



**NATIONAL COMPETENCY STANDARDS
FOR
CONSTRUCTION SUPERVISOR
(DIPLOMA)**

CONSTRUCTION SECTOR

**TECHNICAL & VOCATIONAL EDUCATION AND TRAINING
QUALITY COUNCIL
BHUTAN QUALIFICATION AND PROFESSIONAL
CERTIFICATION AUTHORITY
THIMPHU, BHUTAN
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FOREWORD

The TVET Quality Council, BQPCA, is pleased to present the National Competency Standards (NCS) for Construction Supervisor, Diploma, developed in collaboration with industry experts and trainers. These standards establish a nationally recognized qualification aligned with international best practices, setting a benchmark for TVET qualifications in Bhutan.

The NCS ensures that trainees acquire the necessary skills, knowledge, and attitude required by industries. Developed through close consultation with experts, it enhances the relevance of training to labor market needs, equipping graduates to meet industry expectations and improving their employability. A strong and responsive TVET system will also make vocational education more attractive to youth.

The Council acknowledges the valuable contributions of industry experts and trainers in the development of these standards. We urge employers and training providers to continue their support in implementing the NCS, fostering a skilled and productive workforce that contributes to national socio-economic development. Moving forward, we look forward to enhanced industry engagement and collaborative efforts in building a quality-assured, demand-driven TVET system.

Director
BQPCA

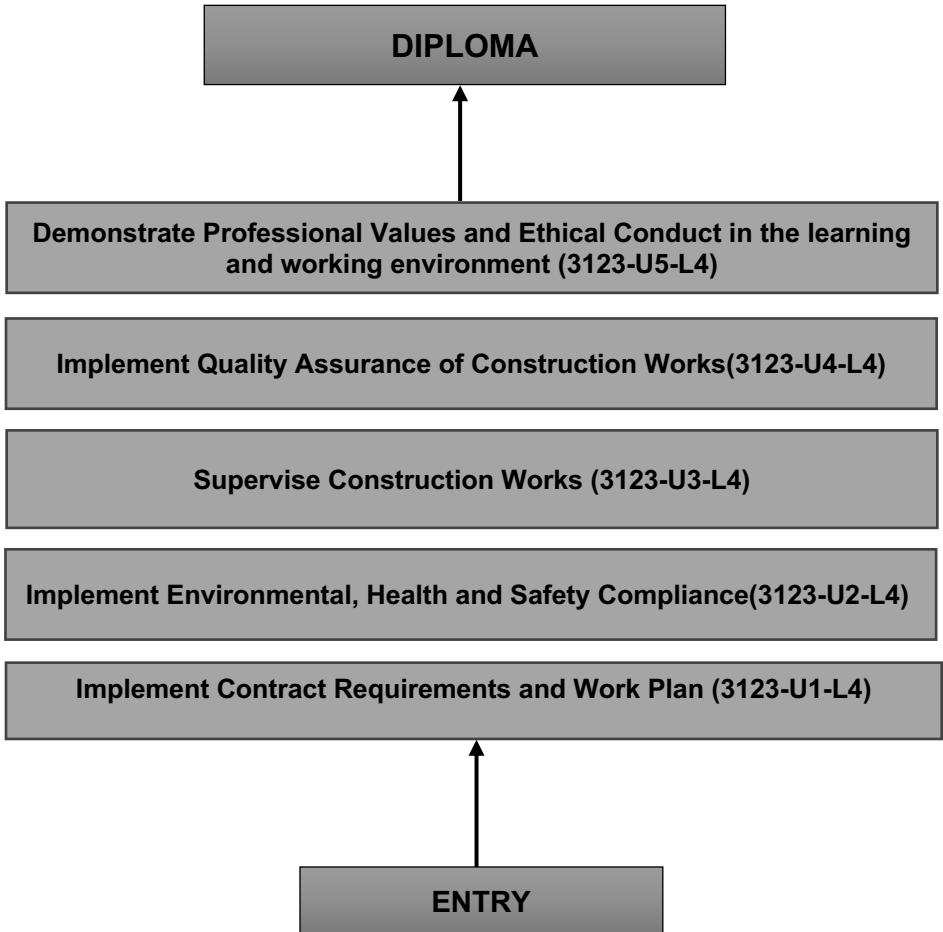
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The TVET Quality Council, Bhutan Qualification and Professional Certification Authority would like to express our deepest appreciation to the following industry and subject matter experts who have participated in development of the National Competency Standards.

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PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS

Unit Title	Element of Competence
1. Implement Contract Requirements & Work Plan	1.1. Adhere to contractual obligations 1.2. Prepare work Plan 1.3. Prepare resource plan
2. Implement Environmental, Health and Safety Compliance	2.1 Ensure compliance with Occupational Health and Safety Regulations 2.2 Ensure compliance with environment protection standards 2.3 Maintain risk management system 2.4 Manage workplace incidents 2.5 Execute emergency response procedures
3. Supervise Construction Works	3.1 Ensure readiness of construction sites 3.2 Oversee construction progress 3.3 Manage Resources 3.4 Maintain Work Documentation
4. Implement Quality Assurance of Construction Works	4.1. Monitor Quality of Resources 4.2. Inspect quality of completed work
5. Demonstrate Professional Values and Ethical Conduct in the learning and working environment	5.1. Cultivate positive motivation and growth mindset 5.2. Apply ethical norms and positive values 5.3. Exhibit ethical and professional conduct

UNIT TITLE	Implement Contract Requirements & Work Plan
DESCRIPTOR	This unit covers the competencies required to perform work planning ensuring standard and implementing construction contract following safety procedures at all times.
CODE	3123-U1-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Adhere to contractual obligations	1.1 Mobilize resources at the construction site. 1.2 Execute the work as per the contract and project schedule. 1.3 Ensure project closure and handing-taking. 1.4 Demobilize the resources following standard procedure.
2. Prepare work plan	2.1 Identify work activities and set timelines. 2.2 Formulate detailed construction work schedule based on master schedule. 2.3 Identify any changes to be incorporated in the project schedule. 2.4 Establish project milestones based on contract documents.
3. Prepare resource plan	3.1 Estimate human resources, materials and equipment for the construction site. 3.2 Describe site strategies and distribute workloads. 3.3 Propose interim cash flow. 3.4 Laisse with relevant personnel to ensure proper resource planning.

RANGE STATEMENT	
Contract Documents may include but not limited to:	
• Contract agreements • BOQ • Drawings	• Technical specification • Contract between company and workers
Human Resources may include but not limited to	
• Carpenter • Mason • Electrician	• Plumber • Welder • Operators and helpers
Materials and equipment may include but not limited to:	
• Construction materials	• Construction equipment • Tools and Tackles • Crane
Critical Aspects	
• Follow Safety procedure at workplace. • Follow standard procedure for all the tasks. • Interpret contract documents and drawings. • Identify quality and time control tools.	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • OHS regulations • Basic First Aid • Materials and specifications • Specification of civil & electrical and mechanical works • Civil Liability Act	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management

• Labour and Material Coefficient (LMC) • Basic estimation and costing • Clearances (Environment, forest, Power, Culture, Public, etc) • Bhutan Schedule of Rates (BSR) • Procurement Rules and Regulations(PRR) of MoF • Autocad Drawings • eGP & eTools • Construction Manager Software (CMS)	• Innovation • Growth oriented
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UNIT TITLE	Implement Environmental, Health and Safety Compliance
DESCRIPTOR	This unit covers the competencies required to implement occupational health and safety regulations effectively at construction sites at all times.
CODE	3123-U2-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Ensure compliance with Occupational Health and Safety (OHS) Regulations	1.1 Ensure workers comply with OHS regulations. 1.2 Create awareness on OHS compliance and assist individuals/parties regarding their duties, rights and obligations. 1.3 Install safety signage following standard procedures.
2. Ensure compliance with environment protection standards	2.1 Implement various environmental protection programs to meet legislative requirements. 2.2 Monitor environment protection programs. 2.3 Report the constrains to relevant authority.
3. Maintain risk management system	3.1 Assist in developing risk assessment procedures and standards.

	3.2 Assist in assessing and mitigating risk of construction projects. 3.3 Assist in adopting appropriate control measures. 3.4 Identify and designate safe zone for emergency evacuation following standard procedure.
4. Manage workplace incidents	4.1 Assist in preparing action plans and programmes for incident response. 4.2 Implement response procedures during incidents. 4.3 Collect OHS information about incidents. 4.4 Assist in conducting accident investigations. 4.5 Assist in implementing recommended measures from incident investigations.
5. Execute emergency response procedures	5.1 Assist in developing and implementing emergency management plan and procedures. 5.2 Identify and designate assembly point during the emergency. 5.3 Assist in conducting emergency drills. 5.4 Ensure readiness and proper maintenance of emergency equipment.

RANGE STATEMENT	
PPE may include but not limited to:	
• Helmet • Safety boot • Safety Harness	• Rubber gloves • Reflective vest
Relevant regulatory agencies may include but not limited to:	
• Labour official • OHS focal Officer • NEC • BPC	• BCTA • Forest official • Local Government
Critical Aspects	
• Follow Safety procedure at workplace. • Follow standard procedure for all the tasks.	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • OHS regulations • Basic First Aid • Types of PPEs and applications • Types of risk and mitigation measure • Types of signage used at construction site • OHS provision in BSR • BCTA Monitoring Guidelines	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation • Growth oriented

UNIT TITLE	Supervise Construction Works
DESCRIPTOR	This unit covers the competencies required to ensure the readiness of the projects sites, supervise and monitor the work, manage resources and prepare and maintain work document
CODE	3123-U3- L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Ensure readiness of construction sites	1.1 Interpret construction drawings as per job requirements. 1.2 Perform site layout based on construction plans and specifications. 1.3 Perform worksite development. 1.4 Perform deployment of resources including utilities . 1.5 Verify site boundaries using approved drawings and survey benchmarks. 1.6 Set out reference points in accordance with site layout plan.
2. Oversee construction progress	2.1 Implement construction activities as per the daily and weekly work plan.

	2.2 Ensure construction works(bridge, road, buildings) comply with specifications and approved drawings. 2.3 Identify changes required due to site conditions and report to relevant authority. 2.4 Track construction progress against approved schedules and milestones. 2.5 Identify deviations from planned progress and report for corrective actions. 2.6 Implement corrective actions to maintain project timelines. 2.7 Perform daily work measurement. 2.8 Record and report daily work progress using standard reporting format.
3. Manage Resources	3.1 Allocate human resources, materials and machinery based on job requirements. 3.2 Supervise daily work performance of human resources and machinery as per the work plan. 3.3 Monitor and maintain records of daily usage of materials and POL in accordance with job requirements. 3.4 Perform evaluation of human resource performance.
4. Maintain work documentation	4.1 Maintain site documentation including site order books, photo evidence and hindrance registers.

	4.2 Maintain machinery logbooks following standard procedure. 4.3 Maintain attendance and human resources records as required. 4.4 Maintain inventory records of materials and tools. 4.5 Prepare work progress reports according to organizational requirements. 4.6 Perform joint measurements of completed works and assist in preparing running and final bills following standard procedures. 4.7 Prepare petty bills based on organizational procedure. 4.8 Maintain material quality, inspection report and test reports.
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RANGE STATEMENT	
Specification may include but not limited to:	
• Specification for building and road works • Specification for timber	• Specification for bridges • Specification for electrical works
Utilities may include but not limited to:	
• Campsite • Water	• Electricity

Critical Aspects
• Follow Safety procedure at workplace. • Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • OHS regulations • Basic First Aid • Construction Methods • Drawings & Documents – Read and prepare drawings, specifications, BOQ and site instructions • Work Planning & Scheduling • Measurement • Quality assurance tools • Resource Management • IT & Digital Tools- spreadsheets • Specification and standards • Problem solving techniques related to construction work • Human resources management	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation • Growth oriented

UNIT TITLE	Implement Quality Assurance of Construction Works
DESCRIPTOR	This unit covers the competencies required to implement quality control measures both for the resources and work at the construction site at all times following safety procedures.
CODE	3123-U4-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Monitor Quality of Resources	1.1 Check materials for compliance with standards set by the Bhutan Standards Bureau (BSB). 1.2 Perform <i>physical inspection</i> of materials as per work requirements. 1.3 Compile checklist for raw materials accurately. 1.4 Interpret inspection findings according to work requirements. 1.5 Interpret and report test outcomes and findings to competent authority. 1.6 Ensure machinery and tools are operational for site work. 1.7 Ensure periodic maintenance of machinery and tools are carried out.

	1.8 Ensure the competency of human resources at worksite. 1.9 Accept or reject materials based on inspection findings and job requirements.
2. Inspect quality of completed work	2.1. Inspect the workmanship and finish of construction work as per the drawings and specifications. 2.2. Check measurement and alignment of works against specifications and drawings. 2.3. Compile the checklist for completed works to record compliance.

RANGE STATEMENT	
Physical inspection of materials may include but not limited to	
• Visual inspection	• Sound testing
Critical Aspects	
- Follow Safety procedure at workplace. - Follow standard procedure for all the tasks.	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • OHS regulations • Basic First Aid • Materials and its specifications • Specification of civil & electrical works • Quality control of construction works • Workmanship – Quality, alignment • Machinery – Operation, maintenance • Commissioning and project closure • Basic Research and Development	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation • Entrepreneurship • Growth oriented

UNIT TITLE	Demonstrate Professional Values and Ethical Conduct in the learning and working environment.
DESCRIPTOR	This unit contains the essential employability skills and graduates are required to have reliably demonstrated it in addition to the core competencies.
CODE	3123-U5-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Cultivate positive motivation and growth mindset	1.1 Exhibit strong awareness of self and others, and appreciate belief systems, social norms and relationship building. 1.2 Analyse own beliefs, attitudes, strengths, and behaviours in relation to workplace expectations. 1.3 Recognise how personal and cultural belief systems influence interactions with others. 1.4 Apply appropriate social norms and cultural sensitivity in diverse workplace situations. 1.5 Build and maintain positive professional relationships through effective communication and empathy. 1.6 Demonstrate emotional intelligence and respect in managing workplace interactions and conflicts. 1.7 Inculcate respect for diversity and interdependence. 1.8 Develop a sense of duty for care and love for the country and contribute to nation building.

2. Apply ethical norms and positive values	2.1 Understand ethical norms and legal rules in decision-making and understand the link between values and behavior. 2.2 Make decisions based on established ethical norms, professional codes, and legal requirements. 2.3 Identify potential ethical dilemmas and apply structured reasoning to resolve them. 2.4 Demonstrate accountability and transparency in actions and decisions. 2.5 Explain how personal and organisational values influence workplace behaviour and outcomes. 2.6 Promote ethical conduct and compliance within the work environment. 2.7 Apply ethical norms in workplace and learning activities.
3. Exhibit ethical and professional conduct	3.1 Demonstrate commitment to own profession and quality of work. 3.2 Demonstrate commitment to self-management of learning and performance. 3.3 Show dedication to professional standards and continuous skill development. 3.4 Maintain high-quality work outputs in line with industry expectations. 3.5 Set personal development goals and implement strategies for self-improvement. 3.6 Seek feedback, reflect on performance and make improvements where necessary.

	3.7 Manage the use of time and other resources to complete projects. 3.8 Take responsibility for one's own actions, decisions and their consequences. 3.9 Locate, select, organize and document information using appropriate technology and information systems. 3.10 Analyze, evaluate and apply relevant information from a variety of sources. 3.11 Apply a systematic approach to solve problems. 3.12 Use a variety of thinking skills to anticipate and solve problems. 3.13 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 3.14 Respond to written, spoken or visual messages in a manner that ensures effective communication.
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UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Role of Social Norms • Importance of relationship building • Importance of workmanship • Concepts on quality and professionalism • Social values and belief system • Concepts on GNH • Importance of environmental conservation • Waste management • Concepts on sustainable development • Five Zorig Commitments • Importance and understanding of Gender Equality, Disability and Social Inclusion (GEDSI)	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

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:

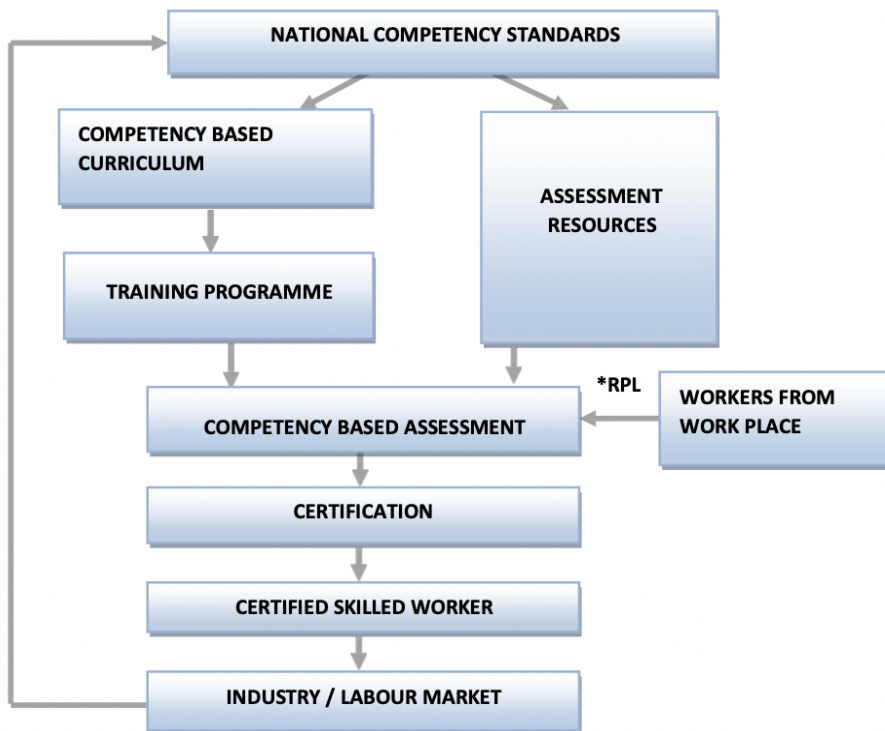
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, 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་གོང་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> འབྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		<i>Dringrim Barma</i> འབྲིང་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	Knowledge	Skills	Values	Application
	Knowledge that is:	Demonstrate skills that involve:	Demonstrate values that involve:	Applied in contexts that involve:
4	Broad theoretical, technical and operational	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	Strong level of awareness of self and others; and an appreciation of belief system, role of social norms, and the importance of relationship building Application of ethical norms and legal rules in decision-making; and comprehending the correlation between values and behavior Commitment to own profession and quality of work	Stable tasks with predictable changes Broad guidance with some self-direction that requires sound judgement Taking some responsibility for planning and coordination with others
3	Theoretical with some technical and operational processes	Applying a range of standard processes to known but varied tasks	Sound level of self-awareness and beliefs; and ability to apply social	Stable tasks with some aspects of change

		Selecting and applying a range of solutions to familiar and unfamiliar problems Communicating effectively and clearly, both oral and written, in both English and Dzongkha	norms and build relationships Application of a set of ethical norms Commitment to own field of interest and apply self-management of learning and performance	General guidance and supervision that require discretion and judgement Adapting to own behaviour to work with others
2	Basic, factual and conceptual	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 Developing basic proficiency in Dzongkha and English	Some level of self-awareness and beliefs, and appreciation of social norms; and significance of relationships Awareness of ethical norms, and openness to different activities Developing own knowledge and skills	Structured and stable tasks General support and Supervision that require some discretion and judgement Collaboration with others to achieve goals
1	Foundational, every day and general	Applying operational literacy, numeracy skills required to carry out simple tasks Applying simple solutions to solve simple and	Basic awareness of self, beliefs, and social norms; and understand the significance of relationships	Highly structured tasks with close support and supervision Minimal Discretion and judgement

		straightforward everyday issues Communicating using everyday expressions and simple phrases in Dzongkha and English	Basic awareness of fundamental ethical norms, basic civil rights, and responsibilities Willingness to understand tasks and motivated to implement them successfully	Readiness to work together and share knowledge with others
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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 Technical & Vocational Education and Training Management Information System (TVET – MIS) both in terms of economic sector identification and that of the individual standard.

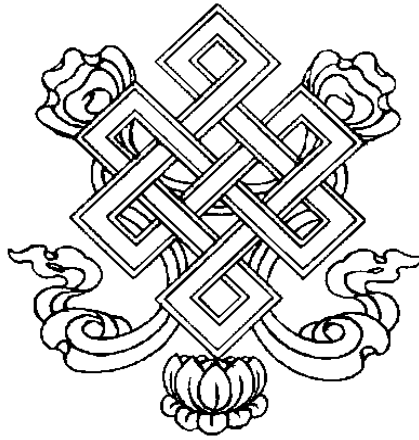
Coding the individual national competency standards

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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