COMPETENCY BASED FRAMEWORK FOR REGULATORY AND QUARANTINE OFFICER

Bhutan Agriculture and Food Regulatory Authority
Ministry of Agriculture and Forests
Royal Government of Bhutan
December 2021

Task Force Members and Authors

Sl. No.	Name	Designation	Office
1	Dr. Chador Wangdi	Specialist III	BAFRA Hq
2	Ms. Gyem Bidha	Dy. CRQO	FQSD, BAFRA Hq
3	Ms. Tashi Yangzom	Dy. CRQO	CSS, BAFRA Hq
4	Mr. Sonam Dorji N	Sr. RQO	PABD, BAFRA Hq

Contributors

Sl. No.	Name	Designation	Office
1	Dr. Tashi Samdup	Director General	BAFRA Hq
2	Ms. Phub Dem	Specialist III	BAFRA Hq
3	Mr. Jamyang Phuntsho	Chief	FQSD, BAFRA Hq
4	Mr. Kubir Nath Bhattarai	Dy. CRQO	FQSD, BAFRA Hq
5	Mr. Kaling Dorji	Dy. CRQO	BAFRA, Thimphu
6	Ms. Dechen Choki	Dy. CRQO	CSS, BAFRA Hq
7	Dr. Kinley Penjor	Dy. CRQO	PABD, BAFRA Hq
8	Mr. Jambay Dorji	Sr. RQO	FQSD, BAFRA Hq
9	Ms. Yeshi Lhamo	Sr. RQO	PABD, BAFRA Hq
10	Mr. Wangdi	Sr. RQO	BAFRA, Wangdue
11	Mr. Jigme	Sr. RQO	BAFRA, Paro
12	Mr. Dorjila	Sr. RQO	BAFRA, Punakha
13	Mr. Gem Gyeltshen	Sr. RQO	BAFRA, Wangdue
14	Mr. Sonam Yonten	Sr. RQI	PABD, BAFRA Hq
15	Mr. Prakash Tamang	Sr. RQI	PABD, BAFRA Hq

FOREWORD

The Bhutan Agriculture and Food Regulatory Authority (**BAFRA**) is mandated to protect the farming system of the country and the public health through implementation of biosecurity and food safety measures respectively. To deliver these mandates effectively and efficiently, the need for competent officials with relevant domain knowledge, skills and abilities within **BAFRA** has been felt. Accordingly, various capacity building programs for the officials of **BAFRA** has been carried out.

With guidance and financial support from the Royal Civil Service Commission (**RCSC**), **BAFRA** has developed this Competency-based Framework (**CBF**) for Regulatory and Quarantine Officer (**RQO**). Implementation of the framework will strengthen the capacity of the RQOs through different competency development interventions based on the assessment of the existing performance gaps. The CBF is expected to help RQOs in recognizing the key knowledge, skills and abilities required to perform duties and responsibilities effectively while at the same time guide them in improving their performance and behaviors at work place.

The CBF for RQO is developed by a task force comprising of four members from **BAFRA** as per the guideline published by RCSC through a series of consultation meetings, workshops and online surveys with stakeholders to validate the information and develop this comprehensive document. There are 3 Key Roles, 8 Competency Areas, 24 Key Competencies and 67 Behavioral Indicators identified for the RQOs. The training needs analysis was also conducted to assess the performance gaps of RQOs and we have identified both short-term and long-term competency development interventions required at different proficiency levels.

I am very confident that this CBF will greatly benefit **BAFRA** in enhancing service delivery through a consistent professional and personal development.

Tashi Delek!

Dr. Tashi Samdup
Director General

Abbreviations

AM	Ante Mortem
AMR	Antimicrobial Resistance
BAFRA	Bhutan Agriculture and Food Regulatory Authority
BCH	Biosafety Clearing House
BI	Behavioral Indicator
CA	Competency Area
CAC	Codex Alimentarius Commission
CBD	Convention on Biological Diversity
CBF	Competency-based Framework
CPB	Cartagena Protocol on Biosafety
FAO	Food and Agriculture Organization
FBO	Food Business Operator
GAP	Good Agriculture Practice
GHP	Good Hygienic Practice
GMO	Genetically Modified Organism
GMP	Good Manufacturing Practice
GVP	Good Veterinary Practice
HACCP	Hazard Analysis and Critical Control Point
HR	Human Resource
HRC	Human Resource Committee
ICT	Information and Communication Technology
IEC	Information Education and Communication
INFOSAN	International Food Safety Authorities Network
KC	Key Competency
KR	Key Role
LMO	Living Modified Organism
NFTL	National Food Testing Laboratory
NWFP	Non-Wood Forest Product
OIE	Office International des Epizooties
PL	Proficiency Level
PM	Post Mortem
RNR	Renewable Natural Resources
RQO	Regulatory and Quarantine Officer
RCSC	Royal Civil Service Commission
SPS	Sanitary and Phytosanitary
TAT	Turn Around Time
TBT	Technical Barrier to Trade
TNA	Training Need Analysis
TOT	Training of Trainer
WHO	World Health Organization

List of tables:

List of figures

Contents

1. Background

1.1 Brief overview of the agency

The Bhutan Agriculture and Food Regulatory Authority (BAFRA), Ministry of Agriculture and Forests is the competent Authority for *"Biosecurity and Food Safety"* to protect the farming system including the environment and to promote the quality and safety of foods. BAFRA was officially established as the Quality Control and Regulatory Services in August 2000. It was designated as the National Food Inspectorate in December 2003 and hence renamed as the Bhutan Agriculture and Food Regulatory Authority. Apart from the head office in Thimphu, BAFRA has field offices in 20 Dzongkhags, 9 Dungkhags, 6 Entry Points and 3 branch offices, with more than 200 civil servants delivering the biosecurity and food safety functions backed by the National Food Testing Laboratory at Yusipang, Thimphu.

1.2 Vision

To safeguard national biosecurity and ensure safe food for all.

1.3 Mission

To safeguard the health and lives of plants, animals, humans and the environment from exotic pests and diseases and ensure safe food for the consumers through science-based approaches.

1.4 Core values

- Manage biosecurity threats of the country for the protection of health and life of plant, animals and the environment to contribute to the goals of the national food self-sufficiency and to preserve country's rich biodiversity and natural environment;
- Manage the quality and safety of foods produced in the country for consumer health promotion and protection;
- Facilitate export of RNR produce through inspection, testing and certification for socio-economic benefits of the farmers;
- Empower farmers and other players in the agricultural products value chain to take ownership of implementing biosecurity and food safety requirements responsibly;
- Promote impact oriented and result based regulatory research and improvement in regulatory frameworks;
- Ensure providing enabling legal instruments to encourage self-compliance to biosecurity and food safety requirements; and
- Promote professional work ethics and integrity at the workplace.

1.5 Core functions

- Implement the RNR policies and legislations such as, Biosecurity Policy of Kingdom of Bhutan 2010, Plant Quarantine Act of Bhutan 1993, Seed Act of Bhutan 2000, Pesticide Act of Bhutan 2000, Livestock Act of Bhutan 2001, Food Act of Bhutan 2005, Biosafety Act of Bhutan 2015 and other related Regulations and Standards;
- Implement sanitary and phytosanitary (SPS) measures effectively to protect the health and life of humans, plants and animals including the environment from risks of entry, establishment and spread of exotic pests and diseases;
- Implement plant and animal biosecurity measures;
- Function as the National Authority to ensure quality and safety of food and feed;
- Regulate products derived from genetically modified organisms;
- Function as the Inspection and Certification Body for food and agriculture/livestock products; Bhutan Organic, Good Agriculture Practices;
- Provide food testing services for biological and chemical parameters;
- Implement animal welfare Standards;
- Conduct relevant research related to Biosecurity and Food Safety; and
- Function as the Focal Points for International Organizations viz.,
  - International Plant Protection Convention,
  - Codex Alimentarius Commission,
  - National Enquiry Point for World Trade Organization-Sanitary and Phytosanitary Agreement,
  - International Food Safety Authorities Network for International Health Regulations, and
  - Cartagena Protocol on Biosafety for Convention on Biological Diversity.

2. Situational Analysis

Currently, there are 28 Regulatory and Quarantine Officers (RQO) working in various offices of BAFRA. Nine of them have Food Science background while eleven have Animal Science and eight of them Agriculture Science background. Ten RQOs are currently stationed in the BAFRA Hq, Thimphu serving as the Chiefs of the Divisions and Heads of various Sections while eighteen are in the field offices located in 20 Dzongkhags. Of the 28 RQOs, two are in P1 level, 8 in P2, 11 in P3, 5 in P4 and 2 in P5.
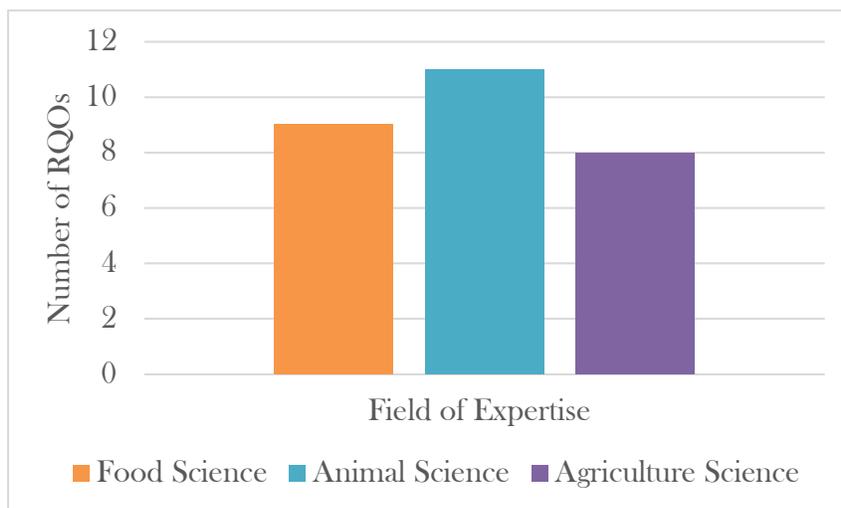
Figure 1: Number of RQOs by profession

3. Competency-Based Framework for Regulatory and Quarantine Officer

3.1 Introduction

The Royal Civil Service Commission (RCSC) has introduced a Competency-based Framework (CBF) to strengthen the capability, productivity and professional development of civil servants. The framework will serve as a guiding tool for a structured and exhaustive approach of capacity development. It will assist agencies in envisioning definite and coherent skill requirements to enhance various human resource functions, particularly in areas of Performance Management, Succession Planning, Talent Management, and Career Progression.

The CBF for the Regulatory and Quarantine Officers (RQO) is aligned to the vision, mission and objectives of the BAFRA with common understanding of critical development needs of RQOs for the desired behaviors in them. The CBF as a key HR approach, establishes a strong link between the organization and an individual on performance and behavioral aspects.

The CBF for the RQO is developed as per the directive of the RCSC following the CBF development guideline. A task force comprising of four RQOs from BAFRA were trained by RCSC on CBF development and have been tasked with CBF development for the position RQO. Series of consultation meetings and workshops with all the RQOs and stakeholders were held besides conducting online surveys to validate the Key roles (KR), Competency areas (CA), Key Competencies (KC), Behavioral Indicators (BI's), Proficiency Levels (PL) and Training Need Analysis (TNA) of the RQOs. This framework is designed to guide the RQOs in strengthening their competency, improving their behaviors and professionalism at work place. In total, there are 3 Key Roles, 8 Competency Areas, 24 Key Competencies and 67 Behavioral Indicators identified for RQOs. The CBF will provide platform for them to recognize domain knowledge, skills and abilities to become a good leader at work place with required professional and behavioral competencies.

3.2 Purpose

The CBF highlights the knowledge, skills and abilities required for RQO to achieve a high level of professional competence and deliver the highest standard services. The framework is developed with the following aim and objectives.

3.3 Aim

Build a fraternity of RQO who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

3.4 Objectives

- Enable BAFRA in having efficient and competent workforce by aligning knowledge, skills and abilities with the organizational priorities resulting in enhancement of professionalism in biosecurity and food safety services delivery.
- Identify major performance gaps of RQOs and strengthen their competency by implementing competency development initiatives.
- Guide implementing various HR functions such as Performance Management, Succession Planning, Talent Management, and Career Progression.

3.5 Framework development processes

The development of the competency-based framework for RQOs involved identifying Key Roles, Role Profiles, Competency Areas, Key Competencies, Behavioral Indicators, Proficiency Levels and conducting Training Need Analysis through a rigorous, consultative and inclusive process with key stakeholders. As soon as the task force members were trained on development of CBF, the task force members conducted series of both in-person and virtual consultation meetings, workshops and online surveys with the stakeholders to validate the information and develop the document.
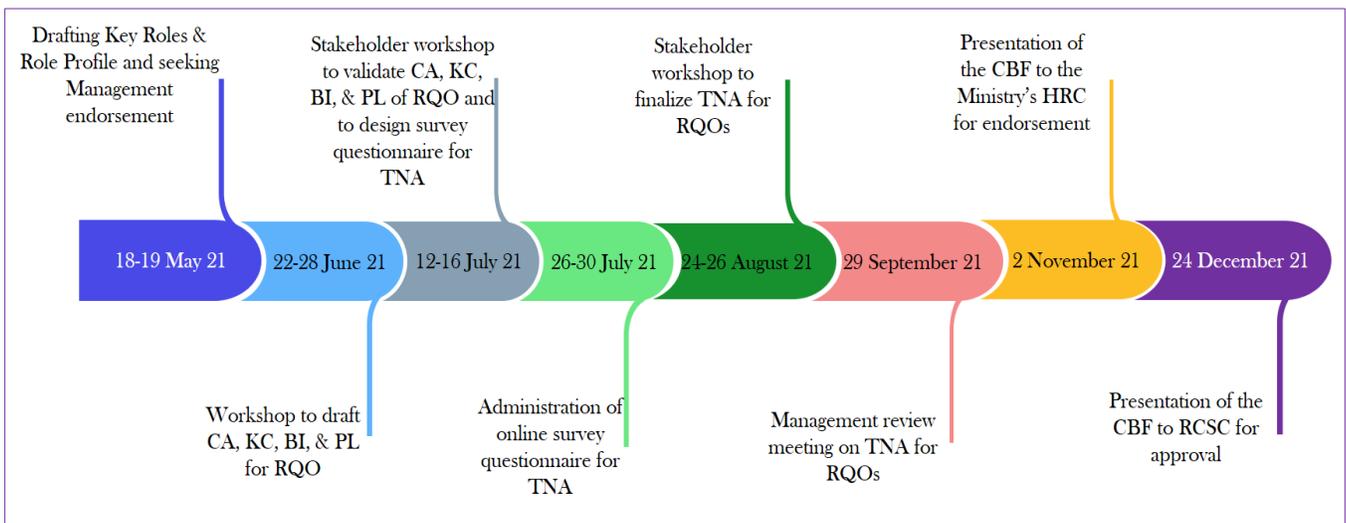
Figure 2: Framework development process

3.6 Overview of CBF structure

The CBF structure below shows the overview of the Key Roles, Competency Areas and Key Competencies required for the RQOs. The diagram shows that each Key Role of an RQO is sub-divided into Competency Areas and each Competency Area is further subdivided into Key Competencies. In total, there are 3 Key Roles, 8 Competency Areas, 24 Key Competencies identified for the RQO.
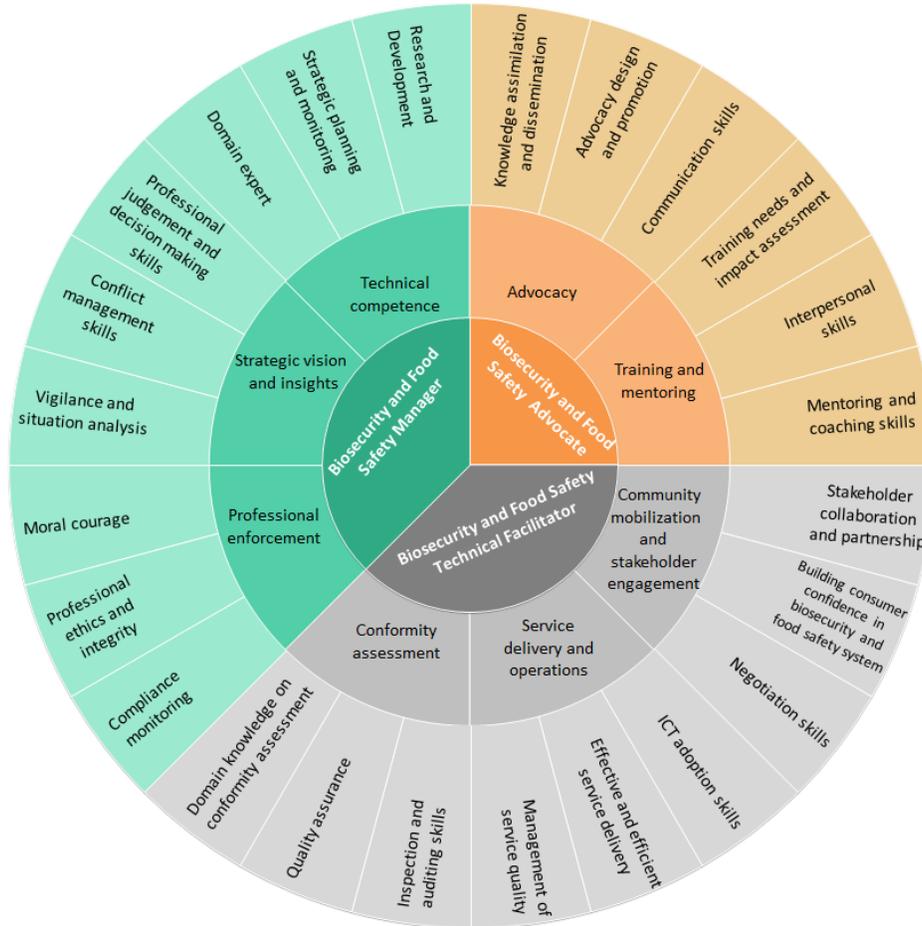
Figure 3: Diagrammatic overview of CBF for RQO

4. Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of **BAFRA**. Following are the key roles expected to be performed by the RQOs:

a. Biosecurity and Food Safety Manager
b. Biosecurity and Food Safety Technical Facilitator
c. Biosecurity and Food Safety Advocate

5. Description of Role Profile

The role profile is the description of roles that RQOs are expected to demonstrate in achieving the outcomes of BAFRA. It defines outcomes and competencies for an individual role. It concentrates on outcomes rather than duties, which provides better guidance than a job description on expectations. It does not constrain RQOs to carry out a prescribed set of tasks.

Table1: Role Profile

| SN	Key Role	Role Description
1	Biosecurity and Food Safety Manager	**Keep** abreast of evolving regional/global issues related to biosecurity and food safety including GMOs for preparedness and effective interventions. **Develop**, implement and monitor plans and programmes related to biosecurity, biosafety (GMOs) and food safety. **Conduct** biosecurity, biosfatey (GMOs) and food safety risk analysis for adoption and implementation of evidence based decision making. **Build** technical capacity of farmers, food business operators to meet the regulatory and certification requirements. **Enforce** biosecurity, biosafety (GMOs) and food safety policies and legislations to protect plant, animal, human and environmental health. **Conduct** regulatory research and review the existing policies and legislations related to biosecurity, biosafety (GMO) and food safety management to avoid redundancy and ensure relevancy. **Collaborate** with partner agencies to seek funding and technical support for managing biosecurity, biosafety (GMO) and food safety risks.
2	Biosecurity and Food Safety Technical Facilitator	**Understand** the evolving domestic and international food safety and biosecurity requirements including Sanitary and Phytosanitary (SPS) measures for RNR/Food products to design appropriate inspection, testing and certification services for the clients. **Strengthen** inspection, testing and certification services through internationally recognized conformity assessment systems to facilitate access of RNR/food products including organic products to both domestic and international markets.

		Seek and implement mutual recognition arrangements of BAFRA's inspection, testing and certification system with relevant competent authorities of the trading partner countries for trade facilitation. **Collaborate** with key partner agencies and food business operators to adopt good hygienic and manufacturing practices for safe food production. **Build** partnership with the farmers and other stakeholders in implementing good agriculture practices, good veterinary practices and biosecurity requirements to ensure quality and safety of RNR/food products.
3	Biosecurity and Food Safety Advocate	**Create** awareness on the latest biosecurity and food safety requirements directly affecting the stakeholders and consumers to meet regulatory requirements. **Advocate** implementation of good farm biosecurity practices by the stakeholders to prevent introduction, establishment and spread of pests and diseases. **Train** relevant stakeholders on good hygienic and manufacturing practices to produce safe and quality food and RNR products. **Promote** food safety culture to enable the FBOs to take ownership and accountability to produce safe and quality food.

6. Identification of Competency Areas

The competency area is the clustering of key competencies by related behavior and functions of each role. It comprises a set of Knowledge, Skills and Abilities that result in essential behaviors expected from RQO. The framework has identified eight competency areas as follows:

Table 2: Identified key roles and competency areas

Role #	Key Role	Competency Area
1	Biosecurity and Food Safety Manager	1.1 Technical competence
		1.2 Strategic vision and insights

			1.3 Professional enforcement
2	Biosecurity and Food Safety Technical Facilitator		2.1 Conformity assessment
			2.2 Service delivery and operations
			2.3 Community mobilization and stakeholder engagement
3	Biosecurity and Food Safety Advocate		3.1 Advocacy
			3.2 Training and mentoring

7. Identification of Key Competencies

The key competency is the specific capabilities that are desirable for RQOs to possess to drive outstanding performance. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency. The framework has identified 24 key competencies which are presented as below: -

Table 3: Identified key competencies

Role	Key Role	Competency Area	Key Competencies
1	Biosecurity and Food Safety Manager	1.1 Technical competence	1.1.1 Domain expert
			1.1.2 Strategic planning and monitoring
			1.1.3 Research and development
		1.2 Strategic vision and insights	1.2.1 Vigilance and situation analysis
			1.2.2 Conflict management skills
			1.2.3 Professional judgement and decision making skills
		1.3 Professional enforcement	1.3.1 Compliance monitoring
			1.3.2 Professional ethics and integrity
			1.3.3 Moral courage

2	Biosecurity and Food Safety Technical Facilitator	2.1 Conformity assessment	2.1.1 Domain knowledge on conformity assessment
			2.1.2 Quality assurance
			2.1.3 Inspection and auditing skills
		2.2 Service delivery and operations	2.2.1 ICT adoption skills
			2.2.2 Effective and efficient service delivery
			2.2.3 Management of service quality
		2.3 Community mobilization and stakeholder engagement	2.3.1 Stakeholder collaboration and partnership
			2.3.2 Building consumer confidence in biosecurity and food safety system
			2.3.3 Negotiation skills
3	Biosecurity and Food Safety Advocate	3.1 Advocacy	3.1.1 Knowledge assimilation and dissemination
			3.1.2 Advocacy design and promotion
			3.1.3 Communication skills
		3.2 Training and mentoring	3.2.1 Training needs and impact assessment
			3.2.2 Interpersonal skills
			3.2.3 Mentoring and coaching skills

8. Identification of Behavioral Indicators

The behavioral Indicators is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task. It serves as a tool to guide evaluations of employee performance. The framework has identified 67 behavioral indicators.

Table 4: Behaviors indicators

Competency Area	Key Competency	Behavioral Indicator (s)
Key Role 1: Biosecurity and Food Safety Manager		
1.1 Technical competency	1.1.1 Domain expert	1.1.1.1 Demonstrates good knowledge and understanding of biosecurity, biosafety and food safety policies and legislations for correct interpretation and effective enforcement.
		1.1.1.2 Demonstrates professional knowledge and skills in biosecurity/food safety risk analysis and management to protect the farming system and promote consumer health.
		1.1.1.3 Exhibits domain expertise to train peers and stakeholders for building technical capacity.
	1.1.2 Strategic planning and monitoring	1.1.2.1 Uses technical expertise to prioritize, develop and implement plans and programs in line with the agency mandates to ensure biosecurity, biosafety and food safety.
		1.1.2.2 Displays ability to develop project proposals to address current and emerging biosecurity and food safety risks.
		1.1.2.3 Effectively monitors the implementation of the plans and programs to achieve defined objectives.
	1.1.3 Research and development	1.1.3.1 Demonstrates professional knowledge and skills in conducting research to generate evidence to support regulatory measures.
		1.1.3.2 Gathers and analyzes biosecurity and food safety data to recommend strategies.

		1.1.3.3 Develops concept proposals to address emerging issues related to biosecurity and food safety.
1.2 Strategic vision and insights	1.2.1 Vigilance and situation analysis	1.2.1.1 Monitors and maintains vigilance on the emerging biosecurity and food safety threats at the national, regional and international levels for timely interventions.
		1.2.1.2 Conducts assessment of the risk posed by the emerging threats and recommends strategies and contingencies to manage the identified risks.
		1.2.1.3 Reviews and recommends changes in the existing biosecurity, biosafety and food safety policies and legislations to accommodate evolving needs and changing trends.
	1.2.2 Conflict management skills	1.2.2.1 Analyzes and anticipates potential conflicts to avoid or mitigate undesirable impacts.
		1.2.2.2 Embraces diverse opinions to holistically manage conflicts.
		1.2.2.3 Demonstrates astuteness, adroitness and mediation skills to objectively manage conflicts and disagreements.
	1.2.3 Professional judgement and decision making skills	1.2.3.1 Applies domain knowledge effectively and efficiently to make appropriate professional judgement.
		1.2.3.2 Exhibits sound analytical skills to respond to new or difficult situations with a positive attitude.
1.3 Professional enforcement	1.3.1 Compliance monitoring	1.3.1.1 Devises effective and efficient inspection plans and implements it professionally to maximize the output.
		1.3.1.2 Identifies and enforces correct provision(s) of the Biosecurity and Food Safety regulatory legislation for the protection of plant, animal and human health.

		1.3.1.3 Conducts appropriate follow up and monitoring to ensure continued compliance to regulatory requirements.
	1.3.2 Professional ethics and integrity	1.3.2.1 Demonstrates good understanding of BAFRA's uniform code of conduct, ethical duties and liabilities to maintain institutional integrity.
		1.3.2.2 Enforces biosecurity and food safety requirements responsibly and ethically to uphold professionalism.
		1.3.2.3 Remains trustworthy and strives to deliver organizational goals and objectives to maintain institutional credibility.
	1.3.3 Moral courage	1.3.3.1 Demonstrates good understanding of authority conferred by biosecurity, biosafety and food safety legislations to exercise functions
		1.3.3.2 Displays moral courage to enforce biosecurity/ food safety laws uniformly without fear or favour.
		1.3.3.3 Assumes accountability for one's own action
Key Role 2: Biosecurity and Food Safety Technical Facilitator		
2.1 Conformity assessment	2.1.1 Domain knowledge on conformity assessment	2.1.1.1 Demonstrates good knowledge and understanding of conformity assessment requirements of domestic and international markets to design appropriate inspection, testing and certification services for the clients.
		2.1.1.2 Exhibits proficiency in using conformity assessment processes, standards and technical regulations to facilitate trade.
		2.1.1.3 Adheres to the requirements of conformity assessment to professionally verify conformance to the standards.
	2.1.2 Quality assurance	2.1.2.1 Demonstrates proper understanding of various safety and quality assurance systems to facilitate adoption and implementation by the clients.

		2.1.2.2 Performs quality assurance reviews to verify continued compliance.
		2.1.2.3 Implements quality assurance systems on inspection, testing and certification to facilitate mutual recognition by trading partner countries.
	2.1.3 Inspection and auditing skills	2.1.3.1 Demonstrates good understanding on audit planning, sampling, and execution to efficiently conduct technical inspection and audits.
		2.1.3.2 Displays the required competence and desired personal behavioral attributes for inspection and auditing to ensure objectivity and impartiality.
		2.1.3.3 Demonstrates the ability to report the audit findings and recommendations to ensure implementation of corrective actions by the auditee.
2.2 Service delivery and operations	2.2.1 ICT adoption skills	2.2.1.1 Possesses functional ICT knowledge and skills to improve the working environment.
		2.2.1.2 Demonstrates ability to learn and apply appropriate information and communication technology to improve service delivery.
	2.2.2 Effective and efficient service delivery	2.2.2.1 Identifies the needs of the clients and stakeholders to design appropriate services.
		2.2.2.2 Promotes delivery of effective and efficient services to achieve the agency goals and objectives.
	2.2.3 Management of service quality	2.2.3.1 Displays emotional intelligence in dealing with clients to improve client impression.
		2.2.3.2 Seeks feedback and accepts constructive criticism to continuously improve service delivery.
		2.2.3.3 Conducts periodic internal assessment and reviews the quality of the services to identify areas for further improvement.

2.3 Community mobilization and stakeholder engagement	2.3.1 Stakeholder collaboration and partnership	2.3.1.1 Fosters collaboration and partnership with multiple stakeholders to synergize the efforts for meeting the intended objectives.
		2.3.1.2 Establishes good professional networking to actively engage the stakeholders to garner their support.
		2.3.1.3 Engages multiple stakeholders to understand their perspectives and suggests improvements in plans and programs.
	2.3.2 Building consumer confidence in biosecurity and food safety system	2.3.2.1 Ensures transparency and integrity in any undertakings related to biosecurity and food safety systems to build trust and confidence.
		2.3.2.2 Understands the needs and concerns of the clients on biosecurity and food safety systems to develop need based interventions.
	2.3.3 Negotiation skills	2.3.3.1 Ability to listen and understand the needs and priorities of stakeholders to promote mutual understanding.
		2.3.3.2 Discusses key issues with stakeholders and identifies a common solution to achieve a win-win outcome.
Key Role 3: Biosecurity and Food Safety Advocate		
3.1 Advocacy	3.1.1 Knowledge assimilation and dissemination	3.1.1.1 Exhibits willingness to continuously learn and share effectively for continual improvement.
		3.1.1.2 Demonstrates good knowledge management skills for effective application to fulfill agency's mandates.
		3.1.1.3 Displays coordination skills to organize and implement advocacy programs.
	3.1.2 Advocacy design and promotion	3.1.2.1 Analyzes and comprehends the advocacy needs of the target audience to ensure appropriate means and channels for communication.

		3.1.2.2 Designs effective communication materials to ensure effective information assimilation by the target audience.
		3.1.2.3 Ability to motivate people through advocacy programs to initiate actions.
	3.1.3 Communication skills	3.1.3.1 States the facts objectively and clearly to ensure effective communication.
		3.1.3.2 Exhibits interactive and effective communication skills by using examples to illustrate key points to put the messages across.
		3.1.3.3 Understands the strengths and weaknesses of one's communication skills for further improvement.
3.2 Training and mentoring	3.2.1 Training needs and impact assessment	3.2.1.1 Recognizes current and future knowledge gaps of BAFRA officials and relevant stakeholders and provides opportunities and a suitable environment to bridge the knowledge gap.
		3.2.1.2 Exhibits ability to embrace fair and inclusive participation to ensure all relevant stakeholders receive the required training.
		3.2.1.3 Possesses ability to conduct impact assessment of the trainings for continual improvement of capacity building programs.
	3.2.2 Interpersonal skills	3.2.2.1 Displays appropriate social attributes, manners and disposition to build positive working relations with stakeholders.
		3.2.2.2 Ability to work effectively with people of different mindset and minimize conflicts to promote harmony.
		3.2.2.3 Works to build mutual respect, fairness and equity to foster professional relationships.
	3.2.3 Mentoring and coaching skills	3.2.3.1 Ability to provide effective training of trainers (TOT) programs to the BAFRA officials as well as the relevant stakeholders.

Competency-based Framework for Regulatory and Quarantine Officer

----

		3.2.3.2 Mentors and coaches colleagues to enhance their competency and professional development.
		3.2.3.3 Mentor and coaches individual clients on meeting food safety and biosecurity requirements to ensure self-compliance and reduce regulatory burden.

9. Classification of Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of RQO is categorized into four levels as i) Entry (P5-P4), ii) Intermediate (P3), iii) Experienced (P2) and iv) Advanced (P1). The framework has identified 67 behavioral indicators across four levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well future career goals. As the officials in position levels of P5 & P4 play similar roles, their proficiency levels are merged together. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

Table 5: Proficiency levels

Key Role: 1 Biosecurity and Food Safety Manager			
Competency Area: 1.1Technical Competency			
Key Competency: 1.1.1 Domain Expert			
Behavioral Indicator: 1.1.1.1Demonstrates good knowledge and understanding of biosecurity, biosafety and food safety policies and legislations for correct interpretation and effective enforcement.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the important contents of biosecurity, biosafety and food safety	Understands all the important provisions of the biosecurity, biosafety and food	Understands all the concepts/provisions of the biosecurity and food safety policies and legislations and the complexities of the	Provides advance technical guidance on biosecurity and food safety policies and legislations and provides strategic directions on the

policies and legislations.	safety policies and legislations.	biosecurity and food safety management.	implementation of biosecurity and food safety management.

Behavioral Indicator: 1.1.1.2 Demonstrates professional knowledge and skills in biosecurity/food safety risk analysis and management to protect the farming system and promote consumer health.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands basic concepts of biosecurity and food safety risks analysis and its importance in biosecurity and food safety management.	Carries out basic biosecurity and food safety risk analysis to generate evidence for regulatory enforcement.	Demonstrates the knowledge and skills of biosecurity and food safety risk analysis and independently carries out analysis to generate evidence for regulatory enforcement.	Demonstrates the knowledge and skills of advanced biosecurity and food safety risk analysis and carries out risk analysis to generate evidence for regulatory enforcement.

Behavioral Indicator:1.1.1.3 Exhibits domain expertise to train peers and stakeholders for building technical capacity.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses domain knowledge and skills and trains peers and stakeholders for capacity development under the guidance of supervisors.	Possesses domain knowledge and skills and trains peers and stakeholders to impart these knowledge and skills for capacity development.	Plans and develops training modules and imparts training to peers and stakeholders for capacity development.	Identifies knowledge gaps, predicts future needs and guides professional capacity development.

Key Competency: 1.1.2 Strategic planning and monitoring

Behavioral Indicator: 1.1.2.1 Uses technical expertise to prioritize, develop and implement plans and programs in line with the agency mandates to ensure biosecurity, biosafety and food safety.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Uses technical knowledge to develop and implement plans and programs under	Uses technical expertise to develop and implement plans and programs	Uses technical expertise to independently develop efficient and effective	Uses technical expertise to guide and supervise the development of effective and efficient plans and

the guidance of the supervisor.	independently or with minimum guidance from supervisor.	plans and programs and implements them effectively.	programs while also being able to comprehend the implications of similar plans and programs in other agencies to ensure optimum utilization of resources.

Behavioral Indicator: 1.1.2.2 Displays ability to develop project proposals to address current and emerging biosecurity and food safety risks.			
Entry (P5-P4)	**Intermediate (P3)**	**Experienced (P2)**	**Advanced(P1)**
Possesses knowledge and skills on developing project proposals and initiates development of such proposals.	Demonstrates knowledge and skills to develop good project proposals and identifies potential funding sources with guidance from the supervisors.	Demonstrates ability to independently develop comprehensive project proposals and identifies potential funding sources.	Supervises and guides development of comprehensive project proposals, liaises with potential funding sources to secure fund.

Behavioral Indicator: 1.1.2.3 Effectively monitors the implementation of the plans and programs to achieve defined objectives.			
Entry (P5-P4)	**Intermediate (P3)**	**Experienced (P2)**	**Advanced(P1)**
Demonstrates awareness of the monitoring and evaluation frameworks and process in use and be able to carry out monitoring and evaluation with supervision.	Carries out monitoring and evaluation of the plans and programs effectively and efficiently with minimal or no supervision.	Develops effective and efficient monitoring plans and programs and monitors and evaluates them without supervision.	Develops and implements a realistic and program-specific monitoring and evaluation framework to provide strategic direction.

Key Competency : 1.1.3 Research and Development
Behavioral Indicator:1.1.3.1 Demonstrates professional knowledge and skills in conducting research to generate evidence to support regulatory measures.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses knowledge and understanding of regulatory research and learns to conduct such research under the guidance of supervisors.	Possesses required knowledge and skills in regulatory research and is able to conduct research with support from supervisors.	Possesses advance knowledge and skills in regulatory research and is able to conduct independent research.	Possesses highest level of research knowledge and skills and champions independent regulatory research.

Behavioral Indicator:1.1.3.2 Gathers and analyzes Biosecurity and food safety data to recommend strategies			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Gathers data and conducts basic analysis of the data with support of supervisor.	Proactively gathers data and analyses using various softwares to generate information.	Conducts focused regulatory research independently and recommends strategies.	Utilizes advanced knowledge and skills to guide peers on: research objectives, research design, methodologies, data analysis and interpretation of the findings.

Behavioral Indicator: 1.1.3.3 Develops concept proposals to address emerging issues related to biosecurity and food safety.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Develops concept proposals using research findings under the guidance of supervisors.	Develops good concept proposals using research findings to recommend policy changes.		Develops robust and realistic concept proposals backed by concrete research findings to apprise policy makers and bring about policy changes.

Competency Area: 1.2 Strategic vision and insights			
Key Competency: 1.2.1 Vigilance and situation analysis			
Behavioral Indicator: 1.2.1.1 Monitors and maintains vigilance on the emerging biosecurity and food safety threats at the national, regional and international levels for timely interventions.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)

Collects, compiles and conducts preliminary analysis of national, regional and global data on emerging biosecurity/ food safety risks with guidance of supervisors to propose appropriate risk mitigation measures.	Examines and analyzes the national, regional and global data on emerging biosecurity/ food safety risks to propose appropriate risk mitigation measures.	Carries out thorough analysis of national, regional and global data on emerging biosecurity/ food safety risks to formulate appropriate risk mitigation measures.	Forecasts biosecurity/ food safety risks based on the evolving food safety and biosecurity developments/trends and recommends appropriate risk mitigation measures.

Behavioral Indicator: 1.2.1.2 Conducts assessment of the risks posed by the emerging threats and recommends strategies and contingencies to manage the identified risks.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Conducts basic risk assessment for the identified risks/threats with guidance from the supervisor and proposes contingency measures.	Conducts risk assessment for the identified risks/threats with minimal supervision and proposes contingency measures.	Conducts advanced risk assessment for the identified risks/threats and formulates contingency measures and strategies.	Oversees and guides the risk assessment process for the identified risks/threats and formulates contingency measures and strategies.

Behavioral Indicator: 1.2.1.3 Reviews and recommends changes in the existing biosecurity, biosafety and food safety policies and legislations to accommodate evolving needs and changing trends.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Identifies implementation issues in biosecurity, biosafety and food safety policies and legislations and discusses with the supervisors.	Reviews the biosecurity, biosafety and food safety policies and legislations, identifies implementation challenges and issues.	Reviews and analyzes the implementation issues and challenges, understands impacts and proposes impactful recommendations.	Vets the severity of the issues and challenges, weighs the proposed recommendations to initiate the required changes and mobilizes required resources.

Key Competency: 1.2.2 Conflict management skills

Behavioral Indicator: 1.2.2.1 Analyzes and anticipates potential conflicts to avoid or mitigate undesirable impacts.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Identifies conflicting issues during the course of work and discusses with the supervisors.	Identifies conflicting issues during the course of work and initiates negotiation, under the guidance of the supervisors.	Anticipates potential conflicts in advance and prepares appropriate approaches to mitigate any undesirable impacts.	Guides the processes related to conflict management to resolve the identified or anticipated issues to overcome organizational challenges.

Behavioral Indicator: 1.2.2.2 Embraces diverse opinions to holistically manage conflicts.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses ability to listen to diverse opinions and initiates analysis of opinions with guidance from the supervisors to reach a fairly negotiated outcome.	Possesses good ability to listen and analyzes diverse opinions to reach a fairly negotiated outcome.		Actively listens to diverse opinions, analyzes the context holistically to reach a fairly negotiated outcome as well as guides colleagues to resolve conflicts amicably.

Behavioral Indicator: 1.2.2.3 Demonstrates astuteness, adroitness and mediation skills to objectively manage conflicts and disagreements.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of simple and minor nature, with guidance from supervisors.	Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of slightly complex nature with minimal guidance from supervisors.	Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of complex nature without guidance from supervisors.	Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of complex nature and provides guidance to the staff.

Key Competency:1.2.3 Professional judgment and decision making skills

Behavioral Indicator: 1.2.3.1 Applies domain knowledge effectively and efficiently to make appropriate professional judgment.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Applies knowledge, skills and experience within the scope of biosecurity and food safety requirements to make professional judgment with guidance from supervisors.	Applies knowledge, skills and experience commensurate to the biosecurity and food safety requirements to make appropriate professional judgment, with minimal guidance from supervisors.	Applies knowledge, skills and experience commensurate to biosecurity and food safety requirements to make appropriate judgment and provides guidance to staff.	Provides professional advice and guidance using the knowledge, skills and experience commensurate to the biosecurity and food safety requirements to make appropriate judgment.

Behavioral Indicator: 1.2.3.2 Exhibits sound analytical skills to respond to new or difficult situations with a positive attitude.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Uses analytical skills to understand and respond to new or difficult situations, with guidance from the supervisors.	Uses analytical skills to understand and respond effectively to new or difficult situations, with minimal guidance from the supervisors.	Effectively applies analytical skills to understand and respond to new or difficult situations, without guidance from the supervisors.	Effectively applies analytical skills to understand and respond to new or difficult situations, and provides guidance to the staff.

Competency Area: 1.3 Professional enforcement

Key Competency: 1.3.1 Compliance monitoring

Behavioral Indicator: 1.3.1.1 Devises effective and efficient inspection plans and implements it professionally to maximize the output.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Develops inspection plans and implements it professionally, with guidance from supervisors.	Develops effective inspection plans and implements it professionally, with minimal guidance from supervisors.	Champions the development of effective inspection plans and implements it professionally.	Guides and ensures that plans are implemented effectively and efficiently.

Behavioral Indicator: 1.3.1.2 Identifies and enforces correct provision(s) of the Biosecurity and Food Safety regulatory legislation for the protection of plant, animal and human health

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses basic understanding of the Biosecurity and Food Safety legislations, identifies, interprets and enforces the provisions correctly with support from supervisors.	Possesses good understanding of the biosecurity and food safety legislations, identifies, interprets and enforces the provisions correctly with or without support from supervisors.	Possesses advanced understanding of the biosecurity and food safety legislations identifies, interprets and enforces the provisions correctly.	Possesses advanced understanding of the biosecurity and food safety legislations, provides guidance to staff for correct identification, interpretation and enforcement of the provisions.

Behavioral Indicator: 1.3.1.3 Conducts appropriate follow up inspection and monitoring to ensure continued compliance to regulatory requirements.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Prepares appropriate follow-up inspection and monitoring plans and implements it with guidance from supervisors.	Prepares appropriate follow-up inspection and monitoring plans and implements it effectively to verify the successful closure of all previous non-compliances.		Guides and ensures that follow-up inspection and monitoring plans are implemented effectively and efficiently for regulatory compliance.

Key Competency: 1.3.2 Professional ethics and integrity

Behavioral Indicator: 1.3.2.1 Demonstrates good understanding of BAFRA's uniform code of conduct, ethical duties and liabilities to maintain institutional integrity.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Proactively learns and understands BAFRA's uniform code of conduct, ethical duties and liabilities enshrined in Civil Service laws and applies them.	Possesses good understanding of BAFRA's uniform code of conduct, ethical duties and liabilities enshrined in Civil Service laws and applies it.		Possesses very good understanding of BAFRA's uniform code of conduct, ethical duties and liabilities enshrined in Civil Service laws, applies it as well as guides staff to apply it.

Behavioral Indicator: 1.3.2.2 Enforces biosecurity and food safety requirements responsibly and ethically to uphold professionalism.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Shows high professional ethics and responsibility during implementation of the daily activities.	Shows and maintains high professional ethics and responsibility while carrying out the daily activities in enforcement of legislations.		Demonstrates and promotes a culture of professionalism and ethics within the organization.
Behavioral Indicator: 1.3.2.3 Remains trustworthy and strives to deliver organizational goals and objectives to maintain institutional credibility.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Embraces and adopts personal qualities of politeness and honesty and puts into practice these traits while discharging mandates.	Integrates honesty, politeness and professionalism in discharging mandates while remaining firm on the decision.		Demonstrates and promotes the culture of honesty, politeness and professionalism in discharging mandates while remaining firm on the decision.
Key Competency: 1.3.3 Moral courage			
Behavioral Indicator: 1.3.3.1 Demonstrates good understanding of authority conferred by biosecurity, biosafety and food safety legislations to exercise functions.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Actively seeks to understand the legal powers conferred by related legislations and exercises the powers for enforcement with guidance from supervisors.	Understands the legal powers conferred by related legislations and exercises powers for assertive enforcement of the legislations.	Demonstrates good understanding of the legal powers conferred by related legislations and carefully exercises powers for assertive enforcement of the legislations.	Demonstrates advanced understanding of the legal powers conferred by related legislations and guides colleagues to carefully exercises powers for assertive enforcement of the legislations.

Behavioral Indicator: 1.3.3.2 Displays moral courage to enforce biosecurity/food safety laws uniformly without fear or favour

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Develops moral courage required for uniform enforcement of legislations without fear or favour.	Displays moral courage in uniform enforcement of legislations without fear or favour.		Exhibit fortitude and resilience and guides colleagues in uniform enforcement of legislations without fear or favour.

Behavioral Indicator: 1.3.3.3 Assumes accountability for one's own action

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Exhibits courage and accepts one's own mistakes and failures and be accountable for it.	Exhibits courage and accepts one's own mistakes and failures and be accountable for it and also learns from the mistakes.		Exhibits courage and assumes accountability over one's own action and also assumes supervisory accountability over mistakes and failures of staff in the division.

Key Role 2: Biosecurity and Food Safety Facilitator

Competency Area: 2.1 Conformity assessment

Key Competency: 2.1.1 Domain knowledge on conformity assessment

Behavioral Indicator: 2.1.1.1 Demonstrates good knowledge and understanding of conformity assessment requirements of domestic and international markets to design appropriate inspection, testing and certification services for the clients.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses knowledge and understanding of conformity assessment requirements of domestic and international markets	Possesses good knowledge and clear understanding of conformity assessment requirements of domestic and international markets	Possesses advanced knowledge and clear understanding of conformity assessment requirements of domestic and international markets and designs appropriate services	Upholds and motivates continuous learning and application of conformity assessment requirements by the staff and oversees the design of appropriate services to meet the changing requirements.

and the available services.	and proposes appropriate services.	under the guidance of supervisors.	

Behavioral Indicator: 2.1.1.2 Exhibits proficiency in using conformity assessment processes, standards and technical regulations to facilitate trade.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the conformity assessment processes, standards and technical regulations and applies them with guidance from the supervisor.	Proficiently uses conformity assessment processes, standards and technical regulations, with minimal support from the supervisor.	Proficiently uses conformity assessment processes, standards and technical regulations and provides guidance to the colleagues.	Directs and guides peers and junior staff to proficiently use conformity assessment processes, standards and technical regulations for trade facilitation.

Behavioral Indicator: 2.1.1.3 Adheres to the requirements of conformity assessment to professionally verify conformance to the standards.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Verifies conformance to the standards during conformity assessment, with guidance from the supervisor.	Professionally verifies conformance to the standards during conformity assessment, with minimal support from the supervisor.	Professionally verifies conformance to the standards during conformity assessment, and provides guidance to the colleagues.	Guides staff on the professional implementation of the conformity assessment requirements to ensure conformance to the standards.

Key Competency: 2.1.2 Quality Assurance			

Behavioral Indicator: 2.1.2.1 Demonstrates proper understanding of various safety and quality assurance systems to facilitate adoption and implementation by the clients.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the existing safety and quality assurance systems for farming inputs, food and	Displays good understanding of the existing safety and quality assurance systems for farming	Displays advance understanding of the existing safety and quality assurance systems for farming	Displays advance understanding of the existing safety and quality assurance systems for farming inputs, food and

Competency-based Framework for Regulatory and Quarantine Officer

----

agricultural products and promotes adoption and implementation by the clients, with guidance from the supervisor.	inputs, food and agricultural products and promotes adoption and implementation by the clients.	inputs, food and agricultural products and promotes adoption and implementation by the clients.	agricultural products and creates opportunities and enabling environment to promotes adoption and implementation by the clients.

Behavioral Indicator: 2.1.2.2 Performs quality assurance reviews to verify continued compliance.			
Entry (P5-P4)	**Intermediate (P3)**	**Experienced (P2)**	**Advanced(P1)**
Participates in quality assurance assessment and reviews and acquires required skills.	Conducts internal quality assessments and reviews to verify compliance with guidance from supervisor.	Conducts internal quality assessments and reviews to verify compliance, with minimal guidance from supervisor.	Promotes the culture of performing quality assurance assessments and reviews and provides guidance to the staff.

Behavioral Indicator: 2.1.2.3 Implements quality assurance systems on inspection, testing and certification to facilitate mutual recognition by trading partner countries.			
Entry (P5-P4)	**Intermediate (P3)**	**Experienced (P2)**	**Advanced(P1)**
Proactively seeks to understand the quality assurance systems on inspection, testing and certification and implements it with guidance from the supervisor.	Understands the quality assurance systems on inspection, testing and certification and implements it with minimal guidance from the supervisor.	Recognizes and skillfully implements the key elements of quality assurance systems during inspection, testing and certification, and reviews its progress to identify areas for growth.	Reviews the services to ensure consistent implementation and continual growth of quality assurance systems on inspection, testing and certification, also provides guidance to staff.

Key Competency: 2.1.3 Inspection and auditing skills			
Behavioral Indicator: 2.1.3.1 Demonstrates good understanding on audit planning, sampling, and execution to efficiently conduct technical inspection and audits.			
Entry (P5-P4)	**Intermediate (P3)**	**Experienced (P2)**	**Advanced(P1)**

| Shows interest to acquire knowledge and skills on audit planning and carries out audits with guidance from supervisors. | Independently carries out audit planning and performs audit. | Independently carries out audit planning and performs audit, also provides guidance to junior officials. | Guides and ensures that the audits are performed professionally as per the plan. |

Behavioral Indicator: 2.1.3.2 Displays the required competence and desired personal behavioural attributes for inspection and auditing to ensure objectivity and impartiality.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Proactively pursues personal learning and development opportunities to enhance competency in inspection and auditing.	Proactively pursues personal learning and development opportunities for professional growth and displays the required competency in inspection and auditing.	Proactively pursues personal learning and development opportunities for professional growth and displays the required competency in inspection and auditing, also guides colleagues.	Encourages and creates opportunities for promoting personal learning and development opportunities and also evaluates their performance for professional growth.

Behavioral Indicator: 2.1.3.3 Demonstrates the ability to report the audit findings and recommendations to ensure implementation of corrective actions by the auditee.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Prepares clear inspection and audit findings in standard template presenting facts and observation, detailing areas for improvement by the auditee, with guidance from supervisors.	Prepares clear and coherent inspection and audit findings in standard template presenting facts, and objectively capturing observations, detailing areas for improvement by the auditee, with minimal guidance from supervisor.	Independently prepares clear and coherent inspection and audit findings in standard template presenting facts, and objectively capturing observations, detailing areas for improvement by the auditee.	Guides staff on report writing and reviews the quality inspection and audit reports and provides feedback on the quality of report and appropriateness of the areas for improvement by the auditee.

Competency Area: 2.2 Service delivery and operations

Key Competency: 2.2.1 ICT adoption skills			
Behavioral Indicator: 2.2.1.1 Possesses functional ICT knowledge and skills to improve the working environment.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possess and applies basic knowledge of computer, software and tools.	Keeps abreast of emerging digital technologies and techniques in response to changing needs in the field of his/her area of work.		Creates enabling environment to learn on ICT applications and adopt the use of emerging digital technologies.
Behavioral Indicator: 2.2.1.2 Demonstrates ability to learn and apply appropriate information and communication technology to improve service delivery.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the importance of ICT use, acquires appropriate ICT skills to apply in improving service delivery.		Understands the importance of ICT use, acquires appropriate ICT skills to apply in improving service delivery, and provides guidance to ensure data protection.	Understands the importance of ICT use, acquires appropriate ICT skills to apply in improving service delivery, while being mindful of the ICT associated risks to provides necessary guidance.
Key Competency: 2.2.2 Effective and Efficient Service Delivery			
Behavioral Indicator: 2.2.2.1 Identifies the needs of the clients and stakeholders to design appropriate services.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Identifies the service needs of the stakeholders and clients and communicates it to the supervisors.	Identifies the needs of the stakeholders and clients and proposes appropriate service delivery plans in discussion with the supervisors.	Understands the needs of the stakeholders and clients and designs appropriate services to suit the changing requirements in discussion with the colleagues.	Ensures that the key services needs of the stakeholders and clients are included into plans and programs to design appropriate services delivery system.

Behavioral Indicator: 2.2.2.2 Promotes delivery of effective and efficient services to achieve the agency goals and objectives.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the assigned role in service delivery and provides effective day-to-day services within the Turn Around Time (TAT) with guidance from supervisors.	Understands the assigned roles and responsibilities and ensures that effective service is provided within the TAT.	Understands the assigned roles and responsibilities and ensures that effective service is provided within the TAT, oversees the implementation of services by staff.	Creates an enabling environment to provide effective and efficient services through resource mobilization and timely interventions.

Key Competency: 2.2.3 Management of service quality

Behavioral Indicator: 2.2.3.1 Displays emotional intelligence in dealing with clients to improve client impression.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Applies emotional intelligence in the work place to improve client's impression.	Applies emotional intelligence in the workplace to improve the quality of service and client's impression.		Applies emotional intelligence in the work place to improve the quality of service and client's impression and promotes application of emotional intelligence at workplace.

Behavioral Indicator: 2.2.3.2 Seeks feedback and accepts constructive criticism to continuously improve service delivery.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Seeks feedback and remains open to criticism to take corrective actions for further improvement of services.	Proactively seeks feedback, accepts constructive criticism and identifies systemic remedies.	Proactively seeks feedback, accepts constructive criticism and leads identification and implementation of systemic remedies for continual	Promotes and implements feedback culture in the organization and ensures feedbacks are vetted and used for continual

		improvement of the service delivery.	improvement of the service delivery.

Behavioral Indicator: 2.2.3.3 Conducts periodic internal assessment and reviews the quality of the services to identify areas for further improvement.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Conducts periodic internal assessment of the quality of services provided by BAFRA with guidance from supervisors.	Conducts periodic reviews of the quality of services provided by BAFRA and identifies possible areas of improvement.	Conducts periodic reviews of the quality of services provided by BAFRA and recommends areas for improvement.	Guides staff in conducting periodic reviews of the quality of services provided by BAFRA and ensures that such reviews are conducted as required.

Competency Area: 2.3 Community mobilization and stakeholder engagement

Key Competency: 2.3.1 Stakeholder collaboration and partnership

Behavioral Indicator: 2.3.1.1 Fosters collaboration and partnership with multiple stakeholders to synergize the efforts for meeting the intended objectives.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Identifies and understands the roles of relevant stakeholders whose assistance, cooperation and support are necessary to deliver the service effectively.	Explores and proposes areas of collaboration with the stakeholders and attempts to create partnership with stakeholders to deliver the service effectively.	Analyzes the areas of collaboration and proactively creates partnership with external agencies to deliver the service effectively.	Understands the needs and goals of stakeholders, maps the goals to understand interconnection, harmonizes them to strengthen partnership and communicates effectively for increased engagement.

Behavioral Indicator: 2.3.1.2 Establishes good professional networking to actively engage the stakeholders to garner their support.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses basic skills on building network with different stakeholders.	Establishes professional networking with stakeholders by	Establishes and nurtures the professional networking with stakeholders by	Establishes, manages and nurtures professional networking by engaging in frequent communication

	discussing common goals.	engaging them in relevant activities achieve common goals.	with them to garner their support.

Behavioral Indicator: 2.3.1.3 Engages multiple stakeholders to understand their perspectives and suggests improvements in plans and programs.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Engages multiple stakeholders to take part in regular meetings and decision making processes to understand their perspectives.	Engages multiple stakeholders to take part in regular meetings and decision making processes and shows interest in what others have to say; acknowledges their perspectives and ideas.	Engages multiple stakeholders to take part in regular meetings and decision making processes and proactively seeks their perspectives and ideas, suggests improvements in plans and programs.	Proactively engages multiple stakeholders to take part in regular meetings and decision making processes, understands their perspectives and initiates improvement of the plans and programs.

Key Competency: 2.3.2 Building consumer confidence in biosecurity and food safety system

Behavioral Indicator: 2.3.2.1 Ensures transparency and integrity in any undertakings related to biosecurity and food safety systems to build trust and confidence.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Inspires public confidence in the organization through transparent, ethical and timely service delivery.		Inspires public confidence and trust in the organization through transparent, ethical and timely service delivery and supports promotion of the culture of transparency and ethical conduct.	Leads by example and promotes professionalism, transparency, and ethical conduct towards efficient service delivery to achieve the trust and confidence in the organization.

Behavioral Indicator: 2.3.2.2 Understands the needs and concerns of the clients on biosecurity and food safety systems to develop need based interventions.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)

Engages the clients and understands their needs and concerns to discuss with supervisors for intervention.	Engages the clients effectively and understands their needs and concerns and thinks through various intervention measures.	Actively engages the clients, understands their needs and proposes intervention measures.	Demonstrates good understanding of the clients, critically reviews the intervention measures and seeks administrative approvals for implementation of the intervention measures.

Key Competency: 2.3.3 Negotiation skills

Behavioral Indicator: 2.3.3.1 Ability to listen and understand the needs and priorities of the stakeholders to promote mutual understanding.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses the ability to listen to and understand the needs and priorities of stakeholders.	Listens patiently and understands the needs and priorities of the stakeholders and strives to develop a common understanding.		Actively listens, understands and vets the needs and priorities of the stakeholders and develops and common understanding.

Behavioral Indicator: 2.3.3.2 Discusses key issues with stakeholders and identifies a common solution to achieve a win-win outcome.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Puts in efforts to identify, analyze and understand the key issues and seeks advice from supervisors before negotiation.	Identifies, analyzes and understands key issues and then prepares one's stand with guidance from supervisors for negotiation with stakeholders.	Identifies, critically analyzes and understands key issues, and prepares one's position and negotiates with stakeholders.	Critically analyses and understands the issues, firms up one's position and negotiates skillfully and persuasively to arrive at common desirable solution.

Key Role 3: Biosecurity and Food Safety Advocate

Competency Area: 3.1 Advocacy

Key Competency: 3.1.1 Knowledge assimilation and dissemination

Behavioral Indicator: 3.1.1.1 Exhibits willingness to continuously learn and share effectively for continual improvement.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Exhibits curiosity and interest to learn more from peers and senior colleagues both from workplace and the classroom settings and disseminates to stakeholders.	Explores and harnesses training opportunities for continual improvement of knowledge and skills and disseminates to junior colleagues and stakeholders.	Makes best use of every learning opportunity both from the trainings and workplace and disseminates the knowledge and skills gained to colleagues and stakeholders.	Demonstrates personal drive for new knowledge and skills and promotes the culture of continuous learning by creating new opportunities and avenues for peers and stakeholders.

Behavioral Indicator: 3.1.1.2 Demonstrates good knowledge management skills for effective application to fulfill agency's mandates.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses knowledge management skills and applies the skills appropriately.	Exhibits good knowledge management skills and applies the skills effectively.	Exhibits a high level of knowledge management skills and applies those skills effectively and efficiently to achieve the agency's goal and objectives.	Exhibits advanced level of knowledge management skills, and applies those skills effectively and creates enabling environment for colleagues to apply the skills effectively.

Behavioral Indicator: 3.1.1.3 Displays coordination skills to organize and implement advocacy programs.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Coordinates and conducts advocacy programs engaging limited number of stakeholders with guidance from supervisors.	Coordinates and conducts advocacy programs by engaging relevant stakeholders with minimal guidance from supervisors.	Coordinates and conducts advocacy programs engaging multiple stakeholders effectively and efficiently.	Champions coordination and conducting effective advocacy programs with minimal resources, and also guides colleagues in conducting effective advocacy programs.

Key Competency: 3.1.2 Advocacy design and promotion

Behavioral Indicator: 3.1.2.1 Analyzes and comprehends the advocacy needs of the target audience to ensure appropriate means and channels for communication.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Recognizes and profiles the advocacy needs of target audience to choose appropriate means of communication.	Analyzes the advocacy needs of target audience and identifies appropriate means and channel of communication.	Identifies the advocacy needs of the stakeholders and clearly presents specific information and the medium of communication to be used during the advocacy.	Provides strategic directions on how to analyze and prioritize advocacy needs of stakeholders and guides colleagues on designing the advocacy program.

Behavioral Indicator: 3.1.2.2 Designs effective communication materials to ensure effective information assimilation by the target audience.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses basic understanding on designing various communication materials.	Demonstrates good understanding of various types of communication materials and designs materials in consultation with colleagues.	Demonstrates better understanding of various types of communication materials and designs effective audience specific materials for knowledge dissemination.	Guides designing effective communication materials specific to target audiences with specific messages or information to be disseminated.

Behavioral Indicator: 3.1.2.3 Ability to motivate people through advocacy programs to initiate actions.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the need to motivate stakeholders to ensure increased self-compliance on improving biosecurity and food safety and	Understands the need to motivate stakeholders to ensure increased self-compliance on improving biosecurity and food safety and	Understands the need to motivate and persuades the stakeholders to ensure increased self-compliance on improving biosecurity	Creates an enabling environment for the staff to motivate and persuade stakeholders to ensure increased self-compliance on improving biosecurity and food safety

accordingly engages in advocacy programs with support from supervisors.	actively engages in advocacy programs.	and food safety and actively engages in advocacy programs.	and actively engages in advocacy programs.

Key Competency: 3.1.3 Communication skills

Behavioral Indicator: 3.1.3.1 States the facts objectively and clearly to ensure effective communication.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Communicates the facts objectively and clearly using plain simple language for effective communication.		Always communicates facts objectively and clearly using plain simple languages regardless of the medium used and the audience type.	Always communicates facts objectively and clearly using plain simple languages in an influential and convincing manner regardless of the medium used for communication and the audience type.

Behavioral Indicator: 3.1.3.2 Exhibits interactive and effective communication skills by using examples to illustrate key points to put the messages across.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Embraces interactive communications by asking simple questions and allowing participants to express their views.	Engages in interactive communications to ensure effectiveness by asking questions and citing examples to illustrate key message.		Champions in communication and illustrating the key messages by engaging in interactive communications citing real-life examples and applying sense of humour.

Behavioral Indicator: 3.1.3.3 Understands the strengths and weaknesses of one's communication skills for further improvement.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)

Strives to understand the strength and weakness of one's communication skills for improvement.	Understands the strengths and weaknesses of one's communication skills and works on strengthening the required skills.	Remains aware of the strengths and weaknesses of one's communication skills and works on improvement to express ideas with precision and convection. Mentors staff to improve their communication skills.

Competency Area: 3.2 Training and mentoring

Key Competency: 3.2.1 Training needs and impact assessment

Behavioral Indicator: 3.2.1.1 Recognizes current and future knowledge gaps of BAFRA officials and relevant stakeholders and provides opportunities and a suitable environment to bridge the knowledge gap.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Acquires knowledge and skills to assess knowledge gaps in stakeholders.	Applies knowledge, conducts assessment and identifies knowledge gaps in stakeholders with guidance from senior colleagues.	Conducts knowledge gap assessments and identifies knowledge gaps including future needs and accordingly makes plan and explores opportunities.	Recognizes the current and future capacity development needs of both the internal and external stakeholders and creates opportunities and enabling environment for professional development.

Behavioral Indicator: 3.2.1.2. Exhibits ability to embrace fair and inclusive participation to ensure all relevant stakeholders receive the required training.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Strives to include all relevant stakeholders for any training programs.	Analyses the types of stakeholders requiring the training program and identify only the relevant ones for the training.	Analyses the types of stakeholders requiring the training program and selects only the relevant ones to ensure inclusiveness and fairness during	Critically analyzes the recommended stakeholders and vets them against the purpose and objectives of the training programs and selects the most relevant participants

		selection of the participants.	to ensure fair and inclusive participation.

Behavioral Indicator: 3.2.1.3 Possesses ability to conduct impact assessment of the trainings for continual improvement of capacity building programs.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Possesses basic knowledge and skills to carry out impact assessment and carries out assessment with guidance from supervisors.	Possesses ability to carry out impact assessments of training programs using appropriate tools with minimal guidance from supervisors.	Possesses ability to carry out thorough impact assessments of training programs using appropriate tools.	Displays advanced knowledge and skills to conduct impact assessment and guides staff on conducting the assessment.

Key Competency: 3.2.2 Interpersonal skills

Behavioral Indicator: 3.2.2.1 Displays appropriate social attributes, manners and disposition to build positive working relations with stakeholders.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Displays appropriate social attributes, manners and disposition while on duty under guidance from supervisors.	Displays appropriate social attributes, manners and disposition while on duty to build positive working relations with stakeholders.		Always remains mindful of and displays effective interpersonal skills, carefully observes junior colleagues and provides advices.

Behavioral Indicator: 3.2.2.2 Ability to work effectively with people of different mindset and minimize conflicts to promote harmony.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Displays ability to work with diverse stakeholders.	Displays patience to work with different types of stakeholders and engages them effectively.	Displays patience, diplomacy tactics and flexibility to engage stakeholders effectively.	Masters the ability to work and engages different types of stakeholders effectively and efficiently.

Behavioral Indicator: 3.2.2.3 Works to build mutual respect, fairness and equity to foster professional relationships.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Understands the value of mutual respect, fairness and equity and strives to integrate it at the workplace.	Understands the value of mutual respect, fairness and equity and integrate these qualities at work place.	Embraces and professionally implements mutual respect, fairness and equity at the workplace.	Embraces and promotes the culture of mutual respect, fairness and equity in any undertakings related to biosecurity and food safety.

Key Competency: 3.2.3 Mentoring and coaching skills

Behavioral Indicator: 3.2.3.1 Ability to provide effective training of trainers (TOT) programs to the BAFRA officials as well as the relevant stakeholders.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Develops and implements TOT programs for colleagues and relevant stakeholders with guidance from supervisors.	Develops and implement relevant TOT programs to enhance the capacity of peers, and relevant stakeholders with minimal or no supervision.	Develops and implement relevant TOT programs and uses appropriate training approaches and tools to effectively deliver the capacity building programs both for internal and external stakeholders.	Provides technical expertise and strategic directions, and mobilizes required resources to conduct capacity building programs both for internal and external stakeholders.

Behavioral Indicator: 3.2.3.2 Mentors and coaches colleagues to enhance their competency and professional development.

Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Actively pursues learning and disseminates technical knowledge to staff to enhance their competency.	Puts in efforts to mentor and coach colleagues for professional and personal development.	Observes the performance of colleagues, mentors and coaches them both for professional and personal development.	Carefully observes the performance of the staff and provides mentoring and coaching support to the weak and non-performers and promotes mentoring and coaching

			culture within the organization.
Behavioral Indicator: 3.2.3.3 Mentors and coaches individual clients on meeting food safety and biosecurity requirements to ensure self-compliance and reduce regulatory burden.			
Entry (P5-P4)	Intermediate (P3)	Experienced (P2)	Advanced(P1)
Demonstrates good understanding of food safety and biosecurity requirements and provides guidance to the clients for increased self-compliance.	Puts effort to mentor and coach individual clients to promote self-compliance and reduce regulatory burden.	Observes the performance of the clients, mentors individual clients to improve their performance.	Provides direction and guidance to colleagues on mentoring and coaching individual clients to improve their performance to meet regulatory requirements.

10. Training Needs Analysis

The Training Needs is the differences between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of BAFRA. The training can reduce, if not eliminate, the gap by equipping the RQOs with knowledge and skills. It should be the shared responsibility of employee and BAFRA to build and enhance their capability and competency.

The training needs analysis is carried out in consultation with the stakeholders through meetings, workshops, and surveys. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on 67 behavioral indicators of different proficiency levels on Likert Scale of "Adequate" and "Not Adequate" followed by open ended questions asking the likely reasons for "Not Adequate" and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gaps. The assessment is consolidated as Not Adequate when more than 70% of the respondents do not possess the particular behavioral indicator. Only the behavior indicators that are not adequate against the proficiency levels are mentioned in the matrix below.

Table 6: Competency gaps and the likely reasons

Key Role 1: Biosecurity and Food Safety Manager

Competency-based Framework for Regulatory and Quarantine Officer

----

Key Competency	Behavioral Indicator (Not Adequate)		Likely Reason for Performance Gap	Method of Interventions
	Behavioral Indicator	Proficiency Level Description		
1.1.1 Domain Expert	1.1.1.1 Demonstrates good knowledge and understanding of biosecurity, biosafety and food safety policies and legislations for correct interpretation and effective enforcement.	(P3) Understands all the important provisions of the biosecurity, biosafety and food safety policies and legislations	Conversant with the domain specific policy/ legislations, but not with non-domain specific legislations.	Cross training – class room based
		(P2) Understands all the concepts/provisions of the biosecurity and food safety policies and legislations and the complexities of the biosecurity and food safety management	Limited engagement and awareness on non-domain specific legislations.	Cross training - class room based
	1.1.1.2 Demonstrates professional knowledge and skills in biosecurity/food safety risk analysis and management to protect the farming system and promote consumer health.	(P3) Carries out basic biosecurity and food safety risk analysis to generate evidence for regulatory enforcement	No knowledge on how to carry out risk analysis.	Class room based training including practical sessions
		(P2) Demonstrates the knowledge and skills of biosecurity and food safety risk analysis and independently carries out analysis to generate evidence for regulatory enforcement	Limited training and experience to carry out risk analysis independently.	Class room based training including practical sessions
		(P1) Demonstrates the knowledge and skills of advanced biosecurity and food safety risk analysis and carries out risk	No training on biosecurity and food safety risk analysis	Class room based training including

Page **41**

----

		analysis to generate evidence for regulatory enforcement		practical sessions
	1.1.1.3 Exhibits domain expertise to train peers and stakeholders for building technical capacity	(P3) Possesses domain knowledge and skills and trains peers and stakeholders to impart these knowledge and skills for capacity development	Lacks in-depth domain knowledge on biosecurity and food safety.	Subject specific class room based trainings for each group (Food Safety, Plant health, Animal Health and Biosafety)
1.1.2 Strategic planning and monitoring	1.1.2.1 Uses technical expertise to prioritize, develop and implement plans and programs in line with the agency mandates to ensure biosecurity, biosafety and food safety	(P4/P5) Uses technical knowledge to develop and implement plans and programs under the guidance of the supervisor	No proper training or guidance on development of plans and programs	Training workshop on development of plans and programs
		(P3) Uses technical expertise to develop and implement plans and programs independently or with minimum guidance from supervisor	No training on preparation of plans and programs.	Training workshop on development of plans and programs
	1.1.2.2 Displays ability to develop project proposals to address current and emerging biosecurity and food safety risks.	(P4/P5) Possesses knowledge and skills on developing project proposals and initiates development of such proposals	Do not have knowledge and skills in writing project proposals.	Training on writing good project proposals
		(P3) Demonstrates knowledge and skills to develop good project proposals and identifies potential funding sources	Don't have required knowledge on writing good project proposals.	Training on writing good project proposals

		with guidance from the supervisors		
		(P2) Demonstrates ability to independently develop comprehensive project proposals and identifies potential funding sources	Limited training on preparing project proposal and budgeting aspects	Training on writing good project proposals
	1.1.2.3 Effectively monitors the implementation of the plans and programs to achieve defined objectives	(P4/P5) Demonstrates awareness of the monitoring and evaluation frameworks and process in use and be able to carry out monitoring and evaluation with supervision	Not aware of monitoring and evaluation frameworks and processes in use.	Orientation program on monitoring and evaluation frameworks and processes in use
		(P3) Carries out monitoring and evaluation of the plans and programs effectively and efficiently with minimal or no supervision	A good monitoring and evaluation tool is required.	
		(P2) Develops effective and efficient monitoring plans and programs and monitors and evaluates them without supervision	Limited training on developing robust monitoring plans and on its implementation	
1.1.3 Research and Development		(P4/P5) Possesses knowledge and understanding of regulatory research and learns to conduct such	No knowledge on how to conduct regulatory research.	Class-room based training on regulatory research, data

		research under the guidance of supervisors.		analysis and interpretation
	1.1.3.1 Demonstrates professional knowledge and skills in conducting research to generate evidence to support regulatory measures	(P3) Possesses required knowledge and skills in regulatory research and is able to conduct research with support from supervisors	No knowledge on regulatory research and statistical analysis.	
		(P2) Possesses advance knowledge and skills in regulatory research and is able to conduct independent research	Limited exposure to conduct advanced regulatory research and data interpretation	
	1.1.3.2 Gathers and analyzes Biosecurity and food safety data to recommend strategies	(P3) Proactively gathers data and analyses using various software to generate information	Do not know how to use existing software for data analysis.	Class-room based training on advance scientific data analysis and interpretation
		(P1) Utilizes advanced knowledge and skills to guide peers on: research objectives, research design, methodologies, data analysis and interpretation of the findings	Need advanced training on data analysis and interpretation	
	1.1.3.3 Develops concept proposals to address emerging issues related to biosecurity and food safety	(P4/P5) Develops concept proposals using research findings under the guidance of supervisors	No resources provided. No knowledge in writing concept proposals. No time as most of the time is spent on implementing regulatory measures	Exposure visits to research and development centres relevant to biosecurity and food

		(P3) Develops good concept proposals using research findings to recommend policy changes	No experience developing any concept proposal.	safety. On the job training
		(P2) Develops good concept proposals using research findings to recommend policy changes	Limited exposure to use research findings for policy formulations	
1.2.1 Vigilance and situation analysis	1.2.1.1 Monitors and maintains vigilance on the emerging biosecurity and food safety threats at the national, regional and international levels for timely interventions	(P4/P5) Collects, compiles and conducts preliminary analysis of national, regional and global data on emerging biosecurity/ food safety risks with guidance of supervisors to propose appropriate risk mitigation measures.	Do not have the required idea how to do it. No required resources or information source and opportunity provided	Create a small research unit within **BAFRA** with adequate resources and internet facilities. Coaching on conducting preliminary analysis of data
		(P3) Examines and analyzes the national, regional and global data on emerging biosecurity/ food safety risks to propose appropriate risk mitigation measures.	No adequate office resources (internet). Need guidance and coaching on how to analyze data	
	1.2.1.2 Conducts assessment of the risks posed by the emerging threats and recommends strategies and contingencies to manage the identified risks.	(P4/P5) Conducts basic risk assessment for the identified risks/threats with guidance from the supervisor and proposes contingency measures.	Do not know how to conduct risk assessment.	Class-room based training on risk assessment and development of
		(P3) Conducts risk assessment for the identified risks/threats	No competency in risk assessment and	

		with minimal supervision and proposes contingency measures	contingency plan development.	contingency plans
		(P2) Conducts advanced risk assessment for the identified risks/threats and formulates contingency measures and strategies.	Limited knowledge and experience on conducting advanced risk assessment	
	1.2.1.3 Reviews and recommends changes in the existing biosecurity, biosafety and food safety policies and legislations to accommodate evolving needs and changing trends.	(P3) Reviews the biosecurity, biosafety and food safety policies and legislations, identifies implementation challenges and issues.	Reviews are done by respective section officials. Cross-sectoral consideration is not there.	Coaching by respective section focal
1.2.2 Conflict management skills	1.2.2.3 Demonstrates astuteness, adroitness and mediation skills to objectively manage conflicts and disagreements	(P3) Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of slightly complex nature with minimal guidance from supervisors	Do not have adequate conflict mediation and management skills.	Class room based training on conflict mediation and negotiation.
		(P1) Possesses the ability to astutely and adroitly mediate conflicts and disagreements that are of complex nature and provides guidance to the staff	No training or exposure in resolving conflicts of complex nature	Coaching and on the job training on conflict mediation

	Behavioral Indicator	Proficiency Level Description	Likely Reason for Performance Gap	Method of Interventions
1.2.3 Professional judgment and decision making skills	1.2.3.1 Applies domain knowledge effectively and efficiently to make appropriate professional judgment.	(P3) Applies knowledge, skills and experience commensurate to the biosecurity and food safety requirements to make appropriate professional judgment, with minimal guidance from supervisors.	Training and awareness needed in the area of food safety and biosecurity including legislation related to food safety and plant and animal biosecurity	On the job training and coaching
1.3.1 Compliance monitoring	1.3.1.1 Devises effective and efficient inspection plans and implements it professionally to maximize the output.	(P3) Develops effective inspection plans and implements it professionally, with minimal guidance from supervisors	No exposure in developing effective inspection and monitoring plans.	Hands on training on development of effective inspection plan and its implementation.
	1.3.1.2 Identifies and enforces correct provision(s) of the Biosecurity and Food Safety regulatory legislation for the protection of plant, animal and human health	(P3) Possesses good understanding of the biosecurity and food safety legislations, identifies, interprets and enforces the provisions correctly with or without support from supervisors	Do not possess good understanding of legislations beyond one's domain.	Training-workshop for RQOs on all the related legislations
1.3.3 Moral courage	1.3.3.1 Demonstrates good understanding of authority conferred by biosecurity, biosafety and food safety legislations to exercise functions.	(P3) Understands the legal powers conferred by related legislations and exercises powers for assertive enforcement of the legislations	Do not know the extent of legal power provided.	Coaching on legal powers conferred by related legislations

Key Role 2: Biosecurity and Food Safety Technical Facilitator

Key Competency	Behavioral Indicator (Not Adequate)		Likely Reason for Performance Gap	Method of Interventions
	Behavioral Indicator	Proficiency Level Description		

2.1.1 Domain knowledge on conformity assessment	2.1.1.1 Demonstrates good knowledge and understanding of conformity assessment requirements of domestic and international markets to design appropriate inspection, testing and certification services for the clients.	(P4/P5) Possesses knowledge and understanding of conformity assessment requirements of domestic and international markets and the available services.	No knowledge on conformity assessment requirements of international markets	Class room based training on conformity assessment. On the job training
		(P3) Possesses good knowledge and clear understanding of conformity assessment requirements of domestic and international markets and proposes appropriate services.	No knowledge on conformity assessment requirements of domestic and international markets.	
		(P2) Possesses advanced knowledge and clear understanding of conformity assessment requirements of domestic and international markets and designs appropriate services under the guidance of supervisors	Limited understanding of conformity assessment activities under non-domain areas	
	2.1.1.2 Exhibits proficiency in using conformity assessment processes, standards and technical regulations to facilitate trade.	(P4/P5) Understands the conformity assessment processes, standards and technical regulations and applies them with guidance from the supervisor.	No exposure on conformity assessment processes, standards and technical regulations	Class room based training on conformity assessment. On the job training
		(P3) Proficiently uses conformity assessment processes, standards and technical regulations, with minimal support from the supervisor.	Do not have required knowledge on conformity assessment processes, standards and technical regulations.	

	2.1.1.3 Adheres to the requirements of conformity assessment to professionally verify conformance to the standards.	(P3) Professionally verifies conformance to the standards during conformity assessment, with minimal support from the supervisor.	No skills in verifying conformance to standards.	
2.1.2 Quality Assurance	2.1.2.1 Demonstrates proper understanding of various safety and quality assurance systems to facilitate adoption and implementation by the clients.	(P4/P5) Understands the existing safety and quality assurance systems for farming inputs, food and agricultural products and promotes adoption and implementation by the clients, with guidance from the supervisor.	No knowledge on existing safety and quality assurance systems for farming inputs, food and agricultural products	Training-workshop on existing safety and quality assurance systems for farming inputs, food and agricultural products
		(P3) Displays good understanding of the existing safety and quality assurance systems for farming inputs, food and agricultural products and promotes adoption and implementation by the clients.	In-adequate understanding of the existing quality and safety assurance systems.	
	2.1.2.2 Performs quality assurance reviews to verify continued compliance	(P4/P5) Participates in quality assurance assessment and reviews and acquires required skills	Did not get the opportunity to take part.	On the job training and coaching
		(P3) Conducts internal quality assessments and reviews to verify compliance with guidance from supervisor	No internal quality assessment tools. No knowledge on how to conduct internal quality assessment and reviews.	

	2.1.2.3 Implements quality assurance systems on inspection, testing and certification to facilitate mutual recognition by trading partner countries	(P3) Understands the quality assurance systems on inspection, testing and certification and implements it with minimal guidance from the supervisor.	No knowledge on quality assurance systems on inspection, testing and certification.	On the job training and coaching
2.1.3 Inspection and auditing skills	2.1.3.1 Demonstrates good understanding on audit planning, sampling, and execution to efficiently conduct technical inspection and audits.	(P4/P5) Shows interest to acquire knowledge and skills on audit planning and carries out audits with guidance from supervisors	Have the required knowledge but did not get the opportunity to carry out audit!	Training-workshop on audit planning and execution. On the job training
		(P3) Independently carries out audit planning and performs audit	In-adequate knowledge and experience on audit planning and execution.	
	2.1.3.2 Displays the required competence and desired personal behavioral attributes for inspection and auditing to ensure objectivity and impartiality.	(P3) Proactively pursues personal learning and development opportunities for professional growth and displays the required competency in inspection and auditing.	Lack of opportunity, motivation, responsibility, recognition and office resources.	Coaching and mentoring
	2.1.3.3 Demonstrates the ability to report the audit findings and recommendations to ensure implementation of	(P4/P5) Prepares clear inspection and audit findings in standard template presenting facts and observation, detailing areas for improvement by the auditee, with guidance from supervisors.	Did not get any auditing opportunity in the field	On the job training and coaching

	corrective actions by the auditee.	(P3) Prepares clear and coherent inspection and audit findings in standard template presenting facts, and objectively capturing observations, detailing areas for improvement by the auditee, with minimal guidance from supervisor.	No knowledge on reporting of inspection and audit finding.	
2.2.1 ICT adoption skills	2.2.1.1 Possesses functional ICT knowledge and skills to improve the working environment	(P3) Keeps abreast of emerging digital technologies and techniques in response to changing needs in the field of his/her area of work.	Lacks budgetary resources and facilities such as good computers/ laptops and learning environment for ICT adoption.	Mobilize adequate resources of adoption and use of ICT facilities. Class-room based training on use of digital technologies and data analysis
		(P2) Keeps abreast of emerging digital technologies and techniques in response to changing needs in the field of his/her area of work.	Emerging digital technologies and techniques not available at work	
		(P1) Creates an enabling environment to learn on ICT applications and adopt the use of emerging digital technologies	Lack of fund for procurement of adequate ICT equipment and impart the required training.	
	2.2.1.2 Demonstrates ability to learn and apply appropriate information and communication technology to improve service delivery	(P3) Understands the importance of ICT use, acquires appropriate ICT skills to apply in improving service delivery	Inadequate knowledge and skills on ICT due to lack of training opportunities and lack of resources at office.	Induction program on the application of ICT to facilitate delivery of food safety and
		(P2) Understands the importance of ICT use, acquires appropriate ICT	Limited capacity to use ICT applications related to food safety	

		skills to apply in improving service delivery, and provides guidance to ensure data protection.	and biosecurity management	biosecurity services. Class-room based training on use of data analysis tools
2.2.3 Management of service quality	2.2.3.1 Displays emotional intelligence in dealing with clients to improve client impression	(P4/P5) Applies emotional intelligence in the workplace to improve the client's impression.	Don't have any idea on emotional intelligence and its application	Awareness training on emotional intelligence and its application
	2.2.3.2 Seeks feedback and accepts constructive criticism to continuously improve service delivery	(P3) Proactively seeks feedback, accepts constructive criticism and identifies systemic remedies	Lack knowledge and skills on how to seek feedback and the mechanisms on how to do it	Coaching and mentoring by supervisors. Institute a mechanism to collect periodic feedbacks from BAFRA service users
		(P1) Promotes and implements feedback culture in the organization and ensures feedbacks are vetted and used for continual improvement of the service delivery.	There is not established mechanism to collect periodic feedbacks form the clients	
	2.2.3.3 Conducts periodic internal assessment and reviews the quality of the services to identify areas for further improvement.	(P4/P5) Conducts periodic internal assessment of the quality of services provided by BAFRA with guidance from supervisors	No work culture instituted for internal assessment of the quality of services provided by BAFRA.	Institute a proper management review system of the services provided by BAFRA
		(P3) Conducts periodic reviews of the quality of services provided by	No technical capacity to review the quality	

		BAFRA and identifies possible areas of improvement	of the entire services provided by BAFRA	including complaints. Coaching
		(P1) Guides staff in conducting periodic reviews of the quality of services provided by BAFRA and ensures that such reviews are conducted as required	There is a need to establish a proper review system of the services provided by BAFRA with the objective to improve the quality of services provided to clients. The importance of such a system was not realized due to lack of customer feedback system.	
2.3.1 Stakeholder collaboration and partnership	2.3.1.3 Engages multiple stakeholders to understand their perspectives and suggests improvements in plans and programs.	(P3) Engages multiple stakeholders to take part in regular meetings and decision making processes and shows interest in what others have to say; acknowledges their perspectives and ideas.	Lack of resources for engaging stakeholders for participatory decision making.	Make available required resources. Coaching
2.3.3 Negotiation skills	2.3.3.2 Discusses key issues with stakeholders and identifies a common solution to achieve a win-win outcome	(P1) Critically analyses and understands the issues, firms up one's position and negotiates skillfully and persuasively to arrive at common desirable solution	There is a need of exposure in SPS/TBT negotiation at the regional or international level.	Training workshop on SPS and TBT negotiation at the national and international levels
Key Role 3: Biosecurity and Food Safety Advocate				
	Behavioral Indicator (Not Adequate)			

Key Competency	Behavioral Indicator	Proficiency Level Description	Likely Reason for Performance Gap	Method of Interventions
3.1.1 Knowledge assimilation and dissemination	3.1.1.1 Exhibits willingness to continuously learn and share effectively for continual improvement	(P3) Explores and harnesses training opportunities for continual improvement of knowledge and skills and disseminates to junior colleagues and stakeholders	No training opportunities in this area.	Induction program to harness training opportunities
	3.1.1.2 Demonstrates good knowledge management skills for effective application to fulfill agency's mandates	(P2) Exhibits a high level of knowledge management skills and applies those skills effectively and efficiently to achieve the agency's goal and objectives.	Lack of training and exposure on knowledge management and leadership	Induction program or on the job training on knowledge management
	3.1.1.3 Displays coordination skills to organize and implement advocacy programs	(P4/P5) Coordinates and conducts advocacy programs engaging limited number of stakeholders with guidance from supervisors	No budget provided. Did not get opportunity as such programs were conducted by Focal officer or the Officer Incharge	Coaching and on the job training. Making resources available
3.1.2 Advocacy design and promotion	3.1.2.1 Analyzes and comprehends the advocacy needs of the target audience to ensure appropriate means and channels for communication.	(P3) Analyzes the advocacy needs of target audience and identifies appropriate means and channel of communication	Inadequate communication knowledge and skills.	Training workshop to enhance communication skills
	3.1.2.2 Designs effective communication materials to ensure effective information	(P3) Demonstrates good understanding of various types of communication materials and designs materials in consultation with colleagues	Inadequate knowledge & skills on communication tools, designs and materials.	Training workshop on development of IEC materials and enhancement

	assimilation by the target audience	(P2) Demonstrates better understanding of various types of communication materials and designs effective audience specific materials for knowledge dissemination	Limited skills to prepare communication materials using latest design technologies	of communication skills
	3.1.2.3 Ability to motivate people through advocacy programs to initiate actions	(P3) Understands the need to motivate stakeholders to ensure increased self-compliance on improving biosecurity and food safety and actively engages in advocacy programs.	Lack techniques and means to motivate stakeholders.	Coaching and on the job training
3.1.3 Communication skills	3.1.3.2 Exhibits interactive and effective communication skills by using examples to illustrate key points to put the messages across	(P3) Engages in interactive communications to ensure effectiveness by asking questions and citing examples to illustrate key message	Lack experience in engaging in effective communication.	On the job training and coaching
3.2.1 Training needs and impact assessment	3.2.1.3 Possesses ability to conduct impact assessment of the trainings for continual improvement of capacity building programs.	(P4/P5) Possesses basic knowledge and skills to carry out impact assessment and carries out assessment with guidance from supervisors	No knowledge on how to carry out impact assessment.	Training on how to conduct impact assessment of the trainings
		(P3) Possesses ability to carry out impact assessments of training programs using appropriate tools with	Inadequate knowledge and skills on conducting impact assessment.	

		minimal guidance from supervisors		
		(P2) Possesses ability to carry out thorough impact assessments of training programs using appropriate tools	Such impact assessment tools are not available and limited exposure on using it	
		(P1) Displays advanced knowledge and skills to conduct impact assessment and guides staff on conducting the assessment	Limited experience in conducting impact assessment.	
3.2.3 Mentoring and coaching skills	3.2.3.1 Ability to provide effective training of trainers (TOT) programs to the BAFRA officials as well as the relevant stakeholders	(P4/P5) Develops and implements TOT programs for colleagues and relevant stakeholders with guidance from supervisors	Did not get opportunity for such activity	Training on how to develop TOT program. Coaching. On the job training
		(P3) Develops and implement relevant TOT programs to enhance the capacity of peers, and relevant stakeholders with minimal or no supervision	Have no/minimal involvement related to TOT programs.	
	3.2.3.2 Mentors and coaches colleagues to enhance their competency and professional development	(P3) Puts in efforts to mentor and coach colleagues for professional and personal development	Have inadequate knowledge and skills in mentoring and coaching colleagues for professional and personal development.	Training on how to conduct coaching and mentoring

11. Short-term Programmes and Learning Outcomes

The framework has highlighted the likely reasons for the gaps and interventions have been proposed above. In order to provide a capacity building program, the following are the expected learning objectives. The respective proficiency level officials will be able to achieve the outcomes mentioned against each of the training.

Table7: Training program and learning outcomes

Sl. No.	Type of Training	Target Group	Training Description	Training Provider/ Location	Learning Outcomes
1	One week induction course	Entry Level (P5-P4)	Mandatory course after induction into the Civil Service on Agriculture and Livestock Regulatory Services for RQOs	BAFRA/ Thimphu	• Familiarize with the administrative setup, mandates, roles and responsibilities of BAFRA as a biosecurity and food safety management authority and the regulatory uniform code of conduct. • Be able to apply knowledge, skills and judgment to accomplish desired results and provide excellent customer service.
2	Familiarization program on RNR Acts and Rules implemented by BAFRA (for non-domain officials)	P5 – P2 (Food and Plant)	Familiarize RQOs of Food, Plant and CS sections on all the provisions of Livestock Act, its rules and other tertiary legislations	Livestock Section, BAFRA Hq, Thimphu	• Be able to understand, interpret and enforce the correct provisions of the Livestock Act, its rules and tertiary legislations for effective service delivery.
		P5 – P2 (Food & Livestock)	Familiarize RQOs of Food, Livestock and CS sections on all the provisions of Plant Quarantine Act, Seed Act,	Plant Section, BAFRA Hq, Thimphu	• Be able to understand, interpret, and enforce the correct provisions of the Plant Quarantine Act, Seed Act, Pesticide Act, their rules and tertiary

			Pesticide Act, and their rules and tertiary legislations		legislations for effective service delivery.
		P5 – P2 (Plant and Livestock)	Familiarize RQOs of Plant and Livestock on Food Act, its rules and other tertiary legislations	Food Section, BAFRA Hq, Thimphu	• Be able to understand, interpret and enforce the correct provisions of the Food Act, its rules and other tertiary legislations for effective service delivery.
		P5 – P2 (All Sections)	Familiarize RQOs of all sections on Biosafety Act its rules and tertiary legislations	Biosafety Section, BAFRA Hq, Thimphu	• Be able to understand, interpret and enforce the correct provisions of biosafety (GMO) Act, its rules and tertiary legislations for effective service delivery.
3	Specialization course on biosecurity/ food safety risk analysis	P5 – P1 (Food Section)	Training on Food Safety Risk Analysis: Food hazard identification, risk assessment, risk management and risk communication	Ex-country	• Understand the principles and processes of food safety risk analysis to effectively conduct food safety risk analysis and recommend appropriate risk mitigation measures.
		P5 – P1 (Plant Section)	Training on Pest Risk Analysis: pest initiation, risk assessment, management and risk communication	Ex-country	• Understand the principles and processes of pest risk analysis, effectively conduct the analysis and recommend appropriate phytosanitary measures.
		P5 – P1 (Livestock Section)	Training on Animal Biosecurity Risk Analysis: hazard identification, risk assessment, risk	Ex-country	• Understand the principles and processes of animal biosecurity risk analysis, conduct biosecurity risk analysis and recommend

			management and risk communication		appropriate risk mitigation measures.
		P5 – P1 (All Section)	Training on GMO Risk Analysis: hazard identification, risk assessment, risk management and risk communication	Ex-country	• Understand the principles and processes of GMO risk analysis, effectively conduct safety assessment. of GM foods and environmental risk assessment, recommend appropriate risk management practices and communicate the risks to all concerned individuals.
4	Specialization course on Plant Biosecurity	P5 – P1 (Plant Section)	Plant Entomology: Identification of plant pests, understanding biology of pests, surveillance and management	In-country	• Acquire knowledge to identify and effectively manage the quarantine and regulated pests • Able to understand and implement specific pest surveillance and control measures.
		P5 – P1 (Plant Section)	Plant Pathology: Identification of plant pathogens, diseases caused by the pathogens, diseases diagnosis, surveillance and management	In-country	• Gain knowledge and skills to diagnose plant diseases, conduct surveillance, phytosanitary measures for control and eradication of plant pathogens for effective biosecurity.
		P5 – P1 (Plant Section)	Weed ecology: Identification and assessment of weeds and invasive alien species, surveillance and management	In-country	• Acquire knowledge to identify, assess and manage (containment or eradication) invasive quarantine weed species.

		P5 – P2 (Plant Section)	Plant pest and disease outbreak management	In-country	• Effectively prevent plant pest and disease incursion, manage the outbreak and prevent further spread in the country.
		P5-P2 (Plant Section)	Training on implementation of phytosanitary measures of plant and plant products.	Ex-country	• Gain knowledge on phytosanitary treatments and skillfully apply the required phytosanitary treatments for the identified pests and diseases.
		P5-P3 (All Sections)	Refreshers course on International Plant Protection Convention (IPPC) and International Standard for Phytosanitary Measures (ISPM)	In country	• Understand and implement the best international practices on plant protection and phytosanitary measures.
		P5-P2 (Plant Section)	On-farm biosecurity: Prevention, control and management of plant pest and diseases	In-country	• Identify the main pathways for the introduction and spread of pests and diseases. • Develop and implement measures to prevent the spread, containment and eradication of the established pests and diseases.
		P5-P2 (Plant and Livestock Section)	Agricultural farming systems and emerging agriculture technologies	In country	• Ensure that on-farm agricultural practices contribute towards safe and quality food for domestic and international markets.

5	Specialization course on animal biosecurity	P5-P3 (Livestock Section)	Training on animal biosecurity principles and practices, biosecurity continuum, risk of transmission /infection, strategies for risk mitigation	In country	• Understand the principles and practices of animal biosecurity. • Implement the general strategies to mitigate biosecurity risks.
		P5-P2 (Livestock Section)	Training on emerging infectious animal diseases and zoonoses	In country	• Understand the emerging infectious and zoonotic diseases to ensure preparedness for any domestic incursions.
		P5-P2 (Livestock Section)	Training on animal disease outbreak investigation and containment	In country	• Understand the approach and methodology to investigate disease outbreaks • Gain skills to effectively investigate and implement containment measures.
		P5-P2 (Livestock Section)	Training on animal quarantine management	Ex-country	• Acquire advanced knowledge and skills on management and care of different species of animals during quarantine period.
		P5-P2 (Livestock and Plant Section)	Training on quantum geographic information system (GIS)	In-country	• Apply qGIS to illustrate the spatial distribution of pest and disease for regulatory monitoring.
		P5-P2 (Livestock Section)	Training on implementation of animal welfare standards	In country	• Learn and implement the elements of animal welfare aspects and animal welfare standards.

6	Specialization course on Veterinary Public Health and Food Safety	P5-P3 (Livestock and Food Section)	Training on zoonotic diseases	In country	• Acquire the required technical knowledge to effectively prevent and control zoonotic diseases.
		P5-P3 (Food and livestock Section)	Training on antimicrobial resistance, good veterinary practices, good animal husbandry practices	In country	• Understand the issues related to AMR on public health and food safety. • Promote the adoption of GVP and good husbandry practices by farmers.
		P5-P3 (All Sections)	Refreshers Course on World Organization for Animal Health (OIE) terrestrial and aquatic and animal health codes	In country	• Understand and implement the best international practices on terrestrial animal health code an aquatic animal health code.
		P5-P3 (Livestock Section)	Training on meat hygiene, inspection and certification	In country	• Understand the codes of hygienic practices for meat production, processing and retail. • Conduct meat quality assessment, inspection and certification (including AM and PM).
7	Specialization course on Food Safety and Management Systems	P5-P1 (All Sections)	Short term course on resilient and sustainable food systems	Ex country	• Acquire broad understanding of systems thinking on food safety throughout the food chain.
		P5-P2 (All Sections)	Training on food fraud and adulteration in foods of plant and animal origin	In-country	• To gain knowledge and skills on detection of food fraud and adulteration.

		P5-P2 (Food Section)	Training on foodborne disease outbreak investigation and management	In-country	• To effectively investigate and manage foodborne disease outbreaks.
		P5-P2 (All Sections)	Training on Good Hygienic Practices (GHP) and Good Manufacturing Practices (GMP)	In-country	• To enhance knowledge and skills on the verification of GHP/GMP application by food businesses.
		P5-P2 (All Sections)	Certificate course on Hazard Analysis and Critical Control Points (HACCP)	In-country	• To enhance knowledge and skills on inspection and auditing as per HACCP.
		P5-P2 (All Sections)	Lead Assessors Course on ISO 22000 Food Safety Management System and/or FSSC (Food Safety System Certification) 22000:2018	In-country	• To establish competency as lead auditors to perform food safety management systems audits.
8	National food control system	P5-P2 (All Sections)	Risk-based approach to food inspection	In-country	• To enhance skills to conduct risk-based food inspection.
		P5-P2 (All Sections)	Refreshers Course on Bhutan's obligations to Codex Alimentarius Commission (CAC), FAO/WHO International Food Safety Authorities	In country	• Understand the importance and impact of CAC and INFOSAN works in relation to food safety and public health. • Develop and implement tertiary national food safety legislation, based on the works of CAC and INFOSAN.

			Network (INFOSAN)		
		P5-P2 (All Sections)	Training on Food Recall procedures and Traceability system	In-country	• Develop the necessary knowledge on the international best practices related to food recall and traceability. • Effectively implement BAFRA's Food Recall Manual as a key management option in response to food safety events or emergencies.
		P5-P2 (All Sections)	Training on novel technologies for food processing and preservation	In-country	• To learn and familiarize with new and novel technologies for food processing and preservation and develop the required regulatory interventions.
		P5-P1 (All Sections)	Training on Codex principles and guidelines for the exchange of information on food safety emergency situations	Ex country	• Understand and apply the principles, rights and obligation of information use and exchange during food safety emergencies at the National and international level.
9	Import inspection and export certification systems	P5-P2 (All Sections)	Training on implementation of import inspection and export certification systems	Ex country	• Understand various import inspection and certification systems applied by trading partner countries and strengthen domestic systems.

		P5-P2 (All Sections)	Training on BAFRA's Food Import Control System based on Good Importing Practices and risk-based inspection and sampling manuals 2019	In-country	• Effectively contribute in implementation of food import control system through risk based permitting, admissibility and inspection process.
		P5-P2 (All Sections)	Training on the identification of regulated/restricted forestry species and NWFPs for export certification purpose	In-country	• To ensure proper identification of regulated/restricted forestry species and NWFPs for export certification purpose.
		P5-P1 (All Sections)	Training on implementation of Sanitary and Phytosanitary (SPS) and Technical Barriers to Trade (TBT) requirements	Ex country	• Understand the rights and obligations of the importing and exporting countries under the SPS/ TBT agreement and ensure its compliance.
10	Biosafety (GMOs) Incident Management	P5-P2 (All Sections)	Refreshers course on biosafety information management systems: Convention on Biological Diversity (CBD), Cartagena Protocol on Biosafety (CPB), Biosafety Clearing House (BCH),	In-country	• Understand and implement the best international practices on biosafety (GMO) information sharing and safety assessment.

			FAO GM Foods Platform		
		P5-P2 (All Sections)	Training on management and containment of biosafety (GMOs) incidents	In-country	• Gain knowledge on effective management of GMOs.
		P5-P2 (All Sections)	Training on implementation of GMO application handling and approval process	In-country	• Gain knowledge on GMO application handling process and ensure its uniform implementation.
11	Specialization in conformity assessment systems	P5-P2 (All Sections)	Training on conformity assessment systems, standards/technical regulations and assessment processes.	In-country	• To learn and familiarize on conformity assessment systems and verify compliance to the specified standard or technical regulations.
		P5-P2 (All Sections)	Training on inspection/audit planning, sampling, execution, reporting and inspection/auditing techniques (regulatory inspection, food business licensing, certification: food, organic and GAP)	In-country	• To ensure uniformity and consistency in the conduct of inspection and audit for licensing and certification services. • To equip with the required knowledge and skills for carrying out professional inspections/audits and provide recommendations.
		P3- P2 (All Sections)	Training on technical internal audit and review based on ISO systems	In-country	• To enhance the knowledge of officials to carry out technical internal audits and reviews based on ISO systems.

12	Awareness training on ISO/IEC Standards	P5-P2 (All Sections)	Training on ISO/IEC 17020 (*Requirements for the operation of various types of bodies performing inspection*) and BAFRA's Inspection system	In-country	• To apply strategic knowledge and skills to strengthen and professionalize BAFRA's Inspection services as per ISO/IEC 17020.
			Training on ISO/IEC 17021 (*Conformity assessment - Requirements for bodies providing audit and certification of management systems*)	In-country	• Understand and apply the clauses of ISO/IEC 17021 to audit and certify food safety management systems.
			Training on ISO/IEC 17065 (*Conformity assessment — Requirements for bodies certifying products, processes and services*)	In-country	• Understand and apply the clauses of ISO/IEC 17065 to provide competent, impartial and reliable certification services.
			Training on ISO/IEC 17025 Standard (*General Requirements and Competence of Testing and Calibration Laboratories*) and BAFRA's sampling and testing system	In-country	• To understand and apply the requirements of the ISO/IEC 17025:2017 standard for proper sampling.

13	Third-party product certification systems	P5-P2 (All Sections)	Training on BAFRA's Third-Party Certification system based on food product certification scheme (BAFRA-CS-01)	In country	• Provide efficient and uniform food product certification services through compliance verification to the requirements of the specified food standard (s).
			Training on BAFRA's Third-Party Certification system based on organic certification scheme (BAFRA-CS-02)	In-country	• Understand BAFRA's Third-Party Certification system to implement organic certification scheme. • Effectively assess farm/produce conformance to Bhutan Organic Standard 2019 (BOS 01:2019).
			Training on BAFRA's Third-Party Certification system based on Bhutan GAP certification scheme (BAFRA-CS-03)	In-country	• Provide efficient Third-Party BhutanGAP certification services as per the accredited system. • Effectively assess farm/produce conformance to BhutanGAP Standard (BTS 30:2017).
14	Project Management	P5 -P1 (All Sections)	Training on project formulation, implementation, management, and M&E	In-country	• Acquire knowledge and skills in writing a good project proposal, project management, monitoring and evaluation. • Develop projects to garner resources to effectively implement plans and programs.

15	Strategic planning and policy formulation	P5 -P1 (All Sections)	Training on scientific paper writing, research methodologies, data analysis and interpretation.	In-country	• Acquire knowledge and skills on writing scientific papers, research methodologies, data analysis and interpretation.
		P5 -P1 (All Sections)	Training on the formulation of plans, policies and strategies based on science-based evidence.	In-country	• Apply strategic knowledge and skills to develop plans, policies and strategies based on science-based evidence.
16	ICT applications for BAFRA service delivery	P5-P2 (All Sections)	Training on ICT applications for BAFRA service delivery through G-suite, Bhutan Biosecurity and Food Safety System (BBFSS), Laboratory Information Management System (LIMS) and other ICT tools	In-country	• Use and apply information technology for smooth and efficient service delivery.
17	Leadership training	P5 -P1 (All Sections)	Leadership training (Critical thinking, problem-solving, team management, change management, emotional intelligence, negotiation and mediation techniques, effective communication, knowledge	In-country	• Exhibit and apply leadership skills for effective service delivery. • Change management and leadership. • Apply the concept of personal integrity to maintain ethics and credibility.

			management, coaching and mentoring techniques)		

12. Proposed Long-term Programme (Specialization)

Table 8: Long-term training program

Course title
MSc in Agriculture (Entomology/Plant Pathology/Weed Ecology/Plant Biosecurity)
PhD in Agriculture Science / Veterinary Science/Food Science
MSc in Veterinary Science/Animal Science/Animal Biosecurity (Veterinary Epidemiology/One Health/Veterinary Public Health)
MSc in Food Science/Food Safety/Food Quality Management/ Public health (Food safety) Biotechnology (GMO/LMO)

13. Implementation of Competency-based Framework

The implementation of training and other intervention has to be based on the mandatory programmes/interventions listed under the training needs analysis (Section 11) of this document. The mandatory list of training/intervention includes all the programmes against the behavior indicators that are found to be "Not Adequate" under the Training Needs Analysis. However, for implementation, it has to be prioritized based on the following:

a. Most critical area of intervention
b. Annual HR plan for RQOs (to be prepared based on the CBF)
c. Availability of the resource allocation

Implementation shall be initiated and spearheaded by BAFRA in close coordination and collaboration with Ministry's HR Division.

14. Recommendations

During the consultation meetings with the stakeholders, participants put forth various recommendations to ensure successful implementation of the CBF and to meet its intended purpose which are highlighted as under:

- BAFRA in collaboration with RCSC should develop CBF for the position "Regulatory and Quarantine Inspectors" and "Laboratory Officers" as well after which a comprehensive HR Master Plan for BAFRA could be developed.
- CBF should be used as a basis for preparation of Annual HR capacity development plan for RQOs and implement the plan.
- A mechanism should be instituted for assessing the success and outcomes of CBF implementation by BAFRA.
- CBF should be reviewed and updated after every five years.
- Government should mobilize some budget annually for capacity development of the officials in agencies.

15. Conclusion

The RCSC has introduced CBF to guide agencies in strengthening the capability, productivity and professional development of civil servants. With financial support from RCSC, BAFRA has developed CBF for the RQO. The CBF identified 3 Key Roles, 8 Competency Areas, 24 Key Competencies and 67 Behavioral Indicators. It will not only help BAFRA in planning and implementing programs to enhance its HR capacity but also implement various HR functions such as Annual HR capacity development plan, performance management, succession planning and career progression of RQOs.

16. References

- BAFRA (2021). Bhutan Biosecurity and Food Safety Strategy and Action Plan (2021-2028), Bhutan Agriculture and Food Regulatory Authority, Ministry of Agriculture and Forests

- BAFRA (2020). Quality Manual for BAFRA Certification Services as per ISO/IEC 17065, Bhutan Agriculture and Food Regulatory Authority, Ministry of Agriculture and Forests

- BAFRA (2020). Quality Manual for BAFRA Inspection Services as per ISO/IEC 17020, Bhutan Agriculture and Food Regulatory Authority, Ministry of Agriculture and Forests

- BAFRA (2020). Procedure for management of competence of certification services based on ISO/IEC 17065, Bhutan Agriculture and Food Regulatory Authority, Ministry of Agriculture and Forests

- BAFRA (2020). Procedure for management of competence for inspection services based on ISO/IEC 17020, Bhutan Agriculture and Food Regulatory Authority, Ministry of Agriculture and Forests

- DoA (2021). Competency-based framework for Agriculture Officer, Department of Agriculture, Ministry of Agriculture and Forests

- DoFPS (2019). Competency-based framework for Forestry Officers, Department of Forests and Park Services, Ministry of Agriculture and Forests

- DoL (2019). Competency-based framework for Livestock Production Officer, Department of Livestock, Ministry of Agriculture and Forests

- DoL (2021). Competency-based framework for Veterinary Officers, Department of Livestock, Ministry of Agriculture and Forests

- MoAF (2019). Twelfth Five Year Plan 2018-2023 Renewable Natural Resources Sector, Policy and Planning Division, Ministry of Agriculture and Forests

- RCSC. (2019). A Guidebook on Competency-based Framework for Civil Service, Royal Civil Service Commission (RCSC)