



**NATIONAL COMPETENCY  
STANDARDS  
FOR  
TVET TRAINER  
(ND1 & ND2)**

**Department of Occupational Standards  
Ministry of Labour and Human Resources  
Thimphu, Bhutan.  
April 2014**





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## **FOREWORD**

The Department of Occupational Standards of the Ministry of Labour and Human Resources is pleased to release the diploma level National Competency Standards (NCS) for TVET Trainer. This NCS has been developed in close consultation with the industry /field experts and relevant personnel related to the occupation in order to capture the competencies required at the workplace. The NCS contains the knowledge, skills and attitude required by the competent workers to perform well at the workplace.

The development of the National Competency Standards was initiated with the implementation of Bhutan Vocational Qualification Framework as part of TVET reform process in our country. The qualifications set through the NCS will be accredited and recognized nationally. The training providers are required to develop curriculum based on NCS to get their courses accredited and to avail National Certification for their trainees.

This department would like to acknowledge the active participation of industry/field experts from private, corporate and public sectors in developing this NCS. The industry participation is very crucial to shift our TVET system from supply based to demand driven. The training delivered based on the NCS is expected to make our workforce competent and productive thereby enhancing the productivity of our industries. The competent workforce is the key to socio economic development of our country.

Director  
Department of Occupational Standards  
Ministry of Labour and Human Resources

## INTRODUCTION

### A. National Competency Standards (NCS)

National Competency Standards specify the skill, knowledge and attitudes applied to a particular occupation. Standards also specify the standards or performance criteria of a competent worker and the various contexts in which work may take place. Standards provide explicit advice to assessors regarding the skill and knowledge to be demonstrated by candidates seeking formal recognition either following training or through work experience.

#### **Purpose of National Competency Standards**

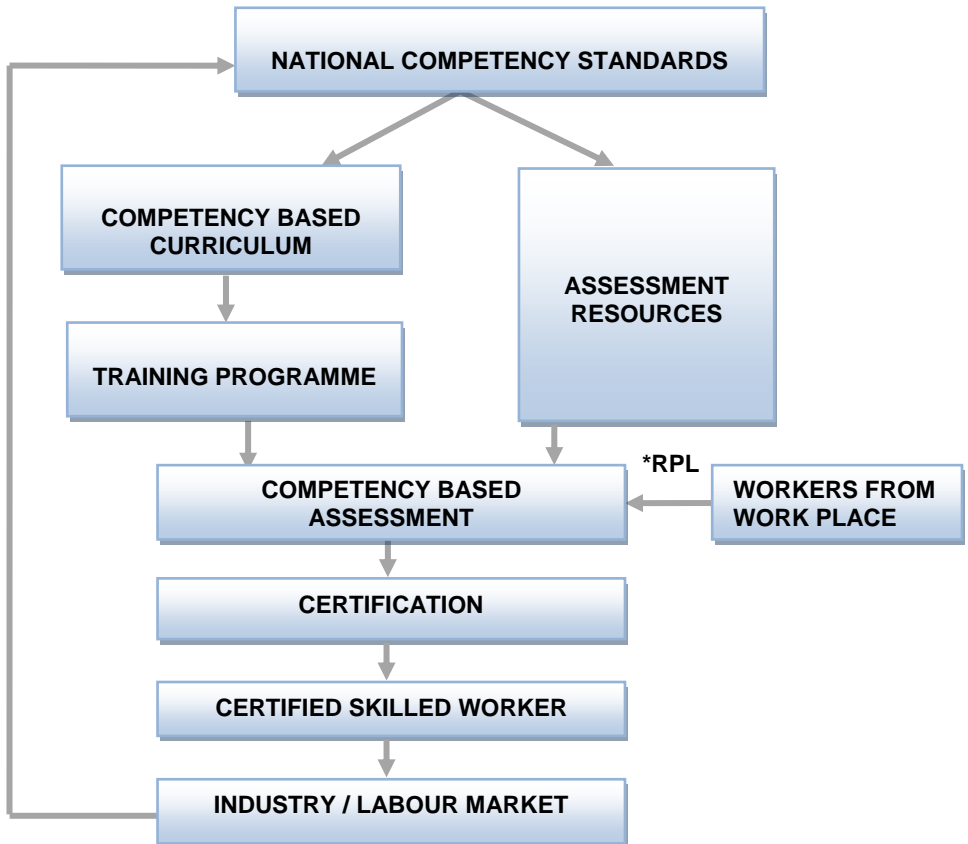
National Competency Standards serve a number of purposes including:

- Providing advice to curriculum developers about the skill and knowledge to be included in curriculum.
- Providing specifications to assessment resource developers about the skill, knowledge and attitudes within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

## B. Bhutan Vocational Qualification Framework (BVQF)

Bhutan Vocational Qualifications Framework is an agreed system of Assessing, Certifying and Monitoring nationally recognized qualifications for all learning in the TVET sector against national standards, in training institutions, in the workplace, in schools or anywhere where learning takes place.

### Components of the Bhutan Vocational Qualification Framework (BVQF)



\* RPL = Recognition of Prior Learning

## BVQF Levels

The Bhutan Vocational Qualification Framework has three levels classified based on the competency of the skilled workers. The three levels are:

- National Certificate Level 1 (NC I) - Semi Skilled Worker
- National Certificate Level 2 (NC II) - Craftsman
- National Certificate Level 3 (NC III) - Master Craftsman
- National Diploma 1 Level 4 (ND 1)
- National Diploma 2 Level 5 (ND 2)

## BVQF Level Descriptors

The qualification levels are decided based on level descriptors. The detail of the qualification level descriptor is as follows:

### National Certificate Level 1 (Semi Skilled)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Are narrow in range.</li> <li>• Are established and familiar.</li> <li>• Offer a clear choice of routine responses.</li> <li>• Involve some prioritizing of tasks from known solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic operational knowledge and skill.</li> <li>• Utilization of basic available information.</li> <li>• Known solutions to familiar problems.</li> <li>• Little generation of new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• In directed activity.</li> <li>• Under general supervision and quality control.</li> <li>• With some responsibility for quantity and quality.</li> <li>• With no responsibility for guiding others.</li> </ul>

### National Certificate Level 2 (Craftsman)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Require a range of well developed skills.</li> <li>• Offer a significant</li> </ul>	<ul style="list-style-type: none"> <li>• Some relevant theoretical knowledge.</li> <li>• Interpretation of</li> </ul>	<ul style="list-style-type: none"> <li>• In directed activity with some autonomy.</li> <li>• Under general supervision and</li> </ul>



<p>choice of procedures requiring prioritization</p> <ul style="list-style-type: none"> <li>• Are employed within a range of familiar context.</li> </ul>	<p>available information.</p> <ul style="list-style-type: none"> <li>• Discretion and judgment.</li> <li>• A range of known responses to familiar problems</li> </ul>	<p>quality checking.</p> <ul style="list-style-type: none"> <li>• With significant responsibility for the quantity and quality of output.</li> <li>• With some possible responsibility for the output of others.</li> </ul>
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### National Certificate Level 3 (Master Craftsman)

<b>Carry out processes that:</b>	<b>Learning demand:</b>	<b>Responsibilities which are applied:</b>
<ul style="list-style-type: none"> <li>• Requires a wide range of technical or scholastic skills.</li> <li>• Offer a considerable choice of procedures requiring prioritization to achieve optimum outcomes.</li> <li>• Are employed in a variety of familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• A broad knowledge base which incorporates some theoretical concepts.</li> <li>• Analytical interpretation of information.</li> <li>• Informed judgment.</li> <li>• A range of sometimes innovative responses to concrete but often unfamiliar problems.</li> </ul>	<ul style="list-style-type: none"> <li>• In self-directed activity.</li> <li>• Under broad guidance and evaluation.</li> <li>• With complete responsibility for quantity and quality of output.</li> <li>• With possible responsibility for the output of others.</li> </ul>

### National Diploma 1 Level 4 (ND1)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Require a wide range of technical or scholastic skills.</li> <li>• Offer a wide choice of standard and non-standard procedures.</li> <li>• Are employed in a variety of routine and non routine contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist knowledge with depth in more than one area.</li> <li>• Analysis, reformatting and evaluation of a wide range of information.</li> <li>• Formulation of appropriate responses to resolve both concrete and abstract problems.</li> </ul>	<ul style="list-style-type: none"> <li>• In self direct activity.</li> <li>• Under broad guidance and evaluation.</li> <li>• With complete accountability for quantity and quality of output.</li> <li>• With possible responsibility for the quality and quantity of output of others.</li> </ul>

### National Diploma 2 Level 5 (ND2)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>• Require wide range of specialized technical or scholastic skills.</li> <li>• Involve a wide choice of standard procedures.</li> <li>• Are employed in a variety of routine &amp; non-routine contexts.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A broad knowledge based with substantial depth in some areas.</li> <li>• Analytical interpretation of wide range of data.</li> <li>• Determination of appropriate methods &amp; procedures in response to a range of concrete problems with same theoretical elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed and sometimes directed activity.</li> <li>• Under broad general guidelines for functions.</li> <li>• With full responsibility for the nature, quantity &amp; quality of outcomes.</li> <li>• With possible responsibility for the achievement of team output.</li> </ul>

## **PURPOSE**

This suite of qualification is designed for people interested in a career as a TVET Trainer. The diploma in TVET Trainer comprises of nine units that cover the essential knowledge and skills required for people working in the as TVET Trainer.

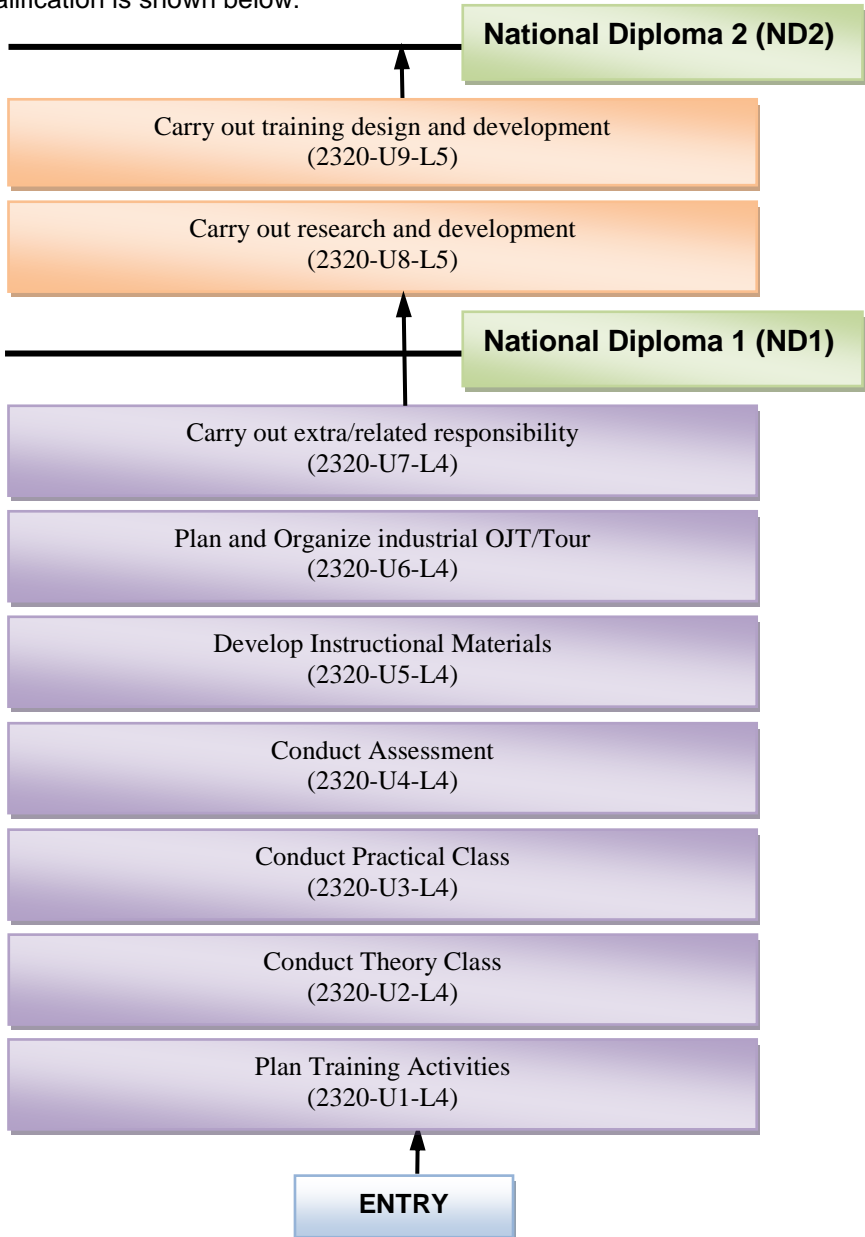
The units covered are;

1. Carry out training design and development
2. Carry out research and development
3. Plan and Organize industrial OJT/Tour
4. Plan Training Activities
5. Develop Instructional Materials
6. Conduct Assessment
7. Conduct Practical Class
8. Conduct Theory Class
9. Carry out extra/related responsibility

Unlike the competency based system at the certificate levels, credit system may be followed at the diploma levels to facilitate credit transfer to higher degree programmes.

## PACKAGING OF QUALIFICATIONS FOR TVET TRAINER

The National Diploma for TVET comprises of nine units. The packaging of qualification is shown below:



## **CODING USED FOR NATIONAL COMPETENCY STANDARDS**

The coding and classification system developed in Bhutan is logical, easy to use, and also aligned with international best practises. The Bhutanese coding and classification system is based on the International Standard Classification of Occupations, 2008 (ISCO-08) developed by the International Labour Organisation (ILO).

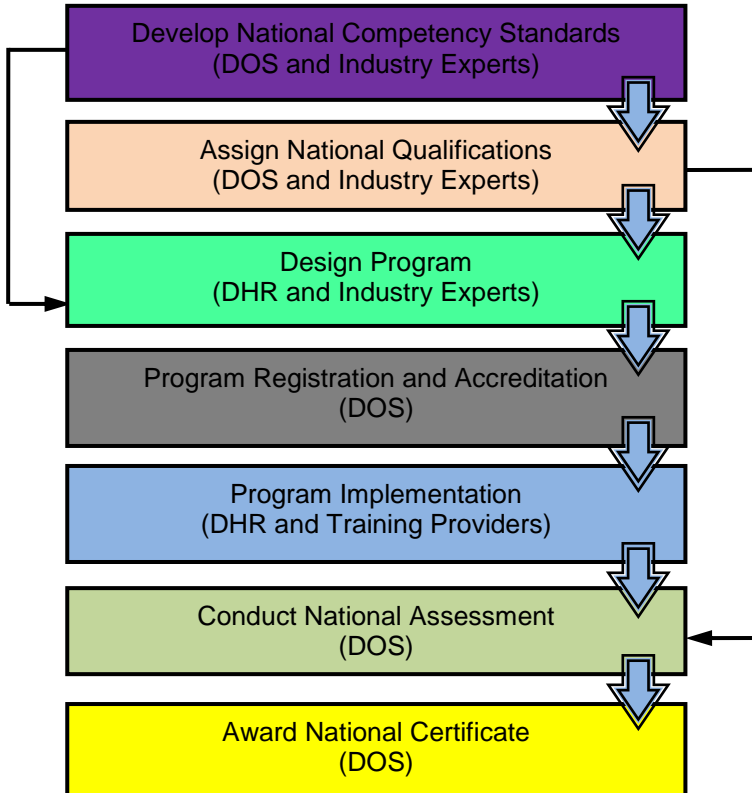
The coding of the national competency standards forms the basis of the identification code for the Vocational Education and Training Management Information System (VET – MIS) both in terms of economic sector identification and that of the individual standard.

Coding the individual unit of competency standard is to identify the level where qualification package belongs.

While packaging, in order to follow a logical order, only national competency standards related to each other and following a logical sequence in terms of training delivery, from the simple to the complex are clustered into a qualification packages.

The ILO assigns the code 2320 to the occupation Vocational Instructor and related trade. Therefore in Bhutan's context the occupation TVET Trainer have been assigned the code 2320 in the national coding system. The units are assigned the code U while the Levels are assigned the code L and follows logical progression L4 for National Diploma 1 and L5 for National Diploma 2. Therefore the unit code for the National Diploma 1 for TVET Trainer will be written as 2320 - U1 – L4.

## Implementation and operational procedures for National Competency Standard (NCS)



**Key:**

MoLHR – Ministry of Labour and Human Resources

DHR – Department of Human Resources

DOS – Department of Occupational Standards

## NATIONAL DIPLOMA STANDARDS FOR TVET TRAINER

**Validation date** : 17<sup>th</sup> April, 2014

**Endorsement date:** 24<sup>th</sup> April, 2014

**Date of Review** : 24<sup>th</sup> April, 2017 (Max. 3 years)

**Technical Advisory Committee (TAC) members for the TVET Sector involved in the validation of the standards:**

1. Karma Dorji  
Principal, Khuruthang
2. Gyem Dorji  
Principal, TIAE
3. Santa Lama  
CEO, Khenyrig
4. Chandra Maya Bhujel  
Trainer, Rigsum
5. Ngawang Lhamo  
Trainer, IMS
6. Yeshey Khandu  
Sr. Program Officer  
DOS, MoLHR
7. Kinley Gyeltshen  
Program Officer  
DHR, MoLHR
8. Tandin Dorji  
Offtg. CPO  
DOS, MoLHR
9. Karma Loday (Member Secretary)  
Chief Program Officer  
DOS, MoLHR. Thimphu.

**List of staff who attended presentation on draft NCS at TTI Rangjung (4<sup>th</sup> April, 2014)**

1.	<b>Yeshi Wangdi</b> Principal	2.	<b>Phuntsho Norbu</b> Vice principal
3.	<b>Rinchen Dorji</b> Instructor	4.	<b>Padam Bdr. Mongar</b> Instructor
5.	<b>Phuntsho Choda</b> Instructor	6.	<b>Sonam Penjor</b> Instructor
7.	<b>Rinzin Wangchuk</b> Jr. Instructor	8.	<b>Bjarat Gurung</b> Jr. Instructor
9.	<b>Jamtsho</b> Instructor	10.	<b>Shatu</b> Jr. Instructor
11.	<b>Kelzang Namgay</b> HoD/Academic	12.	<b>Dilendar Pradhan</b> Jr. Instructor
13.	<b>Chophel</b> Jr. Instructor	14.	<b>Rudra Prasad Dungana</b> Jr. Instructor

**Subject experts involved in the consultation workshop held in Phuntsholing (18<sup>th</sup> March, 2014).**

1.	<b>Sonam Dendup</b> Nyishar Training Institute	2.	<b>Nar Bhadur Subba</b> GPY Computer Training Institute
3.	<b>Druk Girl</b> GPY Computer Training Institute	4.	<b>Amrita Pradhan</b> Rigsum IT & Management
5.	<b>Samita Subba</b> Rigsum IT & Management	6.	<b>Dawa Zangmo</b> USD
7.	<b>Namgay Dorji</b> USD	8.	<b>Kritika Rai</b> CMI



**Subject experts involved in the consultation workshops at TTI  
Khuruthang (27<sup>th</sup> & 28<sup>th</sup> January, 2014)**

- |  |  |
|--|--|
| 1. <b>Namgay Wangdi</b><br>TTI Khuruthang  | 2. <b>Choki Thinley</b><br>TTI Khuruthang      |
| 3. <b>Ash Bdr. Subba</b><br>TTI Khuruthang | 4. <b>Mahesh Kumar</b><br>TTI Khuruthang       |
| 5. <b>Anup Mahat</b><br>TTI Khuruthang     | 6. <b>Samten Dorji</b><br>TTI Khuruthang       |
| 7. <b>Wangchukmo</b><br>TTI Khuruthang     | 8. <b>Madhurudan Chhetri</b><br>TTI Khuruthang |
| 9. <b>Ugyen Dorji</b><br>TTI Samthang      | 10. <b>Tempa Dorji</b><br>TTI Samthang         |
| 11. <b>Karma Dorji</b><br>TTI Khuruthang   | 12. <b>John Khujur</b><br>TTI Khuruthang       |
| 13. <b>Sonam Wangdi</b><br>TTI Khuruthang  |  |

**Development Group (Facilitators):**

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4. Wangchuk Zangmo, Programme Officer  
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## **NATIONAL COMPETENCY STANDARDS FOR TVET TRAINER (ND1)**

<b>UNIT TITLE</b>	<b>ELEMENTS OF COMPETENCE</b>	<b>PAGE</b>
Plan training activities	<ol style="list-style-type: none"> <li>1. Prepare yearly plan.</li> <li>2. Prepare monthly/ weekly plan.</li> </ol>	20 - 22
Conduct theory class	<ol style="list-style-type: none"> <li>1. Prepare lesson plan</li> <li>2. Prepare instructional resource plan</li> <li>3. Conduct the class</li> </ol>	23 - 25
Conduct practical class	<ol style="list-style-type: none"> <li>1. Prepare lesson plan</li> <li>2. Prepare instructional resource plan</li> <li>3. Conduct practical class</li> <li>4. Assign projects and problems</li> </ol>	26 - 29
Conduct assessment	<ol style="list-style-type: none"> <li>1. Prepare assessment resources</li> <li>2. Moderate test items</li> <li>3. Conduct Assessment</li> <li>4. Evaluate assessment</li> </ol>	30 - 32
Develop Instructional Materials	<ol style="list-style-type: none"> <li>1. Plan for Instructional Materials development</li> <li>2. Prepare Instructional Materials</li> </ol>	33 - 34
Plan and organize industrial OJT/Tour	<ol style="list-style-type: none"> <li>1. Prepare for OJT</li> <li>2. Execute OJT</li> <li>3. Prepare for industrial tour</li> <li>4. Execute industrial tour</li> </ol>	35 - 37
Carryout administrative and trainee support services	<ol style="list-style-type: none"> <li>1. Carry out administrative work</li> <li>2. Carry out career counseling</li> <li>3. Conduct Extracurricular activities</li> </ol>	38 - 40

## **NATIONAL COMPETENCY STANDARDS FOR TVET TRAINER (ND2)**

<b>UNIT TITLE</b>	<b>ELEMENTS OF COMPETENCE</b>	<b>PAGE</b>
Carry out research and development	<ol style="list-style-type: none"> <li>1. Plan for research &amp; development.</li> <li>2. Conduct research &amp; development.</li> <li>3. Evaluate the research &amp; development result.</li> </ol>	41 - 43
Carry out training design and development	<ol style="list-style-type: none"> <li>1. Plan for development</li> <li>2. Design training programs</li> <li>3. Develop the training program</li> <li>4. Evaluate the training program</li> </ol>	44 - 46

**UNIT TITLE** : **Plan training activities**

**DESCRIPTOR** : This unit covers the competencies required to plan training activities and prepare monthly/weekly plan.

**CODE** : **2320-U1-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Plan training activities	1.1 Allocate job responsibility in consultation with the subject specialization. 1.2 Select and use required format as per the establishment procedure. 1.3 Refer <b>necessary documents</b> as per the job requirement. 1.4 Develop yearly plan with all <b>necessary information</b> as per establishment requirement. 1.5 Submit the plan for approval and take necessary action if any as per the establishment procedure.
2. Prepare monthly/ weekly plan.	2.1 Select and use required format as per the establishment procedure. 2.2 Refer necessary documents as per the job requirement 2.3 Develop monthly/weekly plan with all necessary information as per establishment procedure. 2.4 Submit for approval as per the establishment procedures. 2.5 Review the plans and take necessary actions as per the job requirement.

## RANGE STATEMENT

### Necessary documents may include but not limited to:

- Curriculum
- National competency standards

### Necessary information may include but not limited to:

- Module title
- Learning outcomes /curriculum content/Duration
- Module code

## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Demonstrate compliance with safety regulations applicable to work site operation.
- Select and use required format as per the establishment practice.
- Refer necessary documents as per the job requirement.
- Allocate realistic time duration as per the curriculum.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• Subject knowledge</li> <li>• Numeracy</li> <li>• Quality Management System (QMS)</li> <li>• Curriculum</li> <li>• National Competency Standards</li> <li>• Establishment procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Computer skills</li> <li>• Analytical Skills</li> <li>• Communication</li> <li>• Team work</li> <li>• Planning</li> <li>• Problem Solving</li> <li>• Time &amp; resource management</li> <li>• Delegation</li> <li>• Negotiation</li> </ul>

**UNIT TITLE** : **Conduct Theory Class**

**DESCRIPTOR** : This unit covers the competencies required to prepare lesson plan, instructional resources plan and to conduct the class.

**CODE** : **2320-U2-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare lesson plan	1.1 Select and use required format as per the establishment procedure. 1.2 Refer <b>necessary documents</b> and identify the appropriate <b>teaching methodology</b> as per the job requirement. 1.3 Identify <b>teaching aids</b> and <b>medium</b> as per the job requirement. 1.4 Prepare assignments memo and marking schemes as per the training plan. 1.5 Submit for approval/review as per the establishment procedure. 1.6 Document the necessary records as per the job requirements
2. Prepare instructional resource plan	2.1 Select and use required format as per the establishment procedure. 2.2 Refer necessary documents as per the job requirement. 2.3 Develop instructional resource plan as per the lesson plan. 2.4 Submit for approval/review as per the establishment procedure. 2.5 Document the necessary records as per the job requirements.

<p>3. Conduct the class</p>	<p>3.1 Set class room as per the job requirement.</p> <p>3.2 Provide teaching aids and use medium where necessary as per the lesson plan.</p> <p>3.3 Conduct class as per the lesson plan.</p> <p>3.4 Assess the learner as per the lesson plan.</p> <p>3.5 Update instructor's log book as per the establishment procedure.</p> <p>3.6 Verify and sign trainee log book as per the establishment procedure.</p>
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RANGE STATEMENT	
<p><b>Necessary documents may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Training plans</li> </ul>	
<p><b>Teaching methodology may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Group discussion</li> </ul>	
<p><b>Teaching Aids may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Hand outs</li> <li>• Models</li> <li>• Posters</li> </ul>	
<p><b>Teaching medium may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Boards</li> <li>• Flip charts</li> </ul>	

ASSESSMENT GUIDE	
<p><b>Form of assessment</b></p> <ul style="list-style-type: none"> <li>• Continuous assessment together with collected evidence of performance will be used.</li> </ul>	



- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

**Assessment context**

- Competency may be assessed in the actual work place or in a simulated workplace setting.

**Assessment condition**

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

**Critical aspects**

- Demonstrate compliance with safety regulations applicable to work site operation.
- Prepare lesson plan and instructional resource plan as per the establishment procedures.
- Conduct effective classroom session as per the lesson plan.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• Subject knowledge</li> <li>• QMS</li> <li>• Teaching Methods</li> <li>• Teaching aids</li> <li>• Lesson plan</li> <li>• Class room setting</li> <li>• Establishment procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Team work</li> <li>• Communication</li> <li>• Effective use of teaching aids, medium and teaching methods.</li> <li>• Management</li> <li>• Problem solving</li> </ul>

**UNIT TITLE** : **Conduct Practical Class**

**DESCRIPTOR** : This unit covers the competencies required to prepare lesson plan, instructional resource plan, to conduct practical class and to assign projects and problems.

**CODE** : **2320-U3-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare lesson plan	1.1 Select and use required format as per the establishment practices. 1.2 Refer <b>necessary documents</b> and identify the appropriate practical as per the job requirement. 1.3 Select <b>teaching aids</b> as per the training plan. 1.4 Develop <b>assessment tools</b> as per the learning outcome. 1.5 Develop task sheet as per the learning outcome. 1.6 Prepare assignments memo and marking schemes as per the training plan. 1.7 Submit for approval/review as per the establishment procedure.
2. Prepare instructional resource plan	2.1 Select required format as per the establishment procedure. 2.2 Refer necessary documents as per the job requirement. 2.3 Develop instructional resource plan as per the lesson plan. 2.4 Submit for approval/review as per the establishment procedure.
3. Conduct practical class	3.1 Assign projects and problems as per the learning outcome 3.2 Select and use <b>Personal Protective Equipments (PPE)</b> as per the job

	<p>requirement.</p> <p>3.3 Provide <b>materials, tools and equipments</b> as per the job requirement.</p> <p>3.4 <b>Set lab/ workshop</b> as per the job requirement.</p> <p>3.5 Provide performance guide as per the task.</p> <p>3.6 Demonstrate skills as per the task.</p> <p>3.7 Evaluate the practical as per the performance guide and observation checklist</p> <p>3.8 Update instructor's log book as per the establishment procedure.</p> <p>3.7 Verify and sign trainee log book as per the establishment procedure.</p> <p>3.8 Document the necessary records as per the establishment procedure.</p>
<p>4. Assign projects and problems</p>	<p>4.1 Identify the projects and problems as per the trade.</p> <p>4.2 Evaluate the projects proposal and provide necessary feedbacks as per the job requirements</p> <p>4.3 Assign projects as per the establishment procedure.</p> <p>4.4 Provide necessary guidance and support, where necessary as per the job requirements.</p> <p>4.5 Evaluate the projects as per the project rating instrument.</p> <p>4.6 Document the necessary records as per the establishment procedure.</p>
<p><b>RANGE STATEMENT</b></p>	
<p><b>Necessary documents may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Curriculum</li> </ul>	

<ul style="list-style-type: none"> <li>• Training plans</li> </ul>	<ul style="list-style-type: none"> <li>• Training plans</li> </ul>
<p><b>Teaching Aids may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Hand outs</li> <li>• Models</li> <li>• Posters</li> <li>• Wall charts</li> <li>• Simulator</li> </ul>	
<p><b>Assessment tools may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Observation checklist</li> <li>• Performance guide</li> <li>• Product rating instrument</li> </ul>	
<p><b>Personal Protective Equipments may include but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Hand gloves</li> <li>• Work dress</li> <li>• Ear muff/plug</li> <li>• Apron</li> <li>• Goggles</li> <li>• Safety shoes</li> <li>• Dust mask</li> <li>• Helmet</li> </ul>	
<p><b>Materials, tools and equipments may include but limited to:</b></p> <ul style="list-style-type: none"> <li>• Materials and equipments depending on the occupation</li> <li>• Hand set tools</li> </ul>	
<p><b>Set Lab/Workshop includes but not limited to:</b></p> <ul style="list-style-type: none"> <li>• Ventilation</li> <li>• Power supply</li> <li>• Lighting</li> <li>• OH&amp;S</li> </ul>	

<p><b>ASSESSMENT GUIDE</b></p>
<p><b>Form of assessment</b></p> <ul style="list-style-type: none"> <li>• Continuous assessment together with collected evidence of performance will be used.</li> <li>• Evidence of the performance shall be based on practical demonstration.</li> <li>• Knowledge can be assessed through written form of assessment.</li> </ul> <p><b>Assessment context</b></p> <ul style="list-style-type: none"> <li>• Competency may be assessed in the actual work place or in a</li> </ul>

simulated workplace setting.

**Assessment condition**

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

**Critical aspects**

- Ensure the establishment’s health, safety and security procedures are followed correctly and consistently in accordance with relevant legislative requirements.
- Prepare task sheet and assessment tools as per the curriculum/NCS.
- Prepare instructional resource plan as per the lesson plan.
- Conduct effective practical class ensuring safety at all times as per the task sheet.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• Occupational Health and Safety (OHS)</li><li>• First aid</li><li>• Subject knowledge</li><li>• Housekeeping ( 5S)</li><li>• Work ethics</li><li>• Establishment practices</li><li>• Estimation and costing</li></ul>	<ul style="list-style-type: none"><li>• Safe use of tools and equipments</li><li>• Communication skills</li><li>• Inter personal relationship</li><li>• Team work</li><li>• Time management</li><li>• Demonstration</li><li>• Supervisory</li></ul>

**UNIT TITLE** : **Conduct assessment**

**DESCRIPTOR** : This unit covers the competencies required to prepare assessment resources, moderate test items to conduct assessment and evaluate assessment.

**CODE** : **2320-U4-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare assessment resources	1.1 Develop <b>candidate resources</b> as per the curriculum and assessment guide. 1.2 Develop <b>assessor's resources</b> as per the curriculum and assessment guide.
2. Moderate test items	2.1 Review test items as per the establishment procedure. 2.2 Carry out necessary corrections as per the job requirements. 2.3 Set theoretical and practical <b>test items</b> as per assessment guide. 2.4 Review/revise marking schemes as per the test items 2.5 Print and secure the test item as per the establishment procedure.
3. Conduct Assessment	3.1 Prepare assessment plan as per the establishment procedure. 3.2 Arrange the hall and resources as per the assessment plan and ensure the students are in their allocated seats. 3.3 Conduct <b>assessment</b> as per the standard procedure.
4. Evaluate assessment	4.1 Evaluate answer scripts/ product/services as per the marking schemes. 4.2 Compile the marks as per the standard

	procedures.
4.3	Prepare and analyze results as per the standard procedure.
4.4	Analyze test items and take necessary action as per the result.
4.5	Record the results as per the establishment procedure.

RANGE STATEMENT	
<b>Candidate resources may include but not limited to:</b>	
• Practical test items	• Theoretical test items
<b>Assessor's resources may include but not limited to:</b>	
• Candidate resources	• Observation checklist
<b>Test items may include but not limited to:</b>	
• Objective	• Subjective
<b>Assessment may include but not limited to:</b>	
• Continuous	• Modular
• National	

ASSESSMENT GUIDE	
<b>Form of assessment</b>	
<ul style="list-style-type: none"> <li>• Continuous assessment together with collected evidence of performance will be used.</li> <li>• Evidence of the performance shall be based on practical demonstration.</li> <li>• Knowledge can be assessed through written form of assessment.</li> </ul>	
<b>Assessment context</b>	
<ul style="list-style-type: none"> <li>• Competency may be assessed in the actual work place or in a simulated workplace setting.</li> </ul>	

**Assessment condition**

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

**Critical aspects**

- Demonstrate compliance with safety regulations applicable to work site operation.
- Ensure coverage of all the learning outcomes during the development of test item as per the curriculum/NCS.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• Occupational health and safety regulation</li><li>• First Aid</li><li>• Test item development</li><li>• Subject knowledge</li><li>• Exam code of conduct</li><li>• Drawings and specifications</li><li>• Trade related software's</li><li>• Competency based assessment</li></ul>	<ul style="list-style-type: none"><li>• Trade related software skills</li><li>• Team work</li><li>• Communication skills</li><li>• Interpersonal relationship</li><li>• Planning</li><li>• Creativity</li><li>• Problem solving</li><li>• Analytical skills</li><li>• Time and resource Management</li><li>• Computer skills</li></ul>



**UNIT TITLE** : **Develop instructional materials**

**DESCRIPTOR** : This unit covers the competencies required to plan for instructional materials development and to prepare instructional materials.

**CODE** : **2320-U5-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Plan for instructional materials development	1.1 Identify the <i><b>instructional materials</b></i> as per the curriculum and job requirements. 1.2 Set time frame for the development of instructional materials as per curriculum. 1.3 Submit for approval as per the establishment procedure.
2. Prepare instructional materials	2.1 Procure the required materials as per the plan and establishment procedure. 2.2 Develop instructional materials as per the time frame. 2.3 Moderate/test instructional materials as per the standard procedure. 2.4 Archive the instructional materials as per the establishment procedure.

<b>RANGE STATEMENT</b>
<b>Instructional materials may include but not limited to:</b> <ul style="list-style-type: none"><li>• Posters</li><li>• Models</li><li>• Charts</li><li>• Handouts</li></ul>

## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Demonstrate compliance with safety regulations applicable to work site operation.
- Design and develop instructional materials as per the curriculum

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• Occupational health and safety regulations</li><li>• First aid</li><li>• Subject knowledge</li><li>• Record keeping</li><li>• Taxonomy</li><li>• Estimation and costing</li></ul>	<ul style="list-style-type: none"><li>• Team work</li><li>• Communication skills</li><li>• Interpersonal relationship</li><li>• Design and development</li><li>• Planning</li><li>• Problem solving</li></ul>

**UNIT TITLE** : **Plan and organize industrial OJT/Tour**

**DESCRIPTOR** : This unit covers the competencies required to prepare for OJT and execute OJT. The unit also covers preparation and execution of industrial tour.

**CODE** : **2320-U6-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for OJT	1.1 Plan OJT visit as per the establishment procedure. 1.2 Identify the topics and skills to be covered as per the curriculum. 1.3 Identify the field of placement as per the job requirement. 1.4 Correspond with relevant agencies as per the job requirement.
2. Execute OJT	2.1 Conduct briefing and provide <b>necessary documents</b> as per the establishment procedure. 2.2 Monitor and record the OJT as per the OJT guidelines. 2.3 Evaluate the OJT as per the OJT guidelines.
3. Prepare for industrial tour	3.1 Plan for industrial tour as per the establishment procedure. 3.2 Correspond with relevant agencies as per the job requirement. 3.3 Arrange logistics as per the job requirement.
4. Execute industrial tour	4.1 Conduct briefing as per the establishment procedure. 4.2 Provide necessary documents as per the establishment procedure.

	4.3	Guide trainees during the industrial tour as per the job requirement.
	4.4	Prepare industry tour report as per the establishment procedure.
	4.5	Evaluate the trainee's reports/presentation as per the establishment procedure.

## RANGE STATEMENT

### Necessary documents may include but not limited to:

- OJT logbook
- Office order

## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Demonstrate compliance with safety regulations applicable to work site operation.

- Identify the competencies to be learned during OJT/tour.
- Planning and logistic arrangements of OJT/tour as per the establishment procedures.
- Identify the relevant industries for OJT/tour as per the job requirement.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• OHS regulation</li> <li>• First AID</li> <li>• Types of Industry and its code of conduct</li> <li>• OJT guidelines</li> <li>• Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication skills</li> <li>• Interpersonal relationship</li> <li>• Planning</li> <li>• Problem solving</li> <li>• Monitoring</li> <li>• Record keeping</li> <li>• Management</li> <li>• Public relation</li> <li>• Report writing</li> <li>• Leadership</li> </ul>

**UNIT TITLE** : **Carryout administrative and trainee support services**

**DESCRIPTOR** : This unit covers the competencies required to carry out administrative work and also to carryout career counseling. The unit also covers the conduct of extracurricular activities.

**CODE** : **2320-U7-L4**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Carry out administrative work	1.1 Conduct / co-ordinate meetings as per the plan. 1.2 Allocate job responsibilities as per the job requirement. 1.3 Maintain and issue requisition form/indent as per the standard procedure. 1.4 Officiate the management as per the establishment procedure.
2. Carry out career counseling	2.1 Plan guest lecture as per the job requirement 2.2 Prepare and maintain career file as per the establishment procedure. 2.3 Provide necessary <b>information</b> as per the job requirement 2.4 Provide basic personal counseling and guidance as per the job requirement.
3. Conduct Extracurricular activities	3.1 Prepare yearly plan for the extracurricular activities as per establishment procedure. 3.2 Identify and allocate job responsibility as per the plan. 3.3 Execute the activities as per the plan. 3.4 Record the activities as per the plan.

## RANGE STATEMENT

### Information may include but not limited to:

- Job and vacancies
- Labour market information
- Career planning
- Employability skills

## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Demonstrate compliance with safety regulations applicable to work site operation.
- Plan and conduct administrative and trainee support services effectively as per the job requirement.
- Provide career counseling and guidance with necessary information as per the job requirement

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• First aid</li> <li>• Basic psychology</li> <li>• Adult learning strategy</li> <li>• Counseling</li> <li>• Guidance</li> <li>• Record keeping</li> <li>• Labour market information system</li> </ul>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication skills</li> <li>• Interpersonal relationship</li> <li>• Planning</li> <li>• Counseling and mentoring skills</li> <li>• Management</li> <li>• Negotiation</li> </ul>



**UNIT TITLE** : **Carry out research and development**

**DESCRIPTOR** : This unit covers the competencies required to plan, conduct research and development and to evaluate the research and development result.

**CODE** : **2320-U8-L5**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Plan for research & development	1.1 Identify field of research as per the job requirement. 1.2 Prepare research proposal as per the standard procedure. 1.3 Conduct feasibility study as per the establishment procedure. 1.4 Submit proposal for approval as per the establishment procedure.
2. Conduct research & development	2.1 Procure required materials, tools and equipment as per the proposal. 2.2 Execute the research and development work as per the proposal. 2.3 Develop operational manuals and specifications as per the job requirement. 2.4 Carry out trial, if necessary as per the job requirements.
3. Evaluate the research & development result	3.1 Evaluate the research and development as per the job requirement. 3.2 Submit the research and development result as per the establishment procedure. 3.3 Advocate and market the product, if necessary as per the establishment procedure.

## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Demonstrate compliance with safety regulations applicable to work site operation.
- Plan and write research and development proposals as per the standard practices.
- Conduct feasibility study as per the establishment practices.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"><li>• OHS regulations</li><li>• First Aids</li><li>• Market trends</li><li>• Cost estimation</li><li>• IT knowledge</li></ul>	<ul style="list-style-type: none"><li>• Team work</li><li>• Communication skills</li><li>• Interpersonal relationship</li><li>• Writing skills</li><li>• Planning</li></ul>

<ul style="list-style-type: none"><li>• Subject knowledge</li><li>• Cost and estimations</li><li>• Basic research methodology</li></ul>	<ul style="list-style-type: none"><li>• Computer skills</li><li>• Marketing skills</li></ul>
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**UNIT TITLE** : **Carry out training design and development**

**DESCRIPTOR** : This unit covers the competencies required to plan for development, design & develop training programs and to evaluate the training programs.

**CODE** : **2320-U9-L5**

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Plan for development	1.1 Prepare for training needs assessment as per the standard procedure. 1.2 Conduct training needs assessment as per the standard procedure. 1.3 Analyze the training needs assessment based on the findings. 1.4 Present the training needs assessment findings as per the establishment procedure.
2. Design training programs	2.1 Identify the goals and objectives of the training program as per the job requirements 2.2 Identify the resources requirement for the training program as per the job requirements. 2.3 Identify the target group as per the job requirements.
3. Develop the training program	3.1 Identify the contents of the training program as per the goals and objectives. 3.2 Package the contents as per the job requirement. 3.3 Present the training program as per the establishment procedure. 3.4 Develop program booklet as per the job requirements. 3.5 Submit the training program for approval as per the establishment procedure.

<p>4. Evaluate the training program</p>	<p>4.1 Prepare evaluation tools for training program as per the job requirements.</p> <p>4.2 Conduct the evaluation of the program as per the standard procedure.</p> <p>4.3 Prepare evaluation reports as per the standard procedure.</p> <p>4.4 Review training programs as per the evaluation reports.</p>
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## ASSESSMENT GUIDE

### Form of assessment

- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through written form of assessment.

### Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

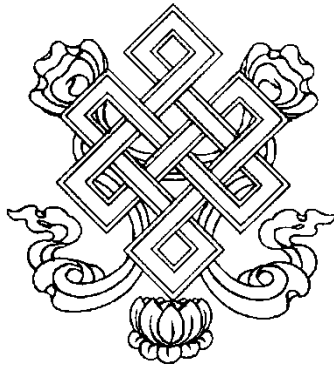
### Assessment condition

- The candidate shall have access to all required tools, equipment, materials and documents.
- The candidate must complete the assessment in an accepted time frame.

### Critical aspects

- Conduct training need assessment as per the standard procedures.
- Analyze the training needs assessment findings as per the standard procedures.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• OHS regulations</li> <li>• First Aids</li> <li>• Market trends</li> <li>• IT knowledge</li> <li>• Subject knowledge</li> <li>• Costing and estimations</li> <li>• Basic research methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Communication skills</li> <li>• Interpersonal relationship</li> <li>• Writing skills</li> <li>• Planning</li> <li>• Computer skills</li> <li>• Marketing skills</li> <li>• Analytical</li> <li>• Interview</li> <li>• Observation</li> </ul>



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