



**NATIONAL COMPETENCY STANDARDS
FOR
GRAPHIC DESIGNER
(Certificate 2)**

**TVET QUALITY COUNCIL
BHUTAN QUALIFICATIONS AND PROFESSIONALS
CERTIFICATION AUTHORITY
THIMPHU, BHUTAN.
AUGUST, 2023**

Publication
First Publication 2023
© TVET Quality Council

FOREWORD

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for Graphic Designer, 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

Validation Date: 17/08/2023

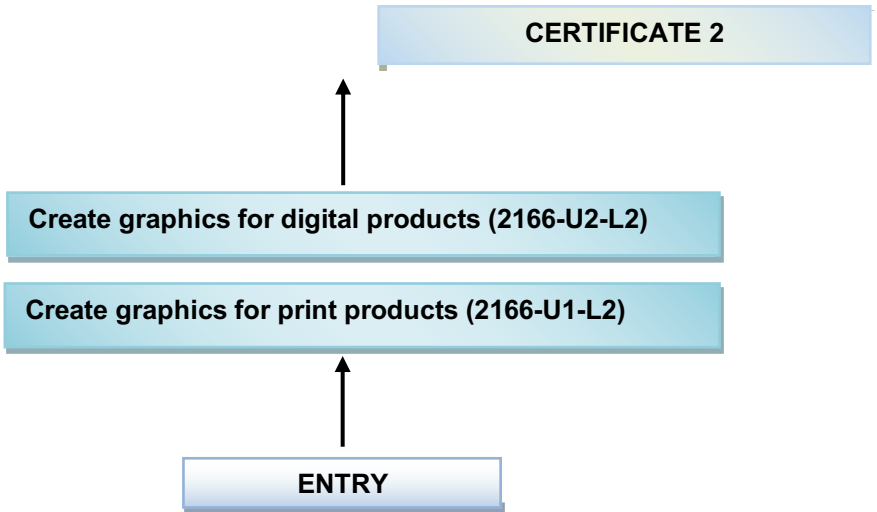
Date of Review: 17/08/2026 (Maximum Three years)

Subject Experts Involved during the development of NCS for Graphic Designer:			
SN	Name	Designation	Working Agency
1	Mr. Tandin Namgyal	Graphic Designer	Kuensel Corporation Limited, Thimphu
2	Ms. Priya Chhetri	Graphic Designer	Digital Arts and Printing Solutions, Thimphu
3	Mr. Jigme Jigme	Graphic Designer	Raven Arts and Prints, Thimphu
4	Mr. Pema Khandu	Graphic Designer	Athang Training Academy, Thimphu
5	Mr. Nima Dorji	Graphic Designer	Bhutan Printing Solutions
6	Mr. Pema Sonam	Graphic Designer	Athang Training Academy, Thimphu
7	Mr. Thinley	Curriculum Developer	School Curriculum Division, Department of School Education

Facilitator:

1. Karma Loday, Specialist, BQPCA
2. Chogay Lhendup, Senior Program Officer, BQPCA
3. Prem Kumar Bhattarai, Program Officer, BQPCA

PACKAGING OF QUALIFICATIONS



OVERVIEW OF NATIONAL COMPETENCY STANDARDS

Unit Title	Elements of competence
1. Create graphics for print products	1.1 Perform pre-design of graphics for print product 1.2 Perform graphic design 1.3 Perform post-design of graphics
2. Create graphics for digital products	2.1 Perform pre-design of graphics for digital product 2.2 Perform graphic design 2.3 Perform post-design of graphics

UNIT TITLE	Create graphics for Print Products
DESCRIPTOR	This unit covers the competencies required to develop graphics for print products.
CODE	2166-U1-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform pre-design of graphics for print product	<p>1.1 Select and use Personal Protective Equipment (PPE) as per the job requirement</p> <p>1.2 Obtain client's requirement following standard procedures</p> <p>1.3 Develop concept design as per the client's requirement following standard procedures</p> <p>1.4 Obtain client's feedback on the design plan following standard procedures</p>
2. Perform Graphic Design	<p>2.1 Prepare layout using designing software following standard procedures</p> <p>2.2 Perform graphic editing using image editing software as per the job requirement following standard procedures</p> <p>2.3 Create illustration using illustrating software as per the job requirement following standard procedures</p>

	2.4 Create the print product using software as per the job requirement following standard procedures
3. Perform Post-Design of Graphics	<p>3.1 Incorporate changes to the final product based on the client's feedback and ensure quality</p> <p>3.2 Share the final products in print-ready format as per the client's requirement following standard procedures</p> <p>3.3 Store the files as per the job requirement following standard procedures</p>

RANGE STATEMENT	
Personal Protective Equipment may include but not limited:	
<ul style="list-style-type: none"> ● Anti-glare glass/specs 	<ul style="list-style-type: none"> ● Comfortable chair
Client's Requirement may include but not limited:	
<ul style="list-style-type: none"> ● Deadline ● Product details ● Key message 	<ul style="list-style-type: none"> ● Resource ● Print specification ● Target audience
Designing Software may include but not limited:	
<ul style="list-style-type: none"> ● CorelDraw 	<ul style="list-style-type: none"> ● Adobe InDesign
Editing Software may include but not limited:	
<ul style="list-style-type: none"> ● Adobe Photoshop 	

Illustrating Software may include but not limited:	
<ul style="list-style-type: none"> ● Adobe Illustrator 	<ul style="list-style-type: none"> ● CorelDraw
Print Product may include but not limited:	
<ul style="list-style-type: none"> ● Logo ● Flyer ● Brochure ● Banner ● Product packaging 	<ul style="list-style-type: none"> ● Poster ● Book ● Report ● Product label
Client's format requirement may include but not limited:	
<ul style="list-style-type: none"> ● PDF ● JPEG ● PSD ● Preflight/Embed 	<ul style="list-style-type: none"> ● AI ● EPS ● PNG ● TIFF
Critical Aspects	
<ul style="list-style-type: none"> ● Develop concept design as per the client's requirement following standard procedures ● Create the print product using software 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 Regulations ● First Aid ● Designing Software ● Principles of graphic design ● Elements of graphic design ● Typography ● Basic ICT knowledge ● Ergonomics ● Emerging Trends in Graphic Design ● Printing procedures ● Colour Requirements for Print (CYMK) ● Size, formats and quality for print products ● Estimation and Costing ● Rules and Regulation related to Media ● Intellectual Property and Copyright 	<ul style="list-style-type: none"> ● Team Work ● Communication ● Problem Solving ● Interpersonal Relationship ● Creativity ● Time Management

UNIT TITLE	Create Graphics for Digital Products
DESCRIPTOR	This unit covers the competencies required to develop graphics for digital products.
CODE	2166-U2-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform pre-design of graphics for digital product	<p>1.1 Select and use Personal Protective Equipment (PPE) as per the job requirement.</p> <p>1.2 Obtain client's requirement following standard procedures</p> <p>1.3 Develop concept design as per the client's requirement following standard procedures</p> <p>1.4 Obtain client's feedback on the design plan following standard procedures</p>
2. Perform Graphic Design	<p>2.1 Design the product using designing software as per the job requirement following standard procedures</p> <p>2.2 Create the digital product using software as per the job requirement following standard procedures</p>
3. Perform Post-Design of Graphics	<p>3.1 Incorporate changes to the final product based on the client's feedback</p> <p>3.2 Share the final products in digital format as per the client's requirement following standard procedures</p>

	3.3 Store the files as per the job requirement following standard procedures
--	--

RANGE STATEMENT	
Personal Protective Equipment may include but not limited:	
<ul style="list-style-type: none"> ● Anti-glare glass/specs 	<ul style="list-style-type: none"> ● Comfortable chair
Client's requirement may include but not limited:	
<ul style="list-style-type: none"> ● Digital platform ● Deadline ● Product details 	<ul style="list-style-type: none"> ● Key message ● Target audience ● Resource
Designing Software may include but not limited:	
<ul style="list-style-type: none"> ● InDesign ● Photoshop 	<ul style="list-style-type: none"> ● Illustrator
Digital Product may include but not limited:	
<ul style="list-style-type: none"> ● Logo ● Flyer ● Brochure ● Banner 	<ul style="list-style-type: none"> ● Website Mockup ● App Mockup ● Social Media Post ● Poster
Client's format requirement may include but not limited:	
<ul style="list-style-type: none"> ● PDF ● JPEG 	<ul style="list-style-type: none"> ● PNG ● SVG
Critical Aspects	
<ul style="list-style-type: none"> ● Develop concept design as per the client's requirement following standard procedures 	

- Design the product using designing software as per the job requirement following standard procedures

UNDERPINING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ● Ethics and Integrity ● Occupational Health and Safety Regulations ● First Aid ● Designing Software ● Principles of graphic design ● Elements of graphic design ● Typography ● Basic ICT knowledge ● Ergonomics ● Emerging Trends in Graphic Design ● Digital platforms ● Colour Requirements for digital (RGB) ● Digital Portfolio ● Size, formats and quality for digital products ● Estimation and Costing ● Rules and Regulation related to Media ● Intellectual Property and Copyright 	<ul style="list-style-type: none"> ● Team Work ● Communication ● Problem Solving ● Interpersonal Relationship ● Creativity ● Time 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:

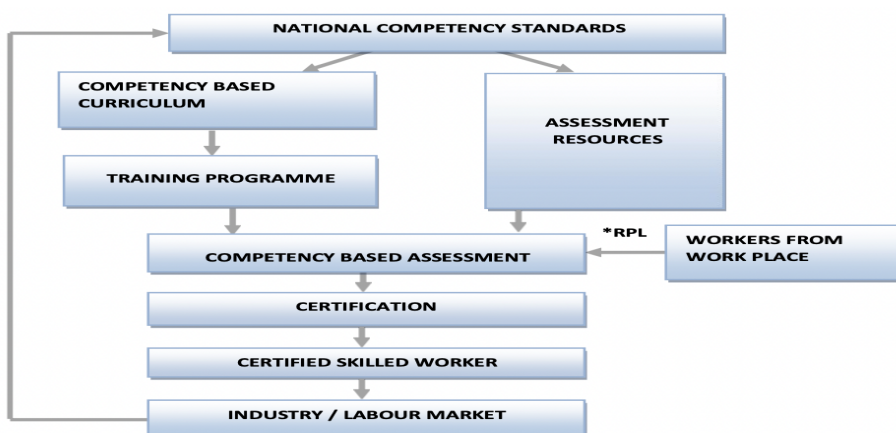
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, 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 has seven levels as per the BQF. The levels are:

Master's Degree: Level 7

Applied Degree: Level 6

Advanced Diploma: Level 5

Diploma: Level 4

Certificate 3

Certificate 2

Certificate 1

Level Descriptors

The TVET Qualification levels are set based on the level descriptors, as defined in the BQF. The detail of the qualification level descriptor is as follow:

Certificate 1

Skills	Knowledge	Application
<ul style="list-style-type: none">• Applying operational literacy, numeracy skills required to carry out simple tasks• Applying simple solutions to solve simple and straightforward everyday issues• Communicating using everyday expressions	<p>Foundational, every day and general:</p> <ul style="list-style-type: none">• Basic operational knowledge and skill• Utilization of basic available information• Known solutions to familiar problems• Little generation of new ideas	<ul style="list-style-type: none">• Highly structured tasks with close support and supervision• Minimal discretion and judgement• Readiness to work together and share knowledge with others

and simple phrases		
--------------------	--	--

Certificate 2

Skills	Knowledge	Application
<ul style="list-style-type: none"> • Applying standard processes relevant to carry out known tasks • Applying a set of known solutions to solve simple and straightforward issues • Using simple and direct exchange of information on familiar and routine matters 	<p>Basic, factual and conceptual</p> <ul style="list-style-type: none"> • Some relevant theoretical knowledge • Interpretation of available information • Discretion and judgments • A range of known responses to familiar problems 	<ul style="list-style-type: none"> • Structured and stable tasks • General support and supervision that require some discretion and judgement • Collaborati on with others to achieve goals

Certificate 3

Skills	Knowledge	Application
<ul style="list-style-type: none">● Applying a range of standard processes to known but varied tasks● Selecting and applying a range of solutions to familiar and unfamiliar problems	<p>Theoretical with some technical and operational processes:</p> <ul style="list-style-type: none">● A broad knowledge base which incorporates some theoretical concepts● Analytical interpretation of information● Informed judgment● A range of sometimes innovative responses to concrete but often unfamiliar problems	<ul style="list-style-type: none">● Stable tasks with some aspects of change● General guidance and supervision that require discretion and judgement● Adapting to own behaviours to work with others

Diploma

Skills	Knowledge	Application
<ul style="list-style-type: none"> ● Selecting and applying a range of standard processes relevant to varied and sometimes unpredictable tasks ● Selecting and applying a range of solutions involving formulation of solutions to resolve complex issues ● Demonstrating a high level of proficiency in English and Dzongkha 	<p>Broad theoretical, technical and operational</p> <ul style="list-style-type: none"> ● Specialist knowledge with depth in more than one area ● Analysis reformatting and evaluation of a wide range of information ● Formulation of appropriate responses to resolve both concrete and abstract problems 	<ul style="list-style-type: none"> ● Stable tasks with predictable changes ● Broad guidance with some selfdirection that require sound judgement ● Taking some responsibility for planning and coordination with others

CODING USED FOR NATIONAL COMPETENCY STANDARDS

The coding and classification system developed in Bhutan is logical, easy to use, and also aligned with international best practices. The Bhutanese coding and classification system is based on the International Standard Classification of Occupations, 2008 (ISCO-08) developed by the International Labour 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.

Implementation and operational procedures for National Competency Standards (NCS).

