

International Credentialing Report

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2015 - WASummit Papua New Guinea

Executive Summary

This is a report from the Advisory Council's International Credentialing Team, World Administrators Summit (WASummit) who was tasked with identifying nationally recognised qualifications for business administration from around the world. The Team was interested in considering whether these qualifications could then be used as a benchmark to set a standard for International Credentialing and whether they could be applied to administrative roles within an international framework.

The premise for an international framework was the result of WASummit meetings over the past decade and the development of *Administra*, World Action Plan was another catalyst for this report.

Advisory Council Chairman, Eth Lloyd and International Credentialing Team Leader, Wendy Rapana were both specialists in this area within New Zealand. Wendy Rapana led a team with members from different countries providing their expertise and different perspectives.

The International Credentialing Team met via Skype and used email as the main form of contact to: agree on the terms of the project, to define '*International Credentialing*', to seek advice from Qualifications Authorities and to understand where '*Certification*' processes fit.

Our objective was:

- to identify nationally recognised qualifications for business administration from around the world which can be used as a benchmark to set a standard for International Credentialing and which may apply to administrative roles within an International Framework.

Our purpose was to:

- identify qualifications available to administrative/office professionals
- make comparisons by country where qualifications were being produced for business administration
- identify any alignment between countries.

The involvement of the New Zealand Qualifications Authority (NZQA) as the qualifications authority for New Zealand led the Team Leader, to include the following organisations in this research:

- European Centre for Development of Vocational training (CEDEFOP),
- International Labour Organisation (ILO), and
- Asia-Pacific Economic Cooperation (APEC).

The factor combining these groups with our research was 'education and training' and what is currently in place to assist administrative/office professionals to; attain employment, further their education and experience, and seek a more challenging role in turn hopefully leading to an increase in remuneration.

It became obvious that the following factors were essential ingredients in our research: job descriptions; skill set, knowledge and application (all qualification criteria); management expectations; and years of experience.

The ILO research states



“... perhaps the more critical aspect is the recognition of a skilled labour force as the core part of Europe’s Current and future success. Skills underpin the fundamental functions of the society, such as healthcare, education and institutions, but also Europe’s ability to grow and compete globally. As the world economy steps further toward a period of rapid and unknown change, acknowledging this will be the first task.¹ (see Appendix 1)”

Also, from APEC

“The development of an APEC Occupational Standards Framework (OSF) directly addresses the need to ease existing barriers to interaction and mobility by establishing a common understanding of skills required for specific occupation and determination of relevance of skills held by individuals. The APEC OSF includes an agreed protocol for the development of occupational standards at a regional level. (see Appendix 2)”

This research looked at Associations that focused on administrative/office professionals. These Associations had websites with information on their Certification processes, information on attainment of qualifications and/or training and professional development opportunities and when available, a relevant Qualifications Authority.

A significant number of countries have national qualification authorities with qualification frameworks which focus on business, but few countries focus specifically on business administration. One recommendation of this project is for all Associations to identify whether their country has a qualification authority and if so:

- seek to become involved in the ongoing management of the business administration qualifications within their own country
- be an advocate for further investigation in relevant qualifications for administrative/office professionals in their own country.

The research supported the value of developing an international credentialing process. This international credentialing would become even more strategic if many more countries could be included in this developmental phase (see 1. Page 13 National Qualifications Framework NQF)

For Non-NQF (some of which are known as a “professional certification”) there was a myriad of training opportunities available for administrative/office professionals. There were too many Non-NQF training opportunities to list so the focus was kept on international training available.

The team considered how our research and findings fitted with *Administra – World Action Plan* and there are many alignments.

A valuable outcome of this research was identifying how many countries have national qualifications authorities and qualification frameworks. There are collaborations between countries with common characteristics and an international approach to credentialing. It is exciting that we are part of that process.

We discovered in our 18-month research project that there is work internationally towards a common language to understand and compare qualifications. The Europeans have already integrated two qualification framework processes which has assisted visibility to labour markets.

¹ <http://skillspanorama.cedefop.europa.eu/en/blog/looking-global-map-why-europe-should-worry-about-skills>

There are many challenges but there also appears to be an international will to link (secondary) general education qualifications to the NQF as well.

Non-NQF is also included in the process so that gaining qualifications is not bound by a place of learning. For example, in New Zealand significant learning is gained in the workplace and this is an important avenue for administrative/office professionals, especially where many of these adult learners are studying for the first time. New Zealand is utilising a process called 'workplace assessment' which acknowledges and accepts the work undertaken on-the-job as evidence towards gaining a formal qualification, where that work reflects the requirements of the qualification.

It was recognised early on that this research project was huge and was being undertaken voluntarily by the International Credentialing Team. We therefore split the project in two and have focussed in the period 2016 - 2018 only on the first part of our Objective:

“To identify nationally recognised qualifications for business administration from around the world which can be used as a benchmark ...”

We have four recommendations to put before WASummit Delegates for consideration and acceptance. One of these relates to continuing this project through to WASummit 2021 focussing on the second part of our Objective:

“... to set a standard for International Credentialing which may apply to administrative roles within an International Framework.”

We look forward to your responses either in person in Frankfurt, Germany in October 2018, or email responses² which we are happy to collate and share in Frankfurt, to ensure your voices are heard.

The outcomes of this research are included in our recommendations and lay the foundations for the second part of this project looking at a framework for international credentialing for administrative/office professionals.

Introduction

World Administrators Summit – History

The World Administrators Summit (WASummit) was developed as a two-day working meeting. Its agenda was expected to cover topics of interest and value to administrative and office professionals around the world.

The WASummit has its roots in 1992, when Professional Secretaries International (now International Association of Administrative Professionals - IAAP) hosted a meeting to bring together the leaders of the various secretarial/administrative/office professional associations throughout the world to participate in an international working summit to discuss global issues affecting secretarial staff.

The first two international secretarial summits were hosted in the United States (New York and Seattle). Since then they have been hosted, approximately three yearly, in South Africa, New Zealand, United Kingdom, Australia, Trinidad and Tobago, New Zealand again and most recently

² Email responses to: eth.lloyd@gmail.com

2015 in Papua New Guinea. At each summit a bid has been received for hosting the following international summit. The 2018 WASummit is in Frankfurt, Germany and the 2021 WASummit will be hosted in Wellington, New Zealand.

At the 8th International Office Professionals Summit held in New Zealand in 2011, the delegates discussed and agreed the purpose of these summit meetings was:

***A global meeting of administrative and office professionals and associations;
to guide, influence, and positively develop the profession.***

Originally the summit was a working event intended only for delegates however from 2000 it was opened to include participants. Participants were those who were not official delegates but wished to participate in the event. This continued until 2015.

At the 2015 PNG WASummit, the delegates present agreed that future WASummit events should again be for delegates only:

- to ensure the event did not become unwieldy and discussion groups were manageable
- to meet the purpose noted above and
- to make sure costs for delegates were affordable.

NB: The 2018 WASummit, is in Germany. It has the potential to include a very large number of delegates because each country in Europe is entitled to send three delegates. There are many other countries outside Europe who would also find attendance possible due to the geographic location of this summit.

In addition, the Delegates at the 9th WASummit asked the Advisory Council to further research the topics they had been discussing. They did not consider that with the very small numbers present they had sufficient information or the mandate to make recommendations. The topics they requested further research on were:

1. International Credentialing
2. International Position Titles
3. International Networking – Speaking with One Voice

International Credentialing Team

Team make-up

The team includes the following members:

- Wendy Rapana - AAPNZ New Zealand – Team Leader
Worked in the Education and Training sector for 15 years. She has a 10-year involvement with AAPNZ to date, in governance, leadership and advisory roles. She lives in the Bay of Plenty in New Zealand.
- Cathy Harris – Platinum Assistant Network South Africa
Winner of South Africa’s National Secretary of the Year 2006/2007 Cathy is Past President of the Office Professionals of South Africa (OPSA) and managed their National Awards and Accreditation Certifications before founding the Platinum Assistant Network of SA. She is

the Executive Assistant to the CEO of Discovery Invest, part of Discovery Holdings with over 9000 employees worldwide and has been in the profession for over 38 years. Cathy lives in South Africa.

- Dawn Becker – International Association of Administrative Professionals (IAAP) USA
Executive and Board Administration IWA-Forest Pension Plan & Long-Term Disability Plan. Member of IAAP since 2004 and 2017-2018 Board of Directors Chair. Dawn is a career administrative professional having worked in a wide range of sectors with many different administrative titles. She lives in Vancouver BC, Canada.
- Judy Geller – American Society of Administrative Professionals (ASAP) USA
Executive Director and co-founder (2005) of ASAP. Director of the annual Administrative Professionals Conference for the past 13 years, she directed the development of their PACE Certification launched February 2016. She lives in Boston, Massachusetts, USA.
- Rhonda Scharf – International Speaker, Administrative Trainer & Efficiency Consultant
Rhonda speaks all over the world. She is well known as the go-to speaker for administrative training and motivation focusing on greater productivity and effectiveness. Rhonda lives in Ottawa, Canada.

The Team agreed to communicate monthly through a template that the Team Leader updated. Any issues identified would be emailed to the Team Leader for updating or discussion. Unfortunately, this proved to be unrealistic given our busy lives and work schedules across different time zones. We did confer with each other, but not as much as we intended.

Tasks/Focus

Our initial task as a project team was to agree on the terms of the International Credentialing Project and agreed that the phrase that best described this intention was '*collaborative investigating*'.

We agreed that initially we needed to gather data which we termed '*International Certification/Qualifications Process 1*'. This would then be collated and formed the second work stream '*Overarching Process 2*'.

Our main focus was to determine what '*International Credentialing*' meant. Our initial definition was "to provide a robust certification process aligned to acceptable qualifications which can be implemented internationally."

There was no intention that an international qualification be developed. We wished to find a way, or process of recognising the qualifications that administrative/office professionals have access to already and at what level they are acknowledged internationally; e.g. is a Level 5 qualification in South Africa, Australasia and Europe all the same? If not at similar levels, what are the differences and more importantly are they at the same level?

We provide our Conclusions before the Recommendations section.

To achieve our research objectives, we split into two teams to obtain the following information from administrative/office professional associations around the world:

1. copies of their Certification process to Assess what commonalities and differences there are; and
2. copies of all nationally recognised qualifications for Business Administration, or similar.

The International Credentialing Team will develop recommendations for standardisation of processes and criteria, including acceptable evidence per country, so clarification of their standing within an international framework can be measured.

We need to understand the challenges administrative/office professionals' associations are faced with, whether they are linked to nationally recognised qualifications in each country or not, and if not why not. Alignment to qualifications means there is likely to be more accountability at a national level and usually career pathways are more accessible because it's a focus that is promoted across all careers, not just ours.

Our recommendations are to then become points of discussion at the World Administrators Summit in Frankfurt Germany on 24 and 25 October 2018.

International Credentialing Brief and expected outcomes

Definition

"A National Qualifications Framework is a formalized structure in which learning and qualifications are used in order to understand learning outcomes.³ This allows for the ability to develop, assess and improve quality education in a number of contexts. Qualifications Frameworks are typically found at the National, Regional, and International Level. Therefore, a National Qualifications Framework is one type of Qualifications Framework."⁴

Objective

1. To identify nationally recognised qualifications for business administration from around the world, that can be used as a benchmark to set a standard for International Credentialing and apply to administrative roles within an international framework.

Purpose

- Identify qualifications available to administrative/office professionals
- Make comparisons by country of qualifications were being produced for business administrators.
- Identify any alignment between countries.

The team focused on those countries who have a Qualifications Framework and were recognised internationally. Many countries are now part of an international collaborative partnership, so the collaborations provide better alignment between one another. Therefore, the notion that the roles are similar can be more easily seen through the comparisons presented in the data.

As the Team Leader, I sought advice from the specialists in my country, the New Zealand Qualifications Authority (NZQA). Eth Lloyd, WASummit Advisory Council Chairman, and I had one meeting which was extremely useful as at that point, we had a blank page to start the process. NZQA recommended that the international credentialing process consider using our own international credentialing levels e.g. 1, 2 and 3 (or Senior, Intermediate, Junior - still to be

³ <http://www.unevoc.unesco.org/go.php?q=Qualifications%20Framework>

⁴ <http://www.unevoc.unesco.org/go.php?q=Qualifications%20Framework>

determined). For this document we have used 1, 2, 3. but base them on the New Zealand levels 4, 5 and 6. That way we could make use of the knowledge that NZQA already has but it is not seen as New Zealand centric. We have based the outcomes in this paper on that advice.

New Zealand recently undertook a 5-year review of the current National Qualifications Framework (NQF). Our NZQA advisers encouraged us to work with the new graduate profiles developed for the new qualifications for international comparability. These are the qualifications versions we have referenced, see [Appendix 3](#).

NZQA recommended we approach the following organisations and the relevance to our research is demonstrated in this report.

- European Centre for the Development of Vocational Training (CEDEFOP)
- International Labour Organisation (ILO), and
- Asia-Pacific Economic Cooperation (APEC).

We are thankful to NZQA for their time and advice, nga mihi nui.

Main focus

The main focus for this research has been administrative/office professionals around the world and what education and training is in place to assist them: attain employment, further their education and experience, seek a more challenging role hopefully leading to an increase in remuneration.

Over a lifetime some of us are lucky enough to create a successful career pathway for ourselves, some have emulated others who have taken a similar pathway, and a small number have paved those pathways themselves and smashed the glass ceiling. The more of us with a clearer view of what we can aspire to are more likely to want to aim for those glass ceilings, rather than watch others succeed.

Note: It is pertinent to state that our reference is to “Administrative/Office Professionals” throughout this report and incorporates all administrative positions.

International Certification/Qualifications Process

The team agreed we needed to focus on the following collation of information for comparison by country:

- Non-National Qualifications Framework (Non-NQF)
This focus was on training that administrative professionals utilise around the world. The team were adamant this was an important focus because not all countries have nationally recognised qualifications, but all countries had access to specific training aimed at that group.
- NQF – National Qualifications Framework (NQF)
This was an opportunity to find out how many countries are involved in developing and delivering their own qualifications. Few have specific qualifications targeting administrative/office professionals, but they all have qualifications for Business, which is the area we all work in, from an international perspective.
- Association Certification Processes

This focus was on the certification process used by associations to encourage administrative/office professionals to join them and what they offer to their members.

- Other Considerations

- Job Descriptions, which will lead out of the current research topic for the World Administrative Summit (International Position Titles) and is set as one of the new topics for discussion at the 2018 WASummit.
- Skill set, knowledge and application (qualification criteria).
- Management expectations and years of experience (qualification and certification processes).

Note: The last two points linked into research by the International Labour Organisation (ILO), APEC and CDEFOP (European Centre of the Development of Vocational Training).

Other Topics being researched for the 2018 WASummit

As you will recall from the introduction to this paper, the Delegates at the 9th WASummit asked the Advisory Council to further research three topics they had been discussing. One of the other two topics very relevant to the research on International Credentialing, is:

- International Position Titles – Judy Geller, Team Leader

During the International Credentialing Team's research, the following points have become obvious as essential ingredients of that research:

- Job descriptions
- Skill set, knowledge and application (qualification criteria)
- Management expectation and years of experience (qualification and certification processes).

The importance of the relationship between job descriptions, skill set, knowledge and application (qualification criteria) is set out in this report. Initially we believed that few countries had a National Qualifications Framework, but this was incorrect. There are clearly frameworks in place for many countries. As there is a culture of sharing in this area those who wish to develop a national framework have access to support from those countries who already have them.

The United States of America has its own robust qualifications framework through its universities at degree and post graduate academic level, however there does not appear to be much to cater for those people who are working and wishing to undertake certificates and diplomas at a lower level. It is acknowledged however, that this investigation was undertaken on-line only. We anticipate that in the future we will be able to engage with more countries to see what similarities and differences there are in the tertiary education sector and how we can move forward together. Further information will be valuable as this report is to be widely shared after discussion in Frankfurt, Germany in October.

It is recognised that there are many gaps in this report, as it is a collation of information from a small number of people working voluntarily. Sharing it widely will ensure we get feedback to make additions, corrections, etc. to fill those gaps.

The Team Leader wishes to note that:

“As part of an internationally recognised administrative professional association (AAPNZ) and as Team Leader for the WASummit Advisory Council I am grateful that we had the opportunity to be involved with NZQA in the early days. That AAPNZ built a relationship with NZQA and been recognised as the Peak Body for the Business Administration qualifications. These are now newly titled the **New Zealand Business (Administration and Technology) qualifications from levels 3-6**, see [Appendix 4](#).

Other areas of consideration

The importance of education and employment are to be viewed together, not as stand-alone entities. We learn to gain credentials to attain a job we aspire to and getting the right match is of the utmost importance. As our workforce ages, and roles that we’ve always known suddenly get replaced by automation or disappear completely, is this the reason why this linkage is important? You can read a full overview of ILO in [Appendix 1](#).

Note: The footnotes can be accessed via the link at the end of this article on the following page.

- **International Labour Organisation ILO**

Looking at the global map: why Europe should worry about skills

Thursday, December 17, 2015

European economies rank amongst the most competitive in the world^[1]: a highly qualified and educated workforce, a developed infrastructure, and mature institutions have all served to attract foreign investment, promote European exports, and nurture domestic innovation, entrepreneurship and productivity. The EU is one of the main destinations for Foreign Direct Investment (FDI), receiving around a fifth of 2014’s FDI inflows^[2], produces nearly a third of the world’s science and technology products^[3], whilst the tenth of the global population based in Europe produces a fifth of global exports and imports^[4]. Europe’s highly-educated and highly-skilled workforce accounts for no small part of this success.

But the global economic map is shifting. Alongside traditional competitors such as Japan, the U.S., and the Asian ‘tigers’^[5], a new generation of emerging economies is seeking to compete with Europe in the high-end service and product markets. What does this bode for Europe’s competitiveness? And why are skills critical factors into the equation?

Skills: a key element of competitiveness

Most of EU Member States are considered to be *innovation-driven economies*^[6] – economies which, unable to compete on the basis of price due to high wages, rely on innovative, high-quality and high-tech industries and services. This does not just mean traditional high-tech sectors, such as pharmaceuticals, ICT and high-end manufacturing but also services. Therefore, the majority of the new jobs in Europe over the period to 2025 are expected to require high qualifications and high levels of general and sector-specific skills. The importance of high qualifications is further corroborated by the fact that the majority of new jobs projected by occupations also demand high qualifications (see [Cedefop Skills Forecast 2015](#)).

Supporting high-quality and high-tech industries and sectors requires a highly developed infrastructure: regular access to basic resources, such as internet connectivity and power; transport networks; strong institutions and protection for intellectual and physical property. And it takes skills.

Human resources are a key aspect of building a successful, innovation-led business. On a local scale, skilled workers nurture domestic innovation: small and emerging businesses need to be able to



access a range of skills in their domestic labour market, not only to create innovative new products and deliver professional services, but also to fill the need for skilled administrators, IT professionals and other ‘backroom functions’ essential to daily operations. On a national and European scale, skills attract investment: companies seeking to start up or expand want to do so in a market from which they can draw from a pool of high-skilled, educated workers. A high-skilled, productive workforce and the alignment of specific skills with the needs of business do not just keep the domestic economic cogs turning; they allow European exports and companies to compete for customers and FDI in the global market.

Skills with job needs but matching inefficiencies are at play

At least, in theory. In reality, significant barriers can prevent the efficient matching of skills with job needs: in the 2013 Eurofound Company Survey, 39% of companies reported difficulties^[7] in finding employees with the required skills. High rates of tertiary qualifications across Europe may not necessarily mean high rates of skilled workers; graduates may not have job-ready skills and require periods of transition. In addition, certain STEM sectors^[8] (science, technology, engineering and mathematics), many of which require specific tertiary or VET set to experience faster growth than other employment sectors; whilst the computing services sector is growing at over double the rate of employment more generally (see, for example, the [Analytical Highlight](#) on European Job Growth Creators). This may result in sector-specific skills shortages. On the demand side, a lack of vacancies in some EU countries for skilled workers may spark a brain drain as they seek opportunities abroad - which may have the knock-on effect of preventing further high-skilled job growth^[9].

Looming competition

The EU’s main competitors, such as the U.S., Australia, Japan, the East Asian ‘tigers’ have a highly-skilled workforce: high levels of qualifications, dedicated VET and adult learning policies, high basic literacy and numeracy levels throughout the population, and high quality in education provision.

However, recent years have seen a move by some of these countries towards competing in the same high-end industries favoured by European companies. Increasing investment in innovation and participation in education is levelling the global skills playing field – and bringing the economic and competitiveness benefits of a high-skilled population in their wake. China and India will alone comprise almost half of G20 graduates by 2030^[11], including 60% of total STEM graduates. The movement of manufacturing jobs abroad is well documented; but buoyed by ever-better communications technologies and an increasingly skilled global workforce, increasing numbers of white-collar medium- and high-skilled occupations may follow^[12].

Going forward: acknowledging the importance of skills

Strong formal education and VET systems will continue to play major roles in delivering basic and sector-specific skills, and so will on-the-job training, adult learning and up-skilling initiatives, as the European labour market is forced to respond to changes in global demand for its products and take advantage of new technologies and innovations. Initiatives to aid job mobility that will enable skilled workers from one European country plug the skills gaps in another will also be vital in helping to minimise skill shortages and respond to changing labour market dynamics.

But perhaps the more critical aspect is the recognition of a skilled labour force as the core part of Europe’s current and future success. Skills underpin the fundamental functions of the society, such as healthcare, education and institutions, but also Europe’s ability to grow and compete globally. As the world economy steps further toward a period of rapid and unknown change, acknowledging this will be the first task.



<http://skillspanorama.cedefop.europa.eu/en/blog/looking-global-map-why-europe-should-worry-about-skills>

- **APEC descriptors for occupational standards**

[https://aimp2.apec.org/sites/PDB/Supporting%20Docs/2722/Proposal%20Attachments%20\(if%20any\)/Occupational%20Standards%20Framework_DRAFT_Feb16.pdf](https://aimp2.apec.org/sites/PDB/Supporting%20Docs/2722/Proposal%20Attachments%20(if%20any)/Occupational%20Standards%20Framework_DRAFT_Feb16.pdf)

APEC currently includes the following economies: Australia, Brunei Darussalam, Canada, Chile, People's Republic of China, Hong Kong, Indonesia, Japan, Republic of Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, The Philippines, Russia, Singapore, Chinese Taipei, Thailand, The United States and Vietnam.

Labour mobility is a priority area in the APEC Human Resources Development (HRD) Ministerial Action Plan (2015-2018) and a key aspect of the APEC Connectivity Blueprint for 2015-2025. APEC Economic Leaders declared in November 2014 that 'much work needs to be done to ease existing barriers to interaction and mobility, and to develop joint endeavours that will support seamless flows of people.'

At the APEC High Level Policy Dialogue on Human Capacity Building held in Papua New Guinea on 6/7 May 2015, participants agreed to:

- work towards a common understanding of competency standards and/or framework to support the recognition of the development of competencies across APEC economies involving the identification of the needs of businesses and industry; seeking feedback and sharing of best practices, and
- continue to share information on the existing qualifications referencing frameworks to further explore mutually beneficial qualifications referencing arrangements for APEC economies to support increased labour mobility within the region.

The development of an APEC Occupational Standards Framework (OSF) directly addresses the need to ease existing barriers to interaction and mobility by establishing a common understanding of skills required for specific occupations and determination of relevance of skills held by individuals. The APEC OSF includes an agreed protocol for the development of occupational standards at a regional level.

This project was commissioned by The Australian Government Department of Education and Training through funding received from the Department of Foreign Affairs and Trade's APEC Economic Diplomacy Fund to undertake a project entitled APEC Integrated Referencing Framework (IRF) for Skills Recognition and Mobility Project ('the Project'). The project commenced in July 2015 and concluded in December 2015.

The IRF aims to draw together into a cohesive architecture the following key elements:

- Occupational standards framework – enables a comparison of the skills required for specific occupations
- Qualifications framework – enables comparison of national qualification levels
- Quality assurance framework – enables confidence in the relevance and quality of provision of training and qualifications.

Twelve APEC economies participated including: Australia, Chile, Chinese Taipei, Indonesia, Malaysia, New Zealand, Papua New Guinea, Peru, Philippines, Republic of Korea, Thailand and Vietnam.

APEC Occupational Standards Framework - Appendix 2

Research approach

Given the size of this project we have broken it into two parts. This first part is research and our approach was “desk top” research; looking at documentation and research that has already been produced.

Part two of this project will be undertaken after the 2018 WASummit discussions according to recommendations from this document as agreed, replaced, altered or removed at the WASummit 2018.

Desk top Research

We started our research with associations that focused on administrative professionals and had websites that provided access to their Certification processes, information on attainment of qualifications and/or training and professional development opportunities, and possibly mentioned a relevant National Qualifications Authority.

1. National Qualifications Framework (NQF)

If a country had an NQF, then they became part of two **National Qualifications Framework (NQF)** lists that set out National Qualification details from each country, also collaborations;

- **Table 1:** New Zealand, Australia, South Africa, Scotland, England, European Union (EU), Germany (EU) and Hong Kong.
- **Table 2:** New Zealand, United Kingdom, (England, Wales and Northern Ireland), Scotland and South Africa.

As the tables and the information collated shows, many countries have National Qualifications Authorities, which provided organisations and data with which to work.

We discovered that all are part of several international collectives that together have a commonality of approaches and perspectives. This meant the huge task of collating that information was manageable.

Advice regarding an International Credentialing Process

As is recorded in the International Brief on page 4 under Purpose, the Team Leader sought specialist advice from NZQA and she and the Advisory Council Chairman met with several officials who recommended developing an international credentialing process based the example below.

The Team used levels 1-4 (other ranking designations can be used), based on New Zealand’s qualification levels 4-6, then added two examples from other countries alongside so you have an overarching view of the outcome of this exercise, for example:

| Int Credentialing | New Zealand | Australia | European Union EU | South Africa | Scotland | United Kingdom | England & N. Ireland | Germany |
|-------------------|-------------|-----------|-------------------|--------------|----------|----------------|----------------------|---------|
| 1 | 4 | 4 | | 3 | | | | |
| 2 | 5 | 5 | | 4 | | | | |

| | | | | | | | | |
|---|---|---|--|---|--|--|--|--|
| 3 | 6 | 6 | | 5 | | | | |
|---|---|---|--|---|--|--|--|--|

2. Non-NQF – Training not linked to a National Qualifications Framework

We surmised that if a country did not have a National Qualifications Authority they most likely would meet the requirements for the **Non-NQF** list, where training was not linked to an NQF. The associations listed from different countries can then be compared against each other. For the purposes of this example we used the following countries:

- Non-NQF: New Zealand, Australia, United States of America (ASAP, IAAP), Canada (AAP), UK, Scotland and Ireland.

There is a myriad of training on offer for administrative professionals; (too many to list) so we focused on international training to see what was available. We were surprised at how many there were, albeit the number we quote is small, it is just a beginning.

3. Association Certification Process

We also developed a table that shows the **Association Certification Process** for seven associations around the world:

- Association Certification Process: New Zealand (AAPNZ), Germany (IMA), Papua New Guinea PNGAAP), South Africa (OPSA), America (ASAP and IAAP) and Canada (AAP).

Information gathered

We have listed the relevant goals and objectives from “Administra – World Action Plan 2015” below. The shaded areas show references to the areas we have been focusing on in this project. There were many pertinent references, as shown.

Administra – World Action Plan 2015

Goal 1 – Managing Administrative/Office Professional Skills

1. Professional Associations

Objectives

- 1.1 Enhancing the perceived value of administrative/office professionals
- 1.2 Increase awareness of the value of administrative skills in business
- 1.3 Have globally recognised credentialing/accreditation
 - 1.3.1 Develop connections nationally and locally with secondary schools, training providers, college and universities.
 - 1.3.2 Increase recognition of credentialing/accreditation programmes nationally and internationally.
 - 1.3.3 Promote national assessment of skill gaps to help guide training requirements.
 - 1.3.4 Review an exchange programme for administrative/office professionals, e.g. country swap/secondment, in an international framework.
- 1.4 To encourage businesses and the global community to view the administrative/ office professionals’ role as a career



- 1.5 Achieve common understanding between training providers, administrative/office professionals associations and employers about the value of a required qualification and/or credentialing/accreditation
- 1.6 Associations contribute to recognise the professional and personal development of their administrative/office professionals members.
- 1.7 Investigate the logistics of forming an international body to look at developing a global framework in which qualifications, accreditation, certification and professional development could be recognised internationally.

Goal 1 – Managing Your Administrative Skills

2 *Individual Administrative/Office Professionals*

- 1.1 Enhance your own value as an administrative/office professional
- 1.2 Develop awareness of the skills and capabilities of the administrative/office professional in your own sphere of influence¹.
- 1.3. See your role as a career choice

Goal 2 – Handling Sensitive Issues and Ethical Office Dilemmas

2. *Professional Associations*

- 2.1 Share the Codes of Conduct provided by other Associations
- 2.2 Develop a Code of Ethics that will be an umbrella for international organisations
- 2.3 Play a pivotal role in educating administrative/office professionals about professional ethics

Goal 2 – Office Ethics

3. *Individual Administrative/Office Professionals*

- 2.1 Code of Ethics

Goal 3 – Moving with the Times in the 21st Century

1. *Professional Associations*

- 3.1 Lead the way in the effective use of technology for the administrative/office professional
- 3.2 Be aware of current and future trends and embrace and include technology to advance administrative/office professionals
- 3.3 Keep up with technology and change
- 3.4 Improve the administrative/office professionals life balance through the effective use of the most recent technical advice
- 3.5 Encourage the administrative/office professional to seek to become the best-informed source of information within their organisation

Goal 3 – Keeping up with Technology for the 21st Century

2. *Individual Administrative/Office Professionals*

- 3.1 Be a leader in your use of technology

Goal 4 – Market Association Membership to encourage active participation of younger People

1. Professional Associations

- 4.1 Create awareness of professional and personal benefits of belonging to an internationally recognised Association
- 4.2 Make use of modern technology to promote association membership
- 4.3 Proactively seek support from corporations and businesses. Create awareness of, and encourage national members and their employers to, recognise and support credentialing/accreditation to all office professionals.
- 4.4 Attract high quality speakers with relevant topics to associations’ events
- 4.5 Obtain corporate sponsorships for administrative/office professionals associations.

Goal 4 – Encourage and involve younger people in your role

2. Individual Administrative/Office Professionals

- 4.1 The value of your professional association
- 4.2 Credentialing
- 4.3 Technology

Not surprisingly, it appears that the International Credentialing Project aligns well with the **Administra - World Action Plan** as shown with the highlighted areas above. The International Credentialing Team Leader, was one of the delegates at the 2015 WASummit in Papua New Guinea and was involved in updating the *Administra*, as happens every three years.

Research Outcomes

National Qualifications Framework (NQF)

Comparison of National Qualification Framework (NQF) Processes

1(a) National Qualification Framework details listed from each country, also collaborations

| National Qualification details listed from each country, also collaborations | |
|--|--|
| New Zealand | New Zealand Qualifications Authority (NZQA) |
| Australia | Australian Qualifications Authority (AQA) |
| South Africa | South African National Qualifications Authority (SAQA) |
| Scotland | Scotland Qualifications Authority (SCQA) |
| England | National Qualifications Framework United Kingdom |
| European Union (EU) | European Qualifications Framework (EQF) |
| (EU) Germany | German Qualifications Authority (GQF) |
| Hong Kong | Hong Kong Qualifications Framework (HKQF) |

Table 1



1(b) National Qualification Framework details listed from each country, also collaborations

| National Qualification Framework details listed from each country, also collaborations |
|--|
|--|



| | |
|-------------------------------------|--|
| New Zealand | New Zealand Qualifications Authority (NZQA) – listed again for comparative purposes |
| United Kingdom | Framework for higher education qualifications in England, Wales and Northern Ireland |
| England, Wales and Northern Ireland | Regulated Qualifications Framework for England and Northern Ireland |
| Wales | Credit and Qualifications Framework for Wales |
| Ireland | National Framework Qualifications Ireland (NFQI) |
| Scotland | Scottish Credit and Qualifications Framework (SCQF) |
| South Africa | South Africa Qualifications Authority (SAQA) |

Table 2

NB: These countries were chosen because they have a National Qualifications Framework. We were not able to ascertain whether they all have dedicated qualifications for Business Administration, but they do have a focus on Business qualifications. At this point, the countries that we know have dedicated Business Administration qualifications are South Africa, New Zealand and Australia.

We started by listing countries who had National Qualifications Frameworks and ended up with two spreadsheets. These spreadsheets have information about the qualification titles at the NZQA levels 4, 5 and 6. Whilst the information within these columns is not identical, the comparisons are very similar, which is no surprise, as they are all based on a similar National Qualifications Framework structure. Whilst there are differences, these are based more on the way it's done in each particular country. However, there is also evidence that the Qualifications Authority from each country does communicate with one another and have collaborated on comparative projects.

All the Qualifications Authorities share information and are working to align themselves with each other. Those that have been in the business for a longer period often mentor those countries which are still in development mode. This exercise was enlightening and showed that they work together regularly and maintain contact because they have built collegial relationships.

The pleasant surprise was the strong inclusion of government employment agencies who are predicting what roles are the focus for the future and which ones will fall away. In an age where employment is the safety net, being prepared ahead of everyone else is certainly a game changer.

New Zealand Qualifications Authority Experience as an example:

Over the past five years the Team Leader has been involved in the NZQA development of the new New Zealand Qualifications (replacing the former nationally recognised qualifications). One of the areas they focused on was the inclusion of and focus on technology, leading to - NZ Business (Administration & Technology) qualifications Levels 3 to 6. The Team Leader had the opportunity, in consultation with AAPNZ and as part of a NZQA advisory group, to contribute to rewriting all the unit standards (learning modules) which had previously caused frustration, as well as some seen as outdated i.e. shorthand, typing speed, etc. The current focus for the administrative/office professional, in New Zealand, is project management, business skills and managing people, as well as primary administrative skills.

Whilst the comparisons identified in this report are not exact, they are closely aligned regarding the level descriptors and working within a robust framework with the New Zealand Qualifications Authority (NZQA). The NZ Qualifications Framework (NZQF) is divided into 10 levels and covers a



range of qualifications from certificates to a doctoral degree. The levels are based on how complex the learning is, with a level 1 certificate the least complex.

At secondary (high school) school, students work towards NCEA (National Certificate of Educational Achievement), which covers levels 1 to 3 of the NZQF. Post-secondary (high) school, students who wish to continue their study at a tertiary level can choose from several education options ranging from universities to polytechnics, private training establishments, industry training organisations and more. Students may need to finish secondary (high) school to study at this level.

The International Credentialing Team undertaking this research, encourages all administrative/office professionals to be involved with the development and ongoing review of their own qualifications in their respective country; it is a valuable and rewarding experience. It also ensures that the learning being undertaken accurately reflects what is required within the workplace.

Qualifications Frameworks – International and National

The following is a list of countries where we were able to access their Qualifications Framework. Some of these have banded together to produce frameworks that encompass several or many countries:

Australia - <https://www.aqf.edu.au/>

England, Wales & Northern Ireland Qualifications and Credit Framework (QCF) - <http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

England - <http://www.accreditedqualifications.org.uk/office-of-qualifications-and-examinations-regulation-ofqual.html>

Germany - <https://www.deqa-vet.de/en/DQR-2226.php>

European Qualifications Union - <https://www.deqa-vet.de/en/EQF-2235.php>

European Union - <http://www.accreditedqualifications.org.uk/european-qualifications-framework-efq.html>

Hong Kong - <https://www.hkqf.gov.hk/en/home/index.html>

Ireland - <http://www.nfq-qqi.com/>

New Zealand - <http://www.nzqa.govt.nz/>

Pacifica - <http://eqap.org.fj/getattachment/Our-Work/Projects/Pacific-Register-for-Qualifications-Standards/2--PQF-booklet-FINAL.pdf.aspx>

Scotland - <http://www.accreditedqualifications.org.uk/scottish-credit-and-qualifications-framework-scqf.html>

South Africa - <http://www.saga.org.za/list.php?e=NQF>

Wales - <http://gov.wales/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en>

Canada
<https://www.cicic.ca/1498/comply-with-the-pan-canadian-quality-assurance-framework-within-your-organization.canada>

*USA - **NB:** You will see that no states or provinces from the USA feature in this list. This is because they do not have a formal National Qualifications Framework however they do have many different*

professional development processes and training providers. These are described in the non-NQF and the International Certification sections.

The New Zealand Qualifications Framework (NZQF)

The following is an overview of the New Zealand Qualifications Authority (NZQA) giving you an idea of what a national framework is; what it aspires to achieve and that they are similar all over the world. The entire overview can be found in [Appendix 4](#).

The New Zealand Qualifications Framework (NZQF) is established under section 248 of the Education Act 1989.

Purpose of the NZQF

The New Zealand Qualifications Framework (NZQF) is a framework based on outcomes described in terms of knowledge, skills and attributes, and their application.

The NZQF is the definitive source in New Zealand for accurate information about all quality assured qualifications, covering secondary school and tertiary education qualifications, and including all qualifications open to international students. The NZQF provides information about what knowledge and experience holders of qualifications can be expected to have and about what further education and/or employment opportunities the qualification leads to.

Specifically, the NZQF:

- Conveys the skills, knowledge and attributes a graduate has gained through completing a qualification
- Requires the development of integrated and coherent qualifications that meet the needs of individuals, groups, and industry and the community
- Enables and supports the provision of high-quality education pathways
- Enhances confidence in the quality and international comparability of New Zealand qualifications
- Contributes to Māori success in education by recognising and advancing Mātauranga Māori
- Represents value for money, is sustainable and robust.

Qualifications Framework design features

Level Descriptors

The level descriptors are broadly defined in terms of what a graduate is expected to know, understand and be able to do as a result of learning.

Knowledge is what a graduate knows and understands. It is described as a progression from 'basic general knowledge' through to knowledge that is 'factual', 'operational', 'theoretical', 'technical', 'specialised' and 'frontier' knowledge. Complexity of knowledge is described together with breadth and/or depth in the field of study or work.

Skills are what a graduate can do. The dimension of integration, independence and creativity is important to describing skills progression and reflects the degree of familiarity of the task/problem.

Application of knowledge and skills is the context in which a graduate applies knowledge and skills.

The learner is progressively more autonomous and more accountable, more responsible for interacting and collaborating with, managing and leading others, within progressively less transparent, more dynamic contexts.

European Higher Education area and Bologna Process

The following is an overview of the European Higher Education and the Bologna Process.

The European Higher Education Area (EHEA) is the result of the political will of 48 countries which, step by step during the last 18 years, built an area using common tools. These 48 countries implement reforms for higher education on the basis of common key values – such as freedom of expression, autonomy for institutions, independent students' unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability.⁵

The Bologna Process is a collective effort of public authorities, universities, teachers, and students, together with stakeholder associations, employers, quality assurance agencies, international organisations, and institutions, including the European Commission. Widely differing education and training systems in Europe have traditionally made it hard for Europeans to use qualifications from one country to apply for a job or a course in another. Increased compatibility between education systems makes it easier for students and job seekers to move within Europe. At the same time, the Bologna reforms help to make European universities and colleges more competitive and attractive to the rest of the world.

The Bologna Process also supports the modernisation of education and training systems to make sure these meet the needs of a changing labour market. This is important as the proportion of jobs requiring high skills grows, and the demand for innovation and entrepreneurship increases.

The labour market is constantly evolving. Skills, competences, and qualifications that people need change over time. To deal with these changes people need to be equipped with a variety of basic skills, including literacy, numeracy, foreign languages, science and digital skills. Transversal skills, such as the ability to learn and initiative-taking, will help people deal with today's varied and unpredictable career paths. Entrepreneurial skills will help contribute to employability of young people in particular, as well as supporting new business creation.

Furthermore, it is important to better identify and manage the availability of required skills, competences, and qualifications, and to help prevent skills gaps and mismatches. Effective communication between the labour market and the education and training sector is vital.

In 2015 the Education Ministers identified four key priority areas for the future:

1. enhancing the quality and relevance of learning and teaching;
2. fostering the employability of graduates throughout their working lives;
3. making our systems more inclusive;
4. implementing agreed structural reforms.

⁵ <http://www.ehea.info/>

http://ec.europa.eu/education/policy/higher-education/bologna-process_en

European Qualifications Framework (EQF)

The following is an overview of the European Qualifications Framework (EQF) that incorporates 28 European countries that together cover much of the continent. The EU is a unique economic and political union which has evolved into an organisation spanning policy areas from climate, environment and health to external relations and security, justice and immigration. A name change from the European Economic Community (EEC) to the European Union (EU) in 1993 reflected this. The entire overview can be found in [Appendix 5](#).

Around half of the EU's population acquires their first job-related skills through vocational education and training (VET). Many more go on to develop those skills and to learn new ones through continuing training and other learning at the workplace. This is increasingly important as Europe's workforce is getting older, but changes to technology and jobs are coming faster.

If the EU is to have the right skills to fill the jobs of today and tomorrow, training must be of high quality. The right policies need to be in place to ensure that people learn the right things; that their skills, no matter if they have acquired them in the formal training system or by working, are recognised and that they can have the training they need when they need it.

Qualifications – the certificates and diplomas awarded following education, training and learning – are vital in modern societies. They influence our ability to get a job, practice a profession, pursue lifelong learning and move between countries.

European Centre for the Development of Vocational Training (CEDEFOP) gives high priority to strengthening synergy and coherence of the EU tools; this is critical both for their further implementation, and for strengthening their relevance and value for end-users. It is this framework that CEDEFOP supports the work on the Skills Agenda initiated by the European Commission in 2016. <http://www.cedefop.europa.eu/en/themes/understanding-qualifications>

Europass <http://www.cedefop.europa.eu/en/events-and-projects/projects/europass>

Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe.

- the [Curriculum vitae](#) (CV) presents skills and qualifications acquired in formal and non-formal learning; a cover letter can also be created online and attached to the CV, along with copies of qualifications, employment certificates, etc.
- the [Language passport](#) gives a detailed description of language skills.
- the [Europass mobility](#) is a record of knowledge and skills acquired during a placement or training in another European country.
- the [Certificate supplement](#) describes the content of training programmes (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates.
- the [Diploma supplement](#) is issued to graduates of higher education. It describes the nature, level, context, content and status of the studies.

The Canadian Information Centre for International Credentialing

The Canadian Information Centre for International Credentialing recognises the benefits that international students bring to Canada. Ministers of Education and Immigration developed an international education marketing action plan for investment and opportunities for federal-provincial collaboration on marketing, which stated the following outcomes:

- a greater number of international students studying in Canada;
- an increased share for Canada of the international student market;
- more opportunities for Canadian students to study abroad; and
- a greater number of international students choosing to remain in Canada as permanent residents after graduation.

To expand on that research, the information produced is a co-operation between four partners building on on-going initiatives

- CEDEFOP, Thessaloniki/Brussels
- European Training Foundation, Torino
- UNESCO Institute for lifelong learning, Hamburg
- UNESCO – TVET Unit, Paris

There are common characteristics of NQFs in Europe and these combine the following:

- Frameworks for lifelong learning – all levels and types of qualifications
- ‘loose’ frameworks – common principles but respecting diversity
- Convergence in structure – must have 8 levels
- NQF Level Descriptor – reflect EQF and national contexts and objectives

Political support is the bridging role for cooperation and dialogue across vocational, higher and general education.

<https://www.cicic.ca/>

<https://www.canada.ca/en/employment-social-development/programs/foreign-credential-recognition/funding-framework.html>

*To give a more comprehensive overview of qualifications the **Irish National Framework of Qualifications**, which can be found in **Appendix 6**, has been added.*

Non-NQF – training that is not linked to a National Qualifications Framework

Comparison of Non-National Qualification Processes (Non-NQF)

| Non-NQF – training that is not linked to a National Qualifications Framework (NQF) and the associations listed from the countries we have compared against each other | |
|---|--|
| New Zealand | Association of Administrative Professionals New Zealand (AAPNZ) |
| Australia | Australian Institute of Office Professionals (AIOP) |
| America | American Society of Administrative Professionals (ASAP) |
| | International Association of Administrative Professionals (IAAP) |
| Canada | Association of Administrative Professionals (AAP) |
| UK, Scotland & Ireland | United Kingdom (EPAA) |
| | Scotland |
| | Ireland |



Different Associations Certification processes, which includes professional development and training expectations that are nationally recognised, but not part of the National Qualifications Framework

For this section we have endeavoured to identify training that is available across all the countries listed, or similar in some way.

We have also listed those businesses that have supported the World Administrators Summit with sponsorship and we thank them for their continued support. These include ACEA, Pitman's Training, The Career Academy, Microsoft Training, and Executive Secretary Magazine.

For most countries, administrative/office professionals have been targeted as a group of people that are looking for professional development, whether they have a dedicated association or not. In collating information for this table, we identified that many international businesses are targeting administrative/office professionals. With the number of conferences that are held around the world every year, we are a target group.

Once this report is widely shared after the presentation at the World Administrators Summit in Germany, October 2018, we anticipate we can keep adding to the tables that have been developed so they take on a life of their own. This was always a starting point, not the finale!

Perhaps one of the outcomes from this exercise is to encourage a more orchestrated approach to targeted training for administrative/office professionals, of the highest calibre. There is a significant amount of training available. This needs to be identified by type, relevance and be listed by Association. The listing should be based on criteria relevant to administrative/office professionals. We need to identify what is available internationally. We have added this to the list of recommendations on page 23.

Association Certification Process

Comparison of Associations Certification Processes See Appendix 7

| Associations Certification Processes | |
|--------------------------------------|---|
| New Zealand | Association of Administrative Professionals New Zealand (AAPNZ) |
| Europe | International Management Assistants (IMA) |
| Papua New Guinea (PNG) | Papua New Guinea Association of Administrative Professionals (PNGAAP) |
| South Africa | Association for Office Professionals of South Africa (OPSA) |
| United States of America | American Society of Administrative Professionals (ASAP) |
| | International Association of Administrative Professionals (IAAP) |
| Canada | Association of Administrative Professionals (AAP) |

This table shows the Certification Process for seven associations around the world. They are all robust, relevant and meet the requirements of the individual bodies involved. There is a similar format with them all but each one has its own focus that meets the requirements of their members, or potential members.

A significant difference between the Certification processes from America and Canada and some from other parts of the world, is they have made this opportunity a business model. This is a way to be successful not only in their own region, but nationally and even internationally.

Those countries that have Certification as part of the added value to their members, encourage them towards professional development and to attain relevant non-NQF training that focuses specifically on the generic skills and abilities administrative/office professionals should have.

Those in countries with access to National Qualifications Authorities can attain relevant qualifications that they may even have been part of developing. The qualifications are likely to intertwine so parts of one would be relevant for another. An example of that in New Zealand would be attaining the National Diploma in Business (Administration & Technology) L5 may mean they have also attained at least half of the requirements for the National Diploma Business L5 with a specialist strand in Project Management, Human Resources, Quality Management, etc.

Associations clearly and strongly focus on professional development. They provide encouragement to members to attain relevant training, or a nationally recognised qualification that is specifically developed based on the work they do all day and every day. It is one strategy used to make this profession credible.

While a number of countries already have a dedicated business administration qualification, we encourage those that do not have one to find out if their country has a National Qualifications Authority and ask if a dedicated qualification can be developed. Be prepared to offer and be part of the development of that qualification; it should “belong” to you.

Our focus has been to determine what ‘*International Credentialing*’ meant. Our initial definition was to *provide a robust certification process that’s been aligned to acceptable qualifications that can be implemented internationally.*

The first task was to determine what was meant by ‘acceptable qualifications’ and our research has shown that many countries have their own quality assurance systems for their tertiary and secondary education organisations. This ensures that the qualifications they approve are also fit for purpose, that is: they meet the requirements of the sector they represent, are relevant and do not duplicate those already on their qualifications framework.

The focus for this research has been administrative/office professionals around the world and what education and training is in place to assist them to: attain employment, further their education and experience, to seek a more challenging role hopefully leading to an increase in remuneration.

Over a lifetime some of us are lucky enough to find that we have created a successful career pathway for ourselves, some of us have emulated others that have taken a similar pathway, and a small number have paved those pathways themselves and smashed the glass ceiling. The more of us with a clearer view of what we can aspire to, rather than dream it, are more likely to want to aim for those glass ceilings as well, rather than watch others succeed.

Conclusion

The information collated in this report provides information on NQF and non-NQF education, professional development and training available internationally and how these can be aligned.

At the start of this research into education, professional development and training, it was clear that work is being completed all around the world and how relevant this can be to Administrative/Office Professionals. Many administrative/office professionals are already involved in the development of

learning and training within their respective countries and internationally and being part of a worldwide collaboration through formal qualifications as well is encouraging.

We are confident that the World Administrators Summit is focused in the right area. The research completed shows all administrative/office professionals that we are part of a global structure of learning and development. This knowledge will assist each one of us to access professional development to enable us to be the very best that we can and want to be.

The European study of vocational education and training perspectives illustrates how learning outcomes approaches can promote dialogue and interaction between education and employment. That suggestion of an interaction between education and employment, was key, as we know administrative/office professional roles have changed and will keep changing. However, we have not focused on what that might mean for the wider profession, or if it would have any effect at all.

“The learning outcomes approach and the way we design qualifications. Focusing on what a learner is expected to know; be able to do and understand at the end of a programme or course; with some outcomes-based qualifications provided for students. Teachers and labour market shareholders with a common reference point, allowing for improved and active learning processes, better quality teaching and more relevant qualifications.”⁶

This suggests we should seek to enhance our approach to the design of qualifications such that they are globally recognised and transferrable. These need always to confirm competency in specific training outcomes enabling the person to be employed anywhere in the world.

This research into the work the European Union is undertaking through the European Centre for the Development of Vocational Training (CEDEFOP), has really highlighted the known and unknown requirements of the future and how important it is to be prepared.

Research Project Outcome

We discovered in our 18-month research project that there is work towards a ‘common language’ to understand and compare qualifications. The Europeans have already integrated two qualifications framework processes, Higher Education (Bologna) and EQF, which has assisted visibility to labour markets. There are many challenges but there also appears to be an international will to link (secondary/high school) general education qualifications to the NQF as well.

Non-NQF is also included in the process so that gaining qualifications is not bound by a place of learning. In New Zealand most learning is done in the workplace and takes centre stage for administrative/office professionals where many have started first-time study as an adult learner. They are utilising the process of *workplace assessment* that acknowledges and accepts the work you do in your job, as evidence towards attainment of a formal qualification.

A foundation document for the WASummit is **Administra – World Action Plan** for Administrative/Office Professional Associations and individuals.

The International Credentialing Team have identified, through this research, an understanding that much of the work is already being undertaken by many individual countries.

⁶ Application of Learning outcomes approaches across Europe – a comparative study; Foreword by Joachim James Calleja, CEDEFOP Director
International Credentialing Team Report, Advisory Council to 2018 - ©World Administrators Summit July 2018
The World Administrators Summit must be cited as the researcher and author of this report if the information contained in this document is used, published or redistributed.

There are groupings of countries which collaborate for an international world view; for Certification, Qualifications attainment, continuous education and training, as well as lifelong learning for the administrative/office professional, and some examples are:

- Comprehensive frameworks – Australia, New Zealand, South Africa, Mauritius, Seychelles; Philippines, Rwanda, Hong Kong SAR, India, Maldives, Republic of Korea (proposed), United Republic of Tanzania, Mexico.
- Labour Competency Frameworks – Mexico, Chile, Hong Kong SAR, India, Vietnam, Republic of Korea, Malaysia
- NQFs in Higher Education – Malaysia, Rwanda, Canada, Philippines
- No National Frameworks – USA, Japan
- Equivalency frameworks in basic education – Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Malaysia, Ethiopia, Kenya, Republic of Tanzania, Uganda, Botswana, Mauritius, Namibia, South Africa, Seychelles, Ghana, Gambia, Mexico⁷

This leads us to believe that we are on track, as the information collated in these working documents has been extrapolated from different websites of countries around the world. We have been careful to choose countries where there are associations for administrative/office professionals and possibly part of WASummit, or from a similar international body.

In conclusion, we hope this platform, through the WASummit, will inform administrative/office professionals everywhere that the WASummit is an **international** organisation working together for the same outcome; that our learning and training systems and processes are similar (if not the same) worldwide.

Recommendations

Our original objective, as asked by the Delegates at the 2015 WASummit, was

To identify nationally recognised qualifications for business administration from around the world, that can be used as a benchmark to set a standard for International Credentialing and apply to administrative roles within an international framework.

On investigation this was such a huge project, being undertaken voluntarily by the International Credentialing Team, that it required breaking into two stages.

This report covers

Stage 1:

To identify nationally recognised qualifications for business administration from around the world...

The achievement of this objective to be acknowledged by the Delegates considering and accepting the following recommendations:

1. WASummit Delegates to recognise that we are part of an international framework to identify and advocate for relevant nationally recognised:
 - a. qualifications for administrative/office professionals' roles listed on individual countries National Qualifications Frameworks (NQF) around the world, and

⁷ Global Inventory on National Qualifications Frameworks (NQFs)



- b. professional development and training organisations and/or courses (non-NQF) that meet the ongoing needs for the development of administrative/office professionals focused on future-proofing the profession on the international stage; this may lead to strategic partnerships and sponsorship opportunities for the WASummit.
2. Encourage all Administrative/Office Professional Associations to contact their own country's National Qualifications Framework Authority (if they have one), and become involved in the development, revision and/or oversight of relevant qualifications (NQF) for administrative/office professionals i.e. Business (Administration) qualifications.
3. Encourage associations and individuals to embrace "Administra - World Action Plan" to progress the goals and objectives; thus, supporting robust and ongoing professional development for administrative/office professionals, to keep ahead of the ever-changing business environment with a future focus.
4. Agree to providing a mandate for the Advisory Council to develop:
Stage 2 (completion 2021):

... a benchmark to set a standard for International Credentialing and apply to administrative roles within an international framework.

Initially further development of the objective will be required to clarify the aims and objectives, but will include:

- a. designing an International Credentialing process within the international framework being advocated, and
- b. include all nationally recognised Business (Administration) qualifications (NQF), as well as higher level other (non-NQF) training/professional development options (including professional certifications, etc) for administrative/office professionals.

The International Credentialing Team is looking forward to the WASummit in Frankfurt, Germany 24-25 October 2018 and the opportunity to present and discuss the recommendations of this paper with all Delegates. Delegates have had been given time to read and discuss the recommendations amongst your own networks and will bring to the WASummit questions for discussion. We look forward to hearing your views, concerns and suggestions.

Nga mihi nui

Wendy Rapana, Team Leader

**International Credentialing, Advisory Council
World Administrators Summit 2015 - 2018**

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- G20 - A skilled workforce for Strong, Sustainable and balanced Growth - http://www.ilo.org/skills/pubs/WCMS_151966/lang--en/index.htm
- Influence of learning outcomes on European education and training policies - https://www.bing.com/search?q=influence+of+learning+outcomes+on+european+education+and+training+policies&form=EDGTCT&qs=PF&cvid=f0eaadf4b6694ab5acf2d251acf03f5b&refig=b2f825bc38a44e49bb01297b08adc3ee&cc=NZ&setlang=en-US&elv=AY3%21uAY7tbNNZGZ2yiGNjfO%215rpCJv2UODXXAjUC1Dmsx54LN86RH5wMh2L4F2qQ2PYKI85E5pv%21cL0MRYrKhSn0Z2J*GgPZ9djX7Om729Kr&PC=HCTS
- The Pacific Qualifications Framework - <http://eqap.org.fj/getattachment/Our-Work/Projects/Pacific-Register-for-Qualifications-Standards/2--PQF-booklet-FINAL.pdf.aspx>
- Danish Qualifications Framework - <http://studyindenmark.dk/study-options/danish-qualification-framework-for-higher-education>
- APEC Occupational Standards Framework - [https://aimp2.apec.org/sites/PDB/Supporting%20Docs/2722/Proposal%20Attachments%20\(if%20any\)/Occupational%20Standards%20Framework_DRAFT_Feb16.pdf](https://aimp2.apec.org/sites/PDB/Supporting%20Docs/2722/Proposal%20Attachments%20(if%20any)/Occupational%20Standards%20Framework_DRAFT_Feb16.pdf)
- APEC – Occupational Standards Framework - Appendix 1 – Protocol for development – as above
- APEC – Occupational Standards Framework - Appendix 2 – Glossary – as above
- Statement of the 5th Bologna Policy Forum May 25 2018 - <http://www.ehea2018.paris/>
- International Labour Organisation (ILO) - <http://www.ilo.org/global/lang--en/index.htm>
- World Employment and Social Outlook – Trends for Women 2018 – Global Snapshot - http://www.ilo.org/global/research/global-reports/weso/trends-for-women2018/WCMS_619577/lang--en/index.htm
- South Africa Qualifications Framework (SAQA) – National Diploma: Public Administration SAQA Qual ID 67460 - <http://regqs.saqa.org.za/showQualification.php?id=67460>
- UNESCO-UNEVOC – Vocational Skills Development - <https://unevoc.unesco.org/go.php?q=Vocational+Skills+Development&context=>
- UNESCO-UNEVOC – Qualifications Framework - <https://unevoc.unesco.org/go.php?q=Qualifications%20Framework>
- JRC Science for Policy Report - DigComp 2.0: The Digital Competence Framework for Citizens http://ec.europa.eu/education/policy/strategic-framework/education-technology_en

Appendices

Appendix 1 - International Labour Organisation (ILO)

International Labour Organization (ILO), specialized agency of the [United Nations](#) (UN) dedicated to improving [labour](#) conditions and [living standards](#) throughout the world. Established in 1919 by the [Treaty of Versailles](#) as an [affiliated](#) agency of the [League of Nations](#), the ILO became the first affiliated specialized agency of the [United Nations](#) in 1946. In recognition of its activities, the ILO was awarded the [Nobel Prize](#) for Peace in 1969.

The functions of the ILO include the development and promotion of standards for national legislation to protect and improve working conditions and standards of living. The ILO also provides [technical assistance](#) in social policy and administration and in workforce training; fosters cooperative organizations and rural industries; compiles labour statistics and conducts research on the social problems of international competition, unemployment and underemployment, labour and [industrial relations](#), and technological change (including [automation](#)); and helps to protect the rights of international migrants and [organized labour](#).

In its first decade the ILO was primarily concerned with legislative and research efforts, with defining and promoting proper minimum standards of labour legislation for adoption by member states, and with arranging for collaboration among workers, employers, government delegates, and ILO professional staff. During the worldwide economic depression of the 1930s the ILO sought ways to combat widespread unemployment. With the post-war breakup of the European colonial empires and the expansion of ILO membership to include poorer and less developed countries, the ILO addressed itself to new issues, including the social problems created by the liberalization of [international trade](#), the problem of [child labour](#), and the relationship between working conditions and the [environment](#).

Among intergovernmental organizations the ILO is unique in that its approximately 175-member states are represented not only by delegates of their governments but also by delegates of those states' employers and workers, especially trade unions. National representatives meet annually at the International Labour Conference. The ILO's executive authority is vested in a 56-member Governing Body, which is elected by the Conference. The International Labour Office in [Geneva, Switzerland](#), composed of the permanent [Secretariat](#) and professional staff, handles day-to-day operations under the supervision of an appointed director general. The ILO has international civil servants and technical-assistance experts working in countries throughout the world. Among the ILO's many publications are the *International Labour Review* and the *Year Book of Labour Statistics*. <https://www.britannica.com/topic/International-Labour-Organization>

Forecasting skills demand and supply

CEDEFOP skill supply and demand forecasts provide comprehensive information on the future labour market trends in Europe. The forecasts act as an early warning mechanism to help to alleviate potential labour market imbalances and support different labour market actors in making informed decisions.

CEDEFOP's work on Skill supply and demand forecasts for Europe is widely recognised. In 2010, CEDEFOP received a mandate by the Council conclusions on "[New skills for new jobs: the way forward](#)" to forecast trends in skill supply and demand for Europe every two years. CEDEFOP's skill supply and demand forecasts form also one of the key building blocks of the EU Skills Panorama under the flagship initiative [Agenda for New Skills and Jobs](#) of the Europe 2020 strategy.

CEDEFOP's forecast does not intend to replace skills anticipation and forecasting initiatives taking place at national level. It uses harmonised data and a single methodology to make results comparable across countries which can be aggregated to provide an overall picture of labour market trends and skill development in the EU. The results cover all EU Member States plus Norway, Iceland and Switzerland. Detailed results by country are available [online](#).



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rofessional-A-Vital-Ye

The CEDEFOP results and methodology are validated by national experts representing a wide range of expertise including academics, labour market economists, econometricians and statisticians. The national experts represent all 33 countries covered by the CEDEFOP skills supply and demand forecast. The list of selected national experts is available [here](#).

European Higher Education area and Bologna Process

The European Higher Education Area (EHEA) is the result of the political will of 48 countries which, step by step during the last eighteen years, built an area using common tools. These 48 countries implement reforms on higher education on the basis of common key values – such as freedom of expression, autonomy for institutions, independent students' unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability.⁸

⁸ <http://www.ehea.info/>



Appendix 2 - APEC Occupational Standards Framework Draft for Consultation*9

| | |
|---|--|
| Benchmarking* | <p>Within the APEC OSF, benchmarking refers to APEC economy representatives comparing the final draft APEC occupational standards to:</p> <ul style="list-style-type: none"> Existing VET system standards Existing industry standards/courses <p>In addition, representative indicate if there are any plans for either industry or government to incorporate the APEC occupational standards in local TVET delivery.</p> |
| National Qualifications Framework | <p>Instrument for the development and classification of qualifications according to a set of criteria or criteria for levels of learning achieved. This set of criteria may be implicit in the qualifications descriptors themselves or made explicit in the form of a set of level descriptors. The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector, for example initial education, adult education and training, or an occupational area. Some frameworks may have more design elements and a tighter structure than others, some may have a legal basis whereas others represent a consensus of views of social partners.</p> |
| Occupational Standards* | <p>Occupational standards are statements of activities and tasks related to a specific job and its practice.¹⁰</p> |
| Qualification | <p>Qualifications are a meaningful and coherent cluster of learning outcomes that meet the specified qualification type descriptors, that are capable of being assessed and are subject to external quality assurance processes.</p> |
| Qualifications Framework | <p>Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (such as using descriptors) applicable to specified levels of learning outcomes.¹¹</p> |
| Quality Assurance | <p>Quality assurance is a component of quality management and is 'focused on providing confidence that quality requirements will be fulfilled'.¹²</p> <p>In relation to education and training services, quality assurance refers to planned and systemic processes that provide confidence in the design, delivery and award of qualifications within an education and training system. Quality assurance ensures stakeholders interests and investment in any accredited program are protected.</p> |
| Quality assurance system | <p>Quality assurance system includes all aspects of a country's activity related to assuring the quality of education and training. These systems include the following elements:</p> <ul style="list-style-type: none"> Clear and measurable objectives and standards, guidelines for implementation, including stakeholder involvement, Appropriate resources, Consistent evaluation methods, associating self-assessment and external review, Feedback mechanisms and procedures for improvement, Widely accessible evaluation results. |
| Regional qualifications framework | <p>A broad structure of levels of learning outcomes that is agreed by countries in a geographical region. A means of enabling one national framework of qualifications to relate to another and, subsequently, for a qualification in one country to be compared to a qualification from another country.</p> |
| Training standard* | <p>A training standard could be an educational standard or could be a standard that is less detailed and provides advice related to training expectations and inputs, resources (for example staff, students, materials) which should be available in an institution; duration or volume of learning of the program; NQF level of qualification. Training standards are outside the remit of the APEC OSF.</p> |
| Validation (of occupational standards)* | <p>Within the APEC OSF, validation refers to industry representatives confirming the accuracy and relevance of the draft APEC occupational standards to occupations in their country of operation.</p> |

⁹ The following definition marked with an Asterix (*) are those developed specifically for the APEC Occupational Standards Framework (OSF). The remainder of the following definitions are those included in the ASEAN Qualifications reference Framework and the EAS TVET Quality Assurance Framework.

¹⁰ Adapted from Cedefop Glossary (2011)

¹¹ Cedefop Glossary (2011) p.82

¹² AS/NZS ISO 9000:2006: Quality Management systems – Fundamentals and vocabulary, p9

Appendix 3 - New Zealand Business qualifications

Administration and Technology qualifications and unit standards

Qualifications

| Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|--|---|
| NZCB (Administration and Technology) [Ref: 2452] | NZCB (Administration and Technology) [Ref: 2461] | NZDB (with strands in Accounting, ADMINISTRATION AND TECHNOLOGY, Leadership and Management, and Project Management) [Ref: 2459] | NZDB (with strands in Accounting, ADMINISTRATION AND TECHNOLOGY, Leadership and Management, and Māori Business and Management) [Ref: 2460] |

Unit Standards

Level 3 unit standards

| ID | Title | Level | Credits |
|-------|---|-------|---------|
| 29024 | Provide business administration support using business technology | 3 | 15 |
| 29025 | Obtain, communicate, and reproduce business information using business technology | 3 | 15 |
| 29026 | Process data to produce information for business purposes | 3 | 15 |
| 29027 | Produce business documents using software applications | 3 | 15 |

Level 4 unit standards

| ID | Title | Level | Credits |
|-------|---|-------|---------|
| 29029 | Provide administrative services using business technology and systems | 4 | 20 |
| 29030 | Produce business information using data processing tools | 4 | 20 |
| 29031 | Produce business documents using advanced features and functions of software applications | 4 | 20 |

Level 5 unit standards - Core Compulsory

| ID | Title | Level | Credits |
|-------|--|-------|---------|
| 29048 | Apply business knowledge for operational objectives in a business entity | 5 | 20 |
| 29049 | Contribute to innovation and organisational change in operational contexts | 5 | 28 |
| 29050 | Analyse the impact of internal and external influences and the Treaty of Waitangi, and assess their consequences for a business entity | 5 | 12 |

Level 5 unit standards - Administration and Technology strand

| ID | Title | Level | Credits |
|-------|---|-------|---------|
| 29032 | Manage administrative services | 5 | 25 |
| 29033 | Analyse and evaluate administration systems and processes | 5 | 15 |
| 29034 | Research business technology to support an identified business need | 5 | 10 |
| 29035 | Manage user support for business technology | 5 | 10 |

Level 6 unit standards - Core Compulsory

| ID | Title | Level | Credits |
|-------|--|-------|---------|
| 29051 | Apply business knowledge for strategic objectives in a business entity | 6 | 12 |
| 29052 | Contribute at a strategic level to innovation and organisational change within a business entity | 6 | 20 |
| 29053 | Design and develop strategic objectives for a business entity | 6 | 18 |
| 29054 | Develop strategies for managing the impact of environmental factors (including the Treaty of Waitangi) and their effect(s) on the entity's performance | 6 | 10 |

Level 6 unit standards - Administration and Technology strand

| ID | Title | Level | Credits |
|-------|--|-------|---------|
| 29036 | Evaluate and recommend new business technology to improve performance and productivity for a business entity | 6 | 15 |
| 29037 | Lead people to achieve business administration goals | 6 | 20 |
| 29038 | Manage and coordinate business administration systems and processes | 6 | 25 |

Appendix 4 - The New Zealand Qualifications Framework (NZQF)

The New Zealand Qualifications Framework (NZQF) is established under section 248 of the Education Act 1989. It was first brought in as a single unified framework on 1 July 2010 under the former section 253(1)(c) of the Act and was fully introduced into the Act in the August 2011 legislative amendment (the new section 248).

Purpose of the NZQF

The NZQF is a framework based on outcomes described in terms of knowledge, skills and attributes, and their application.

The New Zealand Qualifications Authority (NZQA) which is the definitive source for accurate information about all quality assured qualifications, covering secondary school and tertiary education qualifications, and including all qualifications open to international students. The NZQF provides information about what knowledge and experience holders of qualifications can be expected to have and about what further education and/or employment opportunities the qualification leads to.

The NZQF is designed to optimise the recognition of educational achievement and its contribution to New Zealand's economic, social and cultural success.

Specifically, the NZQF:

- Conveys the skills, knowledge and attributes a graduate has gained through completing a qualification
- Requires the development of integrated and coherent qualifications that meet the needs of individuals, groups, and industry and the community
- Enables and supports the provision of high-quality education pathways
- Enhances confidence in the quality and international comparability of New Zealand qualifications
- Contribute to Māori success in education by recognising and advancing Mātauranga Māori
- Represents value for money, is sustainable and robust.

Principles underpinning New Zealand qualifications listed on the NZQF and the quality assurance system.

New Zealand qualifications are based on need, outcomes, flexibility and collaboration. This approach is intended to provide a simple structure for qualifications and programmes.

Qualifications are designed to identify underlying skills, knowledge and attributes graduates need to perform a range of roles across a broad context.

The following principles underpin the design of qualifications:

Needs based

The usefulness, relevance and value of the qualification is based on its relationship to the workforce and skill needs of individuals, groups of learners, employers, industry and communities. Evidence is required to establish and demonstrate these workforce and skill needs.

The qualification explicitly acknowledges the cultural and social aspirations of Maori, Pacifica and/or other identified communities, where appropriate.

Focused on Outcomes

Clear specification of outcomes makes the purpose of the qualification transparent, enables comparisons with other qualifications (both nationally and internationally) and increases portability of the qualification internationally.

Clear outcomes make explicit what graduates can “do, be and know” on completion of the qualification. Clear outcomes also indicate pathways to further education, employment and/or a contribution to their community.

Evaluative quality assurance emphasises the achievement of outcomes relevant to the needs and aspirations of significant stakeholders, particularly learners. NZQA uses an evaluative approach in the quality assurance of qualifications and programme.

Flexibility

Qualifications can be achieved in different settings including the workplace and education institutions.

Having programmes of study and industry training that lead to a qualification allow learners to achieve it in ways most suited to their educational, work or cultural needs and aspirations. This may include credentialing learning obtained formally or informally towards the qualification.

Trust and accountability

Qualifications are developed collaboratively with a wide range of stakeholders in an environment of mutual trust and accountability. The relationships between these parties. Like those between government agencies and tertiary education organisations, are based on good communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

Lifelong Learning

Qualifications recognise learning gained in many different ways. The learning can happen at any stage of a person’s life, in either part-time or full-time study, and in a range of places and ways:

- On-job
- In education institutions
- Electronically
- Online
- By distance
- A mixture of ways

The NZQF does not put limitations on how or where people can learn.

Relationship between the NZQF and other tertiary education policy

The NZQF is fundamental to an integrated education system. Government tertiary funding subsidies and student loans and allowances are only for qualifications that are quality assured and on the NZQF. Student and graduate visas for international students are also only granted on the basis of study towards and achievement of qualifications of the NZQF.

Ongoing development of the NZQF

Since the NZQF was introduced in 1991, it has evolved. It will continue to change to provide an effective and usable qualifications framework.

Qualification type addition or removal

The merits of an additional qualification type are evaluated against the design and principles of the NZQF. NZQA follows its standard consultation process for all changes to the NZQF.

Any qualification type added to or removed from the NZQF is approved by the NZQA Board.

Changes to qualification type definition

Qualification type definitions are reviewed periodically to ensure that the definition remains fit for purpose and is clear. If changes are required, NZQA, in consultation with Universities New Zealand, will draft proposed changes, and consult with the wider sector. Once the proposed changes have been finalised, the NZQA Board will approve them. The new definition is then published on the website.

If there has been substantial changes to the definition, there may be transition arrangements put in place for existing qualifications. This document outlines the general features for designing, developing and listing and maintaining a qualification on the NZQF.

Qualifications Framework design features

NZQA Qualification definition

A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification.

Qualification types

All quality assured qualifications listed on the NZQF fit into a qualification type.

Each qualification type is defined by an agreed set of criteria which includes the level at which the qualification is listed and the number of credits required at each level.

NZQF Structure – levels and qualification types.

| Level | Qualification Types |
|-------|--|
| 10 | Doctoral Degree |
| 9 | Master's Degree |
| 8 | Postgraduate Diplomas and Certificates, Bachelor Honours Degree |
| 7 | Bachelor's Degree, Graduate Diplomas and Certificates |
| 6 | Diplomas |
| 5 | |
| 4 | |
| 3 | Certificates |
| 2 | |
| 1 | |

Level Descriptors

The NZQF has 10 levels. Levels are based on complexity, with level one the least complex and level ten the most complex. The level descriptors are broadly defined in terms of what a graduate is expected to know, understand and be able to do as a result of learning.

Knowledge is what a graduate knows and understands. It is described as a progression from 'basic general knowledge' through to knowledge that is 'factual', 'operational', 'theoretical', 'technical', 'specialised' and 'frontier' knowledge.

Complexity of knowledge is described together with breadth and/or depth in the field of study or work.

Skills are what a graduate can do. The dimension of integration, independence and creativity is important to describing skills progression and reflects the degree of familiarity of the task/problem requiring:

- Predictability or unpredictability
- Analysis and judgement
- Extent to which the processes are standardised or require adaption and innovation

Skills are described in terms of:

- The type, range and complexity of processes
- The types, range and complexity of problems and solutions

Application of knowledge and skills is the context in which a graduate applies knowledge and skills. Specifically:

- Application is expressed in terms of self-management and leadership in a profession or responsibility for the performance of others.
- The context may range from highly structured to dynamic.

The learner is progressively more autonomous and more accountable, more responsible for interacting and collaborating with, managing and leading others, within progressively less transparent, more dynamic contexts.

Appendix 5 - European Qualifications Framework (EQF)

Around half of the EU's population acquires their first job-related skills through vocational education and training (VET). Many more go on to develop those skills and to learn new ones through continuing training and other learning at the workplace. This is increasingly important as Europe's workforce is getting older, but changes to technology and jobs are coming faster.

If the EU is to have the right skills to fill the jobs of today and tomorrow, training must be of high quality. The right policies need to be in place to ensure that people learn the right things; that their skills, no matter if they have acquired them in the formal training system or by working are recognised and that they can have the training they need when they need it.

Qualifications – the certificates and diplomas awarded following education, training and learning – are vital in modern societies. They influence our ability to get a job, practice a profession, pursue lifelong learning and move between countries. They also affect our general social standing & status.

Qualifications are also important:

- For employers, signalling what can be expected from a potential employee
- For education & training, confirming that a candidate has successfully achieved a set of learning outcomes;
- For policy makers, as a focal point of education & training policies, providing among others a tangible output of learning processes.

European qualifications are increasingly included in national qualification frameworks linked to the European Qualifications Framework. These frameworks make understanding and comparing qualifications easier within and between countries, while they encourage countries to rethink and inform policy and practice on education, training and lifelong learning. Qualifications can also be awarded by international bodies and organisations, reflecting the internationalization of technologies and labour markets.

Qualifications are increasingly being defined and written based on a learning outcomes approach, which best expresses what the qualification holder is expected to know, be able to do and understand. Learning outcomes are also the 'glue' holding together the common EU tools and principles that lead to a higher consistency in employment, education and training across Europe. These include:

- The European Credit System for vocational Education and Training (ECVET)
- Europass
- European Quality Assurance in Vocational Education and Training (EQAVET)
- Validation of non-formal and formal learning

These tools and principles are designed to make people progress through education and training at any age, change careers or move abroad for work or for further education. In addition, the terminology developed through ESCO – the European terminology on Skills, Competencies, Qualification and Occupations, supports linking the labour market with education and training.

European Centre for the Development of Vocational Training (CEDEFOP) gives high priority to strengthening synergy and coherence of the EU tools; this is critical both for their further implementation, and for strengthening their relevance and value for end-users. It is this framework that CEDEFOP supports the work on the Skills Agenda initiated by the European Commission in 2016.

<http://www.cedefop.europa.eu/en/themes/understanding-qualifications>

Europass

<http://www.cedefop.europa.eu/en/events-and-projects/projects/europass>

Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe.

Europass helps:

- citizens – to communicate their skills and qualifications effectively when looking for a job or training;
- employers – to understand and compare the skills and qualifications of the workforce;
- education and training authorities – to communicate the content of curricula.

How does it work?

Two documents are directly completed and updated by citizens using the [Europass online editor](#), with the help of examples and tutorials:

- the [Curriculum vitae](#) (CV) presents skills and qualifications acquired in formal and non-formal learning; a cover letter can also be created online and attached to the CV, along with copies of qualifications, employment certificates, etc.;
- the [Language passport](#) gives a detailed description of language skills.

Three documents are issued by national authorities:

- the [Europass mobility](#) is a record of knowledge and skills acquired during a placement or a training in another European country;
- the [Certificate supplement](#) describes the content of training programmes (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates;
- the [Diploma supplement](#) is issued to graduates of higher education. It describes the nature, level, context, content and status of the studies.

A network of [National Europass Centres](#) is the first point of contact to learn more about Europass.

How CEDEFOP is involved

CEDEFOP designed and maintains the [Europass Web site](#) available in 27 languages.

Since its launch in 2005, there have been more than 165 million visits to the Europass website.

98 million Europass CVs have been completed either online or offline (nearly 60 000 per day – state of play: May 2017).

Appendix 6 - Irish National Framework of Qualifications (NFQ)

Qualifications frameworks describe the qualifications of an education and training system and how they interlink. National qualifications frameworks describe what learners should know, understand and be able to do on the basis of a given qualification. These frameworks also show how learners can move from one qualification, or qualification level, to another within a system. Over 150 countries are now developing, or have developed, a national qualifications framework.

The Irish NFQ, established in 2003, is a framework through which all learning achievements may be measured and related to each other in a coherent way. The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. Because all NFQ qualifications are quality assured, learners can be confident that they will be recognised at home and abroad. Quality and Qualifications Ireland (QQI) has responsibility to develop, promote and maintain the Irish NFQ. QQI also facilitates the recognition of foreign qualifications.

Qualifications Frameworks in Europe and beyond

As well as national frameworks, which help reform the qualifications system in a particular country, there are also European and regional frameworks such as the European Qualifications Framework (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA). These overarching systems link different countries' qualifications systems together and act as translation devices to make qualifications easier to understand across different countries in Europe and beyond. Their main aim is to help people moving from one country to another to work, or to continue their education or training.

The EQF is an overarching framework that links the qualifications frameworks of different European countries together. It covers qualifications at all levels and in all sub-systems of education and training (general and adult education, vocational education and training as well as higher education). The main role of the EQF is to make qualifications more readable and understandable across different countries and systems. In this way, the EQF supports individual mobility and lifelong learning. European countries are encouraged to develop their national qualifications systems and to link those systems to the EQF. Ireland, for example, completed the referencing of the Irish NFQ to the EQF in 2009. <https://ec.europa.eu/ploteus/>

The European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) aims to facilitate cooperation between systems, institutions, and individuals in its 48-member countries. While working together to implement the EHEA's goals for quality and mobility, the member states also hope to raise the international profile.

The EHEA now includes the concept of a qualifications framework with an emphasis on learning outcomes. The undergraduate/postgraduate degree structure has been modified into a three-cycle system (bachelor, master and doctorate). Ireland's NFQ has been verified as compatible with that of the EHEA quality framework (QF- EHEA). This means that higher education and training qualifications from Ireland are consistent with the EHEA bachelor, master and doctorate cycles. <http://www.ehea.info/>

Qualifications Frameworks in Ireland and the UK

The Irish and UK qualifications authorities have collaborated on bi-lateral and international initiatives that promote the transparency, recognition and mobility of qualifications between our respective jurisdictions. The qualifications authorities in the UK and Ireland have agreed the correspondence between qualifications frameworks in operation across the five jurisdictions. A joint publication, Qualifications Can Cross Boundaries indicates the level of a UK qualification within the Irish NFQ.



Appendix 7 – International Credentialing - Certification

| International Credentialing - CERTIFICATION | | | | | | | |
|--|--|---|---|---|--|---|--|
| International Credentialing CERTIFICATION | New Zealand Requirements for AAPNZ Certification (AAPNZ) | International Management Assistants (IMA) Germany HO | Association of Administrative Professionals Papua New Guinea | National Career Certification Board (NCCB) America | American Society of Administrative Professionals (ASAP) | International Association of Administrative Professionals (IAAP) America HO | Canada Association of Administrative Professionals (AAP) |
| Link to Certification | Competency Certificates - Non-NQF | Non-NQF requirements | Non-NQF | Non-NQF requirements | Non-NQF requirements | Non-NQF requirements | Non-NQF requirements |
| | <p>Completion and assessment of the three modules referred to below, will provide you with an AAPNZ Certificate of Competency for each module. These AAPNZ Certificates recognise the knowledge and the skills you have gained or enhanced through your day-to-day work with your employer as well as by you being a member of AAPNZ. Participating in this process shows a tangible benefit of your membership, primarily for you and for your workplace.</p> | <p>We have National Groups in the following countries: Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, Netherlands, Norway, Russia, South Africa, Spain, Sweden, Switzerland, Turkey, and UK. And you can find members in many more countries where currently no National Group exists: e.g. Bosnia & Herzegovina, Croatia, Nigeria, Poland, Portugal, Saudi Arabia, Slovenia, United Arab Emirates and USA.</p> | <p>Papua New Guinea Association of Administrative Professionals (PNGAAP) is a self-funded Association sustaining its operations through two major fundraising activities, the International Administrative Professionals Day Luncheons, and the Annual National Conference. They are also affiliated to the International Association of Administrative Professionals (IAAP) in North America (2008) and the Asia Secretaries Association (ASA) (renamed Asia Pacific Office Professional Association) (2012).</p> | <p>National Career Certification Board -Administrative Assistant Certification (CAA) Based across America</p> | <p>The American Society of Administrative Professionals (ASAP) is the largest international association for Executive Assistants and Administrative Professionals with 75,000+ members.</p> | <p>IAAP (International Association of Administrative Professionals) is a 501 (c)(6) registered not-for-profit professional association for administrative professionals. IAAP strives to ensure individuals working in office and administrative professions have the opportunity to connect, learn, lead, and excel. Based in Kansas City, Missouri.</p> | <p>The Association of Administrative Professions (AAP) provides many benefits to office professionals in today's diversified business world. Belonging to a professional association demonstrates a commitment to lifelong learning, the desire to keep on top of emerging trends and technologies, and the willingness to share expertise with members from across Canada.</p> |



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| | <p>https://www.aapnz.org.nz</p> | <p>https://www.ima-network.org/about-ima</p> | <p>They have 1000 members and attend conference as training opportunities, they are keen learners.</p> <p>https://m.facebook.com/www.pngaap.org.pg/</p> | <p>https://www.nccboard.org/about</p> | <p>https://www.asaporg.com/</p> | <p>http://www.iaap-hq.org/</p> | <p>https://aaa.ca/</p> |
| | <p>Certification</p> <p>To be certificated you must have a formal qualification at level 5 or above, this includes certificate, diplomas and degrees. They must also meet the criteria as follows:</p> <ul style="list-style-type: none"> -The qualification is a complete qualification -It is at least 120 credits (one year or longer length of study) -Can be made up of two 60-credit Level 5 or above certificates. <p>A verified copy of Certificate of Achievement and/or course transcript showing results and/or record of learning.</p> | <p>Certification</p> <p>Interested in becoming a member of this unique global professional network? You will have access to:</p> <ul style="list-style-type: none"> -an international professional and personal network -lifelong learning and self-development with custom-made training programmes, conferences and workshops -experience exchange with your peers from outside your own industry -the latest trends and development of our profession -the culture and business life in all the member countries <p>The membership fees are decided by the member countries. Please consult their webpages.</p> | <p>Certification</p> <p>University of Papua New Guinea offers qualifications in the area of Business, Accounting but not Business Administration at this stage.</p> <p>http://www.upng.ac.pg/site/postgraduate-programs.html</p> <p>Divine Word University School of Business Studies offers Postgraduate Programs Flexible Learning</p> <ul style="list-style-type: none"> -Master of Business Administration (MBA) - Flexible Learning (POM Campus) -Master of Leadership in Business Administration (MLBA) - Flexible Learning (Madang Campus) | <p>Certification</p> <p>The Certified Administrative Assistants (CAA) certification exam prepares individuals for a career as an Administrative Assistant/Secretary across a wide range of professional companies. Attaining national certification displays that individuals have studied and mastered the necessary skills to be a recognized professional in the field of Administrative Assistants. Certified Administrative Assistants (CAA) performs organizational, administrative, and clerical duties in a multitude of settings.</p> | <p>Certification</p> <p>Professional Administrative Certification of Excellence (PACE)</p> <p>There are no eligibility requirements. If you are an Administrative Professional, you can enrol in the PACE Certification Program. PACE is a global certification and if you are an Administrative Professional then you are eligible. Recertification is required every two years.</p> | <p>Certification</p> <p>Certified Administrative Professional (CAP)</p> <p>Earning your CAP demonstrates your aptitude as an administrative and office support professional. It reflects your achievement and commitment to excellence through lifelong learning. It's an investment in your career showing employers, co-workers, customers, and clients your commitment to the profession.</p> <p>Also offering PACE Certification</p> | <p>Certification</p> <p>Qualified Administrative Assistant (QAA) Program</p> <p><i>The QAA Program is a certificate program for office professionals, Association members are encouraged to attain the designation, Qualified Administrative Assistant. The QAA designation is achieved by meeting the required two years' work experience and proven mastery of core competencies compiled by employers across the country as being crucial to the role at an advanced-level office professional. The educational component of the QAA Program is met by completing seven courses available at accredited</i></p> |



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| | <p>http://www.aapnz.org.nz/Certification-Process</p> | <p>Personal & Corporate Membership available. https://www.ima-network.org/profile-management-support-professional</p> | <p>http://www.dwu.ac.pg/en/index.php/programs-ft-fl-fbi</p> | <p>https://www.nccboard.org/certification/administrative-assistant-certification-cao</p> | <p>https://www.apcevent.com/pace/</p> | <p>http://www.iaap-hq.org/page/Certification</p> | <p>universities and college across Canada. http://www.iaap-hq.org/page/Certification</p> |
| | <p>Formal Learning recognises achievement rather than just attendance. It is learning that is assessed and leads to the award of a recognised qualification. Formal learning will be in the programme eligible for listing on the NZQA Qualifications Framework.</p> <p>http://www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/</p> <p>For international qualifications, it is the responsibility of the applicant to ensure any international qualification has been matched through NZQA and meets the requirements set out above. Alternatively, it may have been accepted by a NZ University for enrolment in a degree as being at an appropriate level – a</p> | <p>IMA 2018 Topic</p> <p><i>How does digitization affect us, management support professionals?</i></p> <p>https://www.ima-network.org/training-development</p> | | <p>NCCB Certification</p> <p>demonstrates that you have achieved the entry-level of professional knowledge in your specific field.</p> <p>It gives you a mark of distinction which sets you apart and shows that you have achieved expertise in your field of study.</p> <p>It increases your marketability as it provides external validation of your entry-level knowledge and your abilities in your profession.</p> <p>It demonstrates your commitment to your own personal growth and to that of the profession you've chosen. These factors can greatly affect your career advancement.</p> <p>It may encourage your employer to underwrite further education for you in the future. By showing them how</p> | <p>The Pace Exam</p> <p>The Exam consists of 120 questions and is available online through your Certification Account and will take approximately 90 minutes to complete and you must complete the Exam in one sitting. We estimate it will take approximately six to nine months to fully review the Study Guide, view the training videos, and take the exam. PACE offers you a flexible timeline and process so that you can earn your Certification at your pace, on your own time schedule. You have up to 1 year after your enrolment date to take the Exam.</p> | <p>Earning your CAP</p> <p>Earning and maintaining your Certified Administrative Professional (CAP) is a three-step process. First, candidates must meet the eligibility requirements and submit an application. Once approved, candidates must sit for and pass the CAP exam. After the credential is earned, designees must maintain it by fulfilling recertification requirements every three years</p> <p>Steps to Certification</p> <ol style="list-style-type: none"> 1.A required level of experience and education 2.Passing a rigorous exam 3.Exam is not associated with a particular program or course offered by the certifying body | <p>All applicants wishing to register as a QAA student, must either already be a member of the Association of Administrative Professionals or simultaneously be in the process of becoming a member and enrolling in the QAA program.</p> <p>What are the requirements?</p> <ul style="list-style-type: none"> - You must be a member of the Association of Administrative Professionals. - One-time Enrolment fee must be paid and submitted along with completed Enrolment form. - 7 university-level courses make up the QAA program: 3 compulsory courses 4 Electives -Courses must be completed within 7 years. - As each course is completed a transcript |



WORLD ADMINISTRATORS

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| | <p>formal letter from the university advising such must be supplied with the application.</p> <p>http://www.nzqa.govt.nz/about-us/our-role/our-role-in-international-education/</p> | | | <p>supporting your professional development is a worthwhile pursuit for the company's continuous improvement efforts, this could lead to further educational opportunities, a win-win for all parties involved</p> | | <p>4.Continued professional development through specific recertification requirements</p> | <p>must be provided to the Registrar.</p> |
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