



**NATIONAL COMPETENCY STANDARDS
FOR
UPHOLSTERER
(NC2)**

**TVET QUALITY COUNCIL
BHUTAN QUALIFICATIONS AND PROFESSIONALS
CERTIFICATION AUTHORITY
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FOREWORD

The TVET Quality Council, BQPCA is pleased to present the National Competency Standards (NCS) for Upholsterer, NC2, 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

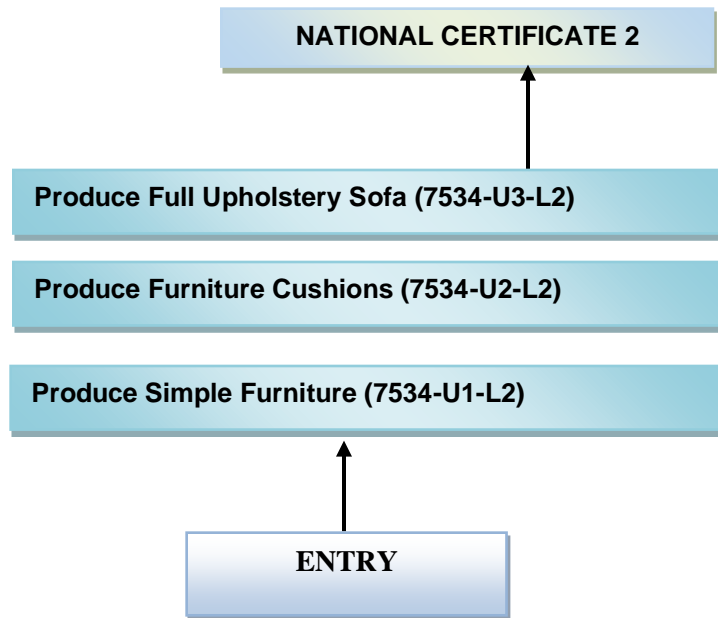
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PACKAGING OF QUALIFICATIONS



OVERVIEW OF NATIONAL COMPETENCY STANDARDS

Elements of Competence	Performance Criteria
1. Produce Simple Furniture	1.1 Prepare to Produce Simple Furniture 1.2 Prepare Joints Assemble the Parts 1.3 Assemble the Parts
2. Produce Furniture Cushions	2.1 Prepare Foam for Cushion 2.2 Make Cover for Cushion
3. Produce Full Upholstery Sofa	3.1 Prepare Foam for Sofa 3.2 Make Cover for Sofa 3.3 Make Full Upholstery Sofa

UNIT TITLE	Produce Simple Furniture
DESCRIPTOR	This unit covers the competencies required to prepare to produce simple furniture, prepare joints and assemble the part following standard procedures
CODE	7534-U1-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare to Produce Simple Furniture	1.1 Use personal protective equipment (PPE) as per the job requirement 1.2 Use tools and equipment as per the job requirement following standard procedures 1.3 Select materials as per the job requirement 1.4 Cut the materials as per the drawing/design following standard procedures
2. Prepare Joints	2.1 Mark the furniture components as per the job requirement following standard procedures 2.2 Make joints as per the job requirement following standard procedures
3. Assemble the Parts	3.1 Fit the components as per the drawing following standard procedures 3.2 Fix the components using fixing materials as per the job requirement following standard procedures 3.3 Perform finishing works as per the job requirement following standard procedures

RANGE STATEMENT	
PPE may include but not limited to:	
<ul style="list-style-type: none"> • Goggles • Mask • Ear Muffs • Gloves 	<ul style="list-style-type: none"> • Safety shoes • Apron • Helmet • Work Dress
Tools and Equipment may include but not limited to:	

<ul style="list-style-type: none"> • Hand Saws • Planner • Chisels • Wrench Set • Clamps • Jig Saw • Circular Saw 	<ul style="list-style-type: none"> • Drilling Machine • Measuring Tape • Try Square • Hammer • Screw Driver Set • Work Bench
Materials may include but not limited to:	
<ul style="list-style-type: none"> • Timber • Ply Wood 	<ul style="list-style-type: none"> • Sun Mica • Ply Board
Joints may include but not limited to:	
<ul style="list-style-type: none"> • Half Lap Joint • Mortise Joint • Butt joint 	<ul style="list-style-type: none"> • Tenon joint • Finger joint
Fixing Material may include but not limited to:	
<ul style="list-style-type: none"> • Nails • Dowel 	<ul style="list-style-type: none"> • Screw • Glue
Finishing works may include but limited to:	
<ul style="list-style-type: none"> • Wood filling • Polishing 	<ul style="list-style-type: none"> • Sanding
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with safety regulations applicable to work operations at all times • Make joints as per the drawing following standard procedures 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety Regulations • First Aid • Basic Drawings and Specifications • Measurement and Calculations • Estimation and Costing • Economic Use of Materials • Types of Joints • Types of Furniture • House Keeping • Power Tools 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management

UNIT TITLE	Produce Furniture Cushions
DESCRIPTION	This unit covers the competencies required to prepare foam for cushion and make cover for cushion following standard procedures
CODE	7534-U2-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Foam for Cushion	1.1 Use personal protective equipment (PPE) as per the job requirement 1.2 Use tools and equipment (Foam Cutting Tools, Knife, Scissors) as per the job requirement following standard procedures 1.3 Select foam as per the specification following standard procedures 1.4 Cut the foam to required shape and size as per the design following standard procedures
2. Make Cover for Cushion	2.1 Measure and mark the fabric as per the job requirement following standard procedures 2.2 Cut the fabric as per the marking following standard procedures. 2.3 Stitch the fabric using sewing machine as per the job requirement following standard procedures 2.4 Perform hand stitching as per the job requirement following standard procedures 2.5 Fix accessories as per the job requirement following standard procedures

RANGE STATEMENT	
Tools and Equipment may include but not limited to:	
<ul style="list-style-type: none"> Foam Cutting Tools Ruler 	<ul style="list-style-type: none"> Measuring Tape
Specification may include but not limited to:	
<ul style="list-style-type: none"> Size 	<ul style="list-style-type: none"> Density
Accessories may include but not limited to:	
<ul style="list-style-type: none"> Zip Button 	<ul style="list-style-type: none"> Velcro
Critical Aspects	

- Demonstrate compliance with safety regulations applicable to work operations at all times
- Measure and cut the foam and fabric 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 • Basic Drawings and Specifications • Measurement and Calculations • Estimation and Costing • Economic Use of Materials • Types and Quality of Foams • Types and Quality of Fabrics • Housekeeping 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management

UNIT TITLE	Produce Full Upholstery Sofa
DESCRIPTION	This unit covers the competencies required to prepare foam for sofa, make cover for the sofa and make full upholstery sofa following standard procedures
CODE	7534-U3-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Prepare Foam for Sofa	1.1 Use personal protective equipment (PPE) as per the job requirement 1.2 Use tools and equipment as per the job requirement following standard procedures 1.3 Select foam as per the specification following standard procedures 1.4 Cut the foam to required shape and size as per the design following standard procedures
2. Make Cover for Sofa	2.1 Measure and mark the fabric as per the job requirement following standard procedures 2.2 Cut the fabric as per the marking following standard procedures 2.3 Stitch the fabric using sewing machine as per the job requirement following standard procedures 2.4 Perform hand stitching as per the job requirement following standard procedures 2.5 Fix accessories as per the job requirement following standard procedures
3. Make Full Upholstery Sofa	3.1 Prepare sofa frame as per the job requirement following standard procedures 3.2 Attach foam to the sofa frame following standard procedures 3.3 Fix fasteners as per the job requirement the cover to the sofa following standard procedures

RANGE STATEMENT	
Tools and Equipment may include but not limited to:	
<ul style="list-style-type: none"> Foam Cutting Tools Ruler 	<ul style="list-style-type: none"> Measuring Tape
Specification may include but not limited to:	
<ul style="list-style-type: none"> Size 	<ul style="list-style-type: none"> Density

Accessories may include but not limited to:	
<ul style="list-style-type: none"> • Zip • Button 	<ul style="list-style-type: none"> • Velcro
Fasteners may include but not limited to:	
<ul style="list-style-type: none"> • Staple • Stitching 	<ul style="list-style-type: none"> • Shoe Nail
Critical Aspects	
<ul style="list-style-type: none"> • Demonstrate compliance with safety regulations applicable to work operations at all times • Measure and cut the foam and fabric 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 • Basic Drawings and Specifications • Measurement and Calculations • Estimation and Costing • Economic Use of Materials • Types of Sofa Frames • Types and Quality of Foams • Types and Quality of Fabrics • Housekeeping • Ergonomics 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management

ANNEXURE

1.1. 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.

1.2 Purpose of National Competency Standards

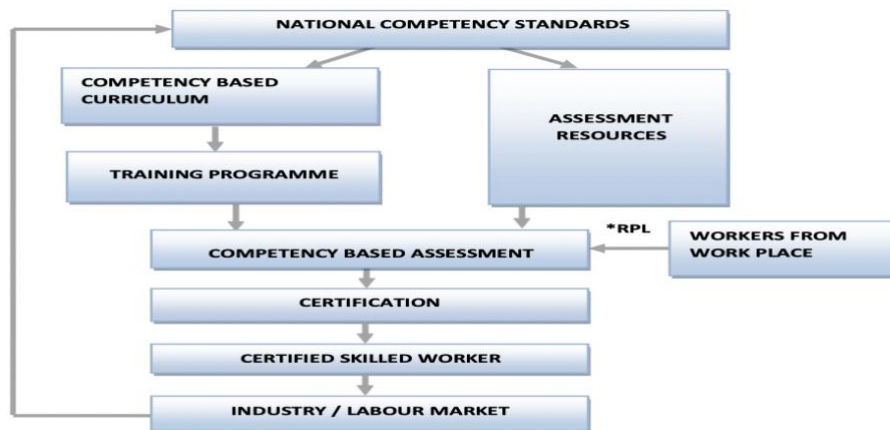
National Competency Standards serve a number of purposes including:

- 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.

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 TVET sector against national competency standards, in training institutions, in the workplace, in schools or anywhere where learning takes place

1.4 Components of the Bhutan Vocational Qualifications Framework (BVQF)



* RPL = Recognition of Prior Learning

1.5 BVQF Levels

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

National Diploma 2 (ND2)

National Diploma1 (ND1)

National Certificate Level 3 (NC III)

National Certificate Level 2 (NC II)

National Certificate Level 1 (NC I)

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

Carry out processes that:	Learning demand:	Responsibilities which are applied:
Are narrow in range. Are established and familiar. Offer a clear choice of routine responses. Involve some prioritizing of tasks from known solutions.	Basic operational knowledge and skill. Utilization of basic available information. Known solutions to familiar problems. Little generation of new ideas.	In directed activity. Under general supervision and quality control. With some responsibility for quantity and quality. With no responsibility for guiding others.

National Certificate level 2

Carry out processes that:	Learning demand:	Responsibilities which are applied:
Require a range of well-developed skills. Offer a significant choice of procedures requiring prioritization. Are employed within a range of familiar contexts.	Some relevant theoretical knowledge. Interpretation of available information. Discretion and judgments. A range of known responses to familiar problems	In directed activity with some autonomy. Under general supervision and quality checking. With significant responsibility for the quantity and quality of output. With some possible responsibility for the output of others.

National Certificate Level 3

Carry out processes that:	Learning demand:	Responsibilities which are applied:
Requires a wide range of technical or scholastic skills. Offer a considerable choice of procedures requiring prioritization to achieve optimum outcomes. Are employed in a variety of familiar and unfamiliar contexts.	A broad knowledge base which incorporates some theoretical concepts. Analytical interpretation of information. Informed judgment. A range of sometimes innovative responses to	In self-directed activity. Under broad guidance and evaluation. With complete responsibility for quantity and quality of output. With possible responsibility for the output of others.

	concrete but often unfamiliar problems.	
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National Diploma 1 (ND1)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
Require a wide range of specialized technical or scholastic skills. Involve a wide choice of standard procedures Are employed in a variety of routine & non-routine contexts	A broad knowledge based with substantial depth in some areas Analytical interpretation of wide range of data Determination of appropriate methods & procedures in response to a range of concrete problems with same theoretical elements	Self-directed and sometimes directed activity Under broad general guidelines for functions With full responsibility for the nature, quantity & quality of outcomes With possible responsibility for the achievement of team output

National Diploma 2 (ND2)

Carry out processes that:	Learning demand:	Responsibilities which are applied:
Require a wide range of technical or scholastic skills. Offer a wide choice of standard and non- standard procedures Are employed in a variety of routine and non- routine contexts	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	In self-directed activity. Under broad guidance and evaluation. With complete responsibility for quantity and quality of output. With possible responsibility for the quality and quantity of output of others

1.6 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.

1.7 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 workplace or in a simulated workplace setting.

Assessment condition

The candidate shall have access to all required tools, equipment, materials and documents.

Candidates must complete the assessment in the industry accepted time frame.

