ASEAN GUIDING PRINCIPLES FOR QA AND RECOGNITION OF COMPETENCY CERTIFICATION SYSTEMS

INDONESIA
FINAL BENCHMARKING REPORT
# TABLE OF CONTENTS

- **PREFACE**: 1
- **TABLE OF CONTENTS**: 2
- **ACRONYMS**: 3
- **EXECUTIVE SUMMARY**: 4
- **Section.1**: THE SKILLS/COMPETENCY ASSESSMENT AND CERTIFICATION SYSTEM 8
- **Section.2**: THE RESPONSIBILITIES AND LEGAL BASIS OF THE COMPETENT BODIES 34
- **Section.3**: THE PROCEDURES FOR ASSESSMENT OF SKILLS AND COMPETENCIES AND AWARDING OF CERTIFICATES AND DIPLOMAS 41
- **Section.4**: LINK BETWEEN THE QUALIFICATIONS LEVELS DENOTED IN THE CERTIFICATES AND DIPLOMAS ISSUED AND THE IQF 58
- **Section.5**: THE QUALITY ASSURANCE SYSTEM COVERING THE SKILLS/COMPETENCY STANDARDS DEVELOPMENT AND APPROVAL, THE ASSESSMENT AND CERTIFICATION PROCEDURES AS LINKED TO:
  - i. THE GUIDING PRINCIPLES AND PROTOCOLS FOR COMPETENT BODIES AND PROVIDERS OF ASSESSMENT SERVICES (SECTION 4 OF AGP BOOK)
  - ii. ALIGNMENT WITH THE AMS REPORT FOR CRITERION 6 OF THE AQRF REFERENCING GUIDELINES 72
- **Section.6**: PARTICIPATION OF STAKEHOLDERS IN FORMULATING BENCHMARK REPORT 77
- **Section.7**: ENDORSEMENT OF THE REPORT AT THE NATIONAL LEVEL 79
- **ANNEX.1**: 80
# ACRONYM

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASEAN MRA-TP</td>
<td>ASEAN Mutual Recognition Arrangement for Tourism Professionals</td>
</tr>
<tr>
<td>AQRFE</td>
<td>ASEAN Qualifications Reference Framework</td>
</tr>
<tr>
<td>CAV</td>
<td>Competency Assessment Venue (TUK)</td>
</tr>
<tr>
<td>ANSE/BSNP</td>
<td>Agency For National Standards In Education</td>
</tr>
<tr>
<td>LPK</td>
<td>Lembaga Pelatihan Kerja (Training Institution)</td>
</tr>
<tr>
<td>CBT</td>
<td>Competency Based Training</td>
</tr>
<tr>
<td>CBA</td>
<td>Competency Based Assessment</td>
</tr>
<tr>
<td>CC</td>
<td>Competency Certificate (SKK)</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institutes</td>
</tr>
<tr>
<td>INCS</td>
<td>Indonesian National Competency Standard (INCS)</td>
</tr>
<tr>
<td>IPCA</td>
<td>Indonesian Professional Certification Authority (BNSP)</td>
</tr>
<tr>
<td>IQF</td>
<td>Indonesian Qualification Framework (KKNI)</td>
</tr>
<tr>
<td>MoM</td>
<td>Ministry of Manpower</td>
</tr>
<tr>
<td>MOEC</td>
<td>Ministry of Education and Culture</td>
</tr>
<tr>
<td>MoTCE</td>
<td>Ministry of Tourism and Creative Economy</td>
</tr>
<tr>
<td>NAB</td>
<td>National Accreditation Board</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-formal Education</td>
</tr>
<tr>
<td>NVTS</td>
<td>National Vocational Training System (Sislatkernas)</td>
</tr>
<tr>
<td>PCA</td>
<td>Professional Certification Agency (LSP)</td>
</tr>
<tr>
<td>RMCS</td>
<td>Regional Model Competency Standard</td>
</tr>
<tr>
<td>TCCA</td>
<td>Technical Committee of Competency-based Assessment</td>
</tr>
<tr>
<td>TVET</td>
<td>Training Vocational Education Training</td>
</tr>
<tr>
<td>VHS</td>
<td>Vocational High School (SMK)</td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training Center (BLK)</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

The development of workforce competences in Indonesia refers to the Law Number 13 of 2003 on Manpower and Government Regulation Number 31 of 2006 on the National Vocational Training System. The National Vocational Training System, hereinafter referred to as NVTS, is the interrelation and integration of various components of vocational training (Sislatkernas) objectives which aims to:

1. Acquire an effective and efficient national vocational training in order to improve the quality of the human resource
2. Provide direction and guidance in the organization, guidance, and control of vocational training
3. Optimizing the utilization and empowerment of all vocational training resources

The basic principles of vocational training in the NVTS are:

1. Focus on the needs of the job market and human resource development
2. Based on work competency standards
3. Is a shared responsibility between the business, government, and society
4. Is part of the development of lifelong professionalism, and
5. Arranged in a fair and non-discriminatory manner

The NVTS rests on 3 (three) main components which are interrelated and synergistic in achieving the NVTS goals. The three main components are firstly the competency standard and competency qualification, secondly competency – based training, and thirdly competency – based assessment leads to certification. Descriptions of the three components are referred to as follows:

1. Competency Standards and Competency Qualifications

In NVTS, competency standards and competency qualifications are the first and main component because of its position as a reference in the design and implementation of training programs as well as the design and implementation of competency certification schemes. Competency standards are developed through the process of mapping the needs in each economic sector, then through a robust process of formulation and verification, validation, standardization and promulgation. The Indonesian National Competency Standards are reviewed at least within 5 years.

Competency standards are prepared and developed by the Competency Standards Committee proposed by sectoral ministries / non-ministerial institutions. Competency standards (competency qualifications) can be applied compulsorily or voluntarily. Competency standards applied compulsorily if (1) it relates to work that contains a lot of potential occupational safety and health hazards, (2) may cause many potential disputes, and (3) is strategic in increasing productivity and competitiveness according to Regulation
of the Minister of Manpower Republic of Indonesia Number 2 of 2016 on the Indonesian National Competency Standard System.

There are 3 (three) types of competency standards that can be used as a reference in the design and implementation of competency – based training as well as the design and implementation of competency – based assessment certification schemes. The competency standards referred to are:

a. Indonesian National Competency Standards, namely competency standards set by Indonesia and applicable in the territory of Indonesia

b. International Competency Standards, namely competency standards developed and established by a multinational organization and applicable to countries that are members of the multinational organization

c. Specific Competency Standards, which are competency standards developed and established by a particular company or organization and only apply internally within the company or organization concerned, or other organizations that have a cooperative relationship with the company / organization concerned

In accordance with Government Regulation on the National Vocational Training System, implementation of training in each VTC must refer to a recognized competency standard. Competency standards may consist of Indonesian National Competency Standard/Standar Kompetensi Kerja Nasional Indonesia (INCS/SKKNI), International competency standards, or other specific competency standards. Competency standards are the main basis for each VTC to develop training programs and curricula.

In relation to INCS, the process of its formulation is regulated through Regulation of the Minister of Manpower Republic of Indonesia Number 3 of 2016 on Procedures in Establishing Indonesian National Competency Standard. The preparation is based on industry/user needs by industry practitioners or those who have experience in the industry to ensure that the national competency standards are in accordance with the demands of industrial needs and achieved through national consensus. The INCS model follows the model suggested by the International Labor Organization (ILO), namely the Regional Model Competency Standard (RMCS). Each national competency standard will have several competences or learning outcomes and is expressed in competency units.

2. Competency Based Training

Competency Based Training (CBT) is the overarching activity to give, obtain, improve, and develop work competence, productivity, discipline, attitude and work ethic, at a certain level of skills and expertise in accordance with the level and qualifications of the position or occupation (Government Regulation Number 31 of 2006). CBT is a vocational training in which the program design and implementation is based on certain competency standards. There are 7 (seven) standards of CBT, namely:
a. Standard of Content of the training program, including curriculum, syllabus, modules and other training materials
b. Standard of Process including training methods, both theory and practice, including on-the-job training
c. Standard of Assessment, including material and assessment methods as well as graduation standards
d. Standard of Instructor / facilitator and other coaching staff, including the number and qualification of competencies
e. Standard of Equipment and Facilities, including types, quantities and specifications
f. Standard of Management, including the operationalization of training from planning, implementation, to evaluating the overall implementation
g. Standard of Financing, including sources of financing and their use

CBT can be implemented by government training institutions, private training institutions or corporate training institutions. Training institutions must meet the minimum requirements as a competency-based training provider. To be able to organize CBT private training institutions must obtain a permit from the agency responsible for manpower in the district / city. For the government training institutions, the institution registers its activities to the agency responsible for manpower affairs in the regency / city. The same applies to corporate training institutions that carry out training programs for internal corporate purposes. In terms of the training programs that are intended for the public participants, company training institutions must obtain permits from the agency responsible for manpower in the district / city.

3. Competency Certification
Competency certification is the process of giving competency certificates carried out systematically and objectively through competency assessment in accordance with Indonesian National Competency Standards, International Standards and / or Specific Standards. Meanwhile, competency certifications are awarded to learners and society members as an acknowledgement toward their competency in performing certain work after complying in a competency assessment scheme.

Competency certification can be taken by graduates of vocational education and training institutions, and / or workers who have sufficient work experience. Competency certification is carried out by the Professional Certification Agencies (PCA’s) which are licensed by the Indonesian Professional Certification Authority (BNSP). The competency certification scheme (along with the competency assessment instruments), are developed referring to the Indonesia National Qualification Framework (IQF) and / or National Occupational Qualification (NOQ). For certain specific interests, competency certification can be arranged in the scheme of cluster of competencies. The competency certification scheme is developed by PCA and approved by IPCA/BNSP.
PCA’s conduct assessment and certification of competencies based on the certification scheme license scope approved by BNSP.

Meanwhile, competency certifications are awarded to learners and society members as an acknowledgment toward their competency in performing certain work after being deemed competent through a competency assessment administered by an accredited education provider or certification body.

BNSP develops a competency certification quality assurance system. The system referred to as regulated in:

a. BNSP Regulation Number 1/BNSP/III/2014, concerning Guideline Number 201 on Conformity Assessment on The General Requirements for Professional Certification Agency
b. BNSP Regulation Number 2/BNSP/III/2014, concerning Guideline Number 202 on the Establishment of Professional Certification Agency
c. BNSP Regulation Number 3/BNSP/III/2014, concerning Guideline Number 208 on the General Requirements for Professional Certification Agency Licensing
d. BNSP Regulation Number 5/BNSP/VII/2014, concerning Guideline Number 206 on the General Requirements for Competency Assessment Venue
e. BNSP Regulation Number 2/BNSP/VIII/2017, concerning Guideline Number 210 on the Development and Maintenance of Professional Certification Schemes
SECTION 1
The Competency Assessment And Certification System Of Indonesia

DESCRIPTIONS
The competency certification system in Indonesia relies on a single unit of competency standards which are classified into certain qualifications of competency. Such as occupational qualifications, IQF qualifications or just clusters of competency units. Competency Certification Systems are developed as an integral part of the Competency Based Human Resource Development System. Competency certification can be taken by graduates of competency – based education and training programs as well as those who have sufficient work experience in certain occupations.

Quality and employment qualifications issued by ministries or other government institutions, including private companies and state-owned companies. Most of these regulations are applied in a limited manner within the respective government institutions, state-owned companies or private companies. They regulate aspects concerning the determination of the level of qualifications and work capabilities needed at each career level within the institution, as well as the recognition of competences resulting from internal and external training institutions.

A. Mandate/Legal Framework
The competency certification system in Indonesia is designed and implemented with reference to the following regulations:

1. Law Number 13 of 2003 on Manpower under the Ministry of Manpower
As the main umbrella of manpower development in Indonesia, this law describes the important role and position of the workforce as an actor as well as object of the national development. This law mainly addresses the quality improvement of the workforce competencies and its participation in the development as well as workforce and family protection. Workers obtain competency recognition after participating in training followed by professional certification. The body that has the authority and become a reference in the implementation of professional certification nationally is called Indonesian Professional Certification Authority (IPCA) known as BNSP, mandated by Government Regulation Number 10 of 2018.

2. Law Number 20 of 2003 on the National Education System under the Ministry Education and Culture
This law describes the base, functions, objective and principles of education management. Technical and vocational education and training (TVET) is one of the many types of education stated in this law. TVET is conducted in the level of secondary education as well as higher education in the form of formal and non-formal education.

3. Government Regulation Number 31 of 2006 on the Vocational Training System (NVTS) is a derivation from Manpower Law Number 13 of 2003 and this regulation describes objective, basic principles, programs and implementation of competency-based training (CBT) conducted in training institutes (LPK). Training participants accomplishing CBT have a right to get the training certificate and/or workplace competency certificate. To obtain a competency certificate, participants need evidence to be declared competent through a competency assessment conducted by PCA.

4. Government Regulation Number 52 of 2012 on Competencies Certification and Certification of Tourism Business Sector. This regulation describes objectives and development of competencies certification of Tourism workforce. Development of competency certification consists of development of standards, development of certification scheme, implementation of competencies certification, harmonization and recognition of competency certification in the tourism area. Standards development is coordinated by government agencies together with tourism business association, professional association and academicians. Certification scheme in the tourism sector includes IQF, national occupational qualification as well as cluster scheme, competency units and proficiency testing. Tourism business must employ workers with competency certificates. Competency assessment is conducted by PCA in the tourism sector.

5. Government Regulation Number 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP) is a derivation of Law Number 13 of 2003 on Manpower. BNSP plays a pivotal role to implement the national workforce competency certification system. As an independent institution, BNSP reports to the President. To carry out its duties, BNSP has functions to develop, supervise and foster the implementation of the national certification system in Indonesia. As an independent body, board members of BNSP are selected through a selection committee consisting of several ministry officials and representatives from the chamber of commerce and industry. The selected board members are then recommended by the Manpower Minister to the President to be appointed through a Presidential Decree for five years term. In order to fulfill this mandate, BNSP issued a license to the Professional Certification Agency (PCA) to implement the national certification system on its behalf.
6. Regulation of the Minister of Manpower Republic of Indonesia Number 2 of 2016 on the Indonesian National Competency Standard System.
Competency standards are developed through the process of mapping the needs in each economic sector, then through a robust process of formulation and verification, validation, standardization and promulgation. The Indonesian National Competency Standards are reviewed at least within 5 years.

Competency standards are prepared and developed by the Competency Standards Committee proposed by sectoral ministries / non-ministerial institutions. Competency standards (competency qualifications) can be applied compulsorily or voluntarily. Competency standards applied compulsorily if (1) it relates to work that contains a lot of potential occupational safety and health hazards, (2) may cause many potential disputes, and (3) is strategic in increasing productivity and competitiveness.

7. Republic of Indonesia Presidential Decree Number 8 of 2012 on Indonesian Qualifications Framework (KKNI)
IQF consists of 9 levels of qualifications. Operator is on the level of 1,2,3, while Technician/analyst is on the 4,5,6 level, and expert is on the level of 7,8,9. Each level of the IQF can be accessed through formal education or accumulated training and / or experience (including self-education), with equal recognition among each other. Competency qualifications at each level of the IQF, used as a reference in the design of education and / or training and competency certification. The application of the IQF in various business sectors, regulated by the minister of education, the minister of manpower and the sectoral technical ministries.
The article 1 paragraph 1 explained that IQF is a framework that can compare, equalize, and integrate qualifications resulting from education, work training, and work experience in order to provide appropriate work competency recognition with work structures in various sectors.

8. Presidential Instruction Number 9 of 2016 on Revitalization of TVET High Schools within the Framework of Improvement on Quality and Competitiveness of Indonesian Human Resources.

The focus of this Presidential Instruction is to increase coordination, cooperation and synergy between educational institutions, training institutions and industries. Related to the certification process, BNSP is mandated to foster competency certification for TVET High Schools graduates as well as TVET teachers. BNSP also requested to foster TVET High Schools to obtain license as 1st Party PCA.

This regulation stated that every tourism workforce must possess competency certificates. This competency certificate is awarded to workers who conform to the competencies according to the INCS in tourism, international standards, and/or specific standards.

**B. Structure of Indonesian Professional Certification System**

Competency based assessment and certification is an integral part of the National Competency Development System based on the Government Regulation Number 31 of 2006. There are 3 pillars of Indonesia Competency-based Human Resource Development through NVTS. Those are 1) Standards Development, 2) Competency-based Education and Training, 3) Competency-based Assessment and Certification. To formulate those standards, the Ministry of Manpower (MoM) chaired the coordination and management among sectoral technical ministries including the Ministry of Tourism and Creative Economy (MoTCE). Proposed standards from technical ministries will be developed and processed through national convention among stakeholders from government and industry representatives/ association. BNSP as stakeholder participate during the standard development process.

![Diagram.1](image_url)
Based on those standards, public or private TVET providers deliver the competency-based education and or training programs to the public. To ensure the quality of their TVET programs, those TVET providers need to be accredited by the relevant ministries. Diagram below is the illustration of the accreditation structure and process of TVET providers under MoM and MoEC. In Indonesia, various ministries also provide TVET for their own (internal) human resource purposes. For example, Ministry of Defense develop TVET institutes for military or police education or Ministry of Home Affairs operate Vocational HEI namely Institute of Home Affairs to supply HR for the ministry needs. MoTCE as one of the technical ministries also operates 2 Tourism Higher Institute (Sekolah Tinggi Pariwisata/STP), 3 Tourism Polytechnic, and 1 Tourism Academy. However, MoEC also supervises those TVET providers and those TVET providers need to get accreditation by the National Accreditation Agency either for VHS, VHEI, or NFE Institutes. However, to ensure the quality of professionals, BNSP will also use those standards endorsed by MoM and technical ministries as a reference to conduct Indonesian professional certification system. BNSP will license PCA and then PCA will conduct the competency certification process.

**TVET Providers Accreditation and Professional Certification of Its Graduates**

Diagram below is an illustration of the accreditation structure and process of TVET providers under MoM and MoEC. INCS that have been developed under coordination of MoM will be used as a reference for public or private training institutes. Through the Agency For National Standards In Education (BSNP), INCS is being used as reference during the development of National Curriculum for Vocational High Schools. INCS is available for public on the MoM website and could be directly used by Vocational Higher Education Institutes (HEI) and also private commercial courses providers to develop their VET.

Under coordination of MoM, there are three types of trainings institutes namely:

- LPK (Lembaga Pelatihan Kerja) or private training institutes
- Vocational Training Center / BLK (Balai Latihan Kerja) or public training institutes (owned by government in national or provincial level)
- BLKLN (Balai Latihan Kerja Luar Negeri) or private training institutes to prepare overseas workers

To ensure quality of those training institutes, LA-LPK (Lembaga Akreditasi Lembaga Pelatihan Kerja) or Training Provider Accreditation Authority is assigned. Through the accreditation process, LA-LPK makes sure that those training institutes implementing training programs conforms to 8 quality standards set by MoM.
Accreditation process for TVET institutes under coordination of MoEC is conducted by National Accreditation Agency or Badan Akreditasi National (BAN). There are several type of TVET institutes under MoEC namely:

- Vocational High Schools (VHS) or Sekolah Menengah Kejuruan (SMK)
- Vocational Higher Education Institutes (VHEIs) in the form of academy, community college (CC), polytechnic, and also advance schools or Sekolah Tinggi
- Commercial Courses and Training Providers or LKP (Lembaga Kursus dan Pelatihan)

There are three relevant National Accreditation that work in specific levels or types of education. Those are National Accreditation Agency for Schools, National Accreditation Agency for Vocational Higher Education Institute, and National Accreditation Agency for Non Formal Education. INCS is used as reference during development of standards and curriculum by Agency For National Standards In Education or Badan Standar Nasional Pendidikan (BSNP) for TVET institutes.

Graduates of those TVET institutes will receive accomplishment certificates based on their education level/training program level issued by TVET providers. However, in order
to be qualified as professionals in certain competencies, those graduates will need to take the competency certification process provided by PCA. Once they obtain certain competencies as it is proved within the certification process, competency certificates will be issued for them by BNSP.

In general, there are three certification stages as shown in the diagram below. First is defining competency standards that have been endorsed by MoM. Second is forming PCA as a competency certification provider. To be eligible to conduct the certification process, PCA must be licensed by BNSP. Last stage is conducting competency-based certification by PCA. Competent workers will get professional certification issued by BNSP.

Diagram 3

On the first stage, requirements of workers competencies are defined and drafted with the intensive involvement of association as industry representatives. Chaired by MoM, together with relevant sectoral ministries and industry representatives, those drafts of competencies are presented in a national convention. INCS is the result of that national convention endorsed by government representatives and witnessed by BNSP.
In order to conduct certification process nationwide, BNSP as the authority implements a national certification system and approves licenses to PCA(LSP) to conduct certification schemes on behalf of BNSP. Industries, industry/professional associations, or TVET institutes may apply for license as PCA. PCA must verify and ensure that the assessment venue (Tempat Uji Kompetensi/TUK) requirement meets the standard. BNSP conducts licensing assessment process to PCA. If they are successfully licensed, then PCA can conduct the competency – based assessment and certification process at the verified assessment venue according to the certification scheme as their license scope.

Based on BNSP Regulation Number 2/BNSP/III/2014 on The Guideline number 202 on the Establishment of Professional Certification Agency, Professional Certification Agency
(PCA) conducts competency certification on behalf of BNSP. PCA has functions to develop certification schemes, develop assessment materials, develop workplace assessors, as well as conduct surveillance to the certificate holder. Before the actual certification process, PCA will need to verify and ensure the assessment venue meets with the required standard.

To be licensed by BNSP, PCA will need to develop certification schemes based on competency standards verified by BNSP, develop assessment tools and methods, provide assessors, as well as verify the assessment venues (TUK). In order to participate in the certification process, candidates will need to apply to PCA and then attend the assessment in the designated assessment venue. BNSP will monitor this process and if successful the participants will be awarded with a professional certificate issued by PCA on behalf of BNSP. In brief, the ecosystem of national quality assurance by conducting competency-based certification is described in the diagram below.

Based on the national industries needs and requirements, INCS is endorsed by MoM, sectoral technical ministries, and also BNSP. BNSP will license and monitor the PCA activities in order to conduct competency-based assessment and certification. PCA will define and coordinate several assessment venues under BNSP surveillance. To be
certified, professional workers will need to go to assessment venues (TUK) and participate in a competency-based assessment. TVET institutes (in the form of non-formal training centers or formal TVET schools/HEI) will support and prepare those workers to be ready during the assessment.

A. Components of Indonesian professional Quality Assurance Certification System
There are six (6) components of Indonesian Professional Certification System:

1. Institutional Development
2. Licensing of Professional Certification Agency
3. Development and Implementation of Competency Based Professional Certification System
4. Development and Implementation of Competency Based Professional Certification for Education and Vocational Training System
5. Harmonization of Certification
6. Development of Data and Integrated Management System
Details of each components are described as follows:

Diagram. 8

1. Institutional Development
There are three main institutions within the Indonesian Professional Certification System. Those are:

a. Indonesian Professional Certification Authority (BNSP) or Badan Nasional Sertifikasi Profesi (BNSP)
BNSP is the main authority in charge of the development as well as implementation of Indonesian Professional Certification System. Due to the very large scope of competency assessment, BNSP (through a credible licensing system) authorizes professional certification agency (PCA) to conduct assessment and issues professional certificate, on behalf of BNSP. BNSP simultaneously controls and monitors the implementation of the certification process.

b. Professional Certification Agency (PCA) or Lembaga Sertifikasi Profesi (LSP)
On behalf of BNSP, PCA conducts competency-based assessment and certification. The Certification Management System Requirements of PCA conforms to BNSP Regulation Number 1/BNSP/III/2014, concerning Guideline Number 201 on Conformity Assessment on The General Requirements for Professional Certification Agency. While the guideline of the PCA establishment is explained in the BNSP Regulation Number 2/BNSP/III/2014,
concerning Guideline Number 202 on the Establishment of Professional Certification Agency.

Based on that guideline, there are three types of PCA, namely:

- 3rd party PCA (LSP P3) is established by industry and or professionals’ associations. This PCA conducts competency certification for a wider target group and the public

- 2nd party PCA (LSP P2) is established by industry to certify its suppliers’ employees or employees of its business network

- 1st party PCA (LSP P1) is established by companies/organizations/TVET Institutes to certify their employees/students

c. Competency Assessment Venue (CAV) or Tempat Uji Kompetensi (TUK)
PCA conducts its competency assessment in an Competency Assessment Venue. CAV is an integral part of PCA verified by PCA. A PCA could cooperate with several CAV to conduct several assessments according to its scope of certification scheme licensed by BNSP. Competency Assessment Venue establishment is explained in the BNSP Regulation Number 5/BNSP/VII/2014, concerning Guideline Number 206 on the General Requirements for Competency Assessment Venue.

2. Licensing of PCA
PCA’s must register themselves and obtain license from BNSP to be eligible to conduct competency assessment. The licensing assessment process is conducted based on the BNSP Regulation Number 3/BNSP/III/2014, concerning Guideline Number 208 on the General Requirements for Professional Certification Agency Licensing. This guideline covers requirements and procedures to get the PCA license. Prior to the licensing process, BNSP may facilitate training or any kind of assistance in the licensing preparation in accordance with BNSP program and its resources availability. The license issued by BNSP includes verification of certification schemes. PCA can only operate according to the certification scheme approved and licensed by BNSP.

3. Development and Implementation of Competency-based Professional Certification

After PCA gets a license from BNSP, it may conduct Competency-based Professional Certification in the Assessment Venue. Competency-based Professional Certification is conducted by following these mechanisms:

a. Providing information access on competency certification openly to those who are interesting in taking competency assessment for certification
b. Complete application document to join competency assessment in specific certification scheme within the scope of the Professional Certification Agency license

c. Candidate participate in a self-assessment to ensure that he/she is eligible to join certain certification scheme

d. Assign competency assessors to assess participants

e. Conduct competency assessment

f. Preparing and submitting recommendations on competency assessment results

g. Conduct a plenary session to determine the result of assessment (competent or not yet competent)

h. Issuance of competency certificates

i. Conduct Surveillance of competence

In case there is an urgent need from stakeholders (Industry/governments) or public but those sectors/sub-sectors/professional areas do not have any PCA yet, BNSP may form Technical Committee of Competency-based Assessment (TCCA) or Panitia Teknis Uji Kompetensi (PTUK) to conduct the assessments. Implementation of competency – based assessment follows the principles of validity, reliability, flexibility, and fairness.

4. Quality Assurance of the Competency-based Professional Certification

Based on the BNSP Regulation Number 3/BNSP/III/2014, concerning Guideline Number 208 on the General Requirements for Professional Certification Agency Licensing. BNSP monitors PCA performance to conduct the competency-based assessment and certification as required in its license. In order to ensure the quality of certification process is always well-maintained, PCA develops a quality assurance system based on the BNSP Regulation Number 1/BNSP/III/2014 concerning Guideline on Conformity Assessment on The General Requirements for Professional Certification Agency. Periodic surveillance is conducted by BNSP at least once a year.

Activities related to the implementation and maintenance of quality assurance system by PCA are as follows:

a. Controlled quality document is being distributed, understood and applied

b. Internal audits are conducted periodically, and the results are used for continuous development

c. Review of management effectiveness is carried out periodically and the results are used for continuous development

d. Continuous efforts in developing competency certification being implemented to maintain the sustainability of PCA
5. Development of Information Management System
In order to enhance the management of competency-based assessment and certification process, both BNSP and PCA need to implement an integrated management system of certification by utilizing information and communication technology. BNSP uses a management information system in order to plan, organize, monitor, assess, control and supervise the implementation of the certification process by PCA. This integrated certification information system is also used by PCA in order to conduct certification processes including a series of processes from upstream (registration of participants) to downstream (issuing the professional certificate).

An advanced and developed PCA is characterized by the availability of a complete and well-maintained information management system. In order to utilize that system, PCA made following efforts:
   a. Providing adequate computers or any required ICT devices both in number and type
   b. Applying an information management system in the process of PCA management as well as in the process of competency certification
   c. Providing easy access to that information system

6. Harmonization of Certification
BNSP establishes the BNSP Guidelines for institutional cooperation between related sectors and certification organizations to conduct cooperation / harmonization at the time of the implementation of certification schemes that are either advisory or compulsory.

BNSP establishes procedures for implementing institutional collaboration
   a. Cross-sectoral
      BNSP can collaborate with various national and international cross-sectoral institutions in the field of professional certification. Cooperation carried out across sectors is outlined in a mutual agreement or MOU.
   b. Bilateral cooperation
      BNSP can carry out bilateral cooperation with various countries in the field of professional certification in accordance with the agreement of both parties.
   c. ASEAN (regional) cooperation
      BNSP can carry out regional cooperation in the field of competency certification. Cooperation that is carried out in the regional area is outlined in the Agreement signed by the authorized parties.
   d. Multilateral cooperation
      BNSP can carry out multilateral cooperation in the field of competency certification by stemming from cooperation carried out in the field of employment. Multilateral cooperation is outlined in the Agreement signed by the authorities.
A. The Quality Assurance of Competency-based Assessment and Certification

The quality assurance system of competency assessment and certification procedures is conducted based on the guideline number 301 on the implementation of professional certification as stated on BNSP Regulation Number 9/BNSP/XI/2013. The main target of quality assurance during the certification process is 1) BNSP as the professional certification authority and PCA as professional certification provider, 2) assessment venue, 3) assessors, 4) assessments materials, methods, tools and instruments, as well as 5) quality assurance on assessment decision and certificate issuance.

1. Quality Assurance on BNSP and PCA’s

BNSP is an independent institution established by the Government Regulation Number 23 of 2004, which was amended through the Government Regulation Number 10 of 2018. Within the national certification system, BNSP is the only authorized agency responsible for the development and implementation of national competency-based assessment and certification in Indonesia. BNSP delegates the authority to implement competency certification to the PCA’s by implementing a licensing system through means of approval process. In the licensing process, BNSP is supported by certified licensing assessors and certified competency assessors as well as verified assessment venues. In order to conduct its duties and mandates, BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification. BNSP is accountable to the President, to ensure internal quality of management, BNSP establishes an internal quality management system.

PCA’s as the implementing agency of BNSP in order to conduct competency-based assessment as well as issuing professional certificate, must be independent and adhere to the following BNSP regulations such as:

- BNSP Regulation Number 9/BNSP/XI/2013 on Guideline Number 301 to Implement Competency Certification
- BNSP Regulation Number 5/BNSP/VII/2014 on Guideline Number 206 of General Requirement of Assessment Venue
- BNSP Regulation Number 2/BNSP/VIII/2017 as an amendment of BNSP Regulation Number 4/BNSP/VII/2014 on Guideline Number 210 to Develop and Maintain Professional Certification Scheme

2. Quality Assurance on Assessment Venues

As venues where PCA’s conduct competency assessments, this venue must meet certain requirements, in compliance with BNSP Regulation Number 5/BNSP/VII/2014 on Guideline Number 206 of General Requirements Of Assessment Venue. In general, those requirements are:

- the availability of equipment, facilities and tools to conduct competency assessment based on the certification scheme
the application of quality management system, and
should already be verified and specified by PCA

Based on the BNSP guidelines, there are three types of assessment venues:

- **Workplace Assessment Venues**
  This assessment venue is located within the company area and passed the PCA verification.

- **Temporary Assessment Venues**
  This assessment venue is located at any venue which meets the requirements to be an assessment venue. Temporary assessment venues must be verified by PCA every time the assessment venue is used.

- **Independent Assessment Venues**
  This assessment venue is a relatively permanent assessment venue owned by other institutions outside PCA. Independent assessment venues should be an integrated part of PCA and should be verified by PCA. Independent assessment venues should develop and maintain their quality management system in accordance with BNSP guidelines.

### 3. Quality Assurance on Assessors
Assessor of competency-based assessment is the key of competency certification system. BNSP Regulation Number 10/BNSP.303/XI/2013 concerning Guideline Number 303 on The General Requirements for Assessor, Master Assessor, Lead Assessor stated that assessors must have relevant technical competencies and also methodology to assess those competencies. There are two level qualifications of assessors: Master Assessors and Workplace Assessors. Master assessor is a competency assessor who is able to train candidates for the workplace assessor. Both Workplace Assessor and Master Assessor must be certified and registered by BNSP.

### 4. Quality Assurance on Assessment Materials, Tools and Methods
Based on BNSP Regulation Number 2/BNSP/VIII/2017 on Guideline Number 210 to Develop and Maintain Professional Certification Scheme, competency certification must be based on certification scheme. There are three types of certification schemes: 1) certification scheme based on occupational qualifications, 2) certification scheme based on Indonesian Qualification Framework (IQF) and 3) certification scheme based on cluster of competencies. The occupational certification scheme and IQF certification scheme are nationally standardized, while the competency cluster certification scheme is flexible and tailored to meet specific needs of certain companies. Each certification scheme contains several competency units based on the competency area as well as its level of qualification. Each competency unit requires difference assessment materials, tools and methods that should be determined by PCA. Assessor applies those assessment
materials, tools and methods in the process of assessment by following the certification procedure.

5. **Quality assurance on Assessment Decision and Certificate Issuance**
PCA holds a plenary meeting to evaluate assessor recommendation and then determine the final result of competency assessment. When required the PCA may form a technical committee to independently review the assessor recommendation and provide recommendations to PCA. There will be only two possibilities of the result of assessment: “competent” or “not yet competent”. If the result is competent, PCA (on behalf of the BNSP) awards the professional certification. For those professional certificate holders, PCA should conduct monitoring and surveillance (at least once a year) to ensure that certificate holders are still competent. Those professional certificates are valid up to certain years depending on the area and certification scheme of competency.

6. **Implementation of Competency-based Assessment and Certification Implementation in All Sectors**
Professional certification in Indonesia was implemented long before 2000. However, the structured and systematic manner of professional certification implementation is being developed after the issuance of Law Number 13 of 2003, Government Regulation Number 23 of 2004 and Government Regulation Number 31 of 2006. During this period until 2019, the result has been achieved as illustrated in the following diagrams.

There are 9 industry sectors with 815 standards that are publicly used as reference by TVET institutes as well as BNSP and PCA to create certification schemes. Availability of INCS in various sectors is described in the diagram below.
Table 1

Those standards are currently being referenced by 1550 PCA’s spreading out over 34 provinces in Indonesia. Number of PCA’s in every province to conduct competency-based assessment and certification based on the INCS of those 9 sectors are shown below.
Competency Assessors are available at the BNSP website ([www.bnsp.go.id](http://www.bnsp.go.id)).

Master assessors and/or assessors assess competency of participants in the assessment venue. Currently there are 124 master assessors and more than 30,000 assessors in the 34 provinces.
1. Implementation in the Tourism Sector

From 2015 -2018, in the Tourism sector, currently there are 3,244 assessors for various certification schemes.
Those assessors have successfully certified 238,932 professionals.

The output data form Certification resource, workforce certification PCA, Assessor, Master Assessor that is presented in Diagram 9 – Diagram 12 available at the BNSP website. ([www.bnsp.go.id](http://www.bnsp.go.id))

1. **Term and Definitions**

1. **ASEAN Qualifications Reference Framework**
   A common reference framework which functions as a device to enable comparisons of qualifications across ASEAN Member States.

2. **Assessment**
   Process undertaken by the authority body to determine the competence of a professional certification body, based on standard(s) and/or other normative documents and for a defined scope of license.
3. **Assessment program**  
Set of assessments consistent with a specific license scheme that the authority body performs on a specific professional certification body during a license cycle.

4. **Assessment technique**  
Method used by an authority body to perform an assessment.

5. **Assessment Venues (TUK)**  
Is a workplace or a good workplace simulation (meets the requirements of "good practices") that can be used to conduct competency assessments and allow to demonstrate 5 competency dimensions.

6. **Assessor for licensing**  
Person assigned by an authority body to perform, alone or as part of an assessment team, an assessment of a conformity assessment body.

7. **Authority body personnel**  
Internal or external individuals carrying out activities on behalf of the authority body.

8. **Certification applicants / Candidates**  
People who have registered to be accepted follow the certification process.

9. **Certification participants / Assessee**  
Certification applicants who have met the requirements and who have been accepted through the certification process.

10. **Certification schemes**  
Is a package of competencies and specific requirements relating to certain categories of competencies or expertise of a person.

11. **Clusters**  
The process of grouping together a number of competencies into combinations which have meaning, and purpose related to learning and assessment, and to work functions and needs in an industry or enterprise. However, clusters do not equate to complete job roles in an industry.

12. **Competence**  
Competence is an ability that extends beyond the possession of knowledge and skills.
13. **Competency-based assessment**
The process of gathering and evaluating evidence to decide whether a person has achieved a learning outcome, a competency standard or a qualification.

14. **Competency assessors**
People who have competence and get official assignments to conduct and provide an assessment in assessment that require professional judgement or justification.

15. **Competency Certification in the Field of Tourism**
is the process of providing competency certificates in the field of tourism which are carried out systematically and objectively through assessments in accordance with Indonesian National Competency Standard, international standards and / or special standards.

16. **Granting license**
Indicators of the extent to which the assessment results are consistent for assessments conducted at different times and places, different test methods, and different competency assessors.

17. **Indonesian National Competency Standards (INCS)**
Formulation of work ability that covers aspects of knowledge, skills and / or expertise as well as work attitudes that are relevant to the implementation of the duties and conditions of office that are determined in accordance with the provisions of the legislation in force.

18. **Indonesian Qualification Framework (IQF/KKNI)**
A competency qualification skeleton framework that can juxtapose, equalize, and integrate education and work training as well as work experience in the context of providing work competency recognition in accordance with the work structure in various sectors.

19. **Integrated assessment**
A concurrent assessment covering multiple elements and/or units of competence, focusing on a whole-of-job role or function.

20. **Interested party**
Person or organization with a direct or indirect interest in licensing.

21. **International competency standards**
Competency standards developed and established by a multinational organization and used internationally.
22. **Job Training**  
Is the overall activity to improve, and develop work competence, productivity, discipline, attitude, and work ethic at certain skill levels and expertise in accordance with leadership and occupational levels and qualifications.

23. **Job Training Institution**  
Government agencies, agencies law or individuals who meet the requirements for organizing job training.

24. **Lead Assessor for licensing**  
Assessor who is given the overall responsibility for the management of an assessment.

25. **Learning outcomes**  
Are abilities acquired through internalized knowledge, attitudes, skills, competencies, and accumulated work experience.

26. **Licensing body**  
Authoritative body that performs licensing by using conformity assessment process and activities.

27. **Licensing scheme**  
Rules and processes relating to the licensing of professional certification bodies to which the same requirements apply.

28. **License symbol**  
Symbol issued by the authority body to be used by professional certification bodies to indicate they are licensed.

29. **Maintaining license**  
Confirming the continuance of license for defined scope.

30. **National Vocational Training System (NVTS)**  
Hereinafter referred to as *Sistem Pelatihan Kerja Nasional-Sislatkernas*, is the interrelation and integration of various components of vocational training to achieve the objective of national vocational training system (Government Regulation Number 31 of 2016).

31. **Professional Certification Agency (PCA)**  
Competency certification provider who conducts competency certification on behalf of BNSP.
32. **Tourism Professional Certification Agencies (PCA in Tourism)**
   Is a professional certification body in the tourism sector which has been licensed in accordance with statutory provision.

33. **Occupational Standards**
   Are tasks and activities related to work and practices.

34. **Reassessment**
   Assessment performed to renew the license cycle.

35. **Recognition of current competence (RCC)**
   A successful assessment of a person’s current capacity to meet the requirements for a unit(s) of competency or a complete qualification.

36. **Recognition of prior learning (RPL)**
   The formal recognition of a person’s skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module leading to a full qualification or statement of attainment in the VET sector.

37. **Scope of license**
   Specific conformity assessment activities for which license is sought or has been granted.

38. **Surveillance**
   Or surveillance Periodic monitoring, during the certification period, of the certificate holder to ensure compliance with the requirements set out in the certification guidelines, standards or schemes.

39. **Training provider**
   An organization which delivers vocational education and training (VET) programs.

40. **Training Provider Accreditation Authority**
   The registering body for the vocational institutions (The LA-LPK).

41. **Tourism Business Certification**
   Is the process of granting certificates to tourism businesses to support the improvement of the quality of tourism products, services, and management of tourism businesses through audits.
42. **Tourism Business Standards**
Are the formulation of tourism business qualifications and / or tourism business classifications that cover aspects of products, services, and management of tourism businesses.

43. **Tourism entrepreneur**
Is a person or group of people who carry out tourism business activities.

44. **Validity**
Evidence that the assessment has been carried out using the standards specified in the certification scheme.

45. **Witnessing**
Work ability of each individual that includes aspects of knowledge, skills and work attitudes that are in accordance with established standards.

46. **Work competency-based training**
Is job training which emphasizes the mastery of work skills which includes appropriate knowledge, skills and attitudes with established standards and requirements in place work.

47. **Work competency certification**
The process of awarding competency certificates is carried out systematically and objectively through assessments that refer to Indonesian National Competency Standard, international standards and / or specific standards.

48. **Work competency certificate**
Is written proof issued by a professional accredited certification body explaining that someone has mastered competence in certain work in accordance with INCS.
SECTION 2
The Responsibilities And Legal Basis Of The Competent Bodies And Relevant National Bodies Involved In The Skills/Competency Assessment And Certification

DESCRIPTIONS

The competent bodies and relevant national bodies involved in the skills/competency assessment and certification are Indonesian Professional Certification Authority (IPCA/BNSP), Professional Certification Agency (PCA), Ministry of Manpower and Sectoral Ministries.

The Relations between Ministry of Manpower (MoM), Sectoral Ministries / Institution and BNSP

Diagram. 13
1. Indonesian Professional Certification Authority (IPCA/BNSP)

BNSP or in English known as Indonesian Professional Certification Authority was formed by Government Regulation Number 10 of 2018 under the order of Law Number 13 of 2003 concerning Manpower in Article 18 paragraph (4) to carry out professional competency certifications established by the professional certification authority and paragraph (5) establishment of the professional certification authority as referred to in paragraph (4) and is regulated by Government Regulation. Professional Certification Authority is an
authorized body in the implementation of professional competency certification and a reference as stated in the Explanation of Government Regulation of the Republic of Indonesia Number 10 of 2018 concerning Indonesian Professional Certification Authority (BNSP) stipulated in Roman I. As a legal entity, the Professional Certification Authority implements ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems.

The tasks and functions of BNSP in the national competency certification system are:

a. The development and implementation of workforce competency certification system
b. The development and implementation of competency certification system for vocational education and training
c. Fostering and supervising the implementation of national certification system
d. The development of competency recognition, both nationally and internationally
e. The development and implementation of institutional cooperation and partnership in competency certification system, nationally as well as internationally
f. The development and implementation of integrated data and information system of competency certification

In doing the tasks and functions BNSP is responsible to the President. Throughout a solid accreditation and licensing system, give a professional certification agency (PCA) a mandate to conduct competency assessment and issuing certificate of competency.

2. Professional Certification Agency (PCA)
PCA is a competency certification provider who conducts competency certification on behalf of BNSP. To be eligible to conduct competency certification, PCA must be already licensed and registered by BNSP.

Referring to IPCA regulation Number 2/BNSP/III/2014 on The Guideline Number 202 to Establish Professional Certification Agency, PCA conducts task and function as follows:

a. Formulates and develops certification scheme
b. Develops materials, methods and material of competency assessment
c. Provides competency assessors
d. Implements competency assessment and certification
e. Conducts surveillance of competency maintenance
f. Verifies and defines assessment venue
g. Maintains the performance of assessors and assessment venues
h. Develops certification services
3. Ministry of Manpower

Ministry of Manpower (MoM) is the ministry which is responsible for the development and implementation of National Vocational Training System which is constructed on three pillars of sub system as follows:

   a. Sub system of national competency standards and qualification (INCS /KKNI)
   b. Sub system of national training, based on national competency standards and qualification (INCS /KKNI)
   c. Sub system of national competency certification, based on national competency standards and qualification (INCS /KKNI)

In accordance with the Government Regulation Number 31 of 2006 on the National Vocational Training System, MoM is the main ministry responsible for the implementation of the National Vocational Training System. MoM is responsible for general planning, fostering, coordinating and controlling of the implementation of National Vocational Training System (includes the implementation of national competency certification). MoM has the authority to determine INCS , accrediting vocational training providers and supervising the implementation of national competency certificates.

4. Sectoral Ministries

In the implementation of National Vocational Training System, sectoral ministries are responsible for the technical development of the implementation of the National Vocational Training System in their related business sector (Government Regulation Number 31 of 2006). The technical ministries develop certain competency standards (INCS) in their related sector and propose it to the Minister of Manpower to be determined as a national competency standard. Furthermore, technical ministries regulate the application of the national standard for the purpose of training and certification of competencies development in their related sectors. In the establishment of PCA, sectoral ministries fostering the preparation and recommend the proposal to BNSP (BNSP Guideline Number 201, 202, of 2014 on Guideline on Conformity Requirement of PCA as well as establishment requirement).
Diagram. 14

In 2019, there are more than 900,000 certified professionals in various sectors as described below. In total from 2006 - 2019, there are more than 4 million holders of professional certification.
Diagram 15

WORKFORCE CERTIFICATION
2006 - 2019

TOTAL 4,761,244

Diagram 16
In general resources under PCA’s to conduct competency – based assessment and certification is described in the diagram below.

Diagram. 17

Diagram. 18
PROFESSIONAL CERTIFICATE HOLDERS IN TOURISM SECTOR
2016 - 2018

Diagram 19

Data from Diagram 14 – Diagram 17 available at the BNSP website. (www.bnsp.go.id)
SECTION 3
The Procedures For Assessment Of Skills And Competencies And Awarding Of Certificates And Diplomas Per Section 4 Of The Guiding Principles Including The Basis For The Officially Promulgated Skills/Competency Standards Used In Developing In The Assessment Packages.

DESCRIPTIONS
Procedures for assessment of skills and competencies and awarding of certificates is stipulated in the BNSP Regulation Number 9/BNSP/XI/2013 concerning Guideline Number 301 on the Guideline for Implementation of Competence Assessment. Referring to the regulation, the procedures for assessment of skills and competencies and awarding of certificates as followed:

a. Each PCA provides complete and easily accessible information about the certification scheme that has been approved by the BNSP.
b. Candidate of assessment studies carefully the certification scheme and conducts an independent self-assessment to assess their ability to meet with the competency standards set out in the certification scheme.
c. Based on the self-assessment result, prospective candidate prepares the necessary requirements and submitting application of competency assessment to the PCA.
d. The PCA determines the date and venue of the assessment and appoints the assessor who will carry out the assessment.
e. The assessor carries out the assessment in accordance with standard operating procedures and reports the results and recommendations to the PCA.
f. PCA held a plenary meeting to evaluate assessor recommendation and determine the final result of competency assessment. In the case of a plenary meeting failing to reach an agreement, the PCA could form a technical committee to review independently the assessor recommendation on competency assessment and provide recommendations to the PCA. There will be only two possibilities of the result of assessment, that are competent or not competent yet. In terms of the result is competent, PCA (on behalf of the BNSP) awards the graduate a certificate of competence in certain areas and qualification of competency in accordance with the certification scheme.
g. Since awarding certain certificates of competency, PCA should conduct monitoring and surveillance (at least once a year) to ensure that certificate holders are still competent. The certificate of competence is valid up to certain years depending on
the area and certification scheme of competency. Certificate of competency could be renewed by undergoing recognition of current competency (RCC) process

**PROCEDURE FOR CERTIFICATION**

**Diagram. 20**

This procedure applies to the tourism sector

**Explanation of diagram procedure for certification:**

1. Candidates submit an application to the PCA
2. Then the candidate chooses assessment venue
3. PCA will assign assessor
4. The assessor assess candidate in the assessment venue
5. The assessor reports the result of the assessment to PCA
6. The PCA forms a technical committee
7. The technical committee job is to submit recommendations to the PCA regarding candidates assessment result
8. The PCA will issue certificates to the candidate who were deemed competent
9. During the certificate validity, PCA also conducts surveillance to the certificate holder
ASSESSMENT PROCESS

START

FILL IN APPLICATION FORM (APL.01)  FILL IN SELF ASSESSMENT FORM (APL.02)

ATTACH PRE-REQUISITE:
1. PICTURE
2. ID CARD
3. CURRICULUM VITAE
4. CERTIFICATE OF TRAINING OR DIPLOMA

PCA VERIFICATION

VALIDATED

ASSESSMENT OF COMPETENCY

ASSESSOR RECOMMENDATION

COMPETENT (C)

NOT YET COMPETENT

APPEAL

PCA PLENARY FOR DECISION

YES

ISSUE CERTIFICATE OF COMPETENCY

NO

FINISH

Diagram. 21
According to Government Regulations Number 10 of 2018, a license is a form of recognition from BNSP to PCA to be able to carry out work competency certification on behalf of BNSP.

1. **License and License scope**
   To find out if an PCA complies with and implement the rules and guidelines for work competency certification according to the license and scope given by BNSP, the aspects assessed are as follows:
   a. Validity and expiration date of PCA License
   b. The scope of the license owned has been implemented
   c. Certification scheme been verified and registered by BNSP
   d. Certification is been performed in accordance scope of the license granted

2. **Re-license and scope addition**
   Licensing is the process of extending the PCA license certificate period. The purpose of licensing is to be able to carry out the task of developing competency standards, carrying out competency tests, issuing competency certificates. In this process, it is possible to extend the license scope by adding competency schemes.

   License validity is for 5 years. The licensing process is performed by BNSP led by the lead assessors. The team reviewed the implementation of the PCA’s vision, mission and commitment, the application of the PCA policy to meet institutional requirements, and the application of the PCA policy to meet the technical regulation. The verification process was delivered in the form of discussion with PCA Management.

3. **Surveillance (PCA Performance monitoring)**
   In order to supervise the PCA, the BNSP formed a PCA Performance surveillance team that will assess PCA Performance.

   The objective of the team are:
   a. Outreach the PCA Performance appraisal guidelines
   b. Carry out the process of collecting performance appraisal data to the BNSP Licensed LSP
   c. Conduct a performance a performance audit to the LSP in accordance with the result of the PCA Performance data collection
   d. Analyze the results of the performance audit of the PCA
   e. Provide recommendation on the result of PCA Performance appraisal
   f. Report the PCA Performance assessment

According to Regulation of the Minister of Manpower Republic of Indonesia Number 2 of 2016 on the Indonesian National Competency Standard System, the Standard (INCS) is prepared through the following steps:
1. **Team initiation and formation**

Initiation of INCS preparation can be carried out by technical/line/sectoral ministries or agencies or other stakeholders, including: the community, industry / company associations, and / or professional associations. The initiation of INCS preparation is carried out by considering the need for new INCS or the need to repair or develop existing INCS.

The initiation of the preparation of INCS is submitted to technical/line/sectoral ministries or agencies in accordance with their respective sectors or business fields. The technical/line/sectoral ministries or agencies then submits to the Competency Standards Committee to assess and justify the suitability of demands for INCS needs based on industrial systems and / or technical regulations related to the proposed INCS and the INCS Development Master Plan. In the event that the proposal for the preparation of INCS is declared feasible, the Competency Standards Committee includes the proposal in the annual plan of the formulation and proposes it to the technical agencies.

The competency standards committee forms a formulation team and a verification team for INCS types that have been programmed in the annual plan for INCS formulation in each sector or business field.

2. **INCS Draft Formulation**

The INCS Draft Formulation can be carried out using field research, adaptation, or adoption methods.

Formulation with field research methods is prepared using the Regional Model Competency Standard (RMCS) model.

Formulation using adaptation or adoption methods can use specific work competency standards or international work competency standards. Formulation with the adaptation method can be carried out on recognized and enforced competency standards and the structure and format are the same, equivalent or comparable to the structure and format of the RMCS.

The formulation with the adoption method is carried out on the competency standard by taking into account obtaining recommendations or approval from the owner of the competency standard adopted, the identity of the competency standard is clearly stated, including regarding the number, title, date or year of publication and the level of equivalence with INCS, and the writing is translated into Indonesian by not eliminating the original language, if the work competency standard is not in Indonesian.

INCS results of adoption must be amended immediately if there is a change in the competency standards adopted.
3. **Verification by the Competency Standards Committee**

The INCS draft formulation conducted by the drafting team was verified by the verification team. Verification of the INCS Draft is carried out with the structural criteria. The INCS Draft is in accordance with applicable regulations and the substance of the INCS Draft has been formulated clearly, precisely and accurately and is capable of tracking standards of work processes in industry, organizations, or products / services.

The INCS draft that has met the verification criteria is identified as the distribution of Draft INCS 1.

4. **Pre convention**

Draft 1 INCS is validated through a pre convention organized by the competency standards committee followed by relevant stakeholders, including among industry, practitioners and / or experts, industry associations, professional groups, educational and training institutions, professional certification bodies, the Ministry of Manpower, Professional Certification Agencies, as well as related technical agencies.

The pre convention is declared valid if attended by at least 2/3 of the invited participants. The pre convention must pay attention to the written input submitted by participants who
are unable to attend. The results of the pre convention were agreed by the participants of the pre convention to be further corrected by the drafting team and then submitted to the Directorate of Competency Standardization and Workplace Training, the Ministry of Manpower for verification.

5. **Verification by the Ministry of Manpower**
Verification of Draft 1 INCS results of the pre convention was conducted by the Ministry of Manpower before the national convention. In the event that the Draft 1 INCS document is declared incomplete or incompatible, the document is returned to the proposing technical agency. Draft 1 INCS that has fulfilled the verification criteria is identified as Draft 2 INCS to be subsequently submitted to technical agencies as material for the implementation of national conventions.

6. **National Convention**
Draft 2 INCS is standardized through national conventions participated by related stakeholders, including among industry elements, practitioners and / or experts, industry associations, professional groups, educational and training institutions, professional certification bodies, the Ministry of Manpower, National Professional Certification Board, and agencies technically related.
National conventions are declared valid if attended by at least 2/3 of the invited participants. The Draft 2 INCS which was agreed by acclamation and has been corrected by the formulation team was identified as Draft 3 INCS and subsequently submitted to the Ministry of Manpower for stipulation.

7. **Promulgation by the Minister of Manpower**
Draft 3 INCS submitted by technical/line/sectoral ministries/agencies is checked for completeness and suitability by the Directorate of Competency Standardization and Workplace Training, Ministry of Manpower. In the event that the Draft INCS is declared incomplete or incompatible, the document is returned to the technical agency that proposes repairs. Draft INCS which has been declared complete and appropriate is determined by the Minister of Manpower. INCS that has been determined by the Minister of Manpower can be downloaded on the INCS website ([www.skkni.kemnaker.go.id](http://www.skkni.kemnaker.go.id)) and from android app:

8. **Enforcement by the Minister / Head technical/line/sectoral ministry/agency**
After promulgated by the Minister of Manpower, INCS is submitted by Minister / Head technical/line/sectoral ministry/agency to be enforced.

The following are some examples of the implementation of INCS by Minister / Head technical/line/sectoral ministry/agency:
9. **INCS Review**

To maintain the validity and reliability of the INCS that has been set, a review is carried out by the Competency Standards Committee at least once in 5 years or as needed. The results of the INCS review can be in the form of recommendations for changes, revocation, or without changes.

The INCS review results in the form of recommendations without changes are made if the INCS is still declared valid and reliable.

The results of the INCS review in the form of recommendations for changes can be in the form of editorial errors, improvements or additions to substances that are limited in nature, or changes in substance that are quite extensive or comprehensive. Changes in editorial errors do not go through national conventions and conventions, while changes in the form of improvements or additions to substances whether limited or broad in nature are carried out through national conventions and conventions.

The results of the INCS review in the form of revocation recommendations are carried out if the INCS substance changes more than 50% or is no longer needed.

Recommendations for changes or revocation of the INCS are proposed by the Minister / Head technical/line/sectoral ministry/agency to the Ministry of Manpower.
For the Tourism Sector, Indonesia adopted the ASEAN MRA – TP qualifications consisting of 52 qualifications and 32 Job Titles from 6 labor divisions which are Housekeeping, Front Office, Food and Beverage Services, Food Production, Tour Operation and Travel Agencies as illustrated below and manifest it into certification schemes. The assessment process is reflected in Diagram 20 and 21.
ASEAN MRA – TP QUALIFICATIONS

Table 4.1. The breakdown of the 52 qualifications across six labor division.

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

ASEC (2013)

Figure. 1

ADOPTION OF 52 ASEAN QUALIFICATIONS AND 32 JOB TITLE INTO IPCA – PCA CERTIFICATION SCHEMES

Figure. 2
A certificate of competency is a document issued by a professional certification agency, which shows that the person whose name has fulfilled the certification requirements. The competency certificate clearly states the name of the certificate holder, certification scheme, the validity period of the certificate, the place and date of issuance and the PCA that issued the certificate. Each certification scheme includes (except the competency cluster scheme), clearly outlines the area of competency and IQF qualification level and related occupations where the certificate holder can be assigned.

The piloting occupations are based on The Regional Qualification Framework and Skills Recognition System (RQFSRS) MRA-TP Level 2 and its respective units of competency are reflected in the following tables:

<table>
<thead>
<tr>
<th>Area</th>
<th>Possible Job Title</th>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and Beverage Services</strong></td>
<td><strong>Waiter</strong></td>
<td>Core and Generic Competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. D1.HRS.CL1.O4</td>
<td>Communicate effectively on the telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. D1.HRS.CL1.O5</td>
<td>Comply with workplace hygiene procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. D1.HRS.CL1.O6</td>
<td>Develop and update local knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. D1.HRS.CL1.O7</td>
<td>Implement occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. D1.HRS.CL1.O8</td>
<td>Maintain hospitality industry knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. D1.HRS.CL1.12</td>
<td>Perform basic First Aid procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. D1.HRS.CL1.14</td>
<td>Read and interpret basic instructions, directions and / or diagrams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. D1. HRS. CL1.17</td>
<td>Speak English at a basic operational level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. D1. HRS. CL1.18</td>
<td>Work effectively with colleagues and customer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10. D1. HRS. CL1.19</td>
<td>Work in a socially diverse environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. D1.HRS.CL1.20</td>
<td>Perform child protection duties relevant to the tourism industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. D1. HBS. CL5.09</td>
<td>Provides a link between the kitchen and the service area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. D1.HBS.CL5.12</td>
<td>Provide food and beverage services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Functional Competencies**

"In addition to the above Core and Generic Competencies: ten (10) competencies from the Hotel Services (Restaurant Services) Competency Standards Menu with at least eight (8) from the following Clusters:

- Common Core Competencies
- Food and Beverage Service
- Financial Administration

And

At least two (2) competencies from the Cluster:

- English Language Proficiency

<table>
<thead>
<tr>
<th>Area</th>
<th>Possible Job Title</th>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Production</td>
<td>Patisserie</td>
<td>1. D1.HRS.CL1.02</td>
<td>Apply standard safety procedures for handling foodstuffs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. D1.HRS.CL1.03</td>
<td>Clean and maintain kitchen equipment and utensils</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. D1.HRS.CL1.04</td>
<td>Communicate effectively on the telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. D1.HRS.CL1.05</td>
<td>Comply with workplace hygiene procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. D1.HRS.CL1.07</td>
<td>Implement occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td>Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>D1.HRS.CL1.08</td>
<td>Maintain hospitality industry knowledge</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>D1.HRS.CL1.10</td>
<td>Organize and prepare food</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>D1.HRS.CL1.11</td>
<td>Perform clerical procedures</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>D1.HRS.CL1.12</td>
<td>Perform basic first aid procedures</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>D1.HRS.CL1.14</td>
<td>Read and interpret basic instructions, directions and/or diagrams</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>D1.HRS.CL1.17</td>
<td>Speak English at a basic operational level</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>D1.HRS.CL1.18</td>
<td>Work effectively with customers and colleagues</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>D1.HRS.CL1.19</td>
<td>Work in a socially diverse environment</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>D1.HRS.CL1.20</td>
<td>Perform child protection duties relevant to the tourism industry</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>D1.HCC.CL2.01</td>
<td>Apply basic techniques of commercial cookery</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>D1.HCC.CL2.11</td>
<td>Prepare and store food in a safe and hygienic manner</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>D1.HRS.CL1.03</td>
<td>Clean and maintain kitchen equipment and utensils</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>D1.HPA.CL4.02</td>
<td>Prepare and display petit fours</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>D1.HPA.CL4.05</td>
<td>Prepare chocolate and produce chocolate products</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>D1.HPA.CL4.06</td>
<td>Present dessert</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>D1.HPA.CL4.08</td>
<td>Prepare and produce cakes and pastries</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>D1.HPA.CL4.09</td>
<td>Prepare and produce yeast goods</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Possible Job Title</td>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Housekeeping</td>
<td>Room Attendant</td>
<td>1. D1.HOT.CL1.01</td>
<td>Work effectively with colleagues and customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. D1.HOT.CL1.02</td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. D1.HOT.CL1.03</td>
<td>Implement occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. D1.HOT.CL1.05</td>
<td>Perform clerical procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. D1.HOT.CL1.10</td>
<td>Promote hospitality products and services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. D1.LAN.CL1.01</td>
<td>Manage and resolve conflict situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. D1.HHK.CL3.01</td>
<td>Perform basic First Aid procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. D1.HOT.CL1.13</td>
<td>Perform child protection duties relevant to the tourism industry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. D1.LAN.CL1.01</td>
<td>Converse in English at a basic operational level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. D1.HHK.CL3.01</td>
<td>Provide housekeeping services for guests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. D1.HHK.CL3.02</td>
<td>Clean public areas facilities and equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. D1.HHK.CL3.03</td>
<td>Clean and prepare rooms for incoming guests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. D1.HHK.CL3.05</td>
<td>Launder linen and guests clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. D1.HHK.CL3.06</td>
<td>Provide valet services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. D1.HHK.CL4.09</td>
<td>Provide a lost and found facility</td>
</tr>
<tr>
<td></td>
<td>23. D1.HPA.CL4.10</td>
<td>Prepare bakery product for patisserie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. D1.HOT.CL1.04</td>
<td>Comply with workplace hygiene procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. D1.HOT.CL1.06</td>
<td>Access and retrieve computer-based data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. D1.HOT.CL1.07</td>
<td>Communicate on the telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. D1.HSM.CL5.04</td>
<td>Develop and update local knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is an example of certificate of competency:
SERTIFIKAT KOMPETENSI
CERTIFICATE OF COMPETENCE
56101.5131.2. 0000578.2019

Dengan ini menyatakan bahwa,
This is to certify that

WILDAN ARI LEKSONO
No. Reg. PAR.970.00257.2019

Telah Kompeten pada bidang
Is competent in the area of:

RESTORAN
Restaurant

Dengan Kualifikasi/Kompetensi:
With Qualification/Competence:

Sertifikat II Bidang Tata Hidang
Certificate II In Food & Beverage Service

Sertifikat ini berlaku untuk : 3 (tiga) Tahun
This Certificate is valid for : 3 (three) Years

Jakarta 25 Mei 2019
Lembaga Sertifikasi Profesi SMKN 57 Jakarta
SMKN 57 Jakarta Profession Certification Board

Uday Aliwidaya, S.E., M.M.
Ketua/Chairman
<table>
<thead>
<tr>
<th>NO</th>
<th>KODE</th>
<th>UNIT KOMPETENSI</th>
</tr>
</thead>
</table>
| 1  | D1.HRS.CLI.04 | 1. Berkomunikasi secara efektif melalui telepon  
     |      | Communicate effectively on the telephone |
| 2  | D1.HRS.CLI.05 | 2. Mengikuti prosedur kebersihan di tempat kerja  
     |      | Comply with workplace hygiene procedures |
| 3  | D1.HRS.CLI.06 | 3. Mengembangkan dan memperbarui pengetahuan lokal  
     |      | Develop and update local knowledge |
| 4  | D1.HRS.CLI.07 | 4. Menerapkan prosedur kebersihan, keselamatan dan keamanan kerja  
     |      | Implement occupational health and safety procedures |
| 5  | D1.HRS.CLI.08 | 5. Mengembangkan dan memperbarui pengetahuan tentang industri perhotelan  
     |      | Maintain hospitality industry knowledge |
| 6  | D1.HRS.CLI.12 | 6. Melakukan prosedur dasar pertolongan pertama  
     |      | Perform basic First Aid procedures |
| 7  | D1.HRS.CLI.14 | 7. Membaca dan menerjemahkan instruksi dasar, arah dan atau diagram  
     |      | Read and interpret basic instructions, directions and/or diagrams |
| 8  | D1.HRS.CLI.17 | 8. Berkomunikasi secara lisan dalam Bahasa Inggris pada tingkat operasional dasar  
     |      | Speak English at a basic operational level |
| 9  | D1.HRS.CLI.18 | 9. Bekerjasama secara efektif dengan kolega dan pelanggan  
     |      | Work effectively with colleagues and customers |
| 10 | D1.HRS.CLI.19 | 10. Bekerja dalam lingkungan sosial yang berbeda  
     |      | Work effectively with colleagues and customers |
| 11 | D1.HRS.CLI.20 | 11. Melakukan tugas perlindungan anak yang relevan dengan industri pariwisata  
     |      | Perform child protection duties relevant to the tourism industry |
| 12 | D1.HRS.CLI.09 | 12. Menyediakan penghujung antara dapur dan area pelayanan  
     |      | Provide a link between kitchen and service area |
| 13 | D1.HRS.CLI.12 | 13. Menyediakan layanan makanan dan minuman  
     |      | Provide food and beverage services |
| 14 | D1.HRS.CLI.01 | 14. Membersihkan dan merapikkan area bar dan area layanan makanan dan minuman  
     |      | Provide a link between kitchen and service area |
| 15 | D1.HRS.CLI.07 | 15. Menyiapkan dan menghidangkan minuman non-alcohol  
     |      | Prepare and serve non-alcoholic beverage |
| 16 | D1.HRS.CLI.11 | 16. Menyediakan layanan gueridon  
     |      | Provide gueridon service |
| 17 | D1.HRS.CLI.13 | 17. Menyediakan room service  
     |      | Provide room service |
| 18 | D1.HRS.CLI.14 | 18. Menyediakan silver service  
     |      | Provide silver Service |
| 19 | D1.HRS.CLI.16 | 19. Mengambil pesanan dan menyiapkan meja  
     |      | Take food orders and provide table service |
| 20 | D1.HFI.CLI.07 | 20. Memproses transaksi keuangan / Process a financial sale transaction  
     |      | Process a financial sale transaction |

Jakarta, 25 Mei 2019
Lembaga Sertifikasi Profesi SMKN 57 Jakarta
SMKN 57 Jakarta Profession Certification Board
Kepala Bagian Sertifikasi/Head Of Division Certification

Wildan Ari Lekseno
Tanda Tangan Pemilik  
(Signature of Holder)

Oky Dewi Yanti, M.Pd.
SECTION 4
The Link Between The Qualifications Levels Denoted In The Certificates And Diplomas Issued With The Indonesian Qualification Framework (IQF) Levels And Level Descriptors

DESCRIPTIONS

1. As one of the strategic steps to manifest the quality and identity of Indonesian people, Presidential Regulation Number 8 of 2012 on the Indonesian Qualifications Framework/ Kerangka Kompetensi Nasional Indonesia (IQF/KKNI) defines standard qualification levels for education, job training, and work experience. The comprehensiveness of the IQF provides a solid foundation for the education structure and recognition of experiences, and therefore improves the competitiveness of the Indonesian workforce. The preparation of the IQF was one of the steps to realize the nation’s identity and quality of the Indonesian in the human resources sector which is associated with the national education and training system development program. Each level of IQF qualification represents learning outcomes that could be achieved through various learning pathways such as formal education, non formal education, career advancement, self-learner and professional certification.

2. Based on factual conditions where the ratio of formal schooling in Indonesia is still much smaller than one's qualifications achieved through self-taught learning, courses, training and work experience, the IQF is structured as a qualification framework that can accommodate all educational outcomes, without exception, both formal learning, non-formal (training, courses), work experience, and self-learning. Furthermore, in the formal education system, the concept of the IQF reflects a unified system in which learning outcomes for the types of academic, vocational and professional education are considered the equal for the same level of qualifications. This is in line with Law Number 20 of 2003 on the National Education System which mandates an education system with a multi-entry, multi-exit approach, so that one is allowed to take one type of education then proceed to a higher level of education in another type of education.

3. The type of education transfer program adopted by the education system in Indonesia also reflects the concept of seamless pathways in the realm of education and training. In the qualification leveling system, the decree further states that the achievement of equal learning outcomes of different types of education and training will yield the same qualification level. Based on this provision, the IQF can be arranged more simply if compared to the qualifications framework of many
countries, which either prioritize recognition of formal learning outcomes at higher qualifications levels or establish more than one sectoral qualification frameworks.

4. In general, IQF is targeted to facilitate implementation of a mutual recognition system on various qualifications and has the following characteristics:
   a. The IQF must comprehensively and equitably accommodate the needs of all parties related to the qualifications of the workforce and obtain broad public trust
   b. The IQF must have a clear and measurable level of description and qualifications and transparently can be understood by workforce’s producers and users, both at the national, regional and international levels
   c. IQF must be flexible in anticipating the development of science and technology, scientific needs, expertise and skills in the workplace, and can be updated continuously, so as to provide the widest opportunity for someone to reach the appropriate qualification level through various pathways of education, training, and/or work experience, including moving from one path to another
   d. IQF must be one of the drivers of quality improvement programs both from the workforce’s producers and users, so that awareness of improving the quality of human resources can be nationally realized
   e. The IQF must include the development of a quality assurance system that has the function of monitoring and assessment of the agency or institution that is related to the processes of equalizing certain learning outcomes with an appropriate level of IQF
   f. IQF must accountability provide opportunities for movement of workers from Indonesia to other countries or vice versa
   g. The IQF must be a guide for new job seekers and experienced workers in an effort to improve living standards or careers in their respective workplaces
   h. The IQF must improve the integration and coordination of existing quality assurance institutions or quality improvement institutions, such as Agency for National Standards in Education/Badan Standar Nasional Pendidikan (ANSE/BSNP), National Accreditation Agency/Badan Akreditasi Nasional (NAA/BAN), Indonesian Professional Certification Authority/Badan Nasional Sertifikasi Profesi (BNSP/BNSP), Professional Certification Agency/Lembaga Sertifikasi Profesi (PCA/LSP), Competency Certification Body/Lembaga Sertifikasi Kompetensi (CCB/LSK), and others

The development of the IQF has general and specific objectives. General objectives include the matters that can encourage integration between related sectors, while specific objectives cover the strategic aspects of developing the framework and level of qualifications. The general objectives of developing an IQF includes:
a. To increase national commitment to produce quality and internationally competitive Indonesian human resources
b. To increase the quality and accessibility of Indonesian human resources to national and international labor markets
c. To establish an accountable and transparent process of recognition and equalization of qualifications towards learning outcomes obtained through formal, non-formal, informal, training, and / or work experiences by the national and international society
d. To increase the contribution of learning outcomes obtained through formal, non-formal, informal, training, and / or work experience in the national economic growth, and
e. To increase mobility of students and human resources between Indonesia and other countries based on equality of qualifications

Meanwhile, the specific objectives of developing IQF include:

a. To increase positive correlation between output, educational processes, and learning outcomes
b. To update learning outcomes that is relevant and recognized by users, so that in sustainable manner it can form capacity and improve national competitiveness in the human resources sector
c. To develop rules and mechanisms for Recognition of Prior Learning (RPL)
d. To increase the mobility and accessibility of Indonesian human resources to national and international labor markets, and
e. To increase mobility and cooperation between all types of formal and nonformal education providers in Indonesia and in other countries to achieve mutual understanding, solidarity and world peace

6. The inclusion processes of all Indonesian qualifications into the Indonesian Qualifications Framework (IQF) was carried out based on the specific objective, i.e. to have human capital and human resources that could contribute significantly to the nation’s needs and nation’s competitiveness. Inclusion of qualifications in the vocational training sector is governed under Regulation of the Minister of Manpower Number 21 of 2014 on Guideline in Implementing the IQF. The regulation affirms that the basis of determining the IQF levels is a classification of competencies that represent the various industrial sectors and should reflect the economic standing and benefits for all parties. Thus, the working competencies classification should be in accordance with real demand conditions by industries/companies/representative and related users and created using the valid classification model and method. With such relations, vocational training puts stakeholders (users, workplaces, industries) as the main reference. In the perspective of stakeholders, the fulfillment of work competences is accumulated
in the form of job positions or titles. The inclusion of working competences to the IQF level is illustrated on the following diagram:

**Process of Qualification in The CBT and Competency Certification**

Diagram. 24

7. The occupational map was developed with the involvement of all sectors. It was not only from the government, but also from the industries and society, including the education and training institutions. The stakeholders such as MoNDP, MoM, Indonesian Professional Certification Authority/ Badan Nasional Sertifikasi Profesi (IPCA/BSNP), and Professional Certification Agency/Lembaga Sertifikasi Profesi(PCA/LSP), CCI, and other technical ministries were involved. Industry associations as users and training institutions as main providers were placed as main players. As a dynamic living document, all the stated stakeholders are demanded to accomplish and update the map along with the dynamic growth of industries.

This map is useful for workers or job seekers as it gives information regarding the career levels of certain industries while the map can also be a personal branding for
entrepreneurs. The map of national occupations also can be a basis of the Indonesian National Working Competency Standard/Standar Kompetensi Kerja Nasional Indonesia (INCS/INCS) development based on Regional Model Competency Standards (RMCS) model stipulated by International Labour Organization (ILO).

8. In order to identify the qualification level, the comparison between the units of competency in the classifications based on the classification regulations with the characteristic of every IQF level described in the IQF descriptors is carried out in accordance with the following process:
   a. Analyses units of competency which have been stated in the job classification
   b. Identify knowledge comprehension and skills required in the units of competency
   c. Analyze above mentioned knowledge and skills towards the IQF level descriptors
   d. Set/classify the position of qualification level to produce a complete occupational map
   e. Obtain the consensus from workforce/representative industry as well as respected authorities

The mapping processes use key functional taxonomy, occupation name, level of qualifications is designed and assessed by authorized stakeholders utilizing a recognized code system. The resources of codes originate from INCS or adopted international standards. The map is established inclusively and transparently by means of interactive iterations through several FGD with main stakeholders. The complete occupational map is validated by Ministries/related authorities and legalized by Ministerial/Authority Regulations.

9. A number of sectoral ministries and non-ministerial institutions, in the last three years have developed occupational maps and IQF qualifications. The ministries referred to include:

<table>
<thead>
<tr>
<th>No</th>
<th>Ministry/Institution</th>
<th>Business Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ministry of Maritime &amp; Fishery</td>
<td>Fishery</td>
</tr>
<tr>
<td>2</td>
<td>Ministry of Communication &amp; Information</td>
<td>➢ Communication Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Information Technology</td>
</tr>
<tr>
<td>No.</td>
<td>Ministry</td>
<td>Sector/Activity</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Ministry of Industry</td>
<td>Automotive Industry</td>
</tr>
<tr>
<td>4</td>
<td>Ministry of Public Work &amp; Housing</td>
<td>Road Infrastructure</td>
</tr>
<tr>
<td>5</td>
<td>Ministry of Manpower</td>
<td>➢ Human Resource Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Industrial Relation</td>
</tr>
<tr>
<td>6</td>
<td>Ministry of Tourism and Creative Economy</td>
<td>➢ Accommodation &amp; Food Production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Tour Operation &amp; Travel Agent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(alignment with MRA-TP AQRF)</td>
</tr>
<tr>
<td>7</td>
<td>Ministry of Agriculture</td>
<td>Cultivation</td>
</tr>
<tr>
<td>8</td>
<td>Ministry of Transportation</td>
<td>Cruise</td>
</tr>
<tr>
<td>9</td>
<td>Ministry of Public Health</td>
<td>Public Health Services</td>
</tr>
<tr>
<td>11</td>
<td>Ministry Social Welfare</td>
<td>Social Workers</td>
</tr>
<tr>
<td>12</td>
<td>Geospatial Information Institution</td>
<td>Land Surveying</td>
</tr>
</tbody>
</table>

**Table. 5**
10. Meanwhile, the descriptors of occupational qualification refer to the Indonesian Occupational Standard Classification which consist of 9 Basic Groups of Occupation as follows:
   a. Army/Police
   b. Manager
   c. Professional
   d. Professional Technicians and Assistant
   e. Business Administration
   f. Service Workers and Sales Force
   g. Skilled workers in Agriculture, Forestry and Fisheries
   h. Machine Operators and Assemblers
   i. Rough Workers

11. The IQF consists of nine levels qualifications, starting from Qualification Level I as the lowest qualification and Qualification Level IX as the highest qualification. Determination of Levels I through IX is carried out through comprehensive mapping of labor conditions in Indonesia in terms of the producer side (supply push) and the user side (demand pull) of the workforce. The qualification levels in the IQF defines that the types of qualifications in the IQF are designed to allow each level of qualification to be in line with the shared needs of graduates and users, formal education/training/courses in Indonesia at this time, undergraduate degrees for every education pathway that applies in Indonesia.

Each level of qualification in the IQF is arranged by six main parameters, namely science, knowledge, practical know-how, skills, affection, and competency. The six parameters contained in each level are arranged in the form of descriptions called **Qualification Descriptors**. The six parameters are categorized into four main domains, namely:
   a. Attitude and Values
   b. Mastery of knowledge
   c. Ability to work in his field of expertise, and
   d. Authority and responsibility
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| General (All Level)   | ➢ Devoted to God Almighty  
➢ Have good morals, ethics and personality inside complete the task  
➢ Acting as a proud citizen and loving the motherland as well as supporting world peace  
➢ Able to work together and have social sensitivity and care who are high on society and the environment  
➢ Respect for cultural diversity, views, beliefs and religion and other people's original opinions / findings  
➢ Uphold the rule of law and have a passion for prioritizing the interests of the nation and the wider community |
| IX                    | ➢ Capable of organizing, leading and cultivating research and development useful to science and valuable to human civilization as well as obtain national and international recognition  
➢ Capable of cultivating new knowledge, technology, or/and art within her/his expertise is or professional domain through research producing creative, original and reputable creations  
➢ Capable of solving science, technology or/and art problems within her/his scientific expertise through inter-, multi- and trans-discipline approaches |
| VIII                  | ➢ Capable of organizing research and development useful to science and society as well as obtaining national and international recognitions  
➢ Capable of developing knowledge, technology, or/and art within her/his expertise is or professional domain through research producing innovative and reputable creations  
➢ Capable of solving science, technology or/and art problems within her/his scientific expertise through inter- or multi-discipline approaches |
<p>| VII                   | ➢ Capable of carrying out planning and managing resources under her/his responsibility and comprehensively evaluate her/his performance by using science, technology and art to establish the organization's strategic developmental steps |</p>
<table>
<thead>
<tr>
<th></th>
<th>Capability of carrying out research and taking strategic decisions with accountability and full responsibility on all aspects under her/his expertise's domain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capable of solving science, technology or/and art problems within her/his scientific expertise through mono-discipline approach</td>
</tr>
<tr>
<td>VI</td>
<td>Capable of taking strategic decisions based on information and data analysis and providing direction in choosing several alternative solutions</td>
</tr>
<tr>
<td></td>
<td>Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances</td>
</tr>
<tr>
<td></td>
<td>Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem-solving procedures</td>
</tr>
<tr>
<td></td>
<td>Capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem</td>
</tr>
<tr>
<td>V</td>
<td>Possess capacity to manage team work and construct comprehensive written reports</td>
</tr>
<tr>
<td></td>
<td>Responsible for her/his own job and can be assigned responsibility for the attainment of team work performances</td>
</tr>
<tr>
<td></td>
<td>Mastering general theoretical concepts of a specific knowledge and capable of formulating related problem-solving procedures</td>
</tr>
<tr>
<td></td>
<td>Capable of completing wide coverage job tasks, choosing appropriate methods from a variety of undefined and defined selections by analyzing data and demonstrating performance with measurable quality</td>
</tr>
<tr>
<td>IV</td>
<td>Capable of cooperating and performing good communication, construct written reports within limited scope and demonstrate initiative</td>
</tr>
<tr>
<td></td>
<td>Responsible for her/his own job and can be assigned responsibility for other person's performances</td>
</tr>
<tr>
<td></td>
<td>Mastering several basic principles of specific know-how and capable of aligning them with factual problems within her/his job coverage</td>
</tr>
<tr>
<td>Level</td>
<td>Capabilities</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>III</td>
<td>➢ Capable of cooperating and performing good communication skills within her/his job coverage&lt;br&gt;➢ Responsible for her/his own job and can be assigned responsibility for other person's performances, both in quantity and quality&lt;br&gt;➢ Possess complete operational knowledge, general principles and concepts related to specific factual knowhow, and capable of completing a variety of common problems using appropriate methods&lt;br&gt;➢ Capable of carrying out a series of specific tasks by translating information and using tools, based on a number of working procedures, and capable of demonstrating performance with measurable quality in which some are her/his own performances are under indirect supervision</td>
</tr>
<tr>
<td>II</td>
<td>➢ Responsible for her/his own job and can be assigned responsibility in supervising other people&lt;br&gt;➢ Possess basic operational and factual knowledge, capable of choosing available solutions suitable for commonly existing problems&lt;br&gt;➢ Capable of carrying out specific tasks using tools, information and commonly defined working procedures, and demonstrate performance with measurable quality under direct supervision of her/his supervisor</td>
</tr>
<tr>
<td>I</td>
<td>➢ Responsible only for her/his own job and not for another person's job&lt;br&gt;➢ Possess factual knowledge&lt;br&gt;➢ Capable of carrying out simple tasks with a limited range of scope and routine attributes using tools, known methods and processes under supervision, monitoring and responsibility of her/his supervisor</td>
</tr>
</tbody>
</table>
12. In its application, the qualification levels in the IQF are a neutral reference to equalize the learning outcomes obtained through formal learning with the achievement of learning in non-formal learning (courses and regular training), or learning outcomes which are obtained through work training, or learning outcomes that come through work experience. Schematically, achieving each level or increasing to a higher level in the IQF can be done through four pathways or a combination of the four. The mentioned pathways consist of pathways through formal education, career advancement in the workplace, self-learning, as well as advancing through professional certification. The work training, regular training, short courses are means of learning that can facilitate the advancement of working career, professionalism.
Diagram. 25

**DIFFERENT PATHWAYS**

**Well defined OUTPUT / OUTCOMES**

Diagram. 26

**ALIGNMENT BETWEEN IQF AND AQRF**

Improving IQF level through various pathways
Table 4.1. The breakdown of the 52 qualifications across six labor division.

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

IQF

ASEC (2013)

LEVEL 2  LEVEL 3  LEVEL 4  LEVEL 5  LEVEL 6
SECTION 5
The Quality Assurance System Covering The Skills/Competency Standards Development And Approval, The Assessment And Certification Procedures As Linked To:
I. The Guiding Principles And Protocols For Competent Bodies And Providers Of Assessment Services (Section 4 Of AGP Book)
II. Alignment With The AMS Report For Criterion 6 Of The AQRF Referencing Guidelines

DESCRIPTIONS
The quality assurance system for assessment and certification of the Indonesian workforce is mandated based on the Government Regulation Number 31 of 2006. The National Vocational Training System rests on 3 (three) main pillars that are integrated, synergetic and integrated as an unified system in the development of workforce competencies. These three pillars are (1) competency standards and the packaging into KKNI (IQF) qualifications and/or occupations standard schemes, (2) competency based-education and training providers, and (3) competency based certification providers. The system's ultimate goals are employability, productivity and growth.

Diagram. 28
A. EDUCATION AND TRAINING QUALITY ASSURANCE

Competency based education and training (CBT) are designed and organized with reference to education and training standards derived from national competency standards. The education and training standards include:

1. Competency standards for graduates of an education and training programs (training outcome)
2. Learning content standards of an education and training programs
3. Learning process standards of an education and training programs
4. Learning assessment standards of an education and training programs
5. Instructors / trainers / facilitators/teachers standards of an education and training programs
6. Facilities and infrastructure standards of an education and training programs
7. Education and training management standards, and
8. Standard of education and training budget

To the extent that an education and training institution is able to organize competency-based education and training programs, accreditation is conducted mandatory. Accreditation is carried out by an independent accreditation body. In the field of education carried out by the Education Accreditation Board formed by the Ministry of Education and Culture. In the field of training, accreditation is carried out by the Accreditation authority for training providers mandated by Minister of Manpower regulation (LALPK) according to Government Regulation Number 31 of 2006.
B. COMPETENCY CERTIFICATION QUALITY ASSURANCE

Competency certification is the process of awarding competency certificates carried out systematically and objectively through competency assessment. Competency certification is written evidence that the competency certificate holder has mastered certain competencies in accordance with the competency standards listed in the certificate. The competency standards referred to are INCS, International Competency standards and / or Specific Competency Standards.

Competency certification is carried out by a license Professional Certification Agency (PCA). Licensing of the PCA is carried out by the Indonesian Professional Certification Authority (IPCA) through the licensing system. PCA carries out certification and issues competency certificates on behalf of the IPCA. PCA must meet institutional standards and assessment procedures in accordance with regulations stipulated by the IPCA. Among the standard of competency certification are:

1. Standard of competency achievement
2. Standard of competency tools and instrument
3. Standard of assessment process / method
4. Standard of graduation for competency assessment participants
5. Standard of assessor competency
6. Standard of facilities, tools and equipment
7. Standard of assessment management, and
8. Standard of competency certification budget

BNSP as a public service provider for assessment and certification is regularly evaluated by Ombudsman Republic of Indonesia, an official body who is charged with representing the interests of the public by investigating and addressing complaints of mal-administration or a violation of rights. The Ombudsman Republic of Indonesia is mandated by Law Number 37 of 2008.
Diagram. 30
SECTION 6
Participation Of Stakeholders In Competency Assessment And External Quality Assurance Experts In Writing The Benchmarking Reports

1. The process of competency assessment and writing the benchmarking report was performed inclusively and transparently. A series of meetings with relevant parties were carried out in the process of competency assessment. It was initiated with brainstorming discussions among main stakeholders, such as BNSP and PCAs, Ministry of Manpower, Ministry of Tourism, IOM, ASEAN Secretariat, SEAMOLEC, education and training institutions.

2. The referencing process also intensively involved stakeholders from various groups as reported in the Criterion II. Communications and consultations were carried out with the stakeholders. The main agenda of the meetings was to disseminate the concept and protocol of AGP to MRA. Nevertheless, inputs and feedback are also to be obtained through the meetings.

3. Since the end of July 2019, the Committee has held meetings with stakeholders, consisting of Indonesia Professionals Certification Authority/BNSP, Ministry of Manpower, Ministry of Education and Culture, Ministry of Tourism, Professional Certification Agency, Professional Certification Agency, ASEAN Secretariat, Association of Indonesia Hotels and Restaurants, Association of Indonesia Travel Agents Ministry of Research, National Tourism Professional Board (NTPB), Technology and High Education, Education and Training Institutions, Institutional Expert, International Consultant, Local Consultant.

4. After the 1st trilateral project Launch workshop in December, IPCA held a team meeting to make a revision report based on the feedback comments from Malaysia and Philippines. Focus group discussions (FGD) have also been held to gather information and data from a wider range of stakeholders for the 2nd draft benchmarking report.

5. The 2nd draft report and Final report was validated by the tourism association there are; Association of Indonesia Hotels and Restaurants, Indonesian Food & Beverage Executive Association (IFBEC), Indonesian Housekeeper Association (IHKA), Association of Culinary Professional Indonesia (ACPI), Hotel Front Liner Association (HFLA), and Indonesia Tour and Travel Agent Association (ASITA). Other bodies that validated the report are the Ministry of Manpower, Ministry of Tourism and Creative
Economic, Ministry of Commerce, Professional Certification Agency (PCA) in tourism sector from national and provincial, National Tourism Professional Board (NTPB), and SEAMEO Regional Open Learning Centre (SEAMOLEC).

6. The Ministry of Education through the center for the development and empowerment of educators and Business and tourism education personnel provided objective inputs to the writing of the report and giving impartial comments that enhanced the Benchmarking Report.
SECTION 7

Endorsement Of The Report At The National Level

The Benchmarking report on the system for developing and competency quality assurance in Indonesia is carried out by the Expert Committee and endorsed by BNSP. However, the Ministry of Manpower’s role as the person responsible for developing the national competency system is also very significant. Likewise, the role of the Ministry of Tourism and Creative Economy, especially since the implementation of the pilot project will be related to human resources in the field of tourism.

This draft Benchmarking reports will be endorsed by SLOM Indonesia, and the final report of the project will be submitted to ASEAN SLOM for notation/endorsement.
Annex.1
Listing of Pertinent Section of Law/Official Documents

1. Law Number 13 of 2003 concerning Manpower
2. Law Number 20 of 2003 concerning National Education System
3. Law Number 37 of 2008 on Ombudsman Republic of Indonesia
4. Law Number 12 of 2011 on Establishment of Laws and Legislation
5. Law Number 10 of 2019 concerning Tourism
6. Government Regulation Number 31 of 2006 on The National Vocational Training System (SISLATKERNAS)
7. Government Regulation Number 52 of 2012 Concerning Competencies Certification And Certification Of Tourism Business Sector
8. Government Regulation Number 10 of 2018 on BNSP
10. Presidential Regulation Number 19 of 2015 concerning the Ministry of Tourism on amendment with Presidential Regulations Number 93 of 2017 concerning changes to presidential regulations Number 19 of 2015 about the Ministry of Tourism
11. Regulation of the Minister of Education and Culture Number 73 of 2013 Implementation of KKNI and Higher Education
12. Regulation of the Minister of Manpower and Transmigration Number 21 of 2014 On Procedures For Establishment The INCS
13. Regulation of the Minister of Manpower of the Republic of Indonesia Number 2 of 2016 Concerning The National Work Competency Standardization System
14. Regulation of the Minister of Manpower Number 3 of 2016 On Procedures For Establishing Indonesian National Competency Standard
15. Regulation of the Minister of Tourism Number 19 of 2016 Concerning Enactment Of Competency Certification In Tourism
16. Regulation of the Minister of Tourism Number 11 of 2017 Concerning Structure Organization And Working Procedure Ministry Of Tourism
17. Regulation of the Minister of Tourism Number 1 of 2018 Concerning Enactment Indonesian National Work Competency On The Tourism Sector
18. Regulation of the Minister of Manpower of the Republic of Indonesia Number 228 of 2019 Concerning Certain Positions That Can Be Occupied By Foreign Workers
19. BNSP Regulation Number 9/BNSP/XI/2013 on The Guideline Number 301 To Implement Competency Certification
20. BNSP Regulation Number 1/BNSP/III/2014 on The Guideline Number 201 for Assessment and General Requirements Professional Certification Agency
Legal Basis for certification Process in Tourism Sector

A. Legal basis for implementing certification:

1. Law
   a. Law Number 13 of 2003 Concerning Manpower
   b. Law Number 32 of 2004 Concerning Regional Government
   c. Law Number 10 of 2019 Concerning Tourism

2. Government Regulation
   a. Government Regulation Number 52 of 2012 concerning Competencies Certification and Certification of Tourism Business Sector

3. Presidential Regulation
   a. Presidential Regulation Number 8 of 2012 concerning Indonesian Qualification Framework of Indonesia (KKNI)
   b. Presidential Regulation Number 19 of 2015 concerning the Ministry of Tourism On Amendment With Presidential Regulations Number 93 of 2017 Concerning Changes To Presidential Regulations Number 19 of 2015 about the Ministry of Tourism

4. Ministerial Regulation
   a. Regulation of the Minister of Manpower Number 2 of 2016 concerning National WorkCompetency Standardization System of Indonesia
   b. Regulation of the Minister of Manpower Number 3 of 2016 Regulation of the Minister of Manpower Republic of Indonesia on Procedures in Establishing Indonesian National Competency Standard
   c. Regulation of the Minister of Tourism Number 19 of 2016 concerning enactment of Competency Certification in Tourism
   d. Regulation of the Minister of Tourism Number 11 of 2017 concerning Structure Organization and Working Procedure Ministry of Tourism
   e. Regulation of the Minister of Tourism Number 1 of 2018 concerning enactment Indonesian national work competency on the Tourism sector

5. BNSP Regulations
   a. BNSP Regulation Number 9/BNSP/XI/2013 on Guideline Number 301 concerning Guiding Implementation of Competency Assessments
b. Technical Guidelines on Training of Competency Assessment and Recognition Current Competency (RCC) / Recertification of 2019
<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>AREAS OF ALIGNMENT</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance</td>
<td>Indonesian Professional Certification Authority have clearly documented governance arrangements that set out the responsibilities and practices, policies and procedures, exercised by a Chairman to provide strategic direction, to ensure objectives are achieved, to manage risks and to use resources responsibly.</td>
<td>Law 13 of 2003 on Manpower under the Ministry of Manpower, established Government Regulation 23 of 2004 on BNSP Mandate and Revamped by Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP)</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-17</td>
<td></td>
</tr>
<tr>
<td>2. Accountability</td>
<td>Indonesian Professional Certification Authority have a legal or reporting framework to evaluate its practices and performance against set criteria. Indonesia Professional Certification Authority ensures that results of quality assurance and quality review activities are publicly reported at least annually.</td>
<td>Law 13 of 2003 on Manpower under the Ministry of Manpower, established Government Regulation 23 of 2004 on BNSP Mandate and Revamped by Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP)</td>
</tr>
<tr>
<td></td>
<td>Cited on Section 1 Page 8-17</td>
<td><a href="https://bnsp.go.id/download/?page=3">https://bnsp.go.id/download/?page=3</a></td>
</tr>
<tr>
<td>3. Transparency</td>
<td>Indonesian Professional Certification Authority provides accurate and clear information in relation to their key functions, including processes, standards and performance.</td>
<td>Based on Law 13 of 2003 on Manpower, the function of Indonesian Competency Standards Competent Authority is with Ministry of Manpower, Directorate for Standards and Training Development, Directorate General for Training and Productivity Development Ministry of Manpower Indonesia and used by BNSP to develop and maintain the Certification Scheme based on the mandate Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP)</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 11-20</td>
<td></td>
</tr>
<tr>
<td>4. Independence</td>
<td>Indonesian Professional Certification Authority have a mandate, guidelines, processes and practices that ensures independence of different elements of the quality assurance system, avoidance of conflict of interests, and independence of decision making.</td>
<td>Law 13 of 2003 on Manpower under the Ministry of Manpower, established Government Regulation 23 of 2004 on BNSP Mandate and Revamped by Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP)</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-20</td>
<td></td>
</tr>
<tr>
<td>5. Confidence and standards</td>
<td>Indonesian Professional Certification Authority have processes and practices to provide stakeholders with confidence standards (both inputs and outputs) have been met.</td>
<td>Based on Law 13 of 2003 on Manpower, the function of Indonesian Competency Standards Competent Authority is with Ministry of Manpower, Directorate for Standards and Training Development, Directorate General for Training and Productivity Development Ministry of Manpower Indonesia and used by BNSP to develop and maintain the Certification Scheme based on the mandate Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP)</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-25</td>
<td></td>
</tr>
<tr>
<td>6. Continuous improvement</td>
<td>Indonesian Professional Certification Authority approaches ensure the use of a balance strategies that enhance the provision of services to meet the changing and future needs of stakeholder groups.</td>
<td>Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP) and BNSP Guidelines</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-25</td>
<td></td>
</tr>
<tr>
<td>7. Proportionality</td>
<td>Indonesian Professional Certification Authority have quality assurance and quality review approaches that are fit for purpose and reflect the context and diversity of the ASEAN MEMBER STATES, ASIA PACIFIC, EUROPE AND MIDDLE EAST.</td>
<td>Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP) and BNSP Guidelines</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-25</td>
<td></td>
</tr>
<tr>
<td>8. Flexibility of services</td>
<td>Indonesian Professional Certification Authority ensure that protocols are in place nationally to facilitate assessment services or recognition processes for national or international applicants.</td>
<td>Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP) and BNSP Guidelines</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-25</td>
<td></td>
</tr>
<tr>
<td>9. Collaboration</td>
<td>Indonesian Professional Certification Authority collaborates with other competent bodies, nationally and internationally.</td>
<td>Government Regulation 10 of 2018 on the Indonesian Professional Certification Authority (IPCA/BNSP) and BNSP Guidelines</td>
</tr>
<tr>
<td></td>
<td>Cited on: Section 1 Page 8-25</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES</td>
<td>AREAS OF ALIGNMENT</td>
<td>EVIDENCES</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. A competent body documents and implements a QMS to address all its functions</td>
<td>BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
<td>BNSP websites : <a href="http://www.bnsp.go.id">www.bnsp.go.id</a> ; BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
</tr>
<tr>
<td>2. A competent body makes public its QA processes</td>
<td>BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
<td>BNSP websites : <a href="http://www.bnsp.go.id">www.bnsp.go.id</a> ; BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
</tr>
<tr>
<td>3. A competent body maintains public register for approved providers and for achievement of standards</td>
<td>BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
<td>BNSP websites : <a href="http://www.bnsp.go.id">www.bnsp.go.id</a> ; BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
</tr>
<tr>
<td>4. A competent body establishes protocols for international exchange</td>
<td>BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
<td>BNSP websites : <a href="http://www.bnsp.go.id">www.bnsp.go.id</a> ; BNSP published BNSP regulations as guidelines to implement national competency-based assessment and certification</td>
</tr>
<tr>
<td>5. A competent body commits to a cyclical external performance review</td>
<td>Indonesia Professional Certification Authority provides accurate and clear information in relation to their key functions, including processes, standards and performance</td>
<td>AGP Trilateral Workshop - as a model for External Referencing Process, Indonesia Benchmarking Report</td>
</tr>
<tr>
<td>PRINCIPLES</td>
<td>AREAS OF ALIGNMENT</td>
<td>EVIDENCES</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 1. Governance | Clearly documented goals & objective, competent body's requirement and legislation, financial resource | • BNSP Regulation No.1/BNSP/III/2014 on Guideline Number 201 on Conformity Assessment on the General Requirements for Professional Certification Agency;  
• BNSP Regulation No.9/BNSP/XI/2013 on Guideline Number 301 to Implement Competency Certification, PCA QA Guidelines and SOP;  
• BNSP Regulation No.2/BNSP/VIII/2017 as an amendment of BNSP Regulation No 4/BNSP/VII/2014 on Guideline Number 210 to Develop and Maintain Professional Certification Scheme  
Cited on Section 2 page 35 and section 3 Page : 41 |
| 2. Accountability | Monitoring and evaluation mechanism (RCC), feedback mechanism, QA publicly reported | Recognition of current competency (RCC) according to BNSP Regulation and BNSP Guidelines  
Cited on section 3 Page : 41 , Point G |
| 3. Transparency | Accruration and clear information in assessment and support services for clients | SOP assessment, website, certification scheme  
Cited on section 1 Page : 18-24 , Point 1-6, |
| 4. Independence | PCA’s as the implementing agency of BNSP in order to conduct competency-based assessment as well as issuing professional certificate, must be independent in decision making and avoidance of conflict of interest especially in outcome decisions. | • BNSP Regulation No.09/BNSP/XI/2013 on Guideline Number 301 to Implement Competency Certification;  
• BNSP Regulation No.05/BNSP/VII/2014 on Guideline Number 206 of General Requirement of Assessment Venue;  
• BNSP Regulation No.2/BNSP/VIII/2017 as an amendment of BNSP Regulation No 4/BNSP/VII/2014 on Guideline Number 210 to Develop and Maintain Professional Certification Scheme  
Cited on section 1 Page : 16 |
| 5. Confidence and standards | provider conduct by themselves and meet required standard and expectation | • BNSP Regulation No.09/BNSP/XI/2013 on Guideline Number 301 to Implement Competency Certification;  
• BNSP Regulation No.05/BNSP/VII/2014 on Guideline Number 206 of General Requirement of Assessment Venue;  
• BNSP Regulation No.2/BNSP/VIII/2017 as an amendment of BNSP Regulation No 4/BNSP/VII/2014 on Guideline Number 210 to Develop and Maintain Professional Certification Scheme  
Cited on section 1 Page : 16 |
| 6. Continuous improvement | provider compliance requirement | Standard Update and Certification Scheme according to Industry Needs  
Cited on section 1 Page : 18-24 , Point 1-6, |
| 7. Proportionality | provider QA ensure quality outcomes | Internal audit, Management Review, Surveillance of PCA/LSP, Certification Scheme Validation, Certification Scheme Committee  
Cited on section 1 Page : 22-24 |
| 8. Flexibility of services | minimize barriers to assessment services for national / international applicants | Certification Scheme, Assessment Principle of VRFF and Domestic regulation  
Cited on section 1 Page : 21 |
<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>AREAS OF ALIGNMENT</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A provider documents and implements a QMS</td>
<td>providing quality assessment services, including: • Ensuring appropriate assessment resources, physical resources are suitable for the competency certification schemes or programs • Ensuring appropriate levels of competent staff for its assessment services, including professional development • Ensuring appropriate assesse support services • Monitoring services through client and stakeholder feedback • Valid and reliable assessment outcomes • Issuing of qualifications or certificates (if applicable) • Records management • Data security • Outsourcing arrangements • Addressing client complaints • Reporting obligations • Continuous improvement and internal review.</td>
<td>Quality Manual of PCA, SOP and Internal Audit, and Surveillance of PCA by BNSP cited on Section 1 Page 16 and section 3 page 41</td>
</tr>
<tr>
<td>2. A provider takes responsibility for all assessment services it has undertaken and undertaken on its behalf</td>
<td>PCA takes responsibility for all assessment services undertaken on its behalf. Maintains a public register of its campuses, assessment centres or venues and provides public information on the performance of these sites.</td>
<td>Certification Procedure of PCA cited on Section 3 page 41-43</td>
</tr>
<tr>
<td>3. A provider implements access and equity strategies</td>
<td>inclusive entry requirements, support for clients with disabilities in the learning and/or assessment, recognition of prior learning and acknowledges assessments undertaken by other quality assured service providers or competent bodies.</td>
<td>Certification procedure and Certification Scheme cited on Section 3 page 41-43</td>
</tr>
<tr>
<td>4. A provider implements procedures and impartial decisions</td>
<td>Decisions that made by PCA are impartial and free of conflicts of interest or undue influence.</td>
<td>SOP Plan Assessment Activities and Processes, policy on impartiality, impartiality agreement, assessment and confidentiality agreement, appeal form cited on Section 3 page 41-43</td>
</tr>
<tr>
<td>5. A provider implements to minimize barrier to assessment services</td>
<td>PCA provide assessments at regular intervals, that the fee is reasonable and transparent and does not restrict access to, or the supply of, the service.</td>
<td>SOP Plan Assessment Activities and Processes, policy on impartiality, impartiality agreement, assessment and confidentiality agreement, appeal form cited on Section 3 page 41-43</td>
</tr>
<tr>
<td>6. A provider establishes protocols for maintaining communication with competent body and other providers</td>
<td>PCA participating in benchmarking activities and/or assessment</td>
<td>Minutes of meeting, Report of PCA to BNSP cited on Section 3 page 41-43</td>
</tr>
<tr>
<td>7. A provider takes responsibility for the maintenance of its compliance with quality standards.</td>
<td>Provider takes a continuous improvement approach to its assessment services. Provider is subject to external review of its performance, the findings of which are made public.</td>
<td>Surveillance by PCA to the certificate holder and log book cited on Section 1 Page 16, 1st Paragraph</td>
</tr>
</tbody>
</table>