NATIONAL COMPETENCY STANDARDS
FOR
DIGITAL ANIMATION ARTIST
(DIPLOMA)

ICT SECTOR

TECHNICAL & VOCATIONAL EDUCATION AND TRAINING 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 Digital Animation Artist Diploma level 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

ACKNOWLEDGEMENT

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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 and validation of the National Competency Standards:

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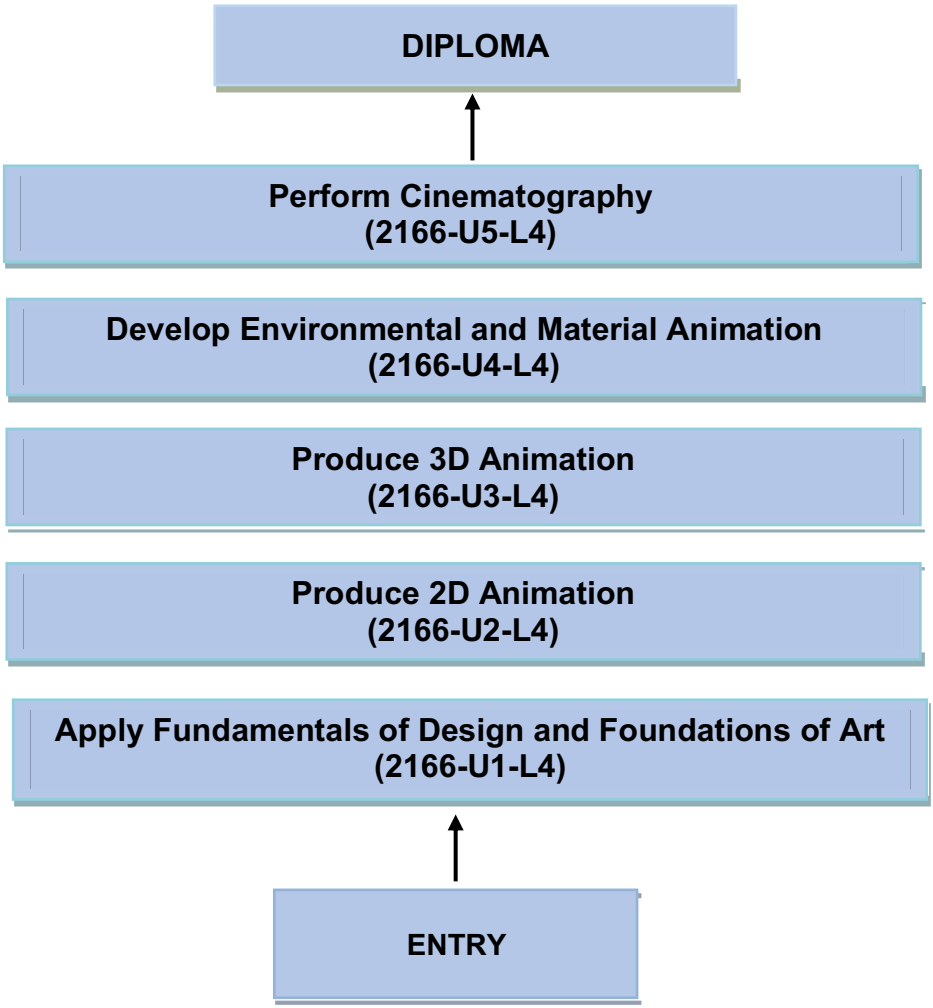
PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS

Unit Title	Element of Competence
1. Apply Fundamentals of Design and Foundations of Art	1. Perform Sketching 2. Perform Paintings 3. Perform motion graphics and design
2. Produce 2D Animation	1. Develop a Character 2. Rig a Character 3. Animate a Character
3. Produce 3D Animation	1. Develop 3D Model 2. Create Texturing 3. Perform Rigging 4. Perform Animation 5. Perform lighting and composition
4. Develop Environmental and Material Animation	1. Develop Concept Art 2. Perform Matte painting, Material and Environment Design
5. Perform Cinematography	1. Perform Photo and Videography 2. Conduct Visual Editing

UNIT TITLE	Apply Fundamentals of Design and Foundations of Art
DESCRIPTOR	This unit contains competencies required to perform sketching and paintings prior to designing following standard procedures.
CODE	2166-U1-L4
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Perform Sketching	1.1 Outline the ***basics of drawing.*** 1.2 Develop concept art. 1.3 Create story board. 1.4 Sketch a human and structural anatomy to develop character. 1.5 Sketch a Still Life to understand lighting. 1.6 Design a Perspective drawing. 1.7 Sketch background and character. 1.8 Sketch dynamic movement and action drawings.
2. Perform Paintings	2.1 Paint still life to understand lighting. 2.2 Paint background and character.
3. Perform Motion Graphics and Design	3.1 Design layout and compositions in software. 3.2 Create and align typography.

	3.3 Create kinetic typography. 3.4 Create shape and object motions. 3.5 Integrate visual effects and match moving. 3.6 Integrate inbuilt 3D camera for motion graphics.

RANGE STATEMENT	
Basics of Drawings may include but not limited to:	
• Shading • Lines • Shaping	• Contour • Forms • Texture
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 animation • Color theory • Basic ICT	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management

• Research Methodology • Basic Project Management concepts and techniques • Basic Acting concepts • Basic Structural Anatomy for Animators	• Innovation and creativity

UNIT TITLE	Produce 2D Animation
DESCRIPTOR	This unit contains competencies required to develop character, conduct rigging and character animation following standard procedures.
CODE	2166-U2-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop a Character	1.1 Develop shapes and silhouette design. 1.2 Develop facial expressions. 1.3 Develop costumes and props.
2. Rig a Character	2.1 Rig facial expressions and body movement. 2.2 Rig inverse and forward kinematics.
3. Animate a Character	3.1 Develop ***body mechanics***. 3.2 Develop lip sync. 3.3 Develop movement of basic exercises.

RANGE STATEMENT	
Body Mechanics may include but not limited to:	
• Walk cycle • Run	• Jump

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 • Principles of animation • Types of rendering platform • Usage of AI • Basic of copyright and patent	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE	Produce 3D Animation
DESCRIPTOR	This unit contains competencies required to develop character, modeling, rigging and animation following standard procedures.
CODE	2166-U3-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Develop 3D Model	1.1 Develop organic models. 1.2 Develop costumes and props. 1.3 Develop hard surface modeling. 1.4 Develop a set-design for modeling.
2. Create Texturing	2.1 Create UV. 2.2 Shade material. 2.3 Bake texture. 2.4 Perform texture painting.
3. Perform Rigging	3.1 Rig facial expressions and body movement. 3.2 Rig inverse and forward kinematics.
4. Perform Animation	4.1 Develop body mechanics. 4.2 Develop facial expressions. 4.3 Develop movement of basic exercises. 4.4 Use of Camera animation.

5. Perform Lighting and Composition	5.1 Perform rendering. 5.2 Compose shots. 5.3 Set lighting as per job requirement.

RANGE STATEMENT
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 • Principles of animation • Types of rendering platform • File management • Composition • Introduction to sound mixing and audio editing • Fundamentals of sound • Fundamentals of rigging	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE	Develop Environmental and Material Animation
DESCRIPTOR	This unit contains competencies required to develop concept art, Matte painting, material and environment design following standard procedures.
CODE	2166-U4-L4
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Develop Concept Art	1.1 Develop character concept art. 1.2 Develop environmental concept art. 1.3 Develop props concept art.
2. Perform Matte painting, Material and Environmental Design	2.1 Blend color and texture. 2.2 Set lighting alignments and perspectives. 2.3 Create photo-bashing techniques.

RANGE STATEMENT
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 • Fundamentals of design • Introduction to material design • Introduction to concept art	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Time Management • Innovation and creativity

UNIT TITLE	Perform Cinematography
DESCRIPTOR	This unit contains competencies required to conduct photography, videography and visual editing following standard procedures.
CODE	2166-U5-L4
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform Photo and videography	1.1 Apply camera techniques for photo and videography. 1.2 Apply lighting techniques for photo and videography. 1.3 Take portrait and landscape photographs. 1.4 Apply shot compositions.
2. Conduct Visual Editing	2.1 Manage project organization. 2.2 Use dynamic link workflow for editing. 2.3 Use practical application in visual effects.

RANGE STATEMENT
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 • Proxy setting • Fundamentals of visual editing • Principles of editing • File management • Basic ICT	• 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

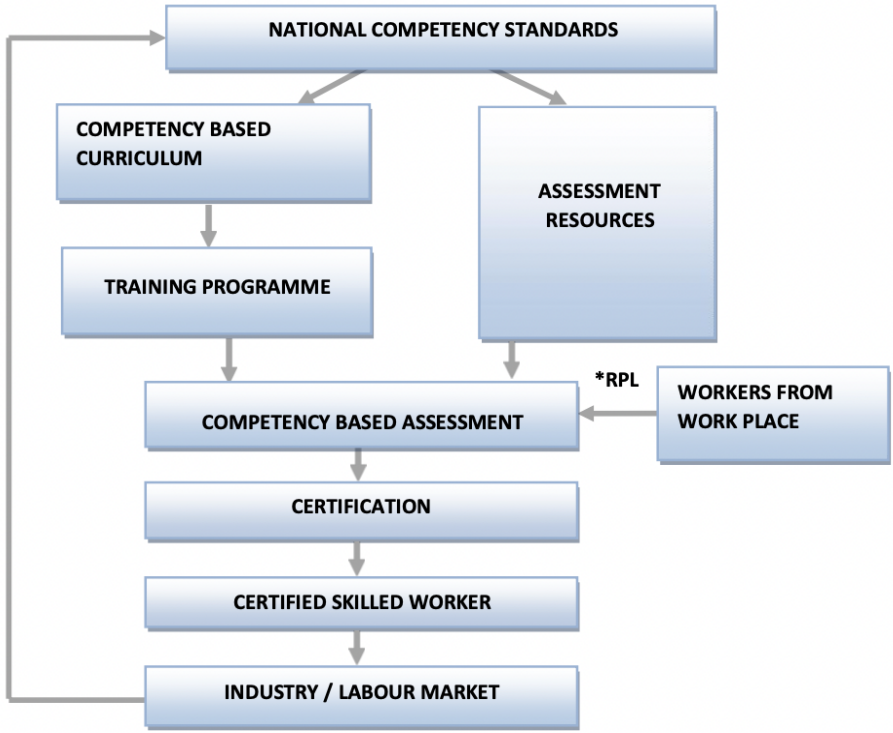
National Competency Standards serve a number of purposes including:

- 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	*Khewang* མཁས་དབང་།
7			Master's Degree Postgraduate Diploma Postgraduate Certificate	Master's Degree Postgraduate Diploma Postgraduate Certificate	*Tsugla Gongma* གསུགས་ཨག་གོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	*Tsugla Wogma* གསུགས་ཨག་འོག་མ།
5			Advanced Diploma	Advanced Diploma	
4			Diploma	Diploma	
3		Bhutan Higher Secondary Education Certificate	Certificate 3		*Dringrim Gongma* འགྲིང་རིམ་གོང་མ།
2		Bhutan Certificate for Secondary Education	Certificate 2		*Dringrim Barma* 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 Knowledge that is:	Skills Demonstrate skills that involve:	Values Demonstrate values that involve:	Application 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	Stable tasks with predictable changes Broad guidance with some self-direction that requires sound judgement Taking some responsibility for planning and coordination with others

			and quality of work	
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 Communicating effectively and clearly, both oral and written, in both English and Dzongkha	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 interest and apply self-management of learning and performance	Stable tasks with some aspects of change 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	Some level of self-awareness and beliefs, and appreciation of social norms; and significance of relationships Awareness of	Structured and stable tasks General support and Supervision that require some discretion and judgement Collaboration with others to achieve goals

		Developing basic proficiency in Dzongkha and English	ethical norms, and openness to different activities Developing own knowledge and skills	
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 Technical & Vocational Education and Training Management Information System (TVET – MIS) both in terms of economic sector identification and that of the individual standard.

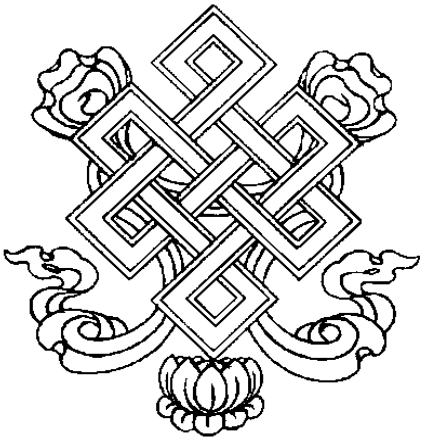
Coding the individual national competency standards

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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