NATIONAL COMPETENCY STANDARDS FOR FORESTER (CERTIFICATE 3)

AGRICULTURE AND FORESTRY SECTOR

TECHNICAL & VOCATIONAL EDUCATION AND TRAINING (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 **Forester, C3** which is developed in consultation with the field experts and trainers. 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 our country aligned to the international best practices.

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

A training system based on National Competency Standards shall ensure that the training is relevant to the needs of the labour market. 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 National Competency Standards. 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

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Next date of Revision :4th February 2030

The TVET Quality Council, Bhutan Qualifications and Professionals Certification Authority would like to express our deepest appreciation to the following industry and subject matter experts who have participated in revision and validation of National Competency Standards for Forester:

Experts involved in Validation of NCS for Forester			
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Facilitator from the TVET Quality Council, BQPCA		
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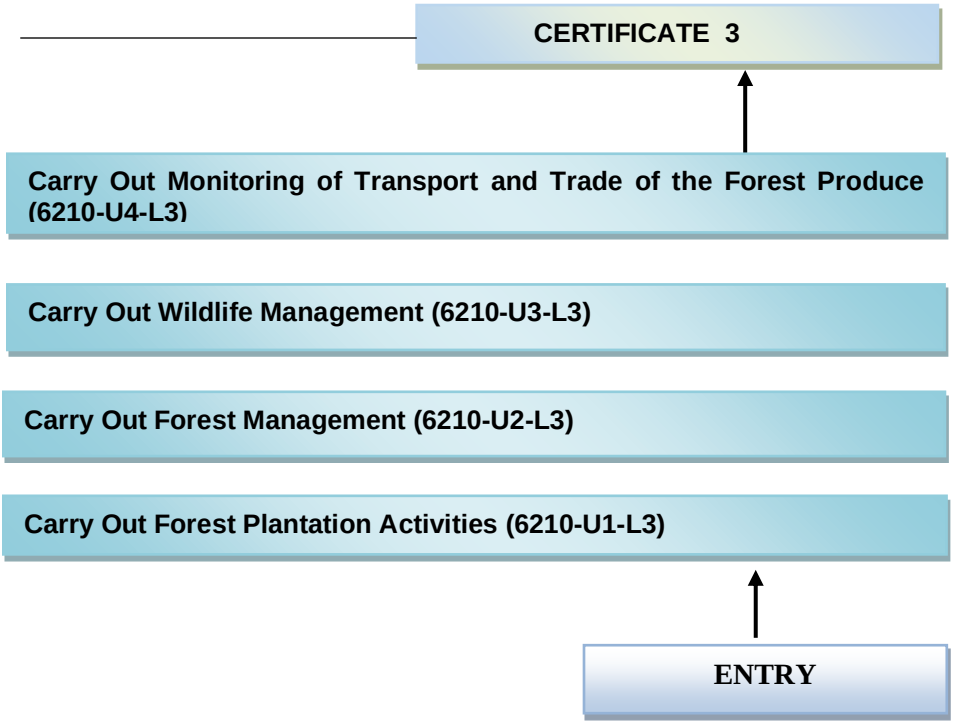
PACKAGING OF QUALIFICATIONS



OVERVIEW OF THE NCS FOR FORESTER

Unit Title	Element of Competence
1. Carry Out Forest Plantation Activities	1.1 Manage Nurseries 1.2 Manage Seedlings 1.3 Conduct Plantation Activities
2. Carry Out Forest Management Activities	2.1 Manage State Reserve Forest 2.2 Manage Non-state Reserve Forest 2.3 Manage Forest Fire 2.4 Conduct General Forest Survey 2.5 Manage Watershed 2.6 Conduct Patrolling
3. Carry Out Wildlife Management Activities	3.1 Conduct Wildlife Survey 3.2 Manage Wildlife Habitat 3.3 Conduct Patrolling 3.4 Carryout Wildlife Rescue 3.5 Manage Human Wildlife Conflicts 3.6 Manage Eco-tourism Activities
4. Carry Out Monitoring of the Transport and Trade of Forest Produce	4.1 Monitor Timber Movement 4.2 Monitor Non-wood Forest Produce (NWFP/NTFP) 4.3 Manage Depot

UNIT TITLE	Carry Out Forest Plantation Activities
DESCRIPTOR	This unit covers the competencies required to manage nurseries and seedlings, and conduct plantation activities following standard procedures
CODE	6210-U1-L3
CREDIT	10
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Produce Seedling	1.1. Use ***personal protective equipment (***PPE) as per the job requirement following standard procedure 1.2. Use ***tools and equipment*** as per the job requirement following standard procedure 1.3. Establish nursery following standard procedure 1.4. Perfom documentation following standard procedure
2. Manage Seedling	2.1 Use PPE as per the job requirement following standard procedure 2.2 Use tools and equipment as per the job requirement following standard procedure 2.3 Perform watering and weed control activities of seedlings as per the standard procedure

	2.4 Perform transplantation of seedlings as per the standard procedure 2.5 Perform hardening of seedlings as per the standard procedures 2.6 Perfom documentation following standard procedure
3. Conduct Plantation Activities	3.1 Use PPE as per the job requirement following standard procedure 3.2 Use tools and equipment as per the job requirement following standard procedure 3.3 Prepare sites as per the job requirement following standard procedure 3.4 Perform plantation as per the job requirement following standard procedures 3.5 Perform post-plantation activities as per the job requirement following standard procedure

RANGE STATEMENT	
Personal protective equipment (PPE) may include but not limited to:	
• Goggles • Mask • Gloves • Safety Belt	• Safety shoes • Dress • Helmet

Tools and equipment may include but not limited to:	
• Knife • Spade • Watering can • Sickle • Climbing gears • Tarpuline • Crow Bar • Pruning saw • Pick axe • Rake	• Shovel • Sieving net • Pipe • Measuring Tape • Container • Secateur • Grafting knife • Wheel barrow • Chain saw
Critical Aspects	
• Demonstrate compliance with safety regulation applicable to work site operation • Demonstrate competencies to produce and manage seedling and carry out plantation	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Basic First Aid • Seed collection and treatment procedures • Quality of seeds • Types of Nursery and beds • Basic soil Chemistry • Bio-engineering plantation • Root balling plantation • Bonsai • Compost preparation	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management • Self-Awareness • Coping with emotion • Empathy

• Estimation and costing • Nursery norms and standard	

UNIT TITLE	Carry Out Forest Management
DESCRIPTOR	This unit covers the competencies required to manage state reserve forest, non-state reserve forest, conduct general forest survey and manage watershed following standard procedures
CODE	6210-U2-L2
CREDIT	13.5
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Manage State Reserve Forest	1.1 Use personal protective equipment (PPE) as per the job requirement following standard procedure 1.2 Use tools, equipment and materials as per the job requirement following standard procedures 1.3 Conduct ***assessment of state reserve forest*** as per the job requirement following standard procedure 1.4 Perform pest and disease control measures as per the job requirement following standard procedure 1.5 Facilitate ***timber harvest and disposal activities*** as per the job requirement following standard procedure

	1.6 Assist in implementation of management regime as per the job requirement following standard procedure 1.7 Perform documentation as per the job requirement following standard procedure
2. Conduct Patrolling	2.1 Use ***personal protective equipment (PPE)*** as per the job requirements following standard procedure 2.2 Use ***tools and equipment*** as per the job requirement following standard procedure 2.3 Plan for patrol as per the job requirement following standard procedure 2.4 Implement patrol plan as per the job requirement following standard procedure 2.5 Perform investigation as per the job requirement following standard procedure 2.6 Perform documentation as per the job requirement following standard procedure

3. Manage Institutional and Private Forest	3.1 Conduct assessment of Institutional and Private Forest as per the job requirement following standard procedure 3.2 Facilitate implementation of Institutional and Private Forest plans as per the job requirement following standard procedure 3.3 Facilitate timber harvest and disposal activities as per the job requirement following standard procedure 3.4 Monitor ***Institutional and Private Forest*** as per the job requirement following standard procedure 3.5 Perform documentation as per the job requirement following standard procedure
4. Manage Forest Fire	4.1 Use personal protective equipment as per the job requirement following standard procedure 4.2 Use firefighting equipment as per the job requirement following standard procedure 4.3 Perform fire prevention and suppression activities as per the job requirement following standard procedure 4.4 Conduct post fire assessment following the standard procedure

	4.5 Perform documentation following standard procedure
5. Conduct General Forest Survey	5.1 Conduct national forest inventory following standard procedure 5.2 Conduct ***forest management inventory*** following standard procedure 5.3 Assist in conducting ***forest survey*** as per the standard procedures 5.4 Perform documentation following standard procedure
6. Manage Watershed	6.1 Assess the water source following standard procedure 6.2 Identify watershed and spring shed as per the job requirement following standard procedure 6.3 Measure the water quality and quantity following standard procedure 6.4 Perform documentation following standard procedure

RANGE STATEMENT	
PPE may include but not limited to:	
• Helmet • Goggles	• Safety shoes • Gloves

• Mask • Ear muff	• Fire safety dress
Tools and equipment may include but not limited to:	
• Knife • Hammer • Diameter tape • Measuring tape • Fire Arms • Cyber trackers • Wedge prism	• Hand set • GPS • Compass • Clinometer • Water bag • Hypsometer
Materials may include but not limited to:	
• Field books • Survey forms	• Maps • Volume table
Illegal activities may include but not limited to:	
• Timber extraction • Fishing • Illegal Non wood forest produce (NWFP)	• Sand and stone extraction • Poaching
Firefighting equipment may include but not limited to:	
• Water spray • Spade	• Shovels • Rake
Timber harvest and disposal activities may include but not limited to:	
• Verification of Permit • Marking of Timbers • Volume calculation	• Passing of timbers • Internal Timber Movement Order

Assessment of the state reserve forest may include but not limited to:	
• Plant taxonomy • Silviculture	• Forest mensuration • Forest utilization
State Reserve Forest may include but not limited to:	
• State Reserve Forest • LFMA • Community Forest	• Heritage Forest • FMU • Protected Areas
Institutional and Private Forest may include but not limited to:	
• Private forest • Institutional forest	• Urban Forest • Industrial Forest
Forest management inventory	
• Regeneration • Cable lining	• Operational
Forest Survey may include but not limited to:	
• Transmission • Infrastructure	• Road • irrigation
Water quality may include but not limited to:	
• Physical parameters	• Biological parameters
Critical Aspect	
• Demonstrate compliance with safety regulation applicable to work site operation • Demonstrate competencies to conduct assessment of state reserve forest and institutional and private forest following standard procedures	

- Demonstrate competencies to conduct general forest survey as per the job requirement following standard procedures
- Demonstrate competencies to assess water quality and quantity as following standard procedure

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Uniform code of conduct • Occupational Health & Safety • Basic First Aid • Basic estimation and costing • Forest mensuration • Plant taxonomy • GPS and GIS • SMART patrolling • Types of permits and hammers • Silviculture • Forest management Regime • Forestry policy • Biodiversity Act • Forest and Nature Conservation Act • Forest and nature conservation rules and regulations • Forest information reporting and • monitoring system (FIRMS) • OFS/SDSS/Citizen Services • R Stat • National Integrated water resources management plan • Water Act of Bhutan • Water Regulations • Wetland Management • Revenue collection and deposit	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management • Self-Awareness • Coping with emotion • Empathy

• Protected area systems • Geology • Soil Science • Forest Economics • Waste Management • Forest Survey	

UNIT TITLE	Carry Out Wildlife Management
DESCRIPTOR	This unit covers the competencies required to conduct wild life survey, manage wildlife habitat, conduct patrolling and conduct wildlife rescue following procedures
CODE	6210-U3-L3
CREDIT	12.5
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Conduct Wildlife Survey	1.1 Conduct ***transect survey*** as per the job requirement following standard procedure 1.2 Set ***traps*** as per the job requirement following standard procedure 1.3 Assist in GPS tagging as per the job requirement following standard procedure 1.4 Perform documentation as per the job requirement following standard procedure
2. Manage Wildlife Habitat	2.1 Develop grassland/range land as per the job requirement following standard procedure 2.2 Develop waterhole as per the job requirement following standard procedures 2.3 Develop mineral licks as per the job requirement following standard procedure

	2.4 Control invasive and alien species following standard procedure 2.5 Perform documentation as per the job requirement following standard procedure
3. Conduct Patrolling	3.1 Use ***personal protective equipment (PPE)*** as per the job requirements following standard procedures 3.2 Use ***tools and equipment*** as per the job requirement following standard procedure 3.3 Plan for patrol as per the job requirement following standard procedure 3.4 Implement patrol plan as per the job requirement following standard procedure 3.5 Perform investigation as per the job requirement following standard procedure 3.6 Perform documentation as per the job requirement following standard procedure
4. Conduct Wildlife Rescue	4.1 Prepare for rescue of wild life as per the job requirement following standard procedure 4.2 Handle injured wild animals as per the job requirement following standard procedures 4.3 Release/Rehabilitate rescued animal as per the job requirement following standard procedures

	4.4 Perform documentation as per the job requirement following standard procedure
5. Manage Human Wildlife Conflicts	5.1 Assist community in deterring conflicting wild animals following standard procedure 5.2 Assess ***damages*** following standard procedure 5.3 Perform documentation following standard procedure
6. Manage Eco-tourism Activities	6.1 Assist in developing ***eco-tourism products*** as per the job requirement following standard procedure 6.2 Provide ***guiding services*** as per the job requirement following standard procedure 6.3 Perform basic taxidermy and specimen collection following standard procedure

RANGE STATEMENT	
PPE may include but not limited to:	
• Goggles • Mask • Gloves • First Aid Box	• Safety shoes • Uniform dress • Rain gears
Transects survey may include but not limited to:	
• Signs	• Evidences

Traps may include but not limited to:	
• Small mammal • Camera trap	• Mis-net
GPS tagging may include but not limited to	
• Radio collaring	• Telemetry
Tools and equipment may include but not limited to:	
• Camera • Binoculars • Night Vision Binoculars • GPS • Projectile • Radio collar • Smart Mobile	• Knife • Handset • Fire Arms • Cage • Mist-net • Camera traps • Sherman traps
Damages may include but not limited to:	
• Crop • Properties	• lives
Eco-tourism activities may include but not limited to:	
• Landscape • eco-trails	• Home stay
Guiding service may include but not limited to:	
• Safari • Fly fishing	• Trekking/Hiking • Birding
Materials may include but not limited to:	
• Ammunition • Extension kits	• Climbing Rope • Oxygen cylinder

• Tents • Battery	• Dart Syringe

Critical Aspect
• Demonstrate compliance with safety regulation applicable to work site operation • Demonstrate competencies in performing patrolling as per the job requirement following standard procedure • Demonstrate competencies in identification of animal signs and evidences as per the job requirement following standard procedures • Demonstrate competencies in managing wildlife habitat following standard procedure • Demonstrate competencies in handling injured animal as per the job requirement following standard procedure

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Basic First Aid • Camera traps • Basic photography • GPS collars and Tags • Basic survey methodology • Wild life taxonomy • Wild life habitats • Wildlife tracks and signs • Forest and Nature Conservation Act • Forest and nature conservation rules and regulations • Protected areas • GPS	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Innovation • Time Management • Self-Awareness • Coping with emotion • Empathy

• Human wildlife conflict • Basic GIS and Google earth • Basic computer skills • Uniform code of conduct • Tourism policies, rules and regulation • Eco-tourism strategy	

UNIT TITLE	Carry Out Monitoring of Transport and Trade of the Forest Produce
DESCRIPTOR	This unit covers the competencies required to monitor timber and non wood forest produce (NWFP) movement and manage depot following standard procedures
CODE	6210-U4-L3
CREDIT	4
ELEMENTS OF COMPETENCE	**PERFORMANCE CRITERIA**
1. Monitor Timber Movement	1.1 Prepare for monitoring of movement of timbers following standard procedure 1.2 Conduct physical verification of timber as per the job requirement following standard procedure 1.3 Perform investigation as per the job requirement following standard procedure 1.4 Perform documentation as per the job requirement following standard procedure
2. Monitor Non-wood Forest Produce (NWFP)/NTFP	2.1 Prepare for monitoring of movement of NWFPs/NTFP following standard procedure 2.2 Conduct physical verification of NWFP/NTFP as per the job requirement following standard procedure

	2.3 Perform investigation as per the job requirement following standard procedure 2.4 Perform documentation as per the job requirement following standard procedure
3. Manage Depot	3.1 Perform grading of timber and NWFPs as per the job requirement following standard procedure 3.2 Perform stacking and allotment following standard procedure 3.3 Perform inventory management and documentation following standard procedure

RANGE STATEMENT	
PPE may include but not limited to:	
• Goggles • Mask • Safety shoes • Rain gears	• Gloves • Uniform • Safety ropes
Physical verification may include but not limited to:	
• Volume • Hammer impression	• Species • Permits

Critical Aspect

- Demonstrate compliance with safety regulation applicable to work site operation
- Demonstrate competencies to conduct physical verification of timber and NWFP/NTFP as per the job requirement following standard procedures
- Demonstrate competencies in managing timber and NWFPs depot following standard procedure

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
• Ethics and Integrity • Occupational Health & Safety • Uniform code of conduct • Basic First Aid • Types of permits • Types of hammers • Plant Taxonomy • Wood Anatomy of important timber species • Timber measurement • Unit conversion • Forest and nature conservation rules and regulations • Forest and Nature conservation Act • Record keeping (Timber marking book) • Wood based industries • Rural and commercial timber • Evidence Act of Bhutan • Depot • Investigation manual • Timber Extraction and Distribution Modality (TEDM) • Grading	• Team Work • Communication • Problem Solving • Interpersonal Relationship • Creativity • Time Management • Innovation

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:

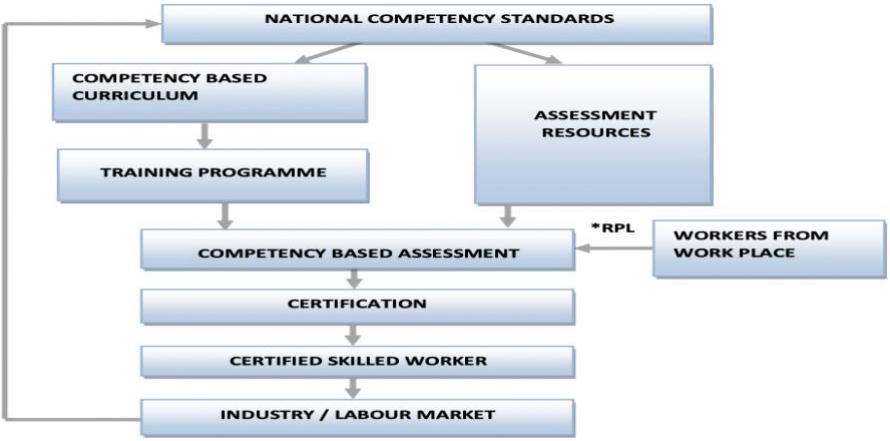
- Providing advice to curriculum developers about the competencies to be included in the curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, 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* ཟབ་སྟན་དཔང་།
7			Master's Degree Postgraduate Diploma Postgraduate Certificate	Master's Degree Postgraduate Diploma Postgraduate Certificate	*Tsugla Gongma* གསུག་ཡག་གོང་མ།
6			Applied Degree	Bachelor's Degree Bachelor's Degree (Honours) Graduate Diploma Graduate Certificate	*Tsugla Wogma* གསུག་ཡག་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	Stable tasks with predictable changes Broad guidance with some self-direction that requires sound judgement Taking some responsibility for planning and coordination with others

			Commitment to own profession 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	Some level of self-awareness and beliefs, and appreciation of social norms; and	Structured and stable tasks General support and Supervision that require some discretion

		straightforward issues Using simple and direct exchange of information on familiar and routine matters Developing basic proficiency in Dzongkha and English	significance of relationships Awareness of ethical norms, and openness to different activities Developing own knowledge and skills	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	Highly structured tasks with close support and supervision Minimal Discretion and judgement Readiness to work together and share knowledge with others

			Willingness to understand tasks and motivated to implement them successfully	

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.

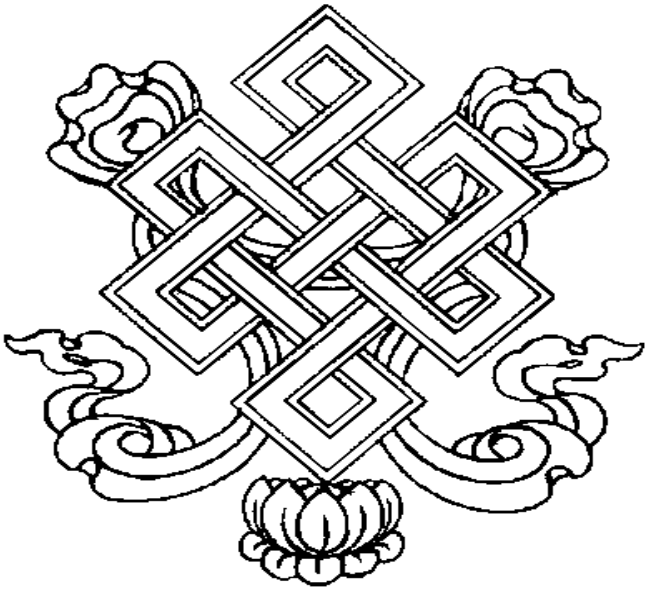
Coding the individual national competency standards

Coding the individual skills standard has a multiple purpose:

- to identify the 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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