



**NATIONAL COMPETENCY STANDARDS
FOR
CAREER COUNSELLOR
(Certificate 2)**

**TVET Quality Council
Bhutan Qualifications and Professional Certification
Authority
Thimphu, Bhutan.
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FOREWORD

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for Career Counsellor, Certificate 2, which is developed in consultation with the industries 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 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 industries. 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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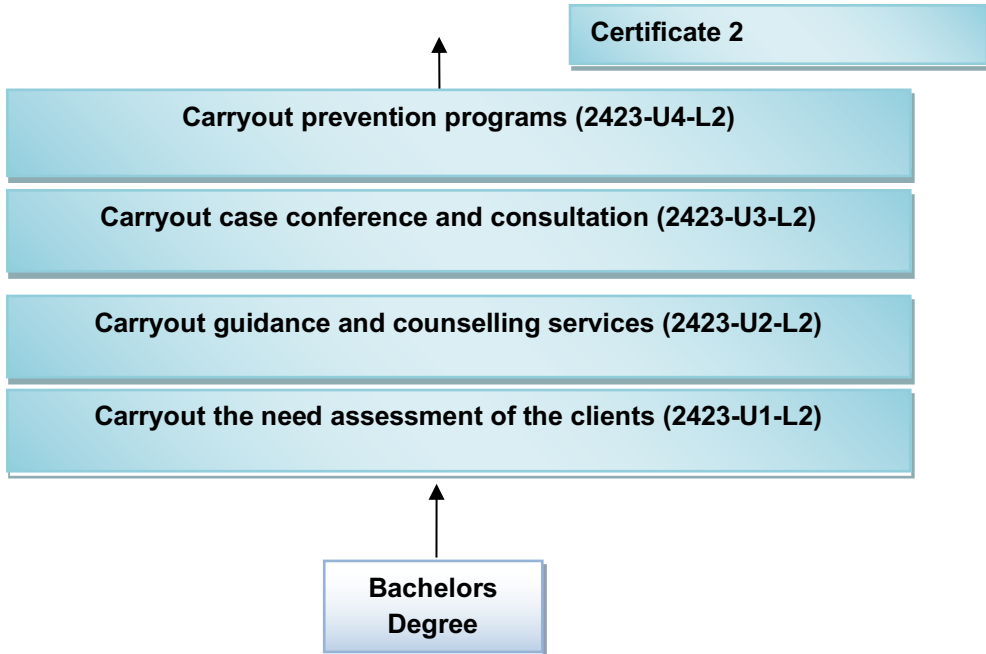
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PACKAGING OF QUALIFICATIONS



Overview of National Competency Standards

| UNIT TITLE | ELEMENTS OF COMPETENCE |
|--|---|
| 1. Carryout the need assessment of the clients | <ol style="list-style-type: none"> 1. Identify strength and resources of clients 2. Maintain case file 3. Develop intervention plans 4. Make referrals of clients |
| 2. Carryout guidance and counselling services | <ol style="list-style-type: none"> 1. Provide career guidance 2. Provide guidance on education and training |
| 3. Carryout case conference and consultation | <ol style="list-style-type: none"> 1. Produce protection plans 2. Minimize the duplication of services |
| 4. Carryout prevention programs | <ol style="list-style-type: none"> 1. Identify the programs 2. Facilitate the programs |

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|---|---|
| UNIT TITLE : | Carryout the need assessment of the clients |
| DESCRIPTOR : | This unit covers the competencies required to identify strength and resources of clients, develop intervention plans and making referrals of clients following standard procedures. |
| CODE : | 2423-U1-L2 |
| CREDIT | 5 |
| ELEMENTS OF COMPETENCE | PERFORMANCE CRITERIA |
| 1. Identify strength and resources of clients | <p>1.1 Develop <i>coping mechanism</i> as per the client's need.</p> <p>1.2 Seek informed consent from the client following standard procedures.</p> <p>1.3 Explore <i>social support system</i> as per the client's need.</p> <p>1.4 Make client comfortable in seeking services following standard procedures.</p> <p>1.5 Maintain case record following standard procedures.</p> |
| 2. Develop intervention plans | <p>2.1 Identify and assess the case as per the client's need.</p> <p>2.2 Develop and implement <i>action plans</i> as per the client's need.</p> <p>2.3 Conduct reassessment as per the action plan.</p> <p>2.4 Conduct follow-up as per the action plan following standard procedures.</p> <p>2.5 Reintegrate the client into the main system society as per the job requirement following standard procedures.</p> |

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| | 2.6 Obtain feedback from the client following standard procedures. |
| 3. Make referrals of clients | <p>3.1 Seek consent from the client for the referral following standard procedures.</p> <p>3.2 Identify relevant agencies as per the job requirement.</p> <p>3.3 Refer the client following standards norms as per the job requirement.</p> <p>3.4 Maintain case/client files as per the job requirement following standard procedures.</p> |

| RANGE STATEMENT | |
|--|---|
| Coping Mechanism may include but not limited to: | |
| <ul style="list-style-type: none"> ● Problem Solving ● Decision making | <ul style="list-style-type: none"> ● Emotional expression ● Cognitive restructuring |
| Social Support System may include but not limited to: | |
| <ul style="list-style-type: none"> ● CSO Support ● Relevant Service Providers | <ul style="list-style-type: none"> ● Family Support |
| Action plans may include but not limited to: | |
| <ul style="list-style-type: none"> ● Training ● Education ● Referral | <ul style="list-style-type: none"> ● Career change ● Employment ● Economically independent |
| Relevant Agencies may include but not limited to: | |
| <ul style="list-style-type: none"> ● Hospital ● Rehabilitation centers ● Pema Secretariate ● RENEW | <ul style="list-style-type: none"> ● Training centers ● Nazhoen Lamten ● RBP ● DoEE ● NCWC ● BCTA |

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| <ul style="list-style-type: none"> • CECD | |
| Critical Aspects: | |
| <ul style="list-style-type: none"> • Demonstration of occupational health and safety practices at workplace • Make client comfortable in seeking services following standard procedures | |

| UNDERPINNING KNOWLEDGE | UNDERPINNING SKILLS |
|---|---|
| <ul style="list-style-type: none"> • Ethics and Integrity • OHS regulations • Mental health facilitation training • Job market/Labor Market Information • Education and training opportunities • Relevant policies and Acts • Basic counselling stages • Basic human development theories • Basic counselling theories | <ul style="list-style-type: none"> • Team work • Communication • Negotiation • Patience • Creativity • Problem solving • Time management |

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| UNIT TITLE: | Carryout guidance and counselling services |
| DESCRIPTOR: | This unit covers the competencies required to provide career guidance, education and training to the clients following standard procedures. |
| CODE : | 2423-U2-L2 |
| CREDIT | 20 |
| ELEMENTS OF COMPETENCE | PERFORMANCE CRITERIA |
| 1. Provide career guidance | <ul style="list-style-type: none"> 1.1 Assess the client's need following standard procedures. 1.2 Provide career information based on the job market analysis as per the client's requirement. 1.3 Provide interview and resume building skills as per the standard procedures 1.4 Address concerns and queries as per the client's requirement. 1.5 Encourage research for decision making as per the client's requirement 1.6 Provide job transition support as per the client's requirement. 1.7 Conduct job shadowing in the workplaces following standard procedures. |
| 2. Provide guidance on education and training | <ul style="list-style-type: none"> 2.1 Assess the client's need following standard procedures. 2.2 Provide education and training information and pathways as per the client's requirement. 2.3 Address concerns and queries as per the client's requirement. |

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|--|---|
| | 2.4 Encourage research for decision making as per the client's requirement. |
|--|---|

| RANGE STATEMENT |
|---|
| Critical Aspects: |
| <ul style="list-style-type: none"> ● Demonstration of occupational health and safety practices at workplace ● Assess the client's need following standard procedures. |

| UNDERPINNING KNOWLEDGE | UNDERPINNING SKILLS |
|--|--|
| <ul style="list-style-type: none"> ● Ethics and Integrity ● OHS regulations ● Basic counselling stages ● Importance of counselor's Networking ● Job Market Analysis/Labor Market Information ● Education and training opportunities ● Admission and VISA requirements ● Basic research ● Basic Career theories ● Changing nature of world of work ● Career networking | <ul style="list-style-type: none"> ● Team work ● Communication ● Negotiation ● Patience ● Creativity ● Problem solving ● Time management ● Self-reflection |

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|---|--|
| UNIT TITLE : | Carryout case conference and consultation |
| DESCRIPTOR : | This unit covers the competencies required to produce protection plans, and minimizing the duplication of services following standard procedures. |
| CODE : | 2423-U3-L2 |
| CREDIT | 5 |
| ELEMENTS OF COMPETENCE | PERFORMANCE CRITERIA |
| 1. Produce protection plans | <p>1.1 Seek informed consent from the client following standard procedures.</p> <p>1.2 Assess the ongoing risk following standard procedures.</p> <p>1.3 Develop and implement protection plans as per the client's requirement.</p> <p>1.4 Refer the clients to the relevant agencies as per the protection plan.</p> <p>1.5 Follow up with clients on psychological wellbeing as per the protection plan.</p> |
| 2. Minimize the duplication of services | <p>2.1 Coordinate and collaborate with relevant service providers following standard procedures.</p> <p>2.2 Maintain treatment plan as per the client's requirement.</p> <p>2.3 Validate the client information following standard procedures.</p> |

| RANGE STATEMENT | |
|--|---|
| Ongoing risk may include but not limited to: | |
| <ul style="list-style-type: none"> • Triggers | <ul style="list-style-type: none"> • Warning signs |
| Critical Aspects: | |
| <ul style="list-style-type: none"> • Demonstration of occupational health and safety practices at workplace • Assess the ongoing risk following standard procedures. | |

| UNDERPINNING KNOWLEDGE | UNDERPINNING SKILLS |
|---|--|
| <ul style="list-style-type: none"> • Ethics and Integrity • OHS regulations • Basic counselling stages • Importance of counselor's Networking • Basic research • Basic Career theories • Mindfulness and awareness • Non-judgmental attitude • Roles and responsibilities of concerned agencies • Relevant Acts, rules and regulations • Ethical Legal standards | <ul style="list-style-type: none"> • Team work • Communication • Negotiation • Patience • Creativity • Problem solving • Time management • Self-reflection |

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|-------------------------------|--|
| UNIT TITLE : | Carryout prevention programs |
| DESCRIPTOR : | This unit covers the competencies required to identify and facilitate the programs following standard procedures |
| CODE : | 2423-U4-L2 |
| CREDIT | 10 |
| ELEMENTS OF COMPETENCE | PERFORMANCE CRITERIA |
| 1. Identify the programs | 1.1 Conduct need assessment as per the client's requirement. 1.2 Prepare the plans as per the client's requirement. 1.3 Identify the programs as per the plan. |
| 2. Facilitate the programs | 2.1 Implement universal, selective and indicated prevention programs as per the need assessment. 2.2 Conduct follow-up action as per the plan following standard procedures. 2.3 Conduct program evaluation following standard procedures. 2.4 Promote self-reflection following standard procedures. |

| RANGE STATEMENT | |
|--|---|
| Programs may include but not limited to: | |
| <ul style="list-style-type: none"> ● Parenting ● Student Resilient Development Program | <ul style="list-style-type: none"> ● Sexually Reproductive Health Rights ● Career Fair and conference |

Critical Aspects:

- Demonstration of occupational health and safety practices at workplace
- Implement universal, selective and indicated prevention programs as per the need assessment.

| UNDERPINNING KNOWLEDGE | UNDERPINNING SKILLS |
|---|---|
| <ul style="list-style-type: none">● Ethics and Integrity● OHS regulations● Basic counselling concepts● Importance of counselor's Networking● Basic research● Need assessment● Situational Analysis● Digital competency● Economic use of resources | <ul style="list-style-type: none">● Team work● Communication● Negotiation● Patience● Creativity● Problem solving● Time management● Self-reflection |

ANNEXURE

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.

Purpose of National Competency Standards

National Competency Standards serve a number of purposes including:

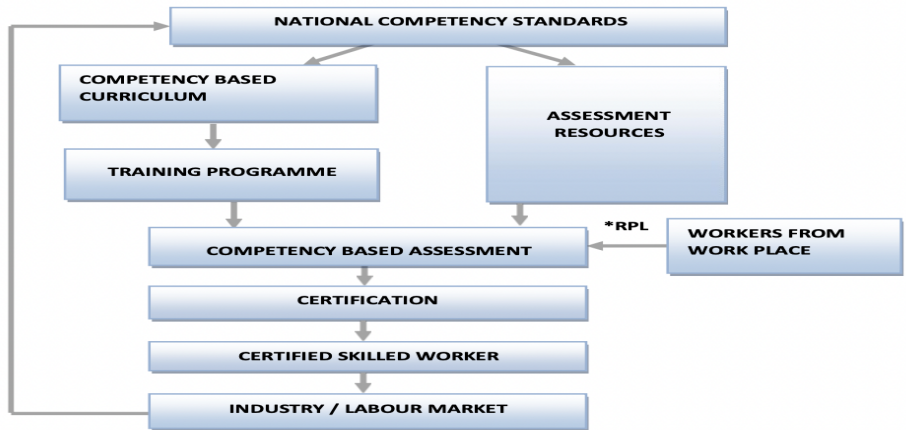
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions,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

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.

Implementation of TVET Qualifications



* RPL = Recognition of Prior Learning

TVET Qualifications Levels

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

Master's Degree: Level 7

Applied Degree: Level 6

Advanced Diploma: Level 5

Diploma: Level 4

Certificate 3

Certificate 2

Certificate 1

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"> ● Applying operational literacy, numeracy skills required to carry out simple tasks ● Applying simple solutions to solve simple and straightforward everyday issues ● Communicating using everyday expressions and simple phrases | <p>Foundational, every day and general:</p> <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"> ● Highly structured tasks with close support and supervision ● Minimal discretion and judgement ● Readiness to work together and share knowledge with others |

Certificate 2

| Skills | Knowledge | Application |
|--|--|---|
| <ul style="list-style-type: none"> ● Applying standard processes relevant to carry out known tasks ● Applying a set of known solutions to solve simple and | <ul style="list-style-type: none"> ● Basic, factual and conceptual ● Some relevant theoretical knowledge | <ul style="list-style-type: none"> ● Structured and stable tasks ● General support and supervision that require some discretion and judgement ● Collaboration with others to achieve goals |

| | | |
|---|--|--|
| <p>straightforward issues</p> <ul style="list-style-type: none"> Using simple and direct exchange of information on familiar and routine matters | <ul style="list-style-type: none"> Interpretation of available information Discretion and judgments A range of known responses to familiar problems | |
|---|--|--|

Certificate 3

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

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 Organization (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.

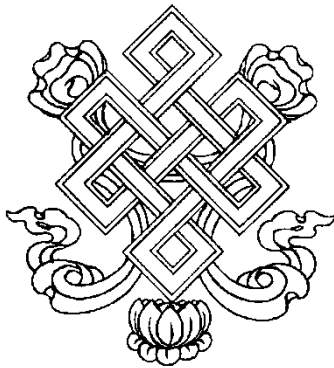
Coding the individual national competency standards

Coding the individual skills standard has a multiple purpose:

- to identify the occupational code
- to identify the units
- to identify the qualification level

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 qualification level. Some standards are so complex that they need to stand alone.



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