial Regulation No. 8 of 2012 details the coding requirements for units of competency. The coding is based on the alpha-numeric codes set out in the *Kodifikasi Buku Lapangan usaha Indonesia* (KBLI) 2009 which, in turn, is based on the United Nations International Standard Industrial Classifications (ISIC) Rev.4 of 2008. This system sets out specific codes relating to the provision of goods and services. As shown in Table 30, these codes can be used for each of the above qualifications sets. Codes are specific to particular industry groupings.

Table 30. Coding Convention for Units of Competency

X	.	0	0	0	0	0	0	.	0	0	0	.	0	0
1		2							7				8	
		3												
		4												
		5												
		6												

1. Section Code (A, B, C ... etc), comprising 1 letter code in accordance with the category letter code in the KBLI;
2. Division comprising 2 digits;
3. Group Code comprising 3 digits;
4. Sub Group Code comprising 4 digits;
5. Business class code comprising 5 digits;
6. Description of the business class consisting of 6 digits. If there is no description the final number should be a 0;
7. Sequence number of the SKKNI unit of competency for the business class description consisting of 3 digits starting from 001, 002, etc.
8. SKKNI publication number as a result of changes made comprising 2 digits, starting from 01, 02 etc. The version is the sequence number of agreed changes made in the development or declaration of a unit of competency whether it is the first time a standard has been developed and declared or is the result of a revision etc.

It should be noted that the scope of activities for some industries and technical ministries are covered by more than one industry code. For example in Table 31, activities accepted as within the scope of the Tourism industry are found in two main industry sectors as set out below:

Table 31. KBLI 2009 Codes for the Tourism Industry

I	PENYEDIAAN AKOMODASI DAN PENYEDIAAN MAKAN MINUM
55	PENYEDIAAN AKOMODASI
56	PENYEDIAAN MAKANAN DAN MINUMAN
N	JASA PERSEWAAN DAN SEWA GUNA USAHA TANPA HAK OPSI, KETENAGAKERJAAN, AGEN PERJALANAN DAN PENUNJANG USAHA LAINNYA
79	JASA AGEN PERJALANAN, PENYELENGGARA TUR DAN JASA RESERVASI LAINNYA
791	JASA AGEN PERJALANAN DAN PENYELENGGARA TUR
7911	JASA AGEN PERJALANAN
79111	JASA AGEN PERJALANAN WISATA
79112	JASA AGEN PERJALANAN BUKAN WISATA
79120	JASA BIRO PERJALANAN WISATA
7912	JASA BIRO PERJALANAN WISATA
82	JASA ADMINISTRASI KANTOR, JASA PENUNJANG KANTOR DAN JASA PENUNJANG USAHA LAINNYA
823	JASA PENYELENGGARA KONVENSI DAN PAMERAN DAGANG PERJALANAN INSENTIF, KONFERENSI DAN PAMERAN
8230	JASA PENYELENGGARA KONVENSI DAN PAMERAN DAGANG
82301	JASA PENYELENGGARA PERTEMUAN,
82302	JASA EVENT ORGANIZER

Codes for Qualifications

The Ministry of Manpower has identified the need for separate codes to identify each of the following qualification packages:

1. Packages of all vocational qualifications in an industry or segment of industry;
2. Individual qualifications relating to a typical industry workplace or occupation; and
3. Skill sets or clusters of units of competency relating to specific functions found in industry.

The coding system for each of these packages also refers to the KBLI codes.

Coding for Industry Qualification Packages

For packages of qualifications relevant to an industry sector the following coding system has been determined, as shown in Table 32:

Table 32. Industry Qualification Package Coding System

KBLI Industry Category	Two Letter Industry Sector Code	Two numeral Code for Year of Ministerial Endorsement
------------------------	---------------------------------	--

An example of the Code relevant to the package of all Hotel and Restaurant Sector qualifications approved by the Minister for Manpower in 2013 is as shown in Table 33:

Table 33. Qualification Code for Industry Qualification – Food and Beverage

I	HR	13
---	----	----

The Industry Qualifications Package Code for the Hotel and Restaurant sector of the Tourism industry is therefore **IHR13**.

Note: The industry has chosen to use the English alphabet found in the ISIC codes given the international nature of the industry and the use of the English alphabet by other ASEAN countries.

Coding for Individual Industry Qualifications

For individual industry qualifications the MoMT has determined that the following coding system must be applied, as shown in Table 34:

Table 34. Qualification Coding System

KBLI Industry Category	Two Letter Industry Sector Code	Numeric Character for KKNL Level	Three Numeric Character Sequence Identifier	Two Numeral Character for Year of Endorsement
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In Table 35, a Certificate II in Food and Beverage Services (Assistance) is set out:

Table 35. Food and Beverage Qualification

I	FB	2	006	13
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Coding for Individual Industry Skill Sets (Clusters)

For the coding of clusters of competencies, the MoMT has determined that the following coding system must be applied, as shown in Table 36:

Table 36. Cluster Coding System

KBLI Industry Category	Two Letter Industry Sector Code	One Alpha Character identifying the Part-Qualification as a Cluster	Five Numeric Character Sequence Identifier
------------------------	---------------------------------	---	--

In Table 37, a cluster of competencies found in the Food and Beverage Services area is set out:

Table 37. Food and Beverage Qualification Example

I	FB	K	00023
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Section 2

Titling of Qualifications

Titles selected for national vocational qualifications should have meaning to industry stakeholders. The three key pieces of information required in the qualification title are the level of the qualification, the sector of industry, and the field of work, e.g. Certificate III in Hospitality (Housekeeping). This approach to titling has been taken to recognise the changing world of work where occupational titles such as housekeeper no longer reflect all of the duties undertaken in industry workplaces.

Secondly, the use of titles referring to industry sectors shifts the focus towards industry products and services away from the industrial relations focus on occupations and related wage fixing arrangements. This is consistent with the process used for assigning responsibility for standards and qualifications development where Government agencies such as MOMT have used Standard Industrial Classifications rather than Standard Occupational Classifications.

When titling, qualification developers should follow the following principles:

1. Each title must be unique and not duplicate other qualification titles, including titles from other industries. The need to avoid duplication is one of the reasons that qualification titles frequently refer to the industry sector or sub-sector, such as Hospitality (sector) or in Table 38, Housekeeping (sub-sector), with the specific occupations contained in parentheses thereafter.

Table 38. Qualification Titling Example - Housekeeping

Competency Certificate Level III in Housekeeping	(Guest Services)
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2. Qualification titles should not be too long. As a general rule titles should not exceed 100 characters, including the qualification code and any specialisation descriptor (including spaces between words). For example, in Table 39, the qualification title IHK200613 Competency Certificate Level 3 in Hospitality (Guest Services) has 73 characters.

Table 39. Qualification Titling Example - Housekeeping

IHK200613	Competency Certificate Level III in Housekeeping	(Guest Services)
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3. Where qualifications are packaged against occupations rather than industry sectors, the qualification title should reflect the identified occupational outcomes such as in the example below, Table 40, taken from Australia for a the occupation of carpenter.

Table 40. Qualification Titling Example - Carpentry

CPC30211	Certificate III in Carpentry
-----------------	-------------------------------------

4. Therefore, when titling qualifications, use the following sequence and wording:
 - insert the qualification code;
 - identify the qualification as being either at Competency Certificate Level I, Competency Certificate II, Competency Certificate III, Competency Certificate IV, Competency Certificate Level V, or Competency Certificate Level VI, using roman numerals as the level identifier; and,
 - add the industry descriptor; then if applicable, add the occupational or sectoral stream in brackets, as in Table 39.



Chapter 6

Industry Qualification Packages and Qualification Pathways

Purpose:

This chapter provides a rationale for compiling all national vocational qualifications related to specific industry sectors into one comprehensive package, to facilitate ease of use by trainees and employers and to draw attention to pathways between qualifications. Typically, pathways between qualifications generally mirror established career pathways.

The chapter also identifies a variety of approaches to compiling Industry Qualification Packages using examples drawn from the experience of other regional countries.

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Section 1

Industry Qualification packages

Packaging units of competency into qualifications is not the only form of packaging undertaken by standards developers. Qualifications are also packaged by industry or industry sector so that employees and employers in a particular industry can find out which qualifications are available for the industry.

Packaging methods

In Table 41 below, taken from Singapore, the Tourism Industry Skills and Training Council (ISTC) has grouped all qualifications recognised under the Tourism Workforce Skills Qualifications by industry and industry sub-sector. In addition to qualifications, over 350 competency standards under the Tourism WSQ developed to assess and nationally certify Tourism workers is listed by industry.

Packaging by industry

Table 41. Tourism Workforce Skills from Singapore

Workforce Skills Qualifications - Singapore	
Tourism Industry Sectors	Qualifications
Hotel and Accommodation Services	WSQ Certificate in Hotel & Accommodation Services WSQ Advanced Certificate in Hotel & Accommodation Services WSQ Diploma in Tourism - Hotel & Accommodation Services
Attractions	WSQ Certificate in Attractions WSQ Advanced Certificate in Attractions WSQ Diploma in Tourism - Attractions
MICE & Events	WSQ Advanced Certificate in MICE & Events WSQ Diploma in Tourism - MICE & Events
Spa Services	WSQ Certificate in Spa Services WSQ Advanced Certificate in Spa Services WSQ Diploma in Tourism - Spa Services
Tour and Travel Services	WSQ Certificate in Tour & Travel Services WSQ Advanced Certificate in Tour & Travel Services WSQ Diploma in Tourism - Tour & Travel Services
Casino Gaming	WSQ Certificate in Casino Gaming WSQ Advanced Certificate in Casino Gaming WSQ Diploma in Casino Gaming

Australia and New Zealand have also taken the same approach as Singapore and ASEAN in listing all the qualifications and units of competency found in those qualifications in a particular industry into a single package. In Australia, these are referred to as Training Packages, such as the Tourism Training Package.

Not all countries package qualifications by industry or industry sector. Some countries such as the Philippines list qualifications alphabetically as in the extract shown in Table 42 below taken from the Philippines Technical Education and Skills Development Authority (TESDA) website.

Non-Industry Packaging

Table 42. Compilation of vocational qualifications in the Philippines

Training Regulations (Qualifications)
2D GAME ART DEVELOPMENT NC III
3D GAME ART DEVELOPMENT NC III (NEW)
ABLE SEAFARER DECK NC II (II-5)
ABLE SEAFARER DECK(STCW REGULATION 11/5)
ABLE SEAFARER ENGINE NC II (III-5)
ABLE SEAFARER ENGINE(STCW REGULATION 111/5)
AGRICULTURAL CROPS NC I
AGRICULTURAL CROPS PRODUCTION NC III
AIR DUCT SERVICING NCII
ANIMAL HEALTH CARE AND MANAGEMENT NC III
ANIMAL PRODUCTION NC II
ANIMATION (2D DIGITAL) NC III
ANIMATION (3D DIGITAL) NC III
ANIMATION NC II
AQUACULTURE NC II

Other countries do not package qualifications or units of competency by Industry but list training programs by qualifications title and units that must be completed to achieve the qualification.

Indonesian Qualification Packaging Methodology

In Indonesia, technical ministries are responsible for developing maps, in consultation with industry stakeholders, of industry sectors or fields of work for which they are responsible. This mapping process is done against the classification system found in the KBLI and identifies units of competency which are to be developed. This process is undertaken so that the Ministry of Manpower can assign responsibility for qualification and standards development to the relevant Ministries.

In developing a package of qualifications and units contained within the packaging rules of those qualifications, industries are to develop packages of standards with reference to their industry or industry sub-sector. Recommendations for the scope of the industry package are to be recommended to the Ministry of Manpower. While it is necessary to refer to the KBLI classifications in making recommendations about the scope of the package, it is not necessary that the packages align with those classifications or be contained within one classification. In Table 43 below, Tourism industry activities are found in a range of KBLI categories.

Table 43. Scope of the Tourism Industry and KBLI Category

Tourism	Tourism Industry Sector	KBLI Category
	Travel and Tour	N (Administrative and Support Services)
	Rail, Sea and Air Travel	H (Transport and Storage)
	Hotels and Restaurants	I (Accommodation and Food Services)
	Cultural Activities	R (Arts, Entertainment and Recreation)

Industries should therefore package qualifications and related units of competency according to the scope of the industry accepted by that industry. Where there are overlaps between industry qualification packages, the Ministry of Manpower will make a determination as to the scope of relevant industry qualification packages following consultation with related stakeholders.

Industry qualifications packages should contain the following components:

- Section 1 - setting out the scope of the industry sector drawing from the mapping (RIP SKKNI) initially undertaken, the process involved in the development of the qualifications and the related units of competency, and the participants consulted and involved in the development process;
- Section 2 - should contain all of the qualifications developed for the industry sector including the packaging rules for each qualification;
- Section 3 - should contain all of the units developed by the industry sector including any units from other industries cited in the industry sector qualifications packaging rules; and,
- Section 4 - should set out the modification history of the package setting out any changes to the qualifications or units of competency since the previous publication of the industry sector qualifications package.

The qualifications package should be copyrighted and made available for uploading to the Ministry of Manpower's website, the Technical Ministry's website and relevant industry websites, including those of any industry association or LSP.



Section 2

Qualification Pathways and Credit Transfer

Pathways are a sequence of learning or experiences that can be followed to attain competency and recognition of competency through the awarding of a qualification or part-qualification (statements of attainment). These pathways are not mandatory and may vary depending on the qualification or training program, and the needs of the individual. These pathways may include:

1. recognition of prior learning (RPL);
2. access to a qualification through a combination of structured training and recognition of current competencies (RCC) gained through prior learning;
3. structured training and assessment at a training provider (off-the-job) and in the workplace (on-the-job); and/or
4. work experience.

In the workplace, typical career paths are not always linear. As a result, vocational qualifications have to be flexible to meet a range of job outcomes and to support a wide range of career paths. Qualification paths can commence at any qualification level.

Accordingly, qualifications must allow for various entry options, including direct entry at all qualification levels. A person may enrol in any course at any level. Vocational qualifications do not require pre-requisite qualifications, although some units of competency within a qualification require competence in another related unit of competency be demonstrated beforehand.

In packaging qualifications, these guidelines require a minimum of 30% of units of competency within a qualification to be elective units. One of the reasons for this rule is to better enable career and qualification paths by facilitating significant credit transfer between qualifications.

In some countries, pathways into and out of qualifications are detailed within the qualification itself such as in Table 44 taken from the Australian Food and Beverage sector of the tourism industry.

Table 44. Pathways in the catering industry sector in Australia

SIT31012 Certificate III in Catering Operations
Pathways Information This qualification is suitable for an Australian Apprenticeship pathway.
Pathways into the qualification Individuals may enter SIT31012 Certificate III in Catering Operations with limited or no vocational experience and without a lower level qualification.
Pathways from the qualification After achieving SIT31012 Certificate III in Catering Operations, individuals could progress to SIT40612 Certificate IV in Catering Operations.

These pathways can also be represented as a diagram such as that provided in Table 45 drawn from the tourism industry qualifications in Singapore.

Table 45. Pathways for Food and Beverage Qualifications in Singapore

Qualifications Pathway for Food and Beverage Qualifications - Singapore				
WSQ Certificate in Culinary Arts	➡	WSQ Higher Certificate in Culinary Arts	➡	WSQ Advanced Certificate in Culinary Arts
				⬇
				WSQ Diploma in Culinary Arts
WSQ Certificate in Pastry and Bakery	➡	WSQ Higher Certificate in Pastry and Bakery	➡	WSQ Diploma in Food & Beverage Management
WSQ Certificate in Food & Beverage Operations	➡	WSQ Advanced Certificate in Food & Beverage Supervision	➡	
WSQ Certificate in Beverage Operations	➡	WSQ Advanced Certificate in Beverage Supervision	➡	WSQ Diploma in Beverage Management

The following principles apply to pathways. Pathways should:

1. be clear and transparent to students and workers;
2. be clear to training providers developing and delivering programs;
3. be systemic and systematic;
4. enable flexible qualification pathways;
5. be horizontal across qualifications at the same level as well as vertical between qualifications at different levels;
6. eliminate unfair or unnecessary barriers for student access to qualifications;
7. ensure that pathways into and between qualifications are available to all students and workers for all relevant qualifications
8. be made publicly available, widely promoted and easily accessible to all prospective and existing students and workers to enable them to:
 - make well-informed choices between alternative pathways
 - take into account the credit that may be available to them, and
 - be regularly reviewed to maximise applicability to new and updated qualifications and to student and industry needs; and,
9. facilitate credit for entry into, as well as credit towards, qualifications.

Credit Transfer

In the vocational stream of the Indonesian Qualifications framework, it is possible to move between qualifications and gain credit for competencies already possessed. This is referred to as credit transfer and is subject to the packaging rules of the target qualification.

For example, if two qualifications share a number of the same units of competency, or where the packaging rules provide for flexibility in selecting elective competencies, units of competency can be recognised as having been already attained towards another qualification, whether at the same or another qualification level.

Credit transfer arrangements between vocational education and higher education sectors operate in many countries. These are normally based around the granting of credit by individual institutions. For vocational education training providers, the task is relatively simple. Assessors need to determine whether on the evidence presented by an applicant, the person is competent against the performance criteria of a unit of competency.

For higher education providers, credit transfer arrangements can be significantly different. Credit is normally given on the basis of formal individual negotiations between students and issuing organisations or formal negotiated agreements between issuing organisations. Credit agreements negotiated between issuing organisations for credit for students towards qualifications at any level, vertical or horizontal, generally take into account the comparability and equivalence of the:

1. learning outcomes to units of competency;
2. volume of learning;
3. program of study, including content; and
4. learning and assessment approaches.

Some national authorities issue guidelines to higher education institutions on crediting students towards higher level qualifications in the same or a related discipline. In Australia, Table 46 is used as a basis for negotiations:

Table 46. A Basis for Negotiating the Award of Credit between Vocational and Higher Educational Qualifications in Australia

Level of Qualification Possessed	Level of Qualification Sought	Credit
AQF Level 6 Vocational Qualification	AQF Level 6 (3 year Bachelor's Degree)	50%
AQF Level 6 Vocational Qualification	AQF 7 (4 year Bachelor's Degree)	37.5%
AQF Level 5 Vocational Qualification	AQF 6 (3 year Bachelor Degree)	33%
AQF Level 5 Vocational Qualification	AQF 7 (4 year Bachelor Degree)	25%

These nominal credit values do not preclude any further institutional or individual student negotiations for additional credit.

In Indonesia, credit transfer guidelines for vocational education qualifications towards higher education guidelines have not yet been finalised between the respective Ministries.



Chapter 7

Indonesian Quality Training Framework

Purpose:

This chapter provides a brief introduction to the Indonesian Quality Training Framework (IQTF) or Kerangka Mutu Pelatihan Indonesia (KMPI).

Used in conjunction with the KKNI, it provides a comprehensive, holistic approach to quality assurance in Indonesia's technical and vocational education and training system. The absence of a quality training framework impacts adversely on the effectiveness of a national qualifications framework and vice versa.

The Ministry of Manpower, is close to finalising a regulation and implementation guidelines to support the KMPI, in conjunction with Lembaga Akreditasi – Lembaga Pelatihan Kerja (LA-LPK), the body responsible for implementation of policy with regard to the accreditation of vocational training providers. When completed, these key documents must be read, understood and used in conjunction with the KKNI Guidelines presented here.

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Section 1

Why have a Quality Training Framework?

Indonesia has developed the KKNI – a National Qualification Framework. The KKNI consists of competency based national qualifications endorsed by the Ministry of Manpower. The components of national qualifications are individual units of competency packaged together to form qualifications or skills sets. The units of competency and their packaging are developed in a way that ensures high quality and relevance to the needs of the economy and society.

Merely having national qualifications does not ensure that the training programs delivered to support those qualifications are of high quality. Government, regulatory and licensing authorities, students, their parents, enterprises which employ graduates, workers, further training institutions and the community at large need assurance that the training is of high quality.

One way of guaranteeing high quality training and assessment is to ensure that training providers, working together with professional certification bodies and their related assessment centres, offer national vocational qualifications or skills sets that meet agreed principles of quality assurance. These principles are found in a Quality Training Framework.

Having an agreed set of quality principles ensures that the standard of training and assessment is suitable for the qualifications and units of competency being delivered. Enterprises employing graduates can be assured that the training and assessment of graduates is of a consistently high quality.

An agreed set of quality principles also allows for international comparisons between qualifications offered in Indonesia and elsewhere. It provides an assurance that training and assessment leading up to the award of qualifications is of a consistently high quality.



Section 2

What is the Indonesia Quality Training Framework?

The Indonesia Quality Training Framework is a set of eight standards that all training providers must meet in order to offer national qualifications or nationally endorsed units of competency. Those providers assessed as meeting the eight standards are “accredited” by the LA-LPK and are able to offer training and assessment leading to the award of national qualifications’ or skills sets’ certification.

The eight standards are:

1. The training provider uses competency standards as benchmarks for training;
2. The training provider has developed curriculum/training plans that are consistent with the competencies being delivered;
3. The training provider’s training materials and training processes support the competencies being delivered;
4. The training provider facilitates or conducts high quality assessments enabling candidates to demonstrate their competence;
5. The training provider employs suitably qualified and experienced training staff and support staff;
6. The training provider has access to equipment and facilities to support the nationally endorsed units of competency/qualifications being delivered;
7. The training provider has a management system that supports its current and intended scope of operations; and,
8. The training provider is financially viable.

For each standard, a set of criteria is established that a training provider is judged against, such as in the example provided in Table 47 below from Standard #2.

Table 47. An Extract of the Criteria and Evidence for Accreditation under Standard #2

Criteria	Evidence for Accreditation
The training provider develops curriculum/training syllabus which is based on competency outcome and is supported by industry stakeholders	• Documented curriculum or training syllabus/plan which outlines the goal of training, core units and training processes and assessment activities in accordance with competency outcome. • Written procedure for how to develop curriculum/syllabus • Curriculum/syllabus documents identify the outcomes of training and assessment criteria in accordance with competency outcome • Curriculum/syllabus contains the depth of knowledge required for the level of the qualification/clusters of units of competence

Providers are accredited with a “scope of accreditation” which identifies the nationally endorsed units of competency/qualifications that they are accredited to deliver. For each new set of units or qualifications a separate accreditation against standards 1, 2, 3, 4 and 5 is required. This is called an extension to scope.

Specially trained and certified accreditation assessors assess whether or not a provider meets the standards based upon an examination of documentary evidence, one or more site visits, and key interviews.

The framework is supported by documents to assist providers gathering their evidence for accreditation.

Accreditation assessors are certified against a set of nationally endorsed competency standards for accreditation assessors.

The KA-LPK in each province is responsible for facilitating the accreditation assessments in their province.

Section 3

Relationship Between the Quality Training Framework and the KKNi

A qualifications framework provides information about national qualifications. It describes how they are packaged and information about how qualifications and their components are developed. Once qualifications and units of competency are nationally endorsed by MoMT, training providers are able to develop and deliver training to support the qualifications and units of competency and LSPs and assessors are able to design assessment tools and conduct assessments to certify that a person is competent or qualified according to national competencies or competency based qualifications.

Once the competencies are endorsed and packaged into qualifications, the Quality Training Framework specifies the quality standards that providers must meet in order to train people, assess competence, and provide certification against competencies and/or qualifications.



Section 4

Role of Industry in the Quality Training Framework

Units of competence and qualifications reflect industry workplace practice. The Quality Training Standards relating to curriculum, teaching and learning materials, facilities and equipment and assessment (Standards 1, 2, 3, 4 and 6) include criteria relating to industry involvement and support for curriculum and the use of equipment, facilities and learning materials that are relevant to workplaces.

During the assessment of providers for accreditation, the provider must show they have the capacity to deliver all aspects of the units of competency. This judgement will require advice from industry specialists to determine whether or not facilities and equipment and teaching and learning and assessment materials meet workplace practice.

In most cases accreditation assessments will be undertaken by a team of at least two accreditation assessors, one of whom is an industry expert. Where a certified accreditation assessor is also an industry expert they may undertake an accreditation assessment alone.

Competent industry personnel are also involved in assessments of the competency of individuals on behalf of the LSPs. Where providers are also registered TUKs and wish their students to be assessed for recognition towards national qualifications, provider assessments can be integrated with BNSP related assessment and certification processes.





Chapter 8

Mutual Recognition Arrangements

Purpose:

This chapter explains the concept of mutual recognition arrangements between countries.

It also demonstrates how mutual recognition negotiations can be facilitated by the alignment (to the extent possible) of vocational qualifications in the KKNI to corresponding levels in a regional benchmarking framework – such as, the draft ASEAN Regional Reference Qualifications Framework.

The chapter also provides a set of principles and processes to be considered as a guide to preparing for and conducting mutual recognition negotiations.

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Section 1

Mutual Recognition Arrangements – An Overview

International comparability of qualifications and alignment with other qualification frameworks are important national objectives. The international mobility of Indonesian graduates and workers is an important aim of the national vocational education and training system. To support this mobility, negotiated recognition of the equality of Indonesian vocational qualifications aligned within the KKNI to those vocational qualifications of other countries or regions is a critically important step.

Similarly, Indonesia also accepts workers and professionals from other countries to work in Indonesia. The mobility of workers between countries is a common element of many free trade agreements, some to which Indonesia is a signatory. Within the ASEAN context, Indonesia has signed the 2007 ASEAN Economic Community Blueprint. Section A5 of that agreement relates to the free flow of skilled labour between member states. An extract from that agreement relating to labour mobility and related qualifications is set out in Table 48.

Table 48 Section A5 of the ASEAN Economic Community Blueprint – Labour Mobility

Agreement Provisions Section A5	Actions
33. In allowing for managed mobility or facilitated entry for the movement of natural persons engaged in trade in goods, services, and investments, according to the prevailing regulations of the receiving country, ASEAN is working to:	i. Facilitate the issuance of visas and employment passes for ASEAN professionals and skilled labour who are engaged in cross-border trade and investment related activities.
34. In facilitating the free flow of services (by 2015), ASEAN is also working towards harmonisation and standardisation, with a view to facilitate their movement within the region.	i. Enhance cooperation among ASEAN University Network (AUN) members to increase mobility for both students and staff within the region; ii. Develop core competencies and qualifications for job/occupations and trainers skills required in the priority services sectors (by 2009); and in other services sectors (from 2010 to 2015); and iii. Strengthen the research capabilities of each ASEAN Member Country in terms of promoting skills, job placements, and developing labour market information networks among ASEAN Member Countries.

The movement of qualified individuals between countries is usually facilitated by Mutual Recognition Arrangements (MRA) between countries or regional groupings on the basis of Free Trade Agreements (FTA) or other agreements such as the ASEAN Community Blueprint. In the case of ASEAN, separate MRAs are developed on an industry by industry basis, such as in Table 49 below relating to the movement of Tourism professionals between member states.

Table 49. Extract from ASEAN Mutual Recognition Arrangements on Tourism Professionals

ASEAN Mutual Recognition Arrangements on 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 a host country provided that he/she possesses a valid tourism competency certificate in a specific tourism job title as specified in the ASEAN Common Competency Standards for Tourism Professional (ACCSTP), 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.
Article IV Basis of Recognition and Qualifications	4.1 The ASEAN Member States recognise that competencies based on qualifications, education, training and/or experience shall be the principal elements considered in granting mutual recognition of Foreign Tourism Professionals.

As can be seen from the above MRA, mutual recognition is provided on the basis of alignment of qualifications between countries. Many countries or groups of countries have developed national qualification frameworks. Australia, New Zealand, the European Community and a number of ASEAN

member states such as Indonesia (the KKNi), Singapore, Malaysia and the Philippines have developed National Qualification Frameworks. ASEAN itself is in the process of developing a common reference framework for qualifications. These frameworks and the various quality assurance elements within the framework provide the basis for the alignment of qualifications.

Aligning Qualification Frameworks

Benefits of alignment of the KKNi

The benefits of alignment between the KKNi and national or regional qualification frameworks are at several levels. These range from economic benefits at a national or regional level to benefits for individuals. The benefits of alignment include:

1. Providing a systematic basis for improving mutual trust and the recognition of qualifications between nations or regions;
2. Facilitating transparency and reliability of information about qualifications and the qualifications framework in each nation or region;
3. Increasing international understanding, comparability, confidence and recognition of qualifications for both study and employment;
4. Contributing to the credibility and robustness of each nation's or region's qualifications systems, including knowledge and understanding of the various quality assurance systems and processes supporting the qualification frameworks;
5. Assisting the international mobility of students and skilled workers by increasing confidence that their qualifications will be understood and recognised in Indonesia and other countries;
6. Improving employers' understanding of qualifications to assist with skills supply; and,
7. Providing a comparative benchmark for the KKNi.

Principles for alignment of the KKNi and other qualification frameworks

There are a number of overarching principles which are core considerations for Indonesia in any alignment process. These overarching principles are:

1. Alignment of the KKNi with other nations' or regions' qualification frameworks will be undertaken only where there is a demonstrable benefit to Indonesia or to meet an obligation contained in an international agreement;
2. Alignment between the KKNi and national or regional qualification frameworks should enhance any existing relationships and arrangements between these nations or regions;
3. Procedures for aligning the KKNi with other national or regional qualification frameworks will be undertaken in a transparent manner;
4. The KKNi will not be adapted to suit another nation's or region's requirements;
5. Alignment of other national or regional qualifications frameworks with the KKNi will not result in the automatic recognition of those qualifications as KKNi qualifications; and
6. Alignment will usually be between the KKNi and another national or regional qualification framework. However, if the nation or region does not yet have a formal national or regional qualifications framework, the national or regional qualifications system may be used as reference tools for alignment of qualifications.

In addition, there are a number of general alignment principles which set out the expectations for each nation or region (including Indonesia) in the alignment process. These general alignment principles are:

1. The legitimacy and responsibilities of all relevant Indonesian, other national, or regional bodies involved in the alignment process are clearly determined and transparent;
2. Indonesian, other national, or regional quality assurance system for education and training are integral to the qualifications framework and is consistent with international quality assurance principles;
3. There is a clear and demonstrable link between the qualification levels in the KKNI and the levels in the national or regional qualification framework;
4. The national or regional qualification frameworks and its qualifications are based on the principles and objectives of learning outcomes or competencies that are comparable to the learning outcomes and competencies set out in the KKNI;
5. The procedures for inclusion of qualifications in the Indonesian, national or regional qualification frameworks and/or describing the place of qualifications in the qualifications system are transparent;
6. National or regional policies for the validation of all learning, and credit systems where these exist, are an integral component of the national or regional qualification frameworks;
7. The alignment process includes the stated agreement of the relevant accrediting and/or quality assurance bodies for each nation or region;
8. The alignment process involves international experts to support and assist the development of trusted outcomes; and
9. One comprehensive report, setting out the alignment and the evidence supporting it is jointly published by the relevant national authorities in each nation or region and addresses separately each of the principles.



Section 2

Mutual Recognition Arrangements – Preparing for a Negotiation

Processes for aligning qualification frameworks

The process for aligning qualifications, also known as mapping qualifications is always a country to country alignment exercise, notwithstanding the existence of regional qualification reference frameworks. It normally involves each country undertaking research on relevant qualifications, their packaging and alignment, and an examination of the relevant quality assurance mechanisms that ensure the quality of the holders of the qualifications examined. Usually, this involves desk research which can be undertaken on documents provided by each country involved in the alignment of qualifications as well as visits by relevant authorities to each country.

Alignment of qualifications normally involves four steps as discussed below.

1. Map Qualification Framework Levels

Frameworks can vary in the total number of levels. The Indonesian Qualifications Framework has nine levels while the Australian Qualifications Framework has 10 levels. Both these frameworks incorporate educational as well as vocational levels. Other countries may have separate educational and vocational streams. For example, Singapore has a six-level vocational framework, the Workforce Skills Qualifications (WSQ) Framework. A common feature of the vocational stream of all of these frameworks is a set of level descriptors which describe by work characteristics what a competent person is expected to be able to do in the workplace at each level. It is against these descriptors that qualifications are levelled.

As each framework is different in the number of levels, the first task for those responsible for aligning qualifications is to compare the level descriptors to establish commonality and determine alignment. Some frameworks refer to learning outcomes while others refer to competencies or Work Characteristics. Indonesia's level descriptors refer to four Work Characteristics while Singapore uses five which are referred to as Learning Outcomes. ASEAN is in the process of developing a reference Qualifications Framework. At the moment, the level descriptors are found in the qualifications descriptors contained in curriculum documents, such as the ASEAN Common Curriculum for ASEAN Tourism Professionals.

In Table 50 below, Indonesia's Level 2 descriptors are compared against the Singapore WSQ descriptors and the ASEAN Tourism descriptors to determine alignment. The table compares the base level qualifications of the foreign frameworks as this is the level at which variance is most commonly found. In undertaking this comparison or mapping, common words such as routine or base level are highlighted which appear across all the descriptors to determine the level at which Indonesia's qualification aligns.

Table 50. Comparison of Level Descriptors in Selected Qualification Frameworks

Work Characteristics	Singapore (Certificate – Level 1)	Indonesia (KKNI Level 2)	Common Curriculum ASEAN Tourism Professionals Level 1 (Tourism Certificate II)
Operational Environment/ Level of Tasks	Ability to perform a range of work activities, most of which are routine -based in a stable and predictable context. Work activities comprise basic tasks mainly undertaken by entry-level or operational occupations.	Able to perform a specific task using ordinary tools, information, and working procedures , as well as demonstrating performance with measurable quality	Basic, routine skills in a defined context. A base operational qualification that encompasses a range of functions/activities.
Level of Knowledge and Skills	The knowledge acquired is mainly factual and procedural requiring basic comprehension skills.	Having basic operational knowledge and factual knowledge in a specific field of work.	Requiring fundamental operational knowledge and limited practical skills in a defined context.
Information Processing/ Problem Solving Capabilities	Work problems are mainly routine-based and addressed through established guidelines and standard operating procedures .	Able to choose from the available solutions for the commonly occurring problems .	
Level of Responsibility/ Accountability/ Autonomy	Activities are carried out under clear instructions and close supervision requiring minimal judgment. Some accountability within clearly specified boundaries	Under direct supervision of his/ her superior. Responsible for his/her own work and can be given responsibility for guiding another person.	

Source: Adapted from Appendix B, WSQ Competency/Qualifications Level Descriptors, Interpretation of WSQ Competency Standards for Training and Assessment, p.35. (http://www.wda.gov.sg/content/dam/wda/pdf/L325B/Competency_Standards_for_Training_and_Assessment.pdf)

Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022-Developing Common ASEAN Tourism Curriculum Project, June 2007. pp. 13-14

On the basis of the comparison of the level descriptors, it is possible to make a determination how Indonesia's Qualifications Framework aligns against the foreign qualifications. In Table 51 below, is an indicative alignment of the Indonesia, Singapore and ASEAN qualifications levels in the vocational stream. It can be seen that both Singapore and ASEAN have a higher base level than Indonesia; in other words, level 1 in ASEAN and Singapore aligns with Level 2 of the Indonesian Framework.

Table 51. Comparison of Indonesia, Singapore and ASEAN Qualification Levels

Singapore Workforce Skills Qualification Levels		Indonesian National Qualification Framework Levels		Common Asean Tourism Curriculum Levels
WSQ Graduate Diploma Graduate Certificate	Highest Qualification Level Minimum Qualification Level	7	Competency Certificate 7	
WSQ Specialist Diploma		6	Competency Certificate 6	Level V - Advanced Diploma
WSQ Diploma		5	Competency Certificate 5	Level IV - Diploma
WSQ Advanced Certificate		4	Competency Certificate 4	Level III - Certificate IV
WSQ Higher Certificate		3	Competency Certificate 3	Level II - Certificate III
WSQ Certificate		2	Competency Certificate 2	Level I - Certificate II
		1	Competency Certificate 1	

Source: Adapted from Singapore Workforce Development Agency Website, Singapore Workforce Skills Qualifications page, (<http://www.wda.gov.sg/content/wdawebbsite/L207-AboutWSQ.html?parent=topnavabtwsq&openTab=2>)

Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022-Developing Common ASEAN Tourism Curriculum Project, June 2007. pp. 13-14

2. Map Qualification with similar qualifications (Indonesia, Singapore and ASEAN)

The second stage of aligning qualifications is to map specific qualifications against each other. The qualifications of most countries will refer to specific occupations while others refer to industry sectors or workplaces. In Table 52, the intended occupations or job titles which are covered by the entry level Indonesian hospitality qualification are compared to similar qualifications of Singapore and ASEAN. While specific qualifications contain references to specific occupations or job titles, the title of each qualification refers to an industry sub-sector.

Table 52. Comparison of Occupations between Indonesian Tourism Qualification and Singapore and ASEAN

Country	Singapore	Indonesia	ASEAN
Qualification	WSQ Certificate in Hotel & Accommodation Services (WSQ Level I) WSQ Certificate in Food & Beverage Operations (WSQ Level I) WSQ Certificate in Culinary Arts (WSQ Level I)	Certificate II in Hospitality (Perhotelan)	Certificate II in Housekeeping (Guest Services) Certificate III in Front Office Certificate II in Food Production (Cookery) Certificate III in Food and Beverage (Waiting) Certificate III in Food and Beverage (Beverages)
Job Titles	Bell Hop Guest Services Officer Housekeeping Attendant Catering Assistant Service Crew (Attractions) Service Crew (F&B) Waiter / Waitress Kitchen Helper	Porter/ Bell Attendant/ Bellman Concierge Attendant Room Attendant Laundry Attendant Assistant Bar Attendant/ Bar Attendant Runner/ Bus Person Cook helper (kitchen operational) Assistant Cook Pastry Cook helper (commercial catering)/ catering assistant)	ASEAN Certificate II Junior Cleaner; Assistant Cleaner; Assistant Public Area Cleaner; Cleaner; Public Area Cleaner; Attendant; Room Maid; Public Area Attendant. ASEAN Certificate III Room Attendant, Housekeeping Attendant, Room Assistant, Room Maid, Public Area Attendant Laundry Attendant, Linen Attendant Florist Attendant, Garden Attendant Front Office Attendant, Assistant Receptionist, Relief Receptionist Telephone Operator, Telephonist, Switchboard Operator Kitchen Hand, Butcher, Baker Waiter, Server, Restaurant Steward, Waitperson, Restaurant and Bar Service Agent Bartender, Bar Attendant, Bar Person, Restaurant and Bar Service Agent * Curriculum Levels are nominal as they have not yet been levelled against an ASEAN Reference Qualifications Framework (currently in development)

Source: Adapted from qualifications listed on Singapore Workforce Development Agency Website: (<http://www.wda.gov.sg/content/wdawebiste/L207-AboutWSQ/L301-WSQIndustryFramework-FoodandBeverage.html>) (<http://www.wda.gov.sg/content/wdawebiste/L207-AboutWSQ/L301-WSQIndustryFramework-Tourism.html>)

Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022-Developing Common ASEAN Tourism Curriculum Project, June 2007, p.p. 37, 38, 45, 57, 62, 115, 116, 123, 135, 140.
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The comparison above shows that the qualifications of Indonesia and Singapore are roughly aligned while the ASEAN qualifications cover the first two levels of the ASEAN curriculum framework levels. This will require further examination by those undertaking alignment.

Additionally, the packaging rules for qualifications vary between each country. Most countries will have a mandatory component which requires the possession of various learning outcomes or competencies. This mandatory component may be industry wide, sector wide or occupationally based. In most countries training providers, students or workers are also provided with the opportunity to select competencies which suit the needs of the training provider, student or worker or workplace. The total number of competencies required to be possessed to enable the award of a qualification will vary between qualifications and qualification levels. Some learning outcomes may encompass a number of competencies in comparable qualifications. Nevertheless, the packaging rules provide a useful guide when aligning qualifications.

In Table 53, the packaging rules of the Indonesian qualification above have been compared with those of ASEAN and Singapore.

Table 53. Comparison of Packaging Rules between selected Indonesian, ASEAN and Singaporean Qualifications

Qualifications	WSQ Certificate in Hotel & Accommodation Services WSQ Certificate in Culinary Arts WSQ Certificate in Food and Beverage Operations	Sertifikat II Perhotelan	Certificate II in Housekeeping (Guest Services) Certificate III in Front Office Certificate II in Food Production (Cookery) Certificate III in Food and Beverage (Waiting) Certificate III in Food and Beverage (Beverages)
Packaging Methodology	Core plus Electives	Core plus Electives	Core, Generic plus Electives
Packaging Rules	Certificate in Hotel & Accommodation Services 3 core units; plus at least 4 elective units Certificate in Culinary Arts 5 core units; plus: 2 elective units WSQ Certificate in Food and Beverage Operations 5 core units; plus 2 elective units	Certificate II in Hospitality (Perhotelan) 12 unit kompetensi yang harus diselesaikan: 6 unit kompetensi wajib; dan 5 unit kompetensi pilihan yang terdiri dari: • 3 unit kompetensi dari kelompok A • 2 unit kompetensi dari kelompok B; dan 1 Unit Kompetensi dari Industri lainnya atau Paket Pelatihan lainnya yang disahkan oleh KEMENAKERTRANS	Certificate II in Housekeeping 10 Core and Generic Competencies from the Hotel Services (Front Office and Housekeeping) Competency Standards Menu with at least 6 from the following Clusters: • Housekeeping • Security Services 2 competencies from one or more of the following Clusters: • Common Core competencies • Customer Service, Sales and Marketing Certificate III in Front Office 14 Core and Generic Competencies from the Hotel Services (Front Office and Housekeeping) Competency Standards Menu with at least 10 from the following Clusters: • Hotel Front Office • Security Services; At least 1 competency from one or more of the following Clusters:

			• Common Core Competencies • General Administration • Financial Administration • Resource Management; and At least 2 competencies from the English Language Proficiency Cluster Certificate II in Food Production (Patisserie) 8 Core and Generic Competencies from the Hotel Services (Restaurant Services) Competency Standards Menu from the following Clusters: • Common Core Competencies • Patisserie Certificate III in Food and Beverage (Beverages) 14 competencies from the Hotel Services (Restaurant Services) Competency Standards Menu with at least nine (9) from the following Clusters: • Common Core Competencies • Food and Beverage Service • Financial Administration 1 competency from the Customer Service, Sales and Marketing Cluster; and At least 3 competencies from the English Language Proficiency Cluster Certificate III in Food and Beverage (Waiting) 14 Core and Generic Competencies from the Hotel Services (Restaurant Services) Competency Standards Menu with at least nine (9) from the following Clusters: • Common Core Competencies • Food and Beverage Service • Financial Administration; At least 1 competency from the Customer Service, Sales and Marketing Cluster; and At least 3 competencies from English Language Proficiency Cluster
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Source: Adapted from qualifications listed on Singapore Workforce Development Agency Website:
(<http://www.wda.gov.sg/content/wdawebbsite/L207-AboutWSQ/L301-WSQIndustryFramework-FoodandBeverage.html>)
(<http://www.wda.gov.sg/content/wdawebbsite/L207-AboutWSQ/L301-WSQIndustryFramework-Tourism.html>)

Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022-Developing Common ASEAN Tourism Curriculum Project, June 2007, p.p. 37, 38, 45, 57, 62, 115, 116, 123, 135, 140.

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All have similar packaging rules although the number of units of competency varies. The Indonesian qualification has more units to be achieved at the base level than both the Singapore and ASEAN qualifications. At the higher operational level, the ASEAN qualification has more units than the Indonesian qualification. As a result, a further examination of the units of competency needs to be

undertaken. In the first instance, a comparison of the unit titles is undertaken to identify similarities. Given the variety in packaging rules, it is best to compare the core or mandatory components or competencies and streams in each qualification as these are likely to be more common between qualifications than the elective competencies or modules.

In Table 54 below, a comparison of unit titles in selected Singaporean and ASEAN qualifications is undertaken with the relevant Indonesian qualification.

Table 54. Comparison of Unit Titles in Selected Qualifications

Qualifications	Singapore Certificate in Hotel and Accommodation Services	Indonesia Certificate II in Hospitality	ASEAN Certificate II in Housekeeping
Unit Titles	Core: 3 units (4 credits) • Work Safely (1 credit) • Provide Safety and Security for Guests (1 credit) • Interact with Guest (2 credits) Electives: 4 units (min. 7 credits) • Service Guest Rooms (4 credits) • Carry Out Thorough Cleaning (3 credits) • Carry Out Thorough Cleaning of Public Areas (3 credits) • Deliver Service Excellence (2 credits)	Wajib: 6 Unit kompetensi • Bekerja dengan kolega dan pelanggan • Mengembangkan dan memperbaharui pengetahuan perhotelan • Bekerja dalam lingkungan sosial yang beragam • Mengikuti prosedur kesehatan, keselamatan dan keamanan di tempat kerja • Mengikuti prosedur kebersihan di tempat kerja • Melaksanakan prosedur keselamatan makanan Pilihan: 3 Units from Group A (Housekeeping) • Membersihkan lokasi/ area dan peralatan • Menyediakan kamar untuk tamu • Menyediakan layanan housekeeping 2 Units from Group B • Melaksanakan prosedur administrasi • Menerima dan menyimpan barang 1 Unit lain • Mencari dan mendapatkan data computer	Core and Generic Competencies (10 units) • Work effectively with customers and colleagues • Work in a socially diverse environment • Implement occupational health and safety procedures • Perform clerical procedures • Promote products and services to customers • Manage and resolve conflict situations • Perform basic First Aid procedures • Perform child protection duties relevant to the tourism industry • Speak English at a basic operational level Functional: 6 units • Provide housekeeping services to guests • Clean public areas, facilities and equipment • Clean and prepare rooms for in-coming guests • Clean and maintain industrial work area and equipment • Observe and monitor people • Develop and update local knowledge Common Core • Comply with workplace hygiene procedures • Perform clerical procedures

Source: Singapore Workforce Development Agency Website. (<http://www.wda.gov.sg/content/wdaweb/L207-AboutWSQ/L301-WSQIndustryFramework-Tourism/L401-013HotelandAccommodationServices.html?QualName=WSQ%20Certificate%20in%20Hotel%20%20Accommodation%20Services>)

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Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022- Developing Common ASEAN Tourism Curriculum Project, June 2007, p.p. 62.

The unit or module titles of the Indonesian and ASEAN qualifications are very similar, although there are more units required in the ASEAN qualification. Where unit titles are similar, it can provide a good indication that the two qualifications have similar content. Some units that are mandatory in the ASEAN qualification are optional in the Indonesian qualification although the options are limited by the packaging rules. Some units in the ASEAN qualification, highlighted above, do not appear at all in the Indonesian qualification. Similarly, there are two units in the Indonesian qualification that do not appear in the ASEAN qualification.

From the above comparison, it can be seen that the unit titles of the Singapore and Indonesian qualifications are significantly different. An alignment of the Singapore units against the Indonesian and ASEAN units in the relevant qualifications is set out below in Table 55.

Table 55. Comparison of Unit titles in Indonesia and ASEAN qualification with Singaporean Qualification

Singapore Certificate in Hotel and Accommodation Services	Indonesia Certificate II in Hospitality	ASEAN Certificate II in Housekeeping
Interact with Guest	Bekerja dengan kolega dan pelanggan Work with colleagues and customers	Work effectively with customers and colleagues
	Bekerja dalam lingkungan sosial yang beragam Work is a socially diverse environment	Work in a socially diverse environment
Provide Safety and Security for Guests	Mengikuti prosedur kesehatan, keselamatan dan keamanan di tempat kerja Follow Occupational Health and Safety procedures	Implement occupational health and safety procedures
	Menerima dan menyimpan barang Receive and store goods	
		Promote products and services to customers
		Manage and resolve conflict situations
		Perform basic First Aid procedures
		Perform child protection duties relevant to the tourism industry
		Speak English at a basic operational level
Deliver Service Excellence	Menyediakan layanan housekeeping Provide housekeeping services	Provide housekeeping services to guests
Carry Out Thorough Cleaning of Public Areas		Clean public areas, facilities and equipment
Service Guest Rooms	Menyediakan kamar untuk tamu Prepare rooms for guests	Clean and prepare rooms for incoming guests

Singapore Certificate in Hotel and Accommodation Services	Indonesia Certificate II in Hospitality	ASEAN Certificate II in Housekeeping
Carry Out Thorough Cleaning	Membersihkan lokasi/area dan peralatan Clean locations/areas and equipment	Clean and maintain industrial work area and equipment
		Observe and monitor people
	Mengembangkan dan memperbaharui pengetahuan perhotelan Develop and renew hospitality knowledge	Develop and update local knowledge
Work Safely	Mengikuti prosedur kebersihan di tempat kerja Follow workplace hygiene procedures Melaksanakan prosedur keselamatan makanan Undertake food safety procedures	Comply with workplace hygiene procedures
	Melaksanakan prosedur administrasi Undertake administrative procedures	Perform clerical procedures
	Mencari dan mendapatkan data computer (dari TIK) Seek and obtain computer data	

Source: Singapore Workforce Development Agency Website.

(http://www.wda.gov.sg/content/wdaweb/L207-AboutWSQ/L301-WSQIndustryFramework-Tourism/L401-013HotelandAccommodationServices.html?QualName=WSQ%20Certificate%20in%20Hotel%20_%20Accommodation%20Services)

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Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022- Developing Common ASEAN Tourism Curriculum Project, June 2007, p.p. 62.

Given the difference in unit titles a further examination of the content of the Singapore units will be required before any conclusion can be made about alignment.

Finally, an analysis of the content of units with similar titles needs to be undertaken to confirm that the units are indeed similar. In Table 56, two units of competency with similar titles are compared at the element and performance criteria level. A two-way comparison is undertaken between the units to identify similarities or differences. Elements and Performance Criteria highlighted are covered by the Indonesian Unit. Criteria not highlighted are not directly covered.

Table 56. Comparison of Indonesian Unit Content to ASEAN Module Content

PAR.HT01.001.01 BEKERJASAMA DENGAN KOLEGA DAN PELANGGAN (Work with Colleagues and Customers)	
ELEMEN	KOMPETENSI KRITERIA UNJUK KERJA
1 Berkomunikasi di tempat kerja (Communicate in the workplace)	1.1 Komunikasi dengan tamu dan kolega dilaksanakan secara terbuka, profesional, ramah dan sopan. 1.2 Gunakan bahasa dan nada yang cocok. 1.3 Efek bahasa tubuh personal dipertimbangkan. 1.4 Kepekaan terhadap perbedaan budaya dan sosial diperlihatkan. 1.5 Mendengar dan melontarkan pertanyaan secara aktif digunakan untuk memastikan komunikasi dua arah yang efektif. 1.6 Konflik yang ada dan potensial diidentifikasi dan solusi dicari dengan bantuan dari kolega bila dibutuhkan.
2 Memberikan bantuan untuk tamu internal dan eksternal (Provide assistance to internal and external guests)	2.1 Kebutuhan dan harapan tamu, termasuk hal-hal dengan kebutuhan tertentu, diidentifikasi secara benar dan produksi serta layanan yang tepat diberikan. 2.2 Berkomunikasi yang ramah dan sopan selama melayani tamu. 2.3 Seluruh kebutuhan dan permintaan pelanggan yang dapat diterima dipenuhi dalam rangka waktu perusahaan yang dapat diterima. 2.4 Kesempatan untuk meningkatkan kualitas layanan diidentifikasi dan diambil bila memungkinkan. 2.5 Kekecewaan pelanggan cepat dikenali dan mengambil tindakan untuk memecahkan masalahnya sesuai dengan tingkat tanggung jawab individu dan prosedur perusahaan. 2.6 Keluhan pelanggan ditangani secara positif, sensitif dan sopan. 2.7 Keluhan diacu pada orang yang tepat untuk tindak lanjut sesuai dengan tingkat tanggungjawab individu.
3 Menjaga standar presentasi personal (Maintain personal presentation standards)	Standar tinggi presentasi personil dipraktekkan dengan pertimbangan: 3.1 Lokasi kerja 3.2 Isu-isu kebersihan, kesehatan dan keselamatan 3.3 Persyaratan presentasi khusus untuk fungsi kerja khusus 3.4 Perawatan kebersihan personil yang pantas 3.5 Pakaian yang pantas.

PAR.HT01.001.01 BEKERJASAMA DENGAN KOLEGA DAN PELANGGAN (Work with Colleagues and Customers)	
ELEMEN	KOMPETENSI KRITERIA UNJUK KERJA
4 Bekerja dalam tim (Work in a Team)	4.1 Kepercayaan, dukungan dan hormat diperlihatkan kepada anggota tim dalam aktifitas sehari-hari. 4.2 Perbedaan budaya dalam tim diakomodasikan. 4.3 Tujuan kerja tim secara bersama dikenali. 4.4 Tanggung jawab individu dan tugas-tugas diidentifikasi, diprioritaskan serta diselesaikan dalam rangka waktu yang ditentukan. 4.5 Meminta bantuan dari anggota tim yang lain bila dibutuhkan. 4.6 Bantuan ditawarkan pada kolega untuk memastikan tujuan kerja yang ditentukan terpenuhi. 4.7 Umpan balik dan informasi dari anggota tim lain di terima. 4.8 Perubahan tanggung jawab dari masing-masing individu diperhatikan, yang nantinya harus membicarakan kembali tujuan kerja tim.

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In the comparison of the ASEAN module to the Indonesian unit, Table 57, performance criteria highlighted are not covered by the Indonesian unit.

Table 57. Comparison of ASEAN Unit Composition to the Similar Indonesian Unit

UNIT NUMBER: D1.HRS.CL1.18; D1.HOT.CL1.01; D2.TCC.CL1.01 WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS	
Element	Performance Criteria
1: Communicate effectively	1.1 Relay information in a clear and concise manner using appropriate communication techniques 1.2 Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved 1.3 Use active listening and questioning to facilitate effective two-way communication with others 1.4 Identify potential and existing conflicts and seek solutions in conjunction with all involved parties 1.5 Complete routine workplace documentation accurately in a timely manner

UNIT NUMBER: D1.HRS.CL1.18; D1.HOT.CL1.01; D2.TCC.CL1.01 WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS	
Element	Performance Criteria
2: Establish and maintain effective relationships with colleagues and customers	2.1 Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames 2.2 Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes 2.3 Use formal feedback and informal feedback to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers 2.4 Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint 2.5 Maintain a positive and co-operative manner 2.6 Use non-discriminatory attitudes and language when interacting with customers, staff and management consistently
3: Work in a team	3.1 Request or provide assistance so that work activities can be completed 3.2 Provide support to colleagues to ensure achievement of team goals 3.3 Discuss and resolve problems through agreed and/or accepted processes 3.4 Recognise and accommodate cultural differences within the team 3.5 Identify, prioritise and complete individual tasks within designated time lines 3.6 Acknowledge and respond to feedback and information from other team members

Source: Adapted from Technical Report on Final Common ASEAN Tourism Curriculum & Regional Qualifications & Skills Recognitions Systems, ASEAN Australia Development Cooperation Program (AADCP) Regional Partnerships Scheme, 370-022- Developing Common ASEAN Tourism Curriculum Project, June 2007, p.p. 62.

As can be seen from the above comparisons, units of similar titles can have different content. While overall, it can be concluded that these two units are both similar in title as well as content. The Indonesian unit possesses an element concerned with personal grooming that does not appear in the ASEAN unit. It may be that grooming standards are addressed in another ASEAN module which will require further examination.

3. Quality Assurance Mechanisms

Notwithstanding the outcomes of the mapping exercises undertaken above, no judgement can be made on alignment of qualifications without an examination of the quality assurance mechanisms of the national certification authorities of each country that ensure that qualification holders are indeed competent.

For Indonesia, the BNSP has put in place quality assurance mechanisms that ensure that assessments

that lead to the award of qualifications are undertaken by Industry Certification Bodies (LSPs) whose assessors are both competent in both assessment and in the competency they are assessing. To ensure this quality is maintained, a set of procedures based on the ISO Standard No. 17024:2012 Bodies Operating Certification of Persons. These procedures include the regular auditing or assessment of LSPs and related assessment centres. These LSPs may be both industry based (3rd Party) as well as institution based (1st party) accredited. Records on certificate holders are maintained by the LSP and stored on the BNSP server. The BNSP also issues certificate numbers to LSPs, the awarding bodies.

Certificates in other countries are generally awarded by training or education providers towards their students or trainees. In such cases, an examination of the quality assurance mechanisms required by the national authorities needs to be undertaken and mapped against the ISO or BNSP standards so that Indonesia can be assured that the quality of graduates and certificate holders is similar to the standard required in Indonesia. A field study in countries seeking alignment of qualifications is required to ensure that policies are in fact being implemented to the standard required.

A field study is an almost universal step and necessary in the alignment process leading up MRA negotiations. These trips usually involve representatives the relevant central policy agency for vocational qualifications, the agency responsible for the qualifications framework, a representative of the national certification body, representatives of the national agency with responsibility for the industry sector, an industry representative and an educational provider representative. At the conclusion of the mapping exercise and field study, a recommendation is made to the relevant agencies about whether alignment between the relevant qualifications should be agreed. Such recognition will have labour and immigration consequences which should be discussed with the relevant agencies prior to an MRA being agreed.

4. Negotiation Arrangements

In Indonesia, international alignment of the KKNI with other national or regional qualifications frameworks will be undertaken by the Ministry of Manpower for vocational qualifications and by the Ministry of Education and Culture for education related qualifications.

The alignment of qualifications frameworks is a negotiated agreement with other nations or regions for which the Ministry of Foreign Affairs is usually the lead agent and responsible for -

- signing of any multilateral or bilateral agreements to commence alignment;
- agreeing to formal commencement of the alignment;
- leading the negotiation process using the expert and technical advice of the relevant Ministries; and,
- signing the final alignment agreement.

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