



**NATIONAL COMPETENCY STANDARDS
FOR
Early Childhood Care and Development (ECCD)
FACILITATOR**

**Department of Occupational Standards
Ministry of Labour and Human Resources
Thimphu, Bhutan.
May 2019**



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FOREWORD

The Department of Occupational Standards of the Ministry of Labour and Human Resources proudly presents National Competency Standards (NCS) for ECCD Facilitator as part of TVET reform initiative for improving the quality of Vocational Education and Training System in Bhutan. The standards represent the fruits of hard work and invaluable experiences gained by the department since its establishment in the latter half of 2003. The main aim of developing Competency Standards is to set up a well defined nationally recognized Vocational Qualification and Certification system that will help set a benchmark for the Technical Vocational Education and Training (VET) System in our country aligned to international best practices.

National Competency Standards is one of the base pillars in the Bhutan Vocational Qualification Framework (BVQF) and is the first step in its implementation. The standards are developed to ensure that employees or vocational graduates possess and acquire the desired skills, knowledge and attitude required by industries and employers. In order to ensure this close match in supply and demand of skills, knowledge and attitude, standards have been developed in close consultation and partnership with industry experts and validated by the Technical Advisory Committees for the concerned economic sectors.

A vocational education and training system based on National Competency Standards shall ensure that delivered training is of a high quality and relevant to the needs of the labour market. As a result, future TVET graduates will be better equipped to meet the need and expectations of industries and employers. This positive impact on the employability of TVET graduates will enhance the reputation of vocational education and training and make it attractive to school leavers.

While acknowledging the existing level of cooperation and collaboration, the ministry earnestly requests employers and training providers to extend the fullest support and cooperation in implementing the Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the continued socio-economic progress of our country.

I gratefully acknowledge the valuable contributions made by experts from industries during the consultation, verification and validation processes of the

standards. I look forward to improved engagement and active participation of the industry and employers in the development of a quality assured demand driven TVET system in the near future.

Director
Department of Occupational Standards
Ministry of Labour and Human Resources

Acknowledgement

Validation date : 13/06/2019

Endorsement date : 14/6/2019

Date of Review : 13/06/2023 (max. 3 years).

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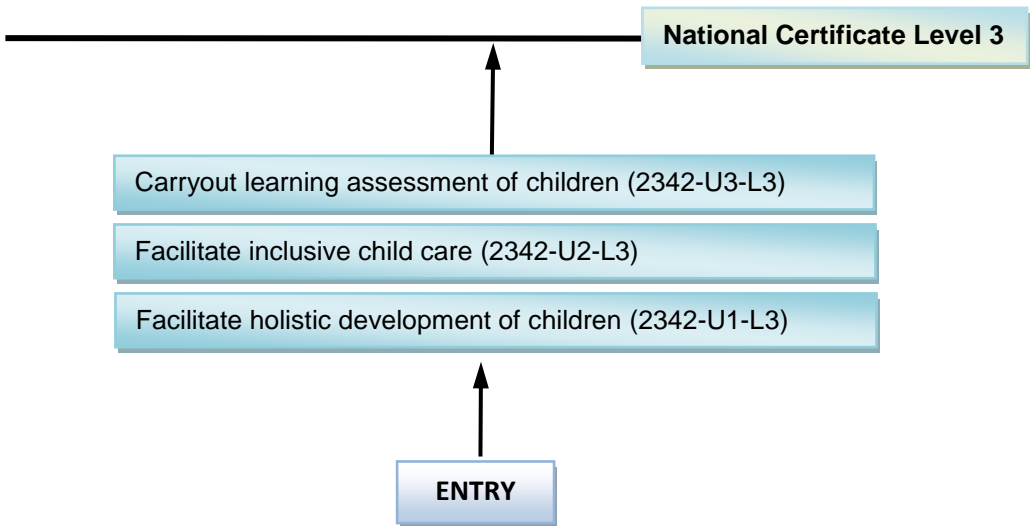
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PACKAGING OF QUALIFICATIONS



OVERVIEW OF NATIONAL COMPETENCY STANDARDS

UNIT TITLE	ELEMENTS OF COMPETENCE
Facilitate holistic development of children	<ol style="list-style-type: none"><li data-bbox="365 277 736 301">1. Scaffold the child's learning<li data-bbox="365 325 833 349">2. Maintain Child's health and hygiene<li data-bbox="365 373 779 397">3. Provide Child care and support<li data-bbox="365 421 650 445">4. Prepare for Disaster
Facilitate inclusive child care	<ol style="list-style-type: none"><li data-bbox="365 485 897 541">1. Provide care and support to children with special needs<li data-bbox="365 564 695 588">2. Support Social inclusion
Carryout learning assessment of children	<ol style="list-style-type: none"><li data-bbox="365 628 835 652">1. Maintain daily worksheet of children<li data-bbox="365 676 740 700">2. Maintain observation record

UNIT TITLE :	Facilitate holistic development of children
DESCRIPTOR:	This unit covers the competencies required to scaffold the learning, monitor health and provide care and support to children following standard procedures
CODE :	2342-U1-L3
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Scaffold the child's learning	<p>1.1 Set up learning environment as per the job requirement following standard procedures</p> <p>1.2 Develop theme as per the job requirement following standard procedures</p> <p>1.3 Provide learning materials as per the job requirement following standard procedures</p> <p>1.4 Conduct games as per the standard procedures</p> <p>1.5 Organize individual activities as per the job requirement</p> <p>1.6 Organize group activities as per the job requirement</p> <p>1.7 Initiate children to come up with the play as per the interest of children</p> <p>1.8 Promote language development through different activities as per the job requirement</p> <p>1.9 Inculcate social values as per the job requirement following standard procedures</p>
2. Maintain child's health and hygiene	<p>2.1 Explain hygienic practices to children as per the standard procedures</p> <p>2.2 Demonstrate personal hygiene procedure to children as per the health and safety procedures</p> <p>2.3 Check the cleanliness of the children and take necessary action as per the standard procedures</p> <p>2.4 Maintain health record of the children as per the</p>

	<p>standard procedures</p> <p>2.5 Maintain clean and safe surroundings as per the standard procedures</p> <p>2.6 Demonstrate hand washing steps as per the standard procedures</p> <p>2.7 Demonstrate toilet training as per the standard procedures</p> <p>2.8 Demonstrate healthy eating habits as per the job requirement following standard procedures</p>
3. Provide child care and support	<p>3.1 Receive the children as per the job requirement</p> <p>3.2 Conduct circle time as per the daily schedule following standard procedures</p> <p>3.3 Provide free choice of learning area to the children following standard procedures</p> <p>3.4 Assist the children to become independent learner as per the standard procedures</p> <p>3.5 Provide basic first aid and support as per the job requirement following standard procedures</p> <p>3.6 Provide emotional support as per the job requirement following standard procedures</p> <p>3.7 Handover the children after closing time as per the job requirement following standard procedures</p>
4. Prepare for disaster	<p>4.1 Maintain fire safety precautions in the learning centers following standard procedures</p> <p>4.2 Maintain earthquake preparedness in the learning centers following standard procedures</p> <p>4.3 Conduct mock drill for disaster periodically as per the job requirement following standard procedures</p>

RANGE STATEMENT

Learning Environment may include but not limited to:

- Indoor Areas
- Outdoor learning areas

Learning materials may include but not limited to:

- Doll
- Kitchen utensil set
- Crayon
- Construction blocks
- Pencil
- Papers
- Watercolors
- Manipulative play

Games may include but not limited to:

- Guessing game
- Riddles
- Sound game
- Number games

Individual activities may include but not limited to:

- Attendance chart
- Free writing
- Coloring
- Drawing

Group activities may include but not limited to

- Rhymes
- Dramatics
- Storytelling

Disaster may include but not limited to:

- Fire
- Windstorm
- Landslide
- Earthquake
- Flood

Critical Aspects :

- Demonstrate compliance with occupational health and safety

regulations applicable to worksite operation.

- Provide care and support to the children following standard procedures

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">• Ethics and Integrity• Occupational Health and Safety (OHS) Regulations• Stages of child development• Six domains• Child psychology• Facilitators code of conduct• Basic disaster management	<ul style="list-style-type: none">• Team work• Communication• Problem solving• Interpersonal relationship• Time Management• Patience

UNIT TITLE :	Facilitate inclusive child care
DESCRIPTOR:	This unit covers the competencies required to provide care and support to children with special needs and support social inclusion following standard procedures
CODE :	2342-U2-L3
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Provide care and support to children with special needs	1.1 Receive the children as per the job requirement 1.2 Prepare tools and equipment as per the job requirement following standard procedures 1.3 Conduct circle time as per the daily schedule following standard procedures 1.4 Provide free choice of learning area to the children following standard procedures 1.5 Provide simple activities as per the job requirement following standard procedures 1.6 Assist the children to become independent learner as per the standard procedures 1.7 Provide basic first aid and support as per the job requirement following standard procedures 1.8 Provide emotional support as per the job requirement following standard procedures
2. Support social inclusion	2.1 Demonstrate respect for children with diverse background as per the job requirement 2.2 Provide learning opportunities to children based on equity as per the job requirement following standard procedures 2.3 Collaborate with the parents as per the job requirement following standard procedures

RANGE STATEMENT

Tools and equipment may include but not limited to:

- Arm chair
- Ramp

Critical Aspects :

- Demonstrate compliance with occupational health and safety regulations applicable to worksite operation.
- Demonstrate respect for children with diverse background as per the job requirement

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">• Ethics and Integrity• Occupational Health and Safety (OHS) Regulations• Stages of child development• Understanding of diversity• Psychology of child• Six domains• Rapid Neuro Development Assessment (RNDA)	<ul style="list-style-type: none">• Team work• Communication• Problem solving• Interpersonal relationship• Time Management• Patience• Empathy

UNIT TITLE :	Carryout learning assessment of the children
DESCRIPTOR:	This unit covers the competencies required to maintain portfolio of children and maintain record and checklist of the children following standard procedures
CODE :	2342-U3-L3
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Maintain daily worksheet of children	<p>1.1 Record individual child's learning progress as per the standard procedures</p> <p>1.2 Maintain individual files of child as per the standard procedures</p> <p>1.3 Present child's progress to parents as per the standard procedures</p>
2. Maintain observation record	<p>2.1 Maintain the child's progress as per the activity level and domain following standard procedures</p> <p>2.2 Assess the child as per the job requirement following standard procedures</p> <p>2.3 Document child's learning progress as per the standard procedures</p> <p>2.4 Collect feedbacks as per the job requirement following standard procedures</p>

RANGE STATEMENT

Critical Aspects :

- Demonstrate compliance with occupational health and safety regulations applicable to worksite operation.
- Maintain the child's progress as per the activity level and domain following standard procedures

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">• Ethics and Integrity• Occupational Health and Safety (OHS) Regulations• Stages of child development• Understanding of diversity• Psychology of child• Six domains• Understanding of assessment• Documentation• Record keeping	<ul style="list-style-type: none">• Team work• Communication• Problem solving• Interpersonal relationship• Time Management• Patience

Annexure

1.1 National Competency Standards (NCS)

The National Competency Standards specify the skill, knowledge and attitudes applied to a particular occupation. Standards also specify the standards or criteria of performance 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.

1.2 Purpose of National Competency Standards

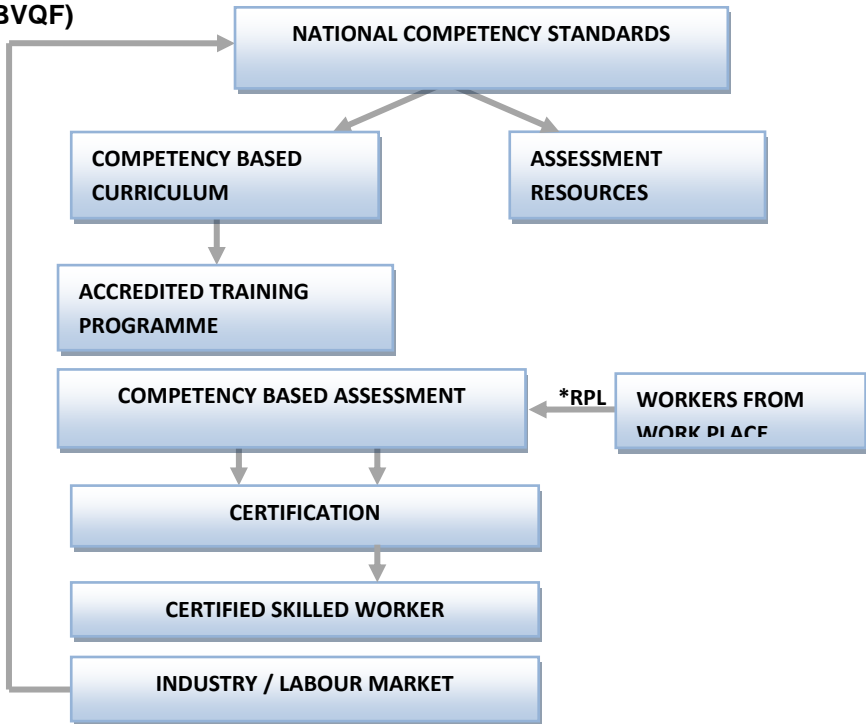
National Competency Standards serve a number of purposes including:

- Providing advice to curriculum developers about the competencies to be included in curriculum.
- Providing specifications to assessment resource developers about the competencies 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.

1.3 Bhutan Vocational Qualifications 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 competency standards, in training institutions, in the workplace, in schools or anywhere where learning takes place.

1.4 Components of the Bhutan Vocational Qualifications Framework (BVQF)



* RPL = Recognition of Prior Learning

1.5 BVQF Levels

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

- National Certificate Level 3 (NC III)
- National Certificate Level 2 (NC II)
- National Certificate Level 1 (NC I)

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

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

National Certificate Level 2

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> Require a range of well-developed skills. Offer a significant choice of procedures requiring prioritization. Are employed within a range of familiar context. 	<ul style="list-style-type: none"> Some relevant theoretical knowledge. Interpretation of available information. Discretion and judgments. A range of known responses to familiar problems 	<ul style="list-style-type: none"> In directed activity with some autonomy. Under general supervision and quality checking. With significant responsibility for the quantity and quality of output. With some possible responsibility for the output of others.

National Certificate Level 3

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

1.6 PURPOSE

This qualification is designed for people interested in a career as ECCD Facilitator at the Certificate level. It comprises of three units that cover the essential knowledge and skills required at workplace.

It provides industry specific skills and demands a level of performance that will enable new recruits to the industry to be immediately productive.

1.7 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 national competency standards

Coding the individual skills standard has a multiple purpose:

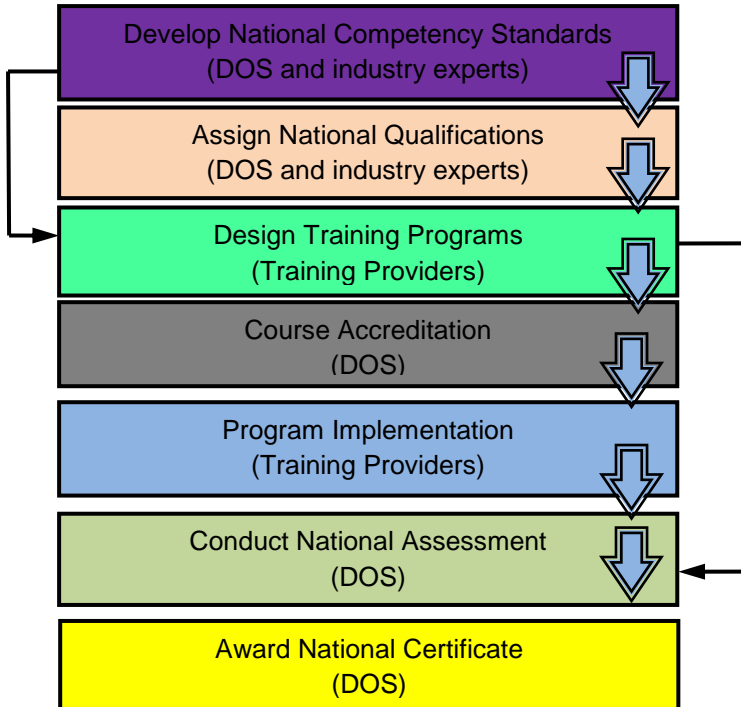
- to identify the level,
- to identify to which module the standard belongs,
- to identify in which order the standard is clustered within that module.

A job can include a number of competencies described in the national competency standards.

However, 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 module. Some standards are so complex that they need to stand alone.

To illustrate with an example, the ILO assigns the code 2342 to the occupation related to ECCD Facilitator. Therefore, in the Bhutan's context, the occupation ECCD Facilitator has been assigned the code 2342 in the National Coding System. The first unit is assigned the code U1. Levels are assigned the code L and follow a logical progression from the National Certificate Level 1 (NC I) to the National Certificate Level 3 (NC III). Therefore the National Certificate Level 1 is assigned the code L1.

Implementation and operational procedures for National Competency Standards (NCS)



Key:

MoLHR – Ministry of Labour and Human Resources
DOS – Department of Occupational Standards

1.8 ASSESSMENT GUIDE

Form of assessments

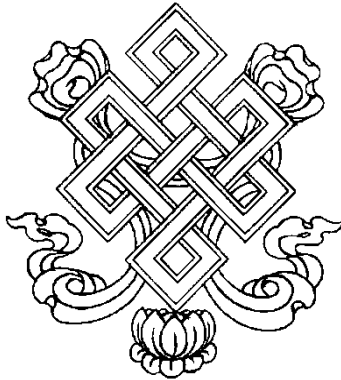
- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through diagrams, in writing or orally (viva-voce).

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, equipments, materials and documents.
- Candidate must complete the assessment in industry accepted time frame.



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