



**NATIONAL COMPETENCY STANDARDS  
FOR  
CULTURE TOUR GUIDE  
(CERTIFICATE 2)**

**TVET QUALITY COUNCIL  
BHUTAN QUALIFICATIONS AND PROFESSIONALS  
CERTIFICATION AUTHORITY  
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## **FOREWORD**

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for Culture Tour Guide, NC2, which is developed in consultation with the field experts and trainers. The main objective of developing National Competency Standards is to set up a well-defined nationally recognized TVET Qualifications that will help in setting a benchmark for the TVET Qualifications in our country aligned to the international best practices.

The standards are developed to ensure that the TVET trainees possess the desired Skills, Knowledge and Attitude required by the industries. In order to ensure the relevancy of the competencies, the standards are developed in close consultation and partnership with industry experts and trainers from training institutes.

A training system based on National Competency Standards shall ensure that the training is relevant to the needs of the labour market. As a result, future TVET trainees will be better skilled to meet the needs and expectations of industries and employers. Such a positive impact on the employability of TVET graduates will enhance the reputation of the TVET system and make it attractive to the youths.

While acknowledging the existing level of cooperation and collaboration, the Council earnestly requests employers and training providers to extend the fullest support and cooperation in development and implementation of the National Competency Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the socio-economic development of our country. We gratefully acknowledge the valuable contributions made by experts from industries and trainers during the consultation and validation processes of the NCS development. We further look forward to improved industry engagement and active participation of trainers in the development of a quality-assured demand driven TVET system.

**Director  
BQPCA**

## ACKNOWLEDGEMENT

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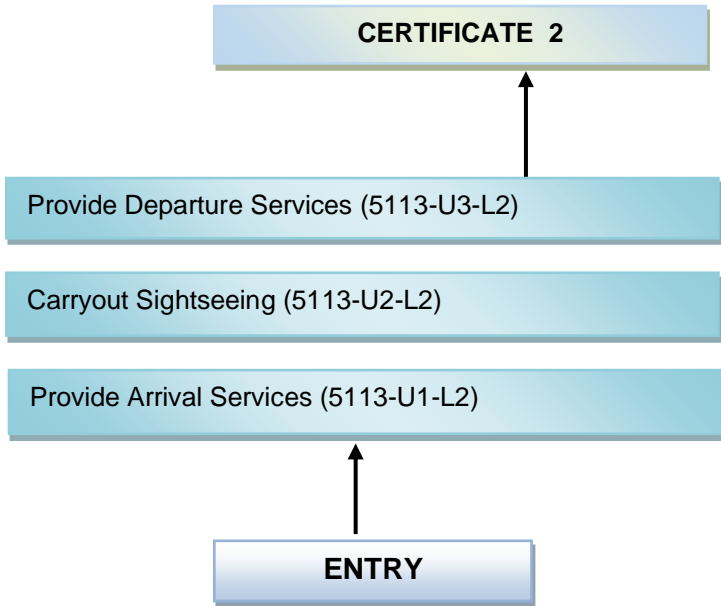
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## PACKAGING OF QUALIFICATIONS



## OVERVIEW OF NATIONAL COMPETENCY STANDARDS

Unit Title	Element of Competence
1. Provide Arrival Services	1.1 Prepare for Receiving the Guest 1.2 Receive the Guest 1.3 Provide Check-in Services to the Guest
2. Carryout Sightseeing	2.1 Prepare for Sightseeing 2.2 Provide Sightseeing 2.3 Provide Debriefing and Briefing to the Guest 2.4 Carryout Post Tour Activities
3. Provide Departure Services	3.1 Prepare for Departure 3.2 Coordinate Check-out Procedures for the Guest 3.3 See off the Guest

<b>UNIT TITLE</b>	<b>Provide Arrival Services</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to provide arrival services such as preparing for receiving guest, receiving the guest and provide checking- in the services to the guest
<b>CODE</b>	<b>5113-U1-L2</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for Receiving the Guest	<p>1.1 Obtain the <b>documents</b> as per the job requirement following standard procedures</p> <p>1.2 Obtain instructions from relevant person as per the job requirement following standard procedures</p> <p>1.3 Re-confirm the expected time of arrival (ETA) of the guest as per the job requirement following standard procedures</p> <p>1.4 Re-confirm the transportation arrangement/ condition and take necessary action with the person concerned as per the standard procedures</p> <p>1.5 Re-confirm the accommodation and meals arrangement as per the standard procedures</p> <p>1.6 Collect <b>accessories</b> for the guest as per the job requirement</p>



	<p>1.7 Maintain personal hygiene/grooming and dress code at all time for the guide and driver as per the guide’s responsibilities and code of conduct following standard procedures</p>
<p>2. Receive the Guest</p>	<p>2.1 Receive the guest based on the <b>entry port</b> following standard procedures</p> <p>2.2 Conduct luggage and head counts at all times as per the standard procedures</p> <p>2.3 Assist the guests in boarding the vehicle as per the guest requirement following standard procedures</p> <p>2.4 Provide <b>formal introduction</b> as per the standard procedures</p> <p>2.5 Provide <b>other services</b> as per the guest requirement</p> <p>2.6 Respond to <b>contingency</b> as per the job requirement following standard procedures</p>
<p>3. Provide Check-in Services to the Guest</p>	<p>3.1 Intimate the hotels of the expected time of arrival and <b>special requirement</b> of the guest as per the job requirement</p> <p>3.2 Check the condition of the rooms before allocating the room as per the job requirement</p>

	<p>3.3 Assist in allocating the room as per the rooming list following standard procedures</p> <p>3.4 Assist in identifying the baggage as per the standard procedures</p> <p>3.5 Assist in orienting the guest on hotel facilities/amenities/location and timings as per the job requirement</p> <p>3.6 Brief the guests on the tour itinerary as per the job requirement following standard procedures</p> <p>3.7 Provide <b>orientation</b> as per the job requirement following standard procedures</p>
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<b>RANGE STATEMENT</b>	
<b>Documents may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>Itinerary</li> <li>Visa Copy</li> <li>Air Ticket</li> <li>Feedback Form</li> <li>Guest Profile</li> </ul>	<ul style="list-style-type: none"> <li>Guide License/Validated Guide QR Code</li> <li>Check List</li> <li>Daily Report</li> <li>Emergency Numbers</li> </ul>
<b>Accessories may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>Mineral Water</li> <li>First Aid Kit</li> <li>Placard</li> <li>Torch</li> <li>Walking Stick</li> </ul>	<ul style="list-style-type: none"> <li>Kha-dar</li> <li>Umbrella</li> <li>Tissue Paper</li> <li>Imprest Money</li> <li>Hand Sanitizer</li> </ul>

<b>Formal Introduction may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Guides and Driver Introduction</li> <li>• Basic Dos and Don'ts</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Introduction of the Country</li> </ul>
<b>Entry ports may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Airports</li> </ul>	<ul style="list-style-type: none"> <li>• Pedestrian Terminals</li> </ul>
<b>Other Services may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Meal</li> <li>• Money Exchange</li> <li>• Care of Passports &amp; other Documents</li> </ul>	<ul style="list-style-type: none"> <li>• Sightseeing</li> <li>• Medication</li> <li>• Emergency</li> </ul>
<b>Contingency may include not limited to:</b>	
<ul style="list-style-type: none"> <li>• Baggage Offload</li> <li>• Immigration and Custom</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Missing Flight</li> <li>• Lost/Damaged Baggage</li> </ul>
<b>Special requirement may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Dietary Restriction</li> <li>• Hot Water Bag</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Bag</li> <li>• Extra Beddings</li> </ul>
<b>Orientation may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Sightseeing</li> <li>• Medication</li> <li>• Weather Conditions</li> <li>• Cuisine</li> <li>• Road Conditions</li> <li>• Dos and Don'ts</li> <li>• Dress Code</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Sensitivity</li> <li>• Safety Issues</li> <li>• Relevant Government Rules and regulations</li> <li>• Monuments Fees</li> <li>• Types of Accommodations</li> </ul>
<b>Critical Aspects</b>	

- Demonstrate compliance to safety regulations applicable to work operations at all times
- Receive the guest based on the entry port following standard procedures
- Maintain personal hygiene/grooming and dress code at all time for the guide and driver as per the guide's responsibilities and code of conduct following standard procedures
- Conduct luggage and head counts at all times as per the standard procedures

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• Ethics and Integrity</li> <li>• Occupational Health and Safety (OHS) Regulations</li> <li>• Guide's Code of Conduct</li> <li>• First Aid</li> <li>• Grooming</li> <li>• Geography and Demography of the Country</li> <li>• Basic Economy of the Country</li> <li>• Fact and Figures of the country</li> <li>• Culture and Tradition of the Country</li> <li>• General knowledge of different Culture and Traditions</li> <li>• History of the Country</li> <li>• Waste Management</li> </ul>	<ul style="list-style-type: none"> <li>• Team Work</li> <li>• Communication</li> <li>• Problem Solving</li> <li>• Interpersonal Relationship</li> <li>• Creativity</li> <li>• Time Management</li> </ul>

<b>UNIT TITLE</b>	<b>Carryout Sightseeing</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to carry out sightseeing, provide debriefing and briefing to the guest and to carryout post-tour activities
<b>CODE</b>	<b>5113-U2-L2</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for Sightseeing	<p>1.1 Maintain personal hygiene and grooming as per the guide's code of conduct</p> <p>1.2 Check the required documents and information before commencing the tour as per the job requirement</p> <p>1.3 Crosscheck the itinerary, plan and prepare sightseeing according to the standard procedures</p> <p>1.4 Brief the driver with <b>necessary information</b> as per the job requirement</p> <p>1.5 Brief the guest with <b>necessary information</b> as per the job requirement</p> <p>1.6 Re-confirm <b>logistics</b> arrangement as per the schedule</p>

<p>2. Carryout Sightseeing</p>	<p>2.1 Assist the guest with special needs and interests as per the guest requirements</p> <p>2.2 Provide timely <b>commentary</b> and explanation of the site as per the job requirement following standard procedures</p> <p>2.3 Maintain decorum and sanctity at religious and official sites as per the job requirement following standard procedures</p> <p>2.4 Interact positively with the guest as per the job requirement</p> <p>2.5 Attend and address guest complaints as per the job requirement</p> <p>2.6 Maintain guest comfort and safety at all times as per the job requirement</p> <p>2.7 Attend to unexpected events as per the standard procedures</p>
<p>3. Provide Debriefing and Briefing to the Guest</p>	<p>3.1 Conduct daily de-briefing and briefing to the guest as per the job requirement</p> <p>3.2 Collect feedbacks from the guest as per the job requirement</p>
<p>4. Carryout Post Tour Activities</p>	<p>4.1 Maintain complete tour reports according to the standard procedures</p> <p>4.2 Maintain receipts and daily record of tour expenses as per the standard procedures</p>

<b>RANGE STATEMENT</b>	
<b>Necessary information to the driver and guest may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Road Condition</li> <li>• Visit Timings</li> <li>• Travel Time/Distance</li> <li>• Changed Itinerary</li> <li>• Timing</li> <li>• Dress Code</li> </ul>	<ul style="list-style-type: none"> <li>• Dress Code/Gears</li> <li>• Dos and Don'ts</li> <li>• Daily Tour Briefing</li> <li>• National/Local Events</li> <li>• Dos and Don'ts</li> </ul>
<b>Logistics may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Meals</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Local interaction</li> <li>• Visits</li> </ul>
<b>Commentary may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Story Telling</li> <li>• Jokes</li> <li>• Sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Legends</li> <li>• Facts</li> </ul>
<b>Critical Aspects</b>	
<ul style="list-style-type: none"> <li>• Demonstrate compliance to hygiene and safety regulations applicable to work operations at all times</li> <li>• Demonstrate code of conduct and grooming</li> <li>• Provide timely commentary and explanation of the site as per the job requirement following standard procedures</li> <li>• Maintain decorum and sanctity at religious and official sites as per the job requirement following standard procedures</li> </ul>	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>● Ethics and Integrity</li> <li>● Occupational Health and Safety (OHS) Regulations</li> <li>● Guide's Code of Conduct</li> <li>● First Aid</li> <li>● Grooming</li> <li>● Geography and Demography of the Country</li> <li>● Economy of the Country</li> <li>● Fact and Figures of the Country</li> <li>● Culture and Tradition of the Country</li> <li>● History of the Country</li> <li>● Principles of GNH</li> <li>● Current Affair</li> <li>● Arts and Crafts</li> <li>● Cultural Heritage</li> <li>● Buddhism and Hinduism</li> <li>● Festivals and Events</li> <li>● Local Custom and Traditions</li> <li>● Public Decorum</li> <li>● Waste Management</li> <li>● Marketing of the Tourism Products</li> </ul>	<ul style="list-style-type: none"> <li>● Team Work</li> <li>● Communication</li> <li>● Problem Solving</li> <li>● Interpersonal Relationship</li> <li>● Creativity</li> <li>● Time Management</li> </ul>



<b>UNIT TITLE</b>	<b>Provide Departure Services</b>
<b>DESCRIPTOR</b>	This unit covers the competencies required to provide departure services. It covers preparing for departure, coordinate check- out procedures for the Guest and seeing off the guest
<b>CODE</b>	<b>5113-U3-L2</b>
<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for Departure	<p>1.1 Maintain personal hygiene and dress code at all time as per the guide's code of conduct</p> <p>1.2 Re-confirm mode of transportations and schedule as per the standard procedures</p> <p>1.3 Provide information to the guest about the departure schedule and excess baggage rules as per the job requirement</p> <p>1.4 Ensure all the necessary <b>documents</b> are intact according to the standard procedures</p> <p>1.5 Provide information on <b>restricted items</b> as per the standard procedures</p> <p>1.6 Cater to <b>special requirements</b>/need of the guest as per the job requirement</p> <p>1.7 Inform the tour operator about any request by the guest as per the job requirement</p>

<p>2. Coordinate Check-out Procedures for the Guest</p>	<p>2.1 Settle the <b>bills</b> as per the standard procedures</p> <p>2.2 Count the baggage and ensure documents are in place prior to departure as per the standard procedures</p> <p>2.3 Handover the keys and cross-check if any belongings are left in the room as per the standard procedures</p> <p>2.4 Assist in loading the baggage on the vehicle as per the standard procedures</p> <p>2.5 Obtain feedback on products and services courteously from guest and relay information accurately to the tour operator</p>
<p>3. See off the Guest</p>	<p>3.1 Handover the baggage and any personal belongings to the guest as per the standard procedures</p> <p>3.2 Conduct check-in efficiently and orderly at the exit ports following standard procedures</p> <p>3.3 Ensure to remain within the exit ports until the flight/bus of the guest departs from the country</p> <p>3.4 Perform <b>post tour activities</b> as per the standard procedures</p>

<b>RANGE STATEMENT</b>	
<b>Documents may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Visa Copy</li> <li>• Air Ticket</li> <li>• Feedback Form</li> </ul>	<ul style="list-style-type: none"> <li>• Passport</li> </ul>
<b>Restricted items may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Prohibited Flora and Fauna Products</li> <li>• Religious Items</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Products</li> <li>• Antiques</li> </ul>
<b>Special requirements may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Last minute Shopping</li> <li>• Assistance for Differently Abled People</li> </ul>	<ul style="list-style-type: none"> <li>• Last Minute Sightseeing</li> <li>• Last Minute Changes</li> <li>• Photography</li> </ul>
<b>Bills may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Tour group</li> </ul>	<ul style="list-style-type: none"> <li>• Personal</li> </ul>
<b>Post tour activities may include but not limited to:</b>	
<ul style="list-style-type: none"> <li>• Accounts Settlement</li> <li>• Report Submission</li> </ul>	<ul style="list-style-type: none"> <li>• Handing of the Items</li> </ul>
<b>Critical Aspects</b>	
<ul style="list-style-type: none"> <li>• Demonstrate compliance with hygiene and safety regulations applicable to work operations at all times</li> <li>• Demonstrate Guide's Code of Conduct and grooming</li> <li>• Count the baggage and ensure documents are in place prior to departure as per the standard procedures</li> <li>• Provide information on restricted items as per the standard procedures</li> </ul>	

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• Ethics and Integrity</li> <li>• Occupational Health and Safety (OHS) Regulations</li> <li>• Guide's Code of Conduct</li> <li>• First Aid</li> <li>• Grooming</li> <li>• Policies, Relevant Rules &amp; Regulations</li> <li>• Traffic Conditions</li> <li>• Cross -Cultural Sensitivity of the Guest</li> <li>• Restricted Items</li> <li>• Waste Management</li> </ul>	<ul style="list-style-type: none"> <li>• Team Work</li> <li>• Communication</li> <li>• Problem Solving</li> <li>• Interpersonal Relationship</li> <li>• Creativity</li> <li>• Time Management</li> </ul>

## **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 the 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 Qualifications Framework (BQF)**

Bhutan Qualifications Framework is an integrated national framework that outlines all types of qualification in Bhutan. As an established and nationally accepted instrument, the BQF has been benchmarked against international practices in terms of standards. The BQF aims to recognize all forms of learning systems, including formal, non-formal, and informal learning. It

acknowledges technological advancements and recognizes contemporary modes of delivery. It covers a broad range of education systems including the TVET education.

#### 1.4 Implementation of TVET Qualifications



\* RPL = Recognition of Prior Learning

#### 1.5 TVET Qualifications Levels

TVET Qualifications has six levels as per the BQF. The six levels are:

- Applied Degree: Level 6
- Advanced Diploma: Level 5
- Diploma: Level 4
- Certificate 3
- Certificate 2
- Certificate 1

### 1.6. Level Descriptors

The TVET Qualification levels are set based on the level descriptors, as defined in the BQF. The detail of the qualification level descriptor is as follow:

#### Certificate 1

Skills	Knowledge:	Application
<ul style="list-style-type: none"> <li>● Applying operational literacy, numeracy skills required to carry out simple tasks</li> <li>● Applying simple solutions to solve simple and straightforward everyday issues</li> <li>● Communicating using everyday expressions and simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Foundational, every day and general:</li> <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>● Highly structured tasks with close support and supervision</li> <li>● Minimal discretion and judgement</li> <li>● Readiness to work together and share knowledge with others</li> </ul>

#### Certificate level 2

Skills	Knowledge	Application
<ul style="list-style-type: none"> <li>● Applying standard processes relevant to carry out known tasks</li> <li>● Applying a set of known solutions to solve simple and straightforward issues</li> </ul>	<ul style="list-style-type: none"> <li>● Basic, factual and conceptual</li> <li>● Some relevant theoretical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Structured and stable tasks</li> <li>● General support and supervision that require some</li> </ul>

<ul style="list-style-type: none"> <li>Using simple and direct exchange of information on familiar and routine matters</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of available information</li> <li>Discretion and judgments</li> <li>A range of known responses to familiar problems</li> </ul>	<p>discretion and judgement</p> <ul style="list-style-type: none"> <li>Collaboration with others to achieve goals</li> </ul>
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### Certificate 3

Skills	Knowledge:	Application:
<ul style="list-style-type: none"> <li>Applying a range of standard processes to known but varied tasks</li> <li>Selecting and applying a range of solutions to familiar and unfamiliar problems</li> </ul>	<ul style="list-style-type: none"> <li>Theoretical with some technical and operational processes:</li> <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>Stable tasks with some aspects of change</li> <li>General guidance and supervision that require discretion and judgement</li> <li>Adapting to own behaviours to work with others</li> </ul>



## Diploma

Skills:	Knowledge:	Application
<ul style="list-style-type: none"> <li>● Selecting and applying a range of standard processes relevant to varied and sometimes unpredictable tasks</li> <li>● Selecting and applying a range of solutions involving formulation of solutions to resolve complex issues</li> <li>● Demonstrating a high level of proficiency in English and Dzongkha</li> </ul>	<p>Broad theoretical, technical and operational</p> <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>● Stable tasks with predictable changes</li> <li>● Broad guidance with some selfdirection that require sound judgement</li> <li>● Taking some responsibility for planning and coordination with others</li> </ul>

### 1.6 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 practices. 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.

## **1.7. 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.

Implementation and operational procedures for National Competency Standards (NCS).

