

**TOURISM OCCUPATIONAL SKILL
STANDARDS DEVELOPMENT
IN THE APEC REGION –
BRIDGING PROJECT**

**APEC Tourism Working Group
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TOURISM OCCUPATIONAL SKILL STANDARDS DEVELOPMENT IN THE APEC REGION – BRIDGING PROJECT

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EXECUTIVE SUMMARY

The objective of the APEC Tourism Working Group Project is to design a training system that would significantly improve human resource development in the APEC region's tourism sector.

Phase One of the Project resulted in the development of a wide-ranging set of criteria that could be used to guide the development of a competency-based training system. The system designed was sufficiently flexible to accommodate the training approaches adopted or planned in member economies. This Bridging Project was developed to demonstrate how the training system could be implemented in a range of member economies and to provide a focus for a subsequent APEC Implementation Project.

The Tourism Sector has assumed considerable economic and social importance in member economies and has great growth potential. Regional confidence in training outcomes and qualifications awarded will stimulate intra-regional investment and the flow of human resources in the sector. This will also assist the implementation of trade and investment liberalisation initiatives currently being developed in various international forums. The APEC Tourism Training Framework (ATTF) has four features:

- A set of APEC tourism competency standards
- An APEC certification system
- An APEC quality assurance system
- An APEC Framework of approved standards and qualifications.

In one APEC member economy (New Zealand) the National Qualifications Framework is consistent with the ATTF. It is operating effectively and is stimulating learning. Its emphasis on industry-based training breaks down many traditional training barriers. The model promotes lifelong learning and provides for a seamless system which promotes vocational training in school and tertiary institutions and, equally, in the workplace.

A comprehensive quality assurance system has been established in New Zealand to provide confidence in training quality and the value of qualifications awarded on the achievement of competency. The system works and shows that the concepts used in the TWG Phase One Report are practical, implementable and achieve the outcomes they were designed to produce.

A comparison with the systems already operating in the economies of other Bridging Project Workshop participants shows that the components of a competency-based training system are already being operated and

that co-ordination or benchmarking appears to be a feasible target in the timeframe established by the Tourism Working Group. Desk research to extend this analysis to all other member economies would demonstrate how prepared the region's economies are for the implementation of a region-wide system. Member economy workshops could be utilised to assist the establishment of interlocking declarations of confidence in the planned or existing member economy training systems.

To further analyse the compatibility of member economy training systems, standards for a limited range of hospitality sector qualifications from three member economies were cross-referenced to assess whether or not it was possible to match standards around a common reference point. There was close parity between member economies with similar training systems (Australia and New Zealand). Significantly, even with a member economy (Malaysia) that adopted a "job-skills" approach to standards, it was possible to establish a match of standards between those for job skills and outcome-oriented standards.

There was clear support, in principle, from the workshop participants for the standards-based systems outlined in the Phase One Report, to be pursued further. One important consideration was that the components of the system had to complement and support existing member economy human resource development strategies and should guide, rather than dictate, future developments. The APEC model would be technologically and conceptually advanced and would provide member economies with real competitive advantage.

The system would stimulate both institutional and workplace training and would recognise and strengthen the uniqueness that exists in the tourism sectors of individual member economies. The workshop recommended that the momentum that had been built up by the APEC Tourism Working Group should be continued and a strategically structured approach to the development of the ATTF should be established and implemented.

Recommendations made for future actions are:

- Desk analysis of existing member economy systems should be carried out
- Member economy training workshops in the development of tourism sector competency-based systems, should be held
- An alignment of existing member economy tourism sector training systems should be completed
- An APEC Compendium of ATTF Principles and Practices should be compiled
- Instruments of Mutual Recognition suitable for voluntary bilateral or multilateral implementation should be developed
- ATTF development and implementation pilot projects should be developed in interested member economies.

Chapter 1

Introduction

The objective of the APEC Tourism Working Group Project is to design a training system that would significantly improve human resource development in the APEC region's tourism sector. Phase One of the Project resulted in the development of a wide-ranging set of criteria that could be used to guide the development of a competency-based training system. The system designed was sufficiently flexible to accommodate the training approaches adopted or planned in member economies. This Bridging Project was developed to demonstrate how the training system could be implemented in a range of member economies and to provide a focus for a subsequent APEC Implementation Project.

1.1 The APEC Tourism Working Group (TWG) initiated a project concerned with the development of tourism competency standards in the APEC region. The first phase of this project culminated in the publication in November 1998 of the report "Tourism Occupational Skill Standards Development in the APEC Region – Phase One". This report conveyed the findings of a consultant team about the structure and content of a system that could be applied across the APEC region and, potentially, in each APEC member economy, that would significantly improve human resource development in the region's tourism sector.

1.2 The TWG project is aimed at:

- developing a common approach to competency standards;
- identifying priority core areas (for standards and qualifications);
- developing and implementing skill standards;
- establishing a certification system to recognise achievement and facilitate qualification portability; and
- ensuring consistent and credible assessment against standards through accreditation systems.

1.3 In their report to the TWG, the consultant team developed a systematic approach to tourism training that included a set of criteria that could be used to guide the development of a competency standards system. These criteria would facilitate the development of APEC standards should member economies consider this to be an appropriate direction to pursue.

1.4 It was recognised, however, that individual member economies had different approaches to tourism sector training; some members had well-developed operating systems, others were in the process of developing the components of competency-based systems, while other member economies are still considering the most effective form of training for their particular circumstances. This suggested that any APEC system

should be both stringent and sufficiently all-embracing to provide regional confidence in member economy training outcomes, but at the same time be sufficiently flexible to accommodate regional variations of approach.

1.5 The methodology developed in the first phase of the project was based on that vision. However, it was difficult to assert that the framework (the “APEC Tourism Training Framework” - ATTF) would be adaptable to a wide variety of circumstances. The original project concept as proposed to the TWG, had a second phase with two components:

- Developing the core standards for the competency-based standards system;
- Implementing the standards and systems proposed in Phase One.

1.6 This second phase would incorporate trial projects of the system components that would be aimed at validating the Phase One recommendations. It would also include the development of core competency standards, qualifications and the details of a provider accreditation structure.

1.7 A feature of the TWG (and APEC generally) approach to project development is the need for project sponsors to follow a rigorous process of project justification prior to possible funding approval. This makes a valuable contribution to project quality and significance. However, it is time-consuming and in the case of a complex and multi-faceted project such as the Tourism Competency Standards Project, there can be a considerable time delay between the development of the concept (the Phase One recommendations) and framework (ATTF), and the trialing of these concepts. To minimise this difficulty and to provide the TWG with some valuable analytical information, a “bridging” project was proposed to the TWG in which a closer look would be taken at some of the recommendations from the Phase One report.

1.8 The original concept for the bridging project was to hold a five day workshop for government and industry personnel from a small number of APEC member economies. It was anticipated that participants would work through their individual economy approaches to tourism training and assess whether there was sufficient commonality between these approaches (using the ATTF recommendations as a benchmark) to encourage the development of a regional approach to tourism training.

1.9 In the event it was agreed to combine the benchmarking workshop with an initiative from Australia to demonstrate how the Australian tourism training system worked. The combined concept was put to the TWG at its meeting in Manzanillo, Mexico and received the Working Group’s endorsement. However, the original five-day workshop was reduced to three days - this required a reduction in the scope of the workshop with a consequent increase in the amount of desk work required to meet the project outcomes. In the event, the workshop time was reduced further to accommodate travel requirements of key participants.

1.10 The Program for the workshop stated:

The conference and workshop will give participants an invaluable opportunity to assess how the APEC “training system” and competency standards could be applied both across the region and in their own member economies, and to gain first-hand experience of a working competency-based training system. It will bring industry and government people together and will be a critical event for the future of the TWG initiative. It will also begin the process of testing the validity of an APEC Standard for Tourism Qualifications.

1.11 It also gave the workshop objectives as:

- **identify and draw up** the profile of competent workers for Accommodation Services, Food and Beverage Services, Front Office and Guest Services, and Food Production Services;
- **identify** the type and level of qualification suitable for the above;
- **identify** the key outcomes for these qualifications;
- **test** alignment of existing competency standards to the key outcomes represented on each worker profile;
- **test** the validity of the six performance levels as described in the Phase 1 report; and
- **align** existing competency-standards and qualifications with those proposed.

1.12 The Bridging Project was held in Sydney, Australia from 16/20 August 1999. Unfortunately, the need for certain key participants to make an early departure from the workshop, meant that there was even less time for the benchmarking exercise than had been planned in the revised program. Still, a considerable amount of progress was made at the workshop and the activity demonstrated the usefulness of the validation workshop process.

1.13 With the subsequent desk work carried out by the Bridging Project consultants, this report has been prepared which demonstrates, clearly, that there is a considerable amount of unanimity about the value of a standards-based system as outlined in the Phase One report. There is also agreement about the use of competency standards as the core building blocks of the proposed APEC system. Furthermore, the key recommendations of the Phase One Project have implicit support as evidenced by the similarity of the systems already in operation in the sample of member economies involved with the Bridging Project.

Chapter 2

The APEC Tourism Occupational Skills Standards Project

The Tourism Sector has assumed considerable economic and social importance in member economies and has great growth potential. Regional confidence in training outcomes and qualifications awarded will stimulate intra-regional investment and the flow of human resources in the sector. This will also assist the implementation of trade and investment liberalisation initiatives currently being developed in various international forums. The APEC Tourism Training Framework (ATTF) has four features:

- ***A set of APEC tourism competency standards***
- ***An APEC certification system***
- ***An APEC quality assurance system***
- ***An APEC Framework of approved standards and qualifications.***

2.1 The TWG Tourism Occupational Skills Standards Project (TOSS) is concerned with the removal of impediments to tourism growth and improving the tourism movements and investments in the Asia Pacific region. The underlying philosophy is that if an APEC economy's tourism sector is operating at a high level of effectiveness, with a vigorous programme of human resource development in the sector, then the member economy will be better able to participate, with confidence, in the liberalisation initiatives that APEC and the World Trade Organisation are promoting.

2.2 Another aspect of this philosophy – apart from the economic and social benefits accruing to people working in the tourism sector – is that if member economies have confidence in the training outcomes and the qualifications of another member economy, then inter-economy movement of human resources will, potentially, be much easier and member economies will be able to contemplate liberalisation of barriers to entry of skilled human resources with a greater sense of security than would otherwise be the case.

2.3 The TOSS Project was conceived, therefore, to have a system designed that would incorporate international best practice in the area of competency standards for human-resource development (Phase One), to trial and complete the APEC-central codification of the system and to introduce the system (where appropriate and with individual member economy approval) over a period of years (Phase Two A and B).

2.4 The project brief indicated that:

“Competency-based training systems can be of use in achieving the APEC TWG's twin goals of improving the quality of service as well as the mobility of tourism industry workers among APEC

member economies. Developing a set of common tourism competency standards can provide a template to aid member economies who wish to develop their own competency-based systems and provide a benchmark against which member economies, who already have a competency-based system, can align their own standards. The APEC competency standards can thus provide a tool for capacity building among member economies and a mechanism for removing an impediment to the liberalisation of the movement of tourism manpower within the APEC region. By providing the basis for a common APEC certification system, competency standards can enhance a shared understanding and confidence in each member economy's tourism qualifications.

The brief for this project emphasises that the competency standards developed should encourage and stimulate the movement and mobility of tourism skilled manpower within the APEC region before 2010. For this to occur there needs to be an acceptance by individuals, employers, training providers and APEC governments that competency standards are a useful tool per se and that an APEC "stamp of approval" on such competency standards and competency-based qualifications are of value". (Phase One Report p. 39).

2.5 The Project Goal was conceived of being:

An approach that would be capable of promoting a high quality, skilled, responsive and innovative tourism workforce within the APEC region and the liberalisation of the movement of tourism manpower among the APEC member economies before 2010.

2.6 The Project objectives were:

- Developing a set of APEC competency standards and a certification system based on the standards, that is seen as valuable by the four educational partners: learners, employers, training providers and government;
- Establish a system that would encourage the increased use of high quality workplace training and which would, by focusing training on closing critical training gaps, would produce an increased number of highly skilled, flexible workers within the tourism industry;
- Introduce common terminology, a framework structure and a quality assurance mechanism to enhance a shared understanding and confidence in member economy certification processes.

2.7 As will be demonstrated later in this report the above considerations provide the challenge for proponents of the TOSS scheme. A scheme, as developed in Phase One, can provide a suitable vehicle for an APEC-wide regional system. However, for some member economies, the potential APEC system could be seen as an unwelcome intrusion in the ongoing development of purely local initiatives in human resource development in the tourism sector.

2.8 For economies such as these, and others, the APEC scheme could be seen as duplicating the competency-based movements initiated locally. There is little doubt that the “competency” philosophy is very prominent in most, if not all, APEC economies (which, at least, provides the TOSS with a sound methodological underpinning). In this situation the TOSS would have to be seen as adding value to local competency standards’ initiatives for it be of interest to the member economies that have, or are instituting, these HRD concepts.

2.9 For those member economies that have, at best, embryonic competency-standards’ systems, or are considering or planning such systems, the APEC initiative has the potential to be of considerable value to them. The (now) fully developed “virtual” system (existing in design but not implemented) provides a guide for member economy development, an invaluable source of reference guidance, and tangible design/implementation help if the member economy chose to take part in the trialing that is intended to be carried out as part of Phase Two.

2.10 The four key features of the ATTF model are:

- A set of APEC tourism competency standards;
- An APEC certification system;
- An APEC quality assurance system; and
- An APEC framework of approved standards and qualifications.

Competency Standards

2.11 A competency standard describes what people are expected to know and are able to do. They are used to determine whether an individual has sufficient knowledge and skills, and appropriate attitudes to undertake occupational activities or perform a role to an agreed standard.

2.12 Competency standards can be at the heart of skill standards systems where an individual needs to have skills to perform a task and where the role performed by an individual is described in terms of those competencies, and occupational skills systems where jobs are described by individual components of the job eg “make up a bed” or “cleaning guest room fridge”.

2.13 The clearest difference between these two approaches to a competency-based system is the greater fractionation of components of a “job” in the occupational standards system and, hence, the more detailed description of the attributes of an employee. Both systems, however, rely on competency being achieved and there is the basis of a relatively simple translation mechanism between the two approaches which provides for a shared taxonomy.

2.14 Competency standards can also be “generic” – having outcomes that are general to all participants in a system regardless of the role they

have in an industry e.g. communication skills – or “specialist”. In this latter case the standards may have outcomes which are specific to occupations common to all APEC member economies – they focus in on the particular needs of an occupational role.

2.15 In the Phase One report the potential characteristics of competency standards were established and the information that would be required to be provided in the standard, was discussed. The process that could be followed to develop competency standards, was also covered. The point was made that:

“the use of outcomes, expressed as competency standards, enables flexibility in location and method of training provision...it enhances the depth and relevance of information transmitted from employment to education, improving the interface between these two sectors”...

and

“competency standards must be written to provide a relevant template for member economies wishing to develop competency-based systems and to accommodate those member economies who wish to use them as benchmarks to gain APEC approval”.

2.16 These considerations did not, however, prescribe either learning or teaching. An economy that chose to align with the APEC system would have freedom to establish approaches to training that suited their particular circumstances but which, at the same time, ensured that the training outcomes inherent in the APEC standards, were met. This is an important consideration given the emphasis that member economies who participated in the Sydney workshop, placed on the significance and primacy of local action.

2.17 The earlier report also stressed that the APEC tourism training framework could utilise branded product training standards (e.g. hotel chain training packages or other international training benchmarks already in existence) in the APEC “standards bank”. In looking forward to the implementation of an APEC system, it suggested that it would provide “guidance and a reference model” for member economies contemplating moving to a competency-standards system.

2.18 Both the points referred to above highlighted the Phase One approach that the APEC training framework would provide a model (which utilised international best practice) against which member economy initiatives could be benchmarked. It could not be a mandatory or directive system that paid scant regard for member economy self-determination. However, that said, an APEC system had the potential to add real value to tourism training in the APEC region.

APEC Certification System

2.19 The instruction to the Phase One team from the TWG was that documents should be produced that could be the core reference for the tourism industry certification system in APEC member economies wishing to develop similar certification systems. This the project team did. Specifications were developed for a series of qualification templates that could be used by member economies that were interested in developing qualifications that would meet an approved APEC regional standard.

2.20 The templates developed in the Phase One report also provided a mechanism for member economies that had already developed their own competency-based qualifications, to align their qualifications to the APEC standard. This would facilitate a process whereby an individual APEC member economy could gain APEC “approval” or “endorsement” for its own qualifications.

2.21 A six level set of general qualifications descriptors was developed by the project team and detailed in the Phase One report. These descriptors (e.g. Certificates at various levels, Diplomas and Advanced Diplomas) provided a structure against which member economy qualifications were assessed at the workshop. As a consequence of that assessment they appeared robust and likely to provide a region-wide set of qualifications that could be adopted “as a package” by a member economy, or could provide a set of regional qualifications that paralleled (or “equivalenced”) economy-specific qualifications.

2.22 There appeared no reason to change the Phase One conclusion that:

“the model proposed for the qualification templates is sufficiently flexible to take into account the identity and requirements of member economies while providing a common currency for the shared understanding of qualifications in tourism across APEC member economies”.

APEC Quality Assurance System

2.23 Although the focus, for quality assurance, must be on individual member economy actions, the APEC system could provide a regional set of standards which added strength to the quality processes adopted at the economy level. The point was made in the original report that the APEC quality management system would “provide assurance to APEC members that the training outcomes claimed (by member economy organisations and qualifications holders) – i.e. the validity of assessments of training outcomes – could be relied upon”.

2.24 This reliability was seen as critical to the success of any APEC regional tourism training initiative. To provide this a system of accreditation was recommended by the project team. This accreditation could be in the workplace – the accreditation of organisations that provided industry assessors – or covering the formal education and training organisations.

2.25 Quality improvement is not new and many member economies have policies in place, or are considering them, to boost education and training quality. For an APEC initiative to have any chance of acceptance, it must include the best of current international practice but, at the same time, be sensitive to individual member economy variations:

“the accreditation arrangements must therefore balance the need for flexibility to accommodate the requirements and processes of individual member economies, with the need for systematic assurance so that confidence is maintained in the mutual recognition arrangements...the balance can be achieved through an accreditation system that has a commonly understood set of requirements (across the APEC region) and an appropriately described set of roles and relationships which become reality through local administration of the system”.

2.26 The Phase One report recommended that the APEC model incorporate a “light touch” approach that emphasised peer review of member economy systems with benchmarking against an APEC standard. It would need a small group operating centrally to co-ordinate the peer review process and to publish the results of this review activity. However, the key bodies in this quality assurance process would be in individual member economies and would, in most cases, be currently existing bodies (although, often, with a widened role).

2.27 The details of a proposed quality assurance standard were set out in the Phase One report. They covered all the major elements of an education or training organisation’s activities that would impact on the quality of training and the assessment of the training outcomes.

APEC Framework of Approved Standards and Qualifications

2.28 The project was asked to develop a list of prioritised competency standards and areas of the standards framework that would encourage and stimulate the mobility of tourism skilled manpower within the APEC region before 2010. APEC members identified four broad areas of concern that would warrant priority action:

- Management, particularly strategic management
- Customer services
- Business administration
- Support services.

2.29 On the basis that a six-level framework was considered appropriate, it was considered that Certificate I in Tourism, a Certificate II in Tourism and an Advanced Diploma in Tourism Management should be priorities for development. The first two of these qualifications would provide the foundations at higher levels. They would open up career pathways while, at the same time, contributing to the development of the largest number of people employed in the tourism and hospitality sector.

2.30 The detailed components of these priority qualifications were set out in the Phase One report.

HOW THE TOSS SYSTEM CAN OPERATE

In one APEC member economy (New Zealand) the National Qualifications Framework is consistent with the ATTF. It is operating effectively and is stimulating learning. Its emphasis on industry-based training breaks down many traditional training barriers. The model promotes lifelong learning and provides for a seamless system which promotes vocational training in school and tertiary institutions and, equally, in the workplace. A comprehensive quality assurance system has been established in New Zealand to provide confidence in training quality and the value of qualifications awarded on the achievement of competency. The system works and shows that the concepts used in the TWG Phase One Report are practical, implementable and achieve the outcomes they were designed to produce.

A comparison with the systems already operating in the economies of other Bridging Project Workshop participants shows that the components of a competency-based training system are already being operated and that co-ordination or benchmarking appears to be a feasible target in the timeframe established by the Tourism Working Group. Desk research to extend this analysis to all other member economies would demonstrate how prepared the region's economies are for the implementation of a region-wide system. Member economy workshops could be utilised to assist the establishment of interlocking declarations of confidence in the planned or existing member economy training systems.

Introduction

3.1 In the Phase One report, the project team set out the components of a regional, quality assured, mutual recognition training qualifications framework. In this chapter a member economy system (New Zealand) is described in some detail to show how a fully operational system works in practice. The bridging project workshop also began the process of cross-matching member economy systems and this work has been completed by the consultant team. It is apparent, from the matrix assembled for this report, that there is, already, many common points in member economy systems (at least this is true for the economies represented at the workshop) that would facilitate a benchmarking, or economy to economy quality assurance, process.

A recognition system in action

3.2 The National Qualifications Framework in New Zealand is intended to enhance a seamless environment for the attainment of qualifications - seamless in its intent to restrict barriers to where, and how, learning and certification take place.

3.3 Students in their senior years at secondary school can start gaining national recognition towards a tourism or hospitality qualification. Their learning in the core skills of literacy and numeracy will be measured against national standards. If and when successful, students can ask to have their credits for the relevant standards counted towards the national qualifications designed by the tourism and hospitality industry training organisations - in this case, the Hospitality Standards Institute (HSI) or the Aviation, Travel and Tourism Industry Training Organisation.

3.4 Because of student interest in future careers in tourism or hospitality, the secondary school may include topics relevant to this industry in their curriculum options. Each school's programme will be influenced by the contents of the skill standards written by the industry specialists and registered on the National Framework. In order for the school to reward their students' attainment against these standards, the school will need to be accredited - it will need to prove to industry that it has the appropriate staff, resources, and management systems to ensure that quality learning and assessment takes place at that school.

3.5 Industry may assist the school in its development of a good programme. Local employers will assist with advice or offers of temporary placements for students to gain practical experience. The industry training organisation will provide teaching material and examples of good assessment exercises.

3.6 The industry training organisation will also provide advice when it visits the school as part of the accreditation process. Industry will only grant accreditation for those elements of the skill standards that the school has the means to both provide and to assess the outcomes of its training or instruction.

3.7 The learning and assessment undertaken in the school will be broadly equivalent to attainment in other sectors through the school's participation in moderation activities set up by the industry training organisations. Each school will be linked with other providers who are teaching and assessing the same skill standards. This networking encourages the sharing of ideas, experiences, and promotes consistency of assessment judgements. It also helps to ensure that each provider keeps abreast of the latest trends in the industry, and what skills, knowledge and attributes are being sought by employers.

3.8 Upon leaving secondary school the student may choose to continue their learning in a tertiary institution. Again, the quality of the programme, tutors, and equipment will be checked thoroughly by industry in an accreditation process. The tertiary provider will also be part of the moderation processes in which the secondary schools are involved - passing on any expertise they have and learning from the other providers and from the industry facilitators.

The system in action - the employee in the New Zealand system

3.9 Learning is lifelong and is not restricted to formal learning institutions. The student in the secondary school, as well as gaining

credits towards their industry qualification from classroom studies, may also have the opportunity to gain credit from after-school and holiday work in a local enterprise. They will continue to learn towards, and have the opportunity for assessment against, the skill standards relevant to their work role as they follow their career path.

3.10 Work-based learning is not new in the tourism and hospitality industry - but formal recognition of it may be. The development of skill standards enables employers to better target on-job learning, and to provide soundly based feedback on the performance of each worker. Where formal certification is required, the assessment will become more formal - carried out by an assessor trained and verified by the industry training organisation as being able to make good judgements.

3.11 This workplace assessor will be given on-going training and mentoring by the industry training organisation, who itself will have been verified as having good quality management systems for staff appointment, design of assessment, etc, by a quality assurance validating body. In the case of industry bodies in New Zealand, this check would be undertaken by the government's quality body, the New Zealand Qualifications Authority (NZQA). In the case of a tertiary provider, the check may be undertaken by NZQA or by other specialist quality assurance bodies such as the Committee on University Academic Programmes and the Academic Audit Unit, or by the NZ Polytechnic Programmes Committee.

3.12 The outcomes of the on-job learning will be of an equivalent standard to the outcomes from other off-job providers because of the common accreditation criteria used to check the quality of the learning and assessment processes used. The involvement of the industry assessors alongside those in the schools and tertiary providers in the moderation systems, also promotes this equivalence in quality. This assurance of quality is sufficient to enable credit to be counted towards the industry qualifications regardless of where they were attained and reported.

Who checks the standards?

3.13 The skill standards are established by industry bodies who have been evaluated as having the skills and industry support to do so. This recognition is granted following formal application to the government agencies, Skill New Zealand and the New Zealand Qualifications Authority. Industry support is verified through the outcomes of a formal, public consultation process. Regular reporting by the recognised standard setting body provides on-going evidence of their continued sector support and credibility, and uptake of the skill standards provides an indication of their continued relevance.

3.14 The skill standards and national qualifications are quality assured by the Qualifications Authority prior to registration on the National Qualifications Framework. This assurance verifies that their standards are both clear and transparent so that they have meaning to the learner, tutor, assessor, and employer, and that there are sufficient common information

points to enable them to be used, where relevant, in other qualifications by other industry bodies.

3.15 The skill standards and qualifications are reviewed by the industry body at regular intervals to ensure that they remain “fit for purpose”. Where changes are required or desirable, these changes are notified to all users. The Qualifications Authority requires the industry to ensure that procedures are in place to prevent the changes limiting or preventing learners attain the qualification they have already set out to achieve.

The integrated system - application across member economies

3.16 The New Zealand national qualification structure is one of integrated quality systems:

- recognised and assured standard setting bodies develop quality assured skill standards and specify national qualification profiles;
- providers and workplace assessors are accredited as being of good quality by industry and government approved, quality assurance bodies;
- moderation of assessment involving all assessing organisations in sharing interpretation of standards and quality of assessment judgements;
- regular review of skill standards and qualifications maintain their fitness for purpose; and
- regular audit of the standard setters, providers and assessors maintains credibility and promotes quality improvement.

3.17 This integrated quality model features the key components of the rigorous and quality assured recognition framework described in Chapter 5 of the Phase One Tourism Occupational Skill Standards Development report. The report outlines how the components listed above could work across member economies. The New Zealand example described in this section illustrates the integrations at a national level in a sector qualification system and across sectors in a national framework of qualifications.

3.18 Regardless of the scale of qualification system, benchmarking and mutual recognition systems are underpinned by two features - quality assurance and common points of similarity. Common points of similarity and existing quality assurance systems have been identified in *Table: Comparison of features of existing recognition systems* (see below). The systems which exist in a number of member economies align with the key systems features outlined in the Phase One Report (Chapter 5). Member economies have suggested that mobility of skilled labour could be established through verified alignment of national systems as effectively, and perhaps more efficiently, than a system of uniform skill standards and a single administrative structure.

3.19 In the APEC context this could mean that APEC (probably the APEC TWG), a co-ordinating body, would act as the repository of information about member economy tourism training systems and the quality assurance processes utilised in those economies. It could also provide the venue and the opportunity for member economy representatives to meet on a semi-regular basis – perhaps at the TWG meetings – to “moderate” or benchmark the member economy systems. As indicated in the Phase One report, the information sent to this benchmarking body could be established by a peer review group, which would include quality assurance expertise, working in conjunction with tourism training stakeholders in the economy being reviewed.

3.20 The APEC body would not be establishing itself as a regional overview body. It would, instead, facilitate the process of regional quality assurance. The quality assurance would be provided by the representatives of the participating member economies i.e. the members of APEC that had a stake in establishing a regional system of quality assurance covering the tourism and hospitality training sector, and a desire to make it work (as evidenced by their willingness to participate in the operations of the APEC co-ordinating body). APEC TWG would be recognised as the body that provided the organisational initiative and kept the “book” of standards and qualifications as well as the reports on member economy quality systems.

3.21 As far as the member economy systems are concerned, the New Zealand example described above shows how a system can work. It demonstrates that the concepts used in the Phase One report are practical, implementable and achieve the outcomes they were designed to produce. As the following table demonstrates, however, there are similar systems or organisations operating in a sample of member economies already. It is understood that in other member economies these components of a competency-based training system may also exist but to a greater or lesser degree. What the exercise does show is that many of the APEC member economies are well on their way to establishing the sort of system envisaged in the APEC TWG initiative. Regional co-ordination or benchmarking, therefore, appears to be a feasible target in the time frame established by the TWG.

Table3:1 Comparison of features of existing recognition systems

System Component	Indonesia	Thailand	Singapore	Malaysia	Australia	New Zealand
Type of standard	Skill recognition linked to Competency Require psychomotor, behavioural and affective performance evidence.	Skill recognition linked to Occupation Require psychomotor, behavioural and affective performance evidence.	Skill recognition linked to Competency Require psychomotor, behavioural and affective performance evidence.	Skill and Competency linked to Occupation. Require psychomotor, behavioural and affective performance evidence.	Skill recognition linked to Competency Require psychomotor and behavioural evidence	Skill recognition linked to Competency Require psychomotor, behavioural and affective performance evidence
Standard setting partners	Industry Lead Bodies and Employees	Government and Industry Lead Body	Government, Industry Lead Body, Employers and Employees	Expert Workers and Industry Lead Body	Government, Industry Training Body, Employers, Employees and Providers	Industry Training Organisation, Employers, Employees and Workplaces.
Responsibility for Quality Assurance of Provision and Assessment	Government and Ministry of Education Some degree of institutional accreditation.	Overall responsibility with Government and Ministry of Education - Course	Government, Industry Associations and Providers. Accreditation process with	National Vocational Training Council and Government. Accreditation of Provider	Government recommended processes complemented with Industry processes (sometimes in	Government and Industry. Registration and Accreditation.

	Providers monitor assessors - little or no inter-provider moderation	Approval Industry provides trainee effectiveness reports to providers	Verification of assessment	with Verification of assessment	conflict)	External Moderation across assessor bodies by Industry Training Organisation
Who awards qualifications	National Body and Provider	Ministry of Education, University Bureau, and Industry Lead Body (eg Tourism Authority of Thailand)	National Body	National Vocational Training Council	Registered Training Organisation	Statutory Body Industry Training Organisation and Provider (following verification if national award)
Overarching Responsibility for Quality of Education and Training	Government - Ministry of Education and Culture, and Ministry of Manpower.	Ministry of Education, and Tourism Authority of Thailand	Ministry of Manpower	Ministry of Education for education sector, Ministry of Human Resources for training sector	Federal Government, State Governments, Industry Training Advisory Boards, Vice Chancellors	New Zealand Qualifications Authority, Vice Chancellors Committee, Industry Training Organisation

					Committee	
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Conclusions

3.22 The exercise which produced the information utilised in the above analysis (and summarised in the Table “Comparison of Features of Existing Recognition Systems”) used a limited amount of information provided by only a sample of TWG members. A more extensive analysis would enable the TWG to verify the points of similarity in member economy structures promoting quality education, training and assessment in relation to the tourism and hospitality sector.

3.23 It had been hoped that information enabling this verification exercise to be carried out would have been made available by member economies during the Phase One work. Unfortunately, the time pressures associated with the earlier work, meant that member economy contributions were very limited.

3.24 A further step towards the establishment of a system to enhance the portability of qualifications amongst the APEC members could be taken as part of Phase Two of the TWG study. This would involve the collection and analysis of information from all member economies about their local structures and systems, and could be undertaken by desk research, the results being circulated amongst participating economies.

3.25 Alternatively, or perhaps as a parallel exercise, a series of strategic workshops of members would facilitate discussion and negotiation towards more formal acknowledgement of confidence in quality structures. The resultant “declarations of confidence” (such as that established in 1997 between Australia and New Zealand) or memoranda of understanding, would be tangible steps towards the liberalization of the flow of services and movement of tourism manpower requested by the APEC Tourism Working Group (12 September 1997).

3.26 It is suggested that such workshops, involving voluntary participation by member economies, be initiated as part of any projects established to realise the goals of the Tourism Working Group. To maximise the effectiveness of such workshops, desk research of the structures of participating economies should be carried out by a small consultancy group, the outcomes being the prompts to discussions by officials and industry leaders.

Chapter 4

To further analyse the compatibility of member economy training systems, standards for a limited range of hospitality sector qualifications from three member economies were cross-referenced to assess whether or not it was possible to match standards around a common reference point. There was close parity between to member economies with similar training systems (Australia and New Zealand). Significantly, even with a member economy (Malaysia) that adopted a “job-skills” approach to standards, it was possible to establish a match of standards between those for job skills and outcome-oriented standards.

Cross-Matching Qualifications

4.1 At the conclusion of the Sydney Workshop an analytical exercise was carried out in which the standards for a limited range of hospitality sector qualifications (Accommodation Services) from three member economies, were cross-referenced to see whether it was possible to readily match these standards to provide a relatively common reference point.

4.2 It was decided to use two member economies with a similar standards system (New Zealand and Australia) and one member economy that utilised a different approach to standards (Malaysia). Material was provided by:

- Malaysia - Ministry of Culture, Arts and Tourism/National Vocational Training Council, Ministry of Human Resources
- Australia - Tourism Training Australia
- New Zealand - Hospitality Standards Institute

for the purposes of this exercise.

4.3 As will be apparent from the accompanying tables, the Accommodation Services material from all three member economies match closely. However, it is important to note that the Malaysian standards are created to suit job roles, whereas the New Zealand and Australian standards are based on outcomes. Therefore, when interpreting the matching process it is necessary to view the New Zealand and Australian standards as the performance outcomes of the Malaysian job roles.

4.4 Each operational skill standard has been cross-matched as follows:

- New Zealand - Australia
- Australia - Malaysia
- Malaysia - New Zealand

Each performance criteria has been cross referenced in the analytical tables.

4.5 The consultants found that there is a close parity between the standards established by each of the three member economies included in the trial. As was expected, Australia and New Zealand, member economies that operate similar competency-based standards systems, have close links between the standards developed in each member economy. The only real differences related to the choice of “generic” outcomes. However, even here, these areas are similar in construction.

4.6 Malaysia and New Zealand (and, by extension, Australia) also have close links between their standards, but the consultants were unable to get a complete match because some job skills are specific to the requirements of the Malaysian hospitality industry and service style. This would be the case in a more extensive and regionally-based cross-matching exercise where local tourism conditions had an impact on the nature of the standards required by an individual member economy. However, as this exercise has shown, it would still be possible to establish a matching of outcome-oriented standards with other standards of similar orientation and with standards established to cater for a job skills approach as is utilised in Malaysia.

4.7 The following tables show the results of the analysis. Table 4:1, “Example Comparison Matrix”, shows how standards in the three member economy systems can be matched up. Table 4:2 cross-matches a range of Tourism Training Australia (TTA) standards against those of the Hospitality Standards Institute (HSI) in New Zealand. Table 4:3 cross-matches Malaysian operational skill standards against HSI unit standards and Table 4:4 matches Malaysian and TTA standards.

Table 4:1

**Example
Comparison Matrix**

AUSTRALIA Tourism Training Australia	
MODULE	
BH3	Servicing bedrooms Room layout & reporting, bedroom servicing, Bed making, furniture and fittings

NEW ZEALAND Hospitality Standards Institute	
UNIT STANDARDS	
14453	Demonstrate knowledge of commercial accommodation services
14454	Service furnished areas
14457	Strip and make beds

MALAYSIA Ministry of Culture, Arts and Tourism / National Vocational Training Council Ministry of Human Resources	
SKILL STANDARDS	
01 02 L1	Comply with department rules & regulations
02 02 L1	Check trolley before entering guest room
02 04 L1	Make up bed
02 05 L1	Wipe room furniture
02 06 L1	Clean guests mirrors
02 08 L1	Clean guest room window
02 09 L1	Clean guest room fridge
02 10 L1	Spot clean guest room wallpaper
02 18 L1	Report lost & found items
03 01 L1	Carry out physical checks on rooms
03 02 L1	Report guest room discrepancies
03 04 L2	Release guest room for sale
04 01 L1	Clean guest room corridors, lift landing
04 04 L1	Stock up room attendants trolley
04 08 L2	Check guest room corridors & landings
04 09 L2	Check room attendants trolley
05 01 L1	Attend to guests request

**NEW ZEALAND
Hospitality Standards Institute**

**MALAYSIA
Ministry of Culture, Arts and Tourism / National Vocational Training Council
Ministry of Human Resources**

02 11 L1 Spot clean guest room carpet
02 14 L1 Replenish guest room amenities
02 15 L1 Report guest room defects
02 16 L1 Perform turndown service

05 05 L2 Handle lost & found
06 02 L1 Remove guest curtains
06 03 L1 Carry out high dusting
06 06 L2 Turn guest mattress

Table 4:2

Accommodation Services Matching Report			
Australian Operational skill standard	Task	HSI Unit Match	Comment
BH1	Personal presentation, attitude and behaviour, difficult customers	14462 Provide customer care 14464 Handle customer complaints 14465 & 14453 Procedure to protect people and property	
BH 2	General cleaning procedures. Handling chemicals, Removal of soil and stains. Use and maintenance of equipment. Cleaning and maintenance practices	14453 DK of commercial accommodation services.	
BH3	Servicing bedrooms Room layout & reporting, bedroom servicing, Bed making, furniture and fittings	14453 DK of commercial accommodation service, 14454 Service furnished areas, 14457 Strip and make beds.	
BH4	Servicing bathrooms	14453 DK of commercial accommodation service, 14455 Service toilet and bathroom areas	
BH5	Laundry Linen storage & maintenance Washroom operation Guest laundry & dry cleaning	14458 Sort, launder and finish laundry using on premise equipment 14459 Maintain service supplies 14460 Maintain off	

		premise service for laundry. 14461 Service customer laundry areas.	
BH6	Valet Personal presentation, customer arrival, complaints and problems Customer service	14462 Provide customer care 14464 Handle customer complaints 14465 & 14453 Procedure to protect people and property	We do not have a valet unit but outcomes are covered by these units with the exception of customer arrival that deals with correct etiquette and protocol when greeting VIP's, and valet service unpacking, pressing and looking after customers clothes.etc.

The Australian unit standards in the BH1-6 modules match HSI individual units listed, New Zealand *qualification* includes the core generic units which follow the Australian core generic units

- THHCOR01A - Work with colleagues and customers
- THHCORO2A –Work in a socially diverse environment
- THHCOR03A – Follow health, safety and security procedures
- THHHCOO1A – Develop and update hospitality industry knowledge
- THHGH801A – Follow workplace hygiene procedures

Table 4:3

Accommodation Services Matching Report

Malay Operational skill standard no./level	Task	HSI Unit Match	Comment
01.01 L 1	Practice personal hygiene and grooming	14462 Provide customer care	
01 02 L 1	Comply with department rules & regulations	P.C in all units	
01 03 L 1	Follow safety procedures	14453 D K of commercial accommodation services and environment	
01 04 L 1	Comply with fire procedures	14465 & 14453 DK of procedures to protect people and property	
01 05 L 2	Ensure personal hygiene & grooming	14462 Provide customer care	
02 01 L 1	Handle individual floor master keys	No specific unit	Could relate to unit 14465/66
02 02 L 1	Check trolley before entering guest room	No specific unit	Generic work practices refer units 14454/55/56/57
02 03 L 1	Enter guest's room	No specific unit	As above
02 04 L 1	Make up bed	14457 Strip and make beds	
02 05 L 1	Wipe room furniture	14454 Service furnished areas	
02 06 L 1	Clean guests mirrors	No specific unit	But partially covered in 14454 Service furnished areas
02 07 L 1	Clean guest room balcony	No specific unit	Could relate to unit 14454
02 08 L 1	Clean guest room window	14454 Service furnished areas	
02 09 L 1	Clean guest room fridge	14454 Service furnished areas	
02 10 L 1	Spot clean guest room wallpaper	No specific unit	Covered in PC 1.2 unit 14454
02 11 L 1	Spot clean guest room carpet	No specific unit	But partially covered in 14454 Service furnished

			areas
02 12 L 1	Clean guest room carpet with by vacuuming	14454 Service furnished areas	
02. 13 L 1	Clean guest room bathroom	14455 Clean customer toilet and bathroom areas	
02 14 L 1	Replenish guest room amenities	14454 Service furnished areas	
02 15 L 1	Report guest room defects	PC in most units	
02 16 L 1	Perform Turndown service	No specific unit	Described in unit 14453 DKO of commercial accommodation services
02 17 L 1	Arrange guests belongings	No specific unit	
02 18 L 1.	Report lost & found items	14454 Service furnished areas	
03. 01.L 1	Carry out physical checks on rooms	No specific unit	Could relate to unit 14454
03 02 L 1	Report guest room discrepancies	No specific unit	Could relate to unit 14454
03 03 L 2	Prepare VIP room set up	No specific unit	
03 04 L.2	Release guest room for sale	No specific unit	Could relate to unit 14454
04.01 L 1	Clean guest room corridors, lift landing	No specific unit	Could relate to 14454
04 02 L 1	Clean standing ashtray	No specific unit	Establishment practice
04 03 L 1	Clean fire exit stairway	No specific unit	Could relate to 14454
04 04 L 1	Stock up room attendants trolley	No specific unit	Could relate to unit 14454/55
04 05 L 1	Tidy up room attendants pantry	No specific unit	Establishment practice
04 06 L 1	Clean vacuum cleaner	No specific unit	Could relate to unit 14454
04 07.L 1	Clean staff lift landing	No specific unit	Could relate to 14454
04 08 L 2	Check guest room corridors & landings	No specific unit	Establishment practice
04 08 L 2	Check fire exit stairway	No specific unit	Could relate to 14465 Maintain a safe & secure environment & establishment

			practice
04 09 L 2	Check room attendants trolley	No specific unit	Could relate to unit 14454
04 10 L 2	Check room attendants pantry	No specific unit	Establishment practice
04 11 L 2	Check stage lift landing	No specific unit	
05.01 L 1	Attend to guests request	PC in all units	
05 02 L 1	Attend to guests complaints	14464 Deal with customer complaints	
05 03 L 1	Report damaged guests belongings	No specific unit	Unit 14465 closest interpretation
05 04 L 2	Follow up on guests requests	14464 Deal with customer complaints 14462 Provide customer care	
05 05 L 2	Handle lost & found	14457 Strip and make beds	
06 01 L 1	Perform spring Clean remove bed linen	14457 Strip and make beds	We do not specify spring clean except in DKO unit 14453
06 02 L 1	Remove guest curtains	No specific unit	Could relate to unit 14454
06 03 L 1	Carryout high dusting	No specific unit	Could relate to unit 14454
06 04 L 1	Spring clean guest bathroom	14455 Clean customer toilet and bathroom areas	We do not specify spring clean except in DKO unit 14453
06 05 L 2	Change guest room shower curtain	No specific unit	Could relate to unit 14454
06 06 L 2	Turn guest mattress	14457 Strip and make beds	
06 07 L.2	Shampoo guest room upholstery	Unit 14454 Service furnished areas	
06 07 L 2	Shampoo guest room carpet	No specific unit	Could relate to unit 14454
07 01 L 1	Control guest supplies	14459 Maintain service supplies	
07 02 L.1	Control chemical usage	14459 Maintain service supplies	
07 03 L 1	Control cleaning tools	14459 Maintain service supplies	
07 04 L 2	Control office supplies	14459 Maintain service supplies	

07 05 L 2	Monitor guest supplies	14459 Maintain service supplies	
07 06 L 2	Monitor cleaning tools	14459 Maintain service supplies	
08 01 L 1	Participate in room linen inventory	14459 Maintain service supplies	
08 02 L 1	Participate in operating equipment inventory	14459 Maintain service supplies	
08 03 L 2	Monitor par stock	14459 Maintain service supplies	

The Malay training task sheets listed are job roles and match New Zealand unit standard outcomes as shown.

Table 4:4

Accommodation Services Matching Report

Malay Operational skill standard no./level	Task	Australian Unit Match	Comment
01.01 L 1	Practice personal hygiene and grooming	BH1	
01.02 L 1	Comply with department rules & regulations	PC in all units	
01.03 L 1	Follow safety procedures	PC in BH1	
01.04 L 1	Comply with fire procedures	PC in BH1	
01.05 L 2	Ensure personal hygiene & grooming	BH1	
02.01 L 1	Handle individual floor master keys	No specific unit	Could relate BH3/BH4
02.02 L 1	Check trolley before entering guest room	PC in BH3	
02.03 L 1	Enter guest's room	No specific unit	Could relate BH3/BH4
02.04 L 1	Make up bed	BH3	
02.05 L 1	Wipe room furniture	BH3	
02.06 L 1	Clean guests mirrors	PC in BH3	
02.07 L 1	Clean guest room balcony	No specific unit	
02.08 L 1	Clean guest room window	No specific unit	Could relate to BH3
02.09 L 1	Clean guest room fridge	PC in BH3	
02.10 L 1	Spot clean guest room wallpaper	PC in BH2	Generalised
02.11 L 1	Spot clean guest room carpet	PC in BH2	Generalised
02.12 L 1	Clean guest room carpet by vacuuming	BH2	
02.13 L 1	Clean guest room bathroom	BH4	

02 14 L 1	Replenish guest room amenities	BH3	
02 15 L 1	Report guest room defects	BH3	
02 16 L 1	Perform Turndown service	No specific unit	Could relate to BH3
02 17 L 1	Arrange guests belongings	No specific unit	
02 18 L 1.	Report lost & found items	PC in BH3	
03. 01.L 1	Carry out physical checks on rooms	PC in BH3	
03 02 L 1	Report guest room discrepancies	PC in BH3	
03 03 L 2	Prepare VIP room set up	No specific unit	
03 04 L.2	Release guest room for sale	No specific unit	Could relate to BH3
04.01 L 1	Clean guest room corridors, lift landing	No specific unit	Could relate to BH3
04 02 L 1	Clean standing ashtray	No specific unit	Establishment requirements
04 03 L 1	Clean fire exit stairway	No specific unit	Could relate to BH3
04 04 L 1	Stock up room attendants trolley	PC in BH3	
04 05 L 1	Tidy up room attendants pantry	No specific unit	Establishment practice
04 06 L 1	Clean vacuum cleaner	No specific unit	Could relate to BH2
04 07.L 1	Clean staff lift landing	No specific unit	
04 08 L 2	Check guest room corridors & landings	No specific unit	Could relate to BH3
04 08 L 2	Check fire exit stairway	No specific unit	THHCORO3A generic safety & security
04 09 L 2	Check room attendants trolley	No specific unit	Could relate to BH3
04 10 L 2	Check room attendants pantry	No specific unit	Establishment practice
04 11 L 2	Check stage lift landing	No specific unit	
05.01 L 1	Attend to guests request	PC in BH3	
05 02 L 1	Attend to guests complaints	BH6 Guest services	
05 03 L 1	Report damaged guests belongings	No specific unit	Could relate to BH3
05 04 L 2	Follow up on guests requests	BH1 Guest services	

05 05 L 2	Handle lost & found	BH3	
06 01 L 1	Perform spring Clean remove bed linen	Not specifically mentioned	Australian units do not differentiate between normal clean & spring clean
06 02 L 1	Remove guest curtains	No specific unit	Could relate to BH3
06 03 L 1	Carryout high dusting	No specific unit	Could relate to BH3
06 04 L 1	Spring clean guest bathroom	No specific unit	Could relate to BH4
06 05 L 2	Change guest room shower curtain	No specific unit	Could relate to BH4
06 06 L 2	Turn guest mattress	No specific unit	Could relate to BH3
06 07 L.2	Shampoo guest room upholstery	No specific unit	Could relate to BH2/BH3
06 07 L 2	Shampoo guest room carpet	No specific unit	Could relate to BH2/ BH3
07 01 L 1	Control guest supplies	No specific unit	Could relate to BH5
07 02 L.1	Control chemical usage	No specific unit	Could relate to BH5
07 03 L 1	Control cleaning tools	No specific unit	Could relate to BH5
07 04 L 2	Control office supplies	No specific unit	Could relate to BH5
07 05 L 2	Monitor guest supplies	No specific unit	Could relate to BH5
07 06 L2	Monitor cleaning tools	No specific unit	Could relate to BH5
08 01 L 1	Participate in room linen inventory	No specific unit	Could relate to BH5
08 02 L 1	Participate in operating equipment inventory	No specific unit	Could relate to BH5
08 03 L 2	Monitor par stock	No specific unit	Could relate to BH5

The Malay training task sheets listed are job roles and match the Australian units as shown as closely as interpretation allows.

Chapter Five

CONCLUSIONS AND FUTURE ACTION

There was clear support, in principle, from the workshop participants for the standards-based systems outlined in the Phase One Report, to be pursued further. One important consideration was that the components of the system had to complement and support existing member economy human resource development strategies and should guide rather than dictate future developments. The APEC model would be technologically and conceptually advanced and would provide member economies with real competitive advantage.

The system would stimulate both institutional and workplace training and would recognise and strengthen the uniqueness that exists in the tourism sectors of individual member economies. The workshop recommended that the momentum that had been built up by the APEC Tourism Working Group should be continued and a strategically structured approach to the development of the ATTF should be established and implemented.

Workshop Outcomes

5.1 Although the Sydney Workshop was severely restricted in terms of the time that could be allocated to various components of the Workshop programme, it did provide information on a range of issues all of which have been incorporated in this report.

Value of the APEC Tourism Training Framework

5.2 Participants at the workshop put forward information derived from their own member economy experiences. This information has been analysed and included in Chapter's Five and Six of this report. There was clear and continuing support, in principle, for the standards-based systems outlined in the *Tourism Occupational Skill Standards Development in the APEC Region – Phase One Report* (November 1998), to be pursued in the future. This would enhance mutual recognition of qualifications in tourism and hospitality between APEC Member Economies as well as stimulating human resource development in the industry.

5.3 It was agreed that any model adopted in the APEC TWG project should complement and support existing member economy human resource development strategies (implemented, being developed or being planned). An important consideration was that any APEC initiative should not compel change in individual member economies. It could offer guidance to any member economy wishing to develop a standards-based approach to tourism training and it would operate as a "bench mark" for a multi-economy training and recognition (of standards and qualifications) system.

5.6 The APEC model for tourism and hospitality qualifications should inform, and be informed by, member economy developments and international best-practice. This means that any system finally agreed upon by the APEC TWG would adopt and adapt the best of current practices from member economies. Given that the region includes a number of the most advanced examples of comprehensive, standards-based, training systems, it is clear that the APEC model would be technologically and conceptually advanced. It would, therefore, assist member economies that wanted to put in place a training approach that could provide real competitive advantage.

5.7 The value of a regional system such as that proposed in the APEC TOSS report, while not demanding uniformity from all member economies, lies in its demand that economies adopt standards in their tourism training which are capable of being verified and which meet common levels of quality. The APEC system would encourage competition which would, in the longer term, strengthen the tourism and hospitality industries in member economies and in the region as a whole. It would also, however, assist those economies that are in the process of developing these industries, with a comprehensive training framework that could be adapted to the particular needs of those individual member economies.

Structure of the APEC Model

5.8 It was confirmed by the participants at the Sydney Workshop that the system(s) developed should be comprehensive and cover the specification of learning outcomes achieved in both the institutional settings associated with the traditional providers of training, and in the workplace where training takes place in formal and informal situations. Any economy-wide training system which ignores the training carried out in the workplace or which does not provide formal recognition of the skills or competencies gained in the course of an individual's work, is failing to take advantage of a powerful tool for human resource development and economic growth.

5.9 The quality aspects of the suggested APEC system need to cover all components of the model. The Phase One Report recommendations relating to quality were endorsed and high quality training providers, the assessments they made of competence and the standards achieved by trainees, and quality credentials and certification systems were seen as essential elements in an appropriate regional system. Recognising that quality also needs to be continuously monitored, it was also agreed that regional and member economy quality assurance should be ongoing.

5.10 Clear definition of standards, the principles underlying the approach to tourism training and of the guidelines covering the operations of the system, was seen as important and appropriate. However, it was assumed that even though these aspects would be clearly defined they would not dictate the exact nature of the competency-standards and qualifications adopted in member economies. These would not be "standardised" in the member economy operation of the APEC system. The uniqueness of individual member economies that contributed to competitive advantage in the tourism and hospitality sector, would be recognised in the content of member economy standards and qualifications. The recommended APEC Tourism Training Framework is based on this concept.

5.11 In the Phase One Report, the physical structure of the APEC Tourism Training Framework included:

- An APEC Overview Group;
- A "Principal Agency" in each member economy to take "ownership" of the APEC initiative;
- Quality Certification Agencies (probably representative industry bodies);
- Providers (institutional and industry); and

- Assessors (institutional and industry).

5.12 This structure was considered by workshop participants as being appropriate and, at least in part, in existence in many member economies. It would not be too difficult, therefore, to adapt the APEC model to member economy circumstances. It would be necessary to gain the acceptance and co-operation of industry groups and, perhaps, to equip their officials and administrators with the skills to run a standards-based training system, but that would be anticipated as part of the implementation challenge.

5.13 The nature of the APEC Overview Group and its functions were discussed at the workshop. The concept of a large standing group or secretariat was not seen as consistent with APEC's philosophy (and for that reason had not been proposed in the Phase One Report). Furthermore, in keeping with the workshop's conviction that the APEC training system should be voluntary and not "require" action on the part of member economies, alternatives to an institutional approach recommended themselves. It would be possible, for example, to establish a committee of interested members that met at the time of the TWG meetings (once or twice a year) to review member economy actions in relation to the APEC system. This committee could be serviced by members on a rotational basis or by a member economy with sufficient interest in the system to offer secretarial support. Other possibilities included one of the international or regional tourism bodies becoming involved (in an "agency" role) and offering its services as a secretariat.

5.14 Among the duties of an Overview Group would be the assessment of quality standards in individual member economies (on the basis of expert advice from peer reviewers); recognise the "Principal Agency" in each member economy; mandate qualifications that were able to be affirmed by APEC (receiving an "APEC Seal" or some similar device which demonstrated regional approval); and evaluated the effectiveness of the overall APEC system.

5.15 It was concluded that some form of Overview Group could be established within the ambit of APEC, but that it would need to have voluntary support by at least a core of interested and committed member economies. In that the system needed to be dynamic and sufficiently flexible and forward-looking to accommodate emerging and new trends in human resource development, this commitment would need to be active and sustained.

Competency Standards

5.16 Competency standards are seen as the core building blocks of the proposed system. They are able to be clearly enunciated and describe the expectation about the worker's ability or competence to perform a task in such a way that can be (virtually) universally recognised. The workshop noted the international trend towards expressing learning and assessment requirements through clearly articulated standards of competent performance but recognised, from the examples considered, that different approaches are possible to developing and describing standards. Competence can also be described in different ways and the APEC system – relying, as it does, on the quality and consistency with which an economy designs and implements a standards-based training system – is sufficiently accommodating to facilitate alternative interpretations and approaches to its expression.

5.17 As is clear from the work carried out at and subsequent to the workshop, there are many cross-referencing points (points where common information is provided) which enable valid comparisons to be made between different member

economy systems. It had been suggested, for example, that an economy's adoption of an occupational or skill-standards approach would not be compatible with an APEC initiative based on competency standards. This is not the case and the common information points include:

- The purpose and applicability of the competency standard to the worker's role in the sector or occupation;
- The work and learning outcomes expected of the worker;
- The indicators of ability, and the quality of this for formal recognition;
- The scope and parameters of performance evidence; and
- Essential underpinning skills, knowledge and understandings, especially with respect to literacy, numeracy, health and safety.

5.18 Other elements of the APEC Framework which were endorsed by the Workshop includes the need (and the emphasis in the Phase One Report) to value and incorporate workplace learning and the recognition of competence currently achieved by workers or potential entrants into the workplace. The importance of the tourism and hospitality industry in the development, acceptance and promulgation of the APEC Framework, was emphasised by the Workshop. Industry must also have high levels of ownership in the development and endorsement of the competency standards.

Qualifications and Certification

5.19 A major advantage of a competency standards system (either based on an occupational structure or an expression of individual competencies) is that an individual can be certified as competent or skilled at the micro-level of individual competencies or at the whole qualification level. Credentials are, therefore, required at both these levels. Such certification must:

- Be issued under recognised authority;
- Give clear information about what the person is qualified to do, perhaps supported, where relevant, by additional, substantiating evidence such as a portfolio;
- Be commonly understood and valued amongst the member economies.

5.20 The workshop participants discussed the value of APEC-determined qualifications across the six levels specified in the Phase One Report. These six levels also implied a tight specification of the essential competencies anticipated at each of the levels. It was argued that the essential aspect of any qualification is what the award of that qualification (either for individual competencies or for a comprehensive qualification) recognised i.e. the outcomes and contexts in which performance had been demonstrated and confirmed.

5.21 There was also significant support from the workshop for the Phase One Report's conclusions about, and the expressed characteristics of, good qualifications. The desirability of being able to report on the component competencies of a qualification - what the qualified person was able to do - was seen as an advantage of the APEC model.

5.22 The significance of having an “APEC Seal”, or a similar device to signify the APEC endorsement of a member economy qualification, was discussed. The analogy of one member economy was mentioned where an individual who gained a provider qualification which met suitable quality requirements, could also be awarded an internationally recognised member economy qualification. The key points underlying this beneficial concept were the equivalence of the provider and member economy qualifications and the assured quality standards maintained by the training provider. In the APEC context the qualifications of member economies that met specified guidelines and principles, would be able to be endorsed with the APEC Seal and be recorded as an endorsed qualification in a register of recognised qualifications. This would not make APEC an “awarding body” in the formal sense of the term (a role which would be inappropriate for APEC to adopt) but would provide regional recognition of good quality member economy standards and qualifications.

Workshop Conclusions

5.23 There was a general conclusion that provided the primacy of member economy initiatives to develop their own tourism and hospitality training systems, was respected, the APEC work on developing a regional Tourism Training Framework was valuable and should be pursued. It would make a considerable contribution to the strengthening of human resource development in the APEC member economies’ tourism and hospitality sectors.

5.24 The APEC system would operate as a source of information and guidance for member economies developing their sectoral training approach. Furthermore, the existence of the APEC “book” of appropriate competency standards and qualifications, would give these member economies readily available references from which they could derive, or adapt, their own standards and qualifications.

5.25 The APEC Framework would also enable member economies to benchmark their own standards and qualifications and gain regional/international endorsement of the quality standards applied in those economies. This would contribute to international recognition of member economy qualifications and facilitate international acceptance of an individual’s competency as expressed through a qualification or qualifications held by that individual. This would, in turn, enable speedier liberalisation of manpower flows in the rapidly developing tourism and hospitality industry.

5.26 The workshop proposed a series of actions that could be taken to further develop the APEC initiative. The strengthening of human resource development in this important sector was seen as a priority, but it was recognised that the pursuit of the regional initiative had to be seen in a medium term context given the size and complexity of the undertaking. It was considered important, however, to keep up the momentum which had developed behind the initiative, and a strategically structured approach to the development of the APEC Tourism Training Framework was recommended.

Project Objectives

5.27 Although the original objectives for the workshop had to be redefined (to take into account the limited time available for the meeting) the discussion at the workshop and the subsequent desk-work by the project team enabled most of the elements of the bridging project objectives, to be realised. It was not possible to finalise a limited number of priority competency standards for part of the Hospitality sector but it is clear from the analysis reported above, that the task, while not simple, could be completed with a concentrated effort by industry and training analysts. The procedures adopted at the workshop provide a template for that work and an example of the type of process that would produce the outcomes. The analysis undertaken also shows that there is already some commonality between member economy systems that provides a base for the defining of regionally applicable competency standards.

5.28 There was no disagreement, during the workshop, about the priority qualifications that were proposed in the Phase One report and could be developed in subsequent work. To recapitulate these related to management, particularly strategic management, customer services, business administration and support services, and basic work readiness skills. It was also evident that some members had developed competency-based qualifications in all these areas that could provide models, or a starting point, for the development of APEC qualifications.

5.29 In the desk-work following the Sydney workshop, members of the project team compared a range of hospitality sector standards from three member economies. This exercise involved the detailed comparison of hospitality standards in an attempt to find standards from each of the economies that matched either whole standards, or elements of the standards, from the other economies. This work had to be lead by industry experts who had a detailed knowledge of the content of the standards and the industry sector itself. The matching process was a reasonably complex procedure but certainly not beyond the resources or capabilities of a small expert team. It could also be noted that this standards-matching exercise is to be carried out at the economy level (Australia and New Zealand) to facilitate the cross-recognition of qualifications. If the APEC region sees value in the regional cross-recognition of qualifications (and this appears to be a major objective underlying the Indonesian/TWG initiative) then the project outcomes show that cross-matching is a feasible and informative exercise.

5.30 Recommendations about the process that could be followed in Phase Two of the Project are made in this report and derive much from the extremely useful discussions at the workshop and the subsequent desk-work.

CHAPTER 6

FUTURE ACTION

Recommendations made for future actions are:

- *Desk analysis of existing member economy systems should be carried out*
- *Member economy training workshops in the development of tourism sector competency-based systems, should be held*
- *An alignment of existing member economy tourism sector training systems should be completed*
- *An APEC Compendium of ATTF Principles and Practices should be compiled*
- *Instruments of Mutual Recognition suitable for voluntary bilateral or multilateral implementation should be developed*
- *ATTF development and implementation pilot projects should be developed in interested member economies.*

6.1 In the original proposal put to the APEC TWG “Tourism Competency Standards for Higher Manpower Mobilisation” the initial project sponsors (Indonesia) envisaged that the project could be carried out in a sequence which involved:

- Setting the base for subsequent action (essentially completed in the Phase One work);
- Full conceptual development of the individual components of the system and the possible operation of pilot projects in interested member economies; and
- Implementation - through the establishment of the standing bodies and promulgation of the various formats/guidelines of system components.

This sequence was not incompatible with the recommendations made by the workshop participants in relation to the continuing development of the APEC Tourism Training Framework.

6.2 It was agreed that, in order to make progress in liberalising service sectors in APEC members, it would be necessary to accelerate the pace of activity in strengthening service industries in APEC member economies. In relation to the project this would involve the pursuit of competency-based approaches to training at the economy level and, from the APEC perspective, benchmarking qualifications in the tourism and hospitality sectors and working towards the establishment of harmonisation mechanisms.

6.3 As a first step, member economies could contribute to the desk analysis of current systems in member economies. A start was made on this in the Phase One work, but the time pressures on member economies meant that very little information was produced and made available to the project team. The participants in the Sydney workshop were able to contribute data and information from their own member economies and the usefulness of this information demonstrated the value of widening the analysis to include all member economies.

6.4 A second element in the process of establishing the APEC Framework, would be the establishment of “alignment workshops” at which participants would continue the search for, and codification of, the definitions, common information or cross-referencing points and the basic principles that would underpin the cross-recognition of member economy training systems.

6.5 The significance of the alignment process is that the establishment of an APEC structure would create the need for member economies to show that their own systems were consistent with the quality provisions of the APEC system and to demonstrate how their standards translated into the APEC standards. This would mean that individual member economies would not be required to adopt the APEC standards, as such, but be able to demonstrate that their standards met the APEC requirements for endorsement. This would preserve member economy autonomy but would enable them to benchmark against regional standards and receive confirmation that they met the APEC regional standards.

6.6 The alignment workshops (or a single workshop) would be expected, as indicated above, to reach agreement on definitions, common information points and basic principles to underpin cross-recognition with respect to:

- Competency standards;
- The quality of training provision and assessment of the outcomes of training;
- Systems for the provision, and content, of credentials or qualifications; and
- How the certifiers of credentials are formally “recognised”; in member economies.

6.7 The workshops could also undertake a formal assessment of the alignment between participating member economies on all the above points. This would facilitate the development of “matrices of equivalences” which could form foundation material for cross-recognition and would contribute to the establishment of APEC standards.

6.8 It was suggested that participation in the alignment workshop(s) would involve three representatives (senior government officials and industry representatives i.e. people in a position to speak authoritatively for the sector) from each member economy. Participating member economies should have (preferably most, if not all, of):

- An existing standards-based recognition system at the industry or economy level;
- A willingness to fund, perhaps in kind, participation in the workshop(s);
- Time to commit to the project; and
- A willingness and/or need to progress sector liberalisation and the establishment of mutual recognition systems.

Each workshop would be facilitated by a small consultancy group (which would also carry out the desk analysis of existing systems).

6.9 The Sydney workshop recognised that in order to strengthen member economy participation in the APEC initiative and particularly in the second phase of the project, it would be valuable to provide some training in member economies for officials and industry representatives who would be required to take ownership of the initiative.

6.10 This training would also maximise the effectiveness of the analytical work on the existing member economy systems and the alignment workshops. The training (most probably in the form of workshops) would be administered by each host member economy and would be presented by a small consultancy/training group familiar with the APEC TWG's proposed recognition framework.

6.11 The outcome of the initial analytical desk research and the alignment workshop(s) would be the compilation and presentation of a compendium (the APEC "book") of principles, processes, exemplars of best practice, the agreed matrices showing the cross-recognition information and a catalogue of standards operative in APEC member economies. This publication would be available to all APEC member economies and would be the key document in the development of the APEC Framework.

6.12 A further outcome of the alignment workshops could be the establishment of Declarations of Confidence, Memoranda of Understanding, or Statements of Intent confirming the recognition of tourism qualifications between participating member economies.

6.13 The effectiveness of the APEC "book" or compendium i.e. the de facto APEC standards system, could be tested in pilots of components of the system, or the system itself, in member economies with an interest in developing further alignment with the APEC system.

6.14 The workshop recommendations on future actions are similar to, and consistent with, the original concepts for Phase Two, Stage A and the transition to Phase Two, Stage B. The differences stem from the conviction, expressed at the workshop, that APEC system would support and promote member economy actions rather than the other way around. To summarise the way ahead then in suggested chronological order:

- Desk analysis of existing member economy systems to be initiated as a matter of priority;
- Training workshops/seminars for government, provider and industry stakeholders in interested member economies (to be held while the desk analysis is being carried out);
- Alignment workshop(s) to be carried out on:
 - Competency standards
 - The quality of provision and assessment
 - Credentialisation and recognition of certifiers;
- Compilation and presentation of the APEC compendium or "book" of principles, processes, exemplars, agreed matrices and regional competency standards;
- Initiation of instruments of mutual recognition; and

- Pilots in interested member economies of components of the, or the complete, APEC system with the APEC compendium providing the reference structure.

APPENDICES

**TOURISM OCCUPATIONAL SKILLS STANDARDS DEVELOPMENT IN THE APEC
REGION**

BRIDGING PROJECT – 16/20 AUGUST 1999

MEMBER ECONOMIES PARTICIPATING

WORKSHOP

AUSTRALIA

INDONESIA

MALAYSIA

NEW ZEALAND

SINGAPORE

THAILAND

TOURISM OCCUPATIONAL SKILLS STANDARDS DEVELOPMENT IN THE APEC REGION

BRIDGING PROJECT – 16/20 AUGUST 1999

GENERAL PROGRAM

Introduction

A Conference will be held in Sydney, Australia from Monday 16 August to Friday 20 August, 1999, to continue the APEC Tourism Working Group's important initiative on tourism and hospitality training in the APEC region.

The TWG promoted the Tourism Occupational Skills project to improve the quality of tourism industry workers in the APEC region and mobility of skilled people in this important industry. The original project was to be carried out in two phases. The first phase has been successfully completed and planning is being carried out on the nature and timing of the second phase.

An interim "bridging" project was approved by the TWG at the Manzanillo, Mexico meeting of the TWG. Funding for this project was subsequently approved by the Budget and Management Committee of APEC. Australia has also agreed to contribute funding to the bridging project.

The conference and workshop will give participants an invaluable opportunity to assess how the APEC "training system" and competency standards could be applied both across the region and in their own member economies, and to gain first-hand experience of a working competency-based training system. It will bring industry and government people together and will be a critical event for the future of the TWG initiative. It will also begin the process of testing the validity of an APEC Standard for Tourism Qualifications.

The APEC funding will cover the expert advice and assistance being made available to workshop participants as well as the "trial" work being undertaken on a limited range of tourism and hospitality standards. The Australian hosts will assist with internal transportation and workshop costs. A concessional rate has been obtained at one of Sydney's leading hotels.

Program

Monday 16 August

Workshop – Participatory workshop (see attached agenda for the workshop) with the following objectives:

- **identify and draw up** the profile of competent workers for Accommodation Services, Food and Beverage Services, Front Office and Guest Services, and Food Production Services;
- **identify** the type and level of qualification suitable for the above;
- **identify** the key outcomes for these qualifications;

- **test** alignment of existing competency standards to the key outcomes represented on each worker profile;
- **test** the validity of the six performance levels as described in the Phase 1 report; and
- **align** existing competency-standards and qualifications with those proposed.

Tuesday 17 August

Workshop – Conclusion of the two-day specialist workshop.

Wednesday 18 August

“Competency-based tourism training at work” – Program of visits to tourism and hospitality organisations, training providers and industry training representative organisations in Sydney area to observe the operation of a competency-based training system.

Thursday 19 August

Continuation of tourism and hospitality sector field visits.

Friday 20 August

Morning – field visits

Afternoon – “APEC TOSS Phase II”. A session to plan an approach to the implementation of Phase II of the project and a wrap-up and review of the week’s activities.

Participants

It is anticipated that the meeting will be limited to no more than eight member economies and that each economy will be represented by a tourism sector organisation (government or private) and an industry representative. Limitations on the number of participants relate to the participatory nature of the meeting and the importance of providing maximum value for the attendees.

TOURISM OCCUPATIONAL SKILLS STANDARDS DEVELOPMENT IN THE APEC REGION

BRIDGING PROJECT – 16/20 AUGUST 1999

WORKSHOP PROGRAM

Introduction

As part of the Sydney meeting a two-day technical workshop will be held on 16/17 August. The overall aims are to:

- **identify and draw up** the profile of competent workers for Accommodation Services, Food and Beverage Services, Front Office and Guest Services, and Food Production Services;
- **identify** the type and level of qualification suitable for the above;
- **identify** the key outcomes for these qualifications;
- **test** alignment of existing competency standards to the key outcomes represented on each worker profile;
- **test** the validity of the six performance levels as described in the Phase 1 report; and
- **align** existing competency-standards and qualifications with those proposed.

The workshop will provide the opportunity for participants to gain understanding of the processes used to develop competency-standards and to contribute to the verification or modification of the recommendations proposed in Phase I of the project.

Timetable

Monday 16 August

Opening Session

Explanation and confirmation of context of workshop.

- Explanation of a competency-based training system
- Explanation of a standards-based “recognition of assessment” system.

Second Session

Analysis of what sort of qualifications are required in member economy industry

- Job qualifications
- Worker qualifications
- Pre-entry qualifications/qualifications for existing workers
- Flexible qualification models
- Allowing for individual needs of member economies.

Third Session

Identify Skill Sets for competent workers

- Accommodation Services
- Food and Beverage Services
- Front Office and Guest Services

- Food Production Services

Tuesday 17 August

Fourth Session

Continue work from previous session on skill sets.

Fifth Session

Initial alignment exercise

- Test the validity of the six levels of worker performance (described in Phase I report)
- Assess the appropriateness of qualification structure for member economy circumstances.

Outcome

By the end of the workshop the following outcomes will have been achieved:

- Appropriate qualification structures for the defined industry areas will have been highlighted
- Probable skill sets for the qualifications will have been established
- A preliminary alignment of existing standards against APEC standards will have been discussed
- Issues and concerns for implementation of project recommendations will have been analysed.

A report from the workshop will be prepared for the TWG by the project consultants.

			Time
Friday 20/8/99	9.00 – 12.00 12.00	<p style="text-align: center;">Planning Workshop</p> <p>To develop a strategic plan for Phase 2 of the APEC TOSS project.</p> <p>Workshop Wrap-up Afternoon Free</p>	

THE APEC TOURISM TRAINING FRAMEWORK (ATTF)

AN OVERVIEW OF THE PROPOSED COMPETENCY-BASED TRAINING SYSTEM FOR THE TOURISM INDUSTRY WITHIN THE APEC REGION.

51 Introduction

This chapter provides an overview of a competency-based training system and briefly describes its key features. For the purposes of this report the total system is referred to as the APEC Tourism Training Framework (ATTF).

5.1.1 Project Brief

Competency-based training systems can be of use in achieving the APEC TWG's twin goals of improving the quality of service as well as the mobility of tourism industry workers among APEC member economies. Developing a set of common tourism competency standards can provide a template to aid member economies who wish to develop their own competency-based systems and provide a benchmark against which member economies, who already have a competency-based system, can align their own standards. The APEC competency standards can thus provide a tool for capacity building among member economies and a mechanism for removing an impediment to the liberalisation of the movement of tourism manpower within the APEC region. By providing the basis for a common APEC certification system, competency standards can enhance a shared understanding and confidence in each member economies tourism qualifications.

The brief for this project emphasises that the competency standards developed should encourage and stimulate the movement and mobility of tourism industry skilled manpower within the APEC region before 2010. For this to occur there needs to an acceptance by individuals, employers, training providers and APEC governments that competency standards are a useful tool per se and that an APEC "stamp of approval" on such competency standards and competency-based qualifications are of value.

5.1.2 Lifelong learning imperative

There is empirical support for the view that education and training lift productivity, both of individuals and economies as a whole (OECD, 1994). The continuous structural changes brought about by technological advances and economic factors mean that the capacity of individuals to be productive

throughout their working life is no longer guaranteed by the education and training received in childhood and youth. Lifelong learning, therefore, has to be viewed as an integral part of employment and social policy.

The benefits of education and training during youth are amplified by learning later in life, as is demonstrated by the impact of training in enterprises. It has been noted that training has the biggest impact on enterprise performance when it is undertaken in connection with changes in work organisation, job structure and technological innovation. An OECD report noted that training, when linked to technological innovation and organisational change, is consistently associated with increases in productivity of the order of 10-20% (McKenzie & Wurzburg, 1997/98). This would imply that any proposed training system must make provision for learning to be available through on-the-job training, as the study also noted that participation in off-the-job programmes (which are generally more formal and structured) is skewed in favour of more highly qualified workers. Competency-based systems are of particular value in this regard as they are flexible mechanisms for assessing the overall competency of learners, based on the kind of work they do. Because there is no fixed syllabus, competency can be demonstrated in ways appropriate to the learner's own work or situation.

The approach proposed by the project team encourages the recognition of learning outside, as well as inside, formal educational institutions and promotes a mix of on-job and off-job training and assessment. It puts in place mechanisms that validate learning through experience, and self-directed learning on and off the job.

The model offers an accessible route for adults with deficiencies in initial education and training, as well as for those with an adequate foundation of basic educational skills, to upgrade their tourism vocational skills and knowledge. As noted in Chapter 3, the changing face of tourism is requiring an increased skill level for most people involved in the industry. Implementing a system which encourages upskilling is to the benefit of the individual, the employer and to each member economy as well as to the region in general. It also takes into account the variable nature of the tourism industry and the job patterns shaped by casual and seasonally influenced employment.

5.13 Workplace learning

Competency-based systems that recognise skills gained in the workplace can increase the level of training for peoples who have previously been under-represented in formal training. In New Zealand, for example, there has been a 68% increase in Maori undertaking industry-based training, since the introduction of a competency-based training system (Skills, Sept 1998). Says Darren Apanui, Manager of Training and Development for Te Ohu Kai Moana:

"The competency-based training system provides a mechanism to be able to develop a person in the workplace. It provides a very fast model for gaining skills and qualifications, which pays big dividends for Maori.

"It means employees don't have to go off-job for training courses which sometimes can put their positions at risk."¹⁰

5.1.4 Common approach

In offering both a common approach to the development of tourism competency standards across the APEC Region and a mechanism for the alignment of competency standards already developed by some member economies, the model respects the differing tourism structures and assets within the region. It does this through proposing a combination of both regional and individual economy components within an economy-wide management system.

52 Principles, goals and objectives

The strategic environment that encompasses the proposed ATTF framework is defined and driven by the following objectives and statements of principle.

5.2.1 Goals

Whatever approach is finally adopted, it must be capable of promoting a high quality, skilled, responsive and innovative tourism workforce within the APEC region and the liberalisation of the movement of tourism manpower among the APEC member economies before 2010.

5.2.2 Principles

To achieve these strategic goals, it is suggested that the key principles underpinning the training model should be to:

- facilitate access to tourism education and training;
- facilitate mobility and progression within the tourism sector;
- enhance the quality of tourism education and training;
- enhance flexibility of teaching and assessment practice;
- accommodate existing best practice.

5.2.3 Objectives

The key objectives that follow from both the goals and the principles are built around the need to expand and enhance the supply of multi-skilled workers within the medium term and to provide mechanisms to enhance shared understanding and confidence among APEC member economies. This can be achieved by developing a set of APEC competency standards and a certification system based on the standards, which is seen as valuable and rewarding by the four educational partners: learners, employers, training providers and government. By encouraging the increased use of high quality workplace training, and by focusing training on closing critical training gaps, the training model can produce an increased number of highly skilled, flexible workers within the tourism industry. By introducing common terminology, a framework structure and a quality assurance mechanism, the training model can enhance a shared understanding and confidence in member economies certification processes.

The proposed approach will:

- enhance the return on the training dollar by accurately targeting training to deliver the skills the tourism industry and business enterprises need;
- increase profits without increased costs by achieving substantial increases in productivity without increases in the number of staff;
- give a continued return on investment by being part of an ongoing Human Resources strategy and performance management system;
- increase consumer satisfaction by improving the quality of the product or service produced;
- improve the quality and consistency of education and training through the recognition of accredited courses, training programmes, training providers and competencies held by individuals;
- strengthen school-to-work transition by informing schools and students on the skills and knowledge required by the tourism industry today;
- enhance the quality and relevance of existing tourism education and training programmes by informing educators and trainers of the skills and knowledge required by industry; and
- increase the participation rates in tourism training by encouraging companies to invest in training and improve bottom-line profitability, by motivating staff to improve skill levels and continue learning, and by making training more accessible.

5.2.4 Case Study

The following case study, although not specific to the tourism industry, illustrates how one company has achieved many of these objectives through the introduction of a competency-based training and assessment system:

Case Study: Summit Wool Spinners, Oamaru, New Zealand

Summit Wool Spinners have recently implemented a comprehensive competency-based training and assessment programme for 260 workers. The factory is a 24 hours-a-day operation, spinning and carding wool for use in products such as carpets. It's a high pressure environment as 80 percent of production is exported overseas. In such a competitive international market, quality product is everything and a highly skilled workforce essential. The competency-based training and assessment system has been a big hit. Productivity's increased by 17%, wastage of raw materials is down by 7%, workers are more motivated. Trevor Lynch, the training manager commented "It's really motivated the workforce. We are working in a volatile industry and we knew we needed to make some changes to retain the edge we had. A totally skilled workforce brings benefits in terms of productivity and quality. We'd been showing

The proposed qualification system allows certification at both the individual component (competency standard) level, and for a set of defined competencies (qualification), and permits these to be awarded by industry bodies as well as educational and training providers. Such an approach allows companies to implement a training system based on industry standards but which allows the qualification to be tailored to the company's needs.

A qualification can be designed to utilise both APEC competency standards and member economy standards and can be packaged very flexibly to meet the requirements of employers at the business enterprise, member economy or regional level. As a competency standard can be used as a component of any number of qualifications, unnecessary or duplicated training is again avoided and the portability of skills ensured.

A competency-based qualification system can also be developed in such a way as to have coherent and easily recognisable learning pathways. By having a number of entry and exit points, the system can provide many opportunities for learners to have their skills recognised who were previously unable to access formal qualifications.

5.5.2 Alignment mechanism

Together, the APEC qualifications and the proposed APEC framework can provide a mechanism to classify and compare competency-based tourism qualifications already developed by individual member economies. In developing a set of APEC qualifications aligned to the framework work levels, an easily accessible benchmark is created which allows member economies to compare their qualifications to the APEC standard. These qualifications could be approved as meeting the APEC standard and listed on the APEC register of approved competency standards and qualifications. This provides employers in all APEC member economies with the full information and shared understanding necessary to make a sensible recruitment decision.

5.6 Key Feature Three: Quality Assurance Mechanism

To give additional assurance to member economies and confidence to employers in making recruitment decisions, providers offering training against the APEC common set of competency standards or the member economy approved standards can be accredited to do so and be part of a regular audit process.

5.6.1 Rationale

To ensure that confidence is maintained in APEC approved qualifications among member economies, the quality of education and training will need to be assured. The central issue will be the reliability of the assessment and certification of achievement. As the assessment can take place in a variety of settings from the workplace to formal training institutions, the quality assurance mechanism supporting this assessment becomes of crucial importance

It is proposed that only accredited organisations will be able to formally assess learners against the APEC competency standards and award ATTF credits. It is suggested also that in those situations where the organisation wants to be able to award credit, the organisation itself is accredited, not individual programmes. This gives the organisation flexibility in how it delivers its programmes, and

reduces compliance costs. It also enables programme changes to occur in response to new requirements in a timely manner.

Assessment can be undertaken by the representative of an accredited provider or by a registered industry assessor. A wide range of evidence, including workplace performance, may be used in assessment.

Consistency of judgement among assessors can be assured through such methods as assessor training, regional panels, external examinations, common assessment tasks, and assessment strategic plans. It will be the responsibility of each member economy to ensure that there is some mechanism to ensure a reasonable degree of economy-wide consistency. A set of common APEC guidelines would be appropriate.

5.7
Key Feature Four: Framework of levels and a register of approved competency standards and qualifications

All APEC approved competency standards and qualifications can be listed on a register and aligned to an APEC Framework work level.

5.7.1 Rationale

Internationally a qualifications framework is characterised by a number of levels of complexity, each of which is defined by key characteristics such as the degree of responsibility and the complexity of skills and knowledge required. Having an agreed set of descriptors for each of the levels enables competency standards and qualifications to be aligned consistently across the APEC region and gives users of the standards or qualifications additional confidence in the level of performance being certified.

5.8
Competency-based Assessment

The outcomes detailed in this report require an assessment system that is accessible, affordable and flexible. A major source of confusion in any debate around competency-based assessment is the presence of two distinctive and fundamentally different assessment methods. These are often referred to as the:

- a **Measurement Model**, and
- b **Evidence-Based Judgement Model or Collection of Evidence Model**²¹

It has been noted that a distinctive vocabulary and emphasis on different priorities, concerns and issues characterize each of the models. The following selection of key words and concepts convey their different stance:

Measurement model	Evidence-based judgement model
Tests, examinations	Assessment events/sources of evidence
Assessment instruments	Assessment methods
Validity	Triangulation, direct evidence
Reliability	Confidence in expert judges employing explicit performance criteria
Test scores, single measures	Multiple sources of evidence

Testing	Assembling evidence and judging
Control of test conditions	Keeping assessment close to the actual workplace situation
Statistical tests of reliability	Validation and review of competency and validity standards

In the majority of countries that have introduced a competency-based framework, the Evidence Model is the underpinning method used.

“Assessment is the process of collecting evidence and making judgements on the nature and extent of progress towards performance requirements set out in a standard, or a learning outcome, and, at the appropriate point, making the judgement as to whether competency has been achieved.”²²

The three information sets as described earlier (outcomes, performance indicators, and context) which are contained in all competency standards, determine the form and amount of evidence to be collected. The evidence of performance may be gained from natural observation in the workplace, simulations (competency tests, skill tests, projects/assignments and records of achievement and portfolios.) Oral questioning, open written answers or multiple-choice tests can supplement this information.

Evidence from prior achievement such as reports, designs, articles and documents and attestation is also acceptable (Gonezi 1993).

The approach described allows for industry assessors to be registered with approved industry bodies so that enterprises can use their own staff to assess other workers on the job. Where this is not feasible, enterprises may bring in registered assessors to verify the evidence of competence put forward by the worker.

This method of assessment has been shown to be particularly useful when a large number of workers are required to be assessed. In a South Africa skills standards project, the mining enterprise required 2000 workers to be formally certificated as being competent within a year to meet obligations under health and safety legislation. By way of contrast, traditional teaching and assessment systems had historically certified 150 workers of this type per year (Richardson 1998).

5.8.1 Assessment training

Because the majority of teachers and trainers have been trained in the Measurement Model, the introduction of this form of assessment would require a significant shift in thinking and assessment practice. The provision of training aimed at helping educators and trainers through this transition to the new form of assessment would be needed.

5.8.2 Resource development

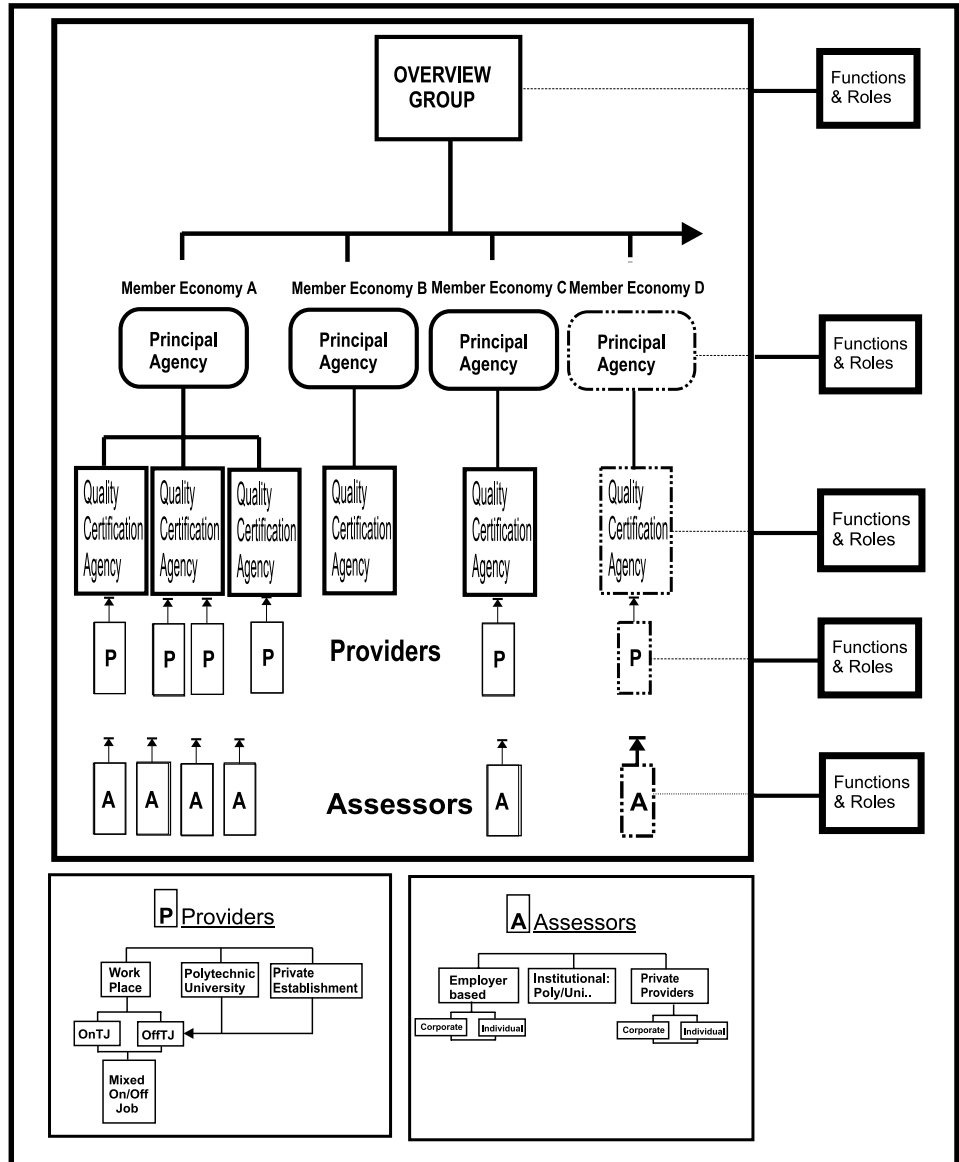
The production of Evidence Guides or Assessment Strategy Guides by competency standards developers, is an important measure to ensure consistency of assessment and to give confidence to both consumers and trainers.

5.9
Administrative and structural
arrangements

To achieve the full potential of competency standards and to provide the basis for confidence in member economy systems, administrative arrangements and recognition mechanisms would need to be established at the individual member economy level and also at the APEC regional level.

It is envisaged that the two levels of management would be integrated as illustrated in the following figure:

Figure 4: Overall System Structure



5.10
APEC regional level
arrangements

The Project Team believes that it would be necessary to have a central coordinating and oversight capacity. It is suggested, therefore, that participating member economies form a working group with the following key functions:

- to set APEC regional framework of agreed principles and policies in key areas;
- to coordinate and provide an oversight of the whole system;

- to approve competency standards and qualifications that meet the agreed APEC standard,
- to validate member economy accreditation systems; and
- to hold a register of approved competency standards and qualifications.

Such functions would require regionally agreed policies and processes be established for:

- the definition of framework descriptors;
- the registration criteria for APEC approved competency standards and qualifications;
- the recording of APEC approved qualifications and competency standards which have met the register criteria (APEC register of approved standards and qualifications);
- the validation of member economy accreditation systems (APEC quality assurance standards criteria);
- the accreditation standard for organisations providing training and assessment against APEC competency standards (APEC accreditation standard criteria); and
- the transfer of information on learner achievement.

The regional presence could be at its simplest, a working group made up of representatives from each participating member economy meeting at regular intervals. A small administrative body could be set up to administer the arrangements or these functions could be contracted out to an existing organisation. Each participating member economy would need to make a contribution to cover the costs of administration.

5.11 Member economy level arrangements

To ensure confidence in the arrangements, the participating member economies would need to have an appropriate and credible administrative structure at the local level. It is envisaged that each member economy would use existing organisations and build on current best practice.

The accreditation and audit of organisations wanting to train and/or assess learners against APEC approved standards could be devolved to a number of quality organisations (called accreditation bodies) under the general oversight of a principal agency. This would enable each member economy to reflect its own cultural traditions and diversity and for the system to respect the existence of differing tourism structures and assets in the APEC region.

5.11.1 The principal agency functions

The principal agency could have the following functions:

- overview arrangements for the implementation of the ATTF within the individual member economy;
- provide a representative to the ATTF overview working group;
- certify that member economy developed qualifications and

competency standards meet the APEC criteria and make recommendation to the ATTF overview working group for registration;

- nominate and approve bodies capable of accrediting training organisations (or perform this function themselves);
- ensure that a register of approved providers and assessors is kept;
- ensure that arrangements exist to assure consistency of assessment;
- ensure a mechanism exists to allow the free flow of information relating to learner results between certifying bodies.

In many member economies it is probable that the principal agency would be an existing body. The national tourism trade association could be given the functions or a government authority chosen for the role. For example, Japan could nominate the Ministry of Labour and the United States could nominate the National Skills Standards Board to be their respective principal agencies.

5.11.2 Accreditation bodies functions

Those bodies approved by the principal agency to accredit training organisations could have the following functions:

- certify that education and training providers and employer bodies meet an agreed standard of training delivery and/or assessment capability; and
- audit providers of training and/or assessment services to ensure economy-wide consistency.

Again it is likely that these bodies would be existing institutions. Private companies with quality auditing experience could perform this function, as well as Tourism Trade Associations, or government training authorities. For example, Singapore may decide to certify the Institute of Technical Education to perform these functions.

5.11.3 Certified education and training provider functions.

At the delivery end of the process, suitable education and training providers, industry organisations or employer bodies could be certified to:

- teach and/or assess against APEC approved competency standards;
- certify that learners have met APEC approved standards and qualifications; and
- hold and transfer learner results.

5.12 Information needs of users

The increasing flexibility of vocational education and training, and the ability to gain credits from a range of organisations, puts an added emphasis on the need for individuals to have an ongoing formal record of all of the competency standards they have achieved.

In many countries a unified, national, record keeping system with an individual's progressive achievements, is held on a central database. This raises questions as to who maintains the system, the mechanics of entering and recording the information, the issuing of updated records to individuals and the long-term storage of records, system security and confidentiality.

If a central system is not maintained, the individual learner needs to take responsibility for the collecting and keeping the records of their achievement issued by the various training providers and assessor bodies. Each education and training provider would need to hold learner records and have a system for the transfer of this information as required. This would require agreement on the type and nature of information stored.

Each descriptor is characterised by a number of attributes that will guide the development of qualification templates for occupational or functional groupings in the second phase of the project. The project team has developed a list of general attributes that are listed in the diagram below. A list of specific APEC competency standards, or their equivalents, will need to be added in the second stage of the project as these are developed. For example, the APEC competency standards considered essential for a travel clerk or tour guide will be added when these have been identified and validated during the second phase of the project.

The following table lists some of the characteristics of each of the proposed qualification descriptors and aligns them with industry sectors and possible occupational titles within those sectors. The list is not complete, nor is it necessarily correct as to what might be the final alignment of qualification and job type. It is provided merely for illustration.

Table 11:APEC Multi-level Tourism Qualification Characteristics

Nomenclature & qualification type	Strands	Distinguishing characteristics of qualification	Specific Occupational Titles covered by qualification
APEC Certificate I in Tourism	<ul style="list-style-type: none"> • Accommodation services • Transport • Travel & Tours • Retail • Activities • Attractions • Food & Beverage • MICE (Meetings, Centres, Conventions & Events) 	<p>The qualification reflects basic work readiness skills such as:</p> <p>interpersonal skills, problem-solving, communications, essential maths, technology, literacy, combined with basic tourism knowledge and skills. The breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.</p> <p>Applications may include a variety of employment-related skills including preparatory access and participation skills and/or specific workplace skills.</p>	<p>e.g.</p> <p>Junior retail assistant Junior Housemaid Junior kitchen hand Laundry staff</p>

cont'd over

Nomenclature & qualification type	Strands	Distinguishing characteristics of qualification	Specific Occupational Titles covered by qualification
APEC Certificate II in Tourism	<ul style="list-style-type: none"> • Accommodation services • Transport • Travel & Tours • Retail • Activities • Attractions • Food & Beverage • MICE (Meetings, Centres, Conventions & Events) 	<p>The qualification reflects specific technical competencies at the sub-craft or semi-skilled level. An individual with this qualification would be able to demonstrate a basic operational knowledge in a moderate range of areas, take limited responsibility for own outputs in work and learning and perform a range of tasks where choice between a limited range of options is required.</p>	<p>e.g. Intermediate Retail Asst Kitchen Hand House maid Hall porter Travel processor Valet Waiter</p>
APEC Certificate III in Tourism	<ul style="list-style-type: none"> • Accommodation Services • Transport • Travel & Tours • Retail • Attractions • Activities • Food and Beverage • MICE (meetings, centres, conventions, & events) 	<p>The qualification reflects the technical competencies in a specific area at the skilled trade or craft worker level. An individual with this qualification would be able to make informed judgements on basis of broad knowledge and technical expertise. Would take full responsibility for own performance and quality and have limited responsibility for the supervision and development of others.</p>	<p>e.g. Hotel receptionist Travel Clerk Tour guide Specialist or senior Waiter</p>
APEC Certificate IV in Tourism	<ul style="list-style-type: none"> • Accommodation Services • Transport • Travel • Retail • Attractions • Activities • Food and Beverage • MICE (meetings, centres, conventions & events) 	<p>Advanced craft worker/ junior manager. This qualification would include all of the specific operational competencies required and supervisory competencies. The individual with this qualification would determine own work methods and procedures from in-depth technical knowledge in a defined scope. Is self-directed and works within broad guidelines, with full responsibility for own performance. Has limited responsibility for the achievement of group outcomes.</p>	<p>e.g. Junior Manager Chef de Cuisine Maitre de Housekeeper Travel or Tour Manager Duty Manager, Front Desk Operation, Duty Manager, Food Service Operation/ functions, Manager of small hotel/motel, or responsible for divisional operations of medium hotel</p>

Nomenclature & qualification type	Strands	Distinguishing characteristics of qualification	Specific Occupational Titles covered by qualification
APEC Diploma in Tourism	<ul style="list-style-type: none"> • Accommodation Services • Transport • Travel & Tours • Retail • Attractions • Activities • Food and Beverage • MICE (meetings, centres, conventions, & events) 	<p>This qualification is linked to managerial capability and overall technical mobility so is broadly based. Would include broad operational competencies and managerial competencies. A person with this qualification would be able to undertake wide-ranging and quite specialised tasks and processes, often in non-standard combinations.</p>	<p>e.g. Senior Manager with responsibility for entire operation of medium hotel or responsible for divisional operations in big hotel. Executive chef Banqueting/conference manager Food and Beverage manager</p>
APEC Advanced Diploma in Tourism	<ul style="list-style-type: none"> • Accommodation Services • Transport • Travel & Tours • Retail • Attractions • Activities • Food and Beverage • MICE (meetings, centres, conventions, & events) 	<p>A person with this qualification would be able to demonstrate command of complex tasks and processes across a broad scope, and apply these in complex, variable and specialised contexts. Would plan, resource, and manage processes and systems.</p>	<p>e.g. Top Executive concerned with strategic management, General Manager or Chief Executive, responsible for the entire operation of a big hotel or motel chain or tour operator company</p>

The APEC tourism occupational or functional qualification templates developed to match these descriptors will comprise combinations of APEC endorsed competency standards which are meaningful in the industry or enterprise context. There will be a range of qualifications across these levels, with more than one qualification at a particular level where this is necessary to accommodate the needs of different industry occupational groups, or to support multiple entry and exit points.

The model incorporates both types of qualifications mentioned in 8.3.2 and allows for an appropriate mixture of off-job and on-job assessment. While offering a progression of learning and training opportunities from foundation level to senior management work levels, the model does not make the achievement at one level a pre-requisite for achievement at the next level. It was considered that this would impose unnecessary restrictions on entry and exit points.

9.5.2.1 General standards

As New Zealand uses a functional approach to the development of standards, both these training organisations can include any of the 13,000 standards developed by other standards-setting bodies in their qualifications. Rather than listing a number of generic competency standards for use within their sector, each Industry Training Organisations nominates generic standards from the framework register for use for each qualification. For example, the competency standards, *Work in a diverse workplace* and *Perform calculations for the workplace* appear in most of their qualifications (NZQA 1998c) Competency standards from the categories Safety and Health, and Communications Skills also appear.

9.6 Proposed APEC Standard Framework specifications

The project team is proposing the following specifications for an APEC Tourism Standards Framework. They believe that it incorporates the necessary characteristics to promote qualification portability while remaining sensitive to the variety of circumstances and opportunities represented by the APEC member economies.

9.6.1 Performance levels

The project team proposes that there should be six performance or work levels distinguished by the key features listed in the following table. The team has taken a “best practice” approach and adapted the performance levels of Australia, New Zealand and Great Britain to more closely fit the objectives of the APEC tourism project.

Table 14:ATTF Performance Level Descriptors

Performance Characteristics	
Level 1	Undertakes a limited range of well-defined tasks and processes that are performed regularly, and are repetitive in nature. Little need to vary how tasks are completed. Learning primarily through recall. Work usually directed by others or documented procedures
Level 2	Undertakes a number of tasks and processes which are well defined and familiar and which may need to be carried out simultaneously. Often some choice in “how” within prescribed guidelines. Able to deal with routine problems using basic operational knowledge and interpreting available information. Work usually supervised by others but has some responsibility for own performance and quality of output. Uses some discretion and judgement.

Level 3	Undertakes familiar technical tasks and processes that may need to be adapted to meet unfamiliar situations. Makes informed judgements on basis of broad knowledge and technical expertise. Self directed activity under broad guidance with full responsibility for own performance and quality. Limited responsibility for the supervision and development of others.
Level 4	Undertakes specialist technical tasks and processes requiring choice in standard and non-standard procedures. Determines work methods and procedures from in-depth technical knowledge in a defined scope and analysis of available information. Self directed, and directs limited range of other workers. Works within broad guidelines, with full responsibility for own performance. Limited responsibility for the achievement of group outcomes.
Level 5	Undertakes wide-ranging and quite specialised tasks and processes, often in non-standard combinations. Able to apply specialist knowledge in more than one area to resolve problems in routine and non-routine contexts. Manages others and processes within broad parameters for defined scope, with complete accountability for determining and achieving personal and group outcomes.
Level 6	Has command of complex tasks and processes across a broad scope, and applies these in complex variable and specialised contexts. Uses in-depth knowledge across broad areas, significant specialisations, and research/thinking skills to analyse, transform and evaluate. May also generate new and novel responses to problems. Able to deal with the unpredictable. Plans, resources and manages processes and systems.

9.6.2 Credits

The project team believes that a currency value is useful to encourage flexibility in the design of qualifications and to promote credit transfer between qualifications. It recommends that a credit value of 1 credit for 10 hours of notional learning be used.

9.6.3 Scope

For the purposes of this project, tourism has been defined in the widest sense and the project team has included the hospitality sector as well as some aspects of the retail trade within its boundaries. In this way, the multi-sector, multi-industry composition of the tourism industry as described in Chapter 3 can be accommodated.

The project team recognise that there will be competency standards that will be required by all people working in the Tourism industry (for example,

APEC Advanced Diploma in Tourism (Management)

This Diploma recognises advanced business skills, knowledge, and competence required for people to undertake business operations, planning, coordinating and leadership roles in the tourism industry.

It includes competencies in strategic planning, quality systems, human resource management, financial management, marketing, small business management and business law.

People who undertake this qualification are able to demonstrate competence in generic technical areas as well as business and industry specialist areas.

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Indicative priority order**

The following sets of competencies are indicative of what the project team believes should be the priority for development and which would provide the competencies for the general qualifications described above. It is important to stress that the list is indicative only, as the titles of the competency standards will evolve during the process of development. The number of standards required to meet the needs of such a broad industry as Tourism are high so the following list would only meet the needs of the three qualifications listed earlier.

Table 16: List of priority competencies by category - Tourism Industry General

Tourism Industry General Areas	Key Outcome
Customer Service	Work in a diverse workplace Demonstrate customer service skills in the tourism industry Attend to customer enquiries face-to-face and on the telephone Deal with conflict situations Work with colleagues and customers Maintain personal presentation in the workplace Demonstrate simple cash flow management processes and techniques within the tourism industry Demonstrate security and control in cash handling situations within the tourism industry
Communication Skills	Communicate with people from other cultures Collaborate in a team or group to complete routine tasks Communicate information in a specified workplace Listen actively Participate in a team or small group

Table 16 cont'd

	<p>Provide work related information using [language e.g. English]</p> <p>Give direction using [language] in a work related context</p> <p>Communicate work related requirements on the telephone using [language]</p> <p>Use greeting and farewell expressions in a work related context using [language]</p> <p>Hold a conversation in [language] in a work related context</p> <p>Demonstrate knowledge of aspects of [country e.g. Japanese] culture impacting on the work related context</p>
Sales and Selling	<p>Initiate and close a sale</p> <p>Sell tourism products and services</p> <p>Develop and use sales aids</p> <p>Promote goods and services to customers</p> <p>Source and package tourism products and services</p> <p>Produce a promotion plan for a given product and/or service</p>
Tourism Industry Knowledge	<p>Demonstrate knowledge of an international tourism international product and/or service</p> <p>Demonstrate knowledge of a domestic tourism product and/or service</p> <p>Access and interpret tourism product information</p> <p>Develop and update tourism industry knowledge</p>
Numeracy	<p>Use standard units of measurement</p> <p>Perform calculations for the workplace</p> <p>Solve problems which require calculation with whole numbers</p> <p>Solve problems using calculations with numbers expressed in different forms</p>
Literacy skills	<p>Read texts giving instructions</p> <p>Read a range of texts for practical purposes</p> <p>Write a business letter</p>
Self-Management skills	<p>Demonstrate care and timeliness as an employee</p> <p>Apply a problem solving technique to solving a customer relationship problem</p>

Table 16 cont'd

	<p>Apply a problem solving technique to an organisational problem in the workplace</p>
Health and Safety	<p>Follow workplace hygiene procedures Follow workplace health and safety procedures Provide first aid</p>
Business Administration Services	<p>Use clerical systems and apply business procedures Provide general office reception services Plan and manage meetings Administer office systems Manage records systems Prepare accounting records and financial statements Source and present information Receive and store stock Control and order stock Process financial transactions Maintain Financial Statements</p>
Business Information Processing	<p>Use keyboarding skills to enter text Access and retrieve computer data Produce commercial documents on a computer</p>
Small Business Management	<p>Control and evaluate small business operations Manage small business operations Manage the development of small business ventures within the tourism industry Develop strategies to foster innovation and entrepreneurship for small business enterprises within the tourism industry Develop marketing options for small business enterprises within the tourism industry Manage financial resources for a small business enterprise Establish human resource needs of the small business operation Identify cost factors and assess cost, volume, profit relationships for small business enterprise Establish costs, prices, and conditions for provision of products and services for a small business enterprise</p>

Table 16 cont'd

<p>Management</p>	<p>Develop and manage marketing strategies for the tourism industry</p> <p>Develop and manage quality customer service within the tourism industry</p> <p>Develop and manage the performance of teams and individuals</p> <p>Develop and implement operational plans in a tourism environment</p> <p>Develop and implement business plans in a tourism environment</p> <p>Evaluate and manage corporate risk in a tourism environment</p> <p>Monitor environmental impacts and business opportunities in a tourism environment</p> <p>Develop, implement and review organisational strategies, strategic policies and plans in a tourism environment</p> <p>Manage diversity in the workplace</p> <p>Develop, manage and evaluate improvements to tourism products, services and systems</p> <p>Manage financial operations</p> <p>Manage physical assets</p> <p>Recruit, select and release staff</p> <p>Demonstrate knowledge of database design and management for strategic decision making</p> <p>Build and use a management information network</p> <p>Install and operate a quality management system</p>
<p>Security</p>	<p>Operate basic security equipment</p>