COMPETENCY STANDARDS

FILM AND VIDEO POSTPRODUCTION LEVEL III

CREATIVE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX),
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SECTION 1   FILM AND VIDEO POSTPRODUCTION LEVEL III

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

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

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

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
CODE NO.	COMMON COMPETENCIES
CRE265201	Develop and update industry knowledge
CRE265202	Develop creative thinking, artistic skills and cultural awareness
CRE265203	Observe procedures, specifications and manuals of instructions
CRE265204	Operate equipment
CRE265205	Manage own performance
CRE265206	Maintain safe, clean and efficient work environment
CRE265207	Provide and maintain effective client relations

CODE NO.	CORE COMPETENCIES
CREXXXXXX	Prepare postproduction materials and facilities
CREXXXXXX	Build edits and materials for postproduction
CREXXXXXX	Create enhanced edits and materials for postproduction
CREXXXXXX	Wrap up postproduction

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

- ❑ Offline Editor
- ❑ Online Editor
- ❑ Associate/ Assistant Editor
- ❑ Audio Mixer
- ❑ Computer/ Motion Graphics Artist
- ❑ Junior Visual Effects Artist
- ❑ Junior/ Assistant Colorist
- ❑ Digital Image Technician (DIT)
- ❑ Audio Engineer
- ❑ Musical Scorer
- ❑ Foley Artist

SECTION 2 COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE   : 400311319

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	immediately 2.3 Constructive contributions are made to *workplace discussions* on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include but not limited to:

	2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: Case problem 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing
4. Context for Assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

UNIT CODE : **400311320**

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
2. Resource Implications	The following resources should be provided: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or task
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE **:** **400311321**

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

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Examined specific workplace challenges 1.2. Analyzed the causes of specific workplace challenges 1.3. Formulated resolutions to specific workplace challenges 1.4. Implemented action plans and communicated results on specific workplace challenges
2. Resource Implications	2.1 Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation 3.2 Case Formulation 3.3 Life Narrative Inquiry 3.4 Standardized Test The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
4. Context for Assessment	In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE   : 400311322

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are *elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Identify common issues in a multicultural and diverse environment	3.1 ***Diversity-related conflicts*** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards customers/ stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in: 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1.	Critical aspects of Competency	**Assessment requires evidence that the candidate**: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2.	Resource Implications	**The following resources should be provided:** 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3.	Methods of Assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4.	Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

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

UNIT CODE   :   400311323

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

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures 1.2 Opportunities and threats of the current systems, processes and procedures
2. Models of innovation	May include: 2.1 Seven habits of highly effective people 2.2 Five minds of the future concepts (Gardner, 2007) 2.3 Neuroplasticity and adaptation strategies
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation 4.2 Discussion 4.3 Clarification of goals 4.4 Negotiation towards a Win-Win outcome 4.5 Agreement 4.6 Implementation of a course of action 4.7 Effective verbal communication (See our pages: Verbal Communication and Effective Speaking) 4.8 Listening 4.9 Reducing misunderstandings as a key part of effective negotiation 4.10 Rapport Building 4.11 Problem Solving 4.12 Decision Making 4.13 Assertiveness 4.14 Dealing with Difficult Situations

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation 1.4 Assessed work procedures, processes and systems in terms of innovative practices 1.5 Generate practical action plans for improving work procedures, and processes 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning 1.7 Evaluated the effectiveness of the proposed action plans
2. Resource Implications	The following resources should be provided: 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Psychological and behavioral interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY   :   USE INFORMATION SYSTEMATICALLY

UNIT CODE   :   400311324

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

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY	:	**EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**
UNIT CODE	:	**400311325**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to interpret Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no breaktime, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of personal protective equipment (PPE) or other OSH procedures/policies/guidelines
2. OSH Indicators	May include: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/ symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment (PPE) 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH Metrics	May include: 4.1 Statistics on incidence of accidence and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identify OSH work practices issues relevant to work requirements 1.2. Identify gaps in work practices related to relevant OSH work standards 1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4. Receive OSH work instructions in accordance with workplace policies and procedures 1.5. Compare Observed OSH practices with against approved OSH work instructions 1.6. Assess findings regarding effectiveness based on OSH work standards
2. Resource Implications	**The following resources should be provided:** 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
4. Context for Assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace setting

UNIT OF COMPETENCY : **EVALUATE ENVIRONMENTAL WORK PRACTICES**

UNIT CODE : **400311326**

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

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

	assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel		

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Environmental Practices Issues	May include: 1.1　Water Quality 1.2　National and Local Government Issues 1.3　Safety 1.4　Endangered Species 1.5　Noise 1.6　Air Quality 1.7　Historic 1.8　Waste 1.9　Cultural
2. Environmental Indicators	May include: 2.1　Noise level 2.2　Lighting (Lumens) 2.3　Air Quality - Toxicity 2.4　Thermal Comfort 2.5　Vibration 2.6　Radiation 2.7　Quantity of the Resources 2.8　Volume

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

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

UNIT CODE   :   400311327

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

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

COMMON COMPETENCIES

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

UNIT CODE   **:**   **CRE265201**

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

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

RANGE OF VARIABLES

VARIABLE	RANGE

1. Sources of information	**May include:**
	1.1. Media
	1.2. Reference books
	1.3. Libraries
	1.4. Unions
	1.5. Industry associations
	    1.5.1. Mentors
	    1.5.2. Artist organizations
	    1.5.3. Technical organizations
	1.6. Industry journals
	1.7. Internet
	1.8. Personal observation and experience

2. Information to assist effective work performance	May include:
	2.1. Different sectors of the industry and the services available in each sector
	2.2. Awareness on different culture
	2.3. Relationship between the industry and other industries
	2.4. Industry working conditions
	2.5. Legislation that affects the industry
	    2.5.1 Dangerous Drug Act (DDA)
	    2.5.2 Intellectual Property Ownership (IPO)
	    2.5.3 Health and safety
	    2.5.4 Hygiene
	    2.5.5 Labor work practices
	    2.5.6 Workers' rights and compensation
	    2.5.7 Viewer advisory
	    2.5.8 Building and other related regulations
	    2.5.9 Other related legislations
	2.6. Guilds and associations
	2.7. Industrial relations issues and major organizations
	2.8. Career opportunities within the industry
	2.9. Work ethics
	2.10. Quality assurance

EVIDENCE GUIDE

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

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

UNIT CODE : CRE265202

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

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	improve artistic skills. 2.6. Work experiences and ideas are discussed to improve own practice. 2.7. Other artistic works are studied to stimulate the development of conceptual and artistic skills.		

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1. Working effectively with Assessor/Trainor 1.2. Participating in professional development activities 1.3. Participating in relevant groups or associations 1.4. Experimenting 1.5. Communicating with peers
2. Artistic Skills	May include: 2.1. Painting and drawing 2.2. Photography/videography/cinematography 2.3. Dance, body movements and body sculpture 2.4. Arts and crafts 2.5. Information technology, including relevant hardware and software 2.6. Creative interpretation/drama 2.7. Sound and music
3. Studies on arts and culture	May include: 3.1. Philippine arts and culture 3.2. Asian arts and culture 3.3. Western arts and culture 3.4. Philippine theater 3.5. Film history 3.6. Contemporary art and media 3.7. Other artistic and cultural fields
4. Learning objectives	May include: 4.1. Study guide 4.2. Discussion topic 4.3. Project brief 4.4. Research topic/agenda
5. Cultural immersion opportunities	May include: 5.1. Arts and cultural festivals 5.2. Exhibitions/screening/staging 5.3. Community events 5.4. Membership of specialization-specific organization 5.5. Cultural exchange programs 5.6. Workshop/Studio visitations

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1. Applied strategies to develop creative skills in art practice 1.2. Developed artistic skills and ideas 1.3. Generated studies on arts and culture
2. Resource implications	**The following resources should be provided:** 2.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice 2.2. Information about relevant artist, their work, ideas and techniques
3. Method of assessment	**Competency must be assessed through:** 3.1. Demonstration / Observation with oral questioning 3.2. Portfolio with interview
4. Context for assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE   :   **CRE265203**

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

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	requirements		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY :   OPERATE EQUIPMENT

UNIT CODE   :   CRE265204

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY :   MANAGE OWN PERFORMANCE

UNIT CODE   :   CRE265205

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	May be identified through: 1.1. Assignment Instructions 1.2. Verbal Instructions 1.3. Policy Documents 1.4. Project brief including timelines and schedules 1.5. Stipulated budget
2. Work plans and schedules	May include: 2.1. Gantt charts 2.2. Production schedule 2.3. Milestone and delivery dates
3. Resource management	May include: 3.1. Work and financial plan 3.2. Basic cash flow management and financial literacy 3.3. Others (time, manpower, materials/supplies, etc.)

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Planned for completion of own workload 1.2 Maintained quality of performance 1.3 Evaluated and assessed own work
2. Resource implications	**The following resources should be provided**: 2.1 Access to relevant venue, equipment and materials 2.2 Assignment Instructions 2.3 Logbooks 2.4 Calendar of activities 2.5 Sample liquidation and report of expenses
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration/observation with oral questioning
4. Context of assessment:	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **CRE265206**

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety and Health Regulations	May include: 1.1 Clean Air Act 1.2 National Building Code 1.3 Philippine Electrical Code 1.4 Fire Code of the Philippines 1.5 Waste management statutes and rules 1.6 Philippine Occupational Safety and Health Standards 1.7 DOLE OSH related issuances 1.8 ECC regulations
2. Policies and procedures	May include: 2.1 Hazard Policies and Procedures 2.2 Emergency, Fire and Accident Procedures 2.3 Personal Safety Procedures 2.4 Procedures for the Use of Personal Protective Equipment (PPE) 2.5 Hazard Identification 2.6 Job Procedures

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Complied with health and safety requirements 1.2 Assessed work area 1.3 Checked and maintained tools, equipment and resources
2. Resource implications	The following resources should be provided: 2.1 Access to relevant venue, tools, equipment and resources to perform the tasks 2.2 Required operating manual/s 2.3 Safety regulations 2.4 Relevant policies and procedures
3. Method of assessment	Competency in this unit may be assessed through: 3.1 Demonstration/Observation with oral questioning
4. Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY :   PROVIDE AND MAINTAIN EFFECTIVE CLIENT RELATIONS

UNIT CODE   :   CRE265207

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

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

ELEMENTS	PERFORMANCE CRITERIA *italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.9 Time management 2.10 Communication devices	
3. Strengthen relations with clients	3.1 Client expectations on quality, efficiency, punctuality and appearance are met. 3.2 Possible causes of client/customer dissatisfaction are identified, addressed and recorded according to employer policy 3.3 Clients are fully informed of any relevant concerns in a timely manner and according to agreed reporting procedures 3.4 ***Working guidelines and procedures*** between client and production are agreed upon and delivered	1.1 Interactive communication with others 1.2 Safe work practices 1.3 Culturally sensitive behavior in the workplace 1.4 Organizational policy and procedures 1.5 Common and accepted practices in the industry 1.6 Client requirements 1.7 Feedback mechanisms 1.8 Teamwork and collaboration 1.9 Time management 3.10 Communication devices	3.1. Effective communication skills 3.2. Non-verbal communication - body language 3.3. Good time management 3.4. Ability to work calmly and unobtrusively effectively 3.5. Presentation skills 3.6. Interpersonal skills/ social graces with sincerity 3.7. Attentive, patient and cordial

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal presence	May include: 1.1. Stance 1.2. Posture 1.3. Body Language 1.4. Demeanor 1.5. Grooming 1.6. Dress code/attire
2. Employer Standards	May include: 2.1. Organizational Policy and Procedures 2.2. Common and accepted practices in the industry
3. Interpersonal skills	May include: 3.1. Interactive communication 3.2. Public relation 3.3. Good working attitude 3.4. Sincerity 3.5. Pleasant disposition 3.6. Effective communication skills 3.7. Team player
4. Presentation skills	May include: 4.1. Visible work area 4.2. Portfolio 4.3. Project proposal
5. Client requirements	May include: 5.1. Client Needs Analysis 5.2. Scope to modify instructions/orders in light of changed 5.3. Situations 5.4. Project brief 5.5. Project script 5.6. Treatment and concept 5.7. Discussion with the client/customer 5.8. Timeline

6. Feedback mechanism	May include:
	6.1. Communication devices
	    6.1.1. Telephone
	    6.1.2. Mobile phone
	    6.1.3. Fax machine
	    6.1.4. Online correspondence
	6.2. Social media analytics
	6.3. Contact reports
	6.4. Focus Group Discussion
	6.5. Evaluation and Critiques
	6.6. Punch List

7. Working Guidelines and Procedures	May include: 7.1 Work order/ job order 7.2 Services contract or production agreement 7.3 Work plans and contingencies 7.4 Production timetables, schedules, and/or processes 7.5 Workflows and protocols

	7.6 Deliverables and outputs 7.7 Non-disclosure agreements and similar agreements

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1. Maintained a professional image 1.2. Identified and addressed client requirements 1.3. Strengthened relations with clients
2. Resource implications	**The following resources should be provided:** 2.1. Tools materials and equipment needed to perform the required tasks 2.2. References and manuals 2.3. Sample terms of reference
3. Methods of assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration/observation with oral questioning
4. Context for assessment	4.1. Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY: PREPARE POSTPRODUCTION MATERIALS AND FACILITIES

UNIT CODE : **CRE343XXXXXX**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Setup postproduction facility	1.1 *Postproduction facility* is set up in accordance with standard safety procedures, space availability and *production requirements*. 1.2 Production facility setup is achieved within the constraints of time, budget, working environment, and production requirements. 1.3 *Postproduction software* are updated to maintain compatibility with contemporary audio and video file formats. 1.4 Microphones are properly placed and patched inside the isolation booth.	1.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 1.2 Applied computer operation 1.3 Basic knowledge of computer and postproduction systems 1.4 Postproduction system configurations, patching, and layout based on manufacturer's and/or company specifications 1.5 Basic electrical and electronic safety procedures 1.6 Basic mathematical process of addition, subtraction, multiplication, and division 1.7 Basic Unit conversion 1.8 DOLE DO 198s2018 policies on OSH as applicable 1.9 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable	1.1 Operating computer systems with media and digital literacy skills 1.2 Handling and operating postproduction facilities, equipment, and materials 1.3 Maintaining clean and orderly workplace/ production environment 1.4 Demonstrating manual dexterity 1.5 Observing proper OSH procedures as applicable 1.6 Maintaining an ecologically friendly working practice and environment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.10 DOH guidelines on safety and health as applicable 1.11 Fundamental environmental awareness and conservation	

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Postproduction Facility	May include: 1.1 Editing suites or rooms/ spaces dedicated to postproduction 1.2 Edit workstations 1.3 Recording or isolation booths 1.4 Color grading suites 1.5 Preview or screening rooms
2. Production Requirements	This may include: 2.1 Storyboard 2.2 Script or similar guide 2.3 Project, technical, and/or creative direction/s from a qualified member of the production team such as director, writer, or producer 2.4 Project objective or final output requirement
3. Postproduction Software	May Include: 3.1 Non-linear editing software (e.g. Adobe Premiere, Final Cut Pro, Avid) 3.2 Graphics software (e.g. Adobe Photoshop, Photopea, Corel Draw) 3.3 Audio software (e.g. Sony Vegas, Adobe Audition, ProTools, LogicPro) 3.4 Specialized software (e.g. color grading software, animation software, plug ins, controllers, etc.)
4. Client	May include: 4.1 Corporate or business client 4.2 Advertising producer or account executive 4.3 Director, screenwriter, or producer 4.4 Commissioning client or customer 4.5 Postproduction Supervisor, Head Editor, or Traffic Coordinator 4.6 Instructor, trainer, teacher, or TVI coordinator
5. Client Meetings	May include: 5.1 Treatment and Concept consultations. 5.2 Definition of working guidelines to client for understanding and agreement purposes. 5.3 Project briefings for client and team members. 5.4 Presentations to Client any drafts or works in progress for preview or approval 5.5 Updates to Client regarding timeline or status of project execution. 5.6 Negotiations regarding services, fees, and contracts 5.7 Other activities, engagements, discussions, and coordination between the Production Team and the Client.

6. File format and/ or container	Formats may include: 6.1 Standard, High definition, or 4K 6.2 H.264, H265, or other CODECs 6.3 Compressed or Uncompressed 6.4 WAV, MP3, or AIFF audio Containers may include: 6.5 Video: MOV, AVI, MP4, WMV 6.6 Audio: WAV, AIFF, AAC, MP3 6.7 Graphics: PSD, JPG, PNG, TIFF
7. Postproduction Resources	May include: 7.1 Edit logs and shot lists 7.2 Library materials and lists 7.3 Stock visuals, graphics, and sound effects 7.4 Scripts 7.5 Guides and manuals 7.6 Sound reports 7.7 Camera logs
8. Postproduction System	May include: 8.1 Computer workstation used for postproduction 8.2 Software or applications used in postproduction 8.3 Peripherals, devices, or accessories added onto a primary system
9. Peripherals	May include: 9.1 Portable and fixed storage (e.g. hard drives, flash storage, solid state drives (SSDs)) 9.2 Control and input systems (e.g. mouse, tablet, control panel, mixers, drawing tablets) 9.3 Monitoring devices (e.g. headphones, video reference monitors, studio monitors)
10. Postproduction Materials	May include: 10.1 Project footage 10.2 Scores, music, and sound effects 10.3 Graphics and other visual material 10.4 Reference pegs and materials
11. Good Signal Flows	May include: 11.1 Clarity and/or level/ volume 11.2 No extraneous noises, defects, or disruptions 11.3 Information sent/ received is accurate or as intended by sender/ receiver

EVIDENCE GUIDE

1.	Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Aligned technical and creative directions and requirements with the Client 1.2 Established a functional and workable postproduction environment for the given production requirement 1.3 Observed safety measures applicable to worksite operation 1.4 Communicated effectively with others to ensure effective work operation

2.	Resource implications	**The following resources should be provided:**
		2.1 Computer system
		  2.5.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)
		  2.5.2 Image editing software (e.g. Adobe Photoshop)
		  2.5.3 Audio production software (e.g. ProTools, LogicPro, Ableton)
		  2.5.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)
		2.2 Workplace location
		2.3 Materials relevant to the unit of competency

3.	Methods of assessment	**Competency in this unit must be assessed through:** 3.1 Demonstration with oral questioning 3.2 Written examination 3.3 Practical examination
4.	Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY: **BUILD EDITS AND MATERIALS FOR POSTPRODUCTION**

UNIT CODE   **:**   **CREXXXXXX**

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

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.5 applicable 3.6 Applied computer operation and digital media literacy 3.7 Operation of video postproduction systems 3.8 Principles of editing and postproduction 3.9 Fundamental principles and language of film	3.4 production environment 3.5 Demonstrating manual dexterity 3.6 Executing work tasks in an efficient and orderly manner 3.7 Using editing and postproduction techniques

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

		harmony	4.9 Conveying ideas and information to others
			   4.9.1 Written
			   4.9.2 Verbal
			4.10 Planning and organizing activities and work tasks

RANGE OF VARIABLES

VARIABLE	RANGE

1. Assets	Also known as "materials"; may include, but are not limited to:
	  1.1 Raw or unedited video/ film footage
	  1.2 Pre-edited or archived video/ film footage
	  1.3 Graphic elements
	  1.4 Sound and audio files
	  1.5 Photographs
	  1.6 Printed materials

2. Storage Media	May include but are not limited to:
	  2.1 External or Internal Hard Drives
	  2.2 Flash Storage
	  2.3 Solid State Drive
	  2.4 DVD Discs
	  2.5 Blu-Ray Discs

3. Digital Audio Workstation (DAW)	May include, but are not limited to:
	  3.1 Audio production software
	  3.2 Microphone/s
	  3.3 Mixer/s
	  3.4 Audio Monitors
	  3.5 Rack-mounted effects processors

4. Transitions and Simple Composites	May include, but are not limited to:
	  5.1 Cross dissolves and fades
	  5.2 Wipes and fly-ins
	  5.3 Text and simple graphic overlays
	  5.4 Picture-in-picture effects
	  5.5 Split screens
	  5.6 Preset filters and effects

5. Graphic Elements	May include, but are not limited to:
	  6.1 Image files: JPEG, PNG, etc.
	  6.2 Photographs and printed material
	  6.3 Graphic Designs and Illustrations
	  6.4 2D and 3D animated elements produced in other software
	  6.5 Computer-generated images such as backgrounds, composites, and overlays

6. Design Software	May include, but are not limited to: 6.1 Paint: e.g. Adobe Photoshop, Photopea 6.2 Illustration: e.g. Adobe Illustrator, Corel Draw 6.3 Animation: e.g. ToonBoom, Maya, Unity 6.4 Compositing: e.g. Adobe After Effects 6.5 Color grading: e.g. DaVinci Resolve, Magic Bullet Colorista	

EVIDENCE GUIDE

1.	Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Operated software and equipment effectively in the postproduction facility to create edits and postproduction materials 1.2 Executed the requirements of a client or production task creatively and efficiently 1.3 Observed safety measures applicable to worksite operation 1.4 Communicated effectively with others to ensure effective work operation

2.	Resource implications	**The following resources should be provided:**
		2.1 Computer system
		    2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)
		    2.2.2 Image editing software (e.g. Adobe Photoshop)
		    2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton)
		    2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)
		2.2 Workplace location
		2.3 Materials relevant to the unit of competency

3.	Methods of assessment	**Competency in this unit must be assessed through:** 3.1 Demonstration with oral questioning 3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience
4.	Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY: **CREATE ENHANCED EDITS AND MATERIALS FOR POSTPRODUCTION**

UNIT CODE **:** **CREXXXXXX**

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

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Grade colors on a project	2.1 Colors and footage are corrected and enhanced according to production requirements. 2.2 A visual look is designed utilizing a color palette. 2.3 Footage and assets on the edit timeline are color graded according to the approved color palette.	2.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 2.2 DOLE DO 198s2018 policies on OSH as applicable 2.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 2.4 DOH guidelines on safety and health as applicable 2.5 Applied computer operation and digital media literacy 2.6 Applied knowledge of computer and postproduction systems 2.7 Principles of art and design 2.8 Color theory 2.9 Color theory as applied to films and other media products	2.1 Operating computer systems with media and digital literacy skills 2.2 Handling and operating postproduction facilities, equipment, and materials 2.3 Maintaining clean and orderly workplace/ production environment 2.4 Demonstrating manual dexterity 2.5 Executing work tasks in an efficient and orderly manner 2.6 Producing creative and compelling work and outputs
3. Develop a soundscape	3.1 OMF data files are assembled onto the edit timeline according to production requirements or creative direction. 3.2 Environmental and Sound Effects are created and recorded for *Foley* according to production requirements. 3.3 Musical score is introduced enhance mood and emotion in the project according to production requirements or creative direction.	3.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 3.2 DOLE DO 198s2018 policies on OSH as applicable 3.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 3.4 DOH guidelines on safety and health as applicable 3.5 Applied computer operation and digital	3.1 Operating computer systems with media and digital literacy skills 3.2 Handling and operating postproduction facilities, equipment, and materials 3.3 Maintaining clean and orderly workplace/ production environment 3.4 Demonstrating manual dexterity 3.5 Executing work tasks in an efficient

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 A Soundscape is developed using varying elements of sound and music.	media literacy 3.6 Applied knowledge of computer and postproduction systems 3.7 File and data management procedures and protocols 3.8 Applied recording techniques 3.9 Basic Foley techniques and Foley production 3.10 Fundamental sound design principles 3.11 Applied sound theory 3.12 Applied music and music psychology theory 3.13 Sound and Music theory as applied to films and other media products	and orderly manner 3.6 Producing creative and compelling work and outputs
4. Composite computer-generated imagery	4.1 *Animatics* for visual effects and composite edits are created using low-resolution materials. 4.2 Overlay, blending, and/or keying effects are utilized to create composite edits according to production requirements or creative direction. 4.3 Visual effects using compositing techniques are created according to production requirements. 4.4 *"Invisible" visual effects* and other visual enhancements are performed and implemented according to creative direction.	4.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 4.2 DOLE DO 198s2018 policies on OSH as applicable 4.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 4.4 DOH guidelines on safety and health as applicable 4.5 Applied computer operation and digital media literacy 4.6 Applied knowledge of computer and postproduction systems 4.7 Applied blending and compositing	4.1 Operating computer systems with media and digital literacy skills 4.2 Handling and operating postproduction facilities, equipment, and materials 4.3 Maintaining clean and orderly workplace/ production environment 4.4 Demonstrating manual dexterity 4.5 Executing work tasks in an efficient and orderly manner 4.6 Producing creative and compelling work and outputs

		techniques	
		4.8 Fundamental animation principles	
		4.9 Fundamental graphics and motion graphics techniques	
		4.10 Fundamental visual effects production and compositing techniques	
		4.11 Visual effects theory, principles, and techniques as applied in film and media products	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Animatics	May include: 1.1 Low-resolution renders 1.2 Animated storyboards 1.3 Proxy effects or materials
2. "Invisible" Visual Effects	May include: 2.1 Background replacement or enhancement such as adding clouds or mountains in the distance 2.2 Erasures such as removing screen elements such as stunt rigging, wires, or bystanders 2.3 Multiplications such as creating anonymous crowds or large armies 2.4 Insertions such as adding extras, street elements, or building textures 2.5 Enhancements such as making eyes larger or adding abdominal muscles

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Operated software and equipment effectively in the postproduction facility to create edits and postproduction materials 1.2 Executed the requirements of a client or production task creatively and efficiently 1.3 Utilized advanced functions of the postproduction system to achieve complex or enhanced edits and materials 1.4 Observed safety measures applicable to worksite operation 1.5 Communicated effectively with others to ensure effective work operation

2. Resource implications	**The following resources should be provided:**
	2.1 Computer system
	    2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)
	    2.1.2 Image editing software (e.g. Adobe Photoshop)
	    2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton)
	    2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)
	2.2 Workplace location
	2.3 Materials relevant to the unit of competency

3. Methods of assessment	**Competency in this unit must be assessed through:** 3.1 Demonstration with oral questioning 3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience
4. Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY: **WRAP UP POSTPRODUCTION**

UNIT CODE   :   **CREXXXXXX**

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

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

1. Manage client revisions and inputs	1.1 An offline edit is produced and previewed by client according to production requirements.
	1.2 Presentation skills are used to communicate creative and technical decisions in the edit made by the editor in line with production requirements and creative direction.
	1.3 Client's *revisions and inputs* are addressed and incorporated into the edit according to the agreements between client and production team.
		1.1 Company rules, regulations, and standards regarding clients and client relations
		1.2 Basic interpersonal communication and culturally and gender sensitive behavior
		1.3 Basic production terminology, processes, workflows, and protocols
		1.4 Fundamental knowledge on laws and policies as applicable
		  1.4.1 MTRCB
		  1.4.2 PANA, 4As
		  1.4.3 KBP, Media Code
		  1.4.4 Business laws
		  1.4.5 Intellectual Property Code
		1.5 Common and contemporary output postproduction formats and containers
			1.1 Communicating effectively with:
			  a. Verbal skills
			  b. Non-verbal skills
			1.2 Applying effective time management
			1.3 Practicing professional workplace interaction and etiquette
			1.4 Communicating ideas and information to others
			  a. Written
			  b. Verbal
			1.5 Planning and organizing activities and work tasks
			1.6 Conducting one's self with cultural and gender sensitivity

2. Mix-down and master audio	2.1 Audio busses are used to organize channels according to workflow protocols and production requirements. 2.2 Levels and sound properties of tracks are adjusted using different audio plugins	2.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 2.2 DOLE DO 198s2018 policies on OSH as applicable 2.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for	2.1 Operating computer systems with media and digital literacy skills 2.2 Handling and operating postproduction facilities, equipment, and materials 2.3 Maintaining clean

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 according to industry standards and creative direction. 2.4 Audio tracks are mastered and bounced according to production requirements.	Film and Audiovisual Industry productions as applicable 2.4 DOH guidelines on safety and health as applicable 2.5 Applied computer operation and digital media literacy 2.6 Applied knowledge of computer and postproduction systems 2.7 File and data management procedures and protocols 2.8 Applied audio postproduction techniques 2.9 Applied sound theory 2.10 Fundamental mixing techniques 2.11 Fundamental audio mastering techniques	2.4 and orderly workplace/ production environment 2.5 Demonstrating manual dexterity 2.6 Executing work tasks in an efficient and orderly manner 2.7 Producing creative and compelling work and outputs
3. Render and export final outputs	3.1 All final and full-resolution *external assets* are integrated and synched into an *online edit* according to production requirements. 3.2 Subtitles and *metadata* are produced, finalized, and integrated using appropriate encoding software. 3.3 The online edit timeline is rendered, *mastered*, and *exported* for distribution or screening according to client's needs or production requirements. 3.4 Final output is subject to visual and auditory review and quality control along company	3.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities 3.2 DOLE DO 198s2018 policies on OSH as applicable 3.3 Inter-Guild Alliance (IGA) 2020 Health and Safety protocols for Film and Audiovisual Industry productions as applicable 3.4 DOH guidelines on safety and health as applicable 3.5 Applied computer operation and digital media literacy 3.6 Basic knowledge of computer and postproduction systems 3.7 Postproduction system	3.1 Operating computer systems with media and digital literacy skills 3.2 Handling and operating postproduction facilities, equipment, and materials 3.3 Maintaining clean and orderly workplace/ production environment 3.4 Demonstrating manual dexterity 3.5 Executing work tasks in an efficient and orderly manner 3.6 Producing work outputs that are up to technical and artistic standards

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and industry standards		

	on quality.	configurations, patching, and layout based on manufacturer's and/or company specifications
		3.8 Common and contemporary output postproduction file formats and containers
		3.9 File and data management procedures and protocols
		3.10 Relevant technical standards as applicable:
		  3.10.1 KBP
		  3.10.2 Broadcast Networks (e.g. GMA)
		  3.10.3 Online Media (e.g. YouTube, Vimeo, Twitch)
		  3.10.4 MTRCB
		  3.10.5 PANA, 4As
		  3.10.6 SMPTE
		3.11 Fundamental knowledge on laws and policies as applicable
		  3.11.1 MTRCB
		  3.11.2 PANA, 4As
		  3.11.3 KBP, Media Code
		  3.11.4 Business laws
		  3.11.5 Intellectual Property Code	

4. Close-out postproduction cycle	4.1 The exported project is played back to ensure working condition and compatibility on an ***independent playback system.***
	4.2 Final output is turned over to the Client using company protocols and
		4.1 Company rules and regulations, standards and operating procedures regarding postproduction facilities
		4.2 Company rules, regulations, and standards regarding clients and client relations
			4.1 Communicating effectively with:
			  a. Verbal skills
			  b. Non-verbal skills
			4.2 Applying effective time management
			4.3 Practicing professional workplace

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Revisions and Inputs	May include: 1.1 sequencing or order 1.2 data or information accuracy 1.3 spelling or other minor mistakes 1.4 color, effect, transition, or edit assembly 1.5 score, sound effects, or other audio concern 1.6 duration, pace, or rhythm
2. External Assets	May include: 2.1 Audio files and tracks 2.2 Animations and computer-generated imagery 2.3 Graphics and images 2.4 Color-graded footage
3. Metadata	May include: 3.1 Producer/ client/ ownership information 3.2 Technical data and information (e.g. resolution, bitrate, camera data, etc.) 3.3 Subtitle file and language information 3.4 Geographic information 3.5 Internet search tags and keywords
4. Exporting	May include: 4.1 Data files (AVI, MOV, MP4, etc.) 4.2 DVD or Blu-Ray Discs 4.3 Uploads to social media or streaming service/s (e.g. YouTube, Vimeo) 4.4 Encoding onto DCP (Digital Cinema Package) for commercial screening
5. Independent playback system	May include: 5.1 Non-networked computer or laptop 5.2 Computer system other than editing system or postproduction system 5.3 Portable or mobile device 5.4 Projection or screening room 5.5 TV, DVD, or Blu-Ray player

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Operated software and equipment effectively in the postproduction facility to create a postproduction output 1.2 Managed the production of requirements of a client or production task creatively and efficiently 1.3 Observed safety measures applicable to worksite operation 1.4 Communicated effectively with others to ensure effective work operation

2. Resource implications	**The following resources should be provided:**
	2.1 Computer system
	    2.1.1 Postproduction software (e.g. Premiere, Final Cut Pro, Vegas, etc.)
	    2.1.2 Image editing software (e.g. Adobe Photoshop)
	    2.1.3 Audio production software (e.g. ProTools, LogicPro, Ableton)
	    2.1.4 Production peripherals (e.g. microphones, monitors, drawing tablets, mixers, and the like)
	2.2 Workplace location
	2.3 Materials relevant to the unit of competency

3. Methods of assessment	**Competency in this unit must be assessed through:** 3.1 Demonstration with oral questioning 3.2 Portfolio of works with interview for those with minimum 3 years' relevant industry experience
4. Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINEE ENTRY REQUIREMENTS AND TRAINER'S QUALIFICATION AND LIST OF TOOLS, EQUIPMENT AND MATERIALS

3.1 TRAINEE ENTRY REQUIREMENTS:

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

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

3.2 TRAINER'S QUALIFICATION

- Must be a film/ video production industry practitioner with at least three (3) years' experience in postproduction either in film, corporate video, television, or other similar disciplines
- Must have at least one (1) year teaching experience in a formal education Institution (school, college, or university), or in a professional training operation, department, or TVI
- Must possess good communication skills
- Must be digitally literate

3.3 LIST OF TOOLS, EQUIPMENT AND MATERIALS

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

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

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

EQUIPMENT	
QTY	**DESCRIPTION**
25 units	Desktop Editing Computers with the highest possible specifications particularly: - Processor Speed - RAM - Video Graphics Card RAM - Internal Storage (system) Internal Storage (data)
25 units	Minimum 21" computer monitor or larger (dual 17" or larger systems are recommended but not required)
50	External hard drives (high capacity SSD)
25	RAID 5 storage systems (optional or in lieu of portable external drives)
1	Audio recording booth or system including: - Microphones - Mixer - Monitors and headsets - Acoustic treatment or soundproofing (optional but highly recommended)
1	High Lumens projector or min. 55" LED TV for demonstrations and screenings
1	Audio system (minimum Stereo or 2.1) per teaching space

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

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