



# Guideline for Development and Implementation of Modular Course



Department of Technical Education  
Ministry of Labour and Human Resources  
*January 2022*

## Foreword

The Ministry of Labour and Human Resources is pleased to present the “Guideline for Development and Implementation of Modular courses”. The guideline is intended to provide end-to-end understanding and clarity of roles among the relevant TVET players on the delivery of quality and relevant modular TVET programs.

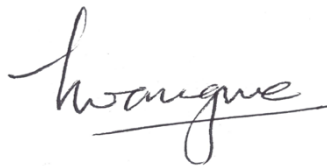
Delivery of TVET program through modular approach is practiced globally in relation to the labour market need. Likewise, the modular training approach is initiated by the Ministry in its effort to transform the Bhutan’s TVET system into that of a market relevant and responsive one. It is designed to enhance the agility of the current TVET system by shifting away from the duration-based training delivery practices.

The introduction of the modular training approach is aimed at developing a competent and resilient Bhutanese workforce to help rebuild the country’s economy during and post COVID-19 pandemic.

In particular, the modular training approach seeks to:

- provide flexibility to the training institute by requiring the training institute to package the module(s) within the overall framework of the curriculum based on the specific job or task required to be performed in the labour market;
- provide flexible learning options to the jobseekers/employees with the provision of lifelong learning through national assessment and certification on completion of all the modules as recommended in the curriculum;
- promote optimum utilization of the TVET resources in meeting the labour market needs,
- facilitate easy access to quality and market oriented TVET programs; and
- cater to the immediate skilled workforce needs of the industries.

The Ministry would like to thank the Department of Technical Education for spearheading the development of the guideline. As it is a new approach to training delivery, the Ministry anticipates certain issues in the application of the guideline and therefore, solicits views and feedback from the training institutes and industries to further improve and sharpen the guideline.



**(Tashi Wangmo)**

**Secretary**

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## CHAPTER 1: PRELIMINARY

### 1.1 Introduction

The Ministry of Labour and Human Resources (MoLHR) is mandated for all aspects of skills training to firstly enhance the employability of the jobseekers and secondly to prepare the job seekers for emerging jobs. The skills training is provided through Training Institutes managed by Public as well as by Private. The provision of the TVET programs is guided by the Bhutan Vocational Qualifications Framework (BVQF).

Recognizing the immense role of TVET as the main driver of economic development, MoLHR has started a range of initiatives aimed at enhancing the agility of the current TVET system to immediately respond to the labour market challenges. Among many initiatives planned, the TVET delivery under the Modular Approach is prioritized for immediate implementation as the training delivery under the modular approach is expected to address many of the challenges currently encountered by the labour market and the TVET system.

The modular training approach seeks to: (i). provide specific skilled workforce required by the industry immediately (ii). provide customized TVET training in line with the skills demanded by the industry (iii). provide flexible learning options to the jobseekers with the provision of lifelong learning through national assessment and certification on completion of all the modules as recommended in the curriculum (iv). promote optimum utilization of the TVET resources in meeting the labour market needs (v). provides a certain degree of flexibility to the training institutes to respond to the needs of the labour market (vi). significantly enhances access to TVET programs.

### 1.2 Title and commencement

- 1.2.1 This Guideline shall be known as “Guideline for Development and Implementation of Modular Course” hereafter referred to as Modular Training Guideline 2022; and
- 1.2.2 This Guideline shall come into effect from the 5<sup>th</sup> day of the 12<sup>th</sup> Month of the Female Iron-Ox Year of the Bhutanese calendar, corresponding to the 7<sup>th</sup> Day of January 2022.

### 1.3 Purpose

The purpose of the Modular Training Guideline is to:

- 1.3.1 Provide end-to-end understanding and clarity of roles among the relevant TVET players on the delivery of quality and relevant modular TVET programs;
- 1.3.2 Guide the identification and design of the modular TVET programs;
- 1.3.3 Guide the delivery, certification and post-training facilitation support under modular training approach;
- 1.3.4 Outline the roles and responsibilities of the most relevant TVET players (DoEE, DOS, DTE, DNHR, TTIs, IZCs and the Industry partners) for seamless training delivery and employment opportunities; and
- 1.3.5 Facilitate and promote meaningful partnership and cooperation among the TVET players.

## CHAPTER 2: AMENDMENT AND INTERPRETATION

- 2.1 The power to interpret any provision of the Modular Training Guideline 2022 will be vested with the MoLHR; and
- 2.2 The Modular Training Guideline 2022 may be amended, in part or in whole, by the MoLHR.

## CHAPTER 3: MODULAR TRAINING APPROACH

### 3.1 Definition of Modular training

Modular training is an approach through which a training on specific module(s) is undertaken to ensure the acquisition of skills, knowledge and attitude needed to perform specific activities required by the labour market. Modules in an occupation are<sup>1</sup>self-contained and shall represent a certifiable part of a job leading to employment opportunities.

### 3.2 Scope

- 3.2.1 The modular training approach shall be designed based on the immediate and specific labor market needs. It is not a replacement for the current regular TVET training; and
- 3.2.2 This guideline shall cover all TVET programs implemented through modular approach.

### 3.3 Building Blocks for Modular Training Approaches

The institutes shall adopt the following building blocks for the design and implementation of the TVET program through a modular training approach:

#### 3.3.1 Modularized course with Stand-alone module

The institute adopting building block 1 as shown in figure 1, shall design and implement modular training courses as follows:

- a) The module M1 of the curriculum shall be mandatory for teaching-learning as it provides foundational skills, knowledge and attitude to take up subsequent modules of the curriculum;
- b) All subsequent modules shall be taken separately with the flexibility of entry and exit upon successful completion of each module illustrated by horizontal pathways in *figure 1*;
- c) Upon completion of any modular course, the subsequent modules can be delivered without the need to repeat M1; and
- d) The vertical pathways as shown in *figure 1* will lead to National Certification upon successful completion of all the modules.

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<sup>1</sup> Module should be complete and include all elements of competencies required to perform specific job

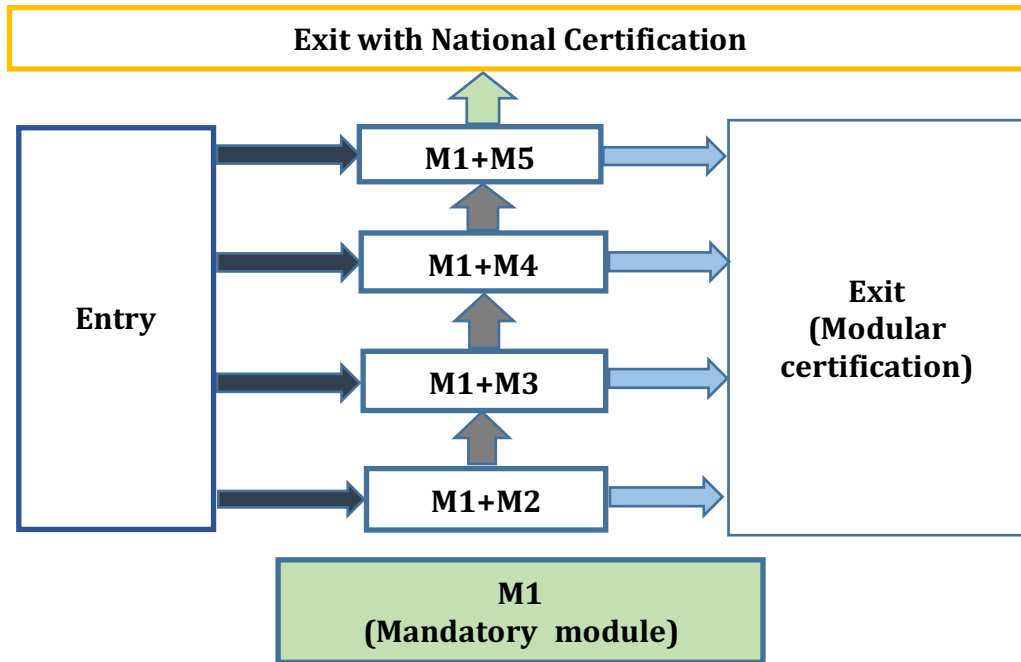


Figure 1 Modularize with mandatory module

### 3.3.2 Modularized course with multiple modules

The institute adopting building block 2 as shown in figure 2, shall design and implement modular training courses

- The module M1 of the curriculum shall be mandatory for teaching-learning as it provides foundational skills, knowledge and attitude to take up subsequent modules of the curriculum;
- Where stand-alone modules in the curriculum do not lead to employment, additional module(s) may be added to ensure employability as illustrated in red block of *figure 2*;
- Module(s) shall be taken separately with the flexibility of entry and exit upon successful completion of each module as illustrated by horizontal pathways in *figure 2*;
- Upon completion of any modular course, the subsequent modules can be delivered without the need to repeat M1; and
- The vertical pathways as shown in the *figure 2* will lead to National Certification upon successful completion of all the modules.

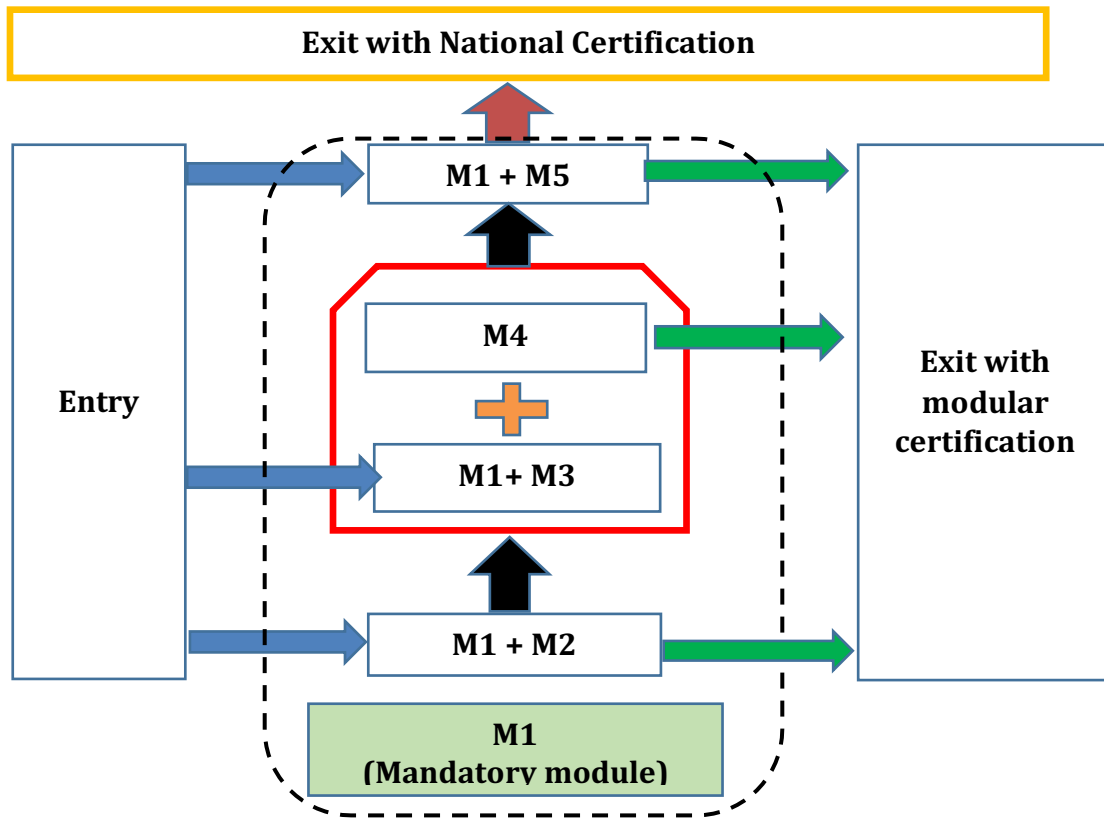


Figure 2: Modularize course with multiple modules

#### CHAPTER 4: DESIGN AND DEVELOPMENT OF MODULAR COURSE

Design and development of modular courses shall be guided by the Competency Based Training (CBT) which describes what a person can perform in the workplace as a result of completing a program based on an individual's learning capability.

The design of the modular course shall be guided by the following:

- There is an immediate need and demand for a proposed modular course in the labour market;
- It shall be in line with National Competency Standards (NCS) and Competency Based Curriculum (CBC);
- It shall be drawn from the overall CBC of a particular occupation;
- A non-CBT modular course shall not require NCS. However, the non-CBT modular course shall identify competency areas and learning outcomes to ensure employability as defined under modular approach;
- CBC shall be developed following the “Guidelines for TVET Curriculum Development”;
- The curriculum for TVET courses shall be validated and endorsed by TVET Professional Services Division (TPSD) for Non-CBT courses and DTE for NC level courses;
- The validation of curriculum shall be as per the “Guidelines for TVET Curriculum Development”; and

- The institute shall be eligible for registration and implementation of training programs only upon validation and endorsement of the course curriculum by DTE.

#### **4.1 Components of Modular Course**

The modular course shall be in-line with the following eligibility criteria:

- i. Module/Competency area shall:
  - be one of the distinct major activities or units involved in the work performed in an occupation;
  - comprise of at least three sub-competencies or learning outcomes;
  - be a general statement of the work needed to perform; and
  - be stand-alone (meaningful without reference to the job).
- ii. Learning outcome/sub-competency area (SCA) shall:
  - be fragmentation of duty corresponding/relating to other SCA;
  - start with an appropriate action verb; and
  - comprise of minimum 3 to 15 SCA per competency area.
- iii. Tasks/Competencies shall:
  - be specific, measurable and observable;
  - have its own unique procedure to perform;
  - lead to three or more steps in performing the task;
  - be performed in a specific period of time;
  - have a definite start and endpoint; and
  - lead to a product, service or decision when completed.

#### **4.2 Packaging of Modular Courses**

The packaging of a modular course shall:

- Be based on the building block(s) as per chapter 3;
- Facilitate multi-entry and exit;
- Ensure optimum utilization of resources and facilities;
- Lead to institutional modular certification and ensure employability of trainees in the labour market;
- Lead to National assessment and certification upon completion of all the Unit competency/modules outlined in the NCS/CBC; and
- Facilitate Life-Long Learning through learning pathways.



## CHAPTER 5: MODULAR TRAINING DELIVERY

### 5.1 Training modality

- The delivery of modular course shall be based on the CBT approach;
- The duration of the training shall be guided by CBC for specific modules;
- The implementation of modular training shall be guided by the Modular Training Approach as per Chapter 3;
- The modular training approach shall ensure achievement of competencies within the time frame and facilitate the provision of repetition of module twice only; and
- The third repetition of the module shall be allowed through self-funding.

### 5.2 Institute readiness

To deliver modular based training, the implementing training institutes shall carry out assessments on the readiness for optimal utilization of resources and facilities.

The institute shall carry out the following processes to secure the required resources:

#### 5.2.1 Tools and equipment

- The institute shall prepare a comprehensive list of tools and equipment needed to implement the modular training program;
- The proposal for tools and equipment shall be based on the need to implement modular courses;
- DTE shall validate the list of tools and equipment submitted by the institute based on the inventory and modular course;
- The institute shall process procurement of tools and equipment validated by DTE through the Government's online e-GP portal;
- The institute shall maintain an inventory of tools and equipment in line with the Government Inventory Management system (GIMs); and
- The institute shall ensure proper storage and maintenance of tools and equipment.

#### 5.2.2 Trainers/Instructors

The institute shall:

- Carry out assessment on the requirement of additional trainer(s)/instructor(s) based on the proposed number of intake and approved trainer: trainee ratio;
- Submit proposal for the requirement of a regular trainer or local/international master trainer to DTE at least one month prior to commencement of the training program for review and endorsement by the Ministry;
- Ensure proper deployment of existing trainers in the delivery of modular courses;
- Conduct proper orientation of existing/new trainers/Master trainers on the modular training system;
- Liaise with DTE for orientation of Local Master Trainers on Technical Instruction and Pedagogy;

- Identify and attach relevant trainer as a counterpart to the Master Trainer for delivery of day-to-day responsibilities as per the engagement plan;
- Ensure transfer of knowledge and skills by Master Trainer to the trainers and management;
- Develop Master Trainer's engagement plan and submit for Department's approval;
- Monitor and support the Master Trainers in the delivery of their responsibilities as per the engagement plan; and
- Submit the performance report of the Master Trainer to DTE at the mid and end of the training program.

### **5.2.3 Training facilities and resources**

- Institute shall propose requirement of additional facilities and resources to DTE for review and timely follow up;
- DTE shall review the proposal submitted by the institutes and provide directives and guidance as deemed necessary;
- DTE shall provide technical support for design, drawing, estimation, procurement and construction of infrastructure and facilities as per requirement;
- DTE shall facilitate the procurement process for required resources based on the proposal; and
- Institute shall ensure all training facilities and resources required are in place to implement quality and relevant modular training;

### **5.3 Course Registration**

- DTE shall ensure proper validation and endorsement of Modular courses proposed by the institutes;
- Institute shall ensure registration of modular course upon endorsement through TVET MIS as per the Regulations for Registration of Training Providers; and
- DOS shall review and approve the registration of the modular courses proposed by the institutes.

### **5.4 Training Plan**

The training institutes shall:

- Develop and adopt a detailed Training Plan to implement modular courses as per the format used for regular courses;
- Use existing lesson plans, task sheets and instructional resource plans for effective training delivery; and
- Ensure implementation of modular courses as per the training plan; and
- Liaise with partner industries for an effective implementation plan of work-based training.

## 5.5 Instructional methodology

The institute shall:

- Follow the guidelines for ToT-Technical Instruction and Pedagogy for delivery of modular courses;
- Adopt 21<sup>st</sup> century pedagogy with a focus on learner-centred teaching learning process through adoption of 3P method viz problem-project-production based learning, but not limited to; and
- Promote ICT enabled pedagogy with blended learning approaches to enhance learning effectiveness.

## CHAPTER 6: SOFT SKILLS

### 16.1 Definition

A set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs<sup>2</sup>. It includes *inter alia* such as communication, critical & creative thinking, collaboration, adaptability, initiative, leadership, social emotional learning, team work, self-confidence, empathy, growth mindset and culture.

The institute shall deliver soft skills based on the modality of training delivery as follows:

- Soft skills training will not be required for modular courses implemented through Skills Development Plan (SDP);
- Modular courses leading to national certification will require soft skills. The institute shall conduct assessment of soft skills which will be qualifying criteria for the trainees to attend National Assessment;
- Institutes shall prepare proper lesson plans, if needed to deliver soft skills such as *Applied Mathematics, Technical English, Dzongkha, Computer Application and Occupational Health & Safety Module*; and
- Institute shall facilitate provision of soft skills for those interested trainees undertaking modular courses.

## CHAPTER 7: REGISTRATION AND ENROLMENT

### 7.1 Eligibility criteria

A candidate applying for the modular course shall:

- a. Be a Bhutanese citizen;
- b. Fulfil minimum qualification requirement of proposed modular courses; and
- c. Fulfil any other criteria set by the MoLHR from time to time.

### 7.2 Registration Process

Upon successful registration of the course:

- The DTE shall facilitate the announcement of course through institute and ministry web, social media, print and broadcast media as per the requirement;

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<sup>2</sup> Definition as per UNESCO

- The media committee-MoLHR shall announce the proposed courses through ministry web, social media, print & broadcast media, SMS and other mass communication platform;
- The template as per annexure 2 shall be used for announcement;
- TVET-MIS available on MoLHR website shall be used for online registration; and
- The Registration Guide shall be provided at the time of course announcement as per annexure 1.

### **7.3 Selection and Enrolment for modular course**

- The institute shall develop short-listing & selection criteria;
- Short-listing and selection of candidates shall be done based on the criteria developed by the institute;
- The institute shall enroll candidates for the modular course based on their choice including the training institutes as per the online registration;
- The institute shall ensure to update details of enrollment in TVET MIS and Learning Management System;
- The institute shall communicate the selection results to the individual candidates through appropriate media platform;
- The institute shall inform the commencement of actual training and reporting time to the selected candidates via appropriate media platform;
- The institute shall provide proper orientation to the enrolled candidates on the institute rules & regulations and modular training program; and
- The DTE shall monitor and track the enrollment update through TVET MIS.

## **CHAPTER 8: STIPEND AND ALLOWANCE**

- 8.1 The institute shall pay monthly stipend to the trainees after accounting for the cost of accommodation and food;
- 8.2 For training duration less than or not equal to a month, stipend shall be paid on pro-rata basis; and
- 8.3 For courses requiring industrial attachment, allowances shall be paid as per the approved government rate.

## **CHAPTER 9: APPAREL AND PERSONAL PROTECTIVE EQUIPMENT (PPE)**

- 9.1 The institute shall provide working dress, uniform and PPE as per the “Guideline for Issuance of Working Dress and Uniform for trainees and instructors”.

## **CHAPTER 10: ADVOCACY AND AWARENESS**

- 10.1 Intensive advocacy and awareness programs shall be carried out as per the “Marketing and Communications Plan” of the Ministry, 2021.

## CHAPTER 11: ASSESSMENT AND CERTIFICATION

### 11.1 Institutional assessment and certification

The institute shall:

- Conduct assessment upon completion of each module as per the Competency Based Assessment (CBA) without the grading or marking but based on “Competent or Not Yet Competent”;
- Ensure assessment of each module covers both theoretical knowledge and practical skills assessment. The assessment resources shall be developed covering all the competencies outlined under the relevant unit competencies in NCS for CBT courses and CBC for non-CBT courses;
- Conduct formative and summative assessment for each module and maintain proper record in TVET MIS and learning management system;
- Issue certificate in the format prescribed by DTE as per the annexure 3;
- Award Institutional Certificate upon successful completion of modular assessment; and
- Facilitate learning pathways and recognition of prior learning to promote lifelong learning.

### 11.2 National Assessment and certification

- Upon the successful completion of all the unit competencies specified in the NCS corresponding to the respective level(s), the DoS shall conduct competency-based National Assessment as per the Regulations for National Assessment & Certification System;
- National Vocational Qualification shall be awarded to the competent trainees; and
- Trainees that are not-yet competent shall be eligible for reassessment as per the existing assessment regulations.

## CHAPTER 12: BUDGETING AND COSTING

- 12.1 The institute shall prepare annual budget proposal based on the modular training plan endorsed by the DTE;
- 12.2 The annual budget shall cover funds<sup>3</sup> required to effectively deliver quality and relevant modular training programs;
- 12.3 The Ministry shall secure supplementary budget for modular training programs which are not part of the annual budget but recommended by the DTE and endorsed by the Ministry;
- 12.4 The Ministry shall facilitate and support procurement of works, goods and services for implementation of modular training programs; and
- 12.5 DTE shall review and recommend annual budget proposals submitted by the institute.

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<sup>3</sup> The fund for procurement of tools & equipment, training materials, PPEs, working dress, uniform, stipend, allowances, assessment resources, fees, additional facilities & infrastructure, M&E, office supplies, maintenance, promotion & advertising and other

## CHAPTER 13: POST-TRAINING SUPPORT

MoLHR shall provide post-training and employment support services to the graduates. The services shall include the following:

### 13.1 Entrepreneurship Development Program (EDP)

- DoEE shall provide EDP courses ranging from basic to advanced level to promote entrepreneurial culture and entrepreneurship among those completing modular courses;
- DoEE shall facilitate access to finance for those willing to start their own businesses, either self or group;
- DoEE shall facilitate access to information on different acceleration and business support services available with different agencies; and
- DoEE shall provide guidance, mentorship and support the formation of self-help groups including developing business proposals.

### 13.2 Engagement Program

- DoEE shall closely liaise with the employers and maintain a repository of their skills requirements which shall be validated timely;
- DoEE shall liaise with DTE and institutes to gather information on graduates;
- DoEE shall facilitate direct engagement of those candidates opting for employment/engagement after completion of a particular course;
- DoEE shall facilitate engagement through development of other alternative engagement programs; and
- DoEE shall assess the interest of individual graduates for upskilling/reskilling training.

### 13.3 Learning Pathways

- DTE shall liaise with DoEE to gather information on individual graduates' interest for additional skills training;
- DTE shall share information on training needs articulated by the graduates to the institutes;
- Institute shall facilitate and provide upskilling/reskilling training support to qualify for National Certification; and
- DOS shall conduct National Assessment for graduates completing all the modules under the particular qualification level.

## **CHAPTER 14: MONITORING AND EVALUATION**

- 14.1** DTE shall carry out monitoring of modular training implemented by the institutes as per the M&E Guidelines;
- 14.2** HoD and trainer shall conduct constant monitoring of the training program per the M&E Guidelines;
- 14.3** Institute shall carry out constant monitoring of training programs and provide feedback both to the trainers and trainees as per the M&E Guidelines;
- 14.4** Institute shall submit the report of monitoring and evaluation of modular courses to DTE twice during the implementation of the program; and
- 14.5** DOS shall monitor the training institutes and programs based on the Registration Regulations & Accreditation Guidelines and issue improvement notice to DTE and institutes as deemed necessary.

## **CHAPTER 15: GRIEVANCE REDRESSAL**

- 15.1** Grievances arising from implementation of modular training programs shall be handled as per the Grievance Redressal Mechanism endorsed by the Ministry in 2017 and any amendments thereafter.

## **CHAPTER 16: ROLES AND RESPONSIBILITIES**

### **16.1 MoLHR shall:**

- a. Provide overall policy direction and guidance for the implementation of TVET training through a modular approach;
- b. Ensure adequate budget allocation for effective implementation of modular course;
- c. Facilitate timely release of the fund and disbursement of payments;
- d. Facilitate and support procurement of works, goods and services for implementation of modular training programs; and
- e. Facilitate advocacy, publicity and marketing of Modular Programs through Media Committee.

### **16.2 DTE shall:**

- a. Review and recommend modular courses and institute for implementation as and when required;
- b. Review and approve modular course implementation plan including proposal for training facilities and resources submitted by the institute;
- c. Review and submit recommendations for recruitment of local/international Master Trainer to the Ministry for endorsement;
- d. Review the performance report of the Master Trainers submitted by the institute and provide recommendations for alignment and improvement;
- e. Validate and facilitate procurement of tools, equipment, and infrastructure development for training institutes;
- f. Provide technical support for design, drawing, estimation, procurement and construction of infrastructure and facilities as per requirement;

- g. Facilitate procurement process for required resources based on the proposal submitted by the institute;
- h. Validate and endorse modular courses proposed by the institutes;
- i. Provide orientation of Technical Instruction and Pedagogy to the local master trainer;
- j. Monitor and track the enrollment update through TVET MIS;
- k. Review and recommend annual budget proposal submitted by the institute;
- l. Design standard format for Modular Certificate to ensure uniform certificate awarded by institute;
- m. Liaise with DoEE to gather information on individual graduates' interest for additional skills training and share information on training needs articulated by the graduates to the institutes;
- n. Carry out monitoring of modular training implemented by the institutes as per the M&E Guidelines; and
- o. Resolve any issues related to modular training at the department level as per Grievance Redressal Mechanism.

**16.3 DOS shall:**

- a. Develop/revise NCS for the identified occupations;
- b. Facilitate course registration for the training institutes;
- c. Carry out course accreditation for CBT courses;
- d. Carry out monitoring of registered and accredited courses in the training institutes as per the Registration Regulations and Accreditation Guidelines; and
- e. Carry out National Assessment and Certification based on the information from the institutes.

**16.4 DNHRD shall:**

- a. Carry out labour market study to identify specific competencies required in the labour market; and
- b. Provide labour market skills demand to the DTE on a regular basis for implementation of modular courses.

**16.5 DoL shall:**

- a. Provide details of the skills/occupations in demand to DTE on regular basis for foreign workers as per the Labornet System to DTE; and
- b. Enforce Labor and Employment Act 2007 and OHS Regulations 2012 to ensure a conducive work environment in the workplace.

**16.6 DoEE shall:**

- a. facilitate post-training support to graduates completing modular courses;
- b. Coordinate Entrepreneurship Development Program;
- c. Facilitate access to finance for graduates willing to start up their own businesses;
- d. Facilitate establishment of business for start-up entrepreneur and provide mentorship support; and
- e. Facilitate employment/engagement of graduates in close collaboration with employers.



**16.7 Institutes shall:**

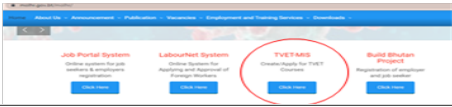
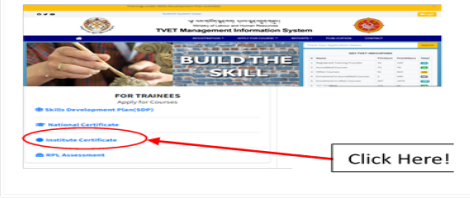
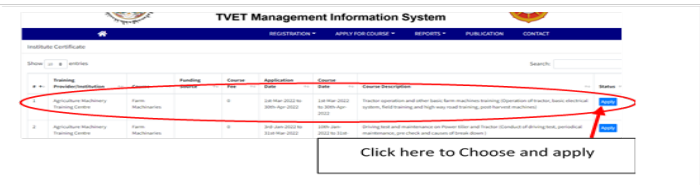
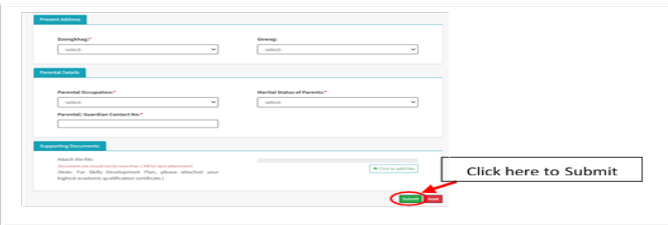
- a. Conduct skills need assessment within their jurisdiction and propose to DTE for approval;
- b. Carry out the packaging of modular courses based on industrial need and submit to DTE for approval;
- c. Identify and submit the need for a local/international Master Trainer to the Department;
- d. Prepare the list of tools, equipment, materials, and training facilities required for the implementation of the courses and submit to DTE with the budget proposal;
- e. Prepare training plan for implementation of modular courses;
- f. Announce the training slots through TVET MIS system, website and other social media platforms;
- g. Carry out online registration and selection of trainees for the identified course(s);
- h. Enroll trainees and provide orientation on institute rules & regulations and training program;
- i. Ensure to implement modular courses as per the approved training plan based on the guidelines and rules & regulations;
- j. Maintain and update the statistics of trainees (Enrollment and graduation-batch-wise, gender-wise and occupation wise) in both hard and soft copy through TVET MIS;
- k. Ensure to implement modular training program as per Chapter 4 and 5; and
- l. Attend coordination meetings, discussions and ad hoc activities as and when required by the Ministry/Department.

**16.8 Employers shall:**

- a. Facilitate employment/engagement of trainees with the institute through campus recruitment;
- b. Liaise with institute, DoEE and DNHRD to identify competencies required;
- c. Facilitate upskilling/reskilling of the employed graduates; and
- d. Mentor and guide the employed graduates

## Annexures

### Annexure 1: Registration Guide

SLN	STEPS	GUIDE
1.	Visit the TVET MIS page	<p>1. Visit <a href="http://www.molhr.gov.bt">www.molhr.gov.bt</a></p> <p>2. Select TVET MIS</p> 
2.	Register via the TVET MIS 1. Select Institute Certification	
3.	Select course and institute of your choice	
4.	Submit your details	

## Annexure 2: Registration Form

### 1. Trainee Details

- 1.1. Citizen ID No / Reference Number: \*
- 1.2. Name: \*
- 1.3. Email:
- 1.4. Mobile No.: \*
- 1.5. Academic Qualification: \*
- 1.6. Employment status of trainee: \*
- 1.7. Marital status: \*
- 1.8. Remarks:

### 2. Present address

- 2.1. Dzongkhag: \*
- 2.2. Gewog:

### 3. Parent details

- 3.1. Parental Occupation: \*
- 3.2. Marital status of parent: \*
- 3.3. Parental/Guardian contact No: \*

### 4. Supporting documents

Provision to attach required documents

**Note: \* marked fields are mandatory**

**Annexure 3: Sample certificate for Institutional certification**

(Front Page)



ལྷ་མིག་བཟོ་རིག་རྫོང་རྒྱུ་རྒྱུ་ལྷན་ཁང་། འཕུལ་རིག་ཤེས་ཡོན་ལས་ཁུངས། ལས་  
 གཞི་ལྷན་ཁག།  
**Technical Training Institute Chumey**  
**Department of Technical Education**  
**Ministry of Labour and Human Resources**

**Certificate of Completion**

awarded to  
**Mr. Xxxxxx Yyyyyy**

on 6<sup>th</sup> January, 2022 for successful completion of  
**“Module 7115-L3-M1 : Constructing roof with wooden roof truss”**  
 conducted from 2<sup>nd</sup> September to 31<sup>st</sup> December, 2021 at Chumey Technical Training Institute in Carpentry section.

**Mr. Xxxxxx Yyyyyy**  
 Principal


(Overleaf)

**Element of Competencies**

Module Title	Learning Outcome
Constructing roof with wooden roof truss	1. Construct wooden roof truss
	2. Fix roof covering and ridges

SAMPLE

Name xxx  
Trainer



Name xxx  
Head of the Department

