

NATIONAL COMPETENCY STANDARDS
FOR
AGED CARE SUPPORT ASSOCIATE
(BQF Certificate 3)

Social Sector

TECHNICAL & VOCATIONAL EDUCATION AND TRAINING 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 Aged Care Support Associate, BQF Certificate 3 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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Experts involved during the development of NCS workshop:

1. Gaga Drukpa, Dy. Registrar, BMHC, Thimphu
2. Sumitra Pradhan, Freelance Age care, Thimphu
3. Kishore Chhetri, Freelance, Thimphu
4. Prakash Pradhan, RENEW, Thimphu
5. Tashi Wangmo, RENEW, Thimphu

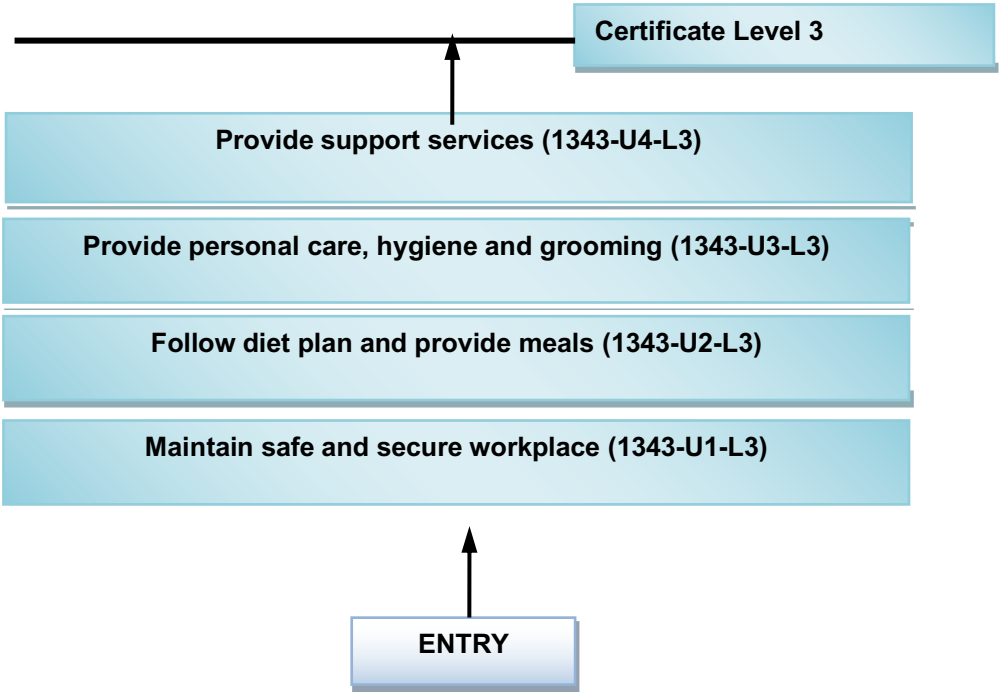
Experts involved during the validation of NCS workshop:

1. Prakash Pradhan, MHPC, BQPCA
2. Gaga Drukpa, MHPC, BQPCA
3. Lemo, Aged Care Experts, AAA Skills Institute
4. Rinzee Peday, Aged Care Experts, AAA Skills Institute

Facilitators:

1. Karma Loday, Specialist, TVET QC, BQPCA
2. Tandin Dorji, Program Analyst, TVET QC, BQPCA
3. Chogay Lhendup, Dy.Chief Program Officer, TVET QC, BQPCA

PACKAGING OF QUALIFICATIONS



Overview of National Competency Standards

CORE UNIT TITLE	ELEMENTS OF COMPETENCE
1. Maintain safe and secure workplace	1. Perform housekeeping and workplace safety 2. Maintain safety of clients and caregiver 3. Maintain safe workplace and clients' safety
2. Follow diet plan and provide meals	1. Follow menu and dietary supplements 2. Provide meals
3. Provide personal care, hygiene and grooming	1. Perform personal care and hygiene 2. Assist client's personal grooming
4. Provide support services	1. Liaise with relevant stakeholders for support 2. Provide individualized assistance to clients 3. Perform safe manual handling

COMMON UNIT TITLE	ELEMENTS OF COMPETENCE
1. Demonstrate Professional Values and Ethical Conduct at workplace	1. Demonstrate positive attitude and workplace behavior 2. Apply ethical values in work 3. Demonstrate professional conduct at work
2. Apply Critical thinking and Problem-Solving skills at workplace	1. Identify workplace problem 2. Analyze problems and identify possible solutions 3. Apply appropriate solutions

UNIT TITLE	Demonstrate Professional Values and Ethical Conduct at workplace.
DESCRIPTOR	This unit contains the common/essential employability competencies and graduates are required to have reliably demonstrated it in addition to the core competencies.
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Demonstrate positive attitude and workplace behavior	1.1 Identify personal strengths, responsibilities and workplace expectations. 1.2 Exhibit positive attitude towards the work. 1.3 Respect cultural, social and individual differences in the workplace. 1.4 Follow appropriate workplace etiquette, social norms and organizational rules. 1.5 Maintain positive working relationships through respectful communication and teamwork. 1.6 Demonstrate responsibility, care for the community and commitment to nation building.
2. Apply ethical values in work	2.1 Identify basic ethical principles and workplace rules. 2.2 Follow workplace policies, procedures and codes of conduct. 2.3 Recognize simple ethical issues and seek guidance when required. 2.4 Demonstrate honesty, responsibility and accountability in assigned tasks and work outcomes. 2.5 Show integrity and accountability in workplace activities.

	2.6 Follow safe, ethical and responsible work practices. 2.7 Apply ethical behavior at workplace activities.
3. Demonstrate professional conduct at work	3.1 Complete assigned tasks responsibly and reliably to the required standard. 3.2 Demonstrate willingness to improve work performance. 3.3 Follow workplace standards and instructions. 3.4 Use time, tools and workplace resources responsibly. 3.5 Take responsibility for own actions and work outcome. 3.6 Identify workplace problems and follow appropriate procedures to resolve them and seek assistance. 3.7 Communicate clearly and respectfully in speaking, writing and visual forms appropriate to the workplace. 3.8 Respond appropriately to instructions, feedback and workplace information.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Role of Social Norms • Importance of relationship building • Importance of workmanship • Concepts on quality and professionalism	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

• Social values and belief system • Concepts on GNH • Importance of environmental conservation and waste management • Basic concepts on Green and sustainable development • Basic concepts on Gender Equality, Disability and Social Inclusions (GEDSI)	

UNIT TITLE	Apply Critical thinking and Problem-Solving skills in the workplace.
DESCRIPTOR	This unit contains the common/essential employability competencies and graduates are required to have reliably demonstrated it in addition to the core competencies.
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Identify workplace problem	1.1 Identify problems, issues or deviations from expected work requirements. 1.2 Gather relevant information about the problem. 1.3 Report problems that are beyond on responsibility. 1.4 Apply emotional intelligence and sound judgement at workplace.
2. Analyze problems and identify possible solutions	2.1 Identify possible cause of the problem using available information. 2.2 Access possible solutions against workplace requirement 2.3 Seek advice where problem is outside on knowledge or authority.
3. Apply appropriate solutions	3.1 Select an appropriate solution within on responsibility. 3.2 Apply the solutions according to workplace procedures. 3.3 Take further actions and seek assistance as per workplace procedures.

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 • Emotional Intelligence • Concepts on GNH • Importance of environmental conservation and waste management • Basic concepts on Green and sustainable development • Basic concepts on Gender Equality, Disability and Social Inclusions (GEDSI)	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE : Maintain safe and secure workplace

DESCRIPTOR : This unit covers the competencies required to maintain safe workplace, maintaining client and care giver as per the standard procedures.

CODE : 1343-U1-L3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform housekeeping and workplace safety	1.1 Use Personal Protective Equipment as per the job requirement. 1.2 Perform bed making as per the job requirement. 1.3 Maintain cleanliness and sanitization in the rooms. 1.4 Arrange the furniture as per the job requirement. 1.5 Ensure functionality of tools and equipment as per the job requirement. 1.6 Maintain safe space and lighting as per the job requirement. 1.7 Maintain clean and hazard free area as per the job requirement.
2. Maintain safety of clients and care giver	2.1 Interpret care plan as per the job requirement. 2.2 Ensure safety of care giver as per the job requirement. 2.3 Ensure comfort and happiness of client as per the job requirement. 2.4 Ensure safety of clients as per the job requirement.
3. Maintain safe workplace	3.1 Follow contingency plan as per the job requirement.

and clients' safety	3.2 Identify risk and hazards in the workplace as per the job requirement. 3.3 Follow safety measures as per the standard procedures. 3.4 Monitor the security measures and appliances timely as per the job requirement. 3.5 Preform basic first aid.

RANGE STATEMENT
Critical Aspects:
● Follow Safety procedure at workplace. ● Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	**UNDERPINNING SKILLS**
● Ethics and Integrity ● Occupational Health and safety ● First aid ● Fall management ● Ageing process ● Cultural awareness ● Disaster management ● Client monitoring system ● Manual handling ● Duty of care ● Code of conduct of caregiver ● Behavior challenges	● Team work ● Communication ● Negotiation ● Time management ● Problem solving ● Conflict management ● Collaboration

UNIT TITLE : Follow diet plan and provide meals

DESCRIPTOR : This unit covers the competencies required to prepare and serve meals following standard procedures

CODE : 1343-U2-L3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Follow menu and dietary supplements	1.1 Read and interpret care plan as per the medical advice/client requirement. 1.2 Ensure correct menu is prepared as per the client requirement. 1.3 Prepare meals as per the dietary and client requirement.
2. Provide meals	2.1 Serve meals timely as per the client requirement. 2.2 Feed meals as per the client requirement. 2.3 Follow safe feeding practices as per the client requirement.

RANGE STATEMENT
Critical Aspects:
● Follow Safety procedure at workplace. ● Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Basic Human psychology • Balance diet • Types of dietary supplements • Care plan of clients • Food safety • Menu • Human dignity, privacy and confidentiality	• Team work • Communication • Negotiation • Time management • Problem solving • Conflict management • Collaboration • Safe feeding techniques • Basic cooking skills

UNIT TITLE : Provide personal care, hygiene and grooming

DESCRIPTOR : This unit covers the competencies required to perform client's personal care and grooming following standard procedures.

CODE : 1343-U3-L3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform personal care and hygiene	1.1 Support showering as per the client's requirement. 1.2 Support bathing as per the client's requirement. 1.3 Support bed baths as per the client's requirement. 1.4 Support oral hygiene as per the client's requirement. 1.5 Support with toileting and cleaning as per the client's requirement.
2. Assist client's personal grooming	2.1 Assist in selecting and wearing cloths as per the client's requirement. 2.2 Assist in apply creams and lotions/make up as per the client's requirement. 2.3 Assist in shaving as per the client's requirement. 2.4 Assist in nail care as per the client's requirement. 2.5 Assist in hair care as per the client's requirement.

RANGE STATEMENT
Critical Aspects:
● Follow Safety procedure at workplace. ● Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
● Importance of personal care and hygiene ● Grooming ● Emotional wellbeing ● Types of abuses	● Team work ● Empathy and compassion ● Communication ● Negotiation ● Time management ● Problem solving ● Conflict management ● Collaboration ● Patience ● Basic mental health and counseling skills ● Showering and bathing techniques ● Nail and hair care techniques

UNIT TITLE : Provide support services

DESCRIPTOR : This unit covers the competencies required to support and assist the clients following standard procedures

CODE : 1343-U4-L3

ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Liaise with relevant stakeholders for support	1.1 Talk to client's family members as per the job requirement. 1.2 Consult with relevant agencies about the client as per the job requirement.
2. Provide individualized assistance to clients	2.1 Assists client's prescribed medication as per the requirement. 2.2 Provide mobility support to client as per the requirement. 2.3 Provide emotional support as per the client's requirement. 2.4 Provide psycho social support as per the client's requirement. 2.5 Assist clients in ***engagement activities*** as per the requirement. 2.6 Provide basic counselling as per the client's requirement. 2.7 Accompany clients to hospital visits/shopping as per the client's requirement. 2.8 Arrange the logistics as per the job requirement. 2.9 Provide care and support to disabled clients.
3. Preform safe manual handling	3.1 Handle equipment safely. 3.2 Maintain safe posture. 3.3 Assists client's safe position.

RANGE STATEMENT	
Engagement activities may include but not limited to:	
• Entertainment activity • Leisure activity • Psycho education • Local and national events	• Income generation activity, • Spiritual support- reciting prayers, visiting holy sites
Critical Aspects:	
• Follow Safety procedure at workplace. • Follow standard procedure for all the tasks.	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Types of support services • Importance of providing support for social life and wellbeing • Principle and risk of manual handling • Types of disabilities and support services • Documentation • Feedback and complaints	• Team work • Communication skills • Negotiation • Time management • Problem solving • Conflict management • Collaboration • Sense of direction • Handling equipment and position techniques • Observation • Basic counseling • Dealing with disabled clients

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:

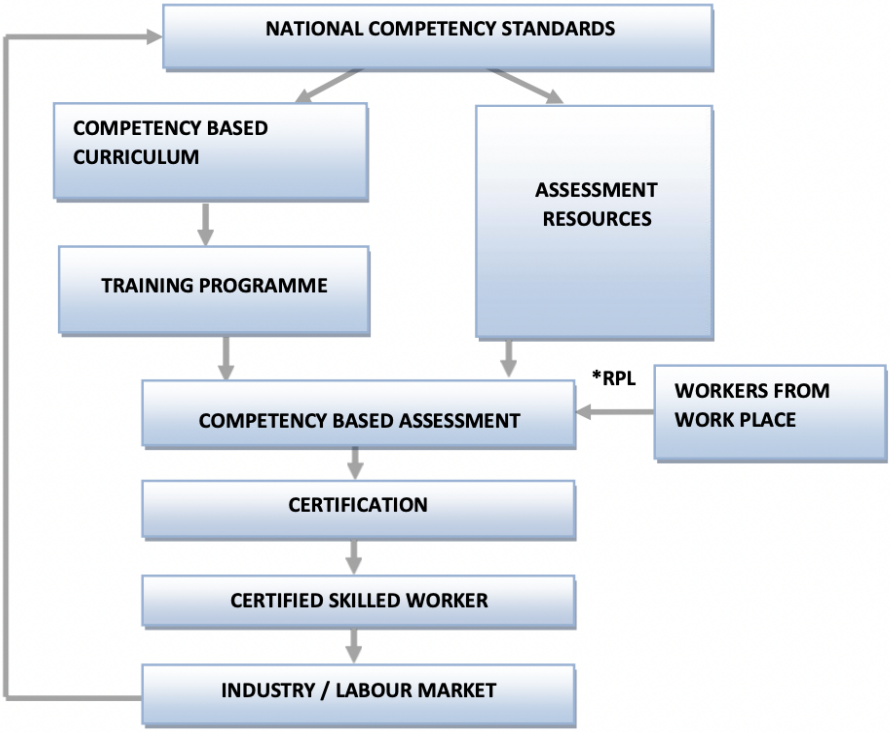
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, 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



TVET

*** RPL = Recognition of Prior Learning**

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	*Khewang* མཁས་དབང་།
7			Master's Degree Postgraduate Diploma Postgraduate Certificate	Master's Degree Postgraduate Diploma Postgraduate Certificate	*Tsugla Gongma* བཙུག་ལག་གོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	*Tsugla Wogma* བཙུག་ལག་འོག་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		*Dringrim Gongma* འབྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		*Dringrim Barma* 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 Selecting and applying a range	Sound level of self-awareness and beliefs; and ability to apply social norms and build relationships	Stable tasks with some aspects of change General guidance and supervision that require

		of solutions to familiar and unfamiliar problems Communicating effectively and clearly, both oral and written, in both English and Dzongkha	Application of a set of ethical norms Commitment to own field of interest and apply self-management of learning and performance	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 Basic awareness of fundamental	Highly structured tasks with close support and supervision Minimal Discretion and judgement Readiness to work together and share

		straightforward everyday issues Communicating using everyday expressions and simple phrases in Dzongkha and English	ethical norms, basic civil rights, and responsibilities Willingness to understand tasks and motivated to implement them successfully	knowledge with others

