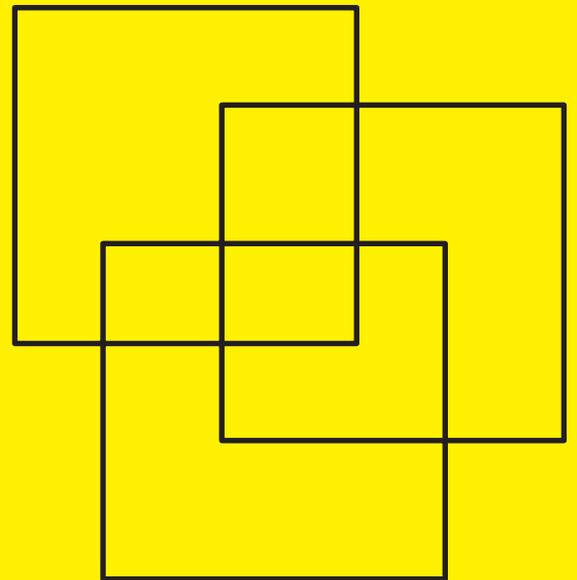


# Updated guidelines for development of Regional Model Competency Standards



Updated guidelines for development of  
Regional Model Competency Standards

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# Preface

The need to improve the quality and effectiveness of training systems remains a major challenge for many countries in the Asia-Pacific region. The skills of workers are critical to enterprises' productivity and competitiveness, as well as the workers' own employability. Much effort has been made to improve the relevance of the training systems, to ensure that the skills that workers possess meet the needs of the workplace. The establishment of the ASEAN Economic Community, with the goal of creating economic integration, a single market production base and a freer flow of skilled labour in the region, has increased the importance to sending and receiving countries of being able to recognize the skills of migrant workers.

To help accelerate the improvement of training systems and the mutual recognition of skills, the ILO has developed, in consultation with governments employers, and workers, the Regional Model Competency Standards (RMCS). These have been developed in identified priority areas and are in a simplified format.

Competency standards are a set of benchmarks that define the skills, knowledge and attributes people need to perform a work role. They are developed in consultation with industry, in order to ensure they reflect the needs of the workplace. These standards are primarily used to develop and implement training, to assess the outcomes of training, and to assess the level of a person's existing skills and competencies.

The RMCS describe the competency standards that underpin a range of occupations. The standards can be used by countries that are in the process of creating their own national standards or reviewing existing national standards that underpin technical and vocational education and training (TVET).

The use of the RMCS will promote consistency both within and between countries. The standards can foster technical cooperation and capacity building activities, promote tripartite and public-private sector cooperation, enhance the quality and skills of workers, and promote lifelong learning. Ultimately, the implementation of RMCS in the AEC will support the promotion of a single market and production base, allow for equitable economic development, a competitive economic region, and integration into the global economy.

These guidelines inform the process used to develop competency standards, from selecting industry or sector to writing and validating the competency standards. They describe good practice in developing RMCS. The guidelines include information on the purpose of competency standards, the process used to develop such standards, and approaches to assessment.

The RMCS are intended to be a regional reference for developing competency standards for those countries that are in the process of creating standards, or reviewing existing national standards. The RMCS can provide the basis for developing national competency standards in countries so they can avoid developing standards from scratch. By providing a regional reference for competency standards, I also hope that the RMCS can assist ASEAN regional integration by facilitating the mutual recognition of the skills of workers across borders. I would also like to express my sincere appreciation to the Government of the Republic of Korea for their continuing support to the ILO's work on skills development of the region and, specifically, to finalise this publication.

These guidelines were updated to ensure that the current developments and issues in the region are integrated in competency standards development and to share international good practices in skills identification, skills training, and technical and vocational education and training (TVET).



Tomoko Nishimoto  
Assistant Director-General and Regional Director  
for Asia and the Pacific

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The following individuals and organisations are gratefully acknowledged for their contribution in finalising this publication: Mr David Lythe, ILO International Consultant, for providing his technical inputs and materials to use in this project; the Fiji Higher Education Commission, for use of their unit standard materials; and Competency International Ltd., for use of their Training Needs Analysis approach.

We extend our thanks to Ms Alin Sirisaksopit and Ms Suttida Chaikitsakol for their assistance with the revisions of the Guidelines. In addition, Ms Wilawan Wiseschinda, Ms Ruttia Bhula-or, and Ms Onpreeya Chitpakdee formatted and finalised this publication.



# Executive summary

## Introduction to Regional Model Competency Standards

The establishment of the Association of Southeast Asian Nations (ASEAN) Economic Community (AEC) has the goal of creating economic integration, a single-market production base, and the free flow of skilled labour in the South-East Asian region. This means that it is increasingly important for sending and receiving countries to be able to recognize the skills of migrant workers.

In 2006, the International Labour Organization (ILO) developed – in consultation with governments, employers, and workers – the Guidelines for the Development of Regional Model Competency Standards (RMCS). This document updates these guidelines in line with current best practice.

Regional Model Competency Standards (RMCS) describe the competency standards that underpin a range of occupations. The standards can be used by countries that are in the process of creating their own national standards or reviewing existing national standards that underpin technical and vocational education and training (TVET).

The use of the RMCS will promote consistency both within and between countries. The standards can foster technical cooperation and capacity building activities, promote tripartite and public-private sector cooperation, enhance the quality and skills of workers, and promote lifelong learning. Ultimately, the implementation of the in the AEC will support the promotion of a single market and production base, allow for equitable economic development, a competitive economic region, and integration into the global economy.

Organizations involved in the development of RMCS are the ASEAN Secretariat, the ILO, and national bodies such as ministries of labour and national committees on economic development and education and training. Researchers and academics are also involved, along with other experts on labour and skills development (both national and international). These are supported by an expert focus group drawn from an industry or sector. The work of this group is then validated by a broader cross-section of the particular industry or sector. When completed, the RMCS are sent to the ILO for regional distribution.

## The purpose of Regional Model Competency Standards (RMCS)

Competency standards are primarily developed as assessment tools. They define the skills, knowledge, and attributes people need to perform a work role.

Competency standards can also be used to:

- Inform curriculum design. Although they do not capture the holistic education and training needs of learners, they do capture the key critical assessment requirements within a curriculum.
- Benchmark national and international qualifications. The use of competency standards creates a common fixed reference point against which equivalency decisions can be made. Using a common approach such as the RMCS makes such decision-making easier.
- Recognize skills. The RMCS provides a good bases for accepting and acknowledging levels of skills and qualifications between and among institutions and countries.
- Plan career progression. This provides coherence to the skills requirements within a sector. It allows a person to plan a career and also identify areas where he or she can transfer knowledge skills and expertise across roles and settings.

## **The process of developing Regional Model Competency Standards**

The standards should always be developed in consultation with industry, to make sure they reflect the needs of the workplace. The process of developing competency standards is made up of five stages:

### **Stage 1: Select the industry or sector**

The focus is a whole industry or major industry sector – for example, the tourism industry, or domestic services industry. The identified area then determines a descriptor and coverage statement.

### **Stage 2: Appoint expert focus group**

The people in this group, which can represent all aspects of the industry, are knowledgeable about the industry and have credibility across the industry. The group should be guided by an experienced facilitator.

### **Stage 3: Determine functional areas of competence**

These can be developed by gaining a clear understanding of the roles within an industry, the everyday tasks performed by workers in the industry, and the knowledge skills and attributes needed. These are then grouped into functional areas.

### **Stage 4: Write the competency standards**

The description of competence should capture the way effective workers operate. It is not just a list of their duties, nor is it a learning process or training pathway. The writing process captures each component of the standard. These consist of:

- a) the unit title
- b) the description
- c) the elements
- d) the performance criteria
- e) the evidence guide
- f) the critical skills and essential knowledge
- g) range statement

### **Stage 5: Validate the competency standards**

Once developed, the standards must be validated by the whole industry, so that users are able to trust, understand, and consistently interpret what is in them.

## **Distributing the Regional Model Competency Standards**

When the standards have been validated, they are submitted to the ILO, which then distributes them. The standards are reviewed regularly by the industry, so that they are continually improved and remain relevant.

## **Approaches to assessment**

There are two approaches to assessing competence against a standard. One requires the candidate to demonstrate knowledge and skills by performing a representative task; the other requires the candidate to produce evidence from everyday work practice that meets the criteria of the standard. The approach should be suitable to the learner and their context, and must provide them with the opportunity to show competence.

# Abbreviations

AEC	ASEAN Economic Community
AQRF	ASEAN Qualifications Reference Framework
ASEAN	Association of Southeast Asian Nations
GMS	Greater Mekong Subregion
ILO	International Labour Organization
MRA	mutual recognition arrangement
MRS	mutual recognition of skills
PINZ	Polytechnics International New Zealand Limited
RMCS	Regional Model Competency Standards
RPL	recognition of prior learning
TVET	technical and vocational education and training



# 1. Background

## What are Regional Model Competency Standards?

RMCS describe the competency standards that underpin a range of occupations. They are developed using an established format and process. The standards can be used by countries that are in the process of creating their own national standards, or reviewing existing national standards that underpin TVET.

These guidelines describe good practice in developing RMCS. The guidelines include information on the purpose of competency standards, the process used to develop such standards, and approaches to assessment.

## The benefits of Regional Model Competency Standards

Competency standards provide a frame of reference for nominating how job or work roles should be performed, and determining whether people meet these requirements.

To optimize their usefulness, competency standards should be developed and formatted in a consistent way. The use of RMCS will promote consistency both within and between countries. The ramifications of using consistently designed and developed competency standards to underpin TVET are significant. They can foster technical cooperation and capacity building activities, promote tripartite and public-private sector cooperation, enhance the quality and skills of workers, and promote lifelong learning. Ultimately the implementation of RMCS in the AEC will support the promotion of a single market and production base, allow for equitable economic development, a competitive economic region, and integration into the global economy.

## Regional Model Competency Standards template

This template is to be used in preparing the RMCS (it is also in Appendix I). The content of the template will be discussed in detail in the section on Writing Competency Standards.

<b>Unit code and title<sup>1</sup></b>	
<b>Description<sup>2</sup></b>	
<b>Elements of competency<sup>3</sup></b>	<b>Performance criteria<sup>4</sup></b>
	1.1
	1.2
	1.3
	2.1
	2.2
	2.3
	3.1
	3.2
	3.3
<b>Evidence guide<sup>5</sup></b>	
<b>Critical skills and essential knowledge<sup>6</sup></b>	
<b>Range statement<sup>7</sup></b>	

## **Development of Regional Model Competency Standards**

There are a number of stakeholders involved in the development of RMCS. The ILO works with national bodies to identify sectors that would benefit from the RMCS. National bodies can include the ministries of labour, national committees on economic development and education and training; researchers, academics, and other experts on labour and skills development (both national and international).

Then, an expert focus group is appointed to develop the RMCS (see the section on the expert focus groups for details). The expert focus group must be representative of the sector. This increases the likelihood that the competency standards will be fit for purpose. The RMCS, once developed, are then validated by the industry.

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<sup>1</sup> An alpha-numeric code that follows ILO guidelines, accompanied by a short title that summarizes the main job function covered by the unit.

<sup>2</sup> A short statement giving a more detailed description of the job function covered by the unit.

<sup>3</sup> The major elements of the job function.

<sup>4</sup> The performance standard or tasks that are involved in each of the relevant job functions.

<sup>5</sup> A brief statement that highlights the key aspects of performance for which evidence is required.

<sup>6</sup> Brief statements that outline key skills and required knowledge for the job function covered by this unit.

<sup>7</sup> Brief statements that clarify the scope and range of performance, including clarification on contexts, operations, and equipment referred to in the performance criteria.

The RMCS are then amended to reflect industry input and, when completed, are sent to the ILO for regional distribution (see figure 1 below).

**Figure 1. Key parties involved in the development of RMCS**



## 2. The purpose of competency standards

### The primary purpose

Competency standards are primarily developed as assessment tools. They allow judgements to be made by assessors against a defined standard of performance, particularly performance in the workplace. These standards should be designed as a set of assessment-focused statements that define the skills, knowledge, and attributes that people need to perform a work role. The standards should be developed in consultation with industry, to make sure they reflect the needs of the workplace.

This guidelines document for the development of RMCS is a regional resource. It can be used by countries that are in the process of creating standards or reviewing existing national standards.

### The secondary purpose

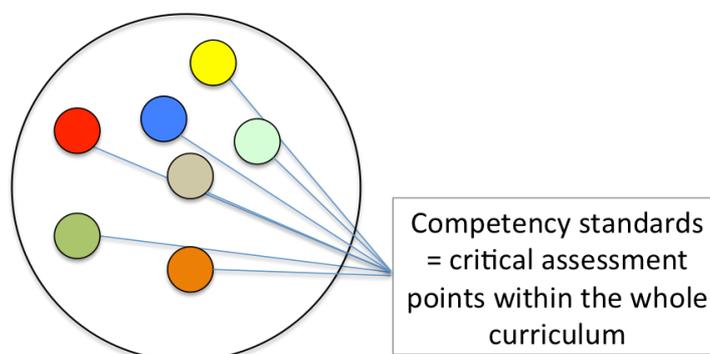
Competency standards have been used in a number of other ways, separate from their primary function as assessment tools. These include:

- a) informing curriculum design;
- b) as the basis for national and international benchmarking of qualifications;
- c) recognizing skills, often known as RPL; and
- d) planning career progression.

### Curriculum design and competency standards

Competency standards are often used as the basis of training programme design. However this needs to be done with caution, and should only occur after a thorough training needs analysis process. Any curriculum design must go beyond competency standards, as shown in figure 2. The standards only capture the key critical assessment requirements within the curriculum; they do not capture the holistic education and training needs of learners.

**Figure 2. The relationship between curriculum and competency standards**



## Example: How competency standards and curriculum design work together

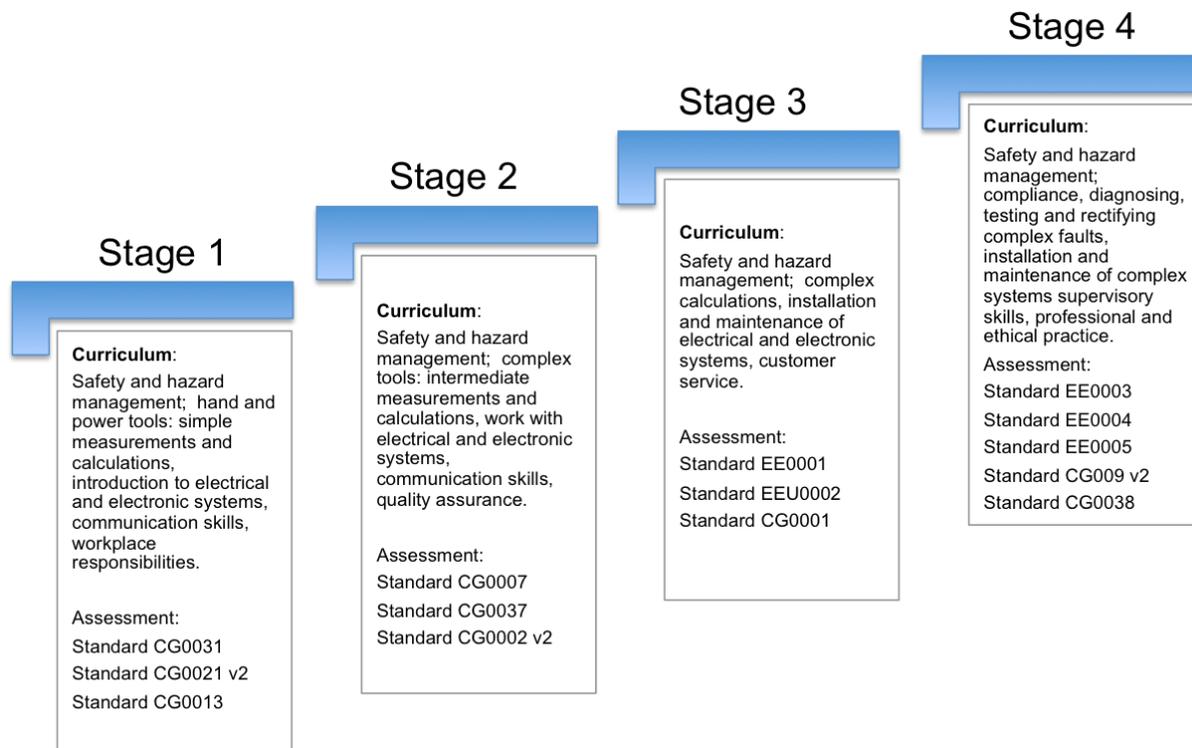
The National Certificate in Electrical Fitter Mechanic, Level 4<sup>8</sup> (Fiji Higher Education Commission) is made up of the following 13 competency standards (table 1). The curriculum and subsequent training programme is delivered over four stages. Each stage is not necessarily linked to a competency standard, but the stages, when taken together, meet the competency requirements (figure 3).

**Table 1. Competency standards: National Certificate in Electrical Fitter Mechanics, Level 4, Fiji Qualifications Authority**

Identifier	Title
EE0001	Use tools and equipment in electrical fitter mechanic operations.
EE0002	Carry out calculations and measurements for use in electrical fitter mechanic operations.
EE0003	Install, test, and commission low-voltage electrical components, motors, appliances, and fittings.
EE0004	Maintain and service low-voltage electrical components, motors, appliances, and fittings.
EE0005	Diagnose and rectify faults in low-voltage electrical components, motors, appliances, and fittings.
CG0031	Shut down and isolate machines and equipment.
CG0007	Communicate effectively in the workplace.
CG0001	Apply customer service skills.
CG0013	Apply safe working practices in a workplace.
CG0021 v2	Practice accountability in the workplace.
CG0037	Access and apply technical information.
CG0038	Act professionally and ethically as a tradesperson.
CG0002 v2	Apply quality assurance processes in the workplace.
CG0009 v2	Develop supervisory skills in accordance with workplace requirements.

<sup>8</sup> This material is used with kind permission from the Fiji Higher Education Commission.

Figure 3. Curriculum: National Certificate in Electrical Fitter Mechanic, Level 4, Fiji Qualifications Authority



## National and international benchmarking of qualifications

Benchmarking involves comparing and analysing one qualification and its components against another, to determine equivalency. This can be useful for two reasons:

- Nationally, to see if one provider’s course is the same as another provider’s, to determine if learners will exit the programmes with the same skills set.
- Internationally, to decide whether a person with a qualification from a sending country has the required skills set to meet skills need in the receiving country.

Benchmarking can be done in a number of ways; the curriculum or course content can be benchmarked. However, more commonly, the outcomes or competency standards of a qualification are benchmarked. This is because they are the key critical skills that learners must demonstrate to gain award of the qualification. The competency standards remain the fixed reference point. However, the delivery mechanism (how the learning occurred – in the classroom, in the workplace, informally, etc.) can be varied to meet the requirements of both local providers and learners.

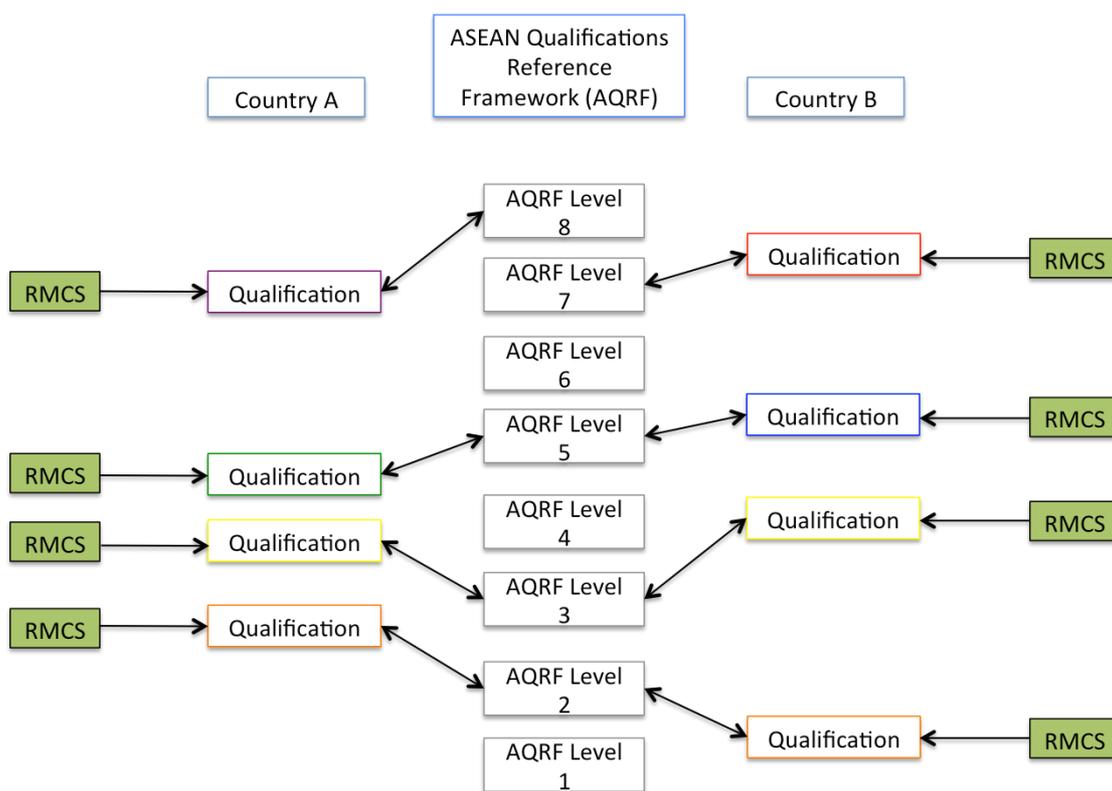
### Questions to consider

- What are the skills and knowledge the learner demonstrates on gaining the qualification? Are these the same or different between the qualifications being compared?
- What is the level of skills and knowledge that the learner exits the qualification with: beginning, intermediate, advanced, or expert? The context in which the knowledge and skills are applied needs to be carefully considered; so does the level of independent decision-making and critical thinking required of the learners before equivalency can be determined.

In some countries there are existing training programmes that are not competency based. In these situations, it is difficult to compare one training programme against another to determine equivalency. A set of guidelines have been developed that map training resources against the ILO RMCS (Mapping Curriculum against Competency Standards for the Mutual Recognition, Framework of Technical Skills and Qualifications in GMS). This allows gaps in the training programme to be identified and filled. “Whilst mapping curriculum is not a process to be followed in the longer term, it is useful in the short term, as an incremental approach to modernize courses where the participating countries are not initially developing their own competency standards and curriculum based on those standards” (PINZ, 2010).

When making international benchmarking comparisons, it is important to recognize that different qualifications authorities or national skills systems use different scales or levels to rank courses. If a person holds a particular qualification, its equivalency may already have been determined by the receiving country. If equivalency has not been determined, this task is usually undertaken by the receiving country’s qualifications authority. To simplify this process for the ASEAN Member States (AMS), the ASEAN Qualifications Reference Framework (AQRF) has been developed (see Appendix II). It aims to function as a common reference device to make decisions of equivalency easier among all ten AMSs (see figure 4). Members are currently strengthening their own national skills systems and planning reference to the AQRF.

**Figure 4. ASEAN qualifications reference framework and its relationship to different countries’ qualifications underpinned by RMCS**



Without competency standards, the task of determining equivalency of qualifications is difficult. If competency standards have been developed using the same model, such as the RMCS described in this guide, then determining equivalency is an easier process. The results are more likely to be reliable and robust.

## **Skills recognition**

If a migrant worker holds a particular qualification for which equivalency has been determined, then it is easier to reliably recognize that person's skills. The determination may be by the receiving country's own qualification authority or by using the AQRF.

Validation of informal and casual training, however, can be more difficult. Two skills mobility tools – the mutual recognition arrangements (MRAs), and mutual recognition of skills (MRS) are currently being developed by the ILO and the ASEAN Secretariat to assist with this. The MRS is focusing on technical and vocational skills in particular, while the MRAs' focus is on professional qualifications. Skills recognition assessors often use competency standards to determine current competence.

## **Career progression**

Career pathways are often created around the progressions of qualifications within a field of study or work. They map out the role, knowledge, skills, and experience required by workers operating at different levels within each setting. The pathways are usually constructed in a uniform manner. This shows the potential for individuals to develop and plan their career. The pathways also show how they can transfer their knowledge, skills, and expertise across roles and settings.

## **Positive gains from adopting the use of competency standards**

The ramifications of using competency standards to underpin TVET are significant:

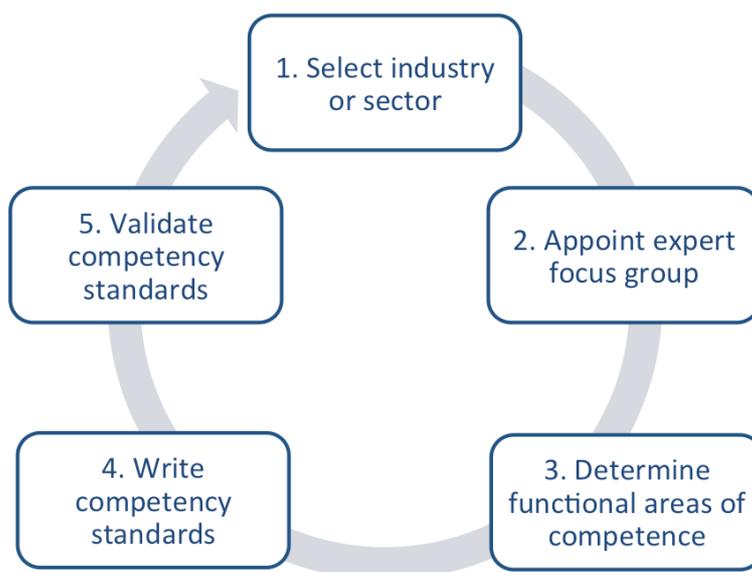
- Learners and workers can clearly see what skills they will develop if they undertake a qualification or programme of learning. Such transparency minimizes barriers to learning;
- Learners and workers can see how they can progress in their chosen field if a qualification pathway has been developed. In fact, they may undertake a starter-level qualification in one country and progress to a higher qualification in the receiver country if both have competency-based TVET progression pathways in place. For example, recent developments in New Zealand have led to both employment and educational pathways forming part of the graduate profile within qualifications;
- Employers can work closely with others to develop the competency standards and qualifications that form the basis of TVET. This ensures that future workers have the skills set needed for their business;
- Employers from receiving countries can be assured of the skills set of a new worker if the qualification has gained equivalency;
- Determining equivalency easily and quickly facilitates the increase in labour mobility; and
- Increased labour mobility leads to the economic growth of receiving countries and the region as a whole.

# 3. The process used to develop competency standards

## Summary of the process

There are five stages in the development of competency standards. Each stage will be explained in detail.

Figure 5. Five stages in competency standards development



### Stage 1: Select the industry or sector

RMCS focus on whole industry or major industry sectors, not single occupations. Competency standards may be developed for the tourism industry, the hospitality industry, or the domestic services industry, for example. Within each industry there will be a number of roles; domestic workers, for example, may be employed as cleaners, cooks, nannies, gardeners, carers, or guards.

However, when writing competency standards, each role is not taken separately. Instead, common skills sets (generic skills sets, also called core competencies) are identified, which then become the basis of the standards (see Stage 3 below). Sometimes, specific technical competencies are added for specific roles, in addition to the generic competencies. It is important to develop competency standards for the whole industry, not just one or two discrete roles within the industry.

Once the industry or sector has been identified, an industry descriptor and coverage statement should be determined. For example, an industry descriptor and coverage statement for the domestic services industry could include: “The coverage of this RMCS is the common task areas domestic workers are engaged to undertake. This includes...”

#### Questions to consider

- What industry or sector within an industry are we developing competency standards for?
- Are we being too broad or too narrow with our industry definition?
- Does the industry descriptor and coverage statement adequately describe the purpose of the RMCS?

## Stage 2: Appoint an expert focus group

The expert focus group (EFG) has an essential role to play in the development of the competency standards. Together the members must:

- a) represent the breadth of the industry;
- b) have current knowledge of the skills required to perform the roles within the industry;
- c) be able to consult with industry when seeking feedback and validation;
- d) have time to commit to the lengthy development process; and
- e) be champions of the competency standards.

EFGs often include:

- a) representatives from typical enterprises across the industry;
- b) employer bodies and associations representing major aspects of the work covered;
- c) workers' organisations;
- d) "expert" employee representatives;
- e) professional associations, where they exist;
- f) regulatory or licensing bodies, where relevant;
- g) educators and trainers with special expertise; and
- h) other industry bodies with existing similar or potentially overlapping standards.

It is important to recognize that the larger the group, the more difficult it can be to build consensus. An ideal size for an expert focus group is six to eight participants. One person may represent a number of different areas, and so someone for each role within the sector may not be required.

### Questions to consider

- Does the mix of the EFG adequately represent the industry or sector?
- Do members have up-to-date knowledge?
- Can members commit to the time required to complete the task?

## Facilitation of the expert focus group

Writing competency standards is a lengthy process that requires focused, detailed work. EFGs need to be assisted by an experienced facilitator. They may or may not have experience of the industry for which the standards are being developed, but must have a full understanding of the underpinning principles of competency development. Facilitators need to be able to synthesize large volumes of information, build consensus, and keep people on track.

## Stage 3: Determine functional areas of competence

Within each industry, there is often generic knowledge and skills that all workers need to have, and then specific vocational or technical competencies that are role specific. Determining functional areas of competence can be a difficult task, and a variety of techniques have been used to do this.

One such technique is called the "day in the life of".<sup>9</sup> This process starts by asking broad questions, and then gets more and more specific in the attempt to gain a full understanding of the sector and its workforce skills requirements. The approach has been used in a number of sectors, and the following steps were taken:

- Step 1: What roles exist within this sector?
- Step 2: What tasks do these people do every day, every week, every month, every year?

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<sup>9</sup> A "day in the life of" is Competency International Limited's training needs analysis process, and is shared to promote a systematic approach to competency design.

- Step 3: What knowledge, skills, and attributes do these people need to do these tasks?
- Step 4: How can these be grouped into functional areas of competence?

## Step 1: Roles

Often, there are a number of roles within a specific industry. In the domestic worker industry, there are a number of roles including cleaner, cook, carer, gardener, and guard, among others. These roles then become the focus when determining functional areas of competency. In the automotive electrical and electronics industry, there may only be one role, that of automotive technician. Here, this one role becomes the focus of determining the functional areas of competency.

## Step 2: Tasks

For each role, it is important to work out what tasks people perform. This can best be achieved by getting the workers to describe a typical day and all the things they do as part of their job. This starts to build up a picture of what they actually do at work, as opposed to what others may think they do. Here is an example of the “day in the life of” a range of domestic workers' (ILO, 2014). (See table 2 below.)

**Table 2. Tasks performed on a daily, weekly, monthly, and yearly basis per role (domestic worker sector)**

	Daily	Monthly	Weekly	Yearly
<b>Cleaner</b>	Dispose of household waste. Clean floors, surfaces, furniture, appliances, upholstery, windows. Use cleaning agents. Wear protective clothing. Store cleaning agents and equipment. Wash and iron clothes. Operate cleaning equipment.	Do inventory of cleaning supplies. Inform employer of any issues.	Produce accounts.	
<b>Cook</b>	Clean food preparation areas. Prepare food in a hygienic way. Identify hazards. Cook food: baking, blanching, boiling, frying, etc. Serve food.	Clean all food preparation areas. Dispose of food waste. Order supplies. Plan menu.	Clean all food preparation equipment. Produce accounts.	Do stock take of food staples.
<b>Carer</b>	Dress and wash. Feed. Play (with children). Inform employer of any issues. Ensure care environment is safe. Report changes in health or wellbeing. Help with medication.			

### Step 3: Knowledge, skills, and attributes

Once the tasks for each role have been identified, it is then necessary to determine what knowledge, skills, and attitudes people need to perform these tasks to the required level. This can be hard to work out, as often this information is taken for granted (see table 3 for an example).

**Table 3. Knowledge, skills, and attributes that underpin all tasks (domestic worker sector)**

Role	Tasks	What do you need to know to do this task?	What skills do you need to have to do this task?	What attributes do you need to do this task?
<b>Cleaner</b>	Dispose of household waste.	Health and safety. Cleaning agents, disposal of waste.	Managing different cleaning tasks with different cleaning agents.	Effective communication in culturally diverse situations.
	Clean floors, surfaces, furniture, appliances, upholstery, windows.	Operating cleaning and ironing equipment.	Managing waste disposal.	Honesty.
	Use cleaning agents.	Waste recycling.	Laundrying and ironing.	
	Wear protective clothing.		Effective communication.	
	Store cleaning agents and equipment.		Calculating supply requirements.	
	Wash and iron clothes.		Language skills.	
	Operate cleaning equipment.		Managing workload.	
<b>Cook</b>	Clean food preparation areas.	Health and safety. Food preparation and handling.	Planning and making food: baking, blanching, boiling, frying, grilling, roasting.	Effective communication in culturally diverse situations.
	Prepare food in a hygienic way.	Calculating ingredients.	Serving food.	Honesty.
	Identify hazards.	Hazard identification.	Using and maintaining equipment.	
	Cook food: baking, blanching, boiling, frying, grilling, roasting.	Dietary requirements. Preparation and cooking techniques.	Language skills.	
	Serve food.	Serving techniques.	Managing workload.	
<b>Carer</b>	Dress and wash.	Developmental milestones.	Planning activities.	Effective communication in culturally diverse situations.
	Feed.	Nutritional requirements.	Providing care.	
	Play (with children).	Identifying changes in infant/elderly wellbeing.	Language skills.	Honesty.
	Inform employer of any issues.	Administering medication.	Managing workload.	
	Make sure the care environment is safe.	Health and safety.		
	Report changes in health or wellbeing.	Hazard identification and management.		
	Help with medication.			

### Step 4: Functional areas

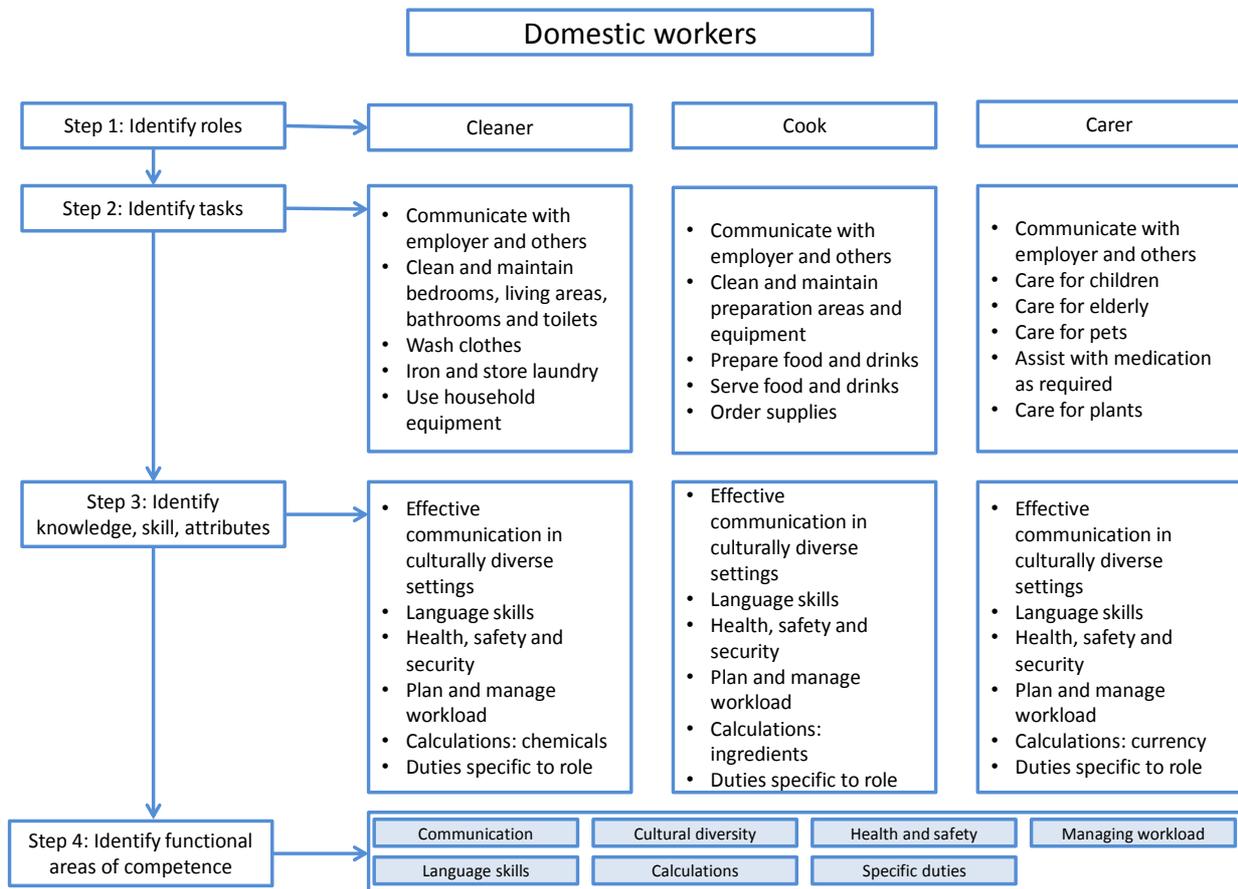
Once the knowledge, skills and attributes for each role have been established, the common themes, or functional areas of competency, can be identified.

#### Questions to consider

- What is the common underpinning knowledge that all workers must know?
- What are the common skills they must have?
- What are the required behaviours workers must show?
- What skills are job specific?

The diagrams below illustrate the process undertaken to work out the functional areas for competency standard development for domestic workers (figure 6).

**Figure 6. Process for determining functional areas (domestic workers)**



Each functional area for domestic workers is considered separately, and competency standards (see unit titles) are then developed for each area (table 4). See Appendix III for examples.

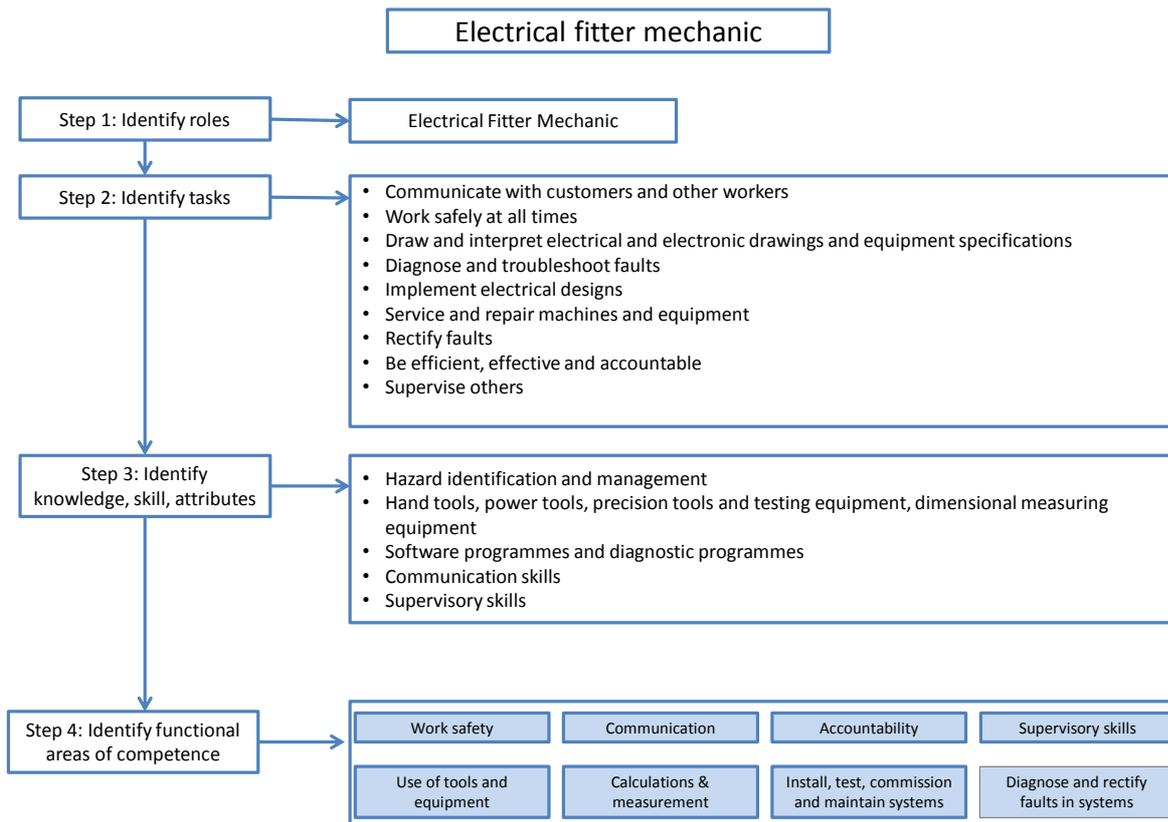
**Table 4. Functional areas (domestic workers)**

Functional area	Code	Unit title
<b>A</b> Core competencies	DS-A1	Communicate effectively in a domestic work environment.
	DS-A2	Work in a socially and culturally diverse workplace.
	DS-A3	Maintain health, safety, and security in a domestic work environment.
	DS-A4	Plan, organize, and manage own work.
	DS-A5	Undertake calculations relevant to domestic work.
	DS-A6	Use a language other than the local language to communicate in a domestic work setting.
<b>B</b> Domestic cleaning and basic housekeeping	DS-B1	Apply basic cleaning principles to perform cleaning tasks.
	DS-B2	Clean and maintain bedrooms and living area.
	DS-B3	Clean and maintain bathrooms and toilet facilities.
	DS-B4	Wash clothes, linen, and fabrics.
	DS-B5	Iron and store laundered items.
	DS-B6	Clean and operate basic household equipment.
<b>C</b> Cooking and food handling	DS-C1	Clean and maintain food preparation, storage, and service areas.
	DS-C2	Follow basic food safety practices.
	DS-C3	Organize and prepare basic food in a domestic setting.
	DS-C4	Serve food and beverages.
<b>D</b> Care for infants and children	DS-D1	Work effectively with families to provide care and support for infants and children.
	DS-D2	Provide care and support for infants or toddlers in a household.
	DS-D3	Provide care and support for children in a household.
<b>E</b> Care for elderly people	DS-E1	Provide support to elderly people to meet personal care needs.
	DS-E2	Assist client with medication.
<b>F</b> Care for household pets and plants	DS-F1	Provide care for pets in a household.
	DS-F2	Provide care for plants in a household.

## Determining functional areas for a specific role only

Within the mechanical engineering sector, there are a number of roles. Functional areas can be designed for one role only if required, as the example for an electrical fitter mechanic<sup>10</sup> shows (figure 7). Other mechanical engineering roles such as mechanical engineer: building services could be added later.

**Figure 7. Process for determining functional areas: competency development (electrical fitter mechanic)**



<sup>10</sup> Used with kind permission from the Fiji Higher Education Commission.

Again, each functional area for electrical fitter mechanics is considered separately, and a number of competency standards written for each as required (see table 5). Note that the competencies for electrical fitter mechanics do not follow the RMCS template.

**Table 5. Functional areas for electrical fitter mechanics specifically**

Functional area	Code	Unit title
A Generic competencies	EFM-A1	Apply customer service skills.
	EFM-A2	Apply quality assurance processes.
	EFM-A3	Communicate effectively in the workplace.
	EFM-A4	Apply safe working practices.
	EFM-A5	Practice accountability in the workplace.
	EFM-A6	Research and apply technical information.
	EFM-A7	Develop supervisory skills.
B Electrical fitter mechanic competencies	EFM-B1	Use tools and equipment in electrical fitter mechanic operations.
	EFM-B2	Carry out calculations and measurements for use in electrical fitter mechanic operations.
	EFM-B3	Install, test, and commission low-voltage electrical components, motors, appliances, and fittings.
	EFM-B4	Maintain and service low-voltage electrical components, motors, appliances, and fittings.
	EFM-B5	Diagnose and rectify faults in low-voltage electrical components, motors, appliances, and fittings.

## Functional area coding

The RMCS does not define levels, but rather clusters competencies in logical groupings. These can be translated into each country’s classification system as required, or into the AQRF. The industry should be given an identifier, for example the domestic services industry is “DS”, and electrical fitter mechanic is “EFM”. Then, each functional area is coded – for example, “DS A” is domestic services industry: core competencies. A number is then added to each competency within the functional area, as seen in table 6.

**Table 6. Functional area coding and identifiers for the domestic worker industry**

Functional area code	Competencies
DS-A1	Communicate effectively in a domestic work environment.
DS-A2	Work in a socially and culturally diverse workplace.
DS-A3	Maintain health, safety, and security in a domestic work environment.

## Stage 4: Write the competency standards

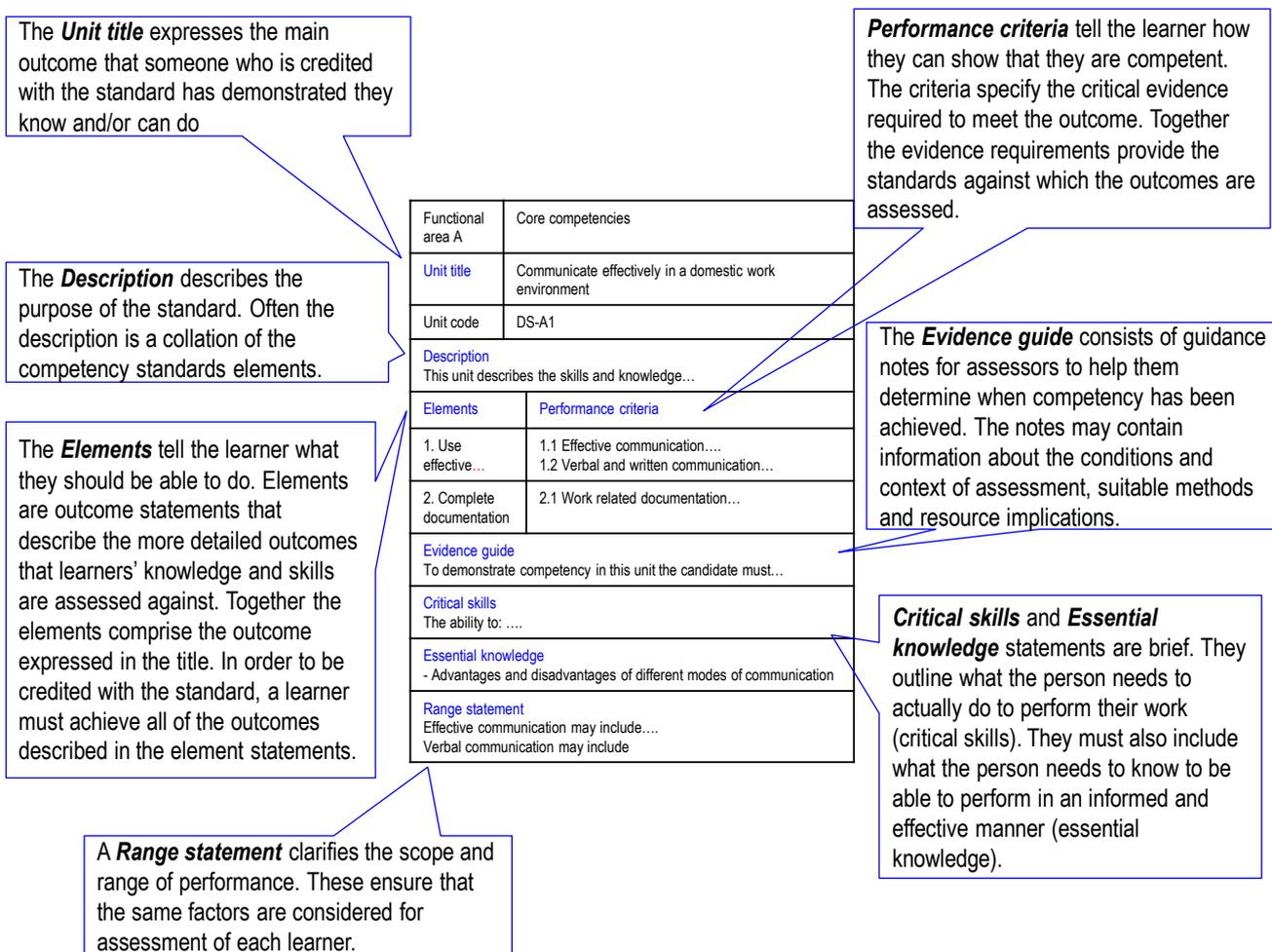
Once the functional areas of competence have been agreed on, each area can be looked at separately. A number of competencies may need to be developed for each functional area. It is important to remember that competency

standards should also embody the ability to transfer and apply broad skills and knowledge to new situations and environments. The standards must not be confined by the functional area, rather the functional area acts as a guide. The description of competence should capture the way effective workers operate; it is not just a list of their duties, nor is it a learning process or training pathway.

## Component parts of competency standards

Each competency standard is made up of a number of components. These are: unit title, description, elements of competency, performance criteria, evidence guide, critical skills and essential knowledge, and range statements. The example below (figure 8) is a shortened version of a competency standard for domestic workers that highlights and gives an explanation of each part.

Figure 8. Component parts of a shortened competency standard



Each component of a competency standard has a different purpose, and all are required when designing the standard. If any are excluded, the standard is not considered robust or fit for purpose.

The following section is guidance on how to write the components. The samples are taken from competencies written for the domestic work sector, the role of an electrical fitter mechanics, and the welding sector.

**Figure 9. Correct and incorrect unit titles**

<p><b>Key</b></p> <p>Red = Domestic worker examples</p> <p>Green = Electrical fitter mechanic examples</p>
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### Unit title

These express the main competency that someone who is credited with the standard has demonstrated they can perform.

Correct	Communicate effectively in a domestic work environment
	Use tools and equipment in electrical fitter mechanic operations
	Use a range of gas and thermal welding processes to cut and join metals
Incorrect	Communicate effectively, complete documentation and use negotiation skills in the work environment
	Use a range of electrical and electronic engineering tools and equipment to complete assigned tasks
	Work as a welder

These incorrect unit titles either give too much detail or not enough. Where there is too much detail, the overall skills needs to be identified. Where there is not enough detail, as with the welding example, the job needs to be broken down into skills sets.

### Descriptions

These describe the purpose of the standard. Often, the description is a collation of the competency standards elements.

**Figure 10. Correct and incorrect descriptions**

Correct	This unit describes the skills and knowledge required to communicate verbally and in writing with employers, other workers, and the public in a domestic work environment.
	People credited with this standard are able to use a range of electrical and electronic engineering tools and equipment to complete assigned tasks.
	People credited with this standard are able to: use a range of welding equipment; use cutting equipment and machines and follow safety practices to shut down and maintain machines and plant.
Incorrect	This unit describes communication skills for domestic service workers.
	Use tools when working as an electrical fitter mechanic.
	Work as a welder.

The incorrect descriptions do not summarize the elements of the standard. Often the description is a collation of the competency standard’s elements.

### Elements

The elements tell the learner what they should be able to do. They are outcome statements that describe the more detailed outcomes that learners’ knowledge and skills are assessed against. Together, the elements comprise the outcome expressed in the title, and all elements should be reflected in the description. In order to be credited with the standard, a learner must achieve all of the outcomes described in the element statements.

**Figure 11. Correct and incorrect element statements**

Correct	<ol style="list-style-type: none"> <li>1. Use effective communication techniques to work effectively in a domestic work setting.</li> <li>2. Complete work related documentation and reporting.</li> <li>3. Use basic negotiation techniques to resolve issues in the domestic work setting.</li> </ol>
	1. Use a range of electrical and electronic engineering tools and equipment to complete assigned tasks in accordance with manufacturer’s instructions.
	<ol style="list-style-type: none"> <li>1. Use a range of welding equipment in accordance with manufacturer’s instructions.</li> <li>2. Use cutting equipment and machines in accordance with manufacturer’s instructions.</li> <li>3. Follow safe practices to shutdown and maintain machines and plant in accordance with manufacturer’s instructions.</li> </ol>
Incorrect	1. Use effective communication and negotiation techniques.
	1. Use tools as an electrical fitter mechanic.
	1. Use a range to tools to perform welding tasks.

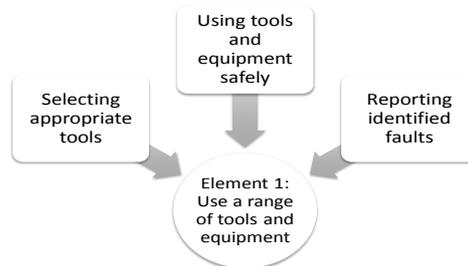
These incorrect element statements have not broken down the main outcome into component parts.

## Performance criteria

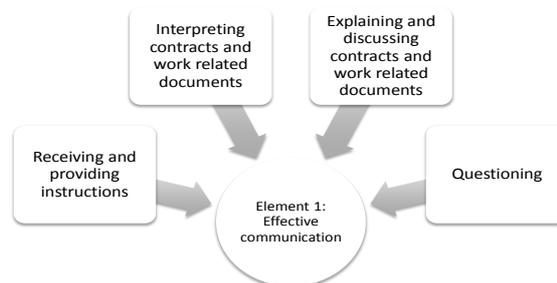
Performance criteria tell the learner how he or she can show that they are competent. They specify the critical evidence and the standard of the evidence, for example, ‘in accordance with manufacturer’s instructions’. If the standard is not included it can create inconsistency in assessor judgements.

When developing performance criteria it is useful to think about the element and what performance requirements are needed to meet the outcome captured by the element. Performance includes the combination of knowledge, skills and behaviours that are required to demonstrate competency. For example, you need to ask “What does this outcome look like in the workplace?” or “What makes up this skill?” The following two diagrams provide examples of breaking elements down into performance criteria

**Figure 12. Identifying different performance requirements that together make up the outcome at the element level: Plan and prepare to perform testing**



**Figure 13. Identifying different performance requirements that together make up the outcome at element level: Effective communication**



Once the element has been broken down into component parts, the performance criteria statements can be written. Performance criteria statements are often written in the passive voice (as those in Appendix III demonstrate). However, experience shows that the use of the active voice is easier for learners and assessors to understand. For example:

- Plans basic testing procedures in accordance with manufacturer’s specifications and organizational policies and procedures;
- Selects equipment and materials that are safe, serviceable, and of a type and quantity required to carry out the tasks;
- Prepares work area to ensure it is safe, accessible, and free from obstruction.

## Evidence guides

These are guidance notes for assessors to help them determine when competency has been achieved. Here is an example taken from the domestic work sector.

**Figure 14. Correct and incorrect evidence guide statements**

Correct	<p>To demonstrate competency the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:</p> <ul style="list-style-type: none"> <li>- Produce clear and understandable written/verbal/drawn communication</li> <li>- Provide prompt responses to requests for information</li> <li>- Use communication methods appropriate to the audience</li> </ul>
Incorrect	<p>To demonstrate competency the candidate must meet all performance criteria and skills and knowledge requirements. The candidate must be able to:</p> <ul style="list-style-type: none"> <li>- Communicate effectively</li> </ul>

The incorrect evidence guide statement does not provide enough detail to allow the assessor to make a fair judgement about learner performance.

See more information on assessment approaches in Chapter 4 below.

## Critical skills and essential knowledge statements

These are brief statements that outline what the person needs to actually do to perform work (critical skills). They must also include what the person needs to know to be able to perform in an informed and effective manner (essential knowledge). Here is an example of critical skills and knowledge relating to a competency standard for domestic workers.

**Figure 15. Correct and incorrect critical skills and essential knowledge statements**

Correct	<p>Critical skills includes the ability to</p> <ul style="list-style-type: none"> <li>- Identify communication requirements</li> <li>- Identify concerns related to contract and job description</li> <li>- Negotiate scope of work and working conditions</li> <li>- Relate to people from diverse backgrounds and people with diverse abilities</li> <li>- Request advice, to give/receive feedback and to work with others</li> <li>- Select and use methods appropriate to communication tasks</li> <li>- Understand and process basic workplace documentation</li> </ul> <p>Essential knowledge includes</p> <ul style="list-style-type: none"> <li>- Advantages and disadvantages of different modes of communication (written and non-verbal)</li> <li>- Communication methods relevant to the workplace and work role</li> <li>- Effective communication while working with others</li> <li>- Legal rights related to contract, job description, working conditions, roles and responsibilities</li> <li>- Work related documentation requirements</li> </ul>
Incorrect	<p>Critical skills includes the ability to</p> <ul style="list-style-type: none"> <li>- Communicate effectively at all times</li> </ul> <p>Essential knowledge includes</p> <ul style="list-style-type: none"> <li>- Communication theory</li> </ul>

The incorrect statement does not relate specifically enough to the context of domestic workers. “Communicate effectively” and “Communication theory” are too broad and open to a wide range of interpretations. They do not help the learner or assessor work out what exact skills and knowledge are required to meet the standard.

### Range statements

Range statements clarify the scope and range of performance. This ensures that the same factors are considered for assessment of each learner. However there is a danger in creating large range statements as these can complicate assessment.

**Figure 16. Correct and incorrect range statements**

Correct	<p><b>Effective communication</b> may include:</p> <ul style="list-style-type: none"> <li>- Active listening, verbal and written communication required to work effectively in a domestic work setting</li> </ul> <p><b>Verbal communication</b> may include:</p> <ul style="list-style-type: none"> <li>- Giving and receiving verbal instructions</li> <li>- Informal discussions</li> <li>- One to one communication</li> <li>- Small group e.g. work team communication</li> <li>- Use of the telephone, mobile phone or intercoms</li> </ul> <p><b>Written communication</b> may include:</p> <ul style="list-style-type: none"> <li>- internet/email</li> <li>- Short messaging/texting</li> <li>- Signage</li> <li>- Written instructions</li> </ul> <p><b>Work related documentation and reports</b> may include:</p> <ul style="list-style-type: none"> <li>- Contracts and job descriptions</li> <li>- Verbal and written reporting as well as documents and forms required to be filled out by Government (host and native in case of migrant workers) or Employment agencies</li> </ul>
Incorrect	<p>Effective communication includes verbal, written and other relating to work documents and reports.</p>

The incorrect range statements do not provide enough information to the learner or the assessor to clarify the scope and extent of performance.

Often, the range statement is written as “may include”, and this tells the assessor that it is not mandatory. A “must include” statement tells the assessor that it is mandatory. These show, for example, critical requirements such as those that maintain health and safety or are included in legal or registration body requirements.

Taken together, the elements, performance criteria, critical skills, essential knowledge requirements, and range statements should clearly illustrate the skills that are being assessed. The context, range, and scope of the skills should not be open to interpretation, but should be clearly described.

Further guidance to the assessor is often included at the end of the competency standard. Here is an example from the domestic worker sector.

<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• Materials relevant to the proposed activity</li> <li>• Tools, equipment, and facilities appropriate to processes or activity.</li> </ul> <p>Competency may be assessed through a combination of:</p> <ul style="list-style-type: none"> <li>• Demonstration.</li> <li>• Practical exercises.</li> <li>• Written or verbal short answer questions.</li> </ul>
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## Stage 5: Validate the competency standards

After developing each component of the draft RMCS and making sure they express industry requirements clearly and comprehensively, the draft RMCS is ready for industry feedback. The draft should, first, be agreed as accurate by the EFG, and then preferably by a peak national group representing the industry. This might be

an especially convened steering group from the RMCS development project, or an existing body that has credibility in the industry or sector.

Ensuring the RMCS are in a consistent format and validated by a broad representative industry body means users of the standards are able to trust, understand, and consistently interpret what is presented. Users include employers, agencies that assess skills development and recognize trade-level achievement, and training institutions needing to use the standards for training programmes.

To ensure the success of the validation process, it is worthwhile developing a validation approach that takes into account the following (see Appendix IV):

- a) the size and geographic distribution of the industry, so that representative enterprises can be involved;
- b) the diversity of the industry in terms of technology used and products produced;
- c) the worker profile, to ensure all competencies are included, not just those of a few recognized trades;
- d) the costs of validating, so that the process – important as it is – does not become too expensive to undertake; and
- e) the timeframe available, which cannot be extended indefinitely if the RMCS are to be made available.

In essence, the final draft of the standards should be presented to as wide an audience as possible. Validation also requires more in-depth involvement from the participants than just providing editorial comment on copies of draft standards. Validators should be encouraged to critique all aspects of the standards – their structure, functional breakdown, evidence requirements, knowledge requirements, bias, and discrimination, and so on.

### **Submitting the RMCS for distribution**

Once the draft of the regional model competency standards is acceptable to the industry, the final version is sent to the ILO for distribution. This version should include a response form so that feedback on the usability of the standards can be passed on from users to the developers. In this way, the RMCS can be regularly reviewed and improved, rather than being static products that quickly lose their relevance.

#### **Questions to consider putting to the validators to determine the appropriateness of the RMCS**

- Is the RMCS purpose explanation and terminology used throughout the draft adequate, easy to understand, and useful for guiding trainers, skills recognition assessors, and other industry users?
- Are the industry coverage information and functional areas identified for the RMCS logical? Are they sufficient to cover all the skills used in the industry, and appropriately linked to essential knowledge?
- Are the titles of the competencies understandable and useful in broadly mapping the skills used in the industry?
- Is the information in each of the RMCS elements formatted clearly, logically sequenced, and with relevant detail provided? Are the technical requirements of the industry as described in the elements correct?
- Are there any suggestions for improving the draft RMCS in any way so they have maximum use in the industry, and would be useable throughout the region?
- Any other comments?

## 4. Approaches to assessment

There are two different types of assessment: task assessment and evidence assessment:

- Task assessment is when an assessor provides learners with a specific task to demonstrate their knowledge and skills in relation to the outcomes of the competency standard. Task assessments usually take place in a provider or training environment;
- Evidence assessment is when an assessor provides learners with an evidence guide that tells them what evidence they need to present from their everyday work practice to meet the criteria of the competency standards. Evidence assessments usually take place in the workplace.

Whether it is by task or evidence, assessment can involve a variety of methods and approaches. These methods and approaches should be suitable to the learner and their context, and must provide the opportunity to show competence. See table 7 for examples of different assessment methods.

**Table 7. Assessment methods (NZQA 2015)**

Oral evidence	Written evidence	Verification	Practical evidence	Other
<b>Presentation</b>	Workplace documentation	Feedback, usually documented and signed from: teachers, support staff, supervisors, managers, and peers, as appropriate.	Observation: can be one off or over time	Cross referencing from other assessments
<b>Oral answers to questions</b>	Checklists		Simulations	Recognition of current competence
<b>Oral feedback</b>	Portfolio		Real life situations	Integrated assessment: where one task can assess a number of criteria
<b>Speech</b>	Worksheets		Demonstrations	
<b>Interview</b>	Forms		Video/audio tapes	
<b>Peer instruction sessions</b>	Tests		Posters	Visual representation
	Booklets		Graphics	
	Reports		Projects	
	Charts and posters		Naturally occurring evidence	
	Tables			
	Assignments			
	Fill in the gaps			
	Multi choice			
	Written questions			
	User manuals			



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# Appendix I. Regional Model Competency Standards template

This is the template to be used in preparing the RMCS.

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**Unit code and title<sup>11</sup>**

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**Description<sup>12</sup>**

<b>Elements of competency<sup>13</sup></b>	<b>Performance criteria<sup>14</sup></b>
	1.1
	1.2
	1.3
	2.1
	2.2
	2.3
	3.1
	3.2
	3.3

**Evidence guide<sup>15</sup>**

**Critical skills and essential knowledge<sup>16</sup>**

**Range statement<sup>17</sup>**

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<sup>11</sup> An alpha-numeric code that follows ILO guidelines, accompanied by a short title that summarizes the main job function covered by the unit.

<sup>12</sup> A short statement giving a more detailed description of the job function covered by the unit.

<sup>13</sup> The major elements of the job function.

<sup>14</sup> The performance standard or tasks that are involved in each of the relevant job functions.

<sup>15</sup> A brief statement that highlights the key aspects of performance for which evidence is required.

<sup>16</sup> Brief statements that outline key skills and required knowledge for the job function covered by this unit.

<sup>17</sup> Brief statements that clarify the scope and range of performance, including clarification on contexts, operations, and equipment referred to in the performance criteria.

# Appendix II. AQRF level descriptors

(ASEAN 2014.)

Knowledge and skills		Application and responsibility
Demonstration of knowledge and skills that:		The contexts in which knowledge and skills are demonstrated:
<b>Level 8</b>	<ul style="list-style-type: none"> <li>is at the most advanced and specialized level and at the frontier of a field;</li> <li>involve independent and original thinking and research, resulting in the creation of new knowledge or practice;</li> </ul>	<ul style="list-style-type: none"> <li>are highly specialized and complex, involving the development and testing of new theories and new solutions to resolve complex, abstract issues;</li> <li>require authoritative and expert judgement in the management of research or an organization, and significant responsibility for extending professional knowledge and practice and the creation of new ideas or processes;</li> </ul>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>are at the forefront of a field, and show mastery of a body of knowledge;</li> <li>involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice;</li> </ul>	<ul style="list-style-type: none"> <li>are complex and unpredictable, and involve the development and testing of innovative solutions to resolve issues;</li> <li>require expert judgement and significant responsibility for professional knowledge, practice, and management;</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li>is specialized, technical, and theoretical within a specific field;</li> <li>involve critical and analytical thinking;</li> </ul>	<ul style="list-style-type: none"> <li>are complex and changing;</li> <li>require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues;</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>are detailed, technical, and theoretical knowledge in a general field;</li> <li>involve analytical thinking;</li> </ul>	<ul style="list-style-type: none"> <li>are often subject to change;</li> <li>involve independent evaluation of activities to resolve complex and sometimes abstract issues;</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>are technical and theoretical with general coverage of a field;</li> <li>involve adapting processes;</li> </ul>	<ul style="list-style-type: none"> <li>are generally predictable but subject to change;</li> <li>involve broad guidance requiring some self-direction and coordination to resolve unfamiliar issues;</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>include general principles and some conceptual aspects;</li> <li>involve selecting and applying basic methods, tools, materials, and information;</li> </ul>	<ul style="list-style-type: none"> <li>are stable, with some aspects subject to change;</li> <li>involve general guidance and require judgement and planning to resolve some issues independently;</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>are general and factual;</li> <li>involve the use of standard actions;</li> </ul>	<ul style="list-style-type: none"> <li>involve structured processes;</li> <li>involve supervision and some discretion for judgement on resolving familiar issues;</li> </ul>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>are basic and general; and</li> <li>involve simple, straightforward, and routine actions.</li> </ul>	<ul style="list-style-type: none"> <li>involve structured routine processes; and</li> <li>involve close levels of support and supervision</li> </ul>

# Appendix III. Examples of Regional Model Competencies Standards: Domestic work

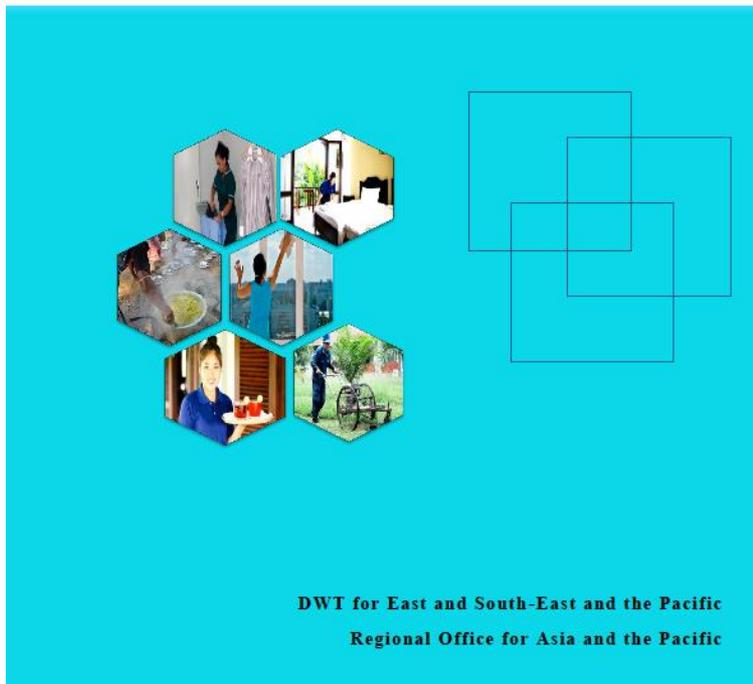
ASIA-PACIFIC 2006  
DECENT WORK  
DECADE 2015



International  
Labour  
Organization

**Regional Model Competency Standards Series**

**Domestic Work**



# Appendix IV. RMCS validation questionnaire

## Draft [Title] Regional model competency standards (RMCS)

Many countries have started to develop RMCS for particular industries or industry sectors. This is a contribution to regional consistency in describing industry skills needs. The attached RMCS for the [Title] industry has been developed in {name of country developing the RMCS} for use locally and in the Asia-Pacific region.

This RMCS is a preliminary draft only. It is being circulated to generate your consideration and feedback, so they can be made as useful as possible in underpinning skills recognition across the region. The RMCS will be amended as required based upon feedback from participants in the country of origin, and regional participants.

The opening part of the model standards explains their purpose, coverage, and structure. They are at a broad level of skills description, and not intended to be the detailed standards used for all the relevant occupations in each country. They do not have levels or qualification outcomes, as this is done when they are adapted and used in a particular country.

The draft RMCS has no status until validated by industry and participating countries in the region. It must be appropriate to their needs, and technically correct for the industry in question. Please examine the draft materials and circulate them as necessary to experts for advice on omissions or improvement. The attached response form is provided for this purpose. Your feedback can, of course, cover any aspect of the draft materials, in addition to those noted on the form. If you have any questions on the draft materials when evaluating them, please contact the developer directly. {Include name and contact details of person(s) responsible for development}

## [Title] RMCS questionnaire

1. Is the RMCS purpose, explanation, and terminology adequate, easy to understand, and useful for guiding trainers, skills recognition assessors, and other industry users?

### Response

Draft material is satisfactory <input type="checkbox"/>	Draft material has the following errors: {Please list problems found.}	Draft material could be improved by: {Please suggest ways to improve the draft information.}
--	---	---

2. Are the industry coverage information and functional areas identified for the RMCS logical and sufficient to cover all the skills used in the industry? Are they appropriately linked to essential knowledge?

**Response**

Draft coverage and functional areas are satisfactory <input type="checkbox"/>	Draft material has the following errors: {Please list problems found.}	Draft material could be improved by: {Please suggest ways to improve the industry coverage and functional areas information.}
--	---	--

3. Are the titles of the competencies understandable and useful in broadly mapping the skills used in the industry?

**Response**

Titles of competencies are satisfactory <input type="checkbox"/>	Draft material has the following errors: {Please list problems found.}	Draft material could be improved by: {Please suggest ways to improve the competency titles.}
---	---	---

4. Is the information in each of the RMCS elements formatted clearly, logically sequenced, and with relevant detail provided? Are the technical requirements of the industry as described in the elements correct? If you have detailed advice on elements needing amendment or addition, please attach a list of elements on a separate sheet and give brief details of what is required.

**Response**

Draft elements are satisfactory  <input type="checkbox"/>	Draft material has the following errors: {Please list problems found, and elements requiring attention, or new elements that should be provided.}	Draft material could be improved by: {Please suggest ways to improve the elements overall.}
---	--	--

5. Are there any suggestions for improving the draft RMCS in any way so they have maximum use in industry and would be useable throughout the region?

**Response**

Draft material is satisfactory  <input type="checkbox"/>	Draft material has the following errors: {Please list problems found.}	Draft material could be improved by: {Please suggest any ways to improve the draft information.}
--	---	---

6. Any other comments?

# Updated guidelines for development of Regional Model Competency Standards

Competency standards are primarily developed as assessment tools. The Regional Model Competency Standards (RMCS) describe the competency standards that underpin a range of occupations. The standards can be used by countries that are in the process of creating their own national standards or reviewing existing national standards that underpin technical and vocational education and training (TVET). The use of RMCS will promote consistency both within and between countries.

These guidelines inform the process used to develop the competency standards, from selecting industry or sector to writing and validating the standards. Current best practices are also included.

## Regional Office for Asia and the Pacific

United Nations Building, 11<sup>th</sup> Floor  
Rajdamnern Nok Avenue,  
Bangkok 10200, Thailand  
Tel: +662 288 1234 Fax: +662 280 1735  
Email: [BANGKOK@ilo.org](mailto:BANGKOK@ilo.org)  
[www.ilo.org/asia](http://www.ilo.org/asia)

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