



**NATIONAL COMPETENCY STANDARDS
FOR
BUILDING PAINTER
(CERTIFICATE 2)**

CONSTRUCTION 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 **Building Painter, C2** 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 :17th March 2025

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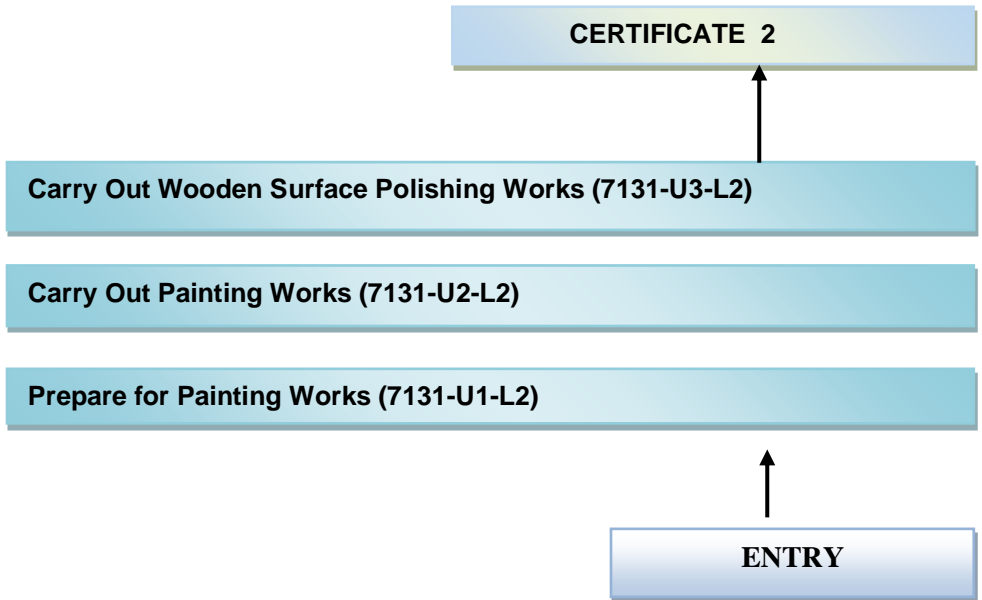
The TVET Quality Council, Bhutan Qualifications and Professionals Certification Authority would like to express our deepest appreciation to the following industry and subject matter experts who have participated in revision and validation of National Competency Standards for Building Painter:

Experts involved in Validation of NCS for Building Painter			
SN	Name	Designation	Organization
1	Kuenzang Tenzin	Executive Engineer	NPPF
2	Tshering Gyeltshen	Chief Engineer	NPPF
3	Dawa	Lead Trainer	Gyalsung Infra
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6	Sangay Dorji	Lead	Gyalsung Infra

Experts Engaged for the Revision of NCS for Building Painter			
SN	Name	Designation	Organization
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2	Tshering Gyeltshen	Chief Engineer	NPPF
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6	Tashi Pelmo	Painter	Gyalsung Infra
7	Tashi Yangzom	Painter	Gyalsung Infra
8	Ugyen Dema	Painter	Gyalsung iNFRA

Facilitator from the TVET Quality Council, BQPCA		
Prem Kumar Bhattarai	Program Officer	TVET QC, BQPCA

PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS FOR BUILDING PAINTER

Unit Title	Element of Competence
1. Prepare for Painting Works	1.1 Prepare Scaffold 1.2 Prepare Equipment and Tools 1.3 Prepare Estimation and Costing
2. Carry Out Painting Works	2.1 Perform Plaster Surface Painting 2.2 Perform Wooden Surface Painting 2.3 Perform Metal surface Painting
3. Carry Out Wooden Surface Polishing Works	3.1 Prepare Polish 3.2 Prepare the Surface for Polishing 3.3 Perform Polishing

UNIT TITLE	Prepare for Painting Works
DESCRIPTOR	This unit covers the competencies required to prepare for painting scaffold; prepare tools, equipment and materials and perform estimation and costing following standard procedure
CODE	7131-U1-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Scaffold	<p>1.1. Use Personal Protective equipment (PPE) as per the job requirement following standard procedure</p> <p>1.2. Gather materials as per the job requirement following standard procedure</p> <p>1.3. Make scaffold as per the job requirement following standard procedure</p>
2. Prepare Equipment and Tools	<p>2.1 Gather tools and equipment as per the job requirement following standard procedure</p> <p>2.2 Gather materials for painting and polishing works as per the job requirement following standard procedure</p> <p>2.3 Gather Machine following standard procedure</p>

3. Perform Estimation and Costing	3.1 Prepare labour cost as per the job requirement following standard procedure 3.2 Prepare material cost as per the job requirement following standard procedure 3.3 Prepare the cost of tools and equipment as per the job requirement following standard procedure
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RANGE STATEMENT	
Personal protective equipment (PPE) may include but not limited to:	
<ul style="list-style-type: none"> • Goggles • Mask • Gloves • Safety Belt 	<ul style="list-style-type: none"> • Safety shoes • Dress • Helmet
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Roller brush • Tarpuline Sheet • Spray gun • Hand saw 	<ul style="list-style-type: none"> • Painting brush • Hammer • Wire Brush
Machine may include but not limited to:	
<ul style="list-style-type: none"> • Compressor • Mixing machine 	<ul style="list-style-type: none"> • Sanding machine
Materials may include but not limited to:	

<ul style="list-style-type: none"> • Bamboo • Planks • Steel • Rope • Paint • Sand paper • Turpentine Oil 	<ul style="list-style-type: none"> • Primer • Nail • Thinner • Distemper • Lime • Masking tape
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate competencies to follow occupational health and safety procedures • Demonstrate competencies to prepare scaffold as per the job requirement following standard procedures • Demonstrate competencies to prepare estimation and costing 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 • First Aid • Types of tools and equipment • Rope knot making techniques • Basic estimation and costing • Types of paints • Relevant rules and regulation 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management

UNIT TITLE	Carry Out Painting Works
DESCRIPTOR	This unit covers the competencies required to carry out core painting works following standard procedures at all times
CODE	7131-U2-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform Plaster Surface Painting	1.1 Prepare surface for painting as per the job requirement following standard procedure 1.2 Apply cement primer to the surface following standard procedure 1.3 Apply Plaster of Paris (PoP)/putty as per the job requirement following standard procedure 1.4 Apply paint manually and mechanically on surface following standard procedure
2. Perform Wooden Surface Painting	2.1 Prepare surface for painting as per the job requirement following standard procedure 2.2 Apply primer to the wood surface following standard procedure 2.3 Apply paint to the surface manually and mechanically following standard procedure

3. Perform Metal Surface Painting	3.1 Prepare surface for painting as per the job requirement following standard procedure 3.2 Apply primer to the surface as per the job requirement following standard procedure 3.3 Apply paint to the surface manually and mechanically as per the job requirement following standard procedure
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RANGE STATEMENT	
PPE may include but not limited to:	
<ul style="list-style-type: none"> • Helmet • Goggles • Mask • Ear muff 	<ul style="list-style-type: none"> • Safety shoes • Gloves • Safety Belt
Wooden surface may include but not limited to:	
<ul style="list-style-type: none"> • Doors • Windows • Floor 	<ul style="list-style-type: none"> • Ceiling • Panel
Critical Aspect	
<ul style="list-style-type: none"> • Demonstrate competencies to follow occupational health and safety procedures • Demonstrate competencies in preparing surface for painting as per the job requirement following standard procedure • Demonstrate competencies to perform painting of plaster, wooden and metal surfaces as per the job requirement following standard procedure 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health & Safety • First Aid • Types of tools and equipment • Types of paints • Mix Ratio • Method of applying paint • Relevant rules and regulation 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management

UNIT TITLE	Carry Out Wooden Surface Polishing Works
DESCRIPTOR	This unit covers the competencies required to carry out wooden surface polishing works following standard procedures at all times
CODE	7131-U3-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Polish	1.1 Gather the materials as per the job requirement following standard procedures 1.2 Gather tools and equipment as per the job requirement following standard procedure 1.3 Mix the ingredients as per the job requirement following standard procedure
2. Prepare the Surface for Polishing	2.1 Apply fillers on the damaged surfaces as per the job requirement following standard procedure 2.2 Sand the surface as per the job requirement following standard procedure 2.3 Clean the surface for polishing following standard procedure
3. Perform Polishing	3.1 Apply first coat following standard procedure 3.2 Sand the surface as per the job requirement following standard procedure

	3.3 Apply top coats as per the job requirement following standard procedure
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RANGE STATEMENT	
PPE may include but not limited to:	
<ul style="list-style-type: none"> • Goggles • Mask • Gloves • First Aid Box 	<ul style="list-style-type: none"> • Safety shoes • Uniform • Apron
Tools and equipment may include but not limited to:	
<ul style="list-style-type: none"> • Ladle • Container • Measuring can • Spray Gun • Sanding machine 	<ul style="list-style-type: none"> • Weighing machine • Strainer cloth • Knife • Putty blades • Brush
Materials may include but not limited to:	
<ul style="list-style-type: none"> • Spirit • Shellac flakes • Cloth piece • Tarpaulin sheet 	<ul style="list-style-type: none"> • Sand paper • Color • Masking tape • Paper

Critical Aspect
<ul style="list-style-type: none"> • Demonstrate compliance with safety regulation applicable to work site operation • Prepare polish as per the job requirement following standard Procedure • Apply polish as per the job requirement following standard procedures

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health & Safety • First Aid • Types of tools and equipment • Types of polish • Method of applying polish • Mix Ratio 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • 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 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་ཤོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	<i>Tsugla Wogma</i> གཞུག་ལག་འོག་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		<i>Dringrim Gongma</i> 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 follow:

Level	<i>Knowledge</i>	<i>Skills</i>	<i>Values</i>	<i>Application</i>
	<i>Knowledge that is:</i>	<i>Demonstrate skills that involve:</i>	<i>Demonstrate values that involve:</i>	<i>Applied in contexts that involve:</i>
4	Broad theoretical, technical and operational	<p>Selecting and applying a range of standard processes relevant to varied and sometimes unpredictable tasks</p> <p>Selecting and applying a range of solutions involving formulation of solutions to resolve complex issues</p> <p>Demonstrating a high level of proficiency in English and Dzongkha</p>	<p>Strong level of awareness of self and others; and an appreciation of belief system, role of social norms, and the importance of relationship building</p> <p>Application of ethical norms and legal rules in decision-making; and comprehending the correlation between values and behavior</p>	<p>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>

			Commitment to own profession and quality of work	
3	Theoretical with some technical and operational processes	<p>Applying a range of standard processes 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>Sound level of self-awareness 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>Stable tasks with some 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</p>	<p>Some level of self-awareness and beliefs, and appreciation of social norms; and</p>	<p>Structured and stable tasks</p> <p>General support and Supervision that require some discretion</p>

		<p>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>significance of relationships</p> <p>Awareness of ethical norms, and openness to different activities</p> <p>Developing own knowledge and skills</p>	<p>and judgement</p> <p>Collaboration with others to achieve goals</p>
1	Foundational , every day and general	<p>Applying operational literacy, numeracy skills required to carry out simple tasks</p> <p>Applying simple solutions to solve simple and straightforward everyday issues</p> <p>Communicating using everyday expressions and simple phrases in Dzongkha and English</p>	<p>Basic awareness of self, beliefs, and social norms; and understand the significance of relationships</p> <p>Basic awareness of fundamental ethical norms, basic civil rights, and responsibilities</p>	<p>Highly structured tasks with close support and supervision</p> <p>Minimal Discretion and judgement</p> <p>Readiness to work together and share knowledge with others</p>

			Willingness to understand tasks and motivated to implement them successfully	
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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.

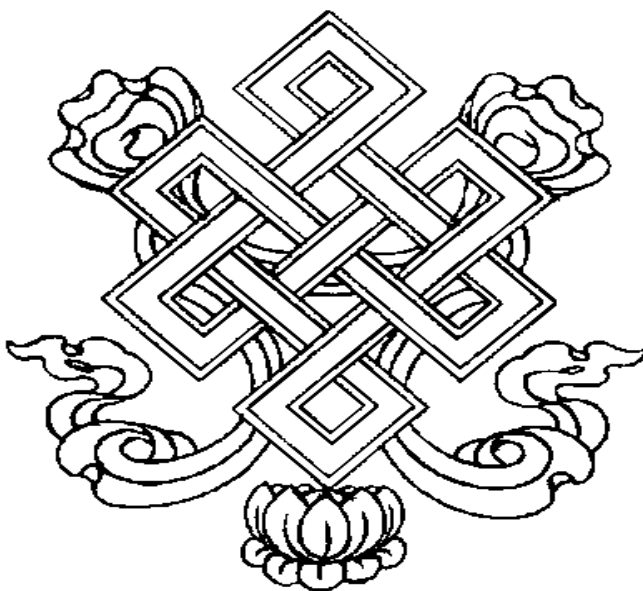
Coding the individual national competency standards

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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