



**NATIONAL COMPETENCY STANDARDS
FOR
DIGITAL MARKETING ASSOCIATE
(DIPLOMA)**

SERVICE SECTOR

**TECHNICAL & VOCATIONAL EDUCATION AND TRAINING QUALITY COUNCIL
BHUTAN QUALIFICATIONS AND PROFESSIONALS CERTIFICATION AUTHORITY
THIMPHU, BHUTAN
SEPTEMBER 2025**

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FOREWORD

The TVET Quality Council, BQPCA, is pleased to present the National Competency Standards (NCS) for Digital Marketing Associate Diploma level. These standards were developed in collaboration with industry experts and trainers, with technical support from the Humber Polytechnic, Canada, and funding from the Bhutan Education and Skills Training (BEST) Project.

The NCS 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.

Director
BQPCA

ACKNOWLEDGEMENT

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Date of Validity : 19 September 2028

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 and validation of the National Competency Standards:

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PACKAGING OF QUALIFICATIONS

DIPLOMA

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graph BT; Entry[ENTRY] --> U1[Apply Fundamentals of Marketing (1222-U1-L4)]; U1 --> U2[Perform Digital Advertising and Marketing (1222-U2-L4)]; U2 --> U3[Perform Content Creation (1222-U3-L4)]; U3 --> U4[Demonstrate Professional Values and Ethical Conduct in the learning and working environment (1222-U4-L4)]; U4 --> Diploma[DIPLOMA];
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Demonstrate Professional Values and Ethical Conduct in the learning and working environment (1222-U4-L4)

Perform Content Creation (1222-U3-L4)

Perform Digital Advertising and Marketing (1222-U2-L4)

Apply Fundamentals of Marketing (1222-U1-L4)

ENTRY

OVERVIEW OF THE NCS

Unit Title	Element of Competence
1. Apply Fundamentals of Marketing	<ol style="list-style-type: none">1. Conduct Market Study2. Create Marketing Content3. Prepare Market Strategy Plan
2. Perform Digital Advertising and Marketing	<ol style="list-style-type: none">1. Use Search Engine Optimization (SEO)2. Perform Email Marketing3. Use AI tools4. Manage Social-Media5. Conduct Influencer Marketing6. Use Pay-Per-Click (PPC)
3. Perform Content Creation	<ol style="list-style-type: none">1. Make Videography2. Make Photography3. Create Graphic Design4. Perform Content Writing
4. Demonstrate Professional Values and Ethical Conduct in the learning and working environment	<ol style="list-style-type: none">1. Cultivate positive motivation and growth mindset2. Apply ethical norms and positive values3. Exhibit ethical and professional conduct

UNIT TITLE	Apply Fundamentals of Marketing
DESCRIPTOR	This unit contains competencies required to conduct market study, create marketing content and prepare strategic marketing plan following standard procedures.
CODE	1222-U1-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Conduct Market Study	1.1 Understand marketing concepts and principles. 1.2 Study consumer behavior to identify needs and wants. 1.3 Study consumer profile to build consumer demography. 1.4 Perform consumer targeting to ensure efficacy of marketing. 1.5 Respond to consumer's marketing and advertising needs. 1.6 Perform market segmentation analysis to identify the target audience and consumer behavior
2. Create Marketing Content	2.1 Develop advertising plan. 2.2 Apply the concepts on content writing for marketing.

	<p>2.3 Conduct case studies on successful contents.</p> <p>2.4 Perform content writing following consumer's needs.</p> <p>2.5 Build marketing network through conferences.</p>
<p>3. Prepare Marketing Strategy Plan</p>	<p>3.1 Understand the concepts on marketing strategy plan.</p> <p>3.2 Conduct case studies on successful strategy plan.</p> <p>3.3 Perform marketing strategy plan following consumer's needs.</p> <p>3.4 Generate innovative alternatives and options to address advertising and marketing challenges.</p> <p>3.5 Participate in the evaluation of outcomes of actual advertising and marketing communication initiatives.</p> <p>3.6 Apply budget, costing and pricing concepts.</p> <p>3.7 Apply entrepreneurial principles to the advertising and marketing communication environment.</p>

RANGE STATEMENT

Critical Aspects

- Follow Safety procedure at workplace.
- Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • OHS regulations • Basic first Aid • Types of content writing • Strategic thinking • Types of marketing • Importance of Case studies • Concepts and principles on research methodologies • Basic Project Management concepts • Brand/product positioning • Aspects of marketing mix • Concepts on environmental and economic sustainability in the development of advertising and marketing communication 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE	Perform Digital Advertising and Marketing
DESCRIPTOR	This unit contains competencies required to conduct marketing using different digital tools following standard procedures.
CODE	1222-U2-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Use Search Engine Optimization (SEO)	1.1 Understand the concepts on Search Engine Optimization (SEO). 1.2 Coordinate with development team on best practices for Technical SEO. 1.3 Apply Onsite SEO on website. 1.4 Apply Offsite SEO to build links to website. 1.7 Apply SEO analytics to track results.
2. Perform Email Marketing	2.1 Understand the concepts on email marketing. 2.2 Design and execute email campaigns for dedicated goals using email service providers (Mailchimp). 2.3 Manage subscriber lists for efficient automation and tracking using email service providers (Mailchimp). 2.4 Use automation tools to nurture leads and build customer loyalty using email service providers (Mailchimp).

<p>3. Use AI tools</p>	<p>3.1 Understand the concept on AI tools.</p> <p>3.2 Use AI-powered tools and platforms to streamline marketing processes.</p> <p>3.3 Conduct market research to identify starting points.</p> <p>3.4 Make data-driven decisions based on market research.</p>
<p>4. Manage social media</p>	<p>4.1 Apply concepts on social media management.</p> <p>4.2 Draft social media campaigns based on outcome requirements.</p> <p>4.3 Utilize major social media platforms to build brand awareness.</p> <p>4.4 Engage with customers to build relationships.</p> <p>4.5 Manage paid ad campaigns for campaign accuracy and data collection.</p> <p>4.6 Apply social media analytics to track results.</p>
<p>5. Conduct Influencer Marketing</p>	<p>5.1 Apply concepts on influencer marketing.</p> <p>5.2 Select influencers based on target demographics.</p> <p>5.3 Optimize influencer use by interconnecting marketing campaigns with influencer messaging.</p>
<p>6. Use Pay-Per-Click (PPC)</p>	<p>6.1 Apply concepts on Pay-Per-Click.</p> <p>6.2 Set up effective ad campaigns on platforms.</p>

	<p>6.3 Manage effective ad campaigns on platforms.</p> <p>6.4 Optimize effective ad campaigns on platforms (Google Ads) eg. keyword bidding, ad copywriting, and budget management).</p> <p>6.5 Apply analytics tools to track results.</p> <p>6.6 Seek and incorporate constructive feedback during concept and product development.</p>
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RANGE STATEMENT
Critical Aspects
<ul style="list-style-type: none"> • Follow Safety procedure at workplace. • Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • OHS regulations • Basic first Aid • Concepts on Technical SEO • Concepts on Onsite SEO • Concepts on Offsite SEO • Strategic thinking • Importance of Keywords and Keyword research • Importance of case studies 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

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|---|--|
| <ul style="list-style-type: none">• Importance of affiliate marketing• Importance of Website• Importance of Mobile Marketing• Online reputation management• Trend in digital marketing• Types of Restrictions• Visual fundamentals• Relevant rules and regulations | |
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UNIT TITLE	Perform Content Creation
DESCRIPTOR	This unit contains competencies required to create video, photo, graphics and content writing following standard procedures at all times.
CODE	1222-U3-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Make videography	1.1 Understand the concepts on videography. 1.2 Create videos based on existing requirements. 1.3 Edit videos based on existing requirements.
2. Make Photography	2.1 Understand the concepts on photography. 2.2 Create photographs based on existing requirements. 2.3 Edit photographs based on existing requirements.
3. Create Graphic Design	3.1 Understand the concepts on graphic design. 3.2 Use graphic design software to create designs. 3.3 Create graphic design based on existing requirements.
4. Perform Content Writing	4.1 Understand concepts on content writing. 4.2 Develop engaging written content including blogs, articles to attract and retain a target audience.

	<p>4.3 Plan engaging written content including blogs, articles to attract and retain a target audience.</p> <p>4.4 Create engaging written content including blogs, articles to attract and retain a target audience.</p>
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RANGE STATEMENT
Critical Aspects
<ul style="list-style-type: none"> • Follow Safety procedure at workplace. • Follow standard procedure for all the tasks.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • OHS regulations • Basic first Aid • Strategic thinking • Importance of Keywords and Keyword research • Principles of design • Shot psychology • Literary skills • Importance of case studies • Relevant rules and regulations 	<ul style="list-style-type: none"> • Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE	Demonstrate Professional Values and Ethical Conduct in the learning and working environment.
DESCRIPTOR	This unit contains the essential employability competencies and graduates are required to have reliably demonstrated it in addition to the core competencies.
CODE	1222-U4-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Cultivate positive motivation and growth mindset	<p>1.1 Exhibit strong awareness of self and others, and appreciate belief systems, social norms and relationship building.</p> <p>1.2 Analyse own beliefs, attitudes, strengths, and behaviours in relation to workplace expectations.</p> <p>1.3 Recognise how personal and cultural belief systems influence interactions with others.</p> <p>1.4 Apply appropriate social norms and cultural sensitivity in diverse workplace situations.</p> <p>1.5 Build and maintain positive professional relationships through effective communication and empathy.</p> <p>1.6 Demonstrate emotional intelligence and respect in managing workplace interactions and conflicts.</p>

	<p>1.7 Inculcate respect for diversity and interdependence.</p> <p>1.8 Develop a sense of duty for care and love for the country and contribute to nation building.</p>
<p>2. Apply ethical norms and positive values</p>	<p>2.1 Understand ethical norms and legal rules in decision-making and understand the link between values and behavior.</p> <p>2.2 Make decisions based on established ethical norms, professional codes, and legal requirements.</p> <p>2.3 Identify potential ethical dilemmas and apply structured reasoning to resolve them.</p> <p>2.4 Demonstrate accountability and transparency in actions and decisions.</p> <p>2.5 Explain how personal and organisational values influence workplace behaviour and outcomes.</p> <p>2.6 Promote ethical conduct and compliance within the work environment.</p> <p>2.7 Apply ethical norms in workplace and learning activities.</p>
<p>3. Exhibit ethical and professional conduct</p>	<p>3.1 Demonstrate commitment to own profession and quality of work.</p> <p>3.2 Demonstrate commitment to self-management of learning and performance.</p> <p>3.3 Show dedication to professional standards and continuous skill development.</p>

	<p>3.4 Maintain high-quality work outputs in line with industry expectations.</p> <p>3.5 Set personal development goals and implement strategies for self-improvement.</p> <p>3.6 Seek feedback, reflect on performance and make improvements where necessary.</p> <p>3.7 Manage the use of time and other resources to complete projects.</p> <p>3.8 Take responsibility for one's own actions, decisions and their consequences.</p> <p>3.9 Locate, select, organize and document information using appropriate technology and information systems.</p> <p>3.10 Analyze, evaluate and apply relevant information from a variety of sources.</p> <p>3.11 Apply a systematic approach to solve problems.</p> <p>3.12 Use a variety of thinking skills to anticipate and solve problems.</p> <p>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.</p> <p>3.14 Respond to written, spoken or visual messages in a manner that ensures effective communication.</p>
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UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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:

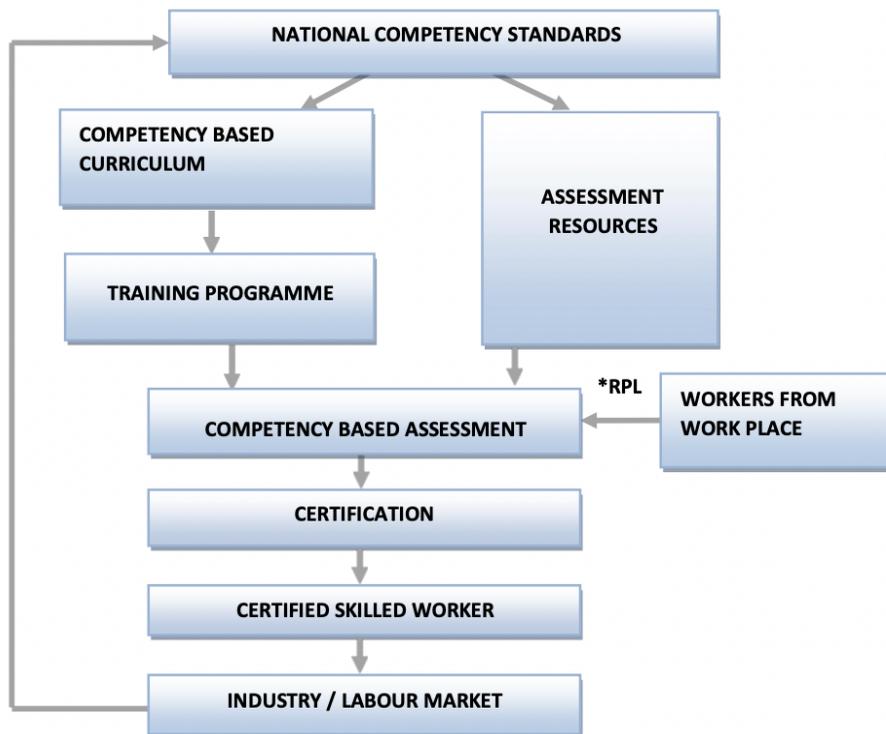
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions,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

			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 straightforward issues</p> <p>Using simple and direct exchange of information on</p>	<p>Some level of self-awareness and beliefs, and appreciation of social norms; and significance of relationships</p> <p>Awareness of</p>	<p>Structured and stable tasks</p> <p>General support and Supervision that require some discretion and judgement</p> <p>Collaboration with others to</p>

		<p>familiar and routine matters</p> <p>Developing basic proficiency in Dzongkha and English</p>	<p>ethical norms, and openness to different activities</p> <p>Developing own knowledge and skills</p>	<p>achieve goals</p>
1	<p>Foundational , every day and general</p>	<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>Willingness to understand tasks and motivated to implement them successfully</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>

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.

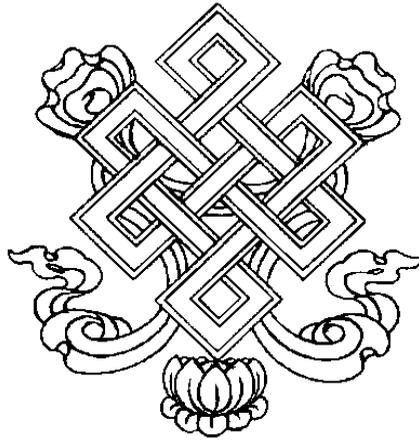
Coding the individual national competency standards

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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