

# **GUIDE TO ASEAN MUTUAL RECOGNITION ARRANGEMENT ON TOURISM PROFESSIONALS**

## **For Tourism Education & Training Providers**



**ASSOCIATION  
OF SOUTHEAST  
ASIAN NATIONS**

## ACKNOWLEDGEMENTS

ASEAN wish to thank the following for their support in the development and production of this Guide:

- ASEAN SECRETARIAT
- The Tourism Working Group & ASEAN Tourism Professional Monitoring Committee
- The Vietnam National Administration of Tourism (VNAT); Ministry of Culture, Sport and Tourism
- The European Union funded Environmentally and Socially Responsible Tourism Capacity Development Programme in Viet Nam (ESRT)

Produced by the ESRT Programme for Vietnam National Administration of Tourism (VNAT), Ministry of Culture, Sport and Tourism, on behalf of the Association of Southeast Asian Nations (ASEAN)

## COPYRIGHT – CREATIVE COMMONS



Produced under a Creative Commons Licence (Attribution- Non-Commercial –Share Alike) whereby the license lets others remix, tweak, and build upon the Guide non-commercially, as long as they credit ASEAN and license their new creations under the identical terms.

# **CONTENTS –FOR TOURISM EDUCATION & TRAINING PROVIDERS**

## **ACKNOWLEDGEMENTS**

### **INTRODUCTION**

1. What is the Mutual Recognition Arrangement on Tourism Professionals (MRA – TP)?
2. What is the purpose of MRA for Tourism Professionals?
3. What are the benefits of MRAs?
4. What are the key elements of MRA – TP?
5. How will MRA - TP benefit my education or training organisation?
6. How do I have my qualifications recognised?
7. How do employees register on the ASEAN Tourism Professionals Registration System (ATPRS)?
8. What do employees need to do in order to qualify for a job in the AEC?
9. How can employees get Recognition for their Prior Learning or Current Competence?
10. What are the ASEAN Common Competency Standards for Tourism Professionals?
11. What is the ASEAN Common Tourism Curriculum?
12. What are the benefits of the Common ASEAN Tourism Curriculum
13. What are Competency-based Qualifications?
14. How is competency assessed?
15. What is the ASEAN Tourism Qualifications Equivalency Matrix?
16. What is the role of the Tourism Professional Certification Board (TPCB)
17. The National Tourism Professional Board (NTPB
18. Local Contextualisation of new ASEAN Qualifications
19. Challenges in Implementing the Common ASEAN Tourism Curriculum
20. The Assessment Process
21. Who do I contact if I have any questions?

### **GLOSSARY & ACRONYMS**

### **THE TOURISM PROFESSIONAL – QUALIFICATIONS, LEVELS, FOCUS & JOB TITLES**

## INTRODUCTION

In 2015, the ASEAN Economic Community (AEC) will come into being, with one of its features being the mutual recognition of professional qualifications within the Community. The ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) is designed to enable the mobility of employment for skilled tourism labour within each Member State and to recognise the skills and qualifications of working tourism professionals from different ASEAN countries. This means that qualified tourism professionals can apply for jobs in other ASEAN member countries, and tourism companies can search for qualified personnel from the Community to meet their staffing needs.

This Guidebook has been produced as an essential reference for tourism professionals, employers and training organisations in preparing for the launch of the ASEAN Economic Community in 2015. The Guidebook will try to answer questions about how MRA – TP works, and the requirements and implications for tourism employees and employers.

The Guidebook is available online and is hyperlinked so that readers can easily find the information they need by clicking on the links. The first three sections contain key information for the three main parties affected by the MRA – tourism professionals, tourism & hospitality organisations and training providers. The other sections contain more detailed information on aspects of the MRA and can be explored as required.

ASEAN Member States may also provide printed versions of all or some of this Guidebook and are free to adapt, reconfigure and reuse the content as they wish under the Creative Commons Licence.

**Education and training providers** will want to review their curriculum and qualifications to ensure it matches or can be mapped to the Common Asian Tourism Curriculum in order to provide relevant qualifications to their students or trainees.

A discussion with your National Tourism Professional Certification Board should take place to review how your existing qualifications or programs need to be adapted or changed to meet the requirements of ASEAN for mutual recognition of tourism qualifications.

You may wish to have some of your teachers/trainers undertake a training program to become assessors or trainers for the new ASEAN Common Competency Standards for Tourism Professionals. This could lead to new business opportunities for your organisation as the MRA – TP comes into force in 2015.

Further questions on MRA – TP can be directed to the **ASEAN Tourism Professional Monitoring Committee** at the email address here: [eddy@asean.org](mailto:eddy@asean.org)

## **1. What is the Mutual Recognition Arrangement on Tourism Professionals (MRA – TP)?**

The MRA – TP aims to facilitate mobility of tourism professionals within ASEAN based on competence-based tourism qualifications/certificates, and at the same time, improve the quality of services delivered by tourism professionals.

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

In order for a Foreign Tourism Professional to be recognised by other ASEAN Member States and to be eligible to work in a host country, they will need to possess a valid tourism competency certificate in a specific tourism job title as specified in the Common ASEAN Tourism Curriculum (CATC), issued by the Tourism Professional Certification Board (TPCB) in an ASEAN Member State. There are 32 job titles covered under this MRA, ranging from housekeeping, front office, food and beverages services, and food production for hotel division, to travel agencies and tour operator for travel division.

The MRA on Tourism Professionals is an important driver in raising standards of tourism and improving qualifications of the tourism workforce in the ASEAN region. Tourism and hospitality professionals are encouraged to review their existing qualifications if they wish to consider working overseas in the AEC.

Further questions on MRA – TP can be directed to the ASEAN Tourism Professional Monitoring Committee at the email address here: [eddy@asean.org](mailto:eddy@asean.org)

## **2. What is the purpose of MRA for Tourism Professionals?**

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

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

The objectives of MRA – TP are threefold, to:

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

### **3. What are the benefits of MRAs?**

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

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

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

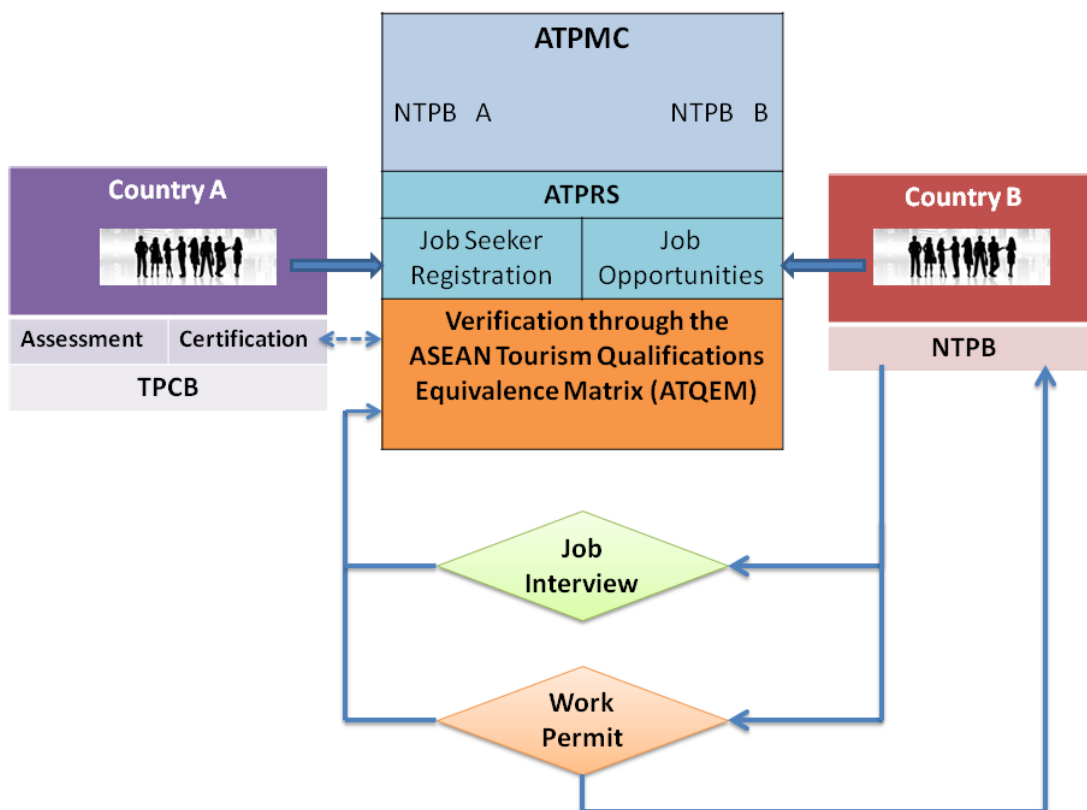
- Facilitate mobility of tourism professionals based on the tourism competency qualification/ certificate
- Enhance conformity of competency based training/education
- Recognise skills of tourism professionals
- Improve the quality of tourism human resources (graduates are ready to work in the industry)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

**For education and training providers, MRAs provide the following benefits:**

- A clear set of standards for development of training programs
- A competency-based training and assessment system for preparing trainees for the tourism industry
- A range of job-based tourism qualifications based on common labour divisions
- An opportunity to become one of the preferred education and training providers for the range of ACCSTP qualifications.

#### 4. What are the key elements of MRA – TP?

The key elements of MRA – TP are shown below:



- The ASEAN Tourism Professional Monitoring Committee (ATPMC)** consists of ASEAN NTOs and appointed representatives from the National Tourism Professional Boards (NTPBs);
- The ASEAN Tourism Professional Registration System (ATPRS)** is a web-based facility to disseminate details of certified Foreign Tourism Professionals within ASEAN. This registration system is still under development and will be launched in 2015;
- The National Tourism Professional Board (NTPB)** refers to the Board for Tourism Professionals composed of representatives from the public and private sectors (including academia and other relevant tourism stakeholders) to be determined by the respective ASEAN NTOs;
- The Tourism Professional Certification Board (TPCB)** refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals;



- e) **Tourism Professional** refers to a person who holds the nationality of an ASEAN Member State certified by the Tourism Professional Certification Board;
- f) **The ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)** refers to the minimum requirements of competency standards in hotel and travel services which aim to upgrade tourism services and facilitate the development of MRA between ASEAN Member States;
- g) **The ASEAN Tourism Qualifications Equivalency Matrix (ATQEM)** is an equivalence matrix of tourism qualifications for the AMS – to be used as the basis for conformity assessment. This is an essential supporting mechanism for a robust, reliable and transparent Mutual Recognition Arrangement on Tourism Professionals.
- h) **The Common ASEAN Tourism Curriculum (CATC)** refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs;
- i) **Assessment** refers to the process of appraising the qualification and/or competencies of Tourism Professionals;
- j) **Certification** refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP.

## **5. How will MRA - TP benefit my education or training organisation?**

The 2002 ASEAN Tourism Agreement (ATA) pledged to upgrade tourism education, curricula and skills through the formulation of competency standards and certification procedures, thereby leading to mutual recognition of skills and qualifications in the ASEAN region. In addition, it supported the wider ASEAN agenda of encouraging member states to adopt national frameworks for qualifications, competencies and training.

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

From 2015 the qualification of a Foreign Tourism Professional may be recognised by other ASEAN Member States, and if such qualification is recognised, they may be eligible to work in a host country provided that they possess a valid tourism competency certificate in a specific tourism job title as specified in the Common ASEAN Tourism Curriculum (CATC), issued by the Tourism Professional Certification Board (TPCB) in an ASEAN Member State.

The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

Education and training providers should review their training programs and qualifications to ensure these can be recognised by ASEAN. A discussion with your National Tourism Professional Certification Board should take place to review how your existing qualifications or programs need to be adapted or changed to meet the requirements of ASEAN for mutual recognition of tourism qualifications.

You may wish to have some of your teachers/trainers undertake a training program to become assessors or trainers for the new ASEAN Common Competency Standards for Tourism Professionals. This could lead to new business opportunities for your organisation as the MRA – TP comes into force in 2015.

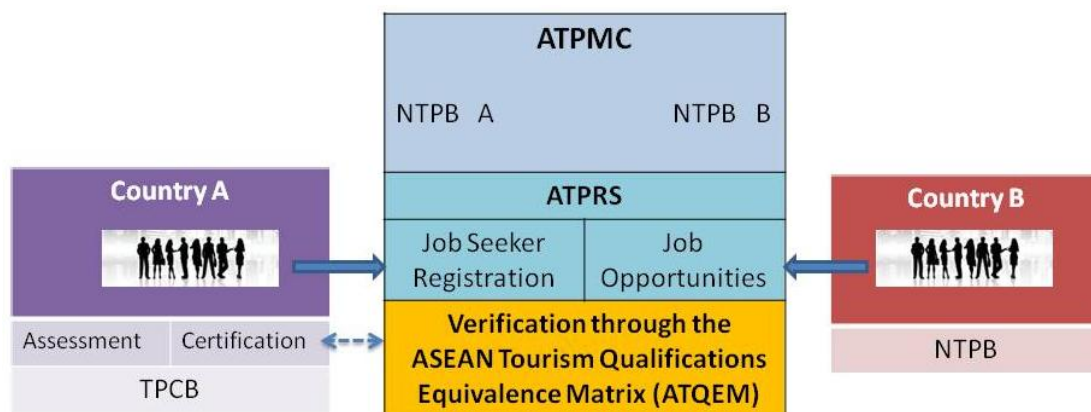
## 6. How do I have my qualifications recognised?

In order to satisfy the ASEAN ‘Conformity Assessment’ requirements, an ASEAN Tourism Qualifications Equivalence Matrix (ATQEM) will be developed using the Common Asian Tourism Curriculum qualification framework.

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

Your existing tourism qualifications can be submitted to your National Tourism Professional Board (NTPB) and evaluated on the ASEAN Tourism Qualification Equivalency Matrix (ATQEM). This will help identify if you need to gain a tourism competency certificate under the Common ASEAN Tourism Curriculum.

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



*Figure: The ATPRS showing how verification is completed through the ATQEM*

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

## **Registration onto the ATPRS**

The TPCB in each ASEAN country will oversee the management of the ASEAN Tourism Professionals Registration System (ATPRS) in their country. It will be the responsibility of the TPCB to ensure reliable means of recording, securing and storing relevant information about applicants.

Tourism Professionals can apply for registration under mutual recognition, by forwarding their details to their home registration board for posting on the ATPRS.

They also sign a consent form agreeing to their information being available to the system, enabling the registration board in the importing country to check their details and after this checking process, allow industry bodies in the importing country to access their details on the database.

It is recommended that in order to be eligible to be entered on the ATPRS an applicant must as a minimum:

- Demonstrate a qualification delivered and accredited by a recognised institution in any ASEAN member country; or
- Demonstrate a qualification accredited by a body independent of the education authority in the ASEAN country (such as an overseas college or industry body operating in that country) providing that it has been endorsed by the TPCB and included on the approved list.

In addition, the TPCB may wish to include and monitor other professional information such as:

- Years spent in the industry.
- Evidence that the applicant has kept their professional development up to date.
- The applicant has agreed to a professional code of conduct.
- Involvement in any disciplinary matters.

### **Other issues:**

- a) Normally, the checking of the applicant's qualifications will be done automatically using the qualifications equivalence matrix.
- b) However, in the case of a dispute or a non-standard application, the TPCB will be responsible for making a decision as to an applicant's eligibility and it is normal to allow up to one month for a decision.
- c) Short-notice applications can normally be handled by making specific exemptions. For example, the short-notice need for a specialist chef to accompany a VIP on an overseas visit can be handled by exempting the chef from registration providing the chef only cooks for that one VIP.

**Find your NTPB by going to your national tourism organisation website.**

## **7. How do employees register on the ASEAN Tourism Professionals Registration System (ATPRS)?**

Each Member State will establish a Tourism Professional Certification Board (TPCB). Most will already have an established national qualifications accreditation agency that would take on the role as TPCB. The TPCB would function in support of the ASEAN Tourism Professionals Registration System (ATPRS) by applying national competency standards and assessing and certifying tourism professionals with an accredited qualification in order that they can be registered on the ATPRS. The TPCB will also provide in-country qualification endorsements on existing professional qualifications by applying the CATC Regional Qualifications Framework.

One example from the Government of Viet Nam, who with assistance from the EU, established a working TPCB named the Vietnam Tourism Certification Board which functions in support of the Viet Nam National Administration of Tourism.

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

### **The steps to registration on the ATPRS include:**

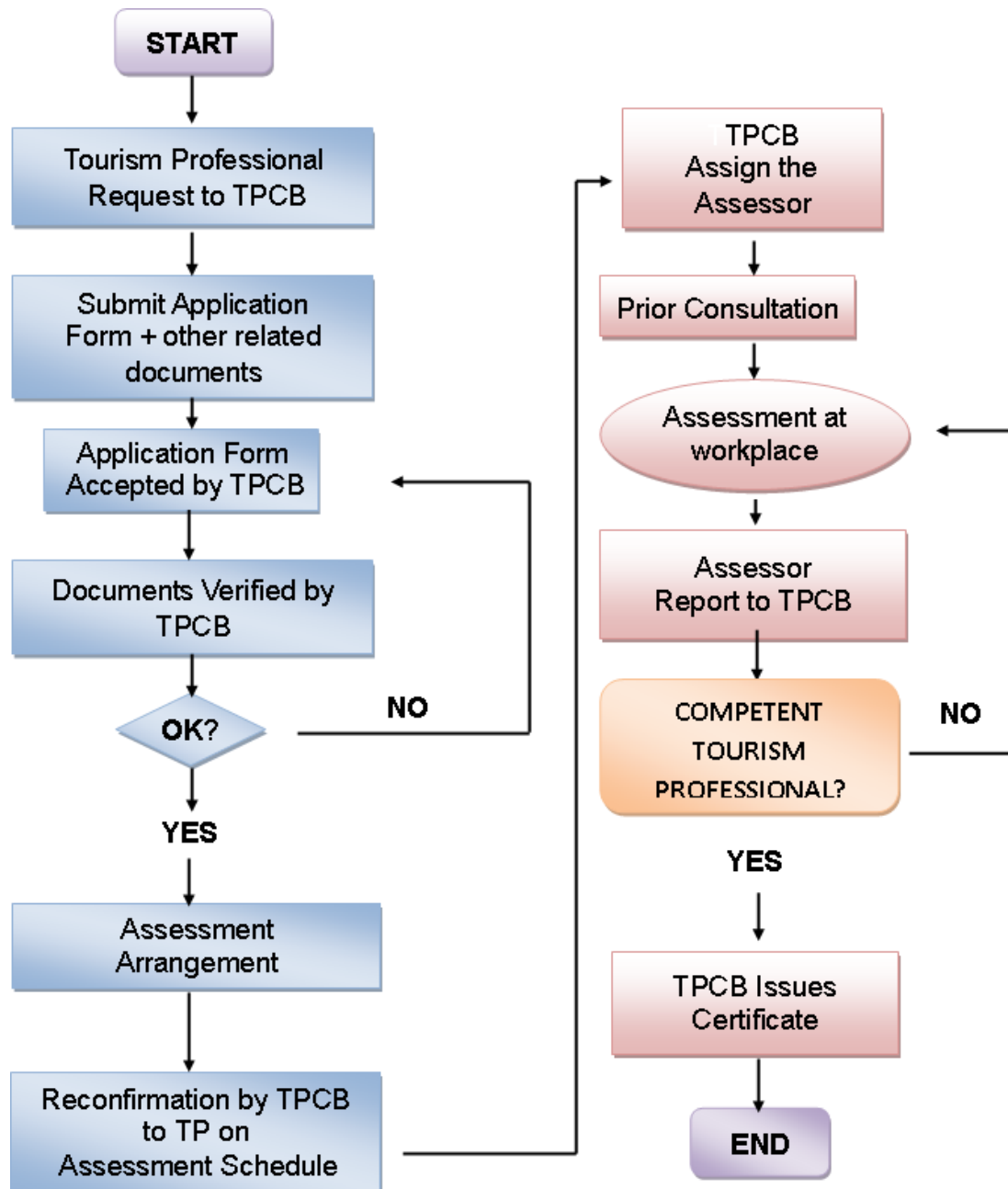
- a) The NTPB will design an application form for registration onto the ATPRS.
- b) To apply for registration under mutual recognition, individuals forward their details to their home registration board for posting on the ATPRS.
- c) Individuals also sign a consent form agreeing to their information being available to the system, enabling the registration board in the importing country to check their details and after this checking process, allow industry bodies in the importing country to access their details on the database.
- d) The web based system will allow an applicant's relevant information to be easily accessible by registration boards in all AMS.
- e) It is recommended that in order to be eligible to be entered on the ATPRS an applicant must as a minimum:
  - Demonstrate a qualification delivered and accredited by a recognised institution in any AMS; or
  - Demonstrate a qualification accredited by a body independent of the education authority in the AMS (such as an overseas college or industry body operating in that country) providing that it has been endorsed by the NTPB and included on the approved list.

f) In addition, the NTPB may wish to include and monitor other professional information such as:

- Years spent in the industry.
- Evidence that the applicant has kept their professional development up to date.
- The applicant has agreed to a professional code of conduct.
- Involvement in any disciplinary matters.

## 8. What do employees need to do in order to qualify for a job in the AEC?

The Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP will be issued a Certificate by the Tourism Professional Certification Board (TPCB) in their home country, and this information will be entered onto the ASEAN Tourism Professionals Registration System (ATPRS). See the diagram below:



Contact the National Tourism Professional Board in your home country by going to your national tourism organisation website.

## **9. How can employees get Recognition for their Prior Learning or Current Competence?**

**Recognition of Prior Learning or Current Competence** is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency of the ASEAN Common Curriculum Standards for Tourism Professionals (ACCSTP).

### **Assessing Competence**

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

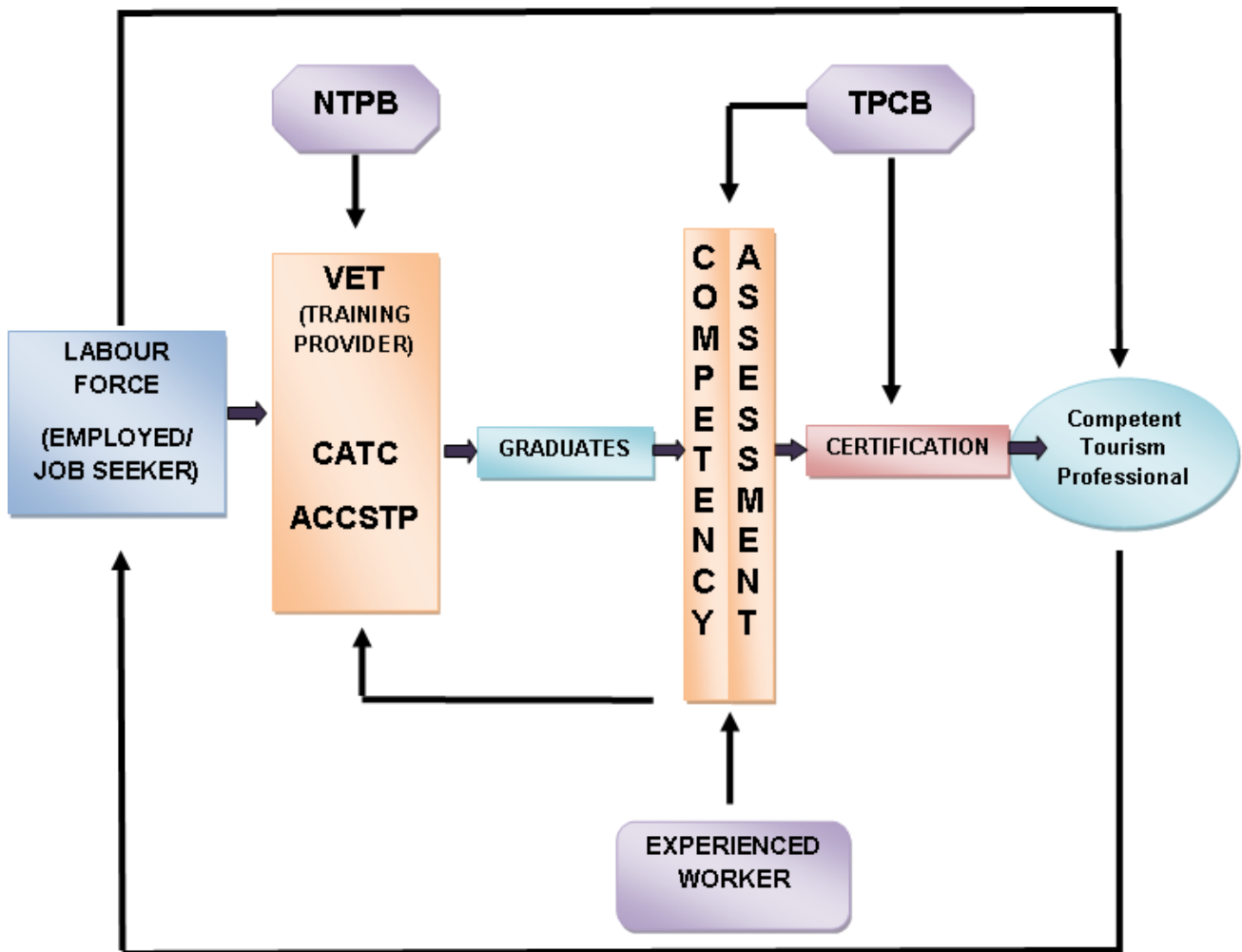
Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the

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

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

**Your education or training organisation may wish to become registered to provide the assessment service for Recognition for their Prior Learning or Current Competence?**





### Certification

On satisfactory assessment, the Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP will be issued a Certificate by the National Tourism Professional Certification Board (TPCB) and this information will be entered onto the ASEAN Tourism Professionals Registration System (ATPRS).

## **10. What are the ASEAN Common Competency Standards for Tourism Professionals?**

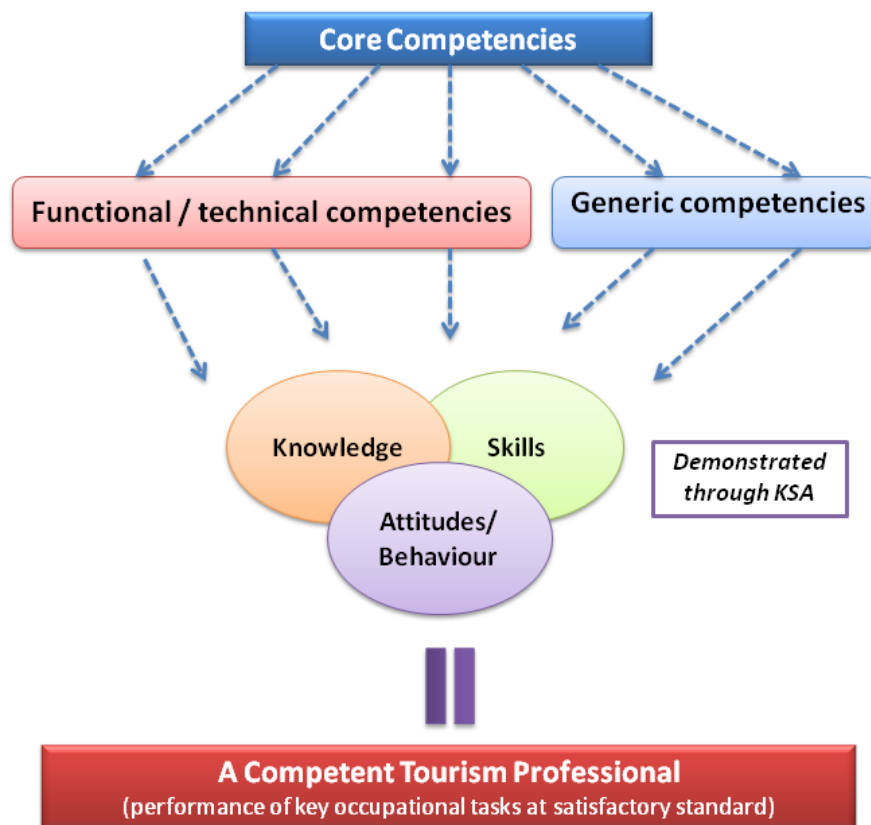
The ASEAN Task Force on Tourism Manpower Development developed a set of minimum competency standards for tourism professionals. The standards were based upon the competencies required to perform a set of commonly agreed job titles in retail and wholesale travel companies, housekeeping, front office,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

The minimum competency standards essential for each job title were decided on the following basis:

- Should be compatible with best practice to be recognised internationally;
- Should be the best available common denominator or common language to advance the interests of the ASEAN community;
- Would only include competencies that were current, relevant and applicable to member countries;
- Each member country or industry may choose to add additional competencies that may be necessary to suit local requirements.

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

The ACCSTP are based on the concept of competency – the knowledge, skills attitudes (KSA) that individuals must have, or must acquire, to perform effectively at work.



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

### Structure of the Competency Standards

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

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

## Common Labour Divisions

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

## Minimal Competencies

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

*Table showing 32 Job Titles & Six Common Labour Divisions*

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

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

## Setting Job Positions

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

higher managerial levels is not important but clearly industry experience needs to be recognized in any hiring process.

### **Divisions of Labour**

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

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

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

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

### **Core Competencies**

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

### **Generic Competencies**

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

### **Functional Competencies**

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

## **11. What is the ASEAN Common Tourism Curriculum?**

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

### **Design Principles**

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

### **Common ASEAN Tourism Curriculum**

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

### **Rationale for CATC**

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

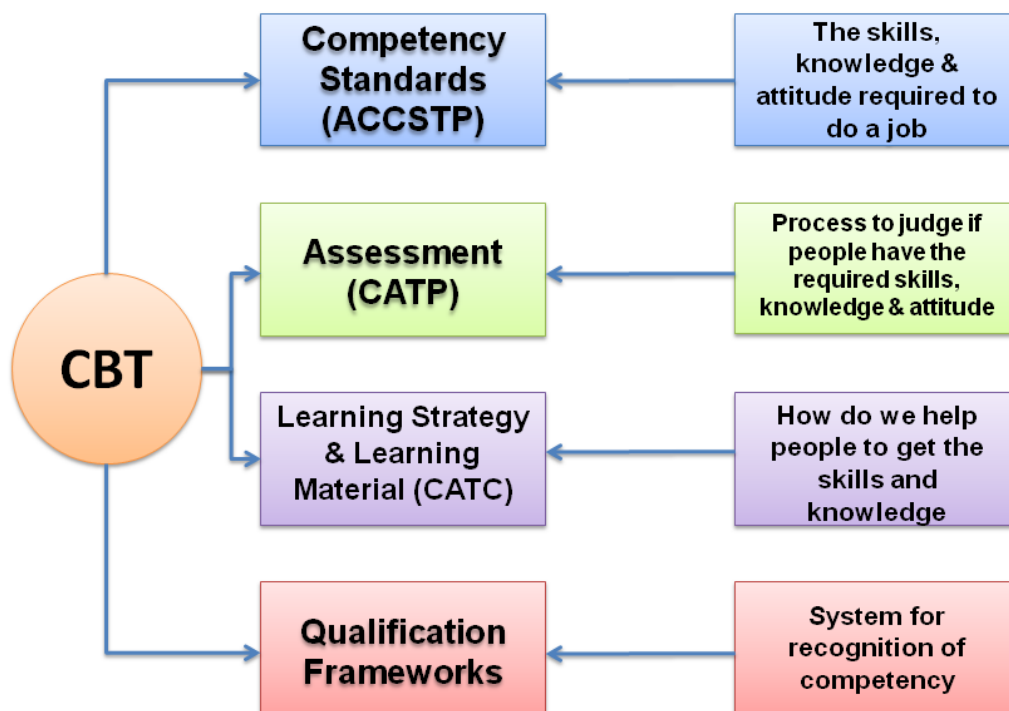


Figure: Components of Competence-based Training

### CATC Framework

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

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

## Structure of CATC

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

Table: Qualification & Description of the Competencies used at each Level

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

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

*Table: The breakdown of the 52 qualifications across the six labour divisions*



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

## **12. What are the benefits of the Common ASEAN Tourism Curriculum**

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

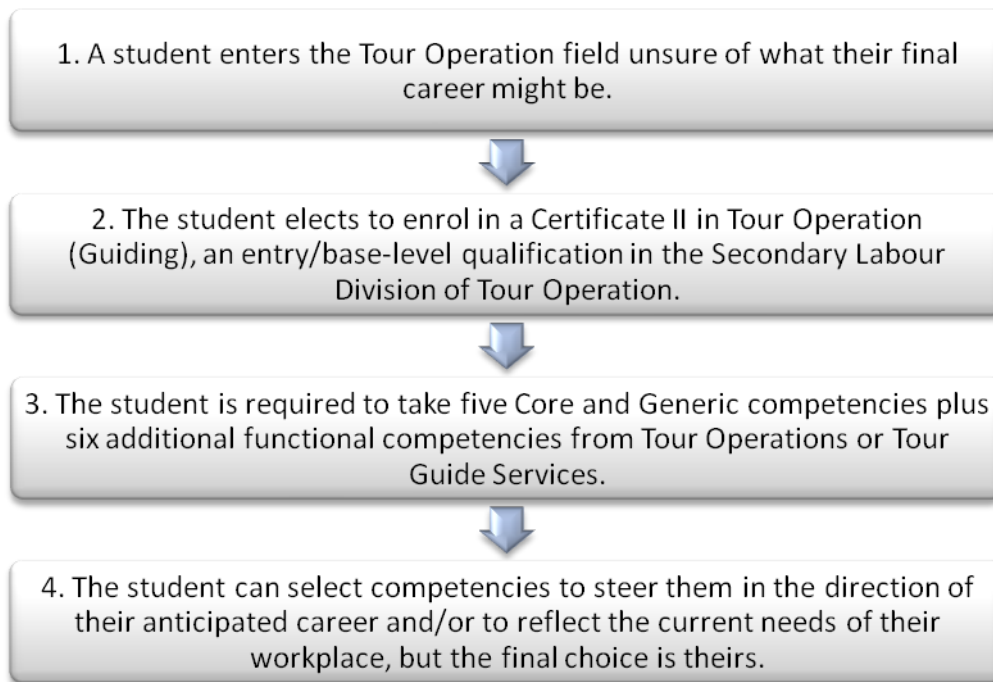
### **Offers Flexibility and Choice**

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

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

### **Gives Flexible Pathways for Career Development**

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



*Figure: Progression possibilities*

### **Enables Tourism Professionals to Build on Existing Qualifications**

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

### **Practical and Progressive**

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

### **Industry-Based Content and Units of Competency**

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

### **A Blend of Competencies**

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

Each of the qualifications has been holistically designed with a focus on essential Core and Generic units of competency together with the ability for trainees to select the most appropriate Functional Competencies to support their workplace needs or aspirations.

### **Encourages Life-long Learning**

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

### **Enables Accumulation of Skills and Knowledge**

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

### **A Robust Framework**

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

### **Enables Portability of Qualifications**

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

### **Provides Recognition of Attainment**

It will be a requirement that any statement of attainment issued by any training provider must be recognised for the purposes of 'prior standing' by every other

training provider within the system regardless of where that training provider is located and regardless of the perceived reputation of that organisation.

### **Enables Mobility of Career Pathways**

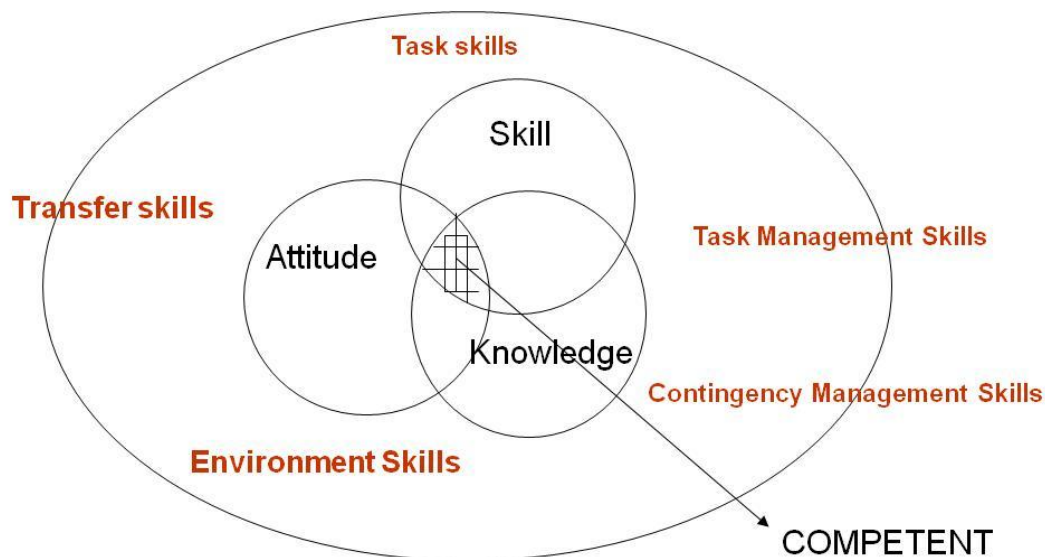
This means that trainees can readily move from (for example) Housekeeping to Front Office or Food and Beverage service and can move readily from Tour Operations to Travel Agencies. The structure also enables trainees to move easily into supervisory or managerial qualifications, or retain an operational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

### 13. What are Competency-based Qualifications?

#### Competency

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

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



*Figure: A Competent Worker*

Competency covers all aspects of workplace performance and involves:

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

#### Unit of Competency

All qualifications or programs include a range of topics that focus on the ability of the trainee to perform a task or job in a specific work area and with particular responsibilities or job functions. For purposes of assessment, ACCSTP uses the

unit of competency that applies in the tourism workplace. Each unit of competency identifies a discrete workplace requirement and includes:

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

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

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

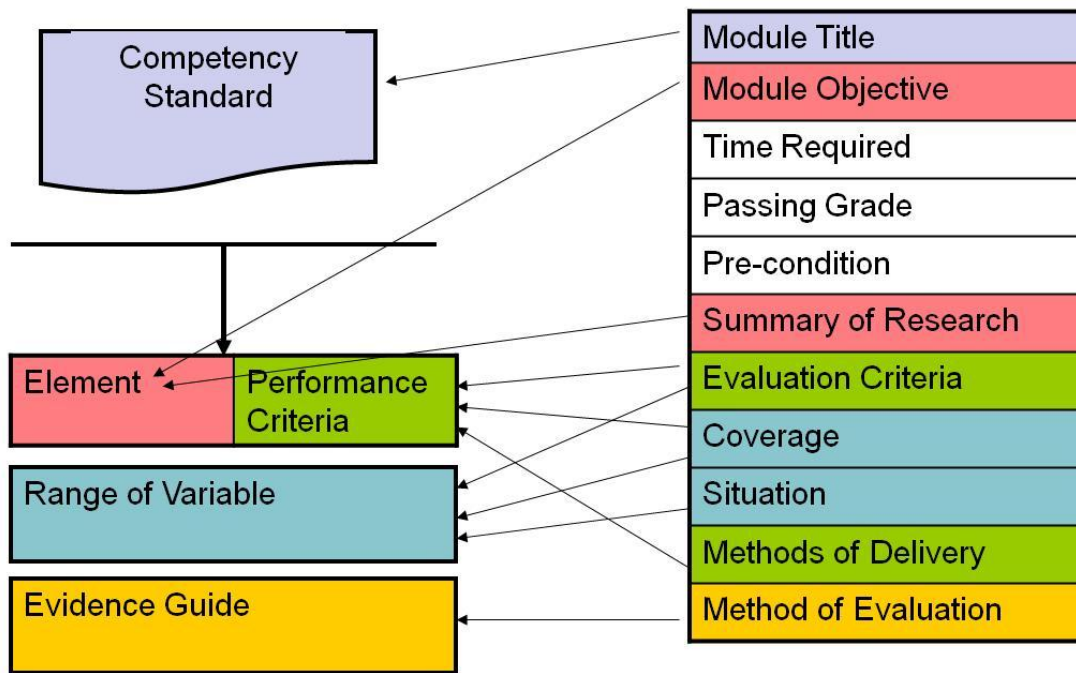
*Figure: Structure of a Unit of Competency*

### **Element of Competency**

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

### **Performance criteria**

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



*Figure: Competency Standards verses Curriculum*



## **14. How is competency assessed?**

### **Introduction**

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

### **Competency Based Assessment (CBA)**

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

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

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

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

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

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

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

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

### **Flexibility in Assessment**

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

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

- Language
- Delivery Method
- Assessment Method.

### **Assessment Objectives**

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

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

### **Types of Assessment**

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

### **Alternative Assessment Tools**

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

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

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

### **The Process of Assessment**

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

### **Recognition of Current Competency**

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

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

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

### **Assessing Competence**

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

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

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as

'Pass Competent' (PC). The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

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

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

**Your organisation may wish to become an Assessment Centre for the new ASEAN Tourism Qualifications.**

## **15. What is the ASEAN Tourism Qualifications Equivalency Matrix?**

### **Conformity Assessment**

According to the ASEAN Framework Agreement on Mutual Recognition Agreements: 'Conformity assessment means systematic examination to determine the extent to which a product, process or service fulfils specified requirements'. For international arrangements, cross-border conformance can occur in two ways:

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

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

### **Rationale for the Approach**

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

### **Equivalence Assessment**

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

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

## **16. What is the role of the Tourism Professional Certification Board (TPCB)**

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

Each Member State will establish a Tourism Professional Certification Board (TPCB). Most will already have an established national qualifications accreditation agency that would take on the role as TPCB. The TPCB would function in support of the ATPRS by providing in-country qualification endorsements on existing professional qualifications by applying the template established by the CATC Regional Qualifications Framework.

In some countries, a TPCB or equivalent already exists and this development presents a further indicator of the country's readiness to proceed. For example, the Government of Viet Nam with assistance from the EU established a working TPCB named the Vietnam Tourism Certification Board which functions in support of the Viet Nam National Authority on Tourism.

### **Composition of TPCB**

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

### **Responsibilities of the TPCB**

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

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

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

## **17. The National Tourism Professional Board (NTPB)**

### **National Tourism Professional Board**

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

### **Responsibilities of the NTPB**

According to the ASEAN Framework Agreement on Mutual Recognition Agreements the member states need to designate a body to be responsible for monitoring the assessment standards:

'A designating body means a body appointed by a member state to a sectoral MRA, with the responsibility to identify and monitor conformity assessment bodies. A conformity assessment body means a body whose activities and expertise include performance of all, or any stage of the conformity assessment process, except for accreditation'.

### **Terms of Reference of NTPBs**

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

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

## **18. Local Contextualisation of new ASEAN Qualifications**

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

### **Customised by Member States**

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

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

### **Local Additions and Amendments**

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

### **Boundaries of Contextualisation**

Any contextualisation of units of competency can be done but within the following boundaries. Providers may:

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



**Important Note**

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

**Localised Units of Competence**

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

## **19. Challenges in Implementing the Common ASEAN Tourism Curriculum**

### **Orientation and Training**

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

### **Bridging Programs**

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

### **Recognition of Prior Learning**

Systems should be developed for Recognition of Prior Learning (RPL) process to assist those with experience but no formal qualifications to have this experienced formally recognised and facilitate their movement into the formal vocational training system.

### **Credit Transfer Process**

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

### **Articulation Agreements**

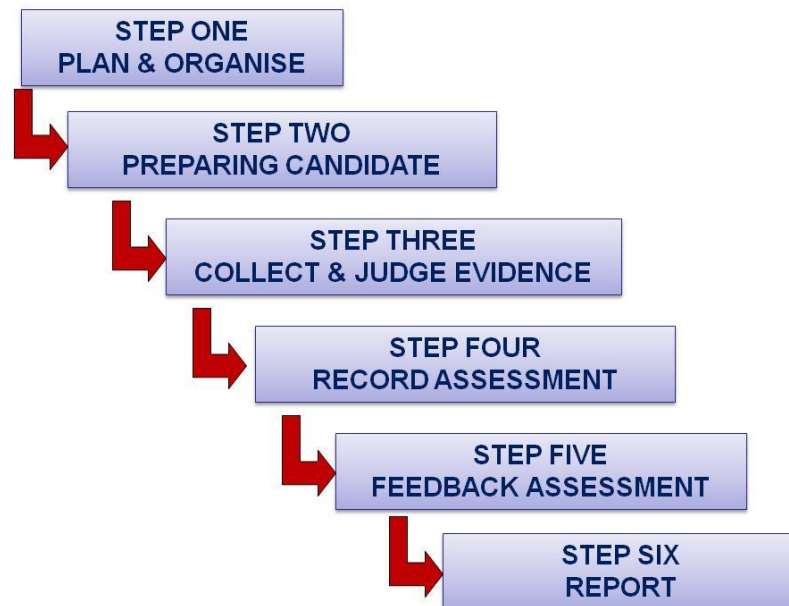
Development of appropriate articulation pathways that students can take to move from Advanced Diploma into tertiary study and qualifications, along with agreements with providers of higher education.

### **Quality Assurance**

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

## 20. The Assessment Process

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



*Figure: The Assessment Process*

### Step 1 – Plan and Organise

The assessor:

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

### Step 2 - Prepare the candidate

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- outline the assessment procedure, the preparation which the candidate should undertake and answer any questions
- assess the needs of the candidate and establish any allowable adjustments in the assessment procedure

- seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and decide on the time and place of the assessment
- develop an assessment plan.

### **Step 3 – Collect and Judge Evidence**

The assessor must:

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

### **Step 4 – Record Assessment**

The assessor will:

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

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

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

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

- information on reassessment and appeals processes.

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

The assessor must:

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

### **Review the Assessment Process**

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

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

## **21. Who do I contact if I have any questions?**

Please contact your National Tourism Professional Board through your National Tourism Office or Ministry.

## GLOSSARY & ACRONYMS

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

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



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

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

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

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

<b>FUNCTIONAL COMPETENCIES –FOOD PRODUCTION QUALIFICATIONS</b>		
<b>Qualification &amp; Level</b>	<b>Focus of Qualification</b>	<b>Job titles at this level may include but are not restricted to:</b>
The Certificate II in Food Production (Cookery) -	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of	Kitchen Hand; Butcher; Baker

Incorporating Certificate I	Food Production and work under direct supervision.	
The Certificate II in Food Production (Patisserie) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food Production and work under direct supervision.	Kitchen Hand; Commis Pastry
The Certificate III in Food Production (Cookery)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Commis Chef
The Certificate III in Food Production (Operations)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Catering Manager
The Certificate III in Food Production (Patisserie)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Pastry Chef
The Certificate IV in Food Production (Cookery)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Second Chef; Demi Chef; Assistant Head Chef
The Certificate IV in Food Production (Operations)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Catering Manager
The Certificate IV in Food	Designed to reflect the role of individuals who perform a broad	Chef de Partie; Pastry Chef

Production (Patisserie)	range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	
The Diploma of Food Production (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Food Production.	Head Chef; Assistant to the Executive Chef
The Advanced Diploma of Food Production (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Food Production.	Executive Chef

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

The Diploma of Front Office (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Front Office.	Front Office Supervisor
The Advanced Diploma of Front Office (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Front Office.	Front Office Manager

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

		Administrator
The Advanced Diploma of Housekeeping (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Housekeeping.	Executive Housekeeper; Housekeeping Manager; Manager – Rooms Division; Manager

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

The Certificate III in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a range of skilled sales and finance tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Reservations Manager; Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor
The Certificate IV in Tour Operation (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Ticketing Supervisor; Reservations Manager; Manager
The Certificate IV in Tour Operation (Guiding)	Designed to reflect the role of individuals who perform a broad range of guiding tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Senior Tour Guide; Tour Leader; Resort Representatives; Guide Captain; Tour Manager; Manager.
The Certificate IV in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a broad range of sales and finance tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Sales Manager; Credit Controller; Marketing Manager; Sales Manager; Promotions Manager; Manager.
The Certificate IV in Tour Operation (Eco Tours)	Designed to reflect the role of individuals who perform a broad range of eco tour tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Eco-Tour Driver; Senior Eco-Tour Guide.
The Diploma of Tour Operation (Supervision and	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Branch Manager; Agency Leader.



Administration)		
The Diploma of Tour Operation (Operations)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Tour Manager; Tour Coordinator; Operations Manager.
The Advanced Diploma of Tour Operation (Management)	is designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Tour Operation.	Product Manager; Travel Planner; Product Designer; Tour Operator.

<b>FUNCTIONAL COMPETENCIES FOR TRAVEL AGENCIES QUALIFICATIONS</b>		
<b>Qualification &amp; Level</b>	<b>Focus of Qualification</b>	<b>Job titles at this level may include but are not restricted to:</b>
The Certificate II in Travel Agencies (Reservations and Ticketing) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Junior Office Assistant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate II in Travel Agencies (Sales and Service) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine sales and customer service tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant.
The Certificate II in Travel Agencies (Operations) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine operational tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate III in Travel Agencies (Reservations and	Designed to reflect the role of individuals who perform a range of skilled reservations and ticketing tasks in the Secondary Labour	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour

Ticketing)	Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Reservations Clerk; Domestic Tour Reservations Clerk; Booking Agent.
The Certificate III in Travel Agencies (Sales and Service)	Designed to reflect the role of individuals who perform a range of skilled sales and customer service tasks in the Secondary Labour Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer.
The Certificate III in Travel Agencies (Operations)	Designed to reflect the role of individuals who perform a range of skilled operational tasks in the Secondary Labour Division of Travel Agencies using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk. Booking Agent; Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer.
The Certificate IV in Travel Agencies (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent.
The Certificate IV in Travel Agencies (Sales and Service)	Designed to reflect the role of individuals who perform a broad range of sales and customer service tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with	Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior

	some responsibility for group outcomes.	Reservations Sales Agent; Senior Travel Information Officer.
The Certificate IV in Travel Agencies (Operations)	Designed to reflect the role of individuals who perform a broad range of operational tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer.
The Diploma of Travel Agencies (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Travel Agencies	Travel Supervisor; Assistant General Manager; Assistant Branch Manager.
The Advanced Diploma of Travel Agencies (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Travel Agencies.	General Manager; Branch Manager; Travel Manager.