



**NATIONAL COMPETENCY STANDARDS
FOR
EARLY CHILDOOD CARE AND
DEVELOPMENT(ECCD) FACILITATOR
(CERTIFICATE 3)**

SOCIAL SERVICE SECTOR



**TECHNICAL & VOCATIONAL EDUCATION
AND TRAINING(TVET) QUALITY COUNCIL
BHUTAN QUALIFICATIONS AND
PROFESSIONALS CERTIFICATION
AUTHORITY
THIMPHU, BHUTAN
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FOREWORD

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for **ECCD Facilitator BQF Certificate 3**, 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

Date of Validation:
Next date of review

:7th November 2024
:6th November 2029

The TVET Quality Council, Bhutan Qualifications and Professionals Certification Authority would like to express our deepest appreciation to the following industry and subject matter experts who have participated in revision and validation of National Competency Standards for ECCD Facilitator:

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9	Jigme Dorji	Proprietor	Institute of Skills and Management Studies
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PACKAGING OF QUALIFICATIONS



OVERVIEW OF NCS FOR ECCD FACILITATOR

Unit Title	Element of Competence
1. Facilitate Child Development and Learning	1.1. Support Child's Learning 1.2. Support Child's Development 1.3. Support Inclusion
2. Promote Wellbeing	2.1 Maintain Child's Health and Hygiene 2.2 Maintain Safety
3. Implement Curriculum and Assessment	3.1. Deliver Curriculum-based Plans and Activities 3.2. Document Progress and Development of a Child
4. Engage Stakeholders	4.1. Collaborate with Families and Communities 4.2. Sustain Harmonious Relationship with Relevant Stakeholders
5. Develop Personal and Professional Growth	5.1. Engage in Life-long Learning 5.2. Strengthen Bhutanese Culture and Etiquettes 5.3. Manage Self -Care

UNIT TITLE	Facilitate Child Development and Learning
DESCRIPTOR	This unit covers the competencies required to support child's learning, development and inclusions following standard procedures
CODE	2342-U1-L3
CREDIT	12
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Support Child's Learning	1.1 Set up learning environment as per the job requirement following standard procedure 1.2 Develop theme as per the job requirement following standard procedure 1.3 Provide learning materials as per the job requirement following standard procedure 1.4 Organize play following standard procedure 1.5 Organize individual and group activities as per the job requirement following standard procedure
2. Support Child's Development	2.1 Promote language development through different activities as per the job requirement following standard procedure

	<p>2.2 Promote socio-emotional development following standard procedure</p> <p>2.3 Enhance physical and motor development following standard procedure</p> <p>2.4 Enhance cognitive development following standard procedure</p> <p>2.5 Inculcate spiritual, moral and cultural development following standard procedure</p>
3. Support Inclusion	<p>3.1 Recognize children with special needs following standard procedure</p> <p>3.2 Provide equitable learning opportunities following standard procedure</p> <p>3.3 Foster diversity following standard procedures</p>

RANGE STATEMENT	
Learning Environment may include but not limited to:	
<ul style="list-style-type: none"> Indoor Areas 	<ul style="list-style-type: none"> Outdoor learning areas
Learning materials may include but not limited to:	
<ul style="list-style-type: none"> Doll Kitchen Utensil Set Crayon Construction Blocks 	<ul style="list-style-type: none"> Pencil Papers Water Colors Manipulative Play

Individual activities may include but not limited to:	
<ul style="list-style-type: none"> • Attendance Chart • Free Writing 	<ul style="list-style-type: none"> • Coloring • Drawing
Group activities may include but not limited to	
<ul style="list-style-type: none"> • Rhymes • Drama 	<ul style="list-style-type: none"> • Storytelling
Diversity may include but not limited to:	
<ul style="list-style-type: none"> • Special Needs • Learning Abilities 	<ul style="list-style-type: none"> • Gender • Socio-cultural Background
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to workplace • Demonstrate competencies to facilitate child's development, learning and inclusion 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 Rights • Special Educational Needs • Inclusive Language • Inclusive Practices 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal • Intra-personal • Time Management • Creativity • Risk-taking • Empathy • Patience • Resilience

<ul style="list-style-type: none"> • Rapid Neuro Development Assessment (RNDA) and Regulation • Digital Literacy 	<ul style="list-style-type: none"> • Innovation
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UNIT TITLE	Promote Wellbeing
DESCRIPTOR	This unit covers the competencies required to maintain health & hygiene and safety of a child following standard procedures
CODE	2342-U2-L3
CREDIT	7
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Maintain Child's Health and Hygiene	1.1 Support hygiene practices following standard procedure 1.2 Record health details of child following standard procedure 1.3 Keep surroundings clean, stimulating and safe following standard procedure 1.4 Foster healthy eating habits as per the job requirement following standard procedures
2. Maintain Safety	2.1 Prepare for disaster readiness in the learning centers following standard procedure 2.2 Provide basic first aid and support as per the job requirement following standard procedure

	<p>2.3 Provide safe and age-appropriate learning materials following standard procedure</p> <p>2.4 Sensitize on all forms of abuse following standard procedure</p>
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RANGE STATEMENT	
Disaster may include but not limited to:	
<ul style="list-style-type: none"> • Earthquake • Flood 	<ul style="list-style-type: none"> • Fire • Storm
Abuse may include but not limited to:	
<ul style="list-style-type: none"> • Sexual • Emotional • Physical 	<ul style="list-style-type: none"> • Online • Trafficking • Neglect
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to workplace • Demonstrate competencies in child's health, nutrition and safety following standard procedures 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Child rights • Basic Disaster Management 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal • Intra-personal

<ul style="list-style-type: none"> • Food and Nutrition • Water Sanitation and Hygiene • Gender Sensitivity • Life skill-based Comprehensive Sexuality Education • Climate Change 	<ul style="list-style-type: none"> • Time Management • Creativity • Risk-taking • Empathy • Mindfulness • Compassion • Patience • Resilience • Innovation
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UNIT TITLE	Implement Curriculum and Assessment
DESCRIPTOR	This unit covers the competencies required to deliver curriculum-based plans and activities and document the progress of a child following standard procedures
CODE	2342-U3-L3
CREDIT	12
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Deliver Curriculum-based Plans and Activities	1.1 Set goals and outcomes for individual children following standard procedure 1.2 Prepare plans following standard procedure 1.3 Design developmental age-appropriate activities following standard procedure 1.4 Design individualized and inclusive activities following standard procedure
2. Document Progress and Development of a Child	2.1 Assess a child in a variety of situation following standard procedure 2.2 Provide developmental age-appropriate intervention following standard procedure 2.3 Maintain individual child's portfolio following standard procedure 2.4 Communicate child's progress to stakeholders following standard procedure

Critical Aspects
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to workplace • Demonstrate competencies in curriculum and assessment following standard procedures

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Assessment Tools • BELDS • ELM • CIG • DAMTSI • Stages of Child Development • Climate Change • Waste Management • Gender Awareness • Phonological Awareness • Digital Literacy and Technology • Operational Guidelines 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal • Intra-personal • Time Management • Creativity • Risk-taking • Empathy • Mindfulness • Compassion • Patience • Resilience • Innovation

UNIT TITLE	Engage Stakeholders
DESCRIPTOR	This unit covers the competencies required to collaborate with families and communities and to sustain harmonious relationship with relevant stakeholder following standard procedures
CODE	2342-U4-L3
CREDIT	4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Collaborate with Families and Communities	1.1 Involve families and communities following standard procedure 1.2 Conduct parenting education and outreach programs following standard procedure 1.3 Conduct sessions to share funds of knowledge and experiences following standard procedure 1.4 Communicate with families following standard procedure
2. Sustain Harmonious Relationship with Relevant Stakeholders	2.1 Collaborate with stakeholders following standard procedure 2.2 Engage stakeholders in development of learning materials following standard procedure

	2.3 Conduct advocacy programs following standard procedure
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RANGE STATEMENT	
Stakeholders may include but not limited to:	
<ul style="list-style-type: none"> • Parent • Parent School 	<ul style="list-style-type: none"> • Local Government • Health Worker
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to workplace • Demonstrate competencies in engaging stakeholders following standard procedures 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Understanding of Diversity • Six Domains • Types of Stakeholders • Rapid Neuro Development Assessment (RNDA) and Regulation • Parenting Manual • Digital Literacy 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal • Intra-personal • Time Management • Creativity • Risk-taking • Empathy • Mindfulness • Compassion • Patience • Resilience • Innovation

UNIT TITLE	Develop Personal and Professional Growth
DESCRIPTOR	This unit covers the competencies required to engage in life-long learning, strengthen Bhutanese culture and etiquettes and to manage self-care following standard procedures
CODE	2342-U5-L3
CREDIT	5
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Engage in Life-long Learning	2.1 Participate in professional development programs following standard procedure 2.2 Initiate self-learning following standard procedure 2.3 Communicate effectively in both oral and written language following standard procedure 2.4 Promote effective use of ICT in the workplace following standard procedure 2.5 Maintain reflective journal following standard procedure
2. Strengthen Bhutanese Culture and Etiquettes	2.1 Promote local language following standard procedure

	<p>2.2 Practise Facilitators Code of Conduct following standard procedure</p> <p>2.3 Demonstrate Bhutanese culture and etiquettes in daily practices following standard procedure</p>
3. Manage Self -Care	<p>3.1 Engage in self-reflection following standard procedure</p> <p>3.2 Maintain physical health following standard procedure</p> <p>3.3 Maintain mental wellbeing following standard procedure</p>

Critical Aspects
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to workplace • Demonstrate competencies in personal and professional growth following standard procedure • Demonstrate competencies in promoting local and Bhutanese culture following standard procedure • Demonstrate competencies in emotional regulation following standard procedure

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Driglam Namzha • Understanding of diversity • Facilitator's Code of Conduct • Tha damtsi Ley Judrey • Digital Literacy • Self-care 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal • Intra-personal • Time Management • Creativity • Critical Thinking • Risk-taking • Empathy • Mindfulness • Compassion • Patience • Resilience • Innovation • Stress management

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 have seven levels as per the BQF as follows:

Bhutan Qualifications Framework 2023

Table 2: Qualification Types and Levels Based on Education Sector.

BQF Level	Community Education	School Education	TVET	Higher Education	Monastic Education
8				Doctoral Degree	<i>Khewang</i> མཁས་དབང་།
7			Master's Degree Postgraduate Diploma Postgraduate Certificate	Master's Degree Postgraduate Diploma Postgraduate Certificate	<i>Tsugla Gongma</i> གཞུག་ལག་གོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	<i>Tsugla Wogma</i> གཞུག་ལག་འོག་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		<i>Dringrim Gongma</i> འབྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		<i>Dringrim Barma</i> འབྲིང་རིམ་བར་མ།
1	ALC		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:

Level	Knowledge <i>Knowledge that is:</i>	Skills <i>Demonstrate skills that involve:</i>	Values <i>Demonstrate values that involve:</i>	Application <i>Applied in contexts that involve:</i>
4	Broad theoretical, technical and operational	<p>Selecting and applying a range of standard processes relevant to varied and sometimes unpredictable tasks</p> <p>Selecting and applying a range of solutions involving formulation of solutions to resolve complex issues</p> <p>Demonstrating a high level of proficiency in English and Dzongkha</p>	<p>Strong level of awareness of self and others; and an appreciation of belief system, role of social norms, and the importance of relationship building</p> <p>Application of ethical norms and legal rules in decision-making; and comprehending the correlation between values and behavior</p> <p>Commitment to own profession and quality of work</p>	<p>Stable tasks with predictable changes</p> <p>Broad guidance with some self-direction that requires sound judgement</p> <p>Taking some responsibility for planning and coordination with others</p>
3	Theoretical with some technical and operational	Applying a range of standard processes to known but varied tasks	Sound level of self-awareness and beliefs;	Stable tasks with some aspects of change

	processes	<p>Selecting and applying a range of solutions to familiar and unfamiliar problems</p> <p>Communicating effectively and clearly, both oral and written, in both English and Dzongkha</p>	<p>and ability to apply social norms and build relationships</p> <p>Application of a set of ethical norms</p> <p>Commitment to own field of interest and apply self-management of learning and performance</p>	<p>General guidance and supervision that require discretion and judgement</p> <p>Adapting to own behaviour to work with others</p>
2	Basic, factual and conceptual	<p>Applying standard processes relevant to carry out known tasks</p> <p>Applying a set of known solutions to solve simple and straightforward issues</p> <p>Using simple and direct exchange of information on familiar and routine matters</p> <p>Developing basic proficiency in Dzongkha and English</p>	<p>Some level of self-awareness and beliefs, and appreciation of social norms; and significance of relationships</p> <p>Awareness of ethical norms, and openness to different activities</p> <p>Developing own knowledge and skills</p>	<p>Structured and stable tasks</p> <p>General support and Supervision that require some discretion and judgement</p> <p>Collaboration with others to achieve goals</p>
1	Foundational, every day and general	Applying operational literacy, numeracy skills	Basic awareness of self, beliefs,	Highly structured tasks with close

		<p>required to carry out simple tasks</p> <p>Applying simple solutions to solve simple and straightforward everyday issues</p> <p>Communicating using everyday expressions and simple phrases in Dzongkha and English</p>	<p>and social norms; and understand the significance of relationships</p> <p>Basic awareness of fundamental ethical norms, basic civil rights, and responsibilities</p> <p>Willingness to understand tasks and motivated to implement them successfully</p>	<p>support and supervision</p> <p>Minimal Discretion and judgement</p> <p>Readiness to work together and share knowledge with others</p>
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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.

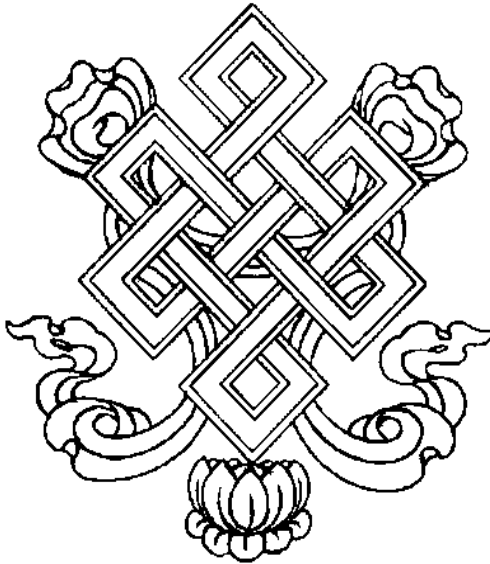
Coding the individual national competency standards

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.



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