



**NATIONAL COMPETENCY STANDARDS  
FOR  
SECURITY GUARD  
(NC2)**

**Department of Occupational Standards  
Ministry of Labour and Human Resources  
Thimphu, Bhutan.  
(April, 2022)**



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## Table of Contents

Foreword.....	2
Acknowledgement .....	3
Packaging of Qualifications .....	4
Overview of the Unit Competencies .....	5
<b>Annexures:</b>	
1.1 National Competency Standards (NCS) .....	i
1.2 Purpose of National Competency Standards .....	i
1.3 Bhutan Vocational Qualifications Framework (BVQF).....	ii
1.4 BVQF Levels .....	iii
1.5 Coding used for National Competency Standards.....	v
1.6 Assessment Guide.....	v

## FOREWORD

The Department of Occupational Standards of the Ministry of Labour and Human Resources proudly presents the newly developed National Competency Standards (NCS) for Security Guard as part of TVET reform initiative for improving the quality of Vocational Education and Training System in Bhutan. The standards represent the fruits of hard work and invaluable experiences gained by the department since its establishment in the latter half of 2003. The main aim of developing National Competency Standards is to set up a well-defined nationally recognized Vocational Qualification and Certification system that will help and set a benchmark for the Technical Vocational Education and Training (TVET) System in our country aligned to international best practices.

National Competency Standards is one of the base pillars in the Bhutan Vocational Qualification Framework (BVQF) and is the first step in its implementation. The standards are developed to ensure that employees or vocational graduates possess and acquire the desired skills, knowledge and attitude required by industries and employers. In order to ensure this close match in supply and demand of skills, knowledge and attitude, standards have been developed in close consultation and partnership with industry experts and validated by the Technical Advisory Committees for the concerned economic sectors.

A vocational education and training system based on National Competency Standards shall ensure that delivered training is of a high quality and relevant to the needs of the labour market. As a result, future TVET graduates will be better equipped to meet the need and expectations of industries and employers. This positive impact on the employability of TVET graduates will enhance the reputation of vocational education and training and make it attractive to school leavers.

While acknowledging the existing level of cooperation and collaboration, the ministry earnestly requests employers and training providers to extend the fullest support and cooperation in implementing the National Competency Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the continued socio-economic progress of our country.

I gratefully acknowledge the valuable contributions made by experts from industries during the consultation, verification and validation processes of the standards. I look forward to improved engagement and active participation of the industry and employers in the development of a quality assured demand driven TVET system in the near future.

Department of Occupational Standards,  
Ministry of Labour and Human Resources

## ACKNOWLEDGEMENT

**Validation Date:** 22<sup>nd</sup> April 2022

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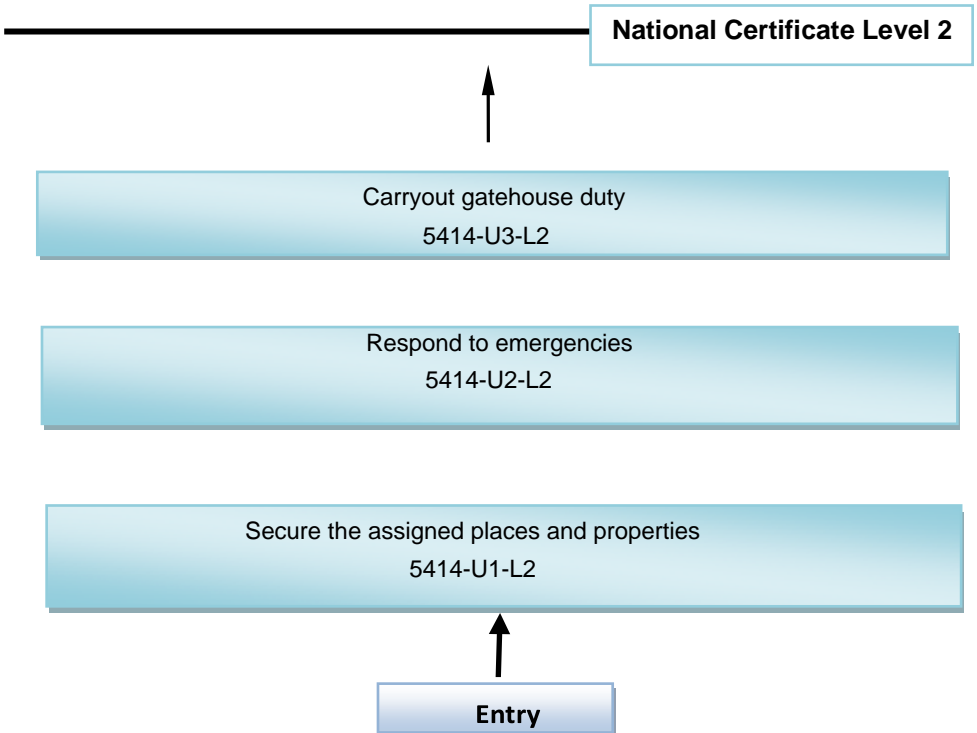
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# PACKAGING OF QUALIFICATIONS



# OVERVIEW OF UNIT COMPETENCIES

## National Certificate - Level 2

UNIT TITLE	ELEMENTS OF COMPETENCE	PAGE
Secure the Assigned Places and Properties	<ol style="list-style-type: none"><li>1. Perform Patrolling</li><li>2. Perform Key controls</li></ol>	6
Respond to Emergencies	<ol style="list-style-type: none"><li>1. Provide basic first aids.</li><li>2. Handle fire extinguisher equipment.</li></ol>	9
Carryout Gatehouse Duty	<ol style="list-style-type: none"><li>1. Perform access control for visitors.</li><li>2. Monitor Vehicle parking</li></ol>	11



**UNIT TITLE** : **Secure the Assigned Places and Properties**

**DESCRIPTOR:** This unit covers the competencies required to secure the assigned place and properties following all relevant standard procedures, ensuring safety practices at all times.

**CODE** : 5414-U1-L2

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Perform patrolling	<ul style="list-style-type: none"><li>1.1 Identify the <b>assigned places</b> as per the job requirements.</li><li>1.2 Use required <b>tools and equipment</b> as per the job requirements.</li><li>1.3 Monitor the premises are safe and secured as per the client's requirement.</li><li>1.4 Check the condition and functionality of CCTV cameras as per the job requirements following the standards procedure.</li><li>1.5 Report to the relevant personnel as per the job requirements following the standards procedure.</li><li>1.6 Maintain records as per the relevant standards procedure.</li></ul>
2. Perform Key controls	<ul style="list-style-type: none"><li>2.1 Verify the keys as per the client's requirements.</li><li>2.2 Issue the keys as and when required as per the client's requirements.</li><li>2.3 Secure the keys as per the job requirements following the standards procedures.</li></ul>

## **RANGE STATEMENT**

### **Assigned places may include but not limited to:**

- Banks
- Hotels & Resorts
- Hospitals
- Offices
- Institutes
- Schools
- Workshops
- Industries

### **Tools and equipment may include but not limited to:**

- Handsets
- Torch & baton
- Card reader
- Metal detector
- Rifles

### **Critical aspects applicable to these unit:**

- Demonstrate safe working practices at all times in accordance with OHS regulations.
- Demonstrate capacity to determine assignment needs and instructions and deal with monitoring situations in the area.
- Demonstrate capacity to identify items and goods which may be illicit, stolen or otherwise inappropriate and take necessary action.
- Properly maintain log books, visitor's log book, vehicle log book, incident reports, computer entries and manifests, key register and all keys and locks are accounted for.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>• Ethics and integrity</li> <li>• Code of Conduct</li> <li>• Basic first aids</li> <li>• Occupational health and safety regulations.</li> <li>• Dress code</li> <li>• Self-defensive techniques</li> <li>• Signs and signals communications.</li> <li>• Relevant rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Negotiation Skills</li> <li>• Team work</li> <li>• Problem Solving</li> <li>• Time Management</li> <li>• Critical thinking</li> <li>• Innovative thinking</li> </ul>

**UNIT TITLE** : **Respond to Emergencies**

**DESCRIPTOR:** This unit covers the competencies required to respond to the emergencies following all relevant standard procedures, ensuring safety practices at all times.

**CODE** : 5414-U2-L2

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Provide basic first aids.	<p>1.1 Identify the emergencies cases (Accidental and battery) as per the job requirements.</p> <p>1.2 Perform basic first aids as per the job requirements.</p> <p>1.3 Report to the relevant personnel as per the job requirements following the standards procedure.</p>
2. Handle fire extinguisher equipment.	<p>2.1 Assess the fire incident as per the job requirements following the standards procedure.</p> <p>2.2 Check the functionality of fire extinguisher equipment as per the job requirements following the standards procedure.</p> <p>2.3 Operate the fire extinguisher equipment as per the job requirements following the standards procedure.</p> <p>2.4 Operate fire hydrant as per the job requirements following the standards procedure.</p> <p>2.5 Report to the relevant personnel as per the job requirements following the standards procedure.</p>

## RANGE STATEMENT

### Assigned places may include but not limited to:

- Banks
- Hotels & Resorts
- Hospitals
- Offices
- Institutes
- Schools
- Workshops
- Industries

### Tools and equipment may include but not limited to:

- Handsets
- Torch & baton
- Card reader
- Metal detector
- Rifles

### Critical aspects applicable to these unit:

- Check emergency preparedness plan
- Check emergency alarm system
- Check emergency equipment
- Receive and record threats
- Apply first aid procedures
- Follow instructions during emergencies

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"><li>• Safety first</li><li>• Basic first aids</li><li>• Types of emergencies</li><li>• Emergencies contact numbers</li><li>• Risk assessment</li><li>• Crime scenes protection.</li></ul>	<ul style="list-style-type: none"><li>• Communication Skills</li><li>• Negotiation Skills</li><li>• Team work</li><li>• Problem Solving</li><li>• Time Management.</li><li>• Critical thinking</li><li>• Innovative thinking</li></ul>

**UNIT TITLE** : **Carryout Gatehouse Duty**

**DESCRIPTOR:** This unit covers the competencies required to carry out gatehouse duty following all relevant standard procedures, ensuring safety practices at all times.

**CODE** : 5414-U3-L2

<b>ELEMENTS OF COMPETENCE</b>	<b>PERFORMANCE CRITERIA</b>
1. Perform access control for visitors.	<p>1.1 Perform frisking as per the job requirements following the standards procedure.</p> <p>1.2 Disallow the unauthorized items following the standards procedures.</p> <p>1.3 Perform access control of visitors as per the job requirements following the standards procedure.</p> <p>1.4 Maintain records of entry and exit of visitors/items from premises as per the job requirements following the standards procedures.</p>
2. Monitor Vehicle parking	<p>2.1 Identify the parking allotments as per the job requirements following the standards procedures.</p> <p>2.2 Ensure safety of the vehicles as per the job requirements following the standards procedures.</p> <p>2.3 Assist safe entry and exit of vehicles as per the job requirements following the standards procedures.</p>

## RANGE STATEMENT

### Assigned places may include but not limited to:

- Banks
- Hotels & Resorts
- Hospitals
- Offices
- Institutes
- Schools
- Workshops
- Industries

### Tools and equipment may include but not limited to:

- Handsets
- Torch & baton
- Card reader
- Metal detector
- Rifles

### Critical aspects applicable to these unit:

- Check persons entering and leaving the premises.
- Check vehicles entering and leaving the premises.
- Check properties entering and leaving the premises.
- Check parking arrangement.
- Check barriers.



UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• Ethics and integrity</li> <li>• Code of Conduct</li> <li>• Basic first aids</li> <li>• Occupational health and safety regulations.</li> <li>• Dress code</li> <li>• Self-defensive techniques</li> <li>• Signs and signals communications.</li> <li>• Relevant rules and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Negotiation Skills</li> <li>• Team work</li> <li>• Problem Solving</li> <li>• Time Management.</li> <li>• Critical thinking</li> <li>• Innovative thinking</li> </ul>

## **Annexure:**

### **1.1 National Competency Standards (NCS)**

National Competency Standards specify the skill, knowledge and attitudes applied to a particular occupation. Standards also specify the standards or criteria of performance of a competent worker and the various contexts in which work may take place. Standards provide explicit advice to assessors regarding the skill and knowledge to be demonstrated by candidates seeking formal recognition either following training or through work experience.

### **1.2 Purpose of National Competency Standards**

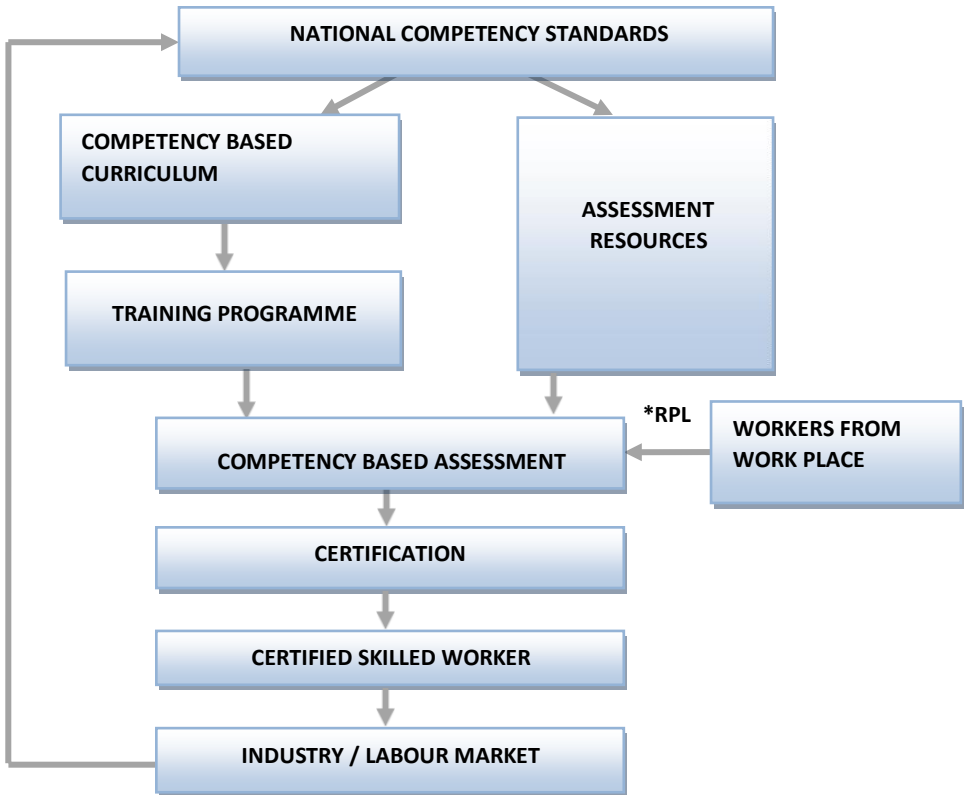
Competency Standards serve a number of purposes including:

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

### 1.3 Bhutan Vocational Qualifications Framework (BVQF)

Bhutan Vocational Qualifications Framework is an agreed system of Assessing, Certifying and Monitoring nationally recognized qualifications for all learning in the VET sector against national standards, in training institutions, in the workplace, in schools or anywhere where learning takes place.

#### Components of the Bhutan Vocational Qualification Framework (BVQF)



\* RPL = Recognition of Prior Learning

## 1.4 BVQF Levels

The Bhutan Vocational Qualifications Framework has three levels classified based on the competency of the skilled workers. The three levels are:

- National Certificate Level 3 (NC 3) -Master Craftsman
- National Certificate Level 2 (NC 2) -Craftsman
- National Certificate Level 1 (NC 1) -Semi Skilled Worker

### BVQF Level Descriptors

The qualification levels are decided based on level descriptors. The detail of the qualification level descriptor is as follows:

#### National Certificate Level 1 (Semi skilled)

Carry out processes that:	Learning demand:	Responsibilities Which are applied:
<ul style="list-style-type: none"><li>• Are narrow in range.</li><li>• Are established and familiar.</li><li>• Offer a clear choice of routine responses.</li><li>• Involve some prioritizing of tasks from known solutions.</li></ul>	<ul style="list-style-type: none"><li>• Basic operational knowledge and skill.</li><li>• Utilization of basic available information.</li><li>• Known solutions to familiar problems.</li><li>• Little generation of new ideas.</li></ul>	<ul style="list-style-type: none"><li>• In directed activity.</li><li>• Under general supervision and quality control.</li><li>• With some responsibility for quantity and quality.</li><li>• With no responsibility for guiding others.</li></ul>

## National Certificate Level 2 (Craftsman)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>Require a range of well-developed skills.</li> <li>Offer a significant choice of procedures requiring prioritization.</li> <li>Are employed within a range of familiar context.</li> </ul>	<ul style="list-style-type: none"> <li>Some relevant theoretical knowledge.</li> <li>Interpretation of available information.</li> <li>Discretion and judgment.</li> <li>A range of known responses to familiar problems</li> </ul>	<ul style="list-style-type: none"> <li>In directed activity with some autonomy.</li> <li>Under general supervision and quality checking.</li> <li>With significant responsibility for the quantity and quality of output.</li> <li>With some possible responsibility for the output of others.</li> </ul>

## National Certificate Level 3 (Master Craftsman)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> <li>Requires a wide range of technical or scholastic skills.</li> <li>Offer a considerable choice of procedures requiring prioritization to achieve optimum outcomes.</li> <li>Are employed in a variety of familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>A broad knowledge base which incorporates some theoretical concepts.</li> <li>Analytical interpretation of information.</li> <li>Informed judgment.</li> <li>A range of sometimes innovative responses to concrete but often unfamiliar problems.</li> </ul>	<ul style="list-style-type: none"> <li>In self-directed activity.</li> <li>Under broad guidance and evaluation.</li> <li>With complete responsibility for quantity and quality of output.</li> <li>With possible responsibility for the output of others.</li> </ul>

## **1.5 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 Labor Organization (ILO).

The coding of the National Competency Standards forms the basis of the identification code for the Vocational Education and Training Management Information System (VET – MIS) both in terms of economic sector identification and that of the individual standard.

Coding the individual unit competency standard is to identify the level in qualification package to which it belongs.

While packaging, in order to follow a logical order, only competency standards related to each other and following a logical sequence in terms of training delivery, from the simple to the complex, are clustered into a qualification package.

## **1.6 ASSESSMENT GUIDE**

### **Form of assessments**

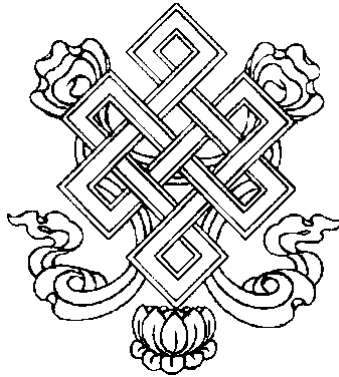
- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through diagrams, in writing or orally (viva- voce).

### **Assessment context**

- Competency may be assessed in the actual work place or in a simulated workplace setting.

### **Assessment condition**

- The candidate shall have access to all required tools, equipment, materials and documents.
- Candidate must complete the assessment in industry accepted time frame.



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