



The first-party professional certification body: hope and reality

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ABSTRACT

The first-party professional certification body in higher educational institutions plays a significant role in filtering the quality of the graduates as it certifies the students' competency. The low quality of the assessment process and the negative perceptions of the graduates indicated the mismanagement of this body that motivated the researcher to investigate the understanding of this body's stakeholders toward the qualification scheme of competency. The objectives of this research were to identify the needs of five stakeholders and their understanding of the qualification scheme. This research made use of the deep interview to collect data from purposively listed informants. The analysis method applied for this research was Stakeholder Analysis and Interpretative Phenomenological Analysis (IPA). The results showed that the needs of stakeholders were not identified, so they were not addressed in designing the business process and its cascading assessment instruments. The second finding was that the understanding of the stakeholders toward the qualification scheme was very low, affecting their low performance in conducting competency assessments. The implications of the findings are the advisory and management teams need to identify the needs of stakeholders. Furthermore, dissemination or training or workshop on designing qualification schemes and their cascading instruments are urgently needed.

Keywords: *assessment, competency, first-party profession certification body, qualification scheme*

INTRODUCTION

This research was inspired by the debate in the field regarding the qualifications of assessors in conducting competency assessments at First-party professional certification bodies (FPPCB) in a higher educational institution. The parties involved are the steering board, assessors, and management of the FPPCB have different views. Some parties think that equity is more important for togetherness so that assessors are assigned not based on their technical competence. The other party argues that an assessor must have sufficient technical competence or portfolio to conduct a competency assessment in accordance with the position or qualification being assessed. There are also other parties who say that as long as students are assessed by study program

lecturers, the assessors are considered competent. These three parties have different arguments in justifying their approach. From observations made during the 2020 and 2021 assessment activities, FPPCB chose a middle way in assigning assessors to conduct competency assessments, namely assigning assessors who have valid assessor certificates.

Apart from the arguments above, the most important thing is the assessor's understanding of the qualifications being assessed so that the competence of graduates can be achieved in accordance with the level of the Indonesian Qualification Framework (IQF). The achievement of graduate competencies in accordance with the IQF level is a mandate from the 2020 National Higher Education Standards.

To realize competent graduates, FPPCB uses a qualification scheme in conducting competency assessments. This qualification scheme can be adapted from the ASEAN Common Tourism Curriculum (CATC) – Mutual Recognition Arrangement on Tourism Professional (MRA-TP) or the scheme issued by the Indonesian professional Certification Authority (IPCA) in collaboration with the Indonesian Ministry of Tourism in 2014.

FPPCB is mandated to validate the success of the learning process as indicated by the results of student assessments. The higher the level of student competency achievement assessed by FPPCB, the better the learning process that has been carried out. As the last line in determining competent graduates, FPPCB is expected to have a quality assurance system that can certify student competencies objectively and transparently. With a measurable system, the FPPCB validation function will be able to guarantee the quality of graduates and provide meaningful input for curriculum managers, both curriculum plans and actual curriculum.

From the search conducted on the Google search engine, there is no article that discusses the role of FPPCB in terms of assessment and its validation function. There are several foreign articles that discuss the challenges in Competency-Based Assessment (CBA) in education. Another article highlights the role of the FPPCB.

FPPCB is a professional certification agency under secondary or higher education institutions that has the right to issue a competency certificate but is not entitled to extend a competency certificate (Yusuf, 2019 and Sumarna, 2019). In addition, competency assessors are prohibited from assessing the qualification scheme of the students they teach. Ideally, the competency assessor appointed is a competency assessor from a professional association that has recognized the curriculum and/or qualification scheme that has been established. Meanwhile, Munoz and Araya (2017) state that the main challenge in competency-based assessment is to harmonize the learning process, assessment process, and learning culture. These three things should be seen as something holistic to realize an effective and efficient competency-based assessment. So research on the understanding of qualification schemes in the world of vocational higher

education has not been widely carried out, so input on improving the FPPCB assessment system is very lacking. This has an impact on the quality of learning, assessment, and also learning culture of students and lecturers. A learning culture that views learning holistically as an ecosystem consisting of several subsystems contributes to the learning outcomes of graduates as evidenced by the acquisition of competency certificates.

In practice, the competency assessment at FPPCB approach used is an equalization approach where each assessor is given the same opportunity to conduct a competency assessment regardless of the competence of the assessor. This is revealed from the results of interviews with several assessors who did the level 5 competency assessment without having a level 5 technical certificate.

Furthermore, the results of interviews in April 2021 with several students/assessors who took the level 5 competency assessment, showed that the assessors used a different approach in conducting the competency assessment without explaining the purpose of the level 5 competency assessment. Assesseees also do not understand job titles included in the category of the level 5 qualification scheme. Besides that, the assessor has not been given an understanding by the FPPCB manager regarding level 5 that will be assessed. This preliminary study shows that there is no common understanding of the level 5 qualification scheme. To make improvements in the management of assessments in FPPCB, it is necessary to conduct research to assess the understanding of all stakeholders towards the level 5 qualification scheme used. The results of this study can be used as input in improving the curriculum, building a learning culture, developing assessment tools, implementing assessments, assigning assessors, and developing a more holistic learning ecosystem. Based on the description above, the formulation of the research problem is "How do stakeholders understand the qualification scheme for the FPPCB qualification?"

RESEARCH METHOD

This research is qualitative research with a case study design using a critical paradigm. The design of qualitative research uses natural settings with detailed processes in obtaining, analyzing, and interpreting data. The critical paradigm is used to evaluate the assessor's understanding of the 15 descriptions of level 5 used so that recommendations can be given to improve the competency assessment using a level five certification/qualification scheme as well as other levels.

The informants in this study were the management of the institution, FPPCB managers, competency assessors, students/assesseees, alumni, and graduate users. The number of informants was not rigidly determined because data collection will be stopped when the data obtained are saturated. There are two techniques used in data collection, namely interviews and documentation studies. Informants will be interviewed and the results will be cross-checked with assessment documents managed by FPPCB. Instruments in qualitative research

are the researchers themselves so that interview questions can be adapted according to conditions in the field so that valid and reliable data can be obtained. This study elaborates the concept of understanding the certification/qualification scheme with a description as shown in table 1

Table 1: Concept Description
[Source: ASEAN (2013, 2015 & 2018) and Perpres Nomor 8/2012]

Aspect	Description	Operational Description
Assessor's qualification	<ol style="list-style-type: none"> 1. Own assessor competency certificate 2. Own competency certificate 3. Working experience relevant to the level assessed 4. Assessment experience 5. Minimum educational background 6. English proficiency 7. Knowledgeable of MRA-TP 	<ol style="list-style-type: none"> 1. Still valid 2. Minimum CIV or relevant to the level assessed 3. Minimum 2 years working experience relevant to the level assessed 4. Minimum 2 years Assessment experience 5. Bachelor's degree 6. IELTS Score 5/CERF B1 7. CATC, ACCSTP, ATPRS, TPCB & NTPB
Level 5 Descriptor	<ol style="list-style-type: none"> 8. Moral and ethics 9. Working skills 10. Knowledge comprehension 11. Working responsibilities and accountability 	<ol style="list-style-type: none"> 8. As per IQF document 9. As per IQF document & CATC 10. As per IQF document & CATC 11. As per IQF document & CATC
Job Title for level 5	<ol style="list-style-type: none"> 12. Job title 13. Moral and ethics 14. Working skills 15. Knowledge comprehension 16. Working responsibilities and accountability 	<ol style="list-style-type: none"> 12. As per <i>workplace referred</i> 13. As per <i>workplace referred</i> 14. As per <i>workplace referred</i> 15. As per <i>workplace referred</i> 16. As per <i>workplace referred</i>

This study uses a stakeholder analysis technique that is used to identify stakeholders, determine the level of stakeholder interest, and understand the needs of stakeholders (Mind Tools, 2021). To understand the needs of stakeholders, it is necessary to study the experience of stakeholders in the competency assessment process and also in using students/alumni who already have competency certificates. The experience of these stakeholders was analysed using the analytical technique of Interpretative Phenomenological Analysis (IPA).

This analysis technique is a qualitative analysis with a phenomenological approach (Alase, 2017). This technique is widely used in qualitative research to examine and interpret the direct experience of the subject under study. With a focus on context analysis, researchers explore the core problem of a phenomenon that occurs. Therefore, researchers must fully understand the object under study so that they can provide appropriate interpretations and conclusions. In addition, researchers must maintain confidentiality from sources so that the data obtained are valid and reliable.

Related to the characteristics of the natural setting mentioned above, this research focuses on exploring the experience of the assessors in taking the competency assessment and the experience of the assessors in conducting the assessment. Other stakeholders such as the Steering Committee and the management of FPPCB as well as users, tourism, or hospitality businesses, were reviewed for their experiences in managing competency assessments and hiring students for practical work or internships. This analytical technique aims to reveal stakeholders' understanding of the level five qualification scheme. This IPA formulates the level of stakeholder understanding of the level five certification scheme starting from data collection, data classification, data categorization, and data interpretation to drawing conclusions (Bungin, 2013).

RESULT AND DISCUSSION

FPPCB is a unit led by the Unit Head/Director who supervises three managers, namely the certification manager, quality manager, and administrative and finance manager. In 2021 FPPCB is given the task of carrying out a competency assessment of at least 600 assessments (read: issuing competency certificates) with a qualification scheme. To achieve this target, management facilitates various resources. The FPPCB also manages 53 active assessors out of 88 registered competency assessors. In addition, FPPCB is also directed by a steering board whose task is to ensure that the duties of the management can be carried out as well as possible.

In 2021, the FPPCB will conduct competency assessments on 714 participants using a qualification and cluster scheme with a total of 713 participants who are declared competent, in other words, the result of the competent level of assessment reaches 99.9%. Judging from the target of 850 people who were assessed for competence, the level of achievement of the realization of the target was 84%. Meanwhile, monitoring and evaluation reports until September 30, 2021, are not yet available to evaluate the performance of assessors, administrators, assessment tools, assessment decisions, and satisfaction of competency assessment participants or assessors as well as assessors.

Stakeholder analysis techniques are used in this study to identify stakeholders, determine the level of stakeholder interest, and understand the needs of stakeholders (Mind Tools, 2021). The first stage in this analysis is to determine the stakeholders, either institutions or individuals who influence or are affected by the performance of the FPPCB organization. These stakeholders come from internal parties within the FPPCB organization and also external parties outside the organization.

The identified parties or stakeholders are the board of directors, managers, assessors, assessees, and users of students or graduates who are certified as competent in FPPCB. To ensure the quality of the competency assessment, the manager must be able to explain to assessors and assessees about the scheme used in the competency assessment. With this understanding,

the assessor will be able to prepare competency assessment tools or instruments in accordance with the level being assessed. Likewise, with the assessees, they will be able to prepare a portfolio according to the level of the qualification scheme to be assessed. So the performance of assessors in conducting competency assessments according to the qualification level being assessed will greatly depend on the standards set by the FPPCB manager and the monitoring carried out. Meanwhile, the quality of the decision on the assessment results is a follow-up to the performance of the managers and assessors.

Table 2: FPPSB's Stakeholder and Its Rank
 [Source: Interview with FPPSB's Stakeholder]

No	Stakeholders	Ranking	Stakeholders' Needs
1	Steering Committee	1	Determine quality policy Determine quality objective Document all validated documents from SOP to forms Conduct monitoring and evaluation Evaluate FPPCB Management performance
2	FPPCB Management	2	Establish qualification scheme Disseminate qualification scheme and other policies Select qualified assessors for level 5 assessment Select eligible assessees for level 5 Manage level 5 assessment Take objective assessment decision Issue competency certificates Draw assessment reports
3	Assessor	3	FPPCB explains level 5 and its relation to CATC, ACCSTP, and IQF Assessment instruments are validated by practitioners/hospitality profession body Assess level 5 for eligible assessees only
4	Assessee	4	FPPCB explains level 5 and its relation to CATC, ACCSTP, and IQF Professionally assessed by qualified and certified assessors Transparent assessment procedure and decision Competency certificate is recognized by the industry
5	Users	5	OJT students are facilitated with a level 5 logbook to prove competent as per level 5 qualification

If the manager does not plan and supervise the competency assessment process strictly, it is likely that the assessors will not carry out the competency assessment properly, so the decision on the assessment results and competency certificates obtained by the participants cannot be accounted for. Stakeholders ranked fifth are users seen from the competency assessment process. However, when viewed from the recognition and/or outcome of the business processes carried out, these stakeholders are ranked first. Therefore, the first stakeholder,

the Steering Committee, must ensure that its direction to managers, assessors, and assessees is oriented to the interests of users.

The understanding of stakeholders in this research is discussed using the IPA analysis technique, by exploring the experiences of stakeholders according to their roles. This stakeholder experience was explored by using in-depth interview techniques with several sources until the required data was saturated. Stakeholders' rank is established through their importance from the most influential to the least one. The discussion of stakeholder understanding regarding the level five qualification scheme in the 2021 competency assessment is ordered according to stakeholder ranking as shown in Table 2.

The first stakeholder is the Steering Committee. As the name implies, this board is tasked with directing or providing direction to the manager. His role is more as a leader, do the right things, and do what is right. Of all the directions given, the end goal is the satisfaction of assessors, assessees, and users. The results of interviews with the Steering Committee related to the roles carried out are as follows:

We provide direction for the management of FPPCB with a focus on ensuring the number of students who obtain competency certificates is 850 people. Regarding the technical assessment, such as the scheme used, assessment tools, and satisfaction surveys of assessors, assessees, and users, it is completely left to the manager (Interview with Steering Committee A, August 25, 2021)

We only provide solutions to technical problems in the implementation of competency assessments such as the timing of assessments, follow-up assessments, RCC implementation, and budget absorption. We apologize that the substance issue is not well understood, such as the level five qualification scheme used, and others (Interview with Steering Committee B, 25 August 2021).

From the results of the interview, an understanding can be built that the Steering Committee focuses on technical matters in the implementation of the competency assessment even though its role is very strategic. The strategic role of the Steering Committee is to set the goal of FPPCB as a unit that produces graduates who are certified competent as a form of validation of the education process at a hospitality education institution. The Steering Committee places the FPPCB as the final filter in determining the quality of graduates. If this last filter has not been able to produce a certificate of competence with an objective, transparent and accountable process and decision-making, then the existence of FPPCB is only a formality to complement the existing organs in the higher education institution.

The second stakeholder is the managers consisting of the person in charge, the Head of the FPPCB, the Certification and Standardization Manager, the Quality Management Manager, the Administration and Finance Manager, the

Head of the Competency Assessment Center, and staff. As a manager, his way of working is to do the job right, to do the right things. With a paternalist organizational climate, managers tend to work in accordance with BNSP's normative directions and rules. The following is an excerpt from the interview with the FPPCB manager.

I am new to this organization. Regarding the level five qualification scheme, I don't know much. Our focus is how the target of competency-certified students can be achieved. (Interview with Manager A, 15 September 2021).

Regarding the level 5 qualification scheme that we use, it has been approved by the BNSP and there is no document showing this level is in accordance with the IQF or AQR or CATC. We don't know the level five qualification scheme descriptor. Meanwhile, from the assessor requirements, we only schedule fellow assessors whose assessor certificates are still valid. Regarding the technical competency certificate, it is still incomplete, including we have not used the requirements for work experience and English language skills. Regarding the evaluation report on the implementation of the assessment, it has not been made, it is still in process (Interview with Manager B, August 25, 2021).

Actually, I don't really understand my main task regarding assessor requirements in accordance with the vision of FPPCB institutions. Regarding the assessor requirements, we use an assessor certificate, while regarding English language skills we have not used it. I also don't understand about the level of the qualification scheme and its description, whether to use the CATC or ACCSTP reference (Interview with Manager C, 26 August 2021).

What I understand is level five is equivalent to a supervisor. But I don't know the reference used to determine this level. Our weakness is that assessors are selected based on an equity approach. So that the assessor requirements related to technical certificates, English, and work experience have not been used. The point is that we only work according to directions, moreover, we don't know which one is right (Interview with Manager D, 26 August 2021).

We still don't understand the essence of FPPCB's duties, but I know the routine tasks, such as registration of assessments, making schedules, conducting assessments, printing certificates, and distributing certificates. Regarding the assessment tools, I don't have access to the system so I can't grab the model of the tools made by the assessor. We also realize that the culture of togetherness is still strong here. I can say that out of 714 assessments only one was declared incompetent (Interview with Manager E, 26 August 2021).

From the interview above, it can be understood that the performance of FPPCB focuses on the assessment process, while the substance of the assessment has not been fully implemented, especially regarding assessor requirements, the scheme used, assessment tools, and monitoring of assessment activities. FPPCB performance is goal or output-oriented. According to Wodtke (2018), goal orientation can be used as long as it does not sacrifice the process. So there is nothing wrong with goal orientation, but goal orientation that ignores substance in the process will affect the quality of the output or outcome. Also of note is that FPPCB does not yet have a mechanism to assess the quality of its outputs. However, if a survey of users is carried out, the quality of the output will be known. So far there has been no survey on this matter.

The next stakeholder is the assessor. The assessors who were used as informants were selected purposively from vocational lecturers and general lecturers. The followings are the result of interviews with assessor sources.

The first is regarding assessor requirements. Assessor requirements are determined by the appropriate assessor qualifications to conduct a level five competency assessment. Another factor to consider is the vision of a tourism education institution with international standards, excellence, and an Indonesian personality. If that is the vision, then the assessor requirements also refer to international standards, excellence, and have Indonesian personalities. The first requirement is the possession of a certificate of technical competence according to the level being assessed. The minimum requirement can only be with a level three certificate, provided that you have two years of experience in conducting assessments, work in the field for two years, and have a minimum of undergraduate education with an English score of band 5 (IELTS) or B1 (CEFR) and have knowledge of MRA -TP and IQF. The main requirements for assessors in FPPCB are valid assessor certificates and technical certificates. Especially for the FPPCB technical certificate, it has not explained its suitability with the level being assessed. So the requirements set by the FPPCB are still very normative and have not touched the substance of the level five qualification scheme being assessed and also its relation to IQF and CATC.

The second reason is that the level five qualification scheme has not been determined according to the needs of the position in the workplace. A qualification scheme is a competency unit package that is arranged according to the suitability of the position in the workplace. Therefore, the scheme made must be clear about the variable limits so that the assessor can understand the critical aspects of the level five qualification scheme that is assessed according to the position in the workplace. Failure to understand the level five scheme will have an impact on the selection of assessors, the preparation of assessment tools, and the assessment process. In the FPPCB level five qualification scheme in the fields of FBP, FBS, FO, and HK, it has not been specifically explained regarding the limits of variables and their suitability for positions in the workplace.

The third reason is that the assessment tool has not been established in accordance with the level five qualification scheme. Therefore, the assessor does

not yet have an idea of the model of the level five assessment tool that is in accordance with the requirements in the workplace. This condition has an impact on the quality and quantity of assessment tools that are not in accordance with the level five qualification scheme. From the interviews, it is known that most of the assessors use assessment tools that are more suitable for measuring level one or two of qualifications.

The fourth reason is that there is no standard procedure for selecting assessors who conduct competency assessments in accordance with the level five qualification scheme. The unavailability of this standard results in low awareness of assessors about the requirements of assessees in assessing level five qualification schemes.

The fifth cause is the absence of socialization of the competency assessment model for the level five qualification scheme related to the standard of assessor requirements, the suitability of the level five qualification scheme with the needs of the job titles in the workplace, the assessment tools in accordance with the level five qualification scheme and the procedure for selecting assessors who carry out the competency assessment. This socialization is important to management members, assessors, assessees, and users. With this socialization, managers will be able to manage competency assessments in accordance with the level five qualification scheme. Assessors can also create assessment tools according to the scheme. Meanwhile, the assessees will be able to prepare a portfolio that is in accordance with the scheme and or choose a scheme that is in accordance with their competence. For users, it is very important to design an on-the-job training program that can maintain student competence following the level five qualification scheme.

The implication of the assessor's lack of understanding of the level five qualification scheme is that the assessment tools made by the assessor are not by the scheme being assessed. This will affect the entire assessment process up to the assessment decision-making. In the end, the competency certificate that was produced could not show the real competency of the assessees.

The next stakeholder is the assessees. The informants were selected purposively from students who had taken the competency assessment. The following is an excerpt of an interview with informants.

I took an assessment in the field of Catering. I was only asked to make one portion of the main course or main meal. Sorry, I don't know at what level I was assessed. I just joined the assessment with a lack of information (Interview with Assessee A, 26 May 2021).

I was assessed at level five on FO fields, but I don't know the level descriptor. I was only assessed providing guest check-in service. My impression is that this competency assessment is only a formality ((Interview with Assessee B, 26 May 2021).

The competency assessment I took was in the field of FBS level five, but I don't know the descriptor of that level. During the assessment, I was only asked to serve food for three courses. I think that if I was assessed in the final semester, this assessment was only a formality because it was not following the level being assessed (Interview with Assessee C, 26 May 2021).

At that time, I was assessed in the HK field with the task of conducting demonstrations, conducting briefings, and interviews regarding the management of HK. The examiner describes the level being assessed. He also explained that my portfolio was not sufficient, but the assessors continued to conduct competency assessments because it was for the sake of fairness with other assessors. Before taking the assessment, I had never been explained the level five competency assessment, the scheme used, and other matters related to the competency assessment such as the type of portfolio. So I think that even good assessors will follow the assessment pattern of other assessors which are more numerous and allowed by the FPPCB manager (Interview with Assessee D, 27 May 2021).

I am an alumnus and want to share my experience taking the competency assessment. I have discussed this with my classmates, and their opinion regarding the assessment is as follows. The assessment model is simple, similar to classroom practice, and has nothing to do with level five being assessed. The activities were taking photos, filling out forms, and getting lunch boxes, after that there was no more news. So the competency assessment conducted by FPPCB is only a formality. I suggest that the certificate be made digital with a QR code so that it is easy to store and print when needed (Interview with an alumnus, 21 September 2021).

The opinion of the assessors and alumni confirmed the opinion of one of the assessors that the assessment of the qualification scheme was not carried out in accordance with level five. Assessment activities are also perceived as mere formal activities to fulfill the requirement that trial examinees must be able to show a certificate of competence. From the opinion above, an understanding can be built that the competency assessment activity is only a formality and ignores the substance of the competency assessment that must be carried out.

The final stakeholder is the user. Informants from users were selected purposively. They are alumni who work at the workplace. The following are excerpts of an interview with users.

I am an HR & Training Coordinator whose job is to manage students who are doing work practices or internships. I have never received information about the IQF level of the students who take OJT here. Therefore we provide practical work materials according to our needs. We provide a Training Checklist to make it easier to monitor the effectiveness of the implementation of work practices. Regarding competency certificates, we

use them as a consideration, but we still use our selection mechanism, namely interviews to find out competencies in accordance with the chosen field and attitude. We also often do reference checks on students who have had work practices (Interview with User A, October 14, 2021).

I am an alumnus and now hold the position of People and Culture Officer. In this hotel, some students are doing OJT. In general, they perform well. However, we have never received any information about the IQF level from the campus, so we made our training checklist. Whether the material in the checklist is as expected and meets the IQF level, frankly I don't know. When it comes to competency certificates from FPPCB, we can't immediately accept them, the point still needs to be questioned because in general what is stated in the certificate is not in accordance with actual competence. We do prioritize attitude, while hard skills are the umpteenth priority because they can be learned faster. The point is that if we make a selection the most important thing is a strong will, clear goals, and the actual performance that will be carried out (Interview with User B, October 15, 2021).

I am an alumnus, now serving as Assistant HR Manager. Some students are doing internships here. They take an internship in the seventh semester, even though we also need continuity for internship in the eighth semester so that there is continuity. We also need students in operational positions such as FB service, HK, FO, and FBP/Kitchen. So far, we have not received any information about the IQF level of the students. It looks like it's still the same as when I was in college, there was no information or direction before I did my internship. So we only provide a training checklist. Hopefully, it is relevant to the needs of the campus. When it comes to competency certificates, there is still a question mark whether they are competent by the competency units listed in the certificate (Interview with User C, October 16, 2021).

We received several students doing internships. They carry out work practices in the operational field of FBS and FO. Regarding the relationship between the IQF level and their education level, we don't know yet. There has never been an explanation from the campus regarding the IQF level, and there is also no work practice guide for each level, both operational and management. We provide a training checklist according to our needs. In accepting employees and students for internships, we do not use the competency certificate requirements because we have our mechanism for conducting the selection (Interview with User D, 16 October 2021).

The results of interviews with user informants indicate that the institution did not yet have a work practice guideline that can be used as a good reference by lecturers, students, and users. Therefore, the hotel uses its mechanism to determine the competencies that students must master in carrying out work

practices by providing a training checklist. Besides that, to the best of the informants' knowledge, the campus did not convey the objectives of the student's internship program according to the level of education and period of internship. As a result, students will carry out internships under the opportunities provided by the hotel, without comparing it with the actual purpose of the level of the internship program.

From the analysis of the results of interviews with user informants, an understanding can be built that the institution did not understand that internship activities aim to fill learning gaps on campus both from the practical side and from the real-world authentic work practice side and ensure student competencies reach the IQF level following the education level. For example, in diploma three students must have level five competence following the IQF where they are responsible for their work and can be given responsibility for achieving group work results or at the same level as the department or supervisor. While diploma four requires graduates to have level six competence where they are responsible for their work and can be given responsibility for achieving organizational work results. So it is very clear in the level five and six IQF descriptors that diploma three graduates can manage a department and diploma four graduates can manage a business unit.

From the opinions of the five categories of stakeholders, it was revealed that their understanding of the level five qualification scheme was still very low. Out of 22 informants, only five understood the level five qualification scheme on aspects of assessor certificate ownership, level 5 position name, and workability, or only three out of the 15 descriptors asked. For more details, the following is the understanding of the informants regarding the level five qualification scheme in Table 3.

Table 3 shows that stakeholders' understanding of the level five qualification scheme is still very low. The answers of the informants were consistent in that they did not understand the reference to the level five qualification scheme, whether IQF or AQRF. This first understanding has implications for the lack of understanding of the descriptors of the level five qualification scheme and the relevant job descriptors assessed in the scheme which ultimately affect the selection of assessors, assessment selection, making assessment tools, and making assessment decisions.

The first implication is the inaccuracy in determining competency assessors. In practice, assessors are selected to conduct competency assessments as long as the assessor's competency certificate is still valid, even though the certificate only shows competence in conducting competency assessments not in conducting competency assessments according to the level five scheme being assessed. In addition, the selection of assessors has not taken into account the possibility of a conflict of interest. According to the BNSP Regulation (2014), FPPCB is required to be able to identify any known conflicts of interest to ensure that the assessment made is impartial. This is emphasized in Sumarna (2019) that examiners or assessors at FPPCB are not allowed to

assess students who are students of the subjects (courses) taught by the assessor (for the same period). If this potential conflict of interest has not been identified, then the assessment process and results are not in accordance with the requirements. So in determining the assessor who conducts the competency assessment, there is an impression that the selection of assessors uses an equitable approach rather than competence level-based to avoid conflicts of interest.

Table 3: Stakeholders' Acquisition on Qualification Scheme Level 5
 [Source: Interview with FPPSB's Stakeholder]

Aspect	Description	Stakeholders Acquisition
Assessor's qualification	<ol style="list-style-type: none"> 1. Own assessor competency certificate 2. Own competency certificate 3. Working experience relevant to the level assessed 4. Assessment experience 5. Minimum educational background 6. English proficiency 7. Knowledgeable of MRA-TP 	This aspect was asked to the steering committee, management, and assessors. They all agreed that point one is mandatory but ignored points 2-7. It means that the assessor's selection was only based on a valid assessor competency certificate not the essence of its level 5 competency
Level 5 Descriptor	<ol style="list-style-type: none"> 8. Moral and ethics 9. Working skills 10. Knowledge comprehension 11. Working responsibilities and accountability 	All informants consistently answered that they did not comprehensively comprehend level 5 and lists descriptors referred to as IQF and AQRF
Job Title for level 5	<ol style="list-style-type: none"> 12. Job title 13. Moral and ethics 14. Working skills 15. Knowledge comprehension 16. Working responsibilities and accountability 	All informants consistently answered that they did not comprehensively comprehend the job title of level 5 and its reference, IQF or AQRF Some guessed level 5 relevant job title and its job title description

The second implication is that the selection of the assessor is not carried out properly. The evidence is that the respondents revealed that they were assessed at level five even though they had never worked as a supervisor or

manager. Furthermore, the assessment suggests that the competency assessment is just a mere formality, not paying attention to the essential part of the assessment. Generally, the assesseees who are also students do not express their complaints during the assessment process, but if they are asked when they are alumni, they will reveal the assessment process as it is. The impression of the assessment shows that FPPCB does not carry out its duties properly and builds a bad image in terms of conducting competency assessments. This has implications for the image of FPPCB in the eyes of students, alumni, and users.

The third impact is in the establishment of assessment tools. Assessors make assessment tools according to their own experience and other assessors' tools. In other words, the assessor makes an assessment tool without using a reference to the level five qualification scheme being assessed. This condition is still running because the control function of the management and the steering board does not exist. This control function does not yet exist because they also do not understand the level five qualification scheme, so they have not been able to set the standard for the assessment tool. This causes the assessment process to be carried out without standards and the assessment results will certainly be biased.

The final output that is affected is the assessment decision. The assessment decision is taken from the fulfillment of the assessment document without regard to the substantial contents of the assessment of the level five qualification scheme. This has two implications. First, the student or student holding a competency certificate cannot account for the competency certificate they hold. Second, the user will question the competency certificate. This is exacerbated by the tendency of the industry not to use certificates of competence as the main requirement. This condition causes the FPPCB's image to deteriorate in the eyes of the industry because it has not been able to show that the competency certificates brought by students have a high selling value.

From this explanation, it can be concluded that the lack of understanding of the board of directors, managers, and assessors regarding the level five qualification scheme has influenced the assessment process and decisions. Assessment processes and decisions that have not been able to meet the standards required by BNSP, IQF, and AQRf build an unfavorable image of the quality of FPPCB in the eyes of students and users. This condition must be corrected immediately by making a corrective action plan (CAP) to improve the FPPCB assessment system starting from the steering board, managers, assessors, assesseees, and users. Identifying all stakeholder needs and providing tools that can meet these needs will be able to improve the quality of the process and competency assessment results to improve the image of FPPCB in the eyes of students and users.

CONCLUSION

The five FPPCB stakeholders ranked according to their level of importance are the steering board, managers, assessors, assesseees, and users. The needs

of stakeholders have not been identified by the steering and management boards so the management of FPPCB has not been able to address the needs of stakeholders, especially assessors, assessees, and users.

All stakeholders do not understand the level five qualification scheme because it focuses more on results, and the number of certificates issued, rather than quality processes. This has implications for the poor performance perceptions of managers, assessors, assessees, and users toward the assessment processes at all levels.

The purpose of FPPCB to validate the learning process at the hospitality or tourism educational institutions is remote to be ideal. Some improvements are needed as the followings. The needs of each stakeholder should be identified and used as a reference in setting business processes and delivering standards of assessment. Identify performance gaps of each stakeholder and user's perception and serve as a reference in making CAP for continuous improvement.

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