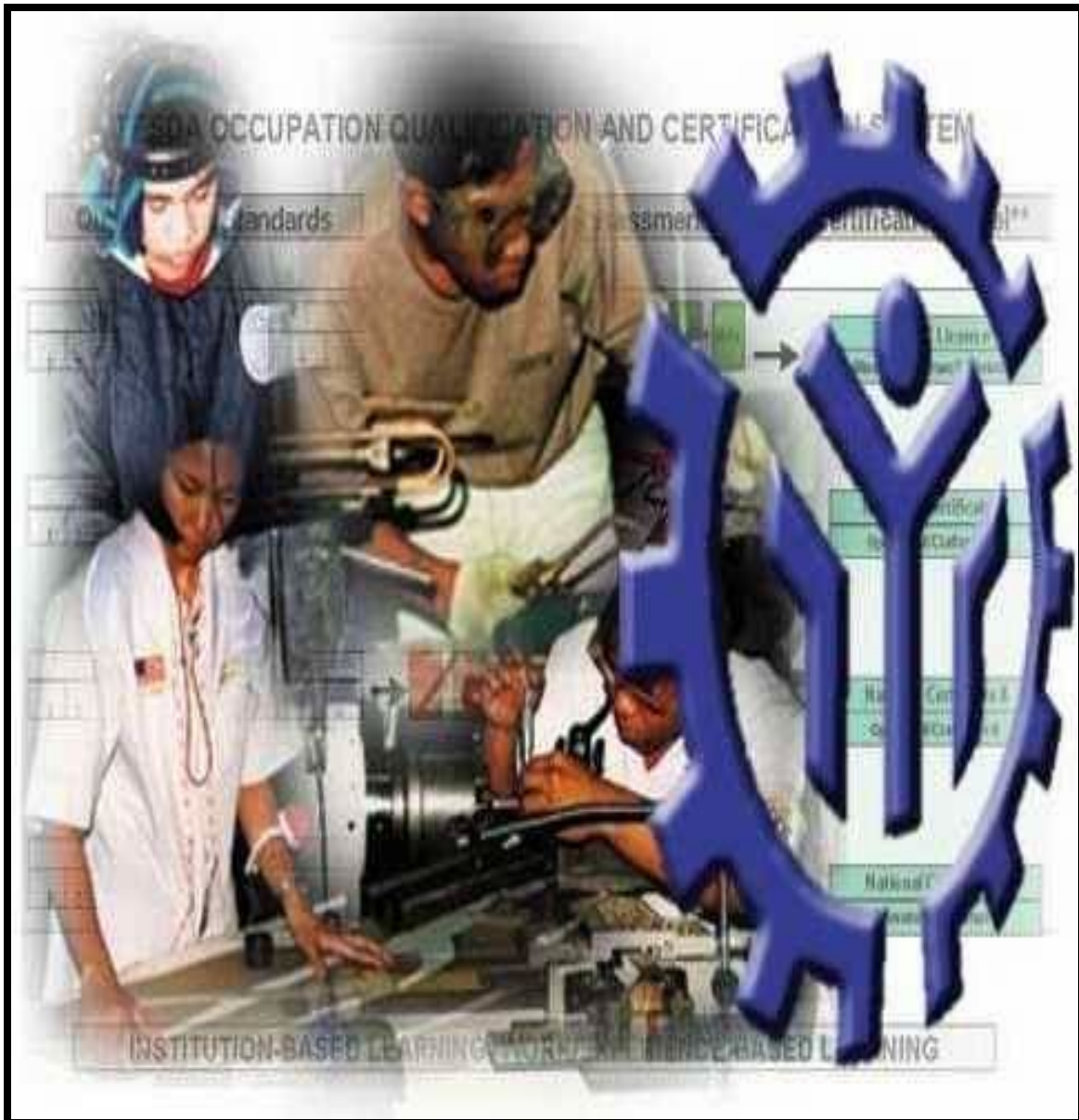


# TRAINING REGULATIONS

## PHOTOGRAPHY NC II



### VISUAL ARTS SECTOR

**TECHNICAL EDUCATION and SKILLS DEVELOPMENT AUTHORITY**

East Service Road, South Superhighway, Taguig, Metro Manila

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

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

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

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

Each TR has four sections:

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

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# TRAINING REGULATIONS FOR PHOTOGRAPHY NC II

## Section 1 PHOTOGRAPHY NC II QUALIFICATION

The **PHOTOGRAPHY NC II** Qualification consists of competencies that a person must achieve to take pictures of people, places, objects, and events and tries to artistically capture and evoke a mood, feeling, or drama surrounding a particular subject using a camera. The work of a photographer is not only limited to the actual use of the camera and proper lighting, but also includes all of the steps in the development of the image up to the presentation of the final product.

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

The units of competency comprising this Qualification includes the following:

<b>Code</b>	<b>BASIC COMPETENCIES</b>
500311105	Participate in workplace communication
500311106	Work in a team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

<b>Code</b>	<b>COMMON COMPETENCIES</b>
TRS311201*	Develop and update industry knowledge
TRS311203*	Perform computer operations
TRS311205*	Provide effective customer service
VSA313201	Develop self as an artist
VSA313202	Select and prepare work for exhibition

<b>Code</b>	<b>CORE COMPETENCIES</b>
VSA313301	Operate camera and compose a subject
VSA313302	Set up studio lights, equipment and accessories
VSA313303	Perform post capture processing
VSA313304	Present finished products

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

**Professional Photographer**

Note : Common Competencies with asterisks (\*) are imported from Tourism Sector

## SECTION 2 COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **PHOTOGRAPHY NC II**.

### BASIC COMPETENCIES

UNIT OF COMPETENCY : **PARTICIPATE IN WORKPLACE COMMUNICATION**

UNIT CODE : **500311105**

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

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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face-to-face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face-to-face interactions 5.2 Telephone conversations 5.3 Electronic and two-way radio communication 5.4 Written communication including electronic mail, memos, instruction and forms 5.5 Non-verbal communication including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

## EVIDENCE GUIDE

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



UNIT OF COMPETENCY : **WORK IN TEAM ENVIRONMENT**

UNIT CODE : **500311106**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

UNIT OF COMPETENCY : **PRACTICE CAREER PROFESSIONALISM**

UNIT CODE : **500311107**

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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Attained job targets within key result areas (KRAs)</p> <p>1.2 Maintained intra and interpersonal relationship in the course of managing oneself based on performance evaluation</p> <p>1.3 Completed trainings and career opportunities which are based on the requirements of the industries</p> <p>1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification</p>
<p>2. Underpinning knowledge and attitude</p>	<p>2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.)</p> <p>2.2 Company policies</p> <p>2.3 Company-operations, procedures and standards</p> <p>2.4 Fundamental rights at work including gender sensitivity</p> <p>2.5 Personal hygiene practices</p>
<p>3. Underpinning skills</p>	<p>3.1 Appropriate practice of personal hygiene</p> <p>3.2 Intra and Interpersonal skills</p> <p>3.3 Communication skills</p>
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 Workplace or assessment location</p> <p>4.2 Case studies/scenarios</p>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Portfolio Assessment</p> <p>5.2 Interview</p> <p>5.3 Simulation/Role-plays</p> <p>5.4 Observation</p> <p>5.5 Third Party Reports</p> <p>5.6 Exams and Tests</p>
<p>6. Context for assessment</p>	<p>6.1 Competency may be assessed in the work place or in a simulated work place setting</p>

UNIT OF COMPETENCY: **PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES**

UNIT CODE : **500311108**

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

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

## RANGE OF VARIABLES

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



## EVIDENCE GUIDE

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

## COMMON COMPETENCIES For Tourism Sector

UNIT OF COMPETENCY : **DEVELOP AND UPDATE INDUSTRY KNOWLEDGE**

UNIT CODE : **TRS311201**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitude required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge

ELEMENT	PERFORMANCE CRITERIA
1. Seek information on the industry	<p>1.1 <b><i>Sources of information</i></b> on the industry are correctly identified and accessed</p> <p>1.2 <b><i>Information to assist effective work performance</i></b> is obtained in line with job requirements</p> <p>1.3 Specific information on sector of work is accessed and updated</p> <p>1.4 Industry information is correctly applied to day-to-day work activities</p>
2. Update industry knowledge	<p>2.1 Informal and/or formal research is used to update general knowledge of the industry</p> <p>2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	Information sources may include but are not limited to : 1.1 media 1.2 reference books 1.3 libraries 1.4 unions 1.5 industry associations 1.6 industry journals 1.7 internet 1.8 personal observation and experience
2. Information to assist effective work performance	2.1 different sectors of the industry and the services available in each sector 2.2 relationship between the industry and other industries 2.3 industry working conditions 2.4 legislation that affects the industry 2.4.1 health and safety 2.4.2 hygiene 2.4.3 workers compensation 2.4.4 consumer protection 2.4.5 welfare and benefits 2.5 trade unions, environmental issues and requirements 2.6 industrial relations issues and major organizations 2.7 career opportunities within the industry 2.8 work ethic required to work in the industry and industry expectations of staff 2.9 quality assurance

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate/ trainee : 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information
2. Underpinning Skills	2.1 Time management 2.2 Ready skills needed to access industry information 2.3 Basic competency skills needed to access the internet
3. Underpinning Knowledge and	3.1 Overview of quality assurance in the industry 3.2 Role of individual staff members 3.1 Industry information sources
4. Resource Implications	The following resources MUST be provided: 4.1 Sources of information on the industry 4.2 Industry knowledge
5. Methods of Assessment	Competency must be assessed through: 5.1 Interview/questions 5.2 Practical demonstration 5.3 Portfolio of industry information related to trainee's work
6. Context for Assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY: **PERFORM COMPUTER OPERATIONS**

UNIT CODE : **TRS311203**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined as per standard operating procedures 1.2 Appropriate <b>hardware</b> and <b>software</b> is selected according to task assigned and required outcome 1.3 Task is planned to ensure <b>OH &amp; S guidelines</b> and procedures are followed
2. Input data into computer	2.1 Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2 Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3 Inputted data are stored in <b>storage media</b> according to requirements 2.4 Work is performed within <b>ergonomic guidelines</b>
3. Access information using computer	3.1 Correct program/application is selected based on job requirements 3.2 Program/application containing the information required is accessed according to company procedures 3.3 <b>Desktop icons</b> are correctly selected, opened and closed for navigation purposes 3.4 Keyboard techniques are carried out in line with OH & S requirements for safe use of keyboards

<p>4. Produce/output data using computer system</p>	<p>4.1 Entered data are processed using appropriate software commands</p> <p>4.2 Data are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures</p> <p>4.3 Files and data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures</p>
<p>5. Maintain computer equipment and systems</p>	<p>5.1 Systems for cleaning, minor <b><i>maintenance</i></b> and replacement of consumables are implemented</p> <p>5.2 Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures</p> <p>5.3 Basic file maintenance procedures are implemented in line with the standard operating procedures</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	1.1 Personal computers 1.2 Networked systems 1.3 Communication equipment 1.4 Printers 1.5 Scanners 1.6 Keyboard 1.7 Mouse
2. Software	Software includes the following but not limited to: 2.1 Word processing packages 2.2 Data base packages 2.3 Internet 2.4 Spreadsheets
3. OH & S guidelines	3.1 OHS guidelines 3.2 Enterprise procedures
4. Storage media	Storage media include the following but not limited to: 4.1 diskettes 4.2 CDs 4.3 zip disks 4.4 hard disk drives, local and remote
5. Ergonomic guidelines	5.1 Types of equipment used 5.2 Appropriate furniture 5.3 Seating posture 5.4 Lifting posture 5.5 Visual display unit screen brightness
6. Desktop icons	Icons include the following but not limited to: 6.1 directories/folders 6.2 files 6.3 network devices 6.4 recycle bin
7. Maintenance	7.1 Creating more space in the hard disk 7.2 Reviewing programs 7.3 Deleting unwanted files 7.4 Backing up files 7.5 Checking hard drive for errors 7.6 Using up to date anti-virus programs 7.7 Cleaning dust from internal and external surfaces

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Selected and used hardware components correctly and according to the task requirement</li> <li>1.2 Identified and explain the functions of both hardware and software used, their general features and capabilities</li> <li>1.3 Produced accurate and complete data in accordance with the requirements</li> <li>1.4 Used appropriate devices and procedures to transfer files/data accurately</li> <li>1.5 Maintained computer system</li> </ul>
<p>2. Underpinning Knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Basic ergonomics of keyboard and computer use</li> <li>2.2 Main types of computers and basic features of different operating systems</li> <li>2.3 Main parts of a computer</li> <li>2.4 Storage devices and basic categories of memory</li> <li>2.5 Relevant types of software</li> <li>2.6 General security</li> <li>2.7 Viruses</li> <li>2.8 OH &amp; S principles and responsibilities</li> <li>2.9 Calculating computer capacity</li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Reading skills required to interpret work instruction</li> <li>3.2 Communication skills</li> </ul>
<p>4 Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Computer hardware with peripherals</li> <li>4.2 Appropriate software</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> <li>4.1 Observation</li> <li>4.2 Questioning</li> <li>4.3 Practical demonstration</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>



UNIT OF COMPETENCY: **PROVIDE EFFECTIVE CUSTOMER SERVICE**

UNIT CODE : **TRS311205**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitudes in providing effective customer service. It includes greeting customer, identifying customer needs, delivering service to customer, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Greet customer	1.1 Guests are greeted in line with enterprise procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 <b><i>Non verbal communication</i></b> of customer is observed responding to customer 1.4 Sensitivity to <b><i>cultural and social differences</i></b> is demonstrated
2. Identify customer needs	2.1 Appropriate <b><i>interpersonal skills</i></b> are used to ensure that customer needs are accurately identified 2.2 <b><i>Customer needs</i></b> are assessed for urgency so that priority for service delivery can be identified 2.3 Customers are provided with information 2.4 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor
3. Deliver service to customer	3.1 Customer needs are promptly attended to in line with <b><i>enterprise procedure</i></b> 3.2 Appropriate rapport is maintained with customer to enable high quality service delivery 3.3 Opportunity to enhance the quality of service and products are taken wherever possible

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
4. Handle queries through telephone, fax machine, internet and email	4.1 Use telephone, computer, fax machine, internet efficiently to determine customer requirements 4.2 Queries/ information are recorded in line with enterprise procedure 4.3 Queries are acted upon promptly and correctly in line with enterprise procedure
5. Handle complaints, evaluation and recommendations	5.1 Guests are greeted with a smile and eye-to-eye contact 5.2 Responsibility for resolving the complaint is taken within limit of responsibility 5.3 Nature and details of complaint are established and agreed with the customer 5.4 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Non-verbal communication	1.1 body language 1.2 dress and accessories 1.3 gestures and mannerisms 1.4 voice tonality and volume 1.5 use of space 1.6 culturally specific communication customs and practices
2. Cultural and social differences	Includes but are not limited to : 2.1 modes of greeting, farewelling and conversation 2.2 body language/ use of body gestures 2.3 formality of language
3. Interpersonal skills	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
4. Customer needs	Customer with specific needs may include : 4.1 those with a disability 4.2 those with special cultural or language needs 4.3 unaccompanied children 4.4 parents with young children 4.5 pregnant women 4.6 single women
5. Enterprise procedure	Protocol and enterprise procedures may include : 5.1 modes of greeting and farewell 5.2 addressing the person by name 5.3 time-lapse before a response 5.4 style manual requirements 5.5 standard letters and proforma

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> <li>1.1 Complied with industry practices and procedures</li> <li>1.2 Used interactive communication with others</li> <li>1.3 Complied with occupational, health and safety practices</li> <li>1.4 Promoted public relation among others</li> <li>1.5 Demonstrated familiarity with company facilities, products and services</li> <li>1.6 Applied company rules and standards</li> <li>1.7 Applied telephone ethics</li> <li>1.8 Applied correct procedure in using telephone, fax machine, internet</li> <li>1.9 Handled customer complaints</li> </ul>
<p>2. Underpinning Knowledge and Attitude</p>	<ul style="list-style-type: none"> <li>2.1 Communication <ul style="list-style-type: none"> <li>2.1.1 Interactive communication with others</li> <li>2.1.2 Interpersonal skills/ social graces with sincerity</li> </ul> </li> <li>2.2 Safety Practices <ul style="list-style-type: none"> <li>2.2.1 Safe work practices</li> <li>2.2.2 Personal hygiene</li> </ul> </li> <li>2.3 Attitude <ul style="list-style-type: none"> <li>2.3.1 Attentive, patient and cordial</li> <li>2.3.2 Eye-to-eye contact</li> <li>2.3.3 Maintain teamwork and cooperation</li> </ul> </li> <li>2.4 Theory <ul style="list-style-type: none"> <li>2.4.1 Selling/upselling techniques</li> <li>2.4.2 Interview techniques</li> <li>2.4.3 Conflict resolution</li> <li>2.4.4 Communication process and barriers</li> </ul> </li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Effective communication skills</li> <li>3.2 Non-verbal communication - body language</li> <li>3.3 Ability to work calmly and unobtrusively effectively</li> <li>3.4 Ability to handle telephone inquiries and conversations</li> <li>3.5 Correct procedure in handling telephone inquiries</li> <li>3.6 Proper way of handling complaints</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 telephone, fax machine, internet, etc.</li> <li>4.3 data on projects and services; tariff and rates, promotional activities in place etc.</li> <li>4.3 office supplies</li> </ul>
<p>5. Methods of Assessment</p>	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written examination</li> <li>5.2 Practical demonstration</li> </ul>
<p>6. Context for Assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>6.2. Assessment activities are carried out through TESDA's accredited assessment center</li> </ul>

## COMMON COMPETENCIES For Visual Arts Sector

UNIT TITLE	:	DEVELOP SELF AS AN ARTIST
UNIT CODE	:	VSA313201
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to exhibit professional practice that describes development of technical and conceptual skills required to work as a practicing artist. It also deals with communicating effectively and working strategically to achieve planned outcomes as an artist.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Acquire and develop technical skills	1.1 <b>Strategies for developing self</b> are identified and planned to ensure the development of appropriate technical skills
	1.2 Relevant journals, magazines, catalogues and other media are used to stimulate technical and professional development
	1.3 Capabilities of materials, tools and equipment are tested to develop technical skills
	1.4 Feedback, discussion and evaluation opportunities to continuously improve technical skills are identified and used.
2. Develop conceptual skills and ideas	2.1 Work experiences and ideas are discussed with others to improve own practice.
	2.2 Work of others are studied to stimulate conceptual and <b>technical skills</b> development
	2.3 <b>Opportunities to develop skills</b> are identified and have participated.
3. Develop own style	3.1 New ideas in making and / or interpreting work are explored and experimented.
	3.2 Technology, where appropriate to expand own practice is explored and used.
4. Evaluate own work	4.1 Constructive criticism is sought and applied to improve own work
	4.2 Work is evaluated against planned strategy and in the context of work of others in order to improve own practice
	4.3 Work processes and practice are adjusted as necessary to improve technical, conceptual and commercial outcomes.
5. Research work opportunities	5.1 <b>Networks and sources of information</b> relating to work opportunities are correctly identified.
	5.2 <b>Promotional opportunities</b> that may helpful in developing career opportunities are identified.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies for developing self	1.1 Working effectively with Assessor / Trainor 1.2 Participating in professional development 1.3 Undertaking training courses 1.4 Practicing 1.5 Participating in relevant groups or associations 1.6 Experimenting 1.7 Communicating with peers 1.8 Being involved in a range of relevant art making activities
2. Technical Skills	2.1 Painting and drawing 2.2 Photography 2.3 Sculpture 2.4 Fiber / textile arts, including paper making / paper casting 2.5 Ceramics 2.6 Jewelry 2.7 Designing and making three dimensional objects 2.8 Video 2.9 Printmaking 2.10 Information Technology, including relevant hardware and software
3. Opportunities to develop skills	3.1 Exhibitions 3.2 Lectures, seminars, conferences, symposiums 3.3 Floor talks at galleries 3.4 Competitions 3.5 Master classes 3.6 Professional organizations
4. Networks and Sources of Information	4.1 Networks 4.1.1 Professional associations 4.1.2 Alumni organizations 4.1.3 Community organizations 4.1.4 Colleagues and teachers 4.2 Sources of Information 4.2.1 Gallery listings 4.2.2 Job advertisements 4.2.3 Websites 4.2.4 Word of mouth 4.2.5 Art journals 4.2.6 Exhibition catalogues and program
5. Promotional opportunities	5.1 Competitions 5.2 Exhibitions 5.3 Community events 5.4 Participation on websites 5.5 Membership of specialization-specific organization 5.6 Applications to funding bodies

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Applied strategies to develop appropriate skills in art practice</li> <li>1.2 Used discussion and evaluation opportunities to develop technical and conceptual skills</li> <li>1.3 Demonstrated work practice that develops own style through exploring and experimenting with new ideas in making and / or interpreting work</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Knowledge about theoretical and historical contexts relevant to the area(s) of specialization(s)</li> <li>2.2 Elements and principles of design</li> <li>2.3 Physical properties and capabilities of material, tools and equipment and their application</li> <li>2.4 Awareness of copyright, moral rights and intellectual property issues related to the development of self as artist</li> <li>2.5 Sources of information relating to work opportunities and career planning</li> <li>2.6 Visual arts and contemporary craft</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Literacy skills sufficient to interpret information and communicate ideas</li> <li>3.2 Discerning and listening to advice from colleagues, experts and audiences</li> </ul>
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice</li> <li>4.2. Information about relevant artist, their work, ideas and techniques</li> </ul>
5. Method of assessment	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> <li>4.1 Observation / Demonstration with oral questioning</li> <li>4.2 Portfolio</li> <li>4.3 Third party report</li> </ul>
6. Context for assessment	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the work place or in a simulated work place setting.</li> </ul>

UNIT OF COMPETENCY: **SELECT AND PREPARE WORK FOR EXHIBITION**

UNIT CODE : **VSA313202**

UNIT DESCRIPTOR : This unit describes the skills and knowledge required to select and prepare work for display or exhibition. The skills and knowledge are not restricted to a particular specialization but apply across all specialization depending on the work context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Select work to submit for exhibition	1.1 Relevant information on the <b>criteria</b> is accessed which informs the selection of work for <b>exhibition</b> 1.2 information on <b>criteria</b> for display of work is interpreted 1.3 Issues surrounding criteria with relevant individuals/organizations is identified and clarified 1.4 Work is selected in accordance with established criteria
2 Organize selected work for exhibition	2.1 <b>Completeness</b> of work to be displayed is checked and action is taken when required 2.2 Any specific <b>requirements for display</b> of selected work is determined and taken action in consultation with relevant individuals or organizations 2.3 Relevant steps and processes required to prepare selected work for display is identified 2.4 Work is prepared using appropriate techniques or engage the services of others as required 2.5 Accurate information on work is provided to relevant individuals/organizations in accordance with requirements 2.6 Work is submitted to exhibition curator or display organizer within agreed timeframe and in accordance with other agreed requirements 2.7 <b>Assistance for exhibition</b> is provided with installation or hanging as required and in accordance with instructions



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Exhibition	Exhibition of work occurs in a variety of contexts, including <ul style="list-style-type: none"> <li>1.1 Studio spaces</li> <li>1.2 Local community spaces</li> <li>1.3 Web sites</li> <li>1.4 Artist run spaces</li> <li>1.5 Group exhibition at regional venues</li> <li>1.6 Retail display</li> <li>1.7 Contribution to an exhibition via submission to a competition</li> </ul>
2. Criteria	Criteria for selection of work for exhibition may include: <ul style="list-style-type: none"> <li>2.1 Criteria provided by organizer of exhibition</li> <li>2.2 Criteria decided by artist, designer or performer</li> <li>2.3 Size, dimension, theme, medium, number of pieces</li> <li>2.4 Quality of completed work</li> <li>2.5 Personal preferences</li> <li>2.6. Physical characteristics of display area, eg light, ventilation and access</li> </ul>
3. Completeness	Completeness of work may involve <ul style="list-style-type: none"> <li>3.1 Tidiness/cleanliness</li> <li>3.2 All elements present</li> <li>3.3 Touch up requirements satisfied</li> <li>3.4 Resolution requirements for web presentation</li> </ul>
4. Requirements for display	Requirements for display may include: <ul style="list-style-type: none"> <li>4.1 Framing</li> <li>4.2 Cleaning the work</li> <li>4.3 Attaching fixtures for hanging or mounting</li> <li>4.4 Selecting and painting plinths</li> <li>4.4 The display environment, e.g. light, humidity, temperature, power sources</li> <li>4.5 Accompanying documentation, e.g. consignment notes, artist's statement</li> <li>4.7 Web site information</li> </ul>
5. Assistance for the exhibition	Assistance for the exhibition may involve <ul style="list-style-type: none"> <li>5.1 Planning the exhibition space</li> <li>5.2 Planning the location of work within the space</li> <li>5.3 Contributing to safely hanging, installing and dismantling work</li> <li>5.4 Labeling work</li> <li>5.5 Wrapping/storage of works at the conclusion of the display or exhibition</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <p>1.1 Selected work to submit for exhibition 1.2 Organized selected work for exhibition</p>
<p>2. Underpinning knowledge and attitude</p>	<p>2.1 Exhibition, display or presentation contexts relevant to the area of work 2.2 General knowledge about techniques for display or exhibition relevant to the area of work, eg hanging, dismantling 2.3 General knowledge of ways in which space is planned for display or exhibition purposes relevant to area of work 2.4 General knowledge of the elements and principles of design and their specific application to the layout of an exhibition or display 2.5 Awareness of copyright, moral rights and intellectual property issues relevant to exhibitions and display 2.6 Organizational and legislative occupational health and safety issues relating to exhibitions and displays of work and their safe hanging/installing and dismantling 2.7 Literacy skills sufficient to interpret exhibition or display requirements</p>
<p>3. Underpinning Skills</p>	<p>3.1 Effective communication skills especially in dealing with other artists, event organizers and staff 3.2 Ability to select work for submission which is consistent with the criteria for the exhibition or display 3.3 Planning and organizing work and materials for exhibition 3.3 Practice of good time management 3.5 Ability to handle telephone or face to face inquiries and conversations regarding work for exhibition</p>
<p>4. Resource Implications</p>	<p>The following resources MUST be provided: 4.1 Telephone, fax machine, internet, etc. 4.2 Access to the materials, resources and equipment needed to prepare work for exhibition and to assist to safely hang and/or install and dismantle an exhibition or display 4.3 Work samples for exhibition</p>
<p>5. Method of Assessment</p>	<p>Competency must be assessed through: 5.1 Demonstration with questioning 5.2 Portfolio 5.3 Third party report</p>
<p>6. Context for Assessment</p>	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

## CORE COMPETENCIES

UNIT OF COMPETENCY : **OPERATE CAMERA AND COMPOSE A SUBJECT**

UNIT CODE : **VSA313301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to operate camera, position the camera, select appropriate lens and compose the shots to achieve the required image.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range Statement</i>
1. Operate the camera	1.1. Camera is identified and selected appropriately for specific purpose 1.2. <b>Camera is operated</b> safely in accordance with manufacturer's instruction
2. Select and use lens	2.1. <b>Lenses</b> are selected according to technical and subject requirement. 2.2. Focusing techniques of lens are applied.
3. Address lighting and exposure	3.1. Quality and quantity of available lights are assessed to determine appropriate exposure and lighting effect. 3.2. Corrective actions are taken to address changing or inadequate lighting conditions.
4. Compose a subject	4.1. Subject is identified and visualized according to graphic elements and rules of composition 4.2. Subject is composed to meet aesthetic requirements and provided the correct visual interpretation of work requirements

<p>5. Experiment with techniques to capture photographic images</p>	<p>5.1. <b>Techniques</b> are appropriately identified and selected for the photographic subject matter</p> <p>5.2. <b>Controls</b> are selected and use to effect image capture and to ensure correct exposure</p> <p>5.3. Techniques are tested to achieve changes to subject appearance as required</p> <p>5.4. Corrective <b>filters</b> are selected and used to meet the creative and technical requirements of the <b>shots</b></p> <p>5.5. Corrective filters are used to ensure that color balance and light conditions are attained</p>
<p>6. Review images</p>	<p>6.1. Images are viewed from the camera LCD, computer or TV monitor.</p> <p>6.2. Results are evaluated to ensure correct exposure and the desired outcome for the <b>subject matter</b>.</p> <p>6.3. Images are stored in the storage media.</p>
<p>7. Restore equipment</p>	<p>7.1. Equipment is cleaned after use as per manufacturers' instruction.</p> <p>7.2. <b>Equipment and materials</b> are stored in accordance with workplace procedures</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Shots	1.1 Extreme close up 1.2 Close up 1.3 Mid shot 1.4 Long shot 1.5 Wide shot 1.6 High angle 1.7 Eye level shot 1.8 Low angle 1.9 Establishing or master shot 1.10 Point of view shot 1.11 Camera Panning
2. Lenses	2.1 Standard lens 2.2 Telephoto lens 2.3 Wide Angle lens 2.4 Variable focal length 2.5 Fixed focal length 2.6 Macro / Micro lens 2.7 Shift lens 2.8 Fisheye lens  Performance characteristics of lenses may include : 2.9 Resolution 2.10 Contrast 2.11 Image shift 2.12 Sharpness 2.13 Zoom 2.14 Mechanical Operation 2.15 Focal Length 2.16 Maximum Aperture
3. Graphic elements	3.1 Lines 3.2 Shapes 3.3 Texture 3.4 Color 3.5 Tones
4. Operation of camera	4.1 Hand held operation 4.2 Fixed / supported camera
5. Filters	5.1 Color correction 5.2 Contrast filters for black and white 5.3 Graduated, neutral density 5.4 Ultraviolet or skylight 5.5 Polarizing 5.6 Special effects 5.7 Enhancers 5.8 Color balancing filters

VARIABLE	RANGE
6. Cameras	6.1 35 mm –SLR -RF 6.2 Digital SLR 6.3 Medium Format – SLR –TLR, RF 6.4 Large Format 6.4.1 Monorail
6. Equipment and materials	6.1. 35 mm SLR and digital equivalent 6.2. Film suitable for the nominated techniques ( black and white, color or digital media) 6.3. Lenses covering different focal lengths 6.4. Tripod 6.5. Cable release / R Control 6.6. Filters 6.7. Lens hoods 6.8. Sheet film
7. Subject matter	7.1. People 7.2. Still life / Product 7.3. Environment
8. Controls	8.1. Aperture 8.2. Shutter speed 8.3. Focal length of lenses
9. Techniques to capture photographic image	9.1. Shutter speed 9.1.1. Freeze motion 9.1.2. Panning 9.1.3. Time exposure 9.1.4. Slow shutter speeds and moving subjects 9.2. Aperture 9.2.1. Depth of field (maximum and minimum) 9.2.2. Effect of different focal lengths on depth of field 9.3. Perspective 9.3.1. Stretched perspective 9.3.2. Normal perspective 9.3.3. Compressed perspective 9.4. Exposure meter techniques 9.4.1. Reflected 9.4.2. Incident
10. Process and output may refer to	10.1. Photographic film developing and printing 10.2. Digital image processing and output

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> <li>1.1 Interpreted creative and technical requirements and provided additional ideas in order to produce the desired style of captured images</li> <li>1.2 Applied knowledge of photographic principles</li> <li>1.3 Demonstrated technical knowledge in the use of range of cameras</li> <li>1.4 Restored equipment and materials safely</li> </ul>
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> <li>2.1 Interpretation of creative requirements to technical operation</li> <li>2.2 Range of cameras and operational functions</li> <li>2.3 Framing techniques and methods of composition</li> <li>2.4 Lens theory and application</li> <li>2.5 Shutter speeds and Aperture settings</li> <li>2.6 Handling customers relationship</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Using depth of field tables and methods of calculation involved in determining correct f/stop</li> <li>3.2 Using different types of light measuring devices</li> </ul>
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>4.1 Range of cameras</li> <li>4.2 Studio with lighting systems</li> <li>4.3 Subject</li> </ul>
5. Method of assessment	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with oral questioning</li> <li>5.2 Interview</li> <li>5.3. Portfolio</li> </ul>
6. Context for assessment	<ul style="list-style-type: none"> <li>6.1 Competency maybe assessed on the job due to the specific workplace environment requirements. However, it can be undertaken in a closely simulated workplace environment that reproduces all the required elements.</li> </ul>

UNIT COMPETENCY : **SET UP STUDIO LIGHTS, EQUIPMENT AND ACCESSORIES**

UNIT CODE : **VSA313302**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to employ lighting techniques to a wide range of subjects in different situations.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement
1. Plan lighting requirements	1.1 Required lighting characteristics for the <b>subject</b> and purpose of image are correctly identified. 1.2 <b>Lighting equipment</b> for the purpose are selected appropriately
2. Prepare specific work environment	2.1 <b>Work Environment</b> that meets requirements for the production of work is selected appropriately 2.2 Relevant <b>camera systems and accessories</b> for the work are selected and used. 2.3 Lighting system is correctly assembled in accordance with work requirements 2.4 Required safety aspects of the lighting set up and cabling are implemented.
3. Light the subject	3.1 <b>Lighting techniques</b> are tested to suit the purpose of work 3.2 <b>Qualities of light is adjusted, modified and calibrated</b> to suit subject. 3.3 <b>Exposure</b> is calculated to determine subject consistency with the purpose of photography
4. Capture image	4.1 Images are captured using film or digital 4.2 Captured images based on work requirements are reviewed and appropriate actions are taken, if necessary.
5. Restore work environment and equipment	5.1. Work environment is restored after use as per established practice 5.2. Equipment is cleaned and maintained in accordance with manufacturers' instructions 5.3. Equipment and materials are stored safely as per workplace procedures.



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work environment	1.1. Electricity 1.2. Natural and artificial lights 1.3. Ventilation 1.4. Dust free environment 1.5. Work tables and storage areas and facilities 1.6. Portable generator 1.7. Other portable equipment and materials, e.g. background, tripods and reflectors 1.8. Chairs, stools, posing tables 1.9. Changing room / Make-up room 1.10. Running water 1.11. Kitchen equipment set-up
2. Subject	2.1 Nature, e.g. landscape, seascape, flowers, 2.2 Still life, e.g. glassware 2.3 Scientific / medical / technical 2.4 Photo-documentary, e.g. social and corporate events 2.5 Portraiture 2.6 Product and Food
3. Camera systems and accessories	3.1. 35 mm SLR camera 3.2. 120 camera, view camera 3.3. Digital SLR cameras and digital back 3.4. Film and media 3.5. Range of lenses 3.6. Cable release 3.7. Tripods and lightstands 3.8. Light meter 3.9. Filters and color gels 3.10. Batteries, chargers and flashlights 3.11. Laptop, compact drives and card readers
4. Lighting equipment and techniques	4.1 Light sources 4.1.1 Natural light, e.g. sunlight, moonlight 4.1.2 Candle light and other ambient low light sources 4.1.3 Incandescent, tungsten, photoflood 4.1.4 Fluorescent lighting 4.1.5 Halogen and quartz 4.1.6 Ultraviolet and infra-red 4.1.7 Mercury vapor light 4.1.8 Electron 16 flash 4.2 Equipment 4.2.1 Portable photoflood and tungsten light systems 4.2.2 Portable electronic flash 4.2.3 Portable monobloc type system 4.2.4 Floor pack electronic flash system

VARIABLE	RANGE
	<ul style="list-style-type: none"> <li>4.2.5 Lighting modifying devices, including scrims, umbrellas, honeycombs and grids, soft boxes, reflectors, light absorbers</li> <li>4.2.6 Gobo</li> <li>4.2.7 Fiber optics</li> <li>4.2.8 Portable HMI or fluorescent light</li>   <li>4.3. Light sensitive materials <ul style="list-style-type: none"> <li>4.5.1 Different types of film and electronic sensors</li> <li>4.5.2 Response of light sensitive material to different color of light source</li> </ul> </li>   <li>4.6 Techniques <ul style="list-style-type: none"> <li>4.6.1 Ambient light and fill-in flash</li> <li>4.6.2 Painting with light</li> <li>4.6.3 Feathering the light</li> <li>4.6.4 Lighting glassware, metallic objects, translucent and textured surfaces</li> <li>4.6.5 Background effects</li> <li>4.6.6 Combined lighting and the illusion of movement</li> <li>4.6.7 White balance and custom color optimization for electronic sensors</li> <li>4.6.8 Various lighting patterns</li> <li>4.6.9 High key and low key lighting</li> </ul> </li> </ul>
5. Adjusting and / or calibrating camera setting for lighting	<ul style="list-style-type: none"> <li>5.1 Shutter speed</li> <li>5.2 Aperture</li> <li>5.3 Lens focal length</li> <li>5.4 ISO setting</li> <li>5.5 White balance (Digital)</li> <li>5.6 JPEG and or Raw (Digital)</li> <li>5.7 Image Quality and other Parameter setting (Digital)</li> </ul>
6. Exposure	<ul style="list-style-type: none"> <li>6.1. Incident / reflective readings</li> <li>6.2. Lighting ratio and brightness range readings</li> <li>6.3. Grey card readings</li> <li>6.4. Spot, center weighted, matrix, meter readings</li> <li>6.5. Histogram readings</li> <li>6.6. Off the film plane metering (TTL &amp; OTF metering)</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Selected appropriate camera and lighting equipment and associated accessories for specified subjects</p> <p>1.2 Applied range of lighting techniques for the specified subjects</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Knowledge of the ways in which a typical photo imaging studio is organized and practiced</p> <p>2.2 Knowledge of electromagnetic spectrum, color temperature and color synthesis</p> <p>2.3 Knowledge of photo imaging, lighting, including terminology and identification</p> <p>2.4 Knowledge of the ways in which light sensitive materials, including films and digital sensors, respond to light</p> <p>2.5 knowledge of the implications of light on exposure or light sensitive media</p> <p>2.6 Knowledge of physical properties and capabilities of the camera systems and lighting equipment used in the exposure of photographic film and digital sensors</p> <p>2.7 Occupational health and safety issues and procedures associated with lighting</p> <p>2.8 Knowledge of elements and principles of design</p> <p>2.9 Knowledge of other photographers, their work, ideas and techniques specially pertaining to lighting</p>
<p>3 Underpinning skills</p>	<p>3.1 Literacy skills sufficient to read and interpret written instructions, safety labels and procedures</p> <p>3.2 Numeracy skills sufficient to interpret technical charts and diagrams pertaining to a range of lighting procedures and techniques</p>
<p>4 Resource implications</p>	<p>The following resources MUST be provided</p> <p>4.1. Studio with complete lighting system</p> <p>4.2. Materials, resources and equipment needed to select, set up, adjust and apply camera and lighting systems</p>
<p>5. Method of assessment</p>	<p>Competency must be assessed through:</p> <p>5.1. Demonstration with oral questioning</p> <p>5.2. Interview</p> <p>5.3. Portfolio</p>
<p>6. Context for assessment</p>	<p>6.1 The assessment must provide for project or work activities that would allow the candidate to select and apply a range of lighting techniques for specified subjects</p>

UNIT COMPETENCY : **PERFORM POST CAPTURE PROCESSING**

UNIT CODE : **VSA313303**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use techniques for image processing and focuses on technical aspects including chemical and electronic processes. This unit refers to the use of specific equipment and techniques for making photo images.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement
1. Prepare work environment for post capture processing	1.1. <b>Work environment</b> is selected in order to meet requirements for specific processing tasks 1.2. Work environment is cleaned and maintained to remain safe during the production of work 1.3. <b>Equipment and materials</b> / software for processing work are correctly set up 1.4. Codes of practices are followed based on safety requirements of the workplace
2. Process images by analog or digital means	2.1. Digital files are downloaded in accordance with manufacturers' instructions 2.2. Negatives or files are organized into appropriate <b>folders</b> as per established practice 2.3. Work progress is accurately <b>documented</b> in accordance with workplace procedures
3. Test techniques to produce proof sheet(s)	3.1. Files or negatives are appropriately selected according to established practice 3.2. Appropriate techniques are applied to produce analog or digital proof sheets
4. Test techniques to make work-print(s) and screen images	4.1. Images from the proof sheets are selected that match the concept / required outcome 4.2. <b>Enhancement and printing techniques</b> are utilized to output work-print(s) or display and save on screen

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range Statement
5. Store photo images	5.1. <b><i>Storage media</i></b> are identified and selected based on work requirements 5.2. Stored photo images are catalogued, organized and backed up as per established practice
6. Restore work environment and equipment	6.1. Work area is safely dismantled after use based on standard operating procedures 6.2. Waste is minimized and disposed off in accordance with safety and health requirements 6.3. Equipment is cleaned and maintained in accordance with manufacturer's instructions 6.4. Equipment is stored in accordance with workplace procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work environment	1.1. Darkroom equipped with enlarger(s), film processing and developing requirements, appropriate lighting with managed electrical cabling and plumbing system safely installed, proper disposal of chemicals 1.2. Digital workplace equipped with computers, scanners, printers, storage for software, electrical cabling safely installed and managed, legitimate software
2. Equipment	2.1 Darkroom equipment 2.1.1 Enlarger(s) 2.1.2 Timer(s) 2.1.3 Trays 2.1.4 Tanks 2.1.5 Print tongs 2.1.6 Thermometer 2.1.7 Chemical mixing equipment 2.1.8 Water bath 2.1.9 Film Dryer  2.2 Digital equipment 2.2.1 Computer 2.2.2 Calibrated monitor 2.2.3 Film and flat bed scanners 2.2.4 Output devices 2.2.5 Digital camera 2.2.6 Discs and digital media storage cards 2.2.7 Card readers 2.2.8 Legitimate software 2.2.9 External media drives 2.2.10 Image recovery software 2.2.11 Digital asset management or Database

VARIABLE	RANGE
3. Materials	3.1. Materials for film photography 3.1.1. Chemicals for darkroom film processing and developing 3.1.2. Black and white films 3.1.3. Color transparencies and negatives 3.1.4. Storage folders 3.1.5. Photographic paper  3.2. Materials for digital photography 3.2.1. Memory card 3.2.2. Inkjet paper 3.2.3. Ink 3.2.4. Compact disc 3.2.5. Batteries and other power sources
4. Storage Media	4.1 Negative sleeves / jackets / folders 4.2 Desktop folders, electronic media transfer / storage devices / CD and DVD
5. Documenting the work progress	5.1 Visual diary 5.2 Diagrams 5.3 Recording procedures 5.3.1 Incident report 5.3.2 Job completion report 5.3.3 Equipment report 5.3.4 Materials report
6. Printing Techniques	6.1. Dodging 6.2. Burning 6.3. Density 6.4. Contrast 6.5. Color correction 6.6. Spotting and basic retouching 6.7. Using digital tool box functions 6.8. Using photo relevant menu

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Printed proof sheets / work prints / digital files</li> <li>1.2 Demonstrated the application of selected techniques consistent with concept / brief.</li> </ul>
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> <li>1.1 Characteristics of different materials (chemicals) under different treatment and the potential of these characteristics to achieve different effects</li> <li>1.2 Knowledge on work space requirement for photo imaging, including set up of work space for particular types of work</li> <li>1.3 Knowledge on capabilities of digital and darkroom equipment and their applications</li> <li>1.4 Copyright, moral rights and intellectual property issues and legislation associated with photo imaging work</li> <li>1.5 Environmental issues associated with the equipment and materials used in photo imaging work</li> <li>1.6 Organizational and legislative occupational health and safety procedures in relation to photo imaging work</li> <li>1.7 Elements and principles of design and how these may be used, adapted for image processing</li> <li>1.8 Traditional or modern practices to improve one's style in photography</li> <li>1.9 Self improvement through reading and research</li> </ul>
2 Underpinning skills	<ul style="list-style-type: none"> <li>1.1 Literacy skills sufficient to read and interpret written instructions, safety labels and procedures</li> <li>1.2 Numeracy skills sufficient to interpret technical charts /diagrams / graphs</li> </ul>
2 Resource implications	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> <li>4.1. Dark room (Analog)</li> <li>4.2. Computer with software (Digital)</li> <li>4.3. Materials, resources and equipment needed to process safely, enhance analog or digital photo-images and to store these images</li> </ul>
5. Method of assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Demonstration with oral questioning</li> <li>5.2. Interview</li> <li>5.3. Portfolio</li> </ul>
7. Context for assessment	<ul style="list-style-type: none"> <li>6.1 The assessment must provide for practical demonstration of skills using required equipment and materials for the production of proof sheets / work prints / digital files (s)</li> </ul>



UNIT COMPETENCY : **PRESENT FINISHED PRODUCTS**

UNIT CODE : **VSA313304**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to prepare finished images / prints based on specifications.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range Statement
1. Prepare photo images and material for final packaging	1.1 <b><i>Photo images and materials</i></b> are prepared according to <b><i>customers' requirements and specifications</i></b>  1.2 Editing software is used to convert images for print and other requirements
2. Select appropriate printing equipment	2.1. <b><i>Printing equipment</i></b> is selected in accordance with work requirements  2.2. Printing equipment is maintained as per manufacturer's instruction
3. Apply finishing touches	3.1. Finished products are assessed for imperfections and applied finishing touches as per established practice.  3.2. <b><i>Imperfections</i></b> are corrected using retouching materials or appropriate editing software
4. Package finished products	4.1. Finished products are properly labeled and packaged as per established practice  4.2. Finished products are delivered to customers on time

## RANGE OF VARIABLES

VARIABLE	RANGE
1 Photo images and materials	1.1 Photo images 1.1.1 digital files 1.1.2 Print / slides 1.2 Materials 1.2.1 Folder 1.2.2 Album 1.2.3 Tarpaulin/Billboards 1.2.4 Duratrans 1.2.5 T-Shirts 1.2.6 Porcelains 1.2.7 Posters 1.2.8 Publications and print ads 1.2.9 Disc 1.2.10 Website
2. Printing Equipment	2.1. Ink jet 2.2. Laser 2.3. Photolab 2.4. Offset Printing
3. Customer's requirements and specifications	3.1. Glass mount 3.2. Resizing and optimizing images 3.3. Canvas 3.4. Matting 3.5. Archival mounting 3.6. Vacuum pressed 3.7. Laminations 3.7.1. chemical 3.7.2. photo tac 3.7.3. plastic
4. Imperfections	4.1. Glare and unwanted spots 4.2. Scratches 4.3. Skin blemishes 4.4. Dust specks 4.5. Color discrepancies 4.6. Red eyes 4.7. Unwanted distortions

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared photo images and needed materials for final packaging</li> <li>1.2 Applied finishing touches and packaged finished products</li> <li>1.3 Handled properly finished products</li> </ul>
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> <li>2.1. Knowledge on different packaging materials and their characteristics</li> <li>2.2. Sources of these packaging materials</li> <li>2.3. Process of documentation, e.g. pricing and deadlines</li> <li>2.4. Customer service</li> <li>2.5. Knowledge on available software and other multimedia tools</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Communication and negotiation skills</li> <li>3.2. Interpersonal skills</li> </ul>
4. Resource implications	<p>The following resources MUST be provided</p> <ul style="list-style-type: none"> <li>4.1. Finished Product</li> <li>4.2. Software</li> <li>4.3. Packaging Materials</li> </ul>
5. Method of assessment	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Demonstration with oral questioning</li> <li>5.2. Interview</li> <li>5.3. Portfolio</li> </ul>
6. Context for assessment	<ul style="list-style-type: none"> <li>6.1. The assessment must provide for practical demonstration of skills in presenting finished products using available software and packaging materials</li> </ul>

## SECTION 3 TRAINING STANDARDS

These guidelines are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training program for PHOTOGRAPHY NC II

### 3.1 CURRICULUM DESIGN

Course Title: **PHOTOGRAPHY**

NC Level: **NC II**

Nominal Duration:

18-hours (Basic)  
 18-hours (Common)  
96-hours (Core)  
**132-hours**

Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills in operating camera and composing a subject, setting up studio lights, equipment and accessories, performing post-production stages, and presenting finished products in accordance with industry standards.

To obtain this, all units prescribed for this qualification must be achieved:

### BASIC COMPETENCIES

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

## COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Develop self as an Artist	1.1 Identify and apply strategies to develop appropriate skills in art practice 1.2 Use discussion and evaluation opportunities to develop technical and conceptual skills 1.3 Develop own style through exploring and experimenting with new ideas in making and/or interpreting work	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Individual/ Group assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/ Questioning</li> <li>• Individual/ Group project or report</li> </ul>
2. Develop and update industry knowledge	2.1 Identify and access key sources of information on the industry 2.2 Access, apply and share industry information 2.3 Update continuously relevant industry knowledge	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Individual/ Group assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/ Questioning</li> <li>• Individual/ Group project or report</li> </ul>
3. Perform computer operation	3.1 Identify and explain the functions, general features and capabilities of both hardware and software 3.2 Prepare and use appropriate hardware and software according to task requirements 3.3 Use appropriate devices and procedures to transfer files/ data 3.4 Produce accurate and complete data according to the requirements 3.5 Maintain computer system	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Tutorial or Self pace</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul>
4. Provide effective customer service	5.1 Apply effective verbal and non-verbal communication skills to respond to customer needs 5.2 Provide prompt and quality service to customer 5.3 Handle queries promptly and correctly in line with enterprise procedures 5.4 Handle customer complaints, evaluation and recommendations	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role play</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> </ul>

5. Select and prepare work for exhibition	5.1 Identify the organizer and its criteria for selection of work for exhibition 5.2 Select and organize work to submit for exhibition	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/questioning</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
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## CORE COMPETENCIES

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1. Operate camera and compose a subject	1.1 Operate the camera 1.2 Select and use lenses 1.3 Identify and explain techniques in composing a subject / image 1.4 Apply lighting techniques 1.5 Review images 1.6 Maintain and store equipment and materials	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Modular/Self paced</li> <li>• Peer teaching/Mentoring</li> <li>• Project Based Instruction</li> <li>• Distance Learning</li> <li>• Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of learner performing activity</li> <li>• Written test</li> <li>• Oral Assessment of individual presentation</li> <li>• Portfolio (sample of pictures taken)</li> </ul>
2. Set up studio lights, equipment and accessories	2.1. Identify and check lighting equipment 2.2. Prepare and set up studio lights and accessories 2.3. Apply appropriate lighting techniques and ratios 2.4. Maintain and store lighting equipment	<ul style="list-style-type: none"> <li>• Lecture/discussion/Demonstration</li> <li>• Modular/Self paced</li> <li>• Peer teaching/Mentoring</li> <li>• Project Based Instruction</li> <li>• Distance Learning</li> <li>• Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of learner performing activity</li> <li>• Written test</li> <li>• Oral Assessment of individual presentation</li> <li>• Demonstration</li> </ul>
3. Perform post capture processing	3.1. Prepare work environment for film or digital processing 3.2. Identify and use image editing software for post production 3.3. Apply retouching and enhancement techniques 3.4. Print photos	<ul style="list-style-type: none"> <li>• Lecture/discussion/Demonstration</li> <li>• Modular/Self paced</li> <li>• Peer teaching/Mentoring</li> <li>• Project Based Instruction</li> <li>• Distance Learning</li> <li>• Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of learner performing activity</li> <li>• Written test</li> <li>• Oral Assessment of individual presentation</li> <li>• Demonstration</li> </ul>

4. Present finished products	4.1. Identify and use appropriate materials and equipment for packaging and delivery 4.2. Perform quality check of finished product	<ul style="list-style-type: none"> <li>• Lecture/ discussion/ Demonstration</li> <li>• Modular/Self paced</li> <li>• Peer teaching/ Mentoring</li> <li>• Project Based Instruction</li> <li>• Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of learner performing activity</li> <li>• Written test</li> <li>• Oral Assessment of individual presentation</li> <li>• Demonstration</li> </ul>
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### 3.2 TRAINING DELIVERY

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

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

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

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

### **3.3 TRAINING ENTRY REQUIREMENTS**

Trainees or students wishing to enroll in this course should satisfy the following requirements:

- Be able to read, comprehend, and discuss printed information in English
- Be able to write simple statements, recognize numbers, and perform basic numeric calculations
- Must bring a film or digital SLR camera



### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS PHOTOGRAPHY NC II

Recommended list of tools, equipment and materials for the training of 25 trainees for Photography NC II.

TOOLS		EQUIPMENT		MATERIALS	
QTY	Description	QTY	Description	QTY	Description
1 set of each	Hand tools (Screw drivers, pliers, hammer, cutters, scissors, wrench)	6 units	DSLR camera	25 rolls each	(35 mm format) B&W, color negative and transparency films
		6 pcs	Zoom lenses, wide-telephoto		
		1 pc	Macro lens		
		3 units	35 mm film camera		
		1 unit	120 camera *	12 rolls each	(120 format) B&W, color negative and transparency films*
		1 pc	Standard lens		
		1 pc	Wide angle lens		
		1 pc	Tele-photo lens		
		3 pcs.	Tripods	5 sets	Chemicals for B&W processing and printing (Developers, stop bath, fixer, hypo-clearing agents, photoflo, toners)*
		1 pc	Light meter	1 box (50 sheets, 8 X 10)	B&W Photo papers*
		3 pcs	Cable release / Remote control	6 pcs. (1 GB)	Memory card
		6 pcs.	Lens hood	6 sets	Batteries, chargers

		2 sets	Filters – color correction filters, contrast filters, polarizing filters, special effects, neutral density	1 box ( 50 sheets, A4)	Photo inkjet paper
		6 pcs.	Portable electronic flash	3 sets	Ink of photo inkjet printer (Continuous Inking System)
		5 units	Portable monobloc electronic flash system	200 pcs.	Compact disc
		1 unit	Power pack electronic flash system	1 unit per room	Portable Fire Extinguishers
		10 pcs.	Light stands		
		1 set	Lighting modifying devices, including scrims, umbrellas, honeycombs and grids, soft boxes, reflectors, light absorbers	2 units	Whiteboard, markers, eraser, flip charts
		1 set	Portable photoflood and tungsten light system	1 pc.	OHP screen
		30 units	Computers	6 pcs of each	Tapes Electrical, Ducting tapes, Masking tapes, Scotch tapes, Packing Tapes, Double Adhesive)
		1 set	Darkroom equipment * <ul style="list-style-type: none"> <li>• Enlarger</li> <li>• Timer</li> <li>• Trays</li> <li>• Tanks</li> <li>• Print tongs</li> <li>• Thermometer</li> <li>• Chemical mixing equipment</li> </ul>		
		1 unit	Film enabled scanner	3 sets	Extension cord, adaptors (heavy duty)
		3 units	Photo Printers		
		1 unit	Flat screen monitor		
		2 units	LCD Projector		
		1 unit	Standby Generator		

\* **Optional** - equipment for high-end photography

### 3.5 TRAINING FACILITIES PHOTOGRAPHY NC II

Facility	Space (m)	Area (in sq. meters)	Total Area (in sq. meters)
A. AIRCONDITIONED STUDIO WITH SHOOTING AREA /LECTURE AREA	5.0 X10 X 3.0 (Ceiling Height)	50.00	50.00
B. LEARNING RESOURCE AREA / COMPUTER ROOM	4.0 x 6.0	24.00	24.00
C. TOOLS/STORAGE AREA	4.0 x 4.0	16.00	16.00
D. WASH, TOILET AND LOCKER ROOM	3.0 x 4.0	12.00	12.00
E. DARK ROOM *	3.0 X 3.0	9.00	9.00
F. ADMINISTRATIVE / RECEPTION AREA	4.0 x 6.0	24.00	24.00
<b>TOTAL</b>			<b>126.00</b>
CIRCULATION AREA		30% (A+B+C+D+E+F)	37.80
<b>TOTAL AREA</b>			<b>164.00</b>

\* **Optional** – facility for film processing

### 3.6 TRAINER'S QUALIFICATION FOR PHOTOGRAPHY NC II

#### TRAINER QUALIFICATION II (TQ II)

- Must have undergone training on Training Methodology II (TQ II)
- At least two (2) years in College Education
- Must be a holder of Photography NC II
- \*Must be computer literate
- \*Must have at least five (5) years job/industry experience

\* Optional: Only when required by the hiring institution  
Reference: TESDA Board Resolution No. 2004-03

### 3.7 INSTITUTIONAL ASSESSMENT

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

## SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1. To attain the National Qualification of PHOTOGRAPHY NC II, the candidate must demonstrate competence in all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2. The qualification of PHOTOGRAPHY NC II may be attained through accumulation of Certificates of Competency (COCs) in the following areas:
  - 4.2.1. Operate camera and compose a subject
  - 4.2.2. Set up studio lights, equipment and accessories
  - 4.2.3. Perform post capture processing
  - 4.2.4. Present finished products

Successful candidates shall be awarded Certificates of Competency (COCs).

- 4.3. Upon accumulation and submission of all COCs required for the relevant units of competency comprising a qualification, an individual shall be issued the corresponding National Certificate.
- 4.4. Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.5. The following are qualified to apply for assessment and certification:
  - 4.4.1 Graduates of formal, non-formal and informal including enterprise-based training programs
  - 4.4.2 Experienced Workers (wage employed or self-employed)
- 4.6. The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification and Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS).

## COMPETENCY MAP FOR VISUAL ARTS SECTOR

### CORE UNITS OF COMPETENCY

Operate camera and compose a subject	Present finished products	Set up technical / complicated lighting system	Innovate new photography techniques
Set up studio lights, equipment and accessories	Operate medium and large format camera	Update knowledge on camera hardware and software	Establish networks and markets in photography
Perform post capture processing	Use advance editing software	Manage operation of photography business	Train and supervise personnel in photography

### COMMON UNITS OF COMPETENCY

Develop self as an artist	Develop and update industry knowledge	Perform computer operations	Provide effective customer service	Select and prepare work for exhibition
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### BASIC UNITS OF COMPETENCY

Receive and Respond to Workplace Communication	Participate in Workplace Communication	Lead Workplace Communication	Use mathematical concepts and techniques	Develop Team and Individual
Work With Others	Work in a Team Environment	Lead Small Team	Solve Workplace Problems Related to Work Activities	Apply Problem Solving Techniques in the Workplace
Practice Career Professionalism	Practice Occupational Health and Safety	Develop and practice negotiation skills	Use relevant technologies	Plan and Organize Work

## DEFINITION OF TERMS

- **APERTURE** - A circle-shaped opening in a lens (a hole, really) through which light passes to strike the film. The aperture is usually created by an iris diaphragm that is adjustable, enabling the aperture to be made wider or narrower, thereby letting in more or less light. The size of the aperture is expressed as an 'f'-number, like 'f/8 or 'f/11.
- **ARTIFICIAL LIGHT** - Illumination that comes from a man-made source, such as electronic flash.
- **AUTOEXPOSURE** - Shutter speed and aperture are set automatically by the camera based on its interpretation of the camera's exposure meter readings. Some high-end cameras employ highly-sophisticated, computerized autoexposure systems that seem to be almost foolproof, whereas most consumer cameras' autoexposure systems work best in average lighting situations.
- **AUTOFOCUS** - Ability of a lens to focus automatically on an object within its focusing sensors.
- **BALANCE** - Compositional harmony of a scene based on the placement of elements of different sizes, shapes and colors.
- **BUILT-IN LIGHT METER** - A reflective exposure meter that is a built-in component of a camera.
- **CABLE RELEASE** - A flexible cable with a push-button on one end that, when depressed, forces a wire through the cable to depress a camera's shutter release button. The cable release attaches to the camera directly over the shutter release button. A cable release has minimal effect on camera movement, and is therefore especially handy for the photographer who wishes to avoid blur in time exposures.
- **CHARGE-COUPLED DEVICE** - Also known as a CCD, it is the light-sensitive device in many digital cameras (and scanners) that captures the image - i.e converts light entering the camera into digital data that can be recorded as a picture.
- **CLOSE-UP** - Generally, a picture of a subject that fills the frame, usually with the subject looking particularly close to the camera.
- **COLOR BALANCE** - (1) The manner in which color film reproduces a scene's colors under different types of lighting (daylight or tungsten). (2) The adjustment of colors in making color prints.
- **COMPOSITION** - The arrangement of the elements (subject and other objects) in a scene or photograph.
- **CONTRAST** - (1) the range of difference between highlights and shadow areas in an image. Many factors affect an image's contrast, including the degree of development and the contrast grade of the paper on which an image is printed. (2) The range of brightness in a scene or in the light striking a subject. (Sometimes contrast is also referred to as "Density.")

- DENSITY - The relative opacity (blackness) of an area of a negative, a transparency or a print. The greater the density, the less light can be transmitted through it. (Sometimes density is also referred to as "Contrast.")
- DEPTH OF FIELD - The range of distance in a scene that appears to be in focus and will be reproduced as being acceptably sharp in an image. Depth of field is controlled by the lens aperture, and extends for a distance in front of and behind the point on which the lens is focused.
- DEPTH OF FOCUS - A zone of focus in the camera. If an image is focused on a ground glass screen in a camera, depth of focus makes it possible to move the screen slightly backward or forward and still have the image in acceptable focus.
- DIFFUSED LIGHT or DIFFUSE LIGHTING - Light that is scattered and spread out as opposed to specular light. Diffused light is softer than direct light, with shadows that are less sharply-defined (lower contrast).
- DIGITAL CAMERA - A camera that takes pictures without film, but instead records the image on an image sensor chip in a format that is readable by a computer.
- DIGITAL ZOOM - Zoom effect in some digital cameras that is not true (optical) zoom, but is instead an enlargement of the information from the center of the CCD or CMOS (image sensor).
- ELECTRONIC FLASH - Artificial light source produced by an electrical discharge traveling between two electrodes through a gas-filled tube. The light from electronic flash is approximately the same color as daylight.
- ELEMENT - A single lens that is a component of a compound lens.
- EXPOSURE - (1) Exposure occurs when light is permitted to strike film - i.e. when the film is exposed to light. (2) Exposure is the total amount of light striking the film or other photographic material. (3) Also refers to a combination of shutter speed and aperture used in exposing the film in a camera, as in "My light meter shows an exposure of 1/125 second at  $f/11$ ." A particular aperture and shutter speed combinations are often referred to as "exposure settings." "Proper exposure" refers to exposure that produces an image satisfactory to the photographer.
- EXPOSURE METER - An instrument containing a light-sensitive cell used to measure the amount of light reflected from or falling on a subject. The measurement is usually expressed in shutter speed and aperture combinations that will render an acceptable exposure. (Also known as a light meter.)
- EXPOSURE SETTING - The aperture and shutter speed combination used to expose the film in a camera.
- f-NUMBER - ( $f$ -number) A number that expresses a lens' light-transmitting ability - i.e. the size of the lens opening. Usually found on the barrel of a lens,  $f$ -numbers indicate the size of the aperture in relation to the focal length of the lens. A smaller number indicates a

larger lens diameter.  $f/1.4$  signifies that the focal length of the lens is 1.4 times as great as the diameter. All lenses set at the same f-number transmit the same amount of light.

- *f*-stop - (*f*-stop) A lens aperture setting calibrated to an f-number.
- FIELD CAMERA - A type of camera known as the "field" or "baseboard" camera is essentially a portable view camera, because it functions in much the same way and with similar controls and features.
- FILTER - Tinted glass, gelatin or plastic discs, squares or rectangles that modify the light passing through them. Filters are used in photography to change the appearance of a scene by emphasizing, eliminating or changing color or density, generally so that the scene can be recorded with a more natural look, on a particular film.
- FISHEYE - Describes an extreme wide-angle lens that has an angle of view exceeding  $100^\circ$  - sometimes more than  $180^\circ$  - and that renders a scene as highly distorted.
- FIXED FOCAL LENGTH - Descriptive of the lens in a camera that has one lens only that cannot be interchanged for another lens and that cannot be zoomed.
- FLASH - (1) A brief, sudden burst of bright light from a flashbulb or an electronic flash unit; (2) An artificial light source that provides brief, bright illumination of a subject in order to properly expose photographic film; (3) Often used in reference to the actual unit that produces the flash, as in "My flash is built into my camera."
- FLASH METER - Exposure meter designed to measure the light from electronic flash.
- FOCAL LENGTH - Focal length is the distance between the focal point of a lens and the film plane when the lens is focused at infinity. It is used to designate the relative size and angle of view of a lens, expressed in millimeters (mm). A particular lens' focal length can generally be found engraved or printed on the front of the lens.
- FOCUS - (1) A point at which rays of light meet after being refracted or reflected. (2) Focal point of a lens. (3) The clear and sharply-defined condition of an image, as in "This image is in focus," meaning it is sharp and well-defined. (4) Adjustment of the distance setting on a lens to obtain a sharply-defined image.
- GELATIN - A nearly transparent substance, obtained by boiling animal tissue in water, used as (1) the medium for suspending light-sensitive silver halide crystals on photographic film, and (2) in the manufacture of gelatin filters.
- GOBO - A light-blocking device that falls under the general category of "Grip equipment." Generally used in a studio to prevent illumination from a studio light striking a portion of a scene. A "gobo" can be a simple piece of opaque cardboard or a sophisticated material in a specific shape, often a rectangle or square. "Barn doors" are gobos.
- LATITUDE - Commonly "Exposure latitude" - The range of brightness, including shadow detail, that a film can record in a single image before the highlights wash out or the shadows become muddy. Fast films generally have greater exposure latitude than slow films. Knowing a film's latitude lets you know how much exposure can be varied and still produce an acceptable image.



- **LENS** - A true “lens” is a single piece of glass (or other transparent substance) having one or more curved surfaces used in changing the convergence of light rays. What we commonly call a photographic lens is more accurately and technically called an “objective,” an optical device containing a combination of lenses that receive light rays from an object and form an image on the focal plane. However, dictionaries have come to accept the usage of the term “lens” to mean the entire photographic objective itself. A photographic lens will always be called a lens, even though it is not a lens, but has a lot of lenses in it. A camera lens collects and focuses rays of light to form an image on film.
- **LENS SPEED** - The widest aperture at which a lens can be set. A lens with a fast speed has a very wide maximum aperture, such as  $f/1.4$ , for example, and transmits more light than a lens with a slow lens speed, such as  $f/8$ .
- **LIGHT METER** - An instrument used to measure the amount of light reflected from or falling on a subject. The measurement is usually expressed in shutter speed and aperture combinations that will render an acceptable exposure. (Also known as an "Exposure meter.")
- **LOCATION** - A photography site that is outside of the studio. The often-heard term "shooting on location" refers to taking pictures at such a site.
- **MEMORY CARD** - A removable device for storing images taken by a digital camera.
- **OBJECTIVE** - An objective (or object lens, object glass, objective lens or photographic objective) is an optical system or device containing a combination of lenses that receive light rays from an object and form an image on the focal plane. A photographic lens is an objective.
- **OVER-EXPOSE** - Expose a photographic emulsion to more than light than is necessary for proper exposure.
- **PANNING** - Technique that involves taking a picture while moving the camera at a relatively slow shutter speed. It is almost always used when tracking a moving object, such as a race car, as it travels across the film plane. When properly carried out, the object is rendered relatively sharply while its surroundings are blurred.
- **PERSPECTIVE** - Technique of depicting volumes and spacial relationships (a scene in three-dimensions) on a flat surface (an image having two dimensions).
- **PHOTOGRAPHERS** - are frequently categorized based on the subjects they photograph. There are photographers of the subjects typical of paintings (landscape, still life, portrait, etc.) as well as documentary photographers, fashion photographers, and commercial photographers, etc. Some photographers specialize in a certain type of image, while others are generalists. The distinction between artistic photography and photojournalism or other types of photography and the associated techniques does not remove this personal aspect from the work of the great photographers.

- PHOTOGRAPHY- is both an artistic and technical job with which one can present his or her technical proficiency as well as beautifully composed images. A photographer uses his camera much the way an artist uses his brush, as a tool to capture his unique perspective of the world around him.
- PORTRAIT - A picture of a person or persons that captures their likeness, especially their face. (See Portrait photography.)
- PORTFOLIO - A collection of selected photographs intended to illustrate a photographer's style and range of photography, or in the case of a model's portfolio, a collection of photographs and/or tearsheets that demonstrate his or her modeling abilities and experience.
- POSE - The position assumed by a subject in relation to the camera, including the angling and placement of head, hands, feet, etc.
- PRINT - A photographic image printed on paper, generally a positive image made from a negative. (Also refers to a photograph of a model that appears in print - in a newspaper or magazine, for example.)
- RED EYE - An image in which a subject's irises are red instead of black. The red eye effect is caused by light from a flash traveling through the iris and illuminating the retina at the interior back of the eye— which is red in color due to its blood vessels — and the camera capturing that redness on film.
- TIFF - Tagged Image File Format - A standard digital image format for bitmapped graphics in an uncompressed state. The image files are much larger than compressed files, but can be opened in all image-processing programs.
- TIME EXPOSURE - An exposure with a duration of several seconds or longer, the timing of which is measured by the photographer.
- TRIPOD - A pole on a base of three legs to which a camera can be attached, providing support that eliminates or reduces camera movement, useful for sharp images when using slow shutter speeds or to show blur from a moving subject. The height of the pole and of the individual legs can usually be adjusted. Various models have different characteristics.
- VIEWFINDER - A viewing device on a camera used by the photographer to see the field of view taken in by the camera's lens and the portion of the view that will be recorded on film. (Also known as "Finder" or "Projected frame.")
- ZOOM - The action of varying the focal length of a zoom lens to enlarge (zoom in) or reduce (zoom out) the image.
- ZOOM LENS - A lens in which focal length is variable. Elements inside a zoom lens shift their positions, enabling the lens to change its focal length - in effect, providing one lens that has many focal lengths. (Also called a "Variable focus lens.")

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## List of Published Training Regulations

- Animal Production NC II
- Aquaculture NC II
- Automotive Body Painting/Finishing NC II
- Automotive Body Repair NC II
- Automotive Engine Rebuilding NC II
- Automotive Servicing NC II
- Bartending NC II
- Building Wiring Installation NC II
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- Tailoring NC II
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- Transport RAC Servicing NC II
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*These materials are available in both printed and electronic copies.*

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