

TRAINING REGULATIONS

FILM AND VIDEO POSTPRODUCTION NC III



CREATIVE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX),
Fort Bonifacio, Taguig City

*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.

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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** - describes the qualification and defines the competencies that comprise the qualification.
- Section 2 **The Competency Standards** - revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

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TRAINING REGULATIONS FOR FILM AND VIDEO POSTPRODUCTION NC III

SECTION 1 FILM AND VIDEO POSTPRODUCTION NC III QUALIFICATION

The **FILM AND VIDEO POSTPRODUCTION NC III** qualification consists of competencies that a person must achieve to perform postproduction tasks and functions for film and video productions across a variety and range of applications and situations. The skills, knowledge, and attitudes stated in this Training Regulations focus on the video editing process of postproduction but includes related tasks and disciplines such as client relations, audio production, visual effects, and color grading.

This Training Regulations is developed along the lines of internationally defined and accepted processes but contextualized for a Philippine setting. It seeks to prepare successful candidates for a career in the Film and Audiovisual Industry ranging from large international film co-productions, local independent and commercial film productions, through to advertising, television, and corporate communications, and eventually through to live events, educational and instructional material development, digital content creation (e.g. vlogs, streams), and short filmmaking.

This Training Regulations may also be adapted into a formal education (e.g. Senior High School, Tertiary-level education) environment making the necessary adjustments in resources and facilities to accommodate the institution's assessment structure, IT and academic infrastructure, and/or pedagogical context.

This Qualification is packaged from the competency map of the CREATIVE Sector as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

CODE NO.	COMMON COMPETENCIES
CRE265201	Develop and update industry knowledge
CRE265202	Develop creative thinking, artistic skills and cultural awareness
CRE265203	Observe procedures, specifications and manuals of instructions
CRE265204	Operate equipment
CRE265205	Manage own performance
CRE265206	Maintain safe, clean and efficient work environment
CRE265207	Provide and maintain effective client relations

CODE NO.	CORE COMPETENCIES
CRE343305	Prepare postproduction materials and facilities
CRE343306	Build edits and materials for postproduction
CRE343307	Create enhanced edits and materials for postproduction
CRE343308	Wrap up postproduction

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

- Associate/ Assistant/ Second Unit Editor
- Audio Engineer/ Audio Mixer
- Content Creator
- Creative Designs Associate
- Digital Image Technician (DIT)
- Foley Artist
- Junior Visual Effects Artist
- Junior/ Assistant Colorist
- Motion Graphics Artist
- Musical Scorer
- Offline Editor
- Online Editor
- Postproduction Assistant
- Postproduction Supervisor/ Postproduction Coordinator
- Sound Editor
- Visual Effects Coordinator

SECTION 2 COMPETENCY STANDARDS

This section gives the details and contents of the units of competency required in **FILM AND VIDEO POSTPRODUCTION NC III**. These units of competency are categorized into basic, common and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Relevant communication method is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>are made to workplace discussions on such issues as production, quality and safety</p> <p>2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly</p>	<p>methods</p> <p>2.3 Workplace etiquette</p>	<p>requirements for the use of written and electronic communication methods</p> <p>2.5 Effective clarifying and probing skills</p>
3. Identify and communicate issues arising in the workplace	<p>3.1 Issues and problems are identified as they arise</p> <p>3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication</p> <p>3.3 Dialogue is initiated with appropriate personnel</p> <p>3.4 Communication problems and issues are raised as they arise</p> <p>3.5 Identify barriers in communication to be addressed appropriately</p>	<p>3.1 Organization requirements for written and electronic communication methods</p> <p>3.2 Effective verbal communication methods</p> <p>3.3 Workplace etiquette</p> <p>3.4 Communication problems and issues</p> <p>3.5 Barriers in communication</p>	<p>3.1 Organizing information</p> <p>3.2 Conveying intended meaning</p> <p>3.3 Participating in a variety workplace discussions</p> <p>3.4 Complying with organization requirements for the use of written and electronic communication methods</p> <p>3.5 Effective clarifying and probing skills</p> <p>3.6 Identifying issues</p> <p>3.7 Negotiation and communication skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	<p>May include but not limited to:</p> <p>1.1. Non-verbal gestures</p> <p>1.2. Verbal</p> <p>1.3. Face-to-face</p> <p>1.4. Two-way radio</p> <p>1.5. Speaking to groups</p> <p>1.6. Using telephone</p> <p>1.7. Written</p> <p>1.8. Internet</p>
2. Workplace discussions	<p>May include but not limited to:</p> <p>2.1. Coordination meetings</p> <p>2.2. Toolbox discussion</p> <p>2.3. Peer-to-peer discussion</p>

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 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>Case problem</p> <ul style="list-style-type: none"> 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the workplace or in a simulated workplace environment</p>

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

UNIT CODE : **400311320**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 Work requirements are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 Team members' and leaders' concerns are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Teamwork 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1 Work plan and procedures 2.2 Work requirements and targets 2.3 Individual and group expectations and assignments 2.4 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with feedback , positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team 4.7 All relevant documentation is completed in accordance with company procedures		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include: 2.1. Roster/shift details
3. Monitor performance	May include: 3.1. Formal process 3.2. Informal process
4. Feedback	May include: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

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. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or task
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 400311321

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem-solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges.	1.1 Variances are examined from normal operating parameters and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and analytical techniques . 1.3 Problems are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and environmental requirement 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Analyze the causes of specific workplace challenges.	<p>2.1 Possible causes of specific problems are identified based on experience and the use of problem-solving tools / analytical techniques.</p> <p>2.2 Possible cause statements are developed based on findings.</p> <p>2.3 Fundamental causes are identified per results of investigation conducted.</p>	<p>2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations.</p> <p>2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations.</p> <p>2.3 Relevant equipment and operational processes</p> <p>2.4 Enterprise goals, targets and measures</p> <p>2.5 Enterprise quality OSH and environmental requirement</p> <p>2.6 Enterprise information systems and data collation</p> <p>2.7 Industry codes and standards</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace</p> <p>2.2 Identifying extent and causes of specific challenges in the workplace</p> <p>2.3 Providing clear-cut findings on the nature of each identified workplace challenges</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 Action plans are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision-making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 3.2 Identifying extent and causes of specific challenges in the workplace 3.3 Providing clear-cut findings on the nature of each identified workplace challenges 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Implement action plans and communicate results.	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.3 Recommendations are presented to appropriate personnel. 4.4 Recommendations are followed up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision-making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace 4.2 Identifying extent and causes of specific challenges in the workplace 4.3 Providing clear-cut findings on the nature of each identified workplace challenges 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges

RANGE OF VARIABLES

VARIABLES	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gantt chart, PERT/CPM and graphs 2.7. Scattergrams
3. Problem	May include: 3.1. Routine, non-routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Coordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

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. Examined specific workplace challenges 1.2. Analyzed the causes of specific workplace challenges 1.3. Formulated resolutions to specific workplace challenges 1.4. Implemented action plans and communicated results on specific workplace challenges
<p>2. Resource Implications</p>	<p>2.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation 3.2 Case Formulation 3.3 Life Narrative Inquiry 3.4 Standardized Test <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 Diversity is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence
3. Identify common issues in a multicultural and diverse environment	3.1 <i>Diversity-related conflicts</i> within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/ stakeholders are minimized and addressed accordingly. Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace 2.5

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in: <ul style="list-style-type: none"> 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: <ul style="list-style-type: none"> 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION

UNIT CODE : 400311323

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1. Reasons for innovation are incorporated to work procedures. 1.2. Models of innovation are researched. 1.3. Gaps or barriers to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007) 1.4 Adaptation concepts in neuroscience (Merzenich, 2013) 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	1.1 Demonstrating collaboration and networking skills 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Generate practical action plans for improving work procedures, processes	<p>2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized.</p> <p>2.2 Range of ideas with other team members and colleagues are evaluated and discussed.</p> <p>2.3 Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative).</p> <p>2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems.</p> <p>2.5 Critical inquiry is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.</p>	<p>2.1 Seven habits of highly effective people</p> <p>2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)</p> <p>2.3 Five minds of the future concepts (Gardner, 2007)</p> <p>2.4 Adaptation concepts in neuroscience (Merzenich, 2013)</p> <p>2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)</p>	<p>2.1 Assessing readiness for change on simple work procedures, processes and systems</p> <p>2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation</p> <p>2.3 Facilitating action plans on how to apply innovative procedures in the organization</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures. 3.2 Co-workers/key personnel are consulted to know who will be involved with or affected by the work procedure. 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed. 3.7 Results of the new work procedure are evaluated. 3.8 Adjustments are recommended based on results gathered.	3.1 Five minds of the future concepts (Gardner, 2007) 3.2 Adaptation concepts in neuroscience (Merzenich, 2013) 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation 3.2 Facilitating action plans on how to apply innovative procedures in the organization 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures 1.2 Opportunities and threats of the current systems, processes and procedures

2. Models of innovation	May include: 2.1 Seven habits of highly effective people 2.2 Five minds of the future concepts (Gardner, 2007) 2.3 Neuroplasticity and adaptation strategies
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiation towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication (See our pages: Verbal Communication and Effective Speaking) 4.8 Listening 4.9 Reducing misunderstandings as a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation 1.4 Assessed work procedures, processes and systems in terms of innovative practices 1.5 Generate practical action plans for improving work procedures, and processes 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning 1.7 Evaluated the effectiveness of the proposed action plans
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance

	<p>3.5 Sensitivity analysis</p> <p>3.6 Organizational analysis</p> <p>3.7 Standardized assessment of character strengths and virtues applied</p>
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1. Information are collated and organized into a suitable form for reference and use. 1.2. Stored information is classified so that it can be quickly identified and retrieved when needed. 1.3. Guidance are advised and offered to people who need to find and use information.	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	<p>2.1. Technical information system is operated using agreed procedures.</p> <p>2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information.</p> <p>2.3. Software required are utilized to execute the project activities.</p> <p>2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources.</p> <p>2.5. Information are extracted, entered, and processed to produce the outputs required by customers.</p> <p>2.6. Own skills and understandings are shared to help others.</p> <p>2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems.</p>	<p>2.1. Attributes and limitations of available software tools</p> <p>2.2. Procedures and work instructions for the use of IT</p> <p>2.3. Operational requirements for IT systems</p> <p>2.4. Sources and flow paths of data</p> <p>2.5. Security systems and measures that can be used</p> <p>2.6. Data extraction and reports</p> <p>2.7. Methods of entering and processing information</p> <p>2.8. WWW enabled applications</p>	<p>2.1. Identifying attributes and limitations of available software tools</p> <p>2.2. Using procedures and work instructions for the use of IT</p> <p>2.3. Describing operational requirements for IT systems</p> <p>2.4. Identifying sources and flow paths of data</p> <p>2.5. Determining security systems and measures that can be used</p> <p>2.6. Extracting data and formatting reports</p> <p>2.7. Describing methods of entering and processing information</p> <p>2.8. Using WWW applications</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Edit, format and check information	3.1 Basic editing techniques are used. 3.2 Accuracy of documents is checked. 3.3 Editing and formatting tools and techniques are used for more complex documents. 3.4 Proofreading techniques are used to check that documents look professional.	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proofreading techniques	3.1 Using basic file-handling techniques for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proofreading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. Paper-based 2.2. Electronic
3. Software	May include: 3.1. Spreadsheets 3.2. Databases 3.3. Word processing 3.4. Presentation
4. Sources	May include: 4.1. Other IT systems 4.2. Manually created 4.3. Within own organization 4.4. Outside own organization 4.5. Geographically remote
5. Customers	May include: 5.1. Colleagues 5.2. Company and project management 5.3. Clients
6. Security measures	May include: 6.1. Access rights to input 6.2. Passwords 6.3. Access rights to outputs 6.4. Data consistency and back-up 6.5. Recovery plans

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Used technical information systems and information technology 1.2 Applied information technology (IT) systems 1.3 Edited, formatted and checked information
2. Resource Implications	The following resources <u>MUST</u> be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit <u>MUST</u> be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

UNIT CODE : **400311325**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret-Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 OSH work practices issues are identified relevant to work requirements. 1.2 OSH work standards and procedures are determined based on applicability to nature of work. 1.3 Gaps in work practices are identified related to relevant OSH work standards.	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets. 2.2 OSH indicators based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures. 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel. 2.4 OSH work instructions are received in accordance with workplace policies and procedures.	2.1. OSH work targets 2.2. OSH indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills

3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved OSH metrics 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills
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RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no breaktime, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of personal protective equipment (PPE) or other OSH procedures/policies/guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine) 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment (PPE) 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH Metrics	May include: 4.1 Statistics on incidence of accident and injuries 4.2 Morbidity (Type and Number of Sickness)

	4.3 Mortality (Cause and Number of Deaths)
	4.4 Accident Rate

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identify OSH work practices issues relevant to work requirements 1.2. Identify gaps in work practices related to relevant OSH work standards 1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4. Receive OSH work instructions in accordance with workplace policies and procedures 1.5. Compare Observed OSH practices with against approved OSH work instructions 1.6. Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
4. Context for Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the workplace or in a simulated workplace setting

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 Environmental work practices issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. Environmental Indicators based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps	1.1. Environmental Practices 1.2. Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

	<p>identified are implemented based on environment work standards and procedures</p> <p>3.4. Results of environmental assessment are conveyed to appropriate personnel</p>		
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RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices Issues	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

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. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)

UNIT CODE : 400311327

UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate, and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate business strategies are determined and set for the enterprise based on current and emerging business environment. 1.2 Business operations are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 Promotional/advertising initiatives are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/tarpaulins, flyers, social media, etc.)

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate <i>internal controls</i> . 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Environment-friendly and sustainable practices 1.3. Offering high-quality products and services 1.4. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated basic entrepreneurial skills</p> <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Simulated or actual workplace</p> <p>2.2 Tools, materials and supplies needed to demonstrate the required tasks</p> <p>2.3 References and manuals</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through :</p> <p>3.1 Written examination</p> <p>3.2 Demonstration/observation with oral questioning</p> <p>3.3 Portfolio assessment with interview</p> <p>3.4 Case problems</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE

UNIT CODE : CRE265201

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills required to access, increase and update industry knowledge.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek and apply information on the industry	1.1. Sources of information on the industry are correctly identified and accessed. 1.2. Information to assist effective work performance is obtained in line with job requirements. 1.3. Specific information on sector of work is accessed and updated. 1.4. Industry information is correctly applied to day-to-day work activities.	1.1. Overview of quality assurance in the industry 1.2. Role of individual staff members 1.3. Industry information sources	1.1. Ready skills needed to access industry information 1.2. Basic competency skills needed to access the internet
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Role of individual members in a creative endeavor 2.2 Sources of Industry information	2.1 Time management skills 2.2 Ready skills needed to access industry information

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of information	<p>May include:</p> <ul style="list-style-type: none"> 1.1. Media 1.2. Reference books 1.3. Libraries 1.4. Unions 1.5. Industry associations <ul style="list-style-type: none"> 1.5.1. Mentors 1.5.2. Artist organizations 1.5.3. Technical organizations 1.6. Industry journals 1.7. Internet 1.8. Personal observation and experience
2. Information to assist effective work performance	<p>May include:</p> <ul style="list-style-type: none"> 2.1. Different sectors of the industry and the services available in each sector 2.2. Awareness on different culture 2.3. Relationship between the industry and other industries 2.4. Industry working conditions 2.5. Legislation that affects the industry <ul style="list-style-type: none"> 2.5.1 Dangerous Drug Act (DDA) 2.5.2 Intellectual Property Ownership (IPO) 2.5.3 Health and safety 2.5.4 Hygiene 2.5.5 Labor work practices 2.5.6 Workers' rights and compensation 2.5.7 Viewer advisory 2.5.8 Building and other related regulations 2.5.9 Other related legislations 2.6. Guilds and associations 2.7. Industrial relations issues and major organizations 2.8. Career opportunities within the industry 2.9. Work ethics 2.10. Quality assurance

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1. Knew key sources of information on the industry 1.2. Has updated industry knowledge 1.3. Has accessed and used industry information
2. Resource implications	The following resources should be provided: 2.1. Sources of information on the industry 2.2. Industry knowledge
3. Methods of assessment	Competency in this unit may be assessed through: 3.1. Portfolio with interview
4. Context for assessment	4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center.

UNIT TITLE : DEVELOP CREATIVE THINKING, ARTISTIC SKILLS AND CULTURAL AWARENESS

UNIT CODE : CRE265202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to exhibit professional practice covering the development of conceptual, creative and artistic capabilities and the broadening of cultural awareness.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Acquire and develop creative thinking	1.1. Concepts and ideas are identified and explored to ensure the development of the creative process 1.2. Sources of creative thinking are explored and scanned from the environment 1.3. Relevant printed reading materials and other media are used to stimulate creative ideation 1.4. Feedback, interaction, discussion and evaluation opportunities to continuously improve creative thinking are used.	1.1. Exposure to creative thinking theories, exercises and techniques 1.2. Theoretical and historical contexts relevant to the area(s) of specialization(s) 1.3. Awareness of copyright, moral rights and intellectual property issues related to the development of self as artist	1.1. Communication skills 1.2. Literacy skills sufficient to interpret information and communicate ideas 1.3. Convergent thinking 1.4. Divergent thinking 1.5. Collaboration and brain storming 1.6. Integrated thinking 1.7. Critical thinking
2. Develop artistic skills	2.1. Strategies , methods and approaches are identified and explored in developing the artistic work. 2.2. Artistic work is reviewed, evaluated and finalized based on applicable and accepted standards of the field. 2.3. Relevant printed reading materials and other media are used to stimulate artistic and professional development. 2.4. Capabilities of materials, tools and equipment are explored to enable artistic outputs. 2.5. Feedback, critique, discussion and evaluation mechanisms are continuously applied to improve artistic skills.	2.1. Theoretical and historical contexts relevant to the area(s) of specialization(s) 2.2. Elements of arts 2.3. Principles of composition 2.4. Physical properties and capabilities of material, tools and equipment and their application 2.5. Awareness of socio-cultural and intellectual property issues related to the development of self as artist 2.6. Creative thinking theories, exercises and techniques	2.1. Literacy skills sufficient to interpret information and communicate ideas 2.2. Communication skills 2.3. Basic artistic/ visual 2.3.1. Drawing/ Illustration 2.3.2. Coloring 2.3.3. Body movements 2.3.4. Words/text/ 2.3.5. Graphics 2.3.6. Sound

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6. Work experiences and ideas are discussed to improve own practice. 2.7. Other artistic works are studied to stimulate the development of conceptual and artistic skills.		
3. Broaden exposure to culture and arts	3.1. Studies on arts and culture are generated based on required learning objectives . 3.2. Cultural immersion opportunities that may be helpful in developing career opportunities are experienced. 3.3. Insights and experiences on arts and culture are shared, discussed and reflected upon.	3.1. Theoretical and historical contexts relevant to the area(s) of specialization(s) 3.2. Elements of arts 3.3. Principles of composition 3.4. Physical properties and capabilities of material, tools and equipment and their application 3.5. Awareness of socio-cultural and intellectual property issues related to the development of self as artist 3.6. Creative thinking theories, exercises and techniques	3.1. Literacy skills sufficient to interpret information and communicate ideas 3.2. Basic artistic/visual communication skills 3.2.1. Drawing/illustration 3.2.2. Coloring 3.2.3. Body movements 3.2.4. Words/text/graphics 3.2.5. Sound

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1. Working effectively with Assessor/Trainor 1.2. Participating in professional development activities 1.3. Participating in relevant groups or associations 1.4. Experimenting 1.5. Communicating with peers
2. Artistic Skills	May include: 2.1. Painting and drawing 2.2. Photography/videography/cinematography 2.3. Dance, body movements and body sculpture 2.4. Arts and crafts 2.5. Information technology, including relevant hardware and software

	<ul style="list-style-type: none"> 2.6. Creative interpretation/drama 2.7. Sound and music
3. Studies on arts and culture	<p>May include:</p> <ul style="list-style-type: none"> 3.1. Philippine arts and culture 3.2. Asian arts and culture 3.3. Western arts and culture 3.4. Philippine theater 3.5. Film history 3.6. Contemporary art and media 3.7. Other artistic and cultural fields
4. Learning objectives	<p>May include:</p> <ul style="list-style-type: none"> 4.1. Study guide 4.2. Discussion topic 4.3. Project brief 4.4. Research topic/agenda
5. Cultural immersion opportunities	<p>May include:</p> <ul style="list-style-type: none"> 5.1. Arts and cultural festivals 5.2. Exhibitions/screening/staging 5.3. Community events 5.4. Membership of specialization-specific organization 5.5. Cultural exchange programs 5.6. Workshop/Studio visitations

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Applied strategies to develop creative skills in art practice 1.2. Developed artistic skills and ideas 1.3. Generated studies on arts and culture
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice 2.2. Information about relevant artist, their work, ideas and techniques
3. Method of assessment	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> 3.1. Demonstration / Observation with oral questioning 3.2. Portfolio with interview
4. Context for assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE : **OBSERVE PROCEDURES, SPECIFICATIONS AND MANUALS OF INSTRUCTIONS**

UNIT CODE : **CRE265203**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes on identifying, interpreting, applying services to specifications and manuals and storing manuals.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and access specification/ manuals	1.1 Manuals are identified and accessed as per job requirements. 1.2 Version and date of manual are checked to ensure that correct specification and procedures are identified.	1.1 Types of manuals used in scriptwriting 1.2 Identification of symbols used in the manuals	1.1 Identifying manuals and specifications 1.2 Accessing information and data
2. Interpret manuals	2.1 Relevant sections, chapters of specifications/ manuals are located in relation to the work to be conducted. 2.2 Information and procedure in the manual are interpreted in accordance with industry practices.	2.1 Types of manuals 2.2 Types of symbols used in manuals 2.3 Systems of measurements 2.4 Unit conversion	2.1 Interpreting symbols and specifications 2.2 Accessing information and data 2.3 Applying conversion of units of measurements
3. Apply information from manual	3.1 Manual is interpreted according to job requirements. 3.2 Work steps are correctly identified in accordance with manufacturer's specification. 3.3 Data from the manual are applied according to the given task. 3.4 All sequencing and adjustments are interpreted in accordance with information contained on the manual or specifications.	3.1 Types of manuals 3.2 Types and application of symbols in manuals 3.3 Unit conversion	3.1 Applying information from manuals
4. Store manuals	4.1 Manual or specification is stored to prevent damage and be readily accessible 4.2 Information is updated when required in accordance with company requirements	4.1 Types of manuals 4.2 Manual storing and maintaining procedures	4.1 Storing and maintaining manuals

RANGE OF VARIABLES

VARIABLE	RANGE
1. Manual	May include: 1.1 Printed References (e.g. Books, Handbooks) 1.2 Manufacturer's Specification Manual 1.3 Maintenance Procedure Manual

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires that the candidate: 1.1 Identified and accessed specification/manuals as per job requirements 1.2 Interpreted manuals in accordance with industry practices 1.3 Applied information in manuals according to the given task 1.4 Stored manuals in accordance with company requirements
2. Resource implications	The following resources should be provided: 2.1 All manuals/catalogues relative to creative sector
3. Methods of assessment	Competency in this unit may be assessed through: 3.1 Demonstration/observation with oral questioning
4. Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : OPERATE EQUIPMENT

UNIT CODE : CRE265204

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes and values needed to operate related equipment in connection to film/television/theatre/live performances.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined. 1.2. Equipment is selected according to task assigned and required outcome. 1.3. Task is planned to ensure Occupational Safety and Health Standards (OSHS) practices.	1.1. Pre-production planning 1.2. Duties and responsibilities 1.3. Work schedules 1.4. OSHS principles and responsibilities	1.1. Reading skills required to interpret work instruction 1.2. Communication skills
2. Use equipment	2.1. Equipment is checked in accordance with manufacturer's specification. 2.2. Test result of desired creative output is performed in accordance with aesthetic vision or job requirements. 2.3. Work is performed according to OSHS practices.	2.1. Types and uses of equipment 2.2. Computer literacy 2.3. Related software 2.4. OSHS principles and responsibilities	2.1. Reading skills required to interpret work instruction 2.2. Interpreting Manufacturer's specifications 2.3. Checking of equipment functionality 2.4. Communication skills
3. Maintain equipment	3.1. Systems for cleaning, minor maintenance and replacement of consumables are implemented. 3.2. Equipment is checked for damages and reported to authorized personnel for repair. 3.3. Equipment is stored in accordance with manufacturer's specifications and standard procedures.	3.1. Maintenance procedures 3.2. OSHS principles and responsibilities 3.3. Safe & secure storage procedures	3.1. Applying maintenance procedures 3.2. Storing equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment	May include: 1.1. Computers 1.2. Communication equipment 1.3. Printers 1.4. Display devices 1.5. Imaging devices 1.6. Data storage devices
2. Desired creative output	May include: 2.1. Director's treatment 2.2. Visual output (e.g. Test shots, sample edited scenes, lights experimentation and color combination)

EVIDENCE GUIDE

1. Critical aspect of competency	Assessment requires evidence that the candidate: 1.1 Planned and prepared for task to be undertaken 1.2 Used equipment 1.3 Maintained equipment
2. Resource implications	The following resources should be provided: 2.1 Actual or simulated workplace 2.2 Tools materials and equipment needed to perform the required tasks 2.3 References and manuals
3. Methods of assessment	Competency in this unit may be assessed through: 3.1. Demonstration/Observation with oral questioning
4. Context for assessment	4.1. Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : CRE265205

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes in effectively managing own workload, resources and quality work.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1. Tasks are identified according to job requirements. 1.2. Work plans and schedules are designed and organized based on timelines/deadlines. 1.3. Team coordination is applied when required in completion of workload. 1.4. Resource management is developed based on job requirements and/or budget allocation.	1.1. Team work 1.2. Resource management 1.3. Timelines	1.1. Planning and organizing workload and resources 1.2. Communication skills
2. Maintain quality of performance	2.1. Personal performance is monitored according to performance standards. 2.2. Advice and guidance is obtained when necessary to achieve or maintain agreed standards. 2.3. Guidance from management when necessary is applied to achieve or maintain agreed standards.	2.1. Indicators of appropriate performance for each area of responsibility 2.2. Steps for improving or maintaining performance	2.1. Ability to observe and record performance-related concerns and information
3. Evaluate and assess own work	3.1. Actual work output is evaluated and assessed in relation to work plan. 3.2. Work expenses are assessed in relation to financial plan/budget. 3.3. Feedback is obtained from clients/audiences/critics/similar persons.	3.1. Financial Management 3.2. Project Management 3.3. Process documentation	3.1. Project management skills 3.2. Financial management skills 3.3. Networking and client relation 3.4 Self-monitoring

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	May be identified through: <ol style="list-style-type: none"> 1.1. Assignment Instructions 1.2. Verbal Instructions 1.3. Policy Documents 1.4. Project brief including timelines and schedules 1.5. Stipulated budget
2. Work plans and schedules	May include: <ol style="list-style-type: none"> 2.1. Gantt charts 2.2. Production schedule 2.3. Milestone and delivery dates
3. Resource management	May include: <ol style="list-style-type: none"> 3.1. Work and financial plan 3.2. Basic cash flow management and financial literacy 3.3. Others (time, manpower, materials/supplies, etc.)

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> 1.1 Planned for completion of own workload 1.2 Maintained quality of performance 1.3 Evaluated and assessed own work
2. Resource implications	The following resources should be provided: <ol style="list-style-type: none"> 2.1 Access to relevant venue, equipment and materials 2.2 Assignment Instructions 2.3 Logbooks 2.4 Calendar of activities 2.5 Sample liquidation and report of expenses
3. Method of assessment	Competency in this unit may be assessed through: <ol style="list-style-type: none"> 3.1 Demonstration/observation with oral questioning
4. Context of assessment:	<ol style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : MAINTAIN SAFE, CLEAN AND EFFICIENT WORK ENVIRONMENT

UNIT CODE : CRE265206

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes needed to maintain clean, safe and efficient working environment. The unit incorporates the work safety guidelines.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Comply with safety and health regulations	1.1 Safety and health regulations are identified and complied with. 1.2 Policies and procedures are adapted and applied.	1.1. OSHS policies and standards 1.2. Fire code	1.1. Complying with health and safety regulations 1.2 Reading and comprehension
2. Assess work area	2.1 Work areas and walkways are maintained in a safe and hazard free environment. 2.2 All routines are carried out in accordance with Occupational Safety and Health Standards (OSHS). 2.3 Waste is stored and disposed of according to OSHS.	2.1. Work Hazards Policies and Procedures 2.2. OSHS policies and procedures 2.3. Waste management	2.1. Complying with health and safety regulations
3. Check and maintain tools, equipment and resources	3.1 Tools, equipment and resources are stored according to safety regulations. 3.2 Tools, equipment and resources are checked for maintenance requirements. 3.3 Tools and equipment are referred for repair as required.	3.1. Maintenance of tools and equipment 3.2. Tools, equipment and resource maintenance requirements	3.1. Checking for maintenance requirements 3.2. Storing tools and equipment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety and Health Regulations	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Clean Air Act 1.2 National Building Code 1.3 Philippine Electrical Code 1.4 Fire Code of the Philippines 1.5 Waste management statutes and rules 1.6 Philippine Occupational Safety and Health Standards 1.7 DOLE OSH related issuances 1.8 ECC regulations
2. Policies and procedures	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Hazard Policies and Procedures 2.2 Emergency, Fire and Accident Procedures 2.3 Personal Safety Procedures 2.4 Procedures for the Use of Personal Protective Equipment (PPE) 2.5 Hazard Identification 2.6 Job Procedures

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Complied with health and safety requirements 1.2 Assessed work area 1.3 Checked and maintained tools, equipment and resources
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to relevant venue, tools, equipment and resources to perform the tasks 2.2 Required operating manual/s 2.3 Safety regulations 2.4 Relevant policies and procedures
3. Method of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration/Observation with oral questioning
4. Context of assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : PROVIDE AND MAINTAIN EFFECTIVE CLIENT RELATIONS

UNIT CODE : CRE265207

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in providing effective client service. It includes personal presentation, addressing client’s needs and strengthening client’s relations.

ELEMENTS	PERFORMANCE CRITERIA <i>italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1. Personal presence is maintained according to employer standards or venue requirements. 1.2. Interpersonal skills are used to ensure that customer needs are accurately identified. 1.3. Presentation skills are used to communicate the relevant concepts, values and processes in the delivery of expected outputs. 1.4. Equipment and other resources are stored according to assignment requirements.	1.1 Interactive communication with others 1.2 Safe work practices 1.3 Culturally sensitive behavior 1.4 Organizational policies and procedures 1.5 Common and accepted practices in the industry 1.6 Teamwork and collaboration 1.7 Time management	1.1. Effective communication skills 1.2. Non-verbal communication - body language 1.3. Good time management 1.4. Ability to work calmly and unobtrusively effectively 1.5. Presentation skills 1.6. Interpersonal skills/ social graces with sincerity 1.7. Attentive, patient and cordial
2. Identify and address client requirements	2.1 Client requirements are identified and addressed according to job assignments. 2.2 Changes in client’s needs and requirements are monitored and addressed professionally. 2.3 Feedback mechanisms are used to address client requirements.	2.1 Interactive communication with others 2.2 Safe work practices 2.3 Culturally sensitive behavior in the workplace 2.4 Organizational policy and procedures 2.5 Common and accepted practices in the industry 2.6 Client requirements 2.7 Feedback mechanisms 2.8 Teamwork and collaboration 2.9 Time management	2.1 Effective communication skills 2.2 Non-verbal communication - body language 2.3 Good time management 2.4 Ability to work calmly and unobtrusively effectively 2.5 Presentation skills 2.6 Interpersonal skills/ social graces with sincerity 2.7 Attentive, patient and cordial

ELEMENTS	PERFORMANCE CRITERIA <i>italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.10 Communication devices	
3. Strengthen relations with clients	3.1 Client expectations on quality, efficiency, punctuality and appearance are met. 3.2 Possible causes of client/customer dissatisfaction are identified, addressed and recorded according to employer policy 3.3 Clients are fully informed of any relevant concerns in a timely manner and according to agreed reporting procedures 3.4 Working guidelines and procedures between client and production are agreed upon and delivered	3.1 Interactive communication with others 3.2 Safe work practices 3.3 Culturally sensitive behavior in the workplace 3.4 Organizational policy and procedures 3.5 Common and accepted practices in the industry 3.6 Client requirements 3.7 Feedback mechanisms 3.8 Teamwork and collaboration 3.9 Time management 3.10 Communication devices	3.1. Effective communication skills 3.2. Non-verbal communication - body language 3.3. Good time management 3.4. Ability to work calmly and unobtrusively effectively 3.5. Presentation skills 3.6. Interpersonal skills/ social graces with sincerity 3.7. Attentive, patient and cordial

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal presence	May include: 1.1. Stance 1.2. Posture 1.3. Body Language 1.4. Demeanor 1.5. Grooming 1.6. Dress code/attire
2. Employer Standards	May include: 2.1. Organizational Policy and Procedures 2.2. Common and accepted practices in the industry
3. Interpersonal skills	May include: 3.1. Interactive communication 3.2. Public relation 3.3. Good working attitude 3.4. Sincerity 3.5. Pleasant disposition 3.6. Effective communication skills 3.7. Team player

4. Presentation skills	<p>May include:</p> <ul style="list-style-type: none"> 4.1. Visible work area 4.2. Portfolio 4.3. Project proposal
5. Client requirements	<p>May include:</p> <ul style="list-style-type: none"> 5.1. Client Needs Analysis 5.2. Scope to modify instructions/orders in light of changed 5.3. Situations 5.4. Project brief 5.5. Project script 5.6. Treatment and concept 5.7. Discussion with the client/customer 5.8. Timeline
6. Feedback mechanism	<p>May include:</p> <ul style="list-style-type: none"> 6.1. Communication devices <ul style="list-style-type: none"> 6.1.1. Telephone 6.1.2. Mobile phone 6.1.3. Fax machine 6.1.4. Online correspondence 6.2. Social media analytics 6.3. Contact reports 6.4. Focus Group Discussion 6.5. Evaluation and Critiques 6.6. Punch List
7. Working Guidelines and Procedures	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Work order/ job order 7.2 Services contract or production agreement 7.3 Work plans and contingencies 7.4 Production timetables, schedules, and/or processes 7.5 Workflows and protocols 7.6 Deliverables and outputs 7.7 Non-disclosure agreements and similar agreements

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Maintained a professional image 1.2. Identified and addressed client requirements 1.3. Strengthened relations with clients
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Tools materials and equipment needed to perform the required tasks 2.2. References and manuals 2.3. Sample terms of reference
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Demonstration/observation with oral questioning
4. Context for assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY: PREPARE POSTPRODUCTION MATERIALS AND FACILITIES

UNIT CODE : CRE343305

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to determine the materials, facilities, resources, and information necessary to achieve the best performance possible and/or to achieve the creative and/or technical requirements for a variety of film and video projects and productions based on the required Performance Standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Setup postproduction facility	<p>1.1 Postproduction facility is set up in accordance with standard safety procedures, space availability and production requirements.</p> <p>1.2 Production facility setup is achieved within the constraints of time, budget, working environment, and production requirements.</p> <p>1.3 Postproduction software are updated to maintain compatibility with contemporary audio and video file formats.</p> <p>1.4 Microphones are properly placed and patched inside the isolation booth.</p>	<p>1.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>1.2 Applied computer operation</p> <p>1.3 Basic knowledge of computer and postproduction systems</p> <p>1.4 Basic production terminology, processes, workflows, and protocols</p> <p>1.5 Postproduction system configurations, patching, and layout based on manufacturer's and/or company specifications</p> <p>1.6 Basic electrical and electronic safety procedures</p> <p>1.7 Basic mathematical process of addition, subtraction, multiplication, and division</p> <p>1.8 Basic Unit conversion</p> <p>1.9 DOLE DO 198s2018 policies on OSH as applicable</p> <p>1.10 Inter-Guild Alliance</p>	<p>1.1 Operating computer systems with media and digital literacy skills</p> <p>1.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>1.3 Maintaining clean and orderly workplace/ production environment</p> <p>1.4 Demonstrating manual dexterity</p> <p>1.5 Observing proper OSH procedures as applicable</p> <p>1.6 Maintaining an ecologically friendly working practice and environment</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 1.11 DOH guidelines on safety and health as applicable 1.12 Fundamental environmental awareness and conservation	
2. Align creative and technical matters with Client	2.1 Client expectations on quality, workflows, and timetables are clearly defined through client meetings . 2.2 Presentation skills are used to communicate the relevant concepts, values, and processes in the delivery of expected outputs. 2.3 Client is made to understand and agree to the guidelines and contracts that are fair to all parties concerned.	2.1 Company rules, regulations, and standards regarding clients and client relations 2.2 Basic interpersonal communication and culturally and gender sensitive behavior 2.3 DOLE DO 198s2018 policies on OSH as applicable 2.4 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 2.5 DOH guidelines on safety and health as applicable 2.6 Basic production terminology, processes, workflows, and protocols 2.7 Fundamental knowledge on laws and policies as applicable 2.7.1 MTRCB 2.7.2 PANA, 4As 2.7.3 KBP, Media Code 2.7.4 Business laws 2.7.5 Intellectual Property Code 2.8 Common output postproduction formats and containers	2.1 Communicating effectively with: a. Verbal skills b. Non-verbal skills 2.2 Applying effective time management 2.3 Practicing professional workplace interaction and etiquette 2.4 Communicating ideas and information to others a. Written b. Verbal 2.5 Planning and organizing activities and work tasks 2.6 Conducting one's self with cultural and gender sensitivity

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Manage postproduction facilities, materials and resources	<p>3.1 Postproduction Resources are prepared and organized in accordance with production requirements.</p> <p>3.2 Postproduction systems and peripherals are secured together with postproduction materials before commencement of postproduction in accordance with production requirements.</p> <p>3.3 Postproduction software, plug-ins, and relevant add-ons are installed for seamless operation in accordance with manufacturer's specifications and/or company policy.</p> <p>3.4 Good signal flows are checked and tracks, storage devices, and folders are properly labeled/named for efficient workflows.</p> <p>3.5 Troubleshooting guide for both hardware and software issues is prepared in accordance with production requirements and company policy.</p>	<p>3.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>3.2 Applied computer operation and digital media literacy</p> <p>3.3 Basic knowledge of computer and postproduction systems</p> <p>3.4 Postproduction system configurations, patching, and layout based on manufacturer's and/or company specifications</p> <p>3.5 Basic electrical and electronic safety procedures</p> <p>3.6 Basic mathematical process of addition, subtraction, multiplication, and division</p> <p>3.7 Basic Unit conversion</p> <p>3.8 DOLE DO 198s2018 policies on OSH as applicable</p> <p>3.9 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>3.10 DOH guidelines on safety and health as applicable</p>	<p>3.1 Operating computer systems with media and digital literacy skills</p> <p>3.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>3.3 Maintaining clean and orderly workplace/production environment</p> <p>3.4 Demonstrating manual dexterity</p> <p>3.5 Observing proper OSH procedures as applicable</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Postproduction Facility	May include: <ul style="list-style-type: none"> 1.1 Editing suites or rooms/ spaces dedicated to postproduction 1.2 Edit workstations 1.3 Recording or isolation booths 1.4 Color grading suites 1.5 Preview or screening rooms
2. Production Requirements	May include: <ul style="list-style-type: none"> 2.1 Storyboard 2.2 Script or similar guide 2.3 Project, technical, and/or creative direction/s from a qualified member of the production team such as director, writer, or producer 2.4 Project objective or final output requirement
3. Postproduction Software	May Include: <ul style="list-style-type: none"> 3.1 Non-linear editing software (e.g. Adobe Premiere, Final Cut Pro, Avid) 3.2 Graphics software (e.g. Adobe Photoshop, Photopea, Corel Draw) 3.3 Audio software (e.g. Sony Vegas, Adobe Audition, ProTools, LogicPro) 3.4 Specialized software (e.g. color grading software, animation software, plug ins, controllers, etc.)
4. Client	May include: <ul style="list-style-type: none"> 4.1 Corporate or business client 4.2 Advertising producer or account executive 4.3 Director, screenwriter, or producer 4.4 Commissioning client or customer 4.5 Postproduction Supervisor, Head Editor, or Traffic Coordinator 4.6 Instructor, trainer, teacher, or TVI coordinator
5. Client Meetings	May include: <ul style="list-style-type: none"> 5.1 Treatment and Concept consultations. 5.2 Definition of working guidelines to client for understanding and agreement purposes. 5.3 Project briefings for client and team members. 5.4 Presentations to Client any drafts or works in progress for preview or approval 5.5 Updates to Client regarding timeline or status of project execution. 5.6 Negotiations regarding services, fees, and contracts 5.7 Other activities, engagements, discussions, and coordination between the Production Team and the Client.

6. File format and/ or container	<p>Formats may include:</p> <ul style="list-style-type: none"> 6.1 Standard, High definition, or 4K 6.2 H.264, H265, or other CODECs 6.3 Compressed or Uncompressed 6.4 WAV, MP3, or AIFF audio <p>Containers may include:</p> <ul style="list-style-type: none"> 6.5 Video: MOV, AVI, MP4, WMV 6.6 Audio: WAV, AIFF, AAC, MP3 6.7 Graphics: PSD, JPG, PNG, TIFF
7. Postproduction Resources	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Edit logs and shot lists 7.2 Library materials and lists 7.3 Stock visuals, graphics, and sound effects 7.4 Scripts 7.5 Guides and manuals 7.6 Sound reports 7.7 Camera logs
8. Postproduction System	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Computer workstation used for postproduction 8.2 Software or applications used in postproduction 8.3 Peripherals, devices, or accessories added onto a primary system
9. Peripherals	<p>May include:</p> <ul style="list-style-type: none"> 9.1 Portable and fixed storage (e.g. hard drives, flash storage, solid state drives (SSDs)) 9.2 Control and input systems (e.g. mouse, tablet, control panel, mixers, drawing tablets) 9.3 Monitoring devices (e.g. headphones, video reference monitors, studio monitors)
10. Postproduction Materials	<p>May include:</p> <ul style="list-style-type: none"> 10.1 Project footage 10.2 Scores, music, and sound effects 10.3 Graphics and other visual material 10.4 Reference pegs and materials
11. Good Signal Flows	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Clarity and/or level/ volume 11.2 No extraneous noises, defects, or disruptions 11.3 Information sent/ received is accurate or as intended by sender/ receiver

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 Aligned technical and creative directions and requirements with the Client 1.2 Established a functional and workable postproduction environment for the given production requirement 1.3 Observed safety measures applicable to worksite operation 1.4 Communicated effectively with others to ensure effective work operation
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Computer system <ul style="list-style-type: none"> 2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.) 2.1.2 Image editing software (e.g. Adobe Photoshop, Adobe Illustrator, Corel Draw) 2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton, Audacity) 2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like) 2.2 Workplace location 2.3 Materials relevant to the unit of competency
<p>3. Methods of assessment</p>	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Written examination 3.3 Practical examination
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: BUILD EDITS AND MATERIALS FOR POSTPRODUCTION

UNIT CODE : CRE343306

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to create fundamental edits and other related outputs for use in the postproduction process to achieve the creative and/or technical requirements for a variety of film and video projects and productions based on the required Performance Standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Ingest or capture video and other materials	1.1 All raw assets are transferred and secured into storage media . 1.2 Proxy files are produced to ensure compatibility across different postproduction systems. 1.3 Analog assets are digitized to the formats compatible with the editing system. 1.4 Relevant video assets are transcoded to a standardized format aligned with the primary footage.	1.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 1.2 Applied computer operation and digital media literacy 1.3 DOLE DO 198s2018 policies on OSH as applicable 1.4 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 1.5 DOH guidelines on safety and health as applicable 1.6 Basic knowledge of computer and postproduction systems 1.7 Postproduction system configurations, patching, and layout based on manufacturer's and/or company specifications 1.8 Common and contemporary output postproduction file formats and containers 1.9 File and data management procedures and protocols	1.1 Operating computer systems with media and digital literacy skills 1.2 Handling and operating postproduction facilities, equipment, and materials 1.3 Maintaining clean and orderly workplace/production environment 1.4 Demonstrating manual dexterity 1.5 Executing work tasks in an efficient and orderly manner

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Record voice and other single-track audio	2.1 Actor's, actress's, or voice talent's voices are recorded using a <i>Digital Audio Workstation (DAW)</i> . 2.2 Takes are reviewed by Client for evaluation and feedback. 2.3 Audio is edited, processed, and integrated into the project according to production requirements.	2.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 2.2 Company rules, regulations, and standards regarding working with talents 2.9 Basic interpersonal communication and culturally and gender sensitive behavior 2.3 Applied computer operation and digital media literacy 2.4 Operation of audio postproduction systems 2.5 Principles of sound 2.6 Principles of acoustics 2.7 Microphone and recording principles 2.8 DOLE DO 198s2018 policies on OSH as applicable 2.9 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 2.10 DOH guidelines on safety and health as applicable	2.1 Operating computer systems with media and digital literacy skills 2.2 Handling and operating postproduction facilities, equipment, and materials 2.3 Maintaining clean and orderly workplace/ production environment 2.4 Demonstrating manual dexterity 2.5 Executing work tasks in an efficient and orderly manner 2.6 Handling talents 2.7 Using recording and postproduction techniques
3. Assemble edits on a timeline	3.1 Footage and assets are sequenced onto a timeline according to production requirements. 3.2 Video edits are created on a timeline according to production requirements. 3.3 <i>Transitions and simple composites</i> are made on the timeline according to production requirements and creative direction.	3.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 3.2 DOLE DO 198s2018 policies on OSH as applicable 3.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 3.4 DOH guidelines on safety and health as	3.1 Operating computer systems with media and digital literacy skills 3.2 Handling and operating postproduction facilities, equipment, and materials 3.3 Maintaining clean and orderly workplace/

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		applicable 3.5 Applied computer operation and digital media literacy 3.6 Operation of video postproduction systems 3.7 Principles of editing and postproduction 3.8 Fundamental principles and language of film 3.9 Ethical postproduction practices	3.4 production environment 3.5 Demonstrating manual dexterity 3.6 Executing work tasks in an efficient and orderly manner 3.7 Using editing and postproduction techniques
4. Design graphics, computer-generated imagery, and other digitally produced assets	4.1 Graphic Elements are designed, cleaned up, or generated using appropriate design software . 4.2 Graphic elements are integrated, animated, or composited into the project according to production requirements. 4.3 Effective questioning, active listening, and speaking skills are used to gather and convey to the Client technical information and creative details pertaining to all the aspects of the postproduction project.	4.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 4.2 Company rules, regulations and standards regarding Intellectual Property and other non-original material 4.3 Fundamental knowledge Intellectual Property Code 4.4 DOLE DO 198s2018 policies on OSH as applicable 4.5 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 4.6 DOH guidelines on safety and health as applicable 4.7 Applied computer operation and digital media literacy 4.8 Operation of graphic, animation, and/or digital effects systems 4.9 Principles and elements of art and design 4.10 Basic principles of typography, graphic design and layout, and visual communication	4.1 Operating computer systems with media and digital literacy skills 4.2 Handling and operating postproduction facilities, equipment, and materials 4.3 Maintaining clean and orderly workplace/production environment 4.4 Demonstrating manual dexterity 4.5 Executing work tasks in an efficient and orderly manner 4.6 Correct design technique 4.7 Communicating effectively with: 4.7.1 Verbal skills 4.7.2 Non-verbal skills 4.8 Practicing professional workplace interaction and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.11 Color theory and harmony	etiquette 4.9 Conveying ideas and information to others 4.9.1 Written 4.9.2 Verbal 4.10 Planning and organizing activities and work tasks

RANGE OF VARIABLES

VARIABLE	RANGE
1. Assets	Also known as “materials”; may include: 1.1 Raw or unedited video/ film footage 1.2 Pre-edited or archived video/ film footage 1.3 Graphic elements 1.4 Sound and audio files 1.5 Photographs 1.6 Printed materials
2. Storage Media	May include: 2.1 External or Internal Hard Drives 2.2 Flash Storage 2.3 Solid State Drive 2.4 DVD Discs 2.5 Blu-Ray Discs
3. Digital Audio Workstation (DAW)	May include: 3.1 Audio production software 3.2 Microphone/s 3.3 Mixer/s 3.4 Audio Monitors 3.5 Rack-mounted effects processors
4. Transitions and Simple Composites	May include: 4.1 Cross dissolves and fades 4.2 Wipes and fly-ins 4.3 Text and simple graphic overlays 4.4 Picture-in-picture effects 4.5 Split screens 4.6 Preset filters and effects
5. Graphic Elements	May include: 5.1 Image files: JPEG, PNG, etc. 5.2 Photographs and printed material 5.3 Graphic Designs and Illustrations

	<p>5.4 2D and 3D animated elements produced in other software</p> <p>5.5 Computer-generated images such as backgrounds, composites, and overlays</p>
6. Design Software	<p>May include:</p> <p>6.1 Paint: e.g. Adobe Photoshop, Photopea</p> <p>6.2 Illustration: e.g. Adobe Illustrator, Corel Draw</p> <p>6.3 Animation: e.g. ToonBoom, Maya, Unity</p> <p>6.4 Compositing: e.g. Adobe After Effects</p> <p>6.5 Color grading: e.g. DaVinci Resolve, Magic Bullet Colorista</p>

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Operated software and equipment effectively in the postproduction facility to create edits and postproduction materials</p> <p>1.2 Executed the requirements of a client or production task creatively and efficiently</p> <p>1.3 Observed safety measures applicable to worksite operation</p> <p>1.4 Communicated effectively with others to ensure effective work operation</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Computer system</p> <p>2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)</p> <p>2.1.2 Image editing software (e.g. Adobe Photoshop, Adobe Illustrator, Corel Draw)</p> <p>2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton, Audacity)</p> <p>2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)</p> <p>2.2 Workplace location</p> <p>2.3 Materials relevant to the unit of competency</p>
3. Methods of assessment	<p>Competency in this unit must be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: CREATE ENHANCED EDITS AND MATERIALS FOR POSTPRODUCTION

UNIT CODE : CRE343307

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to produce specialized materials and resources, or likewise enhance preliminary edits, materials, and resources to achieve the creative and/or technical requirements for a variety of film and video projects and productions based on the required Performance Standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Construct complex edited sequences	1.1 Editing techniques are used to enhance or create tension, mood, and emotion according to production requirements or creative direction. 1.2 Footage and Sequences are trimmed down to the Running Time prescribed by production requirements or creative direction. 1.3 Various assets and footage are integrated into a timeline to create a cohesive and effective project according to production requirements or creative direction.	1.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 1.2 DOLE DO 198s2018 policies on OSH as applicable 1.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 1.4 DOH guidelines on safety and health as applicable 1.5 Applied computer operation and digital media literacy 1.6 Applied knowledge of computer and postproduction systems 1.7 File and data management procedures and protocols 1.8 Applied film and media editing theory 1.9 Complex editing techniques as applied to films and other media products 1.10 Ethical	1.1 Operating computer systems with media and digital literacy skills 1.2 Handling and operating postproduction facilities, equipment, and materials 1.3 Maintaining clean and orderly workplace/ production environment 1.4 Demonstrating manual dexterity 1.5 Executing work tasks in an efficient and orderly manner 1.6 Producing creative and compelling work and outputs

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		postproduction practices	
2. Grade colors on a project	<p>2.1 Colors and footage are corrected and enhanced according to production requirements.</p> <p>2.2 A visual look is designed utilizing a color palette.</p> <p>2.3 Footage and assets on the edit timeline are color graded according to the approved color palette.</p>	<p>2.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>2.2 DOLE DO 198s2018 policies on OSH as applicable</p> <p>2.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>2.4 DOH guidelines on safety and health as applicable</p> <p>2.5 Applied computer operation and digital media literacy</p> <p>2.6 Applied knowledge of computer and postproduction systems</p> <p>2.7 Principles of art and design</p> <p>2.8 Color theory</p> <p>2.9 Color theory as applied to films and other media products</p>	<p>2.1 Operating computer systems with media and digital literacy skills</p> <p>2.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>2.3 Maintaining clean and orderly workplace/ production environment</p> <p>2.4 Demonstrating manual dexterity</p> <p>2.5 Executing work tasks in an efficient and orderly manner</p> <p>2.6 Producing creative and compelling work and outputs</p>
3. Develop a soundscape	<p>3.1 OMF data files are assembled onto the edit timeline according to production requirements or creative direction.</p> <p>3.2 Environmental and Sound Effects are created and recorded for Foley according to production requirements.</p> <p>3.3 Musical score is introduced enhance mood and emotion in the project according</p>	<p>3.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>3.2 DOLE DO 198s2018 policies on OSH as applicable</p> <p>3.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>3.4 DOH guidelines on safety and health as</p>	<p>3.1 Operating computer systems with media and digital literacy skills</p> <p>3.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>3.3 Maintaining clean and orderly workplace/ production environment</p> <p>3.4 Demonstrating</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>to production requirements or creative direction.</p> <p>3.4 A Soundscape is developed using varying elements of sound and music.</p>	<p>applicable</p> <p>3.5 Applied computer operation and digital media literacy</p> <p>3.6 Applied knowledge of computer and postproduction systems</p> <p>3.7 File and data management procedures and protocols</p> <p>3.8 Applied recording techniques</p> <p>3.9 Basic Foley techniques and Foley production</p> <p>3.10 Fundamental sound design principles</p> <p>3.11 Applied sound theory</p> <p>3.12 Applied music and music psychology theory</p> <p>3.13 Sound and Music theory as applied to films and other media products</p> <p>3.14 Scoring using existing music tracks and loops</p> <p>3.15 Fundamental knowledge on laws and policies as applicable</p> <p>3.15.1 MTRCB</p> <p>3.15.2 PANA, 4As</p> <p>3.15.3 KBP, Media Code</p> <p>3.15.4 Intellectual Property Code</p>	<p>manual dexterity</p> <p>3.5 Executing work tasks in an efficient and orderly manner</p> <p>3.6 Producing creative and compelling work and outputs</p>
4. Composite computer-generated imagery	<p>4.1 <i>Animatics</i> for visual effects and composite edits are created using low-resolution materials.</p> <p>4.2 Overlay, blending, and/or keying effects are utilized to create composite edits according to production</p>	<p>4.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>4.2 DOLE DO 198s2018 policies on OSH as applicable</p> <p>4.3 Inter-Guild Alliance (IGA) 2020 Health and</p>	<p>4.1 Operating computer systems with media and digital literacy skills</p> <p>4.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>4.3 Maintaining clean</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>requirements or creative direction.</p> <p>4.3 Visual effects using compositing techniques are created according to production requirements.</p> <p>4.4 <i>“Invisible” visual effects</i> and other visual enhancements are performed and implemented according to creative direction.</p>	<p>Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>4.4 DOH guidelines on safety and health as applicable</p> <p>4.5 Applied computer operation and digital media literacy</p> <p>4.6 Applied knowledge of computer and postproduction systems</p> <p>4.7 Applied blending and compositing techniques</p> <p>4.8 Fundamental animation principles</p> <p>4.9 Fundamental graphics and motion graphics techniques</p> <p>4.10 Fundamental visual effects production and compositing techniques</p> <p>4.11 Visual effects theory, principles, and techniques as applied in film and media products</p> <p>4.12 Ethical postproduction practices</p>	<p>and orderly workplace/production environment</p> <p>4.4 Demonstrating manual dexterity</p> <p>4.5 Executing work tasks in an efficient and orderly manner</p> <p>4.6 Producing creative and compelling work and outputs</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Animatics	<p>May include:</p> <p>1.1 Low-resolution renders</p> <p>1.2 Animated storyboards</p> <p>1.3 Proxy effects or materials</p>
2. “Invisible” Visual Effects	<p>May include:</p> <p>2.1 Background replacement or enhancement such as adding clouds or mountains in the distance</p> <p>2.2 Erasures such as removing screen elements such as stunt rigging, wires, or bystanders</p> <p>2.3 Multiplications such as creating anonymous</p>

	<p>crowds or large armies</p> <p>2.4 Insertions such as adding extras, street elements, or building textures</p> <p>2.5 Enhancements such as making eyes larger or adding abdominal muscles</p>
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EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Operated software and equipment effectively in the postproduction facility to create edits and postproduction materials</p> <p>1.2 Executed the requirements of a client or production task creatively and efficiently</p> <p>1.3 Utilized advanced functions of the postproduction system to achieve complex or enhanced edits and materials</p> <p>1.4 Observed safety measures applicable to worksite operation</p> <p>1.5 Communicated effectively with others to ensure effective work operation</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Computer system</p> <p>2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)</p> <p>2.1.2 Image editing software (e.g. Adobe Photoshop, Corel Draw, Adobe Illustrator)</p> <p>2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton, Audacity)</p> <p>2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)</p> <p>2.2 Workplace location</p> <p>2.3 Materials relevant to the unit of competency</p>
3. Methods of assessment	<p>Competency in this unit must be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: WRAP UP POSTPRODUCTION

UNIT CODE : CRE343308

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to finalize and complete the postproduction (editing) phase to achieve the creative and/or technical requirements for a variety of film and video projects and productions based on the required Performance Standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage client revisions and inputs	1.1 An offline edit is produced and previewed by client according to production requirements. 1.2 Presentation skills are used to communicate creative and technical decisions in the edit made by the editor in line with production requirements and creative direction. 1.3 Client's revisions and inputs are addressed and incorporated into the edit according to the agreements between client and production team.	1.1 Company rules, regulations, and standards regarding clients and client relations 1.2 Basic interpersonal communication and culturally and gender sensitive behavior 1.3 Basic production terminology, processes, workflows, and protocols 1.4 Fundamental knowledge on laws and policies as applicable 1.4.1 MTRCB 1.4.2 PANA, 4As 1.4.3 KBP, Media Code 1.4.4 Business laws 1.4.5 Intellectual Property Code 1.5 Common and contemporary output postproduction formats and containers	1.1 Communicating effectively with: a. Verbal skills b. Non-verbal skills 1.2 Applying effective time management 1.3 Practicing professional workplace interaction and etiquette 1.4 Communicating ideas and information to others a. Written b. Verbal 1.5 Planning and organizing activities and work tasks 1.6 Conducting one's self with cultural and gender sensitivity
2. Mix-down and master audio	2.1 Audio busses are used to organize channels according to workflow protocols and production requirements. 2.2 Levels and sound properties of tracks are adjusted using different audio plugins	2.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 2.2 DOLE DO 198s2018 policies on OSH as applicable 2.3 Inter-Guild Alliance (IGA) 2020 Health and	2.1 Operating computer systems with media and digital literacy skills 2.2 Handling and operating postproduction facilities, equipment, and materials

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.3 according to industry standards and creative direction.</p> <p>2.4 Audio tracks are mastered and bounced according to production requirements.</p>	<p>Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>2.4 DOH guidelines on safety and health as applicable</p> <p>2.5 Applied computer operation and digital media literacy</p> <p>2.6 Applied knowledge of computer and postproduction systems</p> <p>2.7 File and data management procedures and protocols</p> <p>2.8 Applied audio postproduction techniques</p> <p>2.9 Applied sound theory</p> <p>2.10 Fundamental mixing techniques</p> <p>2.11 Fundamental audio mastering techniques</p>	<p>2.3 Maintaining clean</p> <p>2.4 and orderly workplace/production environment</p> <p>2.5 Demonstrating manual dexterity</p> <p>2.6 Executing work tasks in an efficient and orderly manner</p> <p>2.7 Producing creative and compelling work and outputs</p>
3. Render and export final outputs	<p>3.1 All final and full-resolution external assets are integrated and synched into an online edit according to production requirements.</p> <p>3.2 Subtitles and metadata are produced, finalized, and integrated using appropriate encoding software.</p> <p>3.3 The online edit timeline is rendered, mastered, and exported for distribution or screening according to client's needs or production requirements.</p> <p>3.4 Final output is subject to visual and auditory review and quality</p>	<p>3.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities</p> <p>3.2 DOLE DO 198s2018 policies on OSH as applicable</p> <p>3.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>3.4 DOH guidelines on safety and health as applicable</p> <p>3.5 Applied computer operation and digital media literacy</p> <p>3.6 Basic knowledge of computer and postproduction</p>	<p>3.1 Operating computer systems with media and digital literacy skills</p> <p>3.2 Handling and operating postproduction facilities, equipment, and materials</p> <p>3.3 Maintaining clean and orderly workplace/production environment</p> <p>3.4 Demonstrating manual dexterity</p> <p>3.5 Executing work tasks in an efficient and orderly manner</p> <p>3.6 Producing work outputs that are up to technical and artistic standards</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	control along company and industry standards on quality.	systems 3.7 Postproduction system configurations, patching, and layout based on manufacturer's and/or company specifications 3.8 Common and contemporary output postproduction file formats and containers 3.9 File and data management procedures and protocols 3.10 Relevant technical standards as applicable: 3.10.1 KBP 3.10.2 Broadcast Networks (e.g. GMA) 3.10.3 Online Media (e.g. YouTube, Vimeo, Twitch) 3.10.4 MTRCB 3.10.5 PANA, 4As 3.10.6 SMPTE 3.11 Fundamental knowledge on laws and policies as applicable 3.11.1 MTRCB 3.11.2 PANA, 4As 3.11.3 KBP, Media Code 3.11.4 Business laws 3.11.5 Intellectual Property Code	
4. Close-out postproduction cycle	4.1 The exported project is played back to ensure working condition and compatibility on an <i>independent playback system.</i> 4.2 Final output is turned over to the Client using company protocols and procedures for delivery and billing.	4.1 Company rules and regulations, standards, and operating procedures regarding postproduction facilities 4.2 Company rules, regulations, and standards regarding clients and client relations 4.3 Basic interpersonal	4.1 Communicating effectively with: a. Verbal skills b. Non-verbal skills 4.2 Applying effective time management 4.3 Practicing professional workplace interaction and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.3 Postproduction systems and peripherals are powered down, secured, and stored according to company policy or instructions.</p> <p>4.4 A postmortem is conducted to evaluate the project and work experience according to workplace policies and procedures for project evaluation.</p>	<p>communication and culturally and gender sensitive behavior</p> <p>4.4 Basic production terminology, processes, workflows, and protocols</p> <p>4.5 Fundamental knowledge on laws and policies as applicable</p> <p>4.5.1 MTRCB</p> <p>4.5.2 PANA, 4As</p> <p>4.5.3 KBP, Media Code</p> <p>4.5.4 Business laws</p> <p>4.5.5 Intellectual Property Code</p> <p>4.6 DOLE DO 198s2018 policies on OSH as applicable</p> <p>4.7 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable</p> <p>4.8 DOH guidelines on safety and health as applicable</p> <p>4.9 Fundamental environmental awareness and conservation</p>	<p>etiquette</p> <p>4.4 Communicating ideas and information to others</p> <p>a. Written</p> <p>b. Verbal</p> <p>4.5 Planning and organizing activities and work tasks</p> <p>4.6 Observing proper OSH procedures as applicable</p> <p>4.7 Maintaining an ecologically friendly working practice and environment</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Revisions and Inputs	May include: <ul style="list-style-type: none"> 1.1 sequencing or order 1.2 data or information accuracy 1.3 spelling or other minor mistakes 1.4 color, effect, transition, or edit assembly 1.5 score, sound effects, or other audio concern 1.6 duration, pace, or rhythm
2. External Assets	May include: <ul style="list-style-type: none"> 2.1 Audio files and tracks 2.2 Animations and computer-generated imagery 2.3 Graphics and images 2.4 Color-graded footage
3. Metadata	May include: <ul style="list-style-type: none"> 3.1 Producer/ client/ ownership information 3.2 Technical data and information (e.g. resolution, bitrate, camera data, etc.) 3.3 Subtitle file and language information 3.4 Geographic information 3.5 Internet search tags and keywords
4. Exporting	May include: <ul style="list-style-type: none"> 4.1 Data files (AVI, MOV, MP4, etc.) 4.2 DVD or Blu-Ray Discs 4.3 Uploads to social media or streaming service/s (e.g. YouTube, Vimeo) 4.4 Encoding onto DCP (Digital Cinema Package) for commercial screening
5. Independent playback system	May include: <ul style="list-style-type: none"> 5.1 Non-networked computer or laptop 5.2 Computer system other than editing system or postproduction system 5.3 Portable or mobile device 5.4 Projection or screening room 5.5 TV, DVD, or Blu-Ray player

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Operated software and equipment effectively in the postproduction facility to create a postproduction output 1.2 Managed the production of requirements of a client or production task creatively and efficiently 1.3 Observed safety measures applicable to worksite operation 1.4 Communicated effectively with others to ensure effective work operation
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Computer system <ul style="list-style-type: none"> 2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.) 2.1.2 Image editing software (e.g. Adobe Photoshop) 2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton, Audacity) 2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like) 2.2 Workplace location 2.3 Materials relevant to the unit of competency
3. Methods of assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience
4. Context of assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **FILM AND VIDEO POSTPRODUCTION NC III**

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/ language, and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: FILM AND VIDEO POSTPRODUCTION **NC Level** NC III

Nominal Training Duration: **40 Hours (Basic)**
 88 Hours (Common)
 170 Hours (Core)
 298 Hours

120 Hours - Supervised Industry Learning (SIL)

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable to perform editing for film and video projects in accordance with the requirements of the project, director, producers, or other relevant members of the team. It also covers training in Audio, Graphics, and Color Grading as these skills are required to create a well-rounded and competent film and video postproduction professional. This include classroom learning activities and practical work in actual work site or simulation area.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.

**BASIC COMPETENCIES
(40 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods ○ Sources of information • Practice organizing information • Identify organization requirements for written and electronic communication methods • Follow organization requirements for the use of written and electronic communication methods • Perform exercises on understanding and conveying intended meaning scenario 	<ul style="list-style-type: none"> • Lecture • Demonstration • Practical exercises • Role Play 	<ul style="list-style-type: none"> • Written Test • Observation 	2 Hours
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy on production, quality, and safety ○ Goals/ objectives and action plan setting • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods • Prepare/set action plans based on organizational goals and objectives 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation 	2 Hours
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods 	<ul style="list-style-type: none"> • Group discussion • Lecture 	<ul style="list-style-type: none"> • Oral evaluation • Written Test 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Lead small teams	2.1 Provide team leadership	<ul style="list-style-type: none"> • Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership 	<ul style="list-style-type: none"> • Group work • Role Play • Lecture/ Discussion • Individual Work 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
	2.2 Assign responsibilities	<ul style="list-style-type: none"> • Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff 	<ul style="list-style-type: none"> • Individual Work • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> • Role play to communicate performance expectations with staff • Discussion on performance issues 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
	2.4 Supervise team performance	<ul style="list-style-type: none"> • Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards 			
	3.2 Analyze the causes of specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> data collation <ul style="list-style-type: none"> - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges 			
	3.3 Formulate resolutions to specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 			
	3.4 Implement action plans and communicate results	<ul style="list-style-type: none"> • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour
4. Work in a diverse environment	4.2 Develop an individual's cultural awareness and sensitivity	<ul style="list-style-type: none"> • Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>rapport and empathy, understanding, etc.</p> <ul style="list-style-type: none"> • Demonstrate openness and flexibility in communication • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 			
	<p>4.3 Work effectively in an environment that acknowledges and values cultural diversity</p>	<ul style="list-style-type: none"> • Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment • Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives • Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions, and practices • Demonstrate collaboration skills 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	<p>1 Hour</p>
	<p>4.4 Identify common issues in a multicultural and diverse environment</p>	<ul style="list-style-type: none"> • Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ 	<p>1 Hour</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		change <ul style="list-style-type: none"> • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers • Utilize change management policies in the workplace 		problems involving workplace diversity issues <ul style="list-style-type: none"> • Written examination • Role Playing 	
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes, and systems in terms of innovative practices	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
	5.2 Generate practical action plans for improving work procedures, processes	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		networking skills <ul style="list-style-type: none"> • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization • Set up action plans on how to apply innovative procedures in the organization • Generate practical insights on how to improve organizational procedures, processes and systems 		portfolios of evidence and third-party workplace reports of on-the-job performance. <ul style="list-style-type: none"> • Standardized assessment of character strengths and virtues applied 	
	5.3 Evaluate the effectiveness of the proposed action plans	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
6. Use information systematically	6.1 Use technical information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Application in collating information - Procedures for inputting, 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation 	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		maintaining and archiving information - Guidance to people who need to find and use information • Organizing information into a suitable form for reference and use • Classify stored information for identification and retrieval • Operate the technical information system by using agreed procedures	<ul style="list-style-type: none"> • Hands on • Demonstration 	<ul style="list-style-type: none"> • Presentation 	
	6.2 Apply information technology (IT)	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Attributes and limitations of available software tool - Procedures and work instructions for the use of IT - Operational requirements for IT systems - Sources and flow paths of data - Security systems and measures that can be used - Methods of entering and processing information • Use procedures and work instructions for the use of IT • Extract data and format reports • Use WWW applications 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Self-paced handout/module • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.3 Edit, format and check information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Basic file-handling techniques - Techniques in checking documents - Techniques in editing and formatting - Proofreading techniques • Use different techniques in checking documents • Edit and format information applying different techniques • Proofread information applying 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Self-paced handout/module • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		different techniques			
7. Evaluate Occupational Safety and Health Work Practices	7.1 Interpret Occupational Safety and Health practices	<ul style="list-style-type: none"> • Discuss the OSH standards, principles and legislations • Identify OSH work practices issues • Discuss standard safety requirements 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1.5 Hours
	7.2 Set OSH work targets	<ul style="list-style-type: none"> • Discussion in actions plans that are necessary in achieving the OSH target 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 Hour
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	<ul style="list-style-type: none"> • Practice evaluating safety data (Historical or Simulated) 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1.5 Hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	<ul style="list-style-type: none"> • Discussion Environmental Issues regarding <ul style="list-style-type: none"> - Water Quality - National and Local Government Issues - Safety - Endangered Species - Noise - Air Quality - Historic - Waste - Cultural • Updating of existing occupation practices 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 Hour
	8.2 Establish targets to evaluate environmental practices	<ul style="list-style-type: none"> • Discussion on <ul style="list-style-type: none"> - lower production costs and energy consumption - Environmentally Sound Processes 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> - Resource Efficient - Recycling and Waste Management • Simple case study regarding energy efficiency 			
	8.3 Evaluate effectiveness of environmental practices	<ul style="list-style-type: none"> • Identifying effective environmental practices relevant to the industry/occupation - Implementation of energy efficiency 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour
9. Facilitate Entrepreneurial Skills for Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	<ul style="list-style-type: none"> • Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses • Prepare promotional materials • Practice basic bookkeeping 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Demonstration 	<ul style="list-style-type: none"> • Written Test • Portfolio • Work Related Project 	2 Hours
	9.2 Establish and maintain client-base/market	<ul style="list-style-type: none"> • Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Case study 	<ul style="list-style-type: none"> • Case problem • Written Test 	2 Hours
	9.3 Apply budgeting and financial management skills	<ul style="list-style-type: none"> • Discussion on: <ul style="list-style-type: none"> - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Group work 	<ul style="list-style-type: none"> • Written Test • Case problem 	1 Hour

**COMMON COMPETENCIES
(88 hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Develop and update industry knowledge	1.1 Seek and apply information on the industry	<ul style="list-style-type: none"> • Lecture and discussion on sources of information on the industry • Lecture and discussion on information to assist effective work performance • Lecture and discussion on the overview of quality assurance in the industry • Lecture and discussion on the associated legislations that affects the industry • Access and update specific industry information on the sector of work • Attend seminars and conferences related to the specific field. 	<ul style="list-style-type: none"> • Lecture-discussion • Demonstration • Hands-on/Writeshop • Seminars/conferences 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	8 hours
	1.2 Update industry knowledge	<ul style="list-style-type: none"> • Lecture and discussion on type of research (informal and/or formal) for updating general knowledge of the industry • Application and sharing of updates on industry information to work activities 	<ul style="list-style-type: none"> • Lecture-discussion • Demonstration • Hands-on/Writeshop • Research 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
2. Develop creative thinking, artistic skills, and cultural awareness	2.1 Acquire and develop creative thinking	<ul style="list-style-type: none"> • Lecture, workshop and discussion on concepts and ideas • Lecture, workshop, and discussion on sources of concepts and ideas from the environment • Lecture and discussion on creative thinking theories, exercises, and techniques • Focus group discussions (FGD) on readings utilized for stimulating creative ideas 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.2 Develop artistic skills	<ul style="list-style-type: none"> • Lecture, workshop and discussion on strategies, methods and approaches in developing artistic skills • Lecture on awareness of copyright, moral rights and intellectual property rights • Identification and discussion of relevant materials, tools, and equipment to produce artistic outcome • Application of feedback, critique, discussion, and evaluation mechanisms • Application of creative thinking theories, exercises, and techniques 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	7 hours
	2.3 Broaden exposure to culture and arts	<ul style="list-style-type: none"> • Lecture and interactive discussion on different studies on arts and culture • Conducting guided visits/immersion activities to various cultural exchange programs, festival and other culture and arts events • Sharing, discussion and reflections of insights and experiences on arts and culture 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop • immersion 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	11 hours
3. Observe procedures, specifications and manuals of instructions	3.1 Identify and access specification/ manuals	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Types of manual ○ Identification of version, date and symbols used in the manuals ○ Specifications and procedures 	<ul style="list-style-type: none"> • Lecture • Group discussion • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Interpret manuals	<ul style="list-style-type: none"> Lecture and discussion on how to locate relevant section and chapters of specifications/manuals Interpretation of information and procedures in the manual Lecture on systems of measurement and unit conversion 	<ul style="list-style-type: none"> Lecture Group discussion Hands-on/ Writeshop 	<ul style="list-style-type: none"> Written test Oral Questioning Presentation Evaluation of written output 	4 hours
	3.3 Apply information in manual	<ul style="list-style-type: none"> Application of information, work steps and procedures as contained in the manual or specifications 	<ul style="list-style-type: none"> Lecture Group discussion Hands-on/ Writeshop 	<ul style="list-style-type: none"> Written test Oral Questioning Presentation Evaluation of written output 	4 hours
	3.4 Store manuals	<ul style="list-style-type: none"> Lecture on proper manual storing and maintaining procedures Updating of required information 	<ul style="list-style-type: none"> Lecture Group discussion Demonstration Hands-on/ Writeshop 	<ul style="list-style-type: none"> Written test Oral Questioning Presentation Evaluation of written output 	2 hours
4. Operate equipment	4.1 Plan and prepare for task to be undertaken	<ul style="list-style-type: none"> Lecture and discussion on: <ul style="list-style-type: none"> Pre-production planning Work scheduling Occupational Health and Safety Standards (OSHS) and practices Preparation of sample work/task plan and schedule 	<ul style="list-style-type: none"> Lecture Group discussion Demonstration Hands-on/ Writeshop 	<ul style="list-style-type: none"> Written test Oral Questioning Presentation Evaluation of written output 	4 hours
	4.2 Use equipment	<ul style="list-style-type: none"> Lecture and discussion on types and uses of: <ul style="list-style-type: none"> Equipment as per manufacturer's specifications Personal protective equipment (PPE) Application of test result of the creative output as per aesthetic vision 	<ul style="list-style-type: none"> Lecture Group discussion Demonstration Hands-on/ Writeshop 	<ul style="list-style-type: none"> Written test Oral Questioning Presentation Evaluation of written output 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4.3 Maintain equipment	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Equipment maintenance procedures ○ Systems for cleaning, minor maintenance and replacement of consumables ○ Safe and secure storage procedures • Practice drills on equipment checking and storage as per manufacturer's specification and standard procedures 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
5. Manage own performance	5.1 Plan for completion of own workload	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Different identified tasks (as per Range of Variables) ○ Work and financial plan ○ Basic cash flow management and financial literacy ○ Teamwork ○ Gantt chart ○ Procedures in completing workload • Practice drills on preparing plan and prioritizing workloads and requirements 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	5.2 Maintain quality of performance	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Indicators of performance for each area of responsibility ○ Steps in improving or maintaining performance ○ Employer policy on performance management ○ Monitoring performance as per standards • Prepare checklist of the areas of responsibility of a scriptwriter 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.3 Evaluate and assess own work	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Financial management ○ Project management • Evaluation and assessment of work outputs and work expenses • Prepare assessment feedback 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
6. Maintain safe, clean, and efficient work environment	6.1 Comply with safety and health regulations	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Safety and health regulations (as per Range of Variables) ○ Safety and health policies and procedures (as per Range of Variables) • Comply and apply safety and health regulations, policies and procedures 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	6.2 Assess work area	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Work hazards policies and procedures ○ OSHS policies and procedures ○ Waste management • Conduct of assessment and maintenance of work areas and walkways • Observance of proper work disposal 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	2 hours
	6.3 Check and maintain tools, equipment and resources	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Tools and equipment maintenance procedures ○ Tools, equipment and resources storage procedures • Practice drills on tools, equipment and resources checking and storage as per maintenance requirements and safety regulations 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
7. Provide and maintain effective client relations	7.1 Maintain a professional image	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Interpersonal skills (as per Range of Variables) ○ Safe work practices ○ Personal hygiene • Practice/observance of good housekeeping • Maintain a clean and hygienic environment 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	7.2 Identify and address client requirements	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Client requirements (as per Range of Variables) ○ Feedback mechanisms (as per Range of Variables) • Identification, monitoring and addressing of client/customer needs and requirements • Practice exercise to respond to a variety of client/customer interactions 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	7.3 Strengthen relations with clients	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Interactive communication with others ○ Possible causes of client/customer dissatisfaction ○ Time management ○ Communication devices • Practice exercise on: <ul style="list-style-type: none"> ○ Customer/client relations ○ Human relation ○ Public relation 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

**CORE COMPETENCIES
(170 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Prepare postproduction materials and facilities	1.1 Setup postproduction facility	<ul style="list-style-type: none"> • Familiarization “tour” of postproduction facility and its component systems • Lecture and discussion on: <ul style="list-style-type: none"> ○ Equipment functions and uses ○ Safety procedures and contingencies ○ Fundamental electrical concepts and procedures ○ Company policies regarding equipment, facilities, work procedures, client relations, etc. ○ Postproduction workflow processes, personnel, and protocols ○ Postproduction and the production process • Readings <ul style="list-style-type: none"> ○ IGA 2020 Health and Safety Protocols of Film and Audiovisual Industry Productions • Demonstration: <ul style="list-style-type: none"> ○ Equipment assembly, mounting, and unmounting ○ Postproduction systems and software operations ○ Materials and resources management and storage ○ Work and workspace maximization planning and traffic procedures 	<ul style="list-style-type: none"> • Walk-throughs • Lecture • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination 	3 hours
	1.2 Align creative and technical matters with Client	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Presentation and feedback mechanisms for client interactions ○ Understanding and breaking down briefs, scripts, storyboards, and other production documents • Readings: 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Presentation 	3 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ MTRCB guidelines ○ PANA and 4As advertising guidelines ○ KBP guidelines ○ Intellectual Property Code of the Philippines ● Role playing and scenario-based simulations of various plausible postproduction situations such as: <ul style="list-style-type: none"> ○ Difficult clients ○ Contradicting directives/ instructions ○ Incomplete materials/ instructions ○ Out-of-contract requests or requirements 			
	1.3 Manage postproduction facilities, materials, and resources	<ul style="list-style-type: none"> ● Review: <ul style="list-style-type: none"> ○ Workflow processes, management, and protocols ● Lecture and discussion on: <ul style="list-style-type: none"> ○ Technical limits and capabilities of file formats and containers ● Demonstration: <ul style="list-style-type: none"> ○ Process and signal checking and validation ○ Naming and file management conventions and protocols ○ Software updating and maintenance ○ Troubleshooting and contingency planning ○ Redundancy and backup procedures and protocols 	<ul style="list-style-type: none"> ● Lecture ● Group discussion ● Demonstration ● Role playing ● Readings and manuals 	<ul style="list-style-type: none"> ● Oral questioning ● Demonstration ● Observation ● Written examination 	1 hour
2. Build edits and materials for postproduction	2.1 Ingest or capture video and other materials	<ul style="list-style-type: none"> ● Lecture and demonstration <ul style="list-style-type: none"> ○ File management and protocols ○ Importation and resource management ○ Proxy files ○ Transcoding ○ Importing and blending external resources, CGI and effects ● Readings: <ul style="list-style-type: none"> ○ SMPTE time codes ○ Technical specifications of codecs and file 	<ul style="list-style-type: none"> ● Lecture ● Group discussion ● Demonstration ● Role playing ● Readings and manuals ● Guided practice/ simulation 	<ul style="list-style-type: none"> ● Oral questioning ● Demonstration ● Observation ● Written examination 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		formats for professional applications <ul style="list-style-type: none"> ○ Specifications and procedural manual of specialized equipment (as applicable) 			
	2.2 Record voice and other single-track audio	<ul style="list-style-type: none"> • Lecture and discussion with film screenings <ul style="list-style-type: none"> ○ Properties of sound. ○ Principles of recording and recording techniques ○ Signal chain ○ Audio processing techniques using specialized audio production software ○ Recording and cleanup ○ Normalization and editing ○ Effects processing ○ Mixing ○ Mastering and export ○ Automated Dialogue Replacement (ADR) • Demonstration: <ul style="list-style-type: none"> ○ Discuss proper/ standard track naming/ labeling. ○ Basic troubleshooting for audio work environments ○ Basic sound environment management • Discussion and demonstration <ul style="list-style-type: none"> ○ Digital Audio Workstation tools ○ Audio editing procedures and processes 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation • Film screening • Audio listening activities • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	12 hours
	2.3 Assemble edits on a timeline	<ul style="list-style-type: none"> • Lecture and discussion with screening <ul style="list-style-type: none"> ○ Principles of cinematic language ○ Principles of editing ○ Editing theories: Hollywood continuity, Soviet montage • Demonstration: <ul style="list-style-type: none"> ○ Navigation, importation, and resource management ○ Timelines and navigation 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production 	15 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Cuts, transitions, and effects ○ Integrating external resources (e.g. Graphics, audio, titles) 	<p>practice/ simulation</p> <ul style="list-style-type: none"> ● Film screening ● Audio listening activities ● Case studies 	<ul style="list-style-type: none"> ● Presentation 	
	2.4 Design graphics, computer-generated imagery, and other digitally produced assets	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Principles of composition and layout ● Review with film screenings: <ul style="list-style-type: none"> ○ Principles of art and design ● Lecture and discussion <ul style="list-style-type: none"> ○ Graphics and graphic design in the real world ○ Typography and fundamental graphic design ○ Graphics for video use ● Lecture and demonstration: <ul style="list-style-type: none"> ○ Essential techniques with image editing software ○ Navigation and tools ○ Layers and layer blending ○ Effects and filters ○ Text and text effects ○ Basic motion graphics 	<ul style="list-style-type: none"> ● Lecture ● Group discussion ● Demonstration ● Role playing ● Readings and manuals ● Guided practice/ simulation ● Film screening ● Audio listening activities ● Case studies 	<ul style="list-style-type: none"> ● Oral questioning ● Demonstration ● Observation ● Written examination ● Project production ● Presentation 	18 hours
3. Create enhanced edits and materials for postproduction	3.1 Construct complex edited sequences	<ul style="list-style-type: none"> ● Film screenings, discussions, and case studies of films with complex editing sequences including but not limited to: <ul style="list-style-type: none"> ○ Battleship Potemkin (Eisenstein, 1922) ○ Raging Bull (Scorsese, 1980) ○ Argo (Affleck, 2012) ○ City of God (Meirelles & Lund, 2002) ○ Saving Private Ryan (Spielberg, 1998) ○ On The Job (Matti, 2013) ○ Damgo ni Eleuteria (Zuasola, 2010) 	<ul style="list-style-type: none"> ● Lecture ● Group discussion ● Demonstration ● Role playing ● Readings and manuals ● Guided practice/ simulation 	<ul style="list-style-type: none"> ● Oral questioning ● Demonstration ● Observation ● Written examination ● Project production ● Presentation 	18 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Various online articles and discussions on editing by Roger Crittenden ○ The Montage by Sergei Eisenstein • Scene replication and simulation exercises 	<ul style="list-style-type: none"> • Film screening • Audio listening activities • Case studies 		
	3.2 grade colors on a project	<ul style="list-style-type: none"> • Film screenings, discussions, and case studies on use of color and color grading including but not limited to: <ul style="list-style-type: none"> ○ Grand Budapest Hotel (Anderson, 2014) ○ Blade Runner (Scott, 1982) ○ Hero (Zhang, 2002) ○ Se7en (Fincher, 1995) ○ In the Mood for Love (Wai, 2000) ○ Birdshot (Red, 2016) ○ Heneral Luna (Tarog, 2015) • Lecture and Discussion <ul style="list-style-type: none"> ○ Color theory and color harmony ○ Psychology of color • Scene replication and simulation exercises 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation • Film screening • Audio listening activities • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	12 hours
	3.3 Develop a soundscape	<ul style="list-style-type: none"> • Film screenings, discussions, and case studies on sound design including but not limited to: <ul style="list-style-type: none"> ○ Das Boot (Petersen, 1981) ○ Star Wars (Lucas, 1977) ○ Apocalypse Now (Coppola, 1979) ○ Jurassic Park (Spielberg, 1993) ○ Dunkirk (Nolan, 2017) ○ RPG Metanoia (Suarez, 2010) ○ Selection of Filipino-produced advertising material 2017-present • Lecture and discussion <ul style="list-style-type: none"> ○ Creating a soundscape ○ Creating Foley effects ○ Nature of music, genre, and use of music in 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation • Film screening • Audio listening activities • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	27 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> film <ul style="list-style-type: none"> ○ Scoring using existing music tracks and loops • Demonstration <ul style="list-style-type: none"> ○ Creating and recording sound effects ○ Plug-ins and creating complex audio effects ○ Editing music tracks ○ Arranging and organizing audio tracks • Readings: <ul style="list-style-type: none"> ○ Psychology of music ○ History of music for film and television ○ Acoustics and sound • Examine: <ul style="list-style-type: none"> ○ Listen to collections of sound effects and analyze how they are made and how they are utilized ○ Listen to collections of audio loops and music tracks for applicable solution in projects • Scene replication and simulation exercises 			
	3.4 Composite computer-generated imagery	<ul style="list-style-type: none"> • Film screenings, discussions, and case studies on use and design of CGI including but not limited to: <ul style="list-style-type: none"> ○ Avatar (Cameron, 2009) ○ Lord of the Rings Trilogy (Jackson, 2001-2003) ○ I Am Legend (Lawrence, 2007) ○ Goyo: Ang Batang Heneral (Tarog, 2018) ○ Tiktik: The Aswang Chronicles (Matti, 2012) • Readings: <ul style="list-style-type: none"> ○ Understanding CGI and computer graphics ○ Basics of typography and graphic design ○ Principles of art and design in film and photography 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation • Film screening • Audio listening activities • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Demonstration: <ul style="list-style-type: none"> ○ Creating composites ○ Basic motion graphics ○ Basic invisible VFX techniques (e.g. explosions, background replacement, blood splatters, etc.) • Lecture and discussion: <ul style="list-style-type: none"> ○ Ethics and ethical postproduction ○ News, propaganda, politics, fake news, advertising, and how postproduction makes it all “real” ○ Deep fakes, audio splicing, and computer-generated imagery ○ Intellectual property and Creative Commons ○ Case studies in unethical postproduction behavior • Scene replication and simulation exercises 			
4. Wrap up postproduction	4.1 Manage client revisions and inputs	<ul style="list-style-type: none"> • Lecture and discussion: <ul style="list-style-type: none"> ○ Dealing with creative differences ○ Pitching and presenting creative ideas • Review: <ul style="list-style-type: none"> ○ Presentation and feedback mechanisms for client interactions • Role playing and scenario-based simulations of various plausible postproduction situations such as: <ul style="list-style-type: none"> ○ Contradicting directives/ instructions ○ Out-of-contract requests or requirements ○ Pitching projects and ideas to client ○ Defending decisions and creative license • Readings: <ul style="list-style-type: none"> ○ SMPTE standards for broadcast and film ○ MTRCB policies for broadcast and film ○ 4A’s (Advertising Association) policies 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Presentation 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ KBP policies for broadcasting 			
	4.2 Mix-down and master audio	<ul style="list-style-type: none"> • Lecture and demonstration <ul style="list-style-type: none"> ○ Plug ins ○ The mastering and mix-down process ○ Specialized audio formats (Stereo, 5.1, Dolby, etc.) ○ Specialized audio requirements and workflows (e.g. Netflix) • Exercises on creating immersive soundscapes 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Guided practice/ simulation • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	10 hours
	4.3 Render and export final outputs	<ul style="list-style-type: none"> • Lecture and demonstration: <ul style="list-style-type: none"> ○ Metadata and maximizing its functions ○ DCP encoding ○ Output formats and containers ○ Specialized workflows for broadcast, film, and online (e.g. Netflix) ○ Creating subtitle files (SRT) • Exercises in mastering and output • Exercises in creating and managing online digital film and video content 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Guided practice/ simulation • Film screening • Audio listening activities • Case studies 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Project production • Presentation 	9 hours
	4.4 Close-out postproduction cycle	<ul style="list-style-type: none"> • Lecture and discussion <ul style="list-style-type: none"> ○ The business of film and video editing ○ Developing repeat business/ returning customers ○ Different techniques for gathering audience feedback ○ Understanding data and analytics for online distribution ○ Leadership skills in the creative fields • Review <ul style="list-style-type: none"> ○ Company policies on quality, client 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Role playing • Readings and manuals • Guided practice/ simulation 	<ul style="list-style-type: none"> • Oral questioning • Demonstration • Observation • Written examination • Presentation 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>relations, and working conditions</p> <ul style="list-style-type: none"> • Demonstration <ul style="list-style-type: none"> ○ Conducting a postmortem ○ Managing Creatives in a creative environment ○ Powering down and securing the work environment 			

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.
2. 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 and their variations/ components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1 Institution - Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- 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, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- Supervised Industry Learning (SIL) or on-the-job training (OJT) 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 as prescribed in the training regulations. It is imperative

that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsman wherein the agreement may be written or oral and the master craftsman commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsman.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS:

The trainees or students who want to enroll in this course should possess the following requirements:

- Must possess good communication skills
- Must be computer literate
- Must be digitally literate

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment, and materials for the training of 25 trainees for FILM AND VIDEO POSTPRODUCTION NCIII are as follows.

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

A. (Full Qualification)

TOOLS	
QTY	DESCRIPTION
25 units	Copies or Licenses: Adobe Premiere Pro, Final Cut Pro, or comparable professional-grade video editing software.
25 units	Copies or Licenses: Adobe After Effects, or comparable professional-grade compositing software.
25 units	Copies or Licenses: Adobe Audition or comparable professional-grade audio postproduction software.
1	High-bandwidth network and internet access
25 units	Copies or Licenses: DaVinci Resolve or comparable professional-grade color grading software.

EQUIPMENT	
QTY	DESCRIPTION
25 units	Desktop Editing Computers with the highest possible specifications particularly: <ul style="list-style-type: none"> - Processor Speed - RAM - Video Graphics Card RAM - Internal Storage (system) Internal Storage (data)
25 units	Minimum 21" computer monitor or larger (dual 17", ultra-wide, or larger systems are recommended but not required)
50	External hard drives (high capacity SSD or equivalent)
25	RAID 5 storage systems (optional or in lieu of portable external drives)
1	Audio recording booth or area including: <ul style="list-style-type: none"> - Microphones - Mixer - Monitors and headsets - Acoustic treatment or soundproofing (optional but highly recommended)
1	High Lumens projector or min. 55" LED TV for demonstrations and screenings
1	Audio system (minimum Stereo or 2.1) per teaching space
25 units	Headphones or personal audio monitor

MATERIALS	
QTY	DESCRIPTION
48 hrs.	Library of rushes/ raw footage of various genre and formats (for exercises/ simulations)
	Library of audio loops and soundtracks (offline or online)
	Library of sound effects (offline or online)
	Library of films and other sample/ teaching material (offline or online)

3.5 TRAINING FACILITIES

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
Contextual Learning Area (Lecture room)	5 x 6	30	30
Distance Learning (Laboratory/ Workshop/ Activity area)	8 x 9	72	72
Isolation/ Recording Booth	2 x 3	6	6
Storage Area (S/M storage area)	4 x 4	16	16
Learning Resource Area	2 X 3	6	6
Wash area/ comfort room (Male, Female, PWD)	3 X 4	12	12
Circulation Area	3 X 5	15	15
Total Workshop Area		157	157

NOTE: Training Center may enter into Memorandum of Agreement (MOA) with industry for use of facilities and equipment

3.6 TRAINER'S QUALIFICATION FOR FILM AND VIDEO POSTPRODUCTION NC III

- Must be a holder of National TVET Trainers Certificate (NTTC) Level I in Film and Video Postproduction NC III
- Must be a film/ video production industry practitioner with at least three (3) years' experience in postproduction either in film, corporate video, television, or other similar disciplines
- Must have at least one (1) year teaching experience in a formal education Institution (school, college, or university), or in a professional training operation, department, or TVI
- Must possess good communication skills
- Must be digitally literate

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENT

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 To attain the national qualification of Film and Video Postproduction NC III, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.1.2 The qualification may also be attained through the presentation of a portfolio of works covering all the units required on the conditions that:
 - 4.1.2.1. The portfolio contains works and projects produced outside of a training or educational scenario (e.g. workshop, college course, thesis film) and were produced for a commissioned, commercial, or exhibition purpose.
 - 4.1.2.2. The candidate has at least 3 years working experience in the field of film and video production.
 - 4.1.2.3. The portfolio contains the candidate's original work or work in which the candidate participated as a key or lead practitioner in the postproduction field (e.g. Editor, Visual Effects Artist, Colorist).
 - 4.1.2.4. **However**, if the assessor finds the evidences presented inadequate, he/she may still require the candidate to undergo the practical demonstration depending on the need for supplementary evidences.
- 4.1.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.1.4 Candidates who have gained competencies through education, informal training, or work life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.5 The following are qualified to apply for assessment and certification:
 - 4.1.5.1. Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to Film and Video Postproduction NC III; **OR**
 - 4.1.5.2. Experienced Workers (wage-employed or self-employed) with at least 3 years working experience in the field of film and video production with at least 1 year working experience specifically in film and video postproduction.
- 4.1.6 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 Competency Assessment and Certification System (PTCACS)”.

4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 **Self-Assessment Guide.** The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate’s skills and knowledge
- b. Highlight gaps in candidate’s skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior

4.2.2 **Accredited Assessment Center.** Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 **Accredited Competency Assessor.** Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

COMPETENCY MAP
CREATIVE SECTOR – FILM AND VIDEO POSTPRODUCTION NCIII

BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support innovation	Access and maintain information	Follow occupational safety and health policies and procedures
Apply environmental work standards	Adopt entrepreneurial mindset in the workplace	Participate in workplace communication	Work in a team environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation
Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace	Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace
Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)	Utilize specialized communication skills
Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage and evaluate usage of information	Lead in improvement of Occupational Safety and Health (OSH) programs, policies, and procedures	Lead towards improvement of environment work programs, policies, and procedures
Sustain entrepreneurial skills						

COMMON COMPETENCIES

Develop and update industry knowledge	Develop creative thinking, artistic skills, and cultural awareness	Observe procedures, specifications, and manuals of instructions	Operate equipment	Manage own performance	Maintain clean, safe, and efficient work environment	Provide and maintain effective client relations
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CORE COMPETENCIES

Prepare postproduction materials and facilities	Build edits and materials for postproduction	Create enhanced edits and materials for postproduction	Wrap up postproduction	Handle and install basic audio equipment	Perform technical assistance and basic troubleshooting	Prepare lighting equipment, tools and supplies
Set-up lighting equipment according to the lighting plan	Operate and monitor the lighting system	Dismount, maintain and store lighting equipment				

GLOSSARY OF TERMS

ANIMATICS	Low-resolution sample or rendering of a visual effect or composite used for timing and work-around purposes early in the postproduction process. Animatics may also be storyboards that are played in sequence with sound or a musical score to give Clients an idea of the resulting film or video project
AUDIO BUS	an umbrella term that describes a route in which you take a selection of one or more instruments or tracks, from their own channels and route them to a particular place or group.
AUDIO PLUG INS	A program within a DAW usually produced by a third party and not part of the core or main software system. Plugins may be effects processors, instruments, and other digital systems that may be used to enhance or strengthen elements in a sound design
COLOR CORRECTION	The technical process of improving the visual quality of film footage by adjusting brightness, contrast, saturation, and/ or hue
COLOR GRADING	The creative process of adding mood and atmosphere by re-coloring footage according to a pre-determined set or combination of colors known as a “color palette”
COLOR PALETTE	a subtle way to visually enhance the emotional aspect of a film or video project and guide the viewer to respond viscerally or emotionally to a scene, character, sequence, or entire film. Color palettes are developed by selecting color combinations around the color wheel and expanding its character by varying its brightness, saturation, and tone
DIGITAL AUDIO WORKSTATION (DAW)	A dedicated computer system intended for use in recording and editing audio files. DAWs have the appropriate software and hardware to interface with audio peripherals such as mixers, microphones, and monitors
DIGITAL CINEMA PACKAGE (DCP)	<p>a collection of digital files used to store and convey digital cinema audio, image, and data streams.</p> <p>It is the primary system used to transport and project films in theatres and festivals. Film files are encoded and encrypted onto hard drives and distributed to cinemas and other venues; the data in a DCP cannot be “played” directly like ordinary video files, but must be decoded by a matching decoder on a digital cinema projector at the projection venue.</p>
EDITING	General term used for postproduction techniques. Involves the sequencing and arrangement of audio, graphic, and video material to create a whole or cohesive project.
EXPORTING	Process of outputting a film and video project into a form that is usable for its intended purpose. Exports may be but are not limited to:

EXTERNAL ASSETS	General term for postproduction material that is produced outside the primary editing system or by other systems or individuals. In many cases these assets are produced by experts in these fields and integrated onto a timeline by the editor.
FOLEY/ FOLEY ARTISTS	The reproduction of everyday sound effects and adding them in postproduction. Foley is commonly heard in elements such as doors opening and closing, footsteps, and breaking glass. Professional Foley Artists are highly talented and well paid in large film projects.
FOOTAGE	General term used for raw video material coming from a camera or similar recording device
INDEPENDENT PLAYBACK SYSTEM	A player or computer that is not the primary editing platform, preferably not connected to the editing platform via network. An independent system allows final edited materials to be previewed and reviewed for compatibility and functionality
INVISIBLE EFFECTS	Visual effects designed to be “invisible” or in the background without calling attention to itself.
MASTERING	The process of finalizing or “locking” a film or video project at the highest possible quality or resolution. The resulting data file will be used as the source of future copies as well as form an archived copy
METADATA	Digital information embedded into the output files of film, audio, and video projects that communicate with playback systems.
NON-LINEAR EDITING	Process of non-destructive editing of video and audio footage; usually on a desktop computer system. Also known as Desktop Video Editing.
OFFLINE EDIT	A preliminary or “rough cut” of a project before effects, colors, and enhancements are finalized. Offline edits are usually used as previews and referenced by external asset producers to create digitally produced material such as CGI, graphics, and sound. Commonly offline edits are developed at a lower resolution to reduce processing time and increase work speed
ONLINE EDIT	An edit where digital effects and external assets have been integrated and utilized in their full resolution. Online edits are usually made during the latter part of the postproduction process as the whole project approaches completion.
OPEN MEDIA FRAMEWORK (OMF)	A platform-independent file format intended for transfer of digital media between different software applications. OMF files are used for both audio and video files, especially when sharing files between workstations and work environments
RAID	Stands for Redundant Array of Independent Disks. It is a data storage virtualization technology that combines multiple physical disk drive components into a single logical unit for the purposes of data redundancy, performance improvement, or both.

RUNNING TIME	The length or duration of a film or video project. Some mediums have a required or prescribed Running Time such as advertising with 30- and 60-second running times.
SEQUENCE	<p>A series of scenes or shots that form a complete narrative unit. Multiple sequences are brought together to create a complete film or video project.</p> <p>Editing a sequence is more than just editing shots together but requires an element of storytelling as the result should contain a viable internal narrative structure.</p>
SMPTE	Commonly pronounced “Simpltee”, stands for The Society of Motion Picture and Television Engineers is an international professional association, based in the United States, of engineers working in the motion imaging industries. An internationally recognized standards organizations, SMPTE has more than 600 Standards, Recommended Practices and Engineering Guidelines for television production, filmmaking, digital cinema, audio recording, information technology, and medical imaging.
SOUNDSCAPE	The acoustic environment perceived by humans. In film and video projects it is the 3-dimensional space in which characters exist; it is composed of the sounds that form and arise from an immersive environment.
TIME CODE	A timecode (alternatively, time code) is a sequence of numeric codes generated at regular intervals by a timing synchronization system. In video production and filmmaking, SMPTE timecode is used extensively for synchronization, and for logging and identifying material in recorded media.
TIMELINE	The primary interface for postproduction work done on audio, video, and graphic elements. All assets are sequenced on a timeline; timelines are present in all major and professional editing platforms

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