NATIONAL COMPETENCY STANDARDS
FOR
GRAPHIC DESIGNER
(Diploma)

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 Graphic Designer, Diploma. 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 the country aligned to the international best practices.

The NCS 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 NCS are developed in close consultation with industry experts and trainers from training institutes.

A training system based on NCS shall ensure that the training is relevant to the needs of the Industries. 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 NCS. 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

Development Date: 26 Jan 2024

Experts Involved in the Development of the NCS			
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Validation Date: 3 July 2024
Date of Review: 2 July 2029 (Maximum Five years)

Experts Involved in Validation of NCS			
SN	**Name**	**Designation**	**Agency**
1	Choney Pelzang	Graphic Designer	Freelancer
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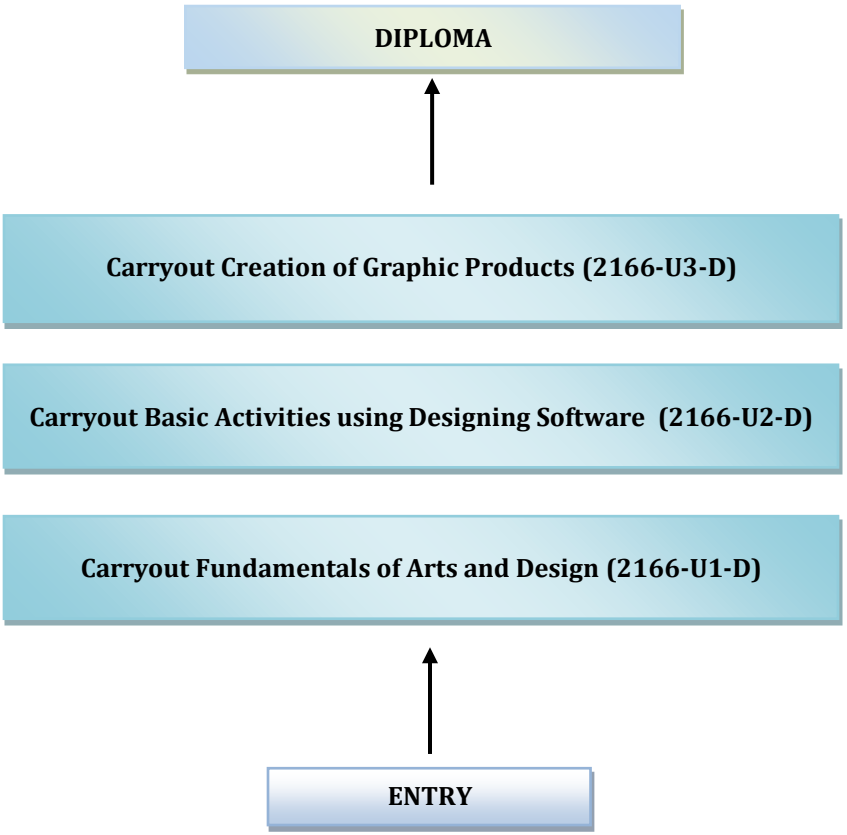
PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE COMPETENCY STANDARDS

Unit Title	Elements of competence
1. Carryout Fundamentals of Arts and Design	1. Perform Sketching 2. Apply color theory 3. Apply typography 4. Perform Photography
2. Carryout Basic Activities using Designing Software	1. Perform basic activities using image editing software 2. Perform basic activities using illustration software 3. Perform basic activities using publishing software 4. Perform basic activity using Video Editing Software
3. Carryout Creation of Graphic Products	1. Create graphics for website prototype 2. Create graphics for print products 3. Create graphics for digital products

UNIT TITLE	Carryout Fundamentals of Arts and Design
DESCRIPTOR	This Unit contains competencies required to perform sketching, application of color theory & typography and perform photography.
CODE	2166-U1-D
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Perform sketching	1.1 Use ***PPEs*** as per the job requirements following standard procedure. 1.2 Select and use ***tools and equipment*** as per the job requirements as per following standard procedure 1.3 Perform shapes ***sketching*** following standard procedure 1.4 Create drawing composition following standard procedure
2. Apply Color Theory	2.1 Use PPEs as per the job requirements as per following standard procedure. 2.2 Create color wheel following standard procedure 2.3 Create color collage following standard procedure 2.4 Create color composition following standard procedure
3. Perform Application of typography	3.1 Use PPEs as per the job requirements following standard procedure. 3.2 Write basic alphabets following standard procedure 3.3 Adjust kerning and tracking following standard procedure 3.4 Modify wordmark following standard procedure

4. Perform photography	4.1 Use PPEs as per the job requirements following standard procedure. 4.2 Create photo composition following standard procedure 4.3 Setup lighting following standard procedure 4.4 Create conceptual photo following standard procedure.

RANGE STATEMENT	
PPE may include but not limited to:	
● Apron ● Safety Goggles	● Gloves ● Mask
Tools and equipment may include but not limited to:	
● Pencils ● Cutter ● Color	● Sketch Books ● Printer ● Camera ● Brush
Sketching may include but not limited to:	
● Free hand sketching ● Copy sketching	● Shape sketching

UNDERPINNING KNOWLEDGE	**UNDERPINNING SKILLS**
● Ethics and Integrity ● Occupational Health and Safety ● Color Theory ● Basic Drawing ● Photography ● Typography	● Team Work ● Communication ● Negotiation ● Problem Solving ● Creativity ● Time Management

UNIT TITLE	**Carryout Basic Activities using Designing Software**
DESCRIPTOR	This Unit contains competencies required to perform basic activities using image editing software, illustration software and publishing software.
CODE	**2166-U2-D**
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Perform basic activities using Image Editing Software	1.1 Use ***PPEs*** as per the job requirements following standard procedure. 1.2 Select and use ***tools and equipment*** as per the job requirements following standard procedure 1.3 Perform ***basic activities using Image Editing Software*** following standard procedure.
2. Perform basic activities using Illustration Software	2.1 Use PPEs as per the job requirements following standard procedure. 2.2 Select and use tools and equipment as per the job requirement following standard procedure 2.3 Perform ***basic activities using Illustration Software*** following standard procedure.
3. Perform basic activities using Publishing Software	3.1 Use PPEs as per the job requirements following standard procedure. 3.2 Select and use tools and equipment as per the job requirement following standard procedure 3.3 Perform ***basic activities using Publishing Software*** following standard procedure.
4. Perform basic activity using Video Editing Software	4.1 Use PPEs as per the job requirements as per following standard procedure. 4.2 Select and use tools and equipment as per the job requirement following standard procedure 4.3 Perform ***basic activities using Video Editing Software*** following standard procedure.

RANGE STATEMENT	
Tools and equipment may include but not limited to:	
● Computer with internet connection ● Printer ● Designing software	● Digital drawing board ● Camera ● Lighting equipments
PPEs may include but not limited to:	
● Anti reflective lens	● Ergonomic chair
Basic activities using image editing software may include but not limited to	
● Applying layers ● Adjust blend ● Transform and wrap ● Applying selection and masking ● Merging	● Input text ● Cropping ● Applying Smart object ● Retouching of image ● Create 3D effect
Basic activities using Illustration Software may include but not limited to	
● Drawing shape	● Grouping
● Using brushes	● Creating color harmony
● Creating Layer style	● Applying typeface
Basic activities using Publishing Software may include but not limited to	
● Setting up document	● Drawing shapes
● Grouping	● Text handling
● Table formatting	● Image formatting
Basic activities using Video Editing Software may include but not limited to	
● Setting up document	● Splice editing
● Add sound and sound effects	● Color correction
● Text editing	● Create short videos

UNDERPINING KNOWLEDGE	UNDERPININNG SKILLS
● Ethics and Integrity ● Occupational Health and Safety ● First Aid ● Designing softwares ● History of Graphic Design ● Intellectual Property Rights ● Relevant Media Rules and Regulations	● Team Work ● Communication ● Problem Solving ● Creativity ● Time Management

UNIT TITLE	Carryout Creation of Graphic Products
DESCRIPTOR	This Unit contains competencies required to Perform graphic design for website prototype, Print product and Digital product.
CODE	2166-U3-D
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Create graphics for website prototype	1.1 Use ***PPEs*** as per the job requirements following standard procedure. 1.2 Select and use ***tools and equipment*** as per the job requirements following standard procedure 1.3 Create components following standard procedure 1.4 Create landing page layout following standard procedure 1.5 Create prototype interactions following standard procedure.
2. Create graphics for print product	2.1 Use PPEs as per the job requirements following standard procedure. 2.2 Select and use tools and equipment as per the job requirements following standard procedure 2.3 Create design for ***print products*** following standard procedure
3. Create graphics for digital products	3.1 Use PPEs as per the job requirements following standard procedure. 3.2 Select and use tools and equipment as per the job requirements following standard procedure 3.3 Create design for ***digital products*** following standard procedure

RANGE STATEMENT	
Tools and equipment may include but not limited to:	
● Computer with internet connection ● Printer ● Designing software	● Digital drawing board ● Camera ● Lighting equipments
PPEs may include but not limited to:	
● Anti reflective lens	● Ergonomics chair
Print products may include but not limited to:	
● Logo ● Billboard ● Books ● Design for shirt	● Product packaging ● Brochure ● Business card ● Calender
Digital products may include but not limited to:	
● Posters ● email signature ● Mobile application mockup	● eBook ● GIF animation

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
● Ethics and Integrity ● Occupational Health and Safety ● First Aid ● About Branding ● Intellectual Property Rights ● Relevant Media Rules and Regulations	● Team Work ● Communication ● Problem Solving ● Creativity ● 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

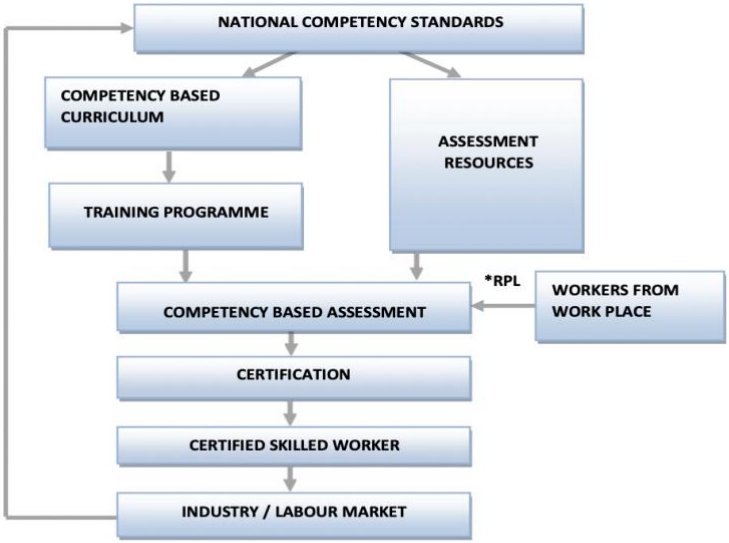
National Competency Standards serve a number of purposes including:

- 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 . It covers a broad range of education systems including the TVET education.

Implementation of TVET Qualifications



*** RPL = Recognition of Prior Learning**

TVET Qualifications Levels

There are seven TVET Qualifications levels as per the BQF as shown below:

Master's Degree: Level 7

Applied Degree: Level 6

Advanced Diploma: Level 5

Diploma: Level 4

Certificate 3

Certificate 2

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 behaviour 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 of solutions to familiar and unfamiliar problems	Sound level of self-awareness and beliefs; and ability to apply social norms and build relationships Application of a set of ethical norms Commitment to own field of	Stable tasks with some aspects of change General guidance and supervision that require discretion and judgement Adapting to own behaviour to work with others

		Communicating effectively and clearly, both oral and written, in both English and Dzongkha	interest and apply self-management of learning and performance	
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 straightforward everyday issues Communicating using everyday expressions and simple phrases in Dzongkha and English	Basic awareness of self, beliefs, and social norms; and understand the significance of relationships Basic awareness of fundamental ethical norms, basic civil rights, and responsibilities Willingness to understand tasks and motivated to implement them successfully	Highly structured tasks with close support and supervision Minimal Discretion and judgement Readiness to work together and share knowledge with others

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).

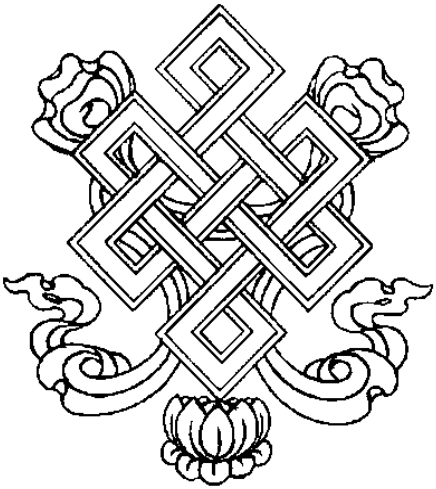
The coding of the National competency standards forms the basis of the identification code for the Vocational Education and Training Management Information System (VET – MIS) both in terms of economic sector identification and that of the individual standard.

Coding the individual national competency standards

Coding the individual skills standard has a multiple purpose:

- to identify the occupational code
- to identify the units
- to identify the qualification level.

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 qualification level. Some standards are so complex that they need to stand alone.



TVET Quality Council
Bhutan Qualifications and Professionals Certification Authority
Thimphu, Bhutan