

TRAINING REGULATIONS

PERFORMING ARTS (BALLROOM DANCING) NC II



**HEALTH, SOCIAL, AND OTHER COMMUNITY
DEVELOPMENT SERVICES SECTOR**

Technical Education and Skills Development Authority

East Service Road, South Superhighway, Taguig, Metro Manila

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

- Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.
- Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.
- Section 3 Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.
- Section 4 National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.

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HEALTH, SOCIAL, AND OTHER COMMUNITY
DEVELOPMENT SERVICES SECTOR

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TRAINING REGULATIONS FOR PERFORMING ARTS (BALLROOM DANCING) NC II

SECTION 1 PERFORMING ARTS (BALLROOM DANCING) NC II QUALIFICATION

The **PERFORMING ARTS (BALLROOM DANCING) NC II** Qualification consists of competencies that a person must achieve to demonstrate understanding of dance concepts and routines, perform basic modern standard and Latin American dance figures and amalgamations.

The Units of Competency comprising this Qualification include the following:

UNIT CODE BASIC COMPETENCIES

- 500311105 Participate in workplace communication
- 500311106 Work in a team environment
- 500311107 Practice career professionalism
- 500311108 Practice occupational health and safety procedures

UNIT CODE COMMON COMPETENCIES

- HCS245201 Maintain an effective relationship with clients/customers
- HCS245202 Manage own performance

UNIT CODE CORE COMPETENCIES

- HCS245301 Demonstrate understanding of dance concepts and routines
- HCS245302 Perform basic modern standard dance figures and amalgamations
- HCS245303 Perform basic Latin-American dance figures and amalgamations

A person who has achieved this Qualification is competent to be:

- Ballroom Dancer**
- Ballroom Dance Teacher/Instructor***

***Requires trainer qualification (TQII-certified)**

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **PERFORMING ARTS (BALLROOM DANCING) NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources . 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information. 1.3 Appropriate medium is used to transfer information and ideas. 1.4 Appropriate non- verbal communication is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and storage of information are used. 1.7 Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established protocols . 2.4 Workplace interactions are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to. 2.6 Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly. 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/ documents are identified and properly acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face to face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face to face 5.2 Telephone 5.3 Electronic and two way radio 5.4 Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization. 1.2 Accessed information using communication equipment. 1.3 Made use of relevant terms as an aid to transfer information effectively. 1.4 Conveyed information effectively adopting the formal or informal communication.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Effective communication 2.2 Different modes of communication 2.3 Written communication 2.4 Organizational policies 2.5 Communication procedures and systems 2.6 Technology relevant to the enterprise and the individual's work responsibilities
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Follow simple spoken language 3.2 Perform routine workplace duties following simple written notices 3.3 Participate in workplace meetings and discussions 3.4 Complete work related documents 3.5 Estimate, calculate and record routine workplace measures 3.6 Basic mathematical processes of addition, subtraction, division and multiplication 3.7 Ability to relate to people of social range in the workplace 3.8 Gather and provide information in response to workplace Requirements
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Fax machine 4.2 Telephone 4.3 Writing materials 4.4 Internet
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation with questioning 5.2 Oral interview and written test
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or through accredited institution.

UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT

UNIT CODE : 500311106

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Describe team role and scope	1.1. The <i>role and objective of the team</i> is identified from available <i>sources of information</i> . 1.2. Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.
2. Identify own role and responsibility within team	2.1. Individual role and responsibilities within the team environment are identified. 2.2. Roles and responsibility of other team members are identified and recognized. 2.3. Reporting relationships within team and external to team are identified.
3. Work as a team member	3.1. Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives. 3.2. Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and <i>workplace context</i> . 3.3. Observed protocols in reporting using standard operating procedures. 3.4. Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Operated in a team to complete workplace activity. 1.2 Worked effectively with others. 1.3 Conveyed information in written or oral form. 1.4 Selected and used appropriate workplace language. 1.5 Followed designated work plan for the job. 1.6 Reported outcomes.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Communication process 2.2 Team structure 2.3 Team roles 2.4 Group planning and decision making
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communicate appropriately, consistent with the culture of the workplace
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2 Materials relevant to the proposed activity or tasks
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation of the individual member in relation to the work activities of the group 5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting. 6.2 Assessment shall be observed while task are being undertaken whether individually or in group.

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM

UNIT CODE : 500311107

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession. 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation . 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed of based on job requirements. 3.2 Recognitions are sought/received and demonstrated as proof of career advancement. 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas (KRAs). 1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation. 1.3 Completed trainings and career opportunities which are based on the requirements of the industries. 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.) 2.2 Company policies 2.3 Company-operations, procedures and standards 2.4 Fundamental rights at work including gender sensitivity 2.5 Personal hygiene practices
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Appropriate practice of personal hygiene 3.2 Intra and Interpersonal skills 3.3 Communication skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 Case studies/scenarios
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Simulation/Role-plays 5.4 Observation 5.5 Third Party Reports 5.6 Exams and Tests
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

UNIT CODE : 500311108

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify hazards and risks	1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures. 1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures. 1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures.
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage is identified based on threshold limit values (TLV). 2.2 Effects of the hazards are determined. 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation.
3. Control hazards and risks	3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed. 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies. 3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices. 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol.
4. Maintain OHS awareness	4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures. 4.2 OHS personal records are completed and updated in accordance with workplace requirements.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics <ul style="list-style-type: none"> • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 Calling designated emergency personnel
4. Personal Protective Equipment	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained clearly established workplace safety and hazard control practices and procedures. 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures. 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies. 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace. 1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices. 1.7 Completed and updated OHS personal records in accordance with workplace requirements.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 OHS procedures and practices and regulations 2.2 PPE types and uses 2.3 Personal hygiene practices 2.4 Hazards/risks identification and control 2.5 Threshold Limit Value -TLV 2.6 OHS indicators 2.7 Organization safety and health protocol 2.8 Safety consciousness 2.9 Health consciousness
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Practice of personal hygiene 3.2 Hazards/risks identification and control skills 3.3 Interpersonal skills 3.4 Communication skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 OHS personal records 4.3 PPE 4.4 Health records
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Case Study/Situation
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting.

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS**

UNIT CODE : **HCS245201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with clients, customers and the public.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain a professional image	1.1 Uniform and personal grooming maintained to assignment requirements. 1.2 <i>Personal presence</i> maintained according to <i>employer standards</i> . 1.3 Visible work area kept tidy and uncluttered. 1.4 Equipment stored according to assignment requirements.
2. Meet client/customer requirements	2.1 <i>Client requirements</i> identified and understood by referral to the <i>assignment instructions</i> . 2.2 Client requirements met according to the assignment instructions. 2.3 Changes to <i>client's needs and requirements</i> monitored and <i>appropriate action taken</i> . 2.4 All communication with the client or <i>customer</i> is clear and complies with assignment requirements.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: <ul style="list-style-type: none"> 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanour 1.5 Grooming
2. Employer Standards	May include: <ul style="list-style-type: none"> 2.1 Organizational Policy and Procedures
3. Client Requirements	May include: <ul style="list-style-type: none"> 3.1 Client Needs Analysis 3.2 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: <ul style="list-style-type: none"> 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May be detected by: <ul style="list-style-type: none"> 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: <ul style="list-style-type: none"> 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Customers	May include: <ul style="list-style-type: none"> 7.1 All members of the public

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained a professional image. 1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client/customer interactions. 1.4 Monitored and acted on changing client or customer needs. 1.5 Met client/customer requirements. 1.6 Built credibility with customers/clients.
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Uniform and personal grooming requirements of the employer and the client 2.2 Occupational health and safety requirement for the assignment 2.3 Assignment instructions
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Attention to detail when completing client/employer documentation 3.2 Interpersonal and communication skills required in client contact assignments 3.3 Customer service skills required to meet client/customer needs 3.4 Punctuality 3.5 Customer service 3.6 Telephone technique 3.7 Problem solving and negotiation 3.8 Maintaining records
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment centers/venues 4.2 Accredited assessors 4.3 Evaluation reports 4.4 Access to a relevant venue, equipment and materials 4.5 Assignment instructions 4.6 Logbooks 4.7 Operational manuals and makers'/customers' instructions (if relevant) 4.8 Assessment Instruments, including personal planner and assessment record book

<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Written Test/Examination</p> <p>5.2 Demonstration with questioning</p> <p>5.3 Observation with questioning</p>
<p>6. Context of assessment</p>	<p>6.1 Company</p> <p>6.2 On-Site</p> <p>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment</p> <p>6.4 Continuous assessment in an institutional setting that simulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit</p> <p>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance</p> <p>6.6 Self-assessment on the same terms as those described above</p> <p>6.7 Simulated assessment or critical-incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria</p>

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : HCS245202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in effectively managing one's workload and quality of work.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 Tasks accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed within agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to other appropriate persons.
2. Maintain quality of own performance	2.1 Personal performance continually monitored against agreed performance standards . 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according to employer policy and procedures.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy. 3.3 Client fully informed of all relevant matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	<ul style="list-style-type: none">1.1 May be identified through:<ul style="list-style-type: none">1.1.1 Assignment instructions1.1.2 Verbal instructions by senior officer1.1.3 Policy documents1.1.4 Duty statements1.1.5 Self assessment1.2 May be:<ul style="list-style-type: none">1.2.1 Daily tasks1.2.2 Weekly tasks1.2.3 Regularly or irregularly occurring tasks
2. Performance Standards	<ul style="list-style-type: none">May include:<ul style="list-style-type: none">2.1 Assignment instructions2.2 Procedures established in policy documents

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned for completion of own workload. 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements. 1.3 Demonstrated capacity to complete task within specified time frame. 1.4 Maintained quality of own performance.
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Site and assignment requirements 2.2 Employer policy on performance management 2.3 Indicators of appropriate performance for each area of responsibility 2.4 Steps for improving or maintaining performance
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Capacity to plan and prioritize work loads and requirements 3.2 Time and task management
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment Centers/Venues 4.2 Accredited Assessors 4.3 Modes of Assessment 4.4 Evaluation Reports 4.5 Access to a relevant venue, equipment and materials 4.6 Assignment Instructions 4.7 Logbooks 4.8 Operational manuals and makers'/customers' instructions (if relevant) 4.9 Assessment Instruments, including personal planner and assessment record book
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Company 6.2 On-Site 6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment 6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit 6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance 6.6 Self-assessment on the same terms as those described above 6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria

CORE COMPETENCIES

UNIT OF COMPETENCY : **DEMONSTRATE UNDERSTANDING OF DANCE CONCEPTS AND ROUTINES**

UNIT CODE : **HCS245301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in demonstrating understanding of dance concepts and routines.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Demonstrate fundamental movement vocabulary and skills in performing dance	1.1 Vocabulary and movement patterns of a dance form are identified and displayed in a specific form. 1.2 The ability to reproduce movement sequences is demonstrated in response to visual and/or overall instruction. 1.3 Knowledge of <i>rhythms</i> in relation to dance is demonstrated in the <i>dance presentation</i> .
2. Demonstrate safe physical dance practice	2.1 Warm-up is justified in terms of the physiological reasons for it. 2.2 Physical warm-up process is demonstrated relevant to the dance form. 2.3 <i>Factors that safeguard health and performance</i> of a dancer are evident.
3. Articulate dance context	3.1 Knowledge of <i>background context</i> of the specific dance form is explained. 3.2 The dance form is justified in relation to its original existence. 3.3 Explanation articulates current relevance of the dance form.
4. Participate in dance in a performance context	4.1 Fundamental vocabulary and movement patterns of the dance form are presented in dance work. 4.2 Dance is demonstrated in performance with attention to safe physical dance practice. 4.3 Dance content is demonstrated with attention to proficient extension. 4.4 Performance of the work is compatible with the stylistic features of the dance form. 4.5 <i>Personal review</i> reflects in participation in dance performance.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Rhythms	May include but are not limited to: 1.1 Metered 1.2 Non-metered 1.3 Internal rhythms
2. Dance presentation	May include but are not limited to: 2.1 Accent 2.2 Timing 2.3 Responding to sound cues
3. Factors that safeguard health and performance	May include but are not limited to: 3.1 Correct alignment 3.2 Personal hygiene 3.3 Appropriate clothing and footwear 3.4 Safe environments, including floor and heating
4. Background context	May include but are not limited to: 4.1 Cultural 4.2 Social 4.3 Historical 4.4 Political 4.5 Artistic 4.6 Spiritual 4.7 Recreational 4.8 Geographical 4.9 Psychological
5. Dance Content	May include but are not limited to: 5.1 Rhythm 5.2 Space 5.3 Energy 5.4 Purpose 5.5 Focus 5.6 Environment
6. Personal Review	May include but are not limited to: 7.1 One of – visual, oral, written, combination 7.2 Description of – contribution, feelings, reflection on performance

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated fundamental movement vocabulary and skills in performing dance 1.2 Demonstrated safe physical dance practice 1.3 Articulated knowledge of dance context 1.4 Participated in dance in dance in a performance context
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> 2.1 Principles of 5S 2.2 Work process and procedures 2.3 Safety signs and symbols 2.4 General OH & S principles and legislation 2.5 Environmental requirements relative to work safety 2.6 Accident/Hazard reporting procedures
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Basic communication skills 3.2 Interpersonal skills 3.3 Reading skills required to interpret instructions 3.4 Reporting/recording accidents and potential hazards
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Facilities, materials, tools and equipment necessary for the activity
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Third Party Report 5.2 Interview 5.3 Demonstration with questioning
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY : PERFORM BASIC MODERN STANDARD DANCE FIGURES AND AMALGAMATIONS

UNIT CODE : HCS245302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in performing warm-up exercises and basic modern standard dance figures and amalgamations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Materials and appropriate attire for performance routine are checked as per basic modern standard dance procedures. 1.2 Completeness of performance routine is checked as per basic modern standard procedures. 1.3 Physical preparations prior to performance routine are checked as per standard operating procedures. 1.4 Recorded rehearsals/performances are reviewed as per standard operating procedures.
2. Perform basic modern standard ballroom figures and amalgamations	2.1 Appropriate Ballroom-warm-up exercises are performed based on standard techniques. 2.2 Basic modern standard dance figures and amalgamations are performed based on standard techniques.
4. Maintain ballroom kit, costumes, supplies and materials	4.1 Principles of 5S are applied in the management of costumes, shoes, supplies and materials. 4.2 Costumes, shoes and supplies are checked one (1) hour before the performance. 4.3 Remedial repair of damaged costumes during the performance and the proper reporting after the performance are undertaken. 4.4 Proper SOPs in the care of costumes and supplies are followed during changes of costumes during the show. 4.5 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	May include but are not limited to: 1.1 Tapes 1.2 CDs 1.3 Manuals 1.4 Video recording on rehearsals/performances
2. Warm-up exercises	May include but are not limited to: 2.1 Stretching and loosening exercises 2.2 Skills and drills exercises
3. Basic Modern Standard Dance Figures and Amalgamations	May include but are not limited to: 3.1 Waltz 3.1.1 Closed Changes 3.1.2 Natural Turn 3.1.3 Reverse Turn 3.1.3 Natural Spin Turn 3.1.4 Whisk 3.1.5 Chasse' from Promenade Position 3.1.5 Outside Change 3.2 Tango 3.2.1 Walk 3.2.2 Progressive Side Step 3.2.3 Progressive Link 3.2.4 Closed Promenade 3.2.5 Natural Rock Turn 3.2.6 Open Reverse Turn, Lady Outside Closed Finish 3.2.7 Back Corte' 3.3 Foxtrot 3.3.1 Feather Step 3.3.2 Three Step 3.3.3 Natural Turn 3.3.4 Reverse Turn (incorporating Feather Finish) 3.3.5 Closed Impetus and Feather Finish 3.3.6 Change of Direction 3.4 Quickstep 3.4.1 Quarter Turn to Right 3.4.2 Natural Turn 3.4.3 Natural Turn with Hesitation 3.4.4 Natural Pivot Turn 3.4.5 Natural Spin Turn 3.4.6 Progressive Chasse' 3.4.7 Chasse' Reverse Turn 3.4.8 Forward Lock Step 3.5 Viennese Waltz 3.5.1 Natural Turn 3.5.2 Reverse Turn 3.5.3 RF Forward Change Step – Natural to Reverse 3.5.4 LF Forward Change Step - Reverse to Natural

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Prepared for performance. 1.2 Performed warm-up routine. 1.3 Performed basic modern standard figures and amalgamations. 1.4 Maintained ballroom costumes, shoes, supplies and materials.
<p>2. Underpinning knowledge and attitudes</p>	<ol style="list-style-type: none"> 2.1 Standard Modern Dance Performance 2.2 Technique/Musical Interpretation 2.3 Proper Use and Care of Costumes 2.4 Music 2.5 Code of Ethics 2.6 Desirable Attitudes and Attributes <ul style="list-style-type: none"> - Safety Consciousness - Intelligence - Honesty - Artistry - Punctuality - Discipline - Alertness
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Observing Code of Ethics 3.2 Executing modern standard figures and amalgamations 3.3 Donning the ballroom attire 3.4 Following instructions
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 4.1 Dance facilities and equipment 4.2 Other relevant participants where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and required paraphernalia
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Observation with questioning 5.3 Oral questioning/Interview
<p>6. Context of assessment</p>	<ol style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated workplace setting. 6.2 Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision individual. 6.3 Assessment is carried out through TESDA and other accredited assessment centers/venues by using closely simulated workplace environment.

UNIT OF COMPETENCY: PERFORM BASIC LATIN-AMERICAN DANCE FIGURES AND AMALGAMATIONS

UNIT CODE: HCS245303

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes in performing warm-up exercises and basic Latin-American dance figures and amalgamations.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Materials and appropriate attire for performance routine are checked as per basic modern standard dance procedures. 1.2 Completeness of performance routine is checked as per basic modern standard procedures. 1.3 Physical preparations prior to performance routine are checked as per standard operating procedures. 1.4 Recorded rehearsals/performances are reviewed as per standard operating procedures.
2. Perform basic Latin-American dance figures and amalgamations	2.1 Appropriate warm-up exercises are performed based on standard techniques. 2.2 Basic Latin-American standard dance figures and amalgamations are performed based on standard techniques.
3. Maintain ballroom kit, costumes, supplies and materials	3.1 Principles of 5S are applied in the management of costumes, shoes, supplies and materials. 3.2 Costumes, shoes and supplies are checked one (1) hour before the performance. 3.3 Remedial repair of damaged costumes during the performance and the proper reporting after the performance are undertaken. 3.4 Proper SOPs in the care of costumes and supplies are followed during changes of costumes during the show. 3.5 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Materials	May include but are not limited to: 1.1 Tapes 1.2 CDs 1.3 Manuals 1.4 Video recording on rehearsals/performances
2. Warm-up exercises	May include but are not limited to: 2.1 Stretching and loosening exercises 2.2 Skills and drills exercises
3. Basic Latin-American figures and amalgamations	3.1 Cha-Cha-Cha 3.1.1 Basic Movement 3.1.2 Fan 3.1.3 Alemana 3.1.4 Hockey Stick 3.1.5 Three Cha Cha Cha 3.1.6 Natural Top Natural Opening Out Movement 3.1.7 Closed Hip Twist 3.1.8 Hand to Hand 3.1.9 Spot Turns 3.1.10 Time Steps 3.1.11 New York 3.2 Jive 3.2.1 Fallaway Rock 3.2.2 Fallaway Throwaway 3.2.3 Link Rock and Link 3.2.4 Change of Places Right to Left 3.2.5 Change of Places Left to Right 3.2.6 Change of Hands Behind Back 3.2.7 American Spin 3.2.8 The Walks 3.2.9 The Whip 3.3 Rumba 3.3.1 Basic Movement 3.3.2 Fan 3.3.3 Alemana 3.3.4 Hockey Stick 3.3.5 Progressive Walks Forward and Backward 3.3.6 Natural Top 3.3.7 Natural Opening Out Movement 3.3.8 Side Step 3.3.9 Closed Hip Twist 3.3.10 Cucarachas 3.3.11 Hand to Hand 3.3.12 Spot Turns

VARIABLE	RANGE
	<ul style="list-style-type: none"> 3.4 Samba <ul style="list-style-type: none"> 3.4.1 Basic Movements 3.4.2 Progressive Basic Movement 3.4.3 Outside Basic Movement 3.4.4 Whisks to Right and Left 3.4.5 Samba Walks in Promenade Position 3.4.6 Traveling Bota Fogos 3.4.7 Bota Fogos to Promenade Position and Counter Promenade 3.4.8 Position 3.4.9 Reverse Turn 3.4.10 Corta Jaca 3.5 Paso Doble <ul style="list-style-type: none"> 3.5.1 Sur Place 3.5.2 Basic Movement 3.5.3 Appel 3.5.4 Chasses to Right and Left 3.5.5 Promenade Link 3.5.6 Displacement 3.5.7 Separation 3.5.8 Fallaway Ending to Separation 3.5.9 The Huit (Cape) 3.5.10 Sixteen

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared for performance. 1.2 Performed ballroom warm-up exercises. 1.3 Performed basic Latin-American figures and amalgamations. 1.4 Maintained ballroom costumes, shoes, supplies and other materials.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Latin-American Dance Performance 2.2 Technique/Musical Interpretation 2.3 Music 2.4 Code of Ethics 2.5 Desirable Attitudes and Attributes <ul style="list-style-type: none"> - Safety Consciousness - Intelligence - Honesty - Artistry - Punctuality - Discipline - Alertness
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Observing Code of Ethics 3.2 Executing latin-american figures and amalgamations 3.3 Donning the ballroom attire 3.4 Following instructions
<p>4. Resource implications</p>	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> 4.1 Dance Facilities and Equipment 4.2 Other relevant participants where practical ensemble work is being assessed 4.2 Appropriate venue with adequate space and required paraphernalia
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Demonstration with questioning 5.2 Observation with questioning 5.3 Oral questioning/Interview
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated workplace setting. 6.2 Assessment shall be done while tasks are undertaken either individually or as part of a couple under limited supervision. 6.3 Assessment is carried out through TESDA and other accredited assessment centers/venues by using closely simulated workplace environment.

SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for the **PERFORMING ARTS (BALLROOM DANCING) NC II** qualification.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; trainer's qualification and institutional assessment

3.1 CURRICULUM DESIGN

Course Title: **PERFORMING ARTS(BALLROOM DANCING)**

NC Level: **NC II**

Nominal Training Duration: **300 Hours**

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of dancers in performing the basic modern standard and Latin American dance figures and amalgamations. It covers the basic, common and core competencies in NC II.

BASIC COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information. 1.2 Complete relevant work related documents. 1.3 Participate in workplace meeting and discussion	<ul style="list-style-type: none"> • Group discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	<ul style="list-style-type: none"> • Discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals. 3.2 Set and meet work priorities. 3.3 Maintain professional growth and development.	<ul style="list-style-type: none"> • Discussion • Interaction 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	<ul style="list-style-type: none"> • Discussion • Plant tour • Symposium 	<ul style="list-style-type: none"> • Observation • Interview

COMMON COMPETENCIES
(18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Maintain an effective relationship with clients/customers	1.1 Maintain a professional image 1.2 Meet client/customer requirements 1.3 Build credibility with customers/clients	<ul style="list-style-type: none"> • Group Discussion • Interaction 	<ul style="list-style-type: none"> • Written Test • Practical/ Performance Test • Interview
2. Manage own performance	2.1 Identify tasks accurately 2.2 Allocate priority to each task 2.3 Allocate time lines to each task 2.3 Meet and comply deadlines 2.4 Know and comply deadlines 2.5 Develop work plans 2.6 Monitor personal performance 2.7 Get advice and guidance 2.8 Apply guidance from management 2.9 Clarify standard of work	<ul style="list-style-type: none"> • Group Discussion • Interaction 	<ul style="list-style-type: none"> • Written Test • Practical/ Performance Test • Interview

CORE COMPETENCIES
(264 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Demonstrate understanding of dance concepts and routines	1.1 Demonstrate fundamental movement vocabulary and skills in performing dance 1.2 Demonstrate safe physical dance practice 1.3 Articulate dance context 1.4 Participate in dance in a performance context	<ul style="list-style-type: none"> • Group Discussion • Interaction 	<ul style="list-style-type: none"> • Written Test • Practical/ Performance Test • Interview
2. Perform basic modern standard dance figures and amalgamations	2.1 Prepare for performance 2.2 Perform warm-up exercises 2.3 Perform basic modern standard dance figures and amalgamations 2.3.1 Waltz 2.3.2 Tango 2.3.3 Foxtrot 2.3.4 Quickstep 2.3.5 Viennese Waltz 2.4 Maintain ballroom costumes, shoes, supplies and materials	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation
3. Perform basic Latin-American dance figures and amalgamations	3.1 Prepare for performance 3.2 Perform warm-up exercises 3.3 Perform basic Latin-American dance figures and amalgamations 3.3.1 Cha-cha-cha 3.3.2 Jive 3.3.3 Rumba 3.3.4 Samba 3.3.5 Paso Doble 3.4 Maintain ballroom costumes, shoes, supplies and materials	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.
- Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applicants.

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in these course qualifications should possess the following requirements:

- At least high school graduate or its equivalent.
- Must be physically and mentally healthy
- Must be of good moral character
- Must be at least 18 years of age*

* for trainees wishing to work overseas

3.4 COSTUMES, EQUIPMENT AND MATERIALS PERFORMING ARTS (BALLROOM DANCING) NC II

Recommended list of tools, equipment and materials for the training of a maximum of 24 trainees for Performing Arts (Ballroom Dancing) NC II are as follows:

QTY.	TOOLS	QTY.	EQUIPMENT	QTY.	MATERIALS
1 unit	Executive Table	1 unit	AV Equipment	5 units	Make-up Kit
25 pcs.	Armed Chairs	1 unit	Sound System	1 box	CD/VCD
1 unit	Clerical Table	1 unit	Cassette Player	1 box	Cassette Tapes
1 pc.	Whiteboard	1 unit	Computer with Printer	24 pcs.	Number
1 pc.	Blackboard		Airconditioning Units		Dance Floor
1 pc.	Microphone	1 unit	Monitor/Television Set	*1 set	Competition Costumes/Attire Modern Standard Man: Tail Suit/ Black Standard Shoes Lady : Long Gown. Hairdress/ Standard Shoes (any color) Latin – American Man : Trousers/ Shirts, Black Latin Shoes Lady : Latin Dress / Latin Shoes (any color)

2 pcs.	Speakers			*1 set	Practice Outfit Modern Standard Man : Black Slacks, Polo (Long Sleeve)/ Black Standard Shoes Lady : Long Skirt (any color), Blouse (any color), Standard Shoes (any color) Latin – American Man : Latin Pants & Shirt/ Latin Shoes Lady : Latin Dress/ Latin Shoes (any color) Headress
				1 Set	Sewing Kit

***Note: For demo purposes only**

3.5 TRAINING FACILITIES

Based on a class intake of 24 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters
Student/Trainee Performance Space (S/TPS)	10 m x 20 m.	200 sq. m.
Learning Resource Center (LRC)	1 x 5 m.	5 sq. m.
Circulation Area	$(S/TPS+LRC+SDR+CR) \times 30\%$ $(50+5+15+10) \times 30\%=24 \text{ sq.m.}$	24 sq. m.
Separate Dressing Rooms for Male and Female Trainees/ Students (SDR)	3 x 5 m.	15 sq. m.
Separate Restrooms for Male and Female Trainees/ Students (CR)	2 x 5 m.	10 sq. m.
	Total Workshop Area	254 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR SERVICES SECTOR

PERFORMING ARTS (BALLROOM DANCING) NC II TRAINER QUALIFICATION (TQ II)

- Must have undergone Trainer's Training Methodology II (TM II)
- Must be a member of a reputable/recognized dance company/organization
- Must be physically and mentally fit
- Must have at least three (3) years teaching experience*

* Optional. Only when required by the hiring institution.

Reference: TESDA Board Resolution No. 2004-03

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1 To attain the National Qualification of **Performing Arts (Ballroom Dancing) NC II**, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 The qualification of Performing Arts (Ballroom Dancing) NC II may be attained through –
- 4.2.1 Accumulation of Certificates of Competency (COCs) in the following areas:
- 4.2.1.1 Performing Arts (Ballroom Dance – Modern Standard)
 - 4.2.1.1.1 Demonstrate understanding of dance concepts and routines
 - 4.2.1.1.2 Perform basic modern standard dance figures and amalgamations
 - 4.2.1.2 Performing Arts (Ballroom Dance – Latin American)
 - 4.2.1.2.1 Demonstrate understanding of dance concepts and routines
 - 4.2.1.2.2 Perform basic modern standard dance figures and amalgamations
- Successful candidates shall be awarded Certificates of Competency (COC).
- 4.3 Upon accumulation and submission of all COCs acquired for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.
- 4.4 Assessment shall focus on the units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.5 The following are qualified to apply for assessment and certification:
- 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs
 - 4.4.2 Experienced Workers (wage employed or self-employed)
- 4.6 The guidelines on assessment and certification are discussed in detail in the “*Procedures Manual on Assessment and Certification*” and “*Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)*”.

**COMPETENCY MAP – HEALTH, SOCIAL
AND OTHER COMMUNITY
DEVELOPMENT SERVICES SECTOR
PERFORMING ARTS**

BASIC COMPETENCIES	Receive and respond to workplace communication	Work with others	Demonstrate work values	Practice housekeeping procedures (5S)	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety procedures	Lead workplace communication	Lead small teams
	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Plan and organize work	Collect, analyze and organize information	Promote environmental protection

COMMON COMPETENCIES	Maintain effective relationships with clients/customers	Manage own performance

CORE COMPETENCIES	Develop basic singing techniques	Demonstrate/ Exhibit stage performance skills	Perform solo number	Provide lead vocal for a group performance/ band	Perform Ballet movements and routines	Perform jazz movement	Perform fundamentals of Philippine folk dances	Perform in production shows
	Demonstrate understanding of dance concepts and routines	Perform basic modern standard dance figures and amalgamations	Perform basic Latin-American dance figures and amalgamations					

DEFINITION OF TERMS

FIGURE - A standardized step pattern.

AMALGAMATION - A combination of two or more patterns or movements.

DANCE SYLLABUS

These are list of fundamental dance figures organized by style, dance and proficiency level to provide a learning framework for the student of dancing.

BALLROOM WARM-UP EXERCISES

A routine used before doing the Ballroom choreography to attain optimal body temperature, and to prepare physically and mentally for the activity. Warm-ups improve the body's ability to transport oxygen and fuel to active muscles, increase the speed of muscle contraction, and reduce the risk of muscle and joint injuries.

BALLROOM DANCE

Social dance usually performed by couples in dance halls or at social gatherings. During the 20th century these dances came to be performed widely in competitions, which flourished in Britain and America following the First World War. In 1929 the Official Board of Ballroom Dancing was founded and by the 1930s standardization of training and levels of expertise had been established. Today Britain leads the world in ballroom dancing, and the annual Open British Championship is the most important competition.

DANCE SPORT

The official name given to the sport of competitive *ballroom dancing*. Relates to the more athletic form of *ballroom dancing* as recognized by the Olympic Committee.

STANDARD DANCES

Includes Waltz, Tango, Quickstep, Foxtrot and Viennese Waltz.

These smooth dances are normally danced to Western music (often from the mid-twentieth century), and couples dance counter-clockwise around a rectangular floor following the line of dance. In competitions, competitors are costumed as would be appropriate for a white tie affair, with full gowns for the ladies and bow tie and tail coats for the men.

WALTZ

A smooth progressive dance characterized by long, flowing movements, continuous turns, and rise & fall. Graceful and elegant, Waltz dancers glide around the floor almost effortlessly. The Waltz will inspire feelings of love, if only with the dance! Danced to a $\frac{3}{4}$ time, the Waltz glides gently across the floor. The world renowned Waltz captures romance and marks special occasions for dancers everywhere. Originally an 18th century Austrian folk-dance, the Waltz is one of the five dances of International Ballroom competitions.

TANGO

A progressive dance moving along the line of dance using body movement. A staccato movement of the feet and flexed knees highlight the dramatic style of the Tango. The Tango originated in the bordellos of Buenos Aires, Argentina and is done in a slightly different manner to the other dances. The hold is very different, with the lady's arm under the man's, which creates a tighter hold for a quick staccato action and stylized poses.

FOXTROT

The Foxtrot remains the most popular social dance in the world today. The dance originated in 1913 when a vaudeville performer by the name of Harry Fox performed a little "trot" which appealed to the social dance teachers in New York and thus the Foxtrot was born. A smooth progressive dance characterized by graceful, flowing movements across the dance floor. Continuous foot passing actions, heel turns, weaves and Fallaway are staple movements of the Foxtrot. It is a difficult dance to master, for even the most basic patterns are technically demanding.

QUICKSTEP

This dance emerged in England in the 1920's, and grew out of the Foxtrot craze. It is a high energy, quick paced and lively dance that incorporates steps from the Charleston (a fad dance of the 1920's), Peabody, and the Foxtrot. The Quickstep will intoxicate you with its joyful rhythms and pulsating speed.

VIENNESE WALTZ

The Viennese Waltz is the oldest of all the dances still danced today, and has its origin in 17th Century Germany. It achieved its greatest artistic expression in Vienna in the 1880's. The fast tempo and close embrace stifled its acceptance in the US. The Viennese Waltz and the Slow Waltz are the only dances that use music written in $\frac{3}{4}$ timing. You'll feel like royalty as you sweepingly cover the floor dancing to such classics as the "Anniversary Waltz" and the "Blue Danube".

LATIN DANCES

Includes Rumba, ChaChaCha, Jive, Samba and Paso Doble.

These dances are commonly danced to contemporary Latin American music, and with the exception of a few travelling dances (e.g. Samba and Paso Doble) couples do not follow the line of dance and perform their routines more or less in one spot. In competitions, the women are often dressed in short-skirted Latin outfits while the men outfitted in tight-fitting shirts and pants; the goal being to bring emphasis to the dancers' leg action and body movements.

RUMBA

The Rumba provides the setting for sensual and passionate duel between man and woman on the dance floor. With its pulsating and rumbling rhythms, the Rumba is the slow dance of the Latin world and often referred to as the 'Queen' of all Latin dances. The Rumba is one of the five dances used in International competition style Latin American.

CHACHACHA

The ChaChaCha is another fun and versatile Latin dance and ranks amongst the five dances competed at international level. The dance draws its name from the rhythm of the feet on the dance floor - 'cha cha cha' - and today's version resembles the original Cuban Cha ChaCha is a rhythmical Latin dance which originated in the 1940's as a modified form of Mambo. Its fun, energetic, sexy and flirtatious, easily distinguished from other dances by its addictive "Step, Step, ChaChaCha" rhythm.

JIVE

The Jive is Europe's version of the American Jitterbug. The term "Jive" was associated with Cab Calloway's Hepsters Jive Talk and was influencing the music and dancing of the era. During World War II, much of this "Jive Talk" crossed the Atlantic and spread throughout England and the rest of Europe. Today, in the U.S., it is taught mostly in the Latin Section of the International Style. It has a rock step first with an exaggerated bounce...add kicks and flicks and you've got one heck of a workout.

SAMBA

The exotic cousin of the spirited Caribbean dances, Samba has its own personality, ranging from gutsy and primitive, to zany and fun. Hailing from Brazil with a strong African influence, Samba is both a challenge in its rhythmic patterns and a physical workout. It is often referred to as the "Brazilian Waltz," since the step patterns are developed from the Waltz. Initially, this dance was called the "Maxixe," which was part of the "Animal Dances" of the 1920's.

PASO DOBLE

This is a theatrical Spanish dance that characterizes the man as the matador and the lady as his cape. Based on Flamenco dancing, the character of the dance is arrogant and passionate. Still danced socially in Spain and Mexico, the Pasodoble had a revival in the US and Europe in the late 1950's, and has now evolved into a mostly competitive dance that incorporates Flamenco movements.

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