BNSP
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4. ASSESSMENT OF COMPETENCE

**Handbook
ASEAN Mutual Recognition
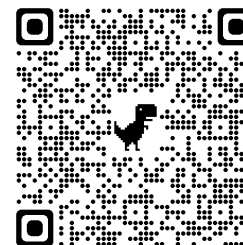Arrangement on Tourism Professionals
and its Toolboxes**

TPCB-2022

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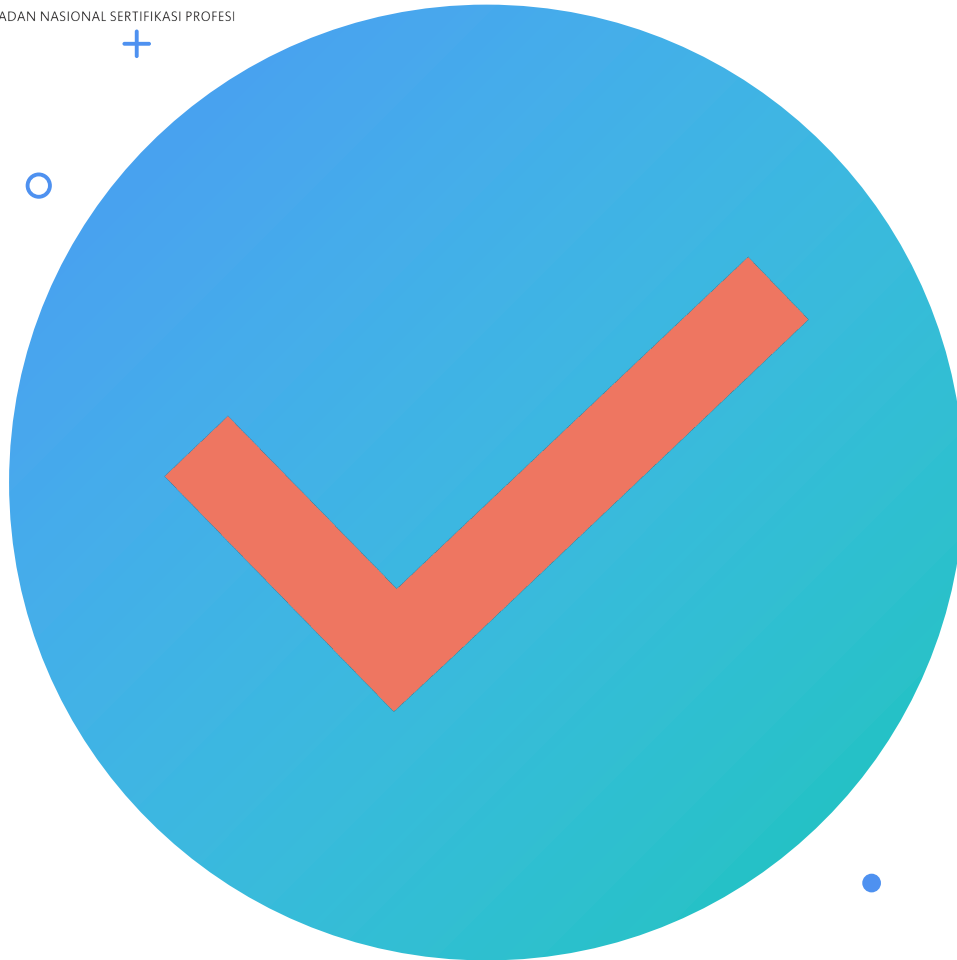
Southeast Asia
feel the warmth
ASEAN

HANDBOOK

**ASEAN MUTUAL RECOGNITION ARRANGEMENT ON
TOURISM PROFESSIONALS
2018**

2nd Edition

ASSOCIATION
OF SOUTHEAST
ASIAN NATIONS
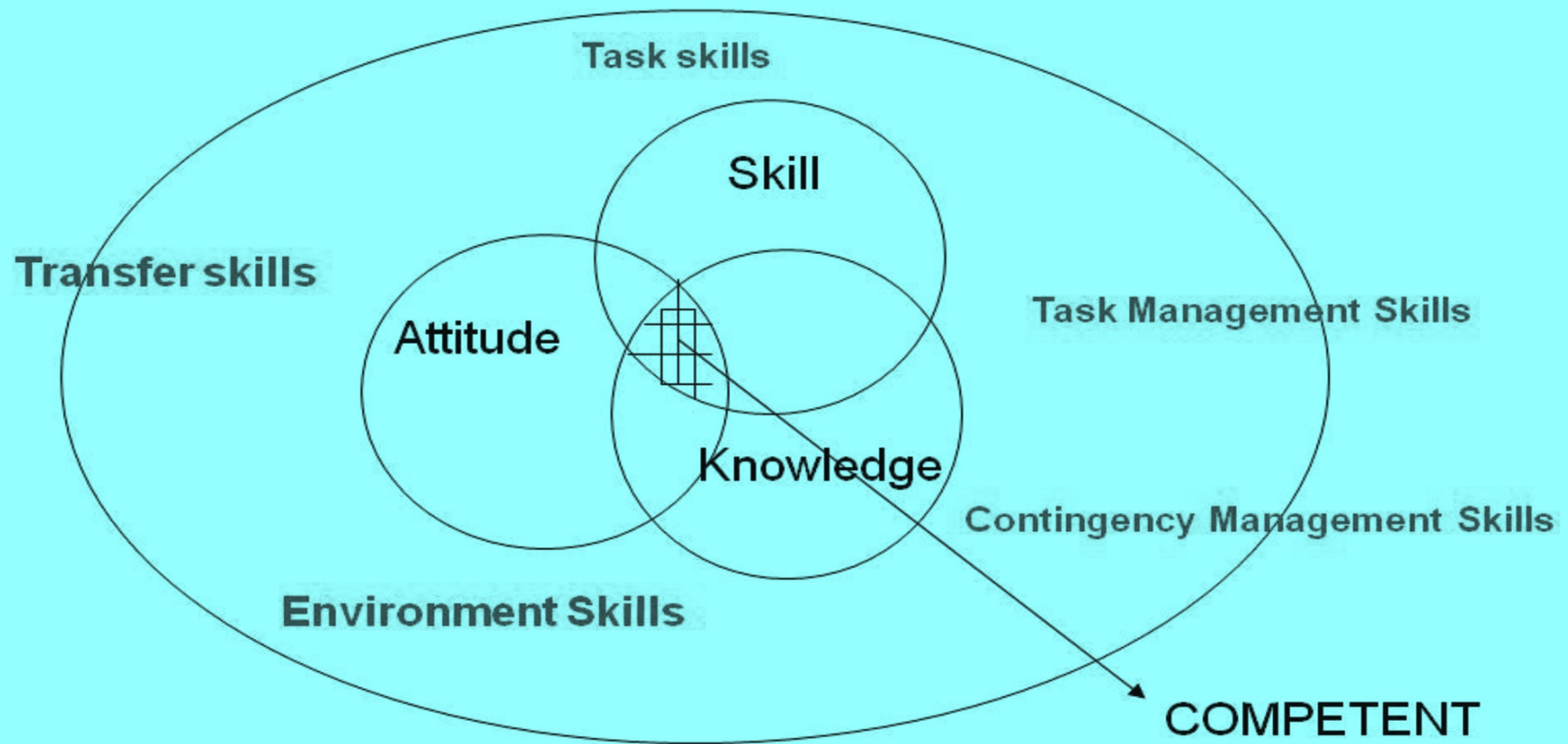
4. ASSESSMENT OF COMPETENCE

4.1. Introduction

- The CBT and the CBA **focus on what a worker can do or is required to do at work**.

- **Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace**.

- The ASEAN has adopted the CBT/CBA training system to enable Member States to produce **the type of worker that industry is looking for** and this therefore increases trainees' chances of obtaining employment.

- The **CBA involves collecting evidence and making a judgment** of the extent to which a worker can perform his/her duties at the required competency standard.

4.2. Competency

- Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment. The essential skills and knowledge are either identified **separately or combined**.
  - **Knowledge** identifies what a person needs to know to perform the work in an informed and effective manner.
  - **Skills** describe the application of knowledge to situations where understanding is converted into a workplace outcome.
  - **Attitude** describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Figure 4-1: A Competent Worker
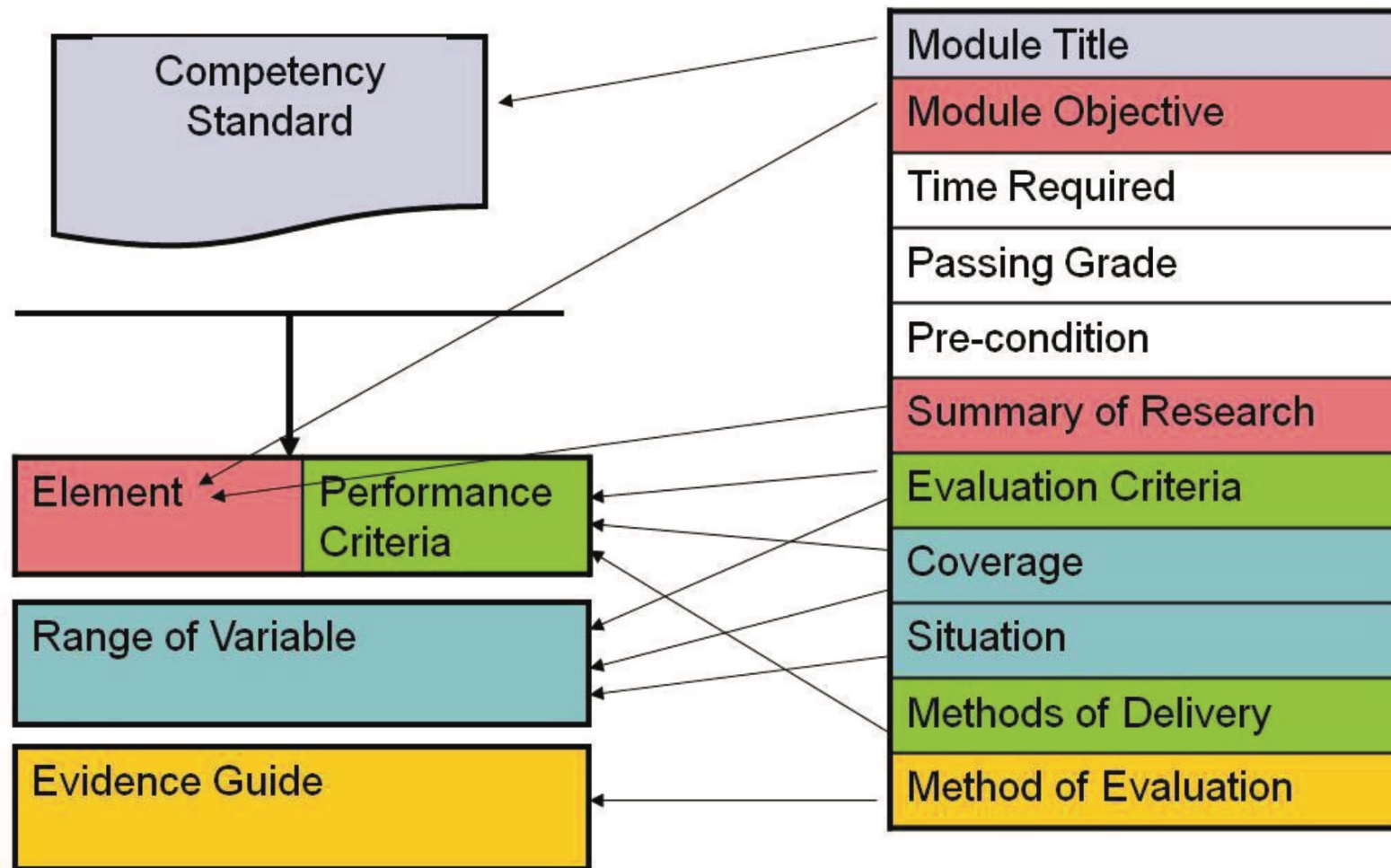
Figure 4-3: Competency Standards verses Curriculum

MODEL OF INTERFACE BETWEEN CURRICULUM, COMPETENCE STANDARD, STANDARDS OPERATIONAL PROCEDURE, AND ASSESSMENT

INDUSTRY/ WORKPLACE SOP		COMPETENCY STANDARD		CURRICULUM DESIGN		ASSESSMEN OF COMPETENCY
Title of procedure/task	≈	Unit Title	≈	Module Title/ instructional Goals	≈	Unit Title
Scope And Applicability	≈	Unit Description	≈	Scope of curriculum	≈	Unit Description
Procedures/ Main Steps of Task	≈	Elements	≈	Learning objectives/ Selection of learning ex eripnces/activities	≈	Elements
Work Instructions	≈	Performance Criteria	≈	Criteria to perform/ Organization of learning experiences	≈	Performance Criteria
Quality Assurance/ Quality Control	≈	The Evidence guide	≈	Evaluation and assessment of learn ing experiences	≈	The Evidence guide
Standard of process and product/services	≈	Critical skills and Essential knowledge	≈	Basic Competencies	≈	Critical skills and Essential knowledge
References and context	≈	A Range statement	≈	References	≈	A Range statement

SOP: PRESENT DESSERT

- Scope: This SOP includes activities for reference to "present dessert" activities that include quality processes and quality products / services and meet the requirements of saniltasi and hygiene.
- References: CATC D1.HPA.CL4.06, ASEAN Toolbox
- Division/Section: F&B

EXAMPLE

STEPS AND WORK INSTRUCTIONS	MEDIA, TOOLS AND/OR OUTPUT	PIC
Step 1: Plan dessert display **Work Instruction:** **1.1** Plan *dessert display* appropriate to location, facilities and equipment! **1.2** Plan appropriate amount and *variety* for event and or service period! **1.3** Plan appropriate *sauces and garnishes* !	Dessert display, Variety of event information, Sauces and garnishes. Form for recording FR-D1.HPA.CL4.06	Surono
Step 2: Present plated dessert **Work Instruction:** **2.1** *Portion* deserts! **2.2** Plate and *present* and/or *decorate* desserts! **2.3** Control service *temperature* of desserts!	Portion types, Presentation standard, Service temperature. Form for recording FR-D1.HPA.CL4.06	Surono
Step 3: Present dessert display **Work Instruction:** **3.1** Portion, decorate, arrange dessert display ! **3.2** Prepare dessert *service equipment*! **3.3** Control volume for quality during event and/or service period !	Decoration types, Service equipments. Form for recording FR- D1.HPA.CL4.06	Surono

Prepared by: Surono	Verified by: Rati WA

UNIT TITLE: PRESENT DESSERTS	NOMINAL HOURS: 50

UNIT NUMBER: D1.HPA.CL4.06

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks, chefs and patissiers to present or display a range of high quality deserts in commercial food production environments

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Plan dessert display **1.1** Plan *dessert display* appropriate to location, facilities and equipment **1.2** Plan appropriate amount and *variety* for event and or service period **1.3** Plan appropriate *sauces and garnishes* **Element 2: Present plated dessert** **2.1** *Portion* deserts **2.2** Plate and *present* and/or *decorate* desserts **2.3** Control service *temperature* of desserts **Element 3: Present dessert display** **3.1** Portion, decorate, arrange dessert display **3.2** Prepare dessert *service equipment* **3.3** Control volume for quality during event and/or service period	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to all industry sectors that are responsible for presenting/displaying a variety of desserts within the labour divisions of the hotel and travel industries and may include: 1. Food Production *Dessert display* may be related to: - Trolley - Buffet - Refrigerated display - Access by staff and customers *Variety* may be related to: - Textures - Styles - Shapes - Colours - Temperatures

SOP: PRESENT DESSERT

EXAMPLE

- Scope: This SOP includes activities for reference to "present dessert" activities that include quality processes and quality products / services and meet the requirements of saniltasi and hygiene.
- References: CATC D1.HPA.CL4.06, ASEAN Toolbox
- Division/Section: F&B

STEPS AND WORK INSTRUCTIONS	MEDIA, TOOLS AND/OR OUTPUT	PIC
Step 1: Plan dessert display **Work Instruction:** 1.1 Plan *dessert display* appropriate to location, facilities and equipment! 1.2 Plan appropriate amount and *variety* for event and or service period! 1.3 Plan appropriate *sauces and garnishes* !	Dessert display, Variety of event information, Sauces and garnishes. Form for recording FR-D1.HPA.CL4.06	Surono
Step 2: Present plated dessert **Work Instruction:** 2.1 *Portion* deserts! 2.2 Plate and *present* and/or *decorate* desserts! 2.3 Control service *temperature* of desserts!	Portion types, Presentation standard, Service temperature. Form for recording FR-D1.HPA.CL4.06	Surono
Step 3: Present dessert display **Work Instruction:** 3.1 Portion, decorate, arrange dessert display ! 3.2 Prepare dessert *service equipment*! 3.3 Control volume for quality during event and/or service period !	Decoration types, Service equipments. Form for recording FR- D1.HPA.CL4.06	Surono

Prepared by: Surono	Verified by: Rati WA

RECORDS OF PRESENT DESSERT

- Project/task :
- Student name :
- Date of activity :
- Teacher/trainer/third party (supervisor):

https://anyflip.com/ayxsy/zoqp/

STEPS/ELEMENTS AND INSTRUCTIONS		RECORDS OF ACTIVIES AS RANGE OF VARIABLE	NOTES
Element 1: Plan dessert display			
1.1	Plan *dessert display* appropriate to location, facilities and equipment	*Dessert display* may be related to: ☐ Trolley ☐ Buffet ☐ Refrigerated display ☐ Access by staff and customers	
1.2	Plan appropriate amount and *variety* for event and or service period	*Variety* may be related to: ☐ Textures ☐ Styles ☐ Shapes ☐ Colours ☐ Temperatures ☐ Puddings ☐ Pies, tarts and flans ☐ Fritters ☐ Custards ☐ Creams ☐ Prepared fruits ☐ Bavarois, mousse and hot/cold soufflés ☐ Sorbet, ice creams and parfaits. *Determine amount required for service period* may include: ☐ Guess ☐ Keep records ☐ Average of past usage.	
1.3	Plan appropriate *sauces and garnishes*	*Sauces and garnishes* may include: ☐ Fruits ☐ Chocolate ☐ Creams ☐ Flowers and leaves ☐ Herbs ☐ Croquant.	
Element 2: Present plated dessert			
2.1	*Portion* deserts	*Portion* may relate to: ☐ Ease of service by staff and/or customer ☐ According to enterprise requirements.	
2.2	Plate and *present* and/or *decorate* desserts	*Present* may include: ☐ According to enterprise standards ☐ According to customers requests ☐ According to menu description.	
2.3	Control service *temperature* of desserts	*Service temperature* should relate to: ☐ Hot ☐ Cold ☐ Frozen ☐ Room temperature.	
Element 3: Present dessert display			
3.1	Portion, decorate, arrange dessert display	*Decorate* may include: ☐ Glazes ☐ Icings ☐ Chocolate ☐ Icing sugar or chocolate powder ☐ Fresh fruits ☐ Fruit sauces ☐ Nuts and dried fruits.	
3.2	Prepare dessert *service equipment*	*Service equipment* may include: ☐ Ceramics ☐ Glass ☐ Crystal ☐ Mirrors ☐ Trays ☐ Croquant stands ☐ Sugar work stands ☐ Chocolate stands.	
3.3	Control volume for quality during event and/or service period		
Verify by (Teacher/trainer/supervisor):		Signature	

**4.3
COMPETENCY
BASED
ASSESSMENT**

Competency Based Assessment

- The CBA is the strategy of assessing the competency of a trainee or worker. Assessment utilises **a range of assessment strategies** to ensure that trainees are assessed in a manner that demonstrates **validity, fairness, reliability, and flexibility of assessment processes**.

- Assessment can be completed in a variety of ways:
    - **on-the-job – in the workplace;**
    - **off-the-job – at an educational institution or dedicated training environment or certified assessment centre; and**
    - **as a combination of these two options.**

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

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4.3.1 Principles of CBA

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

- training and development programs;
- formal education;
- life experience;
- apprenticeships;
- on-the-job experience; and
- self-help programs.

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

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

4.3.2 Flexibility in Assessment

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

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

- language;
- delivery method; and
- assessment method.
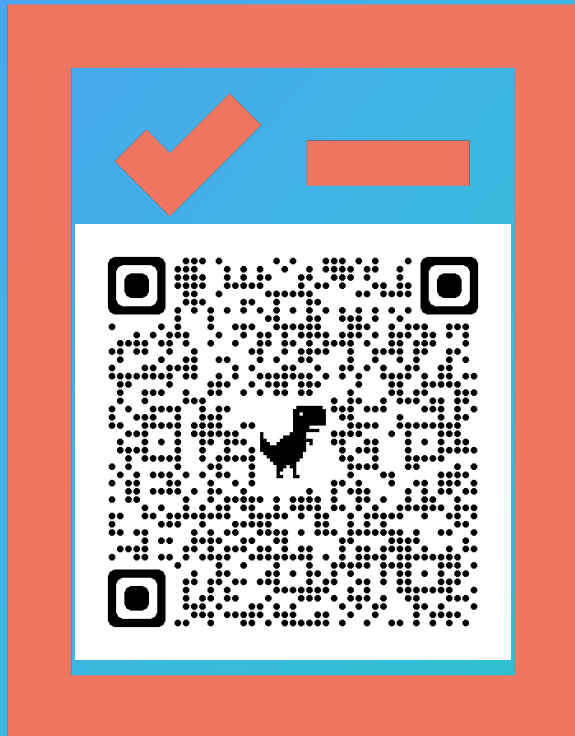
4.3.3 Assessment Objectives

- The assessment tools used for the ACCSTP are **designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.** The assessment tools are used to identify sufficient:

    - (a) knowledge, including underpinning knowledge;

    - (b) skills; and

    - (c) attitudes.

- All assessments must be completed satisfactorily for participants to obtain competence for the units submitted for assessment and it is possible that **in some cases several assessment items may be combined and assessed together.**

4.3.4 Types of Assessment

A number of assessment tools can be used to determine competency, and **these are suggested in the ACCSTP Standards.**

Assessment methods can include : **work projects, written questions, oral questions, third party reports, observation checklists and etc.**

Instructions on how assessors should conduct these assessment methods are explained in the **Assessment Manuals and Toolkits.**

4.3.5 ALTERNATIVE ASSESSMENT TOOLS

- **The assessor can also use different assessment methods to measure the competency of a participant.**

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

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

4.4 THE PROCESS OF ASSESSMENT

THE PROCESS OF ASSESSMENT

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

STEP ONE
PLAN AND ORGANISE

PAAP !

STEP TWO
PREPARE THE CANDIDATE

STEP THREE
COLLECT AND JUDGE EVIDENCE

STEP FOUR
RECORD ASSESSMENT

STEP FIVE
PROVIDE FEEDBACK ON ASSESSMENT

STEP SIX
RECORD AND REPORT THE RESULT
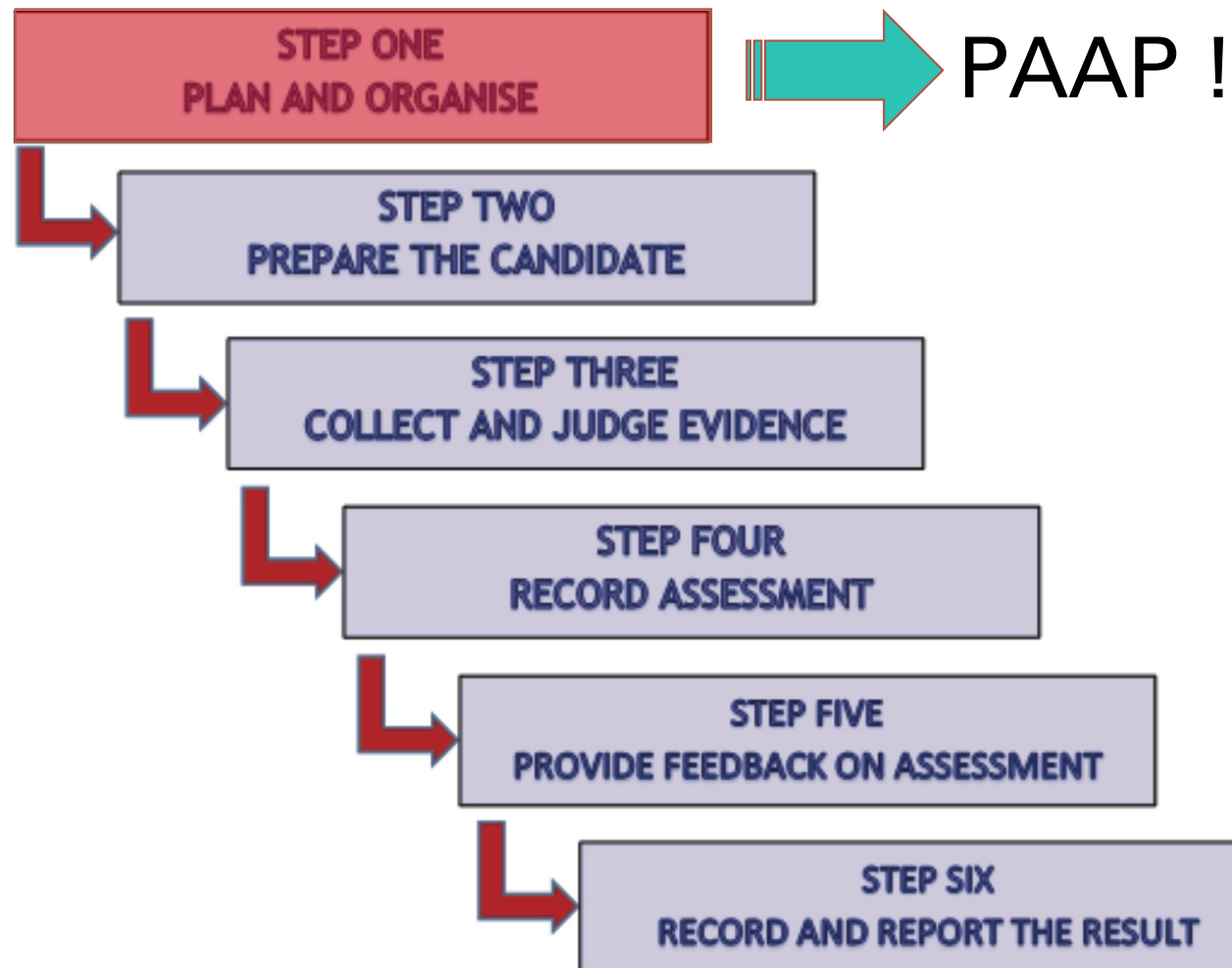
Figure 4-4: The Assessment Process

4.4.1 Step 1-Plan and Organize Assessment →Plan Assessment Activities and Processes

1. DETERMINE THE ASSESSMENT APPROACH

- 1.1 Identify the candidate and confirm **the purposes and context** of the assessment with **relevant people** according to legal, organisational and ethical requirements
- 1.2 Identify and access **applicable industry or workplace standards** for the assessment, and any specific assessment requirements

2. PREPARE THE ASSESSMENT PLAN

- 2.1 Analyse **units of competency and assessment requirements** to identify evidence needed to demonstrate competence, according to the rules of evidence
- 2.2 Select **assessment methods and instruments** to support the collection of defined evidence, taking into account the context in which the assessment will take place
- 2.3 Develop the **assessment plan** and gain approval from relevant stakeholders

3. IDENTIFY MODIFICATION AND CONTEXTUALISATION REQUIREMENTS

- 3.1 Use **information from the candidate** and, where relevant, the candidate's workplace to identify contextualisation needs
- 3.2 Check **advice provided** by the training package or course developer relevant to identified contextualisation needs
- 3.3 Analyse **existing assessment tools and record amendments** required to address identified contextualisation needs
- 3.4 Determine **opportunities for integrated assessment** activities and record any changes required to assessment tools

4. DEVELOP THE ASSESSMENT INSTRUMENTS

- 4.1 Analyse **available assessment instruments for** their suitability for use, and identify any required modifications
- 4.2 Develop **assessment instruments** to meet the required standard and specific workplace/candidate needs
- 4.3 **Map assessment instruments** against the unit or course requirements
- 4.4 Write **clear instructions** for the candidate and assessor regarding the use of assessment instruments
- 4.5 Check and confirm that **draft assessment instruments** meet required standards and specific workplace/candidate needs and record outcomes of checks

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FR-PAAP-01. PLAN OF ASSESSMENT ACTIVITIES AND PROCESSES

Certification Standards/
Certification Scheme:
Scheme Code:
Job index number:

1. Assessment Approach

1.1.	Candidate		Results of training and/or education
			Experience worker
			Self training / learning

	Purposes of Assessment		Certification		RCC		RPL		Results of training/ learning process		Others:

	Context of Assessment:	Environment		Real workplace		Simulated workplace
		Opportunities for collecting evidence in a number of situations		Available		Limited

	relationships between competency standards and:		evidence to support assessment/RPL: 😊 😐 ☹
			work activities in the candidate's workplace: 😊 😐 ☹
			learning activities: 😊 😐 ☹

	who carries out the assessment/RPL		By Certification Body
			By Training Organization
			By enterprise assessor

	Relevant people to be confirmed		Certification manager of PCB/AB
			Master Assessor/Master Trainer/Lead Assessor of competency
			Training manager of ATO/RTO (accredited training organization/registered training organization)
			Others:

1.2	benchmarks for assessment		Competency standard: ACCSTP/CATC
			assessment criteria of course curricula:
			performance specifications of an enterprise or industry:
			product specifications:
			Specific guidelines: TOOLBOX (Assessor Manual /AM)

2. Assessment Plan

Units of Competency	Evidence (Products/Services, records, and/or others) identified based on Performance criteria and assessment approach.	Type of evidence			Methods and Assessment instruments CL (Checklist), LSQ (List of Structure Instruction), (List Of Interview),LOQ (List of Oral Question), LWQ (List of Written Questions), VP (Verification of Portfolio), CPR (Checklist of Product Review).					
		D	ID	S	Direct Observation (real work/real time activities at the workplace, work activities in a simulated workplace environment)	Structured activities (simulation exercises and role-plays, projects, presentations, activity sheets)	Questioning (written questions, interviews, self-assessment, verbal questioning, questionnaire, oral or written examinations)	Verification of Portfolio (work samples compiled by candidate, Third Party Statement, product with supporting documentation, historical evidence, journal or log book, information about life experience)	Review of products (testimonials and reports from employers and supervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)	Others : ......

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3. Modification and Contextualization:

3.1.	Candidate characteristics	~~SPECIAL NEEDS~~/ NORMAL
3.2.	Contextualization needs	~~CONTEXTUALIZATION~~/ NONE
3.3.	Advice provided by the training package or course developer	-
3.4.	Opportunities for integrated assessment activities and record any changes required to assessment tools	INTEGRATION/ ~~NONE~~: **Scenario 1** **Scenario 2** **Demonstration Time : 15 Minutes**

Relevant people to be confirmed		Certification manager of PCB/AB:
		Master Assessor/Master Trainer/Lead Assessor of competency:
		Training manager of ATO/RTO:
		Others:

Page 1:

EXAMPLE

FR-PAAP-01. PLAN OF ASSESSMENT ACTIVITIES AND PROCESSES

Certification Standards/ Certification Scheme:	
Scheme Code:	
Job index number:	

1. Assessment Approach

1.1.	Candidate	√	Results of training and/or education
			Experience worker
			Self training / learning
	Purposes of Assessment	√ Certification	RCC	RPL	Results of training/ learning process	Others:
	Context of Assessment:	Environment	√ Real workplace	√ Simulated workplace
		Opportunities for collecting evidence in a number of situations	√ Available	Limited
		relationships between competency standards and:	√ evidence to support assessment/RPL:			
			√ work activities in the candidate's workplace:		
			learning activities:		
		who carries out the assessment/RPL:	√ By Certification Body
			By Training Organization
			By enterprise assessor
	Relevant people to be confirmed	√ Certification manager of PCB/AB
		√ Master Assessor/Master Trainer/Lead Assessor of competency
		Training manager of ATO/RTO (accredited training organization/registered training organization)
		Others:
1.2	benchmarks for assessment	√ Competency standard: ACCSTP/CATC
		assessment criteria of course curricula:
		performance specifications of an enterprise or industry:
		product specifications:
		√ Specific guidelines: TOOLBOX (Assessor Manual /AM)

2. Assessment Plan

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		D	ID	S	Direct Observation (real work/real time activities at the workplace, work activities in a simulated workplace environment)	Structured activities (simulation exercises and role-plays, projects, presentations, activity sheets)	Questioning (written questions, interviews, self-assessment, verbal questioning, questionnaire, oral or written examinations)	Verification of Portfolio (work samples compiled by candidate, Third Party Statement, product with supporting documentation, historical evidence, journal or log book, information about life experience)	Review of products (testimonials and reports from employers and supervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)	Others
1. D1.HOT.CL1.01 Work effectively with customers and colleagues	Record of Work effectively with	√	√	√			Observation Checklist	Oral Questions and Written		

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Page 1

Page 2:

Units of Competency	Evidence	D	ID	S	Direct Observation	Structured	Questioning	VP	Review	Other
	customers and colleagues						Questions			
2. D1.HOT.CL1.02 Work in a socially diverse environment	Record of Work in a socially diverse environment	√	√				Oral Questions and Written Questions			
3. D1.HOT.CL1.03 Implement occupational health and safety procedures	Record of Implement occupational health and safety procedures	√	√	√			Observation Checklist	Oral Questions and Written Questions		
4. D1.HOT.CL1.04 Perform basic clerical procedures	Record of Perform basic clerical procedures	√	√	√			Observation Checklist	Oral Questions and Written Questions		
5. D1.HOT.CL1.05 Maintain hospitality products and services	Record of Promote hospitality products and services	√	√	√			Observation Checklist	Oral Questions and Written Questions		
6. D1.HOT.CL1.11 Manage and resolve conflict situations	Record of Manage and resolve conflict situations	√	√	√			Observation Checklist	Oral Questions and Written Questions	Third party statement	
7. D1.HOT.CL1.12 Perform basic First Aid procedures	Record of Perform basic First Aid procedures	√	√	√			Observation Checklist	Oral Questions and Written Questions		
8. D1.HOT.CL1.13 Perform child protection duties relevant to the tourism industry	Record of Perform child protection duties relevant to the tourism industry	√	√					Oral Questions and Written Questions		
9. D1.LAN.CL1.01 Speak English at a basic operational level	Record of Speak English at a basic operational level	√	√	√			Observation Checklist	Oral Questions and Written Questions		
10. D1.HOT.CL1.06 Access and retrieve computer-based data	Record of Access and retrieve computer-based data	√	√	√			Observation Checklist	Oral Questions and Written Questions		

FUNCTIONAL COMPETENCIES	Evidence (Products/Services, records, and/or others) identified based on Performance criteria and assessment approach.	D	ID	S	Direct Observation (real work/real time activities at the workplace, work activities in a simulated workplace environment)	Structured activities (simulation exercises and role-plays, projects, presentations, activity sheets)	Questioning (written questions, interviews, self-assessment, verbal questioning, questionnaire, oral or written examinations)	Verification of Portfolio (work samples compiled by candidate, Third Party Statement, product with supporting documentation, historical evidence, journal or log book, information about life experience)	Review of products (testimonials and reports from employers and supervisors, evidence of training, authenticated prior achievements, interview with employer, supervisor, or peer)	Other s: ......
11. D1.HHK.CL3.01 Provide housekeeping services to guests	Record of Provide Housekeeping Services To Guests	√	√	√			Observation Checklist	Oral Questions and Written Questions		
12. D1.HHK.CL3.03 Clean and prepare rooms for in-coming guests	Record of Clean and prepare rooms for in-coming guests	√	√	√			Observation Checklist	Oral Questions and Written Questions		

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Page 2

Page 3:

		D	ID	S						
13. D1.HSS.CL4.09 Provide a lost and found facility	Record of Provide a lost and found facility	√	√	√			Observation Checklist	Oral Questions and Written Questions		
14. D1.HOT.CL1.09 Develop and update local knowledge	Record of Clean Develop and update local knowledge	√	√	√			Observation Checklist	Oral Questions and Written Questions		

3. Modification and Contextualization:

3.1.	Candidate characteristics	SPECIAL NEEDS/ NORMAL
3.2.	Contextualization needs	CONTEXTUALIZATION/ NONE
3.3.	Advice provided by the training package or course developer	-
3.4.	Opportunities for integrated assessment activities and record any changes required to assessment tools	INTEGRATION/ NONE

EXAMPLE

Scenario 1
You are asked to clean guest rooms with vacant dirty (C/O) status. You are equipped with a trolley complete with cleaning equipment and cleaning supplies as well as Personal Protective Equipment (PPE). In the room there are guest belongings that are left behind, while the guest has checked out of the hotel. At the same time, another guest passing by in the corridor had a sprained leg and had to be helped immediately. Please demonstrate how to handle this situation according to the SOP in your company !
Demonstration Time : 20 Minutes

(TS, TMS, JRES)
CS 1, CS 3, CS7 ,CS 11, CS 12, CS 13

Scenario 2
You meet the American guest in the room . The guest complained about the cleanliness of the bed linen which had been cleaned the previous day. At the same time, the guest asked for two additional towels which is you need to fill out the Guest Requisition Form and they also need the information of new popular places in Bali (local destination). Demonstrate the scenario in English !
Demonstration Time : 15 Minutes

(CS 4, CS 5, CS 6, CS 9, CS 10, CS 11)
(TS, TMS, CMS, JRES)

Relevant people to be confirmed	√	Certification manager of PCB/AB:
		Master Assessor/Master Trainer/Lead Assessor of competency:
		Training manager of ATO/RTO:
		Others:

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FR.PAAP.02- MAP/MATRIX OF ASSESSMENT INSTRUMENTS AGAINST UNIT OR COURSE REQUIREMENTS

Certification Standards/
Certification Scheme: ....

Scheme Code: SS-....

Job index number: HFBS.05; KBJI: 5131.00; ISCO: 5131

NO	ASSESSMENT INSTRUMENTS FROM ASSESSOR MANUAL TOOLBOX	UNIT COMPETENCY / COMMON ASEAN TOURISM CURRICULUM																
	COMPETENCY STANDARD	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	CS11	CS12	CS13	CS14	CS15	CS16	CS17
1.	Oral Questions (FR.OQ)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.	Written Questions (FR.WQ)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.	Answers To Written Questions (FR.AWQ)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.	Observation Checklist (FR.OC)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5.	Third Party Statement (FR.TPS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6.	Portfolio Verification (FR.PVC)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7.		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8.		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9.		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10.		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

FR.APL.01 ASSESSMENT REGISTRATION FORM

1 : Personal Data

Fill it include personal data, the data of formal education as well as the data of your current work .

a. Personal Data

Name	:	
Date & Birth Place	:	
Gender	:	Male/Female *
Nationality	:	
Address	:	
		Post code :
Tel./E-mail	:	Home : Office :
		Mobile : E-mail :
Education	:	

b. Current Position

Industry Name	:	
Position	:	
Address	:	
		Pos Code :
Telp/Fax/E-mail.	:	Telp. : Fax :
		E-mail :

2 : Unit Competecy

The Unit Competencies requirement

Certification scheme   :
Job Index Number   :

Core and Generic Competencies			
No.	Unit Code	Unit Title	International Standard

Functional Competencies		

3 :   The Document

No.	Basic evidence	Available		Not available
		Relevant	Not relevant	
1.		☐	☐	
2.		☐	☐	

Recommendation : Based on above evidence, the candidate *accepted / not yet accepted as an assesse *choose one	Candidate :	
	Name	
	Signature/ Date	
Remarks :	LSP Administration Officer :	
	Name	
	No. Reg.	
	Signature/ Date	

ASSESSMENT INSTRUMENTS

Present desserts

D1.HPA.CL4.06

Assessor Manual

Column 1

FR.OQ

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Present desserts D1.HPA.CL4.06
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What factors would you take into account when planning a dessert display?	❑	❑
2. How would you decide the amount and variety of desserts to be displayed for an event or service period?	❑	❑

Column 2

FR.WQ

Written Questions

Present desserts – D1.HPA.CL4.06

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 4 things that need to be considered when planning a dessert display.

   _____
   _____
   _____
   _____

2. Name 6 items that may be required when serving desserts

   _____
   _____
   _____
   _____

3. How do you determine amount required for service period?

   _____
   _____
   _____
   _____

4. When would you serve more cold desserts?

   _____
   _____
   _____
   _____
   _____

Column 3

FR.AWQ

Answers to Written Questions

Present desserts – D1.HPA.CL4.06

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **Name 4 things that need to be considered when planning a dessert display**

   - Location
   - Available equipment
   - Services availability: Electricity, water
   - Skill level of staff
   - Customer requirements.

2. **Name 6 items that may be required when serving desserts**

   - Serving platters
   - Sauce jugs
   - Plates
   - Cutlery
   - Napkins
   - Tongs
   - Lifters
   - Refrigerated cooling
   - Hot display bain-marie.

3. **How do you determine amount required for service period?**

   - Guess
   - Keep records
   - Average of past usage.

4. **When would you serve more cold desserts?**

   Day service period

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Present desserts D1.HPA.CL4.06
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Plan dessert display
	   b) Present plated dessert
	   c) Present dessert display
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Plan dessert display		
Plan dessert display appropriate to location, facilities and equipment	❑	❑
Plan appropriate amount and variety for event and or service period	❑	❑
Plan appropriate sauces and garnishes	❑	❑
Element 2: Present plated dessert		
Portion deserts	❑	❑
Plate and present and/or decorate desserts	❑	❑
Control service temperature of desserts	❑	❑

Feedback to student and trainer/assessor
Strengths:
Improvements needed:
General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement FR.TPS

Student name:			
Name of third party:		**Contact no**	

Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*
Unit of competency:	Present desserts D1.HPA.CL4.06

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Plans dessert displays	❑	❑	❑
Plans desserts by type, quantity, sauce and garnish to be prepared for given events and service sessions	❑	❑	❑
Portions and plates desserts for service decorating as appropriate and controlling service temperature to ensure dessert reaches guests at correct temperature	❑	❑	❑
Portions, decorate and arranges desserts on a dessert display for given events and service sessions	❑	❑	❑
Uses service equipment to display and optimise presentation of desserts at a display	❑	❑	❑
Controls desserts displayed on a dessert display for given events and service sessions	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:

Third party signature:		**Date:**	
Send to:			

FR.CRS

Competency Recording Sheet

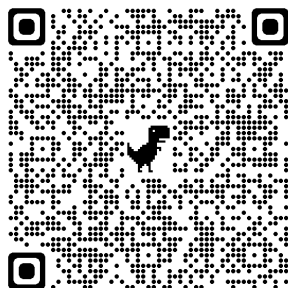| Name of Student		
Name of Assessor/s		
Unit of Competency	Present desserts	D1.HPA.CL4.06
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Plan dessert display						
Plan dessert display appropriate to location, facilities and equipment						
Plan appropriate amount and variety for event and or service period						
Plan appropriate sauces and garnishes						
Element 2: Present plated dessert						
Portion deserts						
Plate and present and/or decorate desserts						
Control service temperature of desserts						
Element 3: Present dessert display						
Portion, decorate, arrange dessert display						
Prepare dessert service equipment						
Control volume for quality during event and/or service period						
Candidate signature:			Date:			
Assessor signature:			Date:			

SELF-ASSESSMENT

Identified from Trainee Manual (toolbox)

4.4.2 Step 2 - Prepare the candidate

Explain	Explain	Outline	Assess	Seek	Determine	Develop
explain the context and purpose of the assessment and the assessment process;	explain the competency standards to be assessed and the evidence to be collected;	outline the assessment procedure, the preparation which the candidate should undertake and answer any questions;	assess the needs of the candidate and establish any allowable adjustments in the assessment procedure;	seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;	determine if the candidate is ready for assessment and decide on the time and place of the assessment; and	develop an assessment plan.

Checklist for Assessors
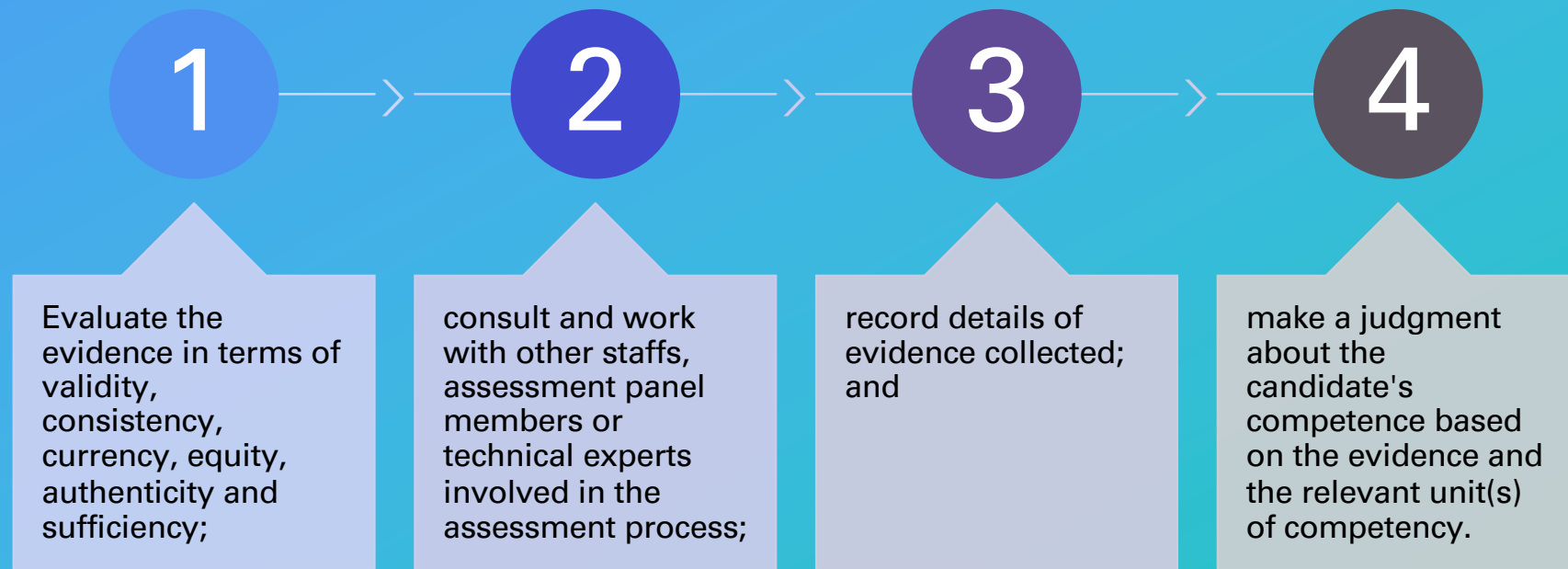
	Tick (✔)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

4.4.3 Step 3 – Collect and Judge Evidence

establish a plan for gathering sufficient and **quality evidence** about the candidate's performance in order to make the assessment decision;

1 →

source or develop assessment materials to assist the evidence gathering process;

2 →

organise equipment or resources required to support the evidence gathering process;

3 →

coordinate and brief other personnel involved in the evidence gathering process;

4

establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;

5 →

collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency; and

6 →

incorporate specified allowable adjustments to the assessment procedure, where appropriate.

4.4.4 Step 4 – Record Assessment

1
Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;

2
consult and work with other staffs, assessment panel members or technical experts involved in the assessment process;

3
record details of evidence collected; and

4
make a judgment about the candidate's competence based on the evidence and the relevant unit(s) of competency.

FR.OQ

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Present desserts D1.HPA.CL4.06
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What factors would you take into account when planning a dessert display?	❑	❑
2. How would you decide the amount and variety of desserts to be displayed for an event or service period?	❑	❑

FR.WQ

Written Questions

Present desserts – D1.HPA.CL4.06

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 4 things that need to be considered when planning a dessert display.

   _____
   _____
   _____
   _____

2. Name 6 items that may be required when serving desserts

   _____
   _____
   _____
   _____

3. How do you determine amount required for service period?

   _____
   _____
   _____
   _____

4. When would you serve more cold desserts?

   _____
   _____
   _____
   _____
   _____

FR.AWQ

Answers to Written Questions

Present desserts – D1.HPA.CL4.06

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **Name 4 things that need to be considered when planning a dessert display**

   - Location
   - Available equipment
   - Services availability: Electricity, water
   - Skill level of staff
   - Customer requirements.

2. **Name 6 items that may be required when serving desserts**

   - Serving platters
   - Sauce jugs
   - Plates
   - Cutlery
   - Napkins
   - Tongs
   - Lifters
   - Refrigerated cooling
   - Hot display bain-marie.

3. **How do you determine amount required for service period?**

   - Guess
   - Keep records
   - Average of past usage.

4. **When would you serve more cold desserts?**

   Day service period

Observation Checklist

FR.OC

Student name	
Assessor name	
Location/venue	
Unit of competency	Present desserts D1.HPA.CL4.06
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: 　a) Plan dessert display 　b) Present plated dessert 　c) Present dessert display 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Plan dessert display		
Plan dessert display appropriate to location, facilities and equipment	❑	❑
Plan appropriate amount and variety for event and or service period	❑	❑
Plan appropriate sauces and garnishes	❑	❑
Element 2: Present plated dessert		
Portion deserts	❑	❑
Plate and present and/or decorate desserts	❑	❑
Control service temperature of desserts	❑	❑

Observation Checklist

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement   FR.TPS

Student name:	
Name of third party:	**Contact no**
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:*_____ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*
Unit of competency:	Present desserts D1.HPA.CL4.06

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Plans dessert displays	❑	❑	❑
Plans desserts by type, quantity, sauce and garnish to be prepared for given events and service sessions	❑	❑	❑
Portions and plates desserts for service decorating as appropriate and controlling service temperature to ensure dessert reaches guests at correct temperature	❑	❑	❑
Portions, decorate and arranges desserts on a dessert display for given events and service sessions	❑	❑	❑
Uses service equipment to display and optimise presentation of desserts at a display	❑	❑	❑
Controls desserts displayed on a dessert display for given events and service sessions	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:

Third party signature:	**Date:**
Send to:	

4.4.5 Step 5 - Provide Feedback on the Assessment.

The assessor must provide advice to the candidate about the outcomes of the assessment process

clear and constructive feedback on the assessment decision;

information on ways of overcoming any identified gaps in competency revealed by the assessment;

the opportunity to discuss the assessment process and outcome; and

information on reassessment and appeals processes.

FR.FF FEEDBACK FORM

FEEDBACK FORM	
ASESSOR:	**DATE:**
Please tell us how you rate your experience ranking in order 1 (below ecpectations) to 6 (exceeded expectations). Please feel free to add comments or suggestions. Tank you for your feedback.	
Area	**Comments or suggestions**
How the assessor welcoming the assesse 1 2 3 4 5 6	
Hoe the assessor handling the solution 1 2 3 4 5 6	
How the assessor prepare the material 1 2 3 4 5 6	
Assessor demonstrated good knowledge 1 2 3 4 5 6	
Assessor demonstrated good skill 1 2 3 4 5 6	
Assessor demonstrated good manner 1 2 3 4 5 6	
Overall assessment process 1 2 3 4 5 6	
Other comments or suggestions:	

4.4.6 Step 6 - Record and Report the Result

record the assessment outcome according to the approved policies and procedures;

maintain records of the assessment procedure, evidence collected and the outcome according to the approved policies and procedures;

maintain the confidentiality of the assessment outcome; and

organise the issuance of qualifications and/or Statements of Attainment according to the approved policies and procedures.

FR.CRS

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Present desserts	D1.HPA.CL4.06
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Plan dessert display						
Plan dessert display appropriate to location, facilities and equipment						
Plan appropriate amount and variety for event and or service period						
Plan appropriate sauces and garnishes						
Element 2: Present plated dessert						
Portion deserts						
Plate and present and/or decorate desserts						
Control service temperature of desserts						
Element 3: Present dessert display						
Portion, decorate, arrange dessert display						
Prepare dessert service equipment						
Control volume for quality during event and/or service period						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			

Competency Recording Sheet SCHEME

Name of Student	
Name of Assessor/s	
Certification scheme	
Date assessment commenced	
Date assessment finalised	
Assessment decision	Pass Competent / Not Yet Competent (Circle one)
Follow up action required (Insert additional work and assessment required to achieve competency)	
Comments/observations by assessor/s	

Place a tick (✔) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Competency Standard & its code	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
Candidate signature:			Date:			
Assessor signature:			Date:			

COMPILING
ASSESSMENT
INSTRUMENTS

http://online.anyflip.com/ayxsy/qsah/mobile/index.html

4.4.7 Review the Assessment Process

Feedback on the assessment process will be helpful to the assessment centre, so a review the assessment process by the assessor is valuable.

The assessor should be encouraged to report on the positive and negative features of the assessment to those responsible for the assessment procedures and make suggestions on improving the assessment procedures to appropriate personnel in the TPCB.

In addition, the assessor may be involved in providing feedback and counselling to the candidate, if required, regarding the assessment outcome or process and to provide the candidate with information on the reassessment and appeals process.

The assessor should report any assessment decision that is disputed by the candidate to the appropriate personnel in the TPCB and participate in the reassessment or appeal according to the approved policies and procedures.

FR.EAP EVALUATE ASEAN ASSESSMENT

Certification Scheme/standard (Qualification/Occupation/cluster):	
Certification Scheme/standard Number	

Explanation:
1. Evaluate should be carried out by assessor.
2. Evaluation can be done in an integrated manner in a certification scheme and / or a homogeneous group participant.

ISSUES TO BE EVALUATE	YES	NO	NOTES
1. Evaluation of assessment environment			
•Did it match training environment?			
•Did it reflect workplace?			
•Was it safe?			
•Was it convenient and accessible?			
•Was it available when required?			
•Was it private/secure?			
2. Evaluation of resources used			
•Sufficient *physical* resources?			
•Accessible and available?			
•Reflective of what was used in training?			
•Matches what industry uses?			
•Safe?			
•Sufficient *financial* resources?			
3. Evaluation of personal approach and orientation			
•Sufficient communication with others?			
•Was safe and positive environment created/ensured?			
•Was attitude respectful, fair, honest and approachable?			
•Was genuine professionalism demonstrated?			
4. Evaluation of assessment methods			
•Were they appropriate?			
•Were they cost- and time-effective?			
•Did they reflect what candidates were told to expect?			
•Did they generate legitimate evidence?			
•What can be re-used next time?			
5. Evaluation of paper-based resources assessment tools			
•Sufficient?			
•Any mistakes?			
•Was content same as what candidates expected?			
•Did they actually assess the requirements of the Competency Standard?			
•Did they generate evidence to enable the assessment decision to be made?			
6. Evaluation of the assessment decision			
•Was it correct? Why? Why not?			
•Would another Assessor make same decision?			
•Would same decision be made in 12 months time?			
•Are better strategies available to capture proof?			
•Could decisions be defended if challenged?			
•Did employers/Trainers agree with C/NYC decision?			

Assessor:	Signature and date	

4.4.8 Recognition of Current Competency

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses: the RCC Skills Auditing Gap Analysis and Training Credit Transfer.

The RPL is a similar process to the RCC that recognises previous study or learning which can be mapped against competency standards.

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

The RPL can also contribute to improve employability, mobility, lifelong learning, social inclusion and self-esteem for the industry professionals.

FR.PVC   **PORTFOLIO VERIFICATION CHECKLIST**

Certification Scheme (Qualification/Occupation/ Cluster)	Title	:	
	Number / Job Index	:	
Location / Venue		:	
Assessor Name		:	
Candidate Name		:	
Date		:	
Duration		:	...... minutes

1st Guidances for assessor:
- Fill out the table below according to the informations / questions / statements !
- Put a tick (√) on the results of portfolio verification based on the rules of evidence !

LIST OF COMPETENCY STANDARD

Code and Competency Standard	Portfolio Evidences (performances)	Evidence Rules							
		Valid		Authentic		Current		Sufficient	
		Yes	No	Yes	No	Yes	No	Yes	No

2nd Guidances for assessor :
- The Competency Standards below need to be clarified with interview or third party statement
- If third party statement is chosen, please use FR.TPS (third party statement)
- Put a tick (√) if the result of interview or third party statement has been done !

No.	Competency Standard need to be clarified	Interview	Third party statement
1			
2			
3			
4			
5			
6			
7			

Assessor's recommendation:	☐ Candidate has achieved all of the performance criteria and recommended to be **Competent**
	☐ Candidate has not achieved all of the performance criteria, recommended **to do a demonstration** on the Competency Standard: 1. ….. 2. ….. 3. …..
Assessor Signature	
Candidate Signature	

BNSP
BADAN NASIONAL SERTIFIKASI PROFESI

ATTACHMENT OF PAAP:
ASSESSMENT INSTRUMENT

Present desserts

D1.HPA.CL4.06

Assessor Manual

EXAMPLE OF
ASSESSMENT
INSTRUMENTS

https://anyflip.com/ayxsy/smgc/

AWARENESS!!:
HARMONIZATION OF MRA-TP IN THE SYSTEM OF MERDEKA BELAJAR CURRICULUM

Gambar 13. Tahapan Perancangan Pembelajaran

Analysis | Design | Development | Implementation | Evaluation

3 Membuat Analisis Pembelajaran

10 Melakukan Perbaikan

KURIKULUM

1 Mengidentifikasi CPL yang dibebankan pada MK dan menjabarkannya secara selaras menjadi CPMK => SubCPMK

4 Merumuskan kinerja hasil belajar Mhs & Indikator & Kriteria penilaiannya

5 Mengembangkan INSTRUMEN PENILAIAN & RENCANA EVALUASI

6 Mengembangkan BENTUK, METODE, STRATEGI Pembelajaran dengan menyusun RPS

7 Mengembangkan & menyusun MATERI Pembelajaran dan MEDIA Pembelajaran (*Multi-sided Platform*)

8 Dosen / Sumber Belajar / Mahasiswa — Lingkungan Belajar

Learning Multi-sided Platform

9 Melakukan MONITORING & EVALUASI FORMATIF pembelajaran

2 Analisis kebutuhan belajar Mhs sesuai konteksnya

CATC

HANDBOOK ASEAN MRA-TP, RQFSRS & ACCSTP

TOOLBOX AM + PAAP

- Buku Ajar
- Modul Ajar
- Diktat
- Buku
- Referensi
- Monograf
- dll

- *Non-Projected Media*
- *Projected Media*
- *Media Audio*
- *Media Online*
- *Media Video*
- *Multimedia Kit*
- *Computer Based Media*

TOOLBOX TG & TM

SOP &WORKBOOK

11 Melakukan EVALUASI SUMATIF

PAAP + ASSESSMENT INSTRUMENT ← AM

Adapted by: Surono (2022)

PANDUAN PENYUSUNAN KURIKULUM PENDIDIKAN TINGGI DI ERA INDUSTRI 4.0 UNTUK MENDUKUNG MERDEKA BELAJAR - KAMPUS MERDEKA