



**NATIONAL COMPETENCY STANDARDS
FOR
TREKKING COOK
(CERTIFICATE 2)**

TOURISM AND HOSPITALITY 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 **Trekking Cook, BQF Certificate 2**, 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

:25th October 2024

Next date of Revision

:24th 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 Trekking Cook:

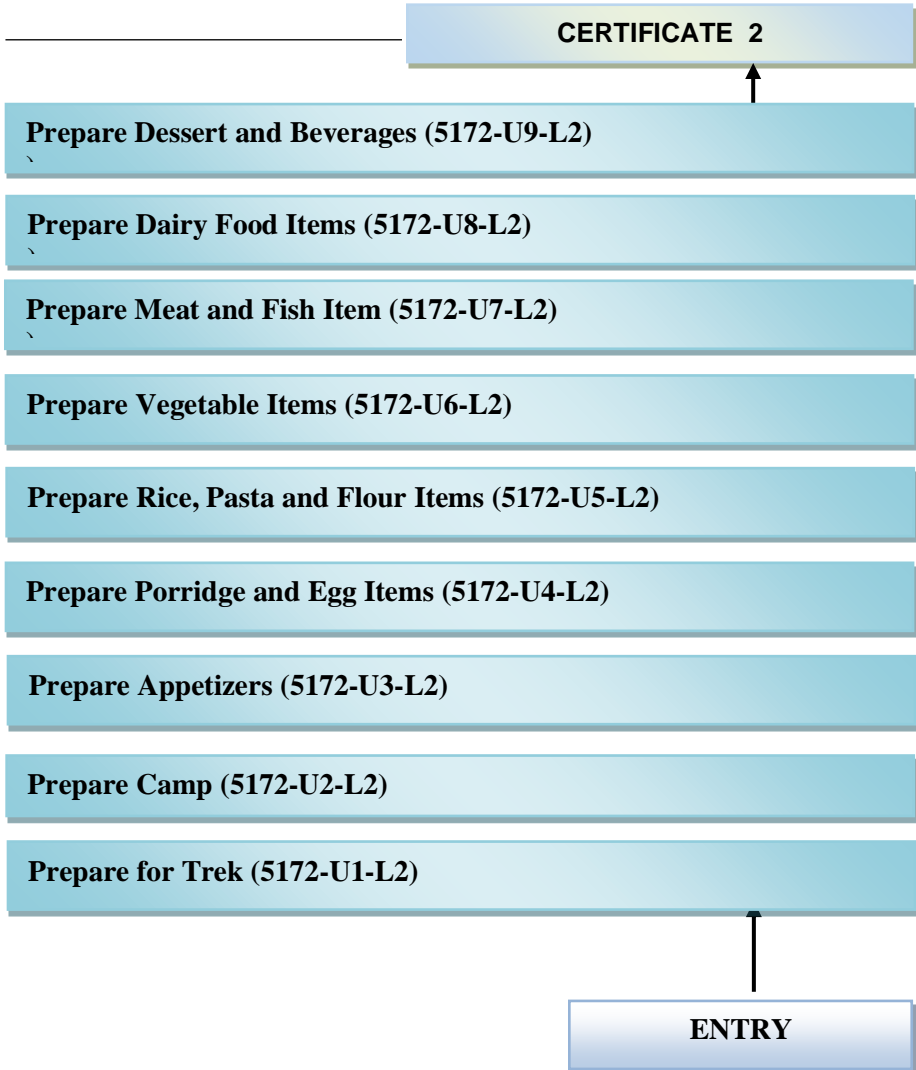
Experts Involved During the Validation of NCS for Trekking Cook			
SN	Name	Designation	Organization
1	Wangdi	Trainer	Freelance
2	Tashi Dhendup	Guide	Freelance
3	Chimi	Guide	Freelance
4	Tashi Chozom	Guide	Freelance
5	Arun Raika	Guide	Freelance
6	Sonam Ohm	Guide	Freelance
7	Kinley Wangchuk	Guide	Freelance
8	Rinchen Wangdi	Guide	RITH
9	Dorji Norbu	Trainer	BITH
10	Tshering Choden	Freelance Food Production Associate	Self employed
11	Dawa Choeden	Baker	Soksom Hotel

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9	Chorten Tshering	Trekking Cook	Freelance
10	Tshewang Rinzin	Trainer	RITH

Facilitator from the TVET Quality Council, BQPCA		
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PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS FOR TREKKING COOK

Unit Title	Element of Competence
1. Prepare for Trek	1.1. Arrange Logistic and Trekking Equipment 1.2. Arrange Transportation
2. Prepare Camp	2.1. Set up Camp 2.2. Dismantle Camp
3. Prepare Appetizers	3.1. Prepare Starter 3.2. Prepare Soup 3.3. Prepare Salad
4. Prepare Porridge and Egg Items	4.1. Prepare Egg 4.2. Prepare Porridge
5. Prepare Starch and Flour Items	5.1. Prepare Rice 5.2. Prepare Pasta 5.3. Prepare Flour Items
6. Prepare Vegetable Items	6.1. Prepare Vegetable for Cooking (Misenplace) 6.2. Prepare & Present Vegetable Items
7. Prepare Meat and Fish Items	7.1. Prepare to Cook Meat and Fish items (Misenplace) 7.2. Prepare Meat Items 7.3. Prepare Fish Items
8. Prepare Dairy Food Items	8.1. Produce Fresh Dairy Products (Misen - place) 8.2. Prepare and Present dairy Food Items
9. Prepare Dessert and Beverages	9.1. Prepare Cold Dessert 9.2. Prepare Hot Dessert 9.3. Prepare Beverages

UNIT TITLE	Prepare for Trek
DESCRIPTOR	This unit covers the competencies required to arrange logistic and trekking equipment. The trekking cook is also responsible in arranging the transportation following standard procedures
CODE	5172-U1-L2
CREDIT	3
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Deliver Guest Arrival and Departure Services	1.1 Obtain information and documents from relevant personnel as per the job requirement following standard procedure 1.2 Obtain trekking equipment and logistics as per the job requirement following standard procedure 1.3 Estimate and procure cooking items as per the job requirement 1.4 Maintain record of the expenditure as per the job requirement following standard procedure 1.5 Pack the trekking equipment and cooking items as per the job requirement following standard procedure

	1.6 Settle accounts as per the job requirement following standard procedure
2. Make Arrangement for Transportation and Helper	<p>2.1 Arrange horse/yak for transportation of trekking logistics as per the job requirement following standard procedure</p> <p>2.2 Arrange vehicle for transportation of trekking logistics as per the job requirement following standard procedure</p> <p>2.3 Arrange pony/staff as per the job requirement following standard procedure</p>

RANGE STATEMENT	
Relevant personnel may include but not limited to:	
<ul style="list-style-type: none"> • Trekking Manager • Guide 	<ul style="list-style-type: none"> • Tour Operator
Documents may include but not limited to:	
<ul style="list-style-type: none"> • Itinerary • Permits 	<ul style="list-style-type: none"> • Rooming list • Shopping list
Cooking items may include but not limited to:	
<ul style="list-style-type: none"> • Groceries • Vegetables 	<ul style="list-style-type: none"> • Meat • Shopping
Trekking equipment and logistics may include but not limited to:	
<ul style="list-style-type: none"> • Camp materials 	<ul style="list-style-type: none"> • Baggage

<ul style="list-style-type: none"> • Cooking utensils 	<ul style="list-style-type: none"> • Trekking equipment
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times • Demonstrate competencies to obtain documents and information as per the job requirement following standard procedure • Demonstrate competencies to estimate and procure cooking items as per the job requirement • Demonstrate competencies to arrange transportation of trekking logistics as per the job requirement following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • OHS regulation • Stock Management • Basic costing and estimation • Trekking tools and equipment • Cooking equipment list • Trekking routes • Permits • Trekking seasons • Hygiene • Diet restriction • 5S Pillars 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management

UNIT TITLE	Prepare Camp
DESCRIPTOR	This unit covers the competencies required to set up and dismantle the camp following standard procedures
CODE	5172-U2-L2
CREDIT	6
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Set up Camp	<p>1.1 Select the camp area at the camp site as per the job requirement following standard procedure</p> <p>1.2 Prepare ground for camp as per the job requirement following standard procedure</p> <p>1.3 Pitch tents as per the job requirement following standard procedure</p> <p>1.4 Provide tent lightings and beddings as per the job requirement following standard procedure</p> <p>1.5 Arrange luggage as per the job requirement following standard procedure</p> <p>1.6 Arrange the cooking items as per the job requirement following standard procedure</p>
2. Dismantle Camp	2.1 Remove and pack the tents as per the job requirement as per the standard procedure

	<p>2.2 Clean the camp site as per the job requirement following standard procedure</p> <p>2.3 Pack and transport non-degradable waste as per the job requirement following standard procedures</p>
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RANGE STATEMENT	
Tents may include but not limited to:	
<ul style="list-style-type: none"> • Sleeping tent • Dinning tent • Kitchen tent 	<ul style="list-style-type: none"> • Toilet tent • Shower tent
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times • Demonstrate competencies to select the camp area as per the job requirement following standard procedure • Demonstrate competencies to set up camp as per the job requirement following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • OHS regulation • Wilderness survival skills • Types of Trekking equipment • Trekking routes • Restricted places • Fire safety • Waste management • Types of tent • Toilet Hygiene • Relevant rules and regulation • 5S pillars 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

UNIT TITLE	Prepare Appetizer
DESCRIPTOR	This unit covers the competencies required to prepare starter, soup and salad following standard procedures
CODE	5172-U3-L2
CREDIT	4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Starter	1.1 Use tools and equipment as per the requirement 1.2 Mise-en place as per the job requirement following standard procedure 1.3 Prepare the starter as per job requirement following standard procedure 1.4 Portion and garnish the starters as per the job requirement following standard procedure 1.5 Present the starter as per the job requirement following standard procedure
2. Prepare Soup	2.1 Use tools and equipment as per the job requirement 2.2 Mise-en place as per the job requirement following standard procedure

	<p>2.3 Prepare soup as per the job requirement following standard procedure</p> <p>2.4 Portion and garnish the soups as per the job requirement following standard procedure</p> <p>2.5 Present the soup as per the job requirement following standard procedure</p>
3. Prepare Salad	<p>3.1 Use tools and equipment as per the job requirement</p> <p>3.2 Mise-en place as per the job requirement following standard procedure</p> <p>3.3 Prepare salad as per job requirement following standard procedure</p> <p>3.4 Portion and garnish the salad as per the job requirement following standard procedure.</p> <p>3.5 Present the salad as per the job requirement following standard procedure</p>

RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Chopping board • Ladles • Knives • Frying pans • Cylinder 	<ul style="list-style-type: none"> • Slicer • Stove • Deep trays • Peeler
Starters may include but not limited to:	

<ul style="list-style-type: none"> Continental Indian 	<ul style="list-style-type: none"> Bhutanese
Critical Aspects	
<ul style="list-style-type: none"> Demonstrate compliance with hygiene and safety regulations applicable to work operations at all times Demonstrate competencies to prepare appetizers as per the job requirement following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> Ethics and Integrity Occupational Health and Safety (OHS) Regulations Food safety regulation Personal hygiene Different cooking methods Types of soups Types of appetizers Types of salads Types of ingredients Product knowledge Nutrition values Menu Stock Management Basic estimation and costing Relevant rules and regulations Diet restriction 5S Pillars 	<ul style="list-style-type: none"> Team Work Communication Problem Solving Interpersonal Relationship Creativity Time Management Innovation

UNIT TITLE	Prepare Porridge and Egg Items
DESCRIPTOR	This unit covers the competencies required to prepare porridge and egg items following standard procedures
CODE	5172-U4-L2
CREDIT	4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Porridge	1.1 Use tools and equipment as per the job requirement following standard procedure 1.2 Mise-en place as per the job requirement following standard procedure 1.3 Prepare porridge as per the job requirements following standard procedure 1.4 Portion and present the porridge as per the job requirements following standard procedure
2. Prepare egg items	2.1 Use tools and equipment as per the requirement following standard procedure 2.2 Mise-en place as per the job requirement following standard procedure 2.3 Prepare egg items as per the job requirements following standard procedure

	2.4 Portion present the egg items as per the job requirements following standard
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RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Whisk • Knives • Moulds 	<ul style="list-style-type: none"> • Stove • Bowls • Cylinder
Egg items may include but not limited to:	
<ul style="list-style-type: none"> • Hard-boiled • Poached • Omelette • Scrambled 	<ul style="list-style-type: none"> • Sunny side up • Stuffed
Critical Aspects	
<p>Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times.</p> <p>Prepare egg items and porridge as per the job requirements following standard procedure</p>	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Food safety regulation • Product knowledge • Menu planning 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity

<ul style="list-style-type: none">• Storage• 5S Pillars	<ul style="list-style-type: none">• Time Management• Innovation
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UNIT TITLE	Prepare Starch and Flour Items
DESCRIPTOR	This unit covers the competencies required to prepare rice, pasta and flour items following standard procedures
CODE	5172-U5-L3
CREDIT	6
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Rice	1.1 Use tools and equipment as per the requirement 1.2 Select types of rice as per the recipe following standard procedure 1.3 Prepare <i>rice</i> as per the job requirement following standard procedure 1.4 Portion and present the rice as per the job requirement following standard procedure
2. Prepare Pasta	2.1 Use tools and equipment as per the requirement 2.2 Select types of pasta as per the recipe following standard procedure 2.3 Prepare ingredients as per the job requirement following standard procedure 2.4 Prepare <i>pasta</i> as per the job requirement following standard procedure

	2.5 Portion and present pasta as per the job requirement following standard procedure
3. Prepare Flour Items	<p>3.1 Use tools and equipment as per the job requirement</p> <p>3.2 Select types of flour and quantity as per the recipe following standard procedure</p> <p>3.3 Prepare ingredients as per the job requirement following standard procedure.</p> <p>3.4 Prepare flour items using suitable methods as per the job requirement following standard procedure</p> <p>3.5 Portion and present the flour item as per the standard procedure</p>

RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Pot • Cylinder 	<ul style="list-style-type: none"> • Stove
Types of rice may include but not limited to:	
<ul style="list-style-type: none"> • Red • Boiled 	<ul style="list-style-type: none"> • Flour • Olives
Pre-prepare rice may include but not limited to:	
<ul style="list-style-type: none"> • Washing • Sieving 	<ul style="list-style-type: none"> • Sorting
Types of pasta may include but not limited to:	
<ul style="list-style-type: none"> • Spaghetti • Penne 	<ul style="list-style-type: none"> • Fusilli • Farfalle
Ingredients may include but not limited to:	
<ul style="list-style-type: none"> • Oil • Salt • Herbs 	<ul style="list-style-type: none"> • Vegetables • Meat • Sauces
Suitable methods in preparing flour items may include but not limited to:	
<ul style="list-style-type: none"> • Roast • Fry • Steam 	<ul style="list-style-type: none"> • Grill • Boil
Flour items may include but not limited to:	
<ul style="list-style-type: none"> • Chappati 	<ul style="list-style-type: none"> • Poori

<ul style="list-style-type: none"> • Roti • Noodles 	<ul style="list-style-type: none"> • Dumpling • Pancake
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with hygiene and safety regulations applicable to work operations at all times • Demonstrate competencies to prepare starch and flour items using suitable methods as per the job requirement following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS). • Food safety regulation • Combination of ingredients • Different cooking methods • Basic nutrition content of different ingredients • Menu • Types of rice • Types of flours • Types of pasta 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

UNIT TITLE	Prepare Vegetable Items
DESCRIPTOR	This unit covers the competencies required to prepare vegetable for cooking and to prepare and present the vegetable items
CODE	5172-U6-L3
CREDIT	4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Vegetable for Cooking(Misen - place)	<p>1.1 Use tools and equipment as per the job requirement following standard procedure</p> <p>1.2 Select the ingredients as per the recipe following standard procedure</p> <p>1.3 Pre-prepare vegetables for cooking as per the job requirement following standard procedure</p>
2. Prepare and Present Vegetable Items	<p>2.1 Prepare vegetable items using suitable cooking methods as per the job requirement following standard procedure</p> <p>2.2 Portion and present vegetable items as per the job requirement following standard procedure</p>

RANGE STATEMENT	
Tools and equipment may include but not limited	
<ul style="list-style-type: none"> • Pot • Ladle 	<ul style="list-style-type: none"> • Cylinder • Stove
Ingredients may include but not limited to	
<ul style="list-style-type: none"> • Salt • Preservatives • Oil 	<ul style="list-style-type: none"> • Vegetables • Pepper
Pre-preparing vegetable may include but not limited to:	
<ul style="list-style-type: none"> • Sorting • Washing • Assembling 	<ul style="list-style-type: none"> • Chopping • Cutting
Suitable cooking method may include but not limited to:	
<ul style="list-style-type: none"> • Boil • Roast • Blanch 	<ul style="list-style-type: none"> • Steam • Fry • sauté
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times • Demonstrate competencies to prepare vegetable item using suitable cooking methods as per the job requirement following standard procedures 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational health and safety (OHS) Regulations • Food cross contamination • Types of vegetables • Different cooking methods • Menu • Different types of vegetarian dish • 5S pillars 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

UNIT TITLE	Prepare Meat and Fish items
DESCRIPTOR	This unit covers the competencies required for preparing the meat and fish before the actual cooking. The unit also covers the actual cooking of meat and fish items
CODE	5172—U7-L3
CREDIT	7
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare to Cook Meat and Fish items (misen-place)	<p>1.1 Select and use <i>tools and equipment</i> as per the requirement.</p> <p>1.2 Select the <i>ingredients and spices</i> as per the recipe following standard procedure.</p> <p>1.3 <i>Pre-prepare</i> meat and fish items for cooking as per the job requirements following standard procedure.</p>
2. Prepare Meat items	<p>2.1 Prepare <i>meat items</i> using <i>suitable methods</i> as per the job requirement following standard procedure</p> <p>2.2 Portion and present the meat dishes as per the job requirement following standard procedure</p>

3. Prepare Fish items	<p>3.1 Prepare <i>fish items</i> using suitable methods as per the job requirement following standard procedure</p> <p>3.2 Portion and present the fish items as per the job requirement following standard procedure</p>
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RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Pot • Ladle • Knife 	<ul style="list-style-type: none"> • Gas Cylinder • Stove • Chopping board
Ingredients may include but not limited to:	
<ul style="list-style-type: none"> • Salt • Oil • Meat 	<ul style="list-style-type: none"> • Preservatives • Sauces • Herbs
Spices may include but not limited to:	
<ul style="list-style-type: none"> • Turmeric Powder • Cumin seed • Nutmeg 	<ul style="list-style-type: none"> • Cardamom • Cloves
Pre-preparing Meat and fish may include but not limited to:	
<ul style="list-style-type: none"> • Sorting • Coating • Marinating • Stuffing 	<ul style="list-style-type: none"> • Dicing • Slicing • Mincing • Scaling

<ul style="list-style-type: none"> Seasoning De-boning 	<ul style="list-style-type: none"> Filleting
Suitable method may include but not limited to:	
<ul style="list-style-type: none"> Boil Steam Fry 	<ul style="list-style-type: none"> Grill Roast Blanch
Meat Items may include but not limited to:	
<ul style="list-style-type: none"> Beef Paa Beef Chilli Pork Paa Pork Chilli 	<ul style="list-style-type: none"> Chicken Curry Chicken Chilli Stirred Fried Chicken Garlic Chicken
Fish item may include but not limited to:	
<ul style="list-style-type: none"> Steamed Fish Fried Fish fish Curry 	<ul style="list-style-type: none"> Sweet and Sour fish Fish and Chips Mandarin Fish
Critical Aspects	
<ul style="list-style-type: none"> Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times Prepare meat and fish items using suitable methods as per the job requirement following standard procedure. 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> Ethics and Integrity Occupational health and safety (OHS) Regulations Food cross contamination Types of meats and fish 	<ul style="list-style-type: none"> Team Work Communication Problem Solving Interpersonal Relationship

<ul style="list-style-type: none"> • Different cooking methods • Menu • Types of marinades 	<ul style="list-style-type: none"> • Creativity • Time Management • Innovation
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UNIT TITLE	Prepare Dairy Food Products
DESCRIPTOR	This unit covers the competencies required to prepare fresh dairy items following standard procedures
CODE	5172-U8-L3
CREDIT	1
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Produce Fresh Dairy Products (Misen -place)	<p>1.4 Use tools and equipment as per the job requirement following standard procedure</p> <p>1.5 Select the ingredients as per the recipe following standard procedure.</p> <p>1.6 Prepare fresh dairy products as per the job requirement following standard procedure</p>
2. Prepare and Present dairy Food Items	<p>2.1 Prepare dairy food items using suitable cooking methods as per the job requirement following standard procedure</p> <p>2.2 Portion and present dairy food items as per the job requirement following standard procedure</p>

RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Pot • Ladle • Knife • Muslin 	<ul style="list-style-type: none"> • Gas Cylinder • Stove • Chopping board
Ingredients may include but not limited to:	
<ul style="list-style-type: none"> • Milk 	<ul style="list-style-type: none"> • lime/vinegar
Fresh Dairy products may include but not limited to:	
<ul style="list-style-type: none"> • Yoghurt • Cheese 	<ul style="list-style-type: none"> • Paneer • Clarified butter
Cooking method may include but not limited to:	
<ul style="list-style-type: none"> • Fry • Boil 	<ul style="list-style-type: none"> • Coating
Dairy Food items may include but not limited to:	
<ul style="list-style-type: none"> • Butter cheese • Panner butter masala 	<ul style="list-style-type: none"> • Matar paneer • Paneer chili
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times • Demonstrate competencies to prepare dairy products following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational health and safety (OHS) Regulations • Food cross contamination • Different cooking methods • Product knowledge • Menu • Different recipe • Temperature 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management

UNIT TITLE	Prepare Desserts and Beverages
DESCRIPTOR	This unit covers the competencies required to prepare both the cold and hot desserts and beverages following standard procedures
CODE	5172-U9-L3
CREDIT	5
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Cold Dessert	1.1 Use tools and equipment as per the job requirement following standard procedure 1.2 Misen-place following standard procedure 1.3 Prepare cold dessert using suitable methods as per the job requirement following standard procedure 1.4 Portion and present the cold dessert as per the job requirement following standard procedure
2. Prepare Hot Dessert	2.1 Use tools and equipment as per the job requirement following standard procedure 2.2 Misen-place following standard procedure 2.3 Prepare hot dessert using suitable methods as per the job requirement following standard procedure 2.4 Portion and present the cold dessert as per the job requirement following standard procedure

<p>3. Prepare Hot Beverages</p>	<p>3.1 Use tools and equipment as per the job requirement</p> <p>3.2 Misen-place following standard procedure</p> <p>3.3 Prepare beverages using suitable methods as per the job requirement following standard procedure</p> <p>3.4 Present the beverage as per the job requirement following standard procedure</p> <p>3.5 Portion and garnish the beverage as per the job requirement following standard procedure</p>
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RANGE STATEMENT	
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Whisk • Knives • Moulds • Cylinder 	<ul style="list-style-type: none"> • Stove • Thermometer • Bowls
Cold dessert may include but not limited to:	
<ul style="list-style-type: none"> • Chocolate • Mousse 	<ul style="list-style-type: none"> • Cream caramel • Canned fruits
Hot dessert may include but not limited to:	
<ul style="list-style-type: none"> • Hot Chocolate Cake • Kheer(pudding) 	<ul style="list-style-type: none"> • Fruit custard
Beverages may include but not limited to:	

<ul style="list-style-type: none"> Alcoholic Beverage 	<ul style="list-style-type: none"> Non-alcoholic Beverage
Critical Aspects	
<ul style="list-style-type: none"> Demonstrate compliance with occupational health and safety regulations applicable to work operations at all times Demonstrate competences to prepare beverages and desserts using suitable cooking methods 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> Ethics and Integrity Occupational health and safety (OHS) Regulations Menu planning Storage Types of dessert and beverages Temperature Combination of ingredients Different types of cooking methods 5S Pillars 	<ul style="list-style-type: none"> Team Work Communication Problem Solving Interpersonal Relationship Creativity Time Management Innovation

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་ཡོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	<i>Tsugla Wogma</i> གཞུག་ལག་ཡོང་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		<i>Dringrim Gongma</i> འགྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		<i>Dringrim Barma</i> འགྲིང་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 follows:

Level	Knowledge	Skills	Values	Application
	Knowledge that is:	Demonstrate skills that involve:	Demonstrate values that involve:	Applied in contexts that involve:
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	Applying a range of standard processes	Sound level of self-awareness	Stable tasks with some

	technical and operational processes	<p>to known but varied tasks</p> <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 beliefs; 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>aspects of change</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	Basic awareness of self, beliefs,	Highly structured

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