

## **STEP 1: Identifying areas of skills for mutual recognition**

Each AMS proposes the qualification for mutual recognition. Recognition partners are also proposed.

What Member State is the target for skills recognition?

## **STEP 1: Identifying areas of skills for mutual recognition**

What industry with skilled worker shortage is being identified?

What is the qualification being proposed for recognition?

## **STEP 1: Identifying areas of skills for mutual recognition**

Which Ministry is responsible for skills recognition?

Are national employer and worker support organisations actively involved?

- **STEP 2: Benchmarking Skills/competency standards**
- How skills/competency standards of the sending country compare with those with the receiving country?
- How is industry leadership of skill standards setting achieved?

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- How is wide stakeholder agreement achieved?
- Are national skill standards developed with an awareness of international standards?

### **STEP 3 Defining and benchmarking the qualification**

Is the proposed qualification recognised in the national qualifications system?

What are the rules for assembling the units of competency standards into a coherent qualification?

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Has the national qualifications system been described?

The qualifications and competency standards are put into a comparability matrix



# 4

- **STEP 4 Assessing the assessment and certification arrangements:**
- What is the national student assessment process?
- What assessment instruments are available?
- Who is authorised to assess students?
- What moderation mechanisms are in place to secure student assessment which is fair, valid, consistent and to the specified industry standard?
- How is the issuing of certificates authorised?
- Is there a national register of officially awarded certificates and how is that secured and maintained?



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## **STEP 5 Assessing quality assurance of training assessment and certification arrangements:**

Do the quality assurance policies and processes follow those outlined in the “ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems”?

Who is responsible for quality assurance? How does the responsible national agency carry out its regulatory quality assurance functions?

**STEP 5 Assessing quality assurance of training assessment and certification arrangements:**

Where is full detail available of all policies and processes?

Are external quality assurance audit reports available?



# 6

- **STEP 6 Drafting the migrant skilled worker profile:**
- This step is particularly relevant when MRS is implemented on the basis of business-to-business and sector-to-sector with a focus on selected occupations.
- Does the migrant worker profile incorporate all the skills in the qualification and provide useful information for potential employers?

## **STEP 6 Drafting the migrant skilled worker profile:**

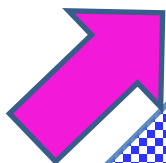
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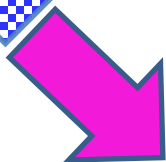
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## Two Options



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- **STEP 7a Assembling and submission of the portfolio of evidence:**

- Portfolio is prepared based on:
  - 1) Identifying areas of skills for mutual recognition
  - 2) Benchmarking Skills/competency standards
  - 3) Defining and benchmarking the qualification
  - 4) Assessing the assessment and certification arrangements
  - 5) Assessing quality assurance of training assessment and certification arrangements
  - 6) Drafting the migrant skilled worker profile
- Submission of the portfolio to the designated authority of the receiving country for approval of the recognition of selected (vocational) qualification

- **STEP 7b Level-to-Level Referencing of the selected qualifications between the NQF and AQRf (and NQF of receiving country):**

- Can the domains of learning and descriptors be used to establish level comparisons with the AQRf and the QF of the receiving Member State?



