TRAINING REGULATIONS

LIGHTING FOR
LIVE PERFORMANCES NC II

CREATIVE SECTOR

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

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

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

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

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

Each TR has four sections:

Section 1   **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.

Section 2   **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element.   These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner.   These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.

Section 3   **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification.   The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.

Section 4   **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

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SECTION 1   LIGHTING FOR LIVE PERFORMANCES NC II QUALIFICATION

The **LIGHTING FOR LIVE PERFORMANCES NC II** qualification consists of competencies that a person must achieve to prepare, set up, operate and dismount lighting equipment.

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

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
400311210	Participate in workplace communication
400311211	Work in a team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

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
CRE343301	Prepare lighting equipment, tools and supplies
CRE343302	Set-up lighting equipment according to the lighting plan
CRE343303	Operate and monitor the lighting system
CRE343304	Dismount, maintain and store lighting equipment

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

❑ Lighting Technician
❑ Lighting Operator
❑ Lights Crew
❑ Lighting Electrician

SECTION 2 COMPETENCY STANDARDS

This section gives the details and contents of the units of competency required in **LIGHTING FOR LIVE PERFORMANCES NC II**. These units of competency are categorized into basic, common and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY :   PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE   :   400311210

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

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from **appropriate sources** 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate **medium** is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and **storage** of information are used	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work- related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 1.9 Interpersonal skills in the workplace 2.0 Active-listening skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.7 Personal interaction is carried out clearly and concisely		
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction are followed based on established procedures 2.3 Feedback is given to workplace supervisor based instructions/ information received 2.4 *Workplace interactions* are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from *appropriate sources* 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/querying 2.9 Skills in reading for information 2.10 Skills in locating

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Complete relevant work related documents	3.1 Range of **forms** relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Prepared written communication following standard format of the organization 1.2. Accessed information using workplace communication equipment/systems 1.3. Made use of relevant terms as an aid to transfer information effectively 1.4. Conveyed information effectively adopting formal or informal communication
2. Resource Implications	**The following resources should be provided:** 2.1. Fax machine 2.2. Telephone 2.3. Notebook 2.4. Writing materials 2.5. Computer with Internet connection
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration with oral questioning 3.2. Interview 3.3. Written test 3.4. Third-party report
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through an accredited institution

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

UNIT CODE   **:   400311211**

UNIT DESCRIPTOR   **:** This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The *role and objective of the team* is identified from available *sources of information* 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available *sources of information* 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on *workplace context* 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Worked in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job
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 tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork 3.4 Socio-drama and socio-metric methods 3.5 Sensitivity techniques 3.6 Written Test
4. Context for Assessment	4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS

UNIT CODE   : 400311212

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1 Routine **problems or procedural problem** areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, **documented**, ranked and presented to *appropriate person* for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are **planned** 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Determined the root cause of a routine problem 1.2 Identified solutions to procedural problems. 1.3 Produced documentation that recommends solutions to problems. 1.4 Followed established procedures. 1.5 Referred unresolved problems to support persons.
2. Resource Implications	2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Case Formulation 3.2 Life Narrative Inquiry 3.3 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.
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 : **DEVELOP CAREER AND LIFE DECISIONS**

UNIT CODE : 400311213

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes in managing one's emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Manage one's emotion	1.1 **Self-management strategies** are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and **unpleasant situation i**n the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

EVIDENCE GUIDE

1.	Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2.	Resource Implications	**The following resources should be provided:** 2.1 Access to workplace and resource s 2.2 Case studies
3.	Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving work improvement and sustainability issues 3.3 Third-party report
4.	Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : **CONTRIBUTE TO WORKPLACE INNOVATION**

UNIT CODE : **400311214**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better.	1.1 **Opportunities for improvement** are identified proactively in own area of work. 1.2 **Information** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Types of changes and responsibility. 1.4 Seven habits of highly effective people.	1.1 Identifying opportunities to improve and to do things better. Involvement. 1.2 Identifying the positive impacts and the challenges of change and innovation. 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 **People who could provide input** to ideas for improvements are identified. 2.2 Ways of approaching people to begin sharing ideas are selected. 2.3 Meeting is set with relevant people. 2.4 Ideas for follow up are review and selected based on feedback. 2.5 **Critical inquiry method** is used to discuss and develop ideas with others.	2.1 Roles of individuals in suggesting and making improvements. 2.2 Positive impacts and challenges in innovation. 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people.	2.1 Identifying opportunities to improve and to do things better. Involvement. 2.2 Identifying the positive impacts and the challenges of change and innovation. 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings.

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Integrate ideas for change in the workplace.	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 **Reporting skills** are likewise used to communicate results. 3.4 **Current Issues and concerns** on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements. 3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Opportunities for improvement	May include: 1.1 Systems. 1.2 Processes. 1.3 Procedures. 1.4 Protocols. 1.5 Codes. 1.6 Practices.
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders. 3.2 Managers. 3.3 Specialists. 3.4 Associates. 3.5 Researchers. 3.6 Supervisors. 3.7 Staff. 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry. 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate 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 is 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.

5. Reporting skills	May include: 5.1 Data management. 5.2 Coding. 5.3 Data analysis and interpretation. 5.4 Coherent writing. 5.5 Speaking.

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Identified opportunities to do things better. 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation. 1.3 Integrated ideas for change in the workplace. 1.4 Analyzed and reported rooms for innovation and learning in the workplace.
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 :   PRESENT RELEVANT INFORMATION

UNIT CODE   :   400311215

**UNIT DESCRIPTOR   :   This unit of covers the knowledge, skills and attitudes
required to present data/information appropriately.**

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Gather data/ information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/ procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct
2. Assess gathered data/ information	2.1 Validity of data/ information is assessed 2.2 Analysis techniques are applied to assess data/ information. 2.3 Trends and anomalies are identified 2.4 *Data analysis techniques* and procedures are documented 2.5 Recommendations are made on areas of possible improvement.	2.1 Business mathematics and statistics 2.2 Data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures relating to the conduct of evaluations 2.5 Organisational values, ethics and codes of conduct	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/ procedures 2.3 Reporting requirements to a range of audiences 2.4 Stating legislation, policy and procedures relating to the conduct of evaluations 2.5 Stating organisational values, ethics and codes of conduct

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Record and present information	3.1 Studied data/information are recorded. 3.2 Recommendations are analysed for action to ensure they are compatible with the project's scope and terms of reference. 3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset. 3.4 Findings are presented to stakeholders.	3.1 Data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Legislation, policy and procedures relating to the conduct of evaluations 3.4 Organisational values, ethics and codes of conduct	3.1 Describing data analysis techniques/ procedures 3.2 Reporting requirements to a range of audiences 3.3 Stating legislation, policy and procedures relating to the conduct of evaluations 3.4 Stating organisational values, ethics and codes of conduct practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Data analysis techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied studied data/information These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.
2. Resource Implications	**Specific resources for assessment** 2.1. Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Written Test 3.2. Interview 3.3. Portfolio 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.
4. Context for Assessment	4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

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

UNIT CODE   : 400311216

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify OSH compliance requirements	1.1 Relevant *OSH requirements, regulations, policies and procedures* are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to *appropriate personnel* 1.3 *OSH preventive and control requirements* are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls 1.3. Hazard Prevention and Control 1.4. General OSH principles 1.5. Work standards and procedures 1.6. Safe handling procedures of tools, equipment and materials 1.7. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2. General OSH principles 2.3. Work standards and procedures 2.4. Safe handling procedures of tools, equipment and materials 2.5. Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 *Non-compliance work activities* are reported to *appropriate personnel*	3.1. OSH work standards 3.2. Industry related work activities 3.3. General OSH principles 3.4. OSH Violations Non-compliance work activities	3.1 Communication skills 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Permit to Operate 1.6 Philippine Occupational Safety and Health Standards 1.7 Department Order No. 13 (Construction Safety and Health) 1.8 ECC regulations
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself
3. OSH Preventive and Control Requirements	May include: 3.1 Resources needed for removing hazard effectively 3.2 Resources needed for substitution or replacement 3.3 Resources needed to establishing engineering controls 3.4 Resources needed for enforcing administrative controls 3.5 Personal Protective equipment
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: 4.1 Violations that may lead to serious physical harm or death 4.2 Fall Protection 4.3 Hazard Communication 4.4 Respiratory Protection 4.5 Power Industrial Trucks 4.6 Lockout/Tag-out 4.7 Working at heights (use of ladder, scaffolding) 4.8 Electrical Wiring Methods 4.9 Machine Guarding 4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Convey OSH work non-conformities to appropriate personnel 1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5. Execute work activities in accordance with OSH work standards 1.6. Report OSH activity non-compliance work activities to appropriate personnel
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
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

UNIT CODE : **400311217**

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol **1.3** Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established ***environmental work procedures***	1.1. Importance of Environmental Literacy 1.2. Environmental Work Procedures 1.3. Waste Minimization 1.4. Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to *appropriate personnel* 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Measured required resource utilization in the workplace using appropriate techniques 1.2. Recorded data in accordance with workplace protocol 1.3. Identified causes of inefficiency and/or ineffectiveness through deductive reasoning 1.4. Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures 1.5. Report efficiency and effectives of resource utilization to appropriate personnel 1.6. Clarify feedback on information/concerns raised with appropriate personnel
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace 2.2 Tools, materials and equipment relevant to the tasks 2.3 PPE 2.4 Manuals and references
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY : **PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

UNIT CODE : **400311218**

UNIT DESCRIPTOR : This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Apply entrepreneurial workplace best practices	1.1 **Good practices** relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in **resource utilization** are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourcefulness	1.1 Communication skills 1.2 Complying with quality procedures
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to **appropriate person**. 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: • Patience • Honesty • Quality-consciousness • Safety-consciousness • Resourcefulness	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol

ELEMENTS	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 3.3 Constructive contributions to office operations are made according to enterprise requirements. 3.4 Ability to work within one's allotted time and finances is sustained.	3.1 Optimization of workplace resources 3.2 5S procedures and concepts 3.3 Criteria for cost-effectiveness 3.4 Workplace productivity 3.5 Impact of entrepreneurial mindset to workplace productivity 3.6 Ways in fostering entrepreneurial attitudes: • Quality-consciousness • Safety-consciousness	3.1 Implementing preservation and optimizing workplace resources 3.2 Observing judicious use of workplace tools, equipment and materials 3.3 Making constructive contributions to office operations 3.4 Sustaining ability to work within allotted time and finances

RANGE OF VARIABLES

VARIABLE	RANGE
1.Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2.Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.

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
	   2.3.1 Enterprise procedures manuals
	   2.3.2 Company quality policy

3. Methods of Assessment	**Competency in this unit should be assessed through:** 3.1 Interview 3.2 Third-party report
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 individuals in a creative endeavor members 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 requirements	4.1 Types of manuals 4.2 Manual storing and maintaining procedures	4.1 Storing and maintaining manuals

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY :   OPERATE EQUIPMENT

UNIT CODE   :   CRE265204

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

ELEMENTS	PERFORMANCE CRITERIA *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 Clothing and Equipment 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 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 Attentive, patient and cordial

ELEMENTS	PERFORMANCE CRITERIA *italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify and address client requirements	2.1 ***Client requirements*** are identified and addressed according to job assignments 2.2 Changes in client's needs and requirements are monitored and addressed professionally. 2.3 ***Feedback mechanisms*** are used to address client requirements.	2.1 Interactive communication with others 2.2 Safe work practices 2.3 Culturally sensitive behavior in the workplace 2.4 Organizational policy and procedures 2.5 Common and accepted practices in the industry 2.6 Client requirements 2.7 Feedback mechanisms 2.8 Teamwork and collaboration 2.9 Time management 2.10 Communication devices	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
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	3.1 Interactive communication with others 3.2 Safe work practices 3.3 Culturally sensitive behavior in the workplace 3.4 Organizational policy and procedures 3.5 Common and accepted practices in the industry 3.6 Client requirements 3.7 Feedback mechanisms 3.8 Teamwork and collaboration 3.9 Time management 3.10 Communication devices	3.1. Effective communication skills 3.2. Non-verbal communication - body language 3.3. Good time management 3.4. Ability to work calmly and unobtrusively effectively 3.5. Presentation skills 3.6. Interpersonal skills/ social graces with sincerity 3.7. Attentive, patient and cordial

RANGE OF VARIABLES

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

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 LIGHTING EQUIPMENT, TOOLS AND SUPPLIES**

UNIT CODE **:** **CRE343301**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required on identifying, requesting and receiving lighting equipment, supplies and tools, based on the required performance standards.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify lighting equipment, tools and supplies	1.1 ***Lighting equipment, tools and supplies*** are identified and listed in accordance with ***project*** requirement 1.2 Lighting equipment and supplies, its quantity and description must be in accordance with the project requirement 1.3 Lighting equipment, tools and supplies are identified in accordance with the checklist prepared.	1.1 Standard Safety Procedures • Philippine Electrical Code 1.2 Basic electricity 1.3 Basic mathematical process of addition, subtraction, division and multiplication 1.4 Unit Conversion 1.5 Lighting Design/Plan (Technical Drawing/Scaled Measurement) 1.6 Types, characteristics and uses of lighting equipment, tools and supplies 1.7 Reading of Computer Aided Drawings 1.8 OSH Law 1.9 DOLE DO 198 s 2018 1.10 Work environment measure	1.1 Communication • Verbal • Written • Visual • Online 1.2 Interpreting Lighting Design / Plan 1.3 Preparing the checklist of lighting equipment, tools and supplies 1.4 Handling of lighting equipment, tools and supplies 1.5 Familiarization on various types of lighting fixtures 1.6 Observing OSH Law 1.7 Observing DOLE 198 s 2018 1.8 Work environment skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Request lighting equipment, tools and supplies	2.1 Lighting equipment, tools and supplies needed are requested using requisition form 2.2 Checklist are reviewed and approved by a supervisor 2.3 Request is done as per *standard operating procedures (SOPs)*	2.1 Standard operating procedures for requisitions 2.2 Standard Safety Procedures 2.3 Basic mathematical process of addition, subtraction, division and multiplication 2.4 Unit Conversion 2.5 Types, characteristics and uses of lighting equipment, tools and supplies	2.1 Communication •Verbal •Written •Visual •Online 2.2 Following standard operating procedures 2.3 Using different request forms
3. Receive and inspect lighting equipment, tools and supplies	3.1 Lighting Equipment, tools and supplies issued are received and inspected in accordance with quantity and specification of the project requirement 3.2 Lighting Equipment, tools and supplies are tested and should be in good working condition based on manufacturer's specification. 3.3 Lighting Equipment, tools and supplies are secured to a specified location in accordance to safety practices.	3.1 Standard Safety Procedures 3.2 Basic electricity 3.3 Basic mathematical process of addition, subtraction, division and multiplication 3.3 Types, characteristics and uses of lighting equipment, tools and supplies 3.4 OSH Law 3.5 DOLE DO 198 s 2018 3.6 Work environment measure	3.1 Communication • Verbal • Written • Visual • Online 3.2 Visual inspection of lighting equipment and tools 3.3 Testing and calibration of lighting equipment and tools 3.4 Observing OSH Law 3.5 Observing DOLE 198 s 2018 3.6 Work environment skills

RANGE OF VARIABLES

VARIABLE	RANGE

1. Lighting equipment, tools and supplies	May include:
	1.1 Lighting equipment
	    - cables
	    - ladder
	    - elevator tower
	    - lighting stand
	    - light truss
	    - stage truss
	    - scaffoldings
	    - lighting fixtures
	    - control/dimmer board
	    - fog/smoke machine
	    - projector
	1.2 Tools and supplies
	    - color filters (gels) and color frames
	    - gobo patterns and holders
	    - shutters (black/aluminum foil)
	    - electrical tape
	    - male/female plugs and outlets
	    - bolts and knots
	    - screws
	    - steel cable
	    - carabiners
	    - pulleys
	    - rope
	    - black backings
	    - penetrating oil / spray lubricant (e.g. WD40)
	    - safety chains
	    - duct tape
	    - gaffing tape
	    - masking tape
	    - plastic tie straps

VARIABLE	RANGE
2. Project	May include: 2.1 Theater Performance 2.2 Dance Performance 2.3 Musical Concert 2.4 Corporate Events 2.5 Festivals 2.5.1 Formal Occasions, Wedding, Birthday, Christening, Reception Architectural 2.6 Systems Integration and Installation
3. Standard Operating Procedures	May include: 3.1 Lighting plan 3.2 Requisition slip 3.3 Borrower slip 3.4 Memorandum of Agreement

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Identified lighting equipment, tools and supplies 1.2 Requested lighting equipment, tools and supplies based on checklist and requisition form 1.3 Received and inspected lighting equipment, tools and supplies are tested and secured 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 Lighting plan, drawings and specifications relevant to the project 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 Direct observation 3.2 Demonstration with oral questioning 3.3 Written and 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: **SET-UP LIGHTING EQUIPMENT ACCORDING TO THE LIGHTING PLAN**

UNIT CODE **:** **CRE265202**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills and attitudes required in setting up lighting equipment for live performances.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for work	1.1 Instructions for the preparation of the work activity are communicated and confirmed with the *supervisor* 1.2 Supplies, tools and *lighting equipment* are prepared in accordance with the required lighting plan 1.3 Safety procedures are observed according to the workplace standards	1.1 Standard operating procedures 1.2 Standard Safety Procedures • Philippine Electrical Code 1.3 Basic electricity 1.4 Basic mathematical process of addition, subtraction, division and multiplication 1.5 Unit Conversion 1.6 Types, characteristics and uses of lighting equipment, tools and supplies 1.7 Computer Aided Drawing	1.1 Communication • Verbal • Written • Visual • Online 1.2 Positioning of equipment and supplies 1.3 Preparing work schedule for rigging wiring and patching

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Set up lighting equipment	2.1 Lighting is set up in accordance with the ***technical plan*** and allotted schedule 2.2 ***Lighting fixtures*** and equipment are installed and secured in accordance to safety practices 2.3 Focusing of lights is done in accordance with the plan, focus notes and allotted schedule 2.4 ***Safety procedures*** are followed in accordance to industry standards 2.5 Work area is clean and secured in accordance to industry standards	2.1 Basic mathematical process of addition, subtraction, division and multiplication 2.2 Unit Conversion 2.3 Lighting Design/Plan (Technical Drawing/Scale Measurement) 2.4 Basic electricity 2.5 Types, characteristics and uses of lighting equipment, tools and supplies 2.6 Identifying electrical circuits, dimmers, channel assignment, signal and network protocol (DMX and ARTNET) and control consoles 2.7 OSH Law 2.8 DOLE DO 198 s 2018 2.9 Work environment measure	2.1 Setting up lighting fixtures and equipment following lighting plans and details 2.2 Using hand tools during set up 2.3 Applying standard procedures during rigging, wiring and patching 2.4 Observing OSH Law 2.5 Observing DOLE 198 s 2018 2.6 Work environment skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Supervisor	May include: 1.1 Technical Director 1.2 Lighting Director/Designer 1.3 Lights Crew Chief/Leadman
2. Equipment	May include: 2.1 Floodlights/Spotlights/Effects/Intelligent Lights 2.2 Lighting Console and Dimmer Pack 2.3 Worklights 2.4 Color filters/gels 2.5 Gobo patterns
3. Technical Plan	May include: 3.1 Lighting plan 3.2 Lighting Layout 3.3 Hookup chart 3.4 Focus notes 3.5 Technical script 3.6 Computer Aided Drawing
4. Lighting Fixtures	May include: 4.1 Floodlights • Strip lights/cyclorama lights • Scoop lights • House lights • Halogen / Tungsten 4.2 Spotlights • Fresnel lanterns • Plano-convex lanterns • Ellipsoidal reflector spotlight • Beam projector • Followspot • PAR lights (PAR 64, 56, 38) 4.3 Effects • Strobe lights • Laser • Black lights • Fluorescent lamps • Mirror Ball • Moon Box • Effects Projector • Smoke Machines • Haze Machine 4.4 Intelligent Lighting - Moving Heads - Moving Mirrors - LEDs 4.5 Color/gel frames 4.6 Gobo pattern holders

5. Safety procedures	May include: 5.1 Proper handling of tools and lighting equipment 5.2 wiring gauge and electrical capacity 5.3 Wearing of personal protective equipment

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Planned work activity in coordination with supervisor 1.2 Prepared supplies, tools and lighting equipment 1.3 Set up lighting fixtures and equipment according to technical plan following safety procedures 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 MUST be provided: 2.1 Tools and equipment relevant to the project 2.2 Specifications or work instruction 2.3 Workplace or simulated workplace
3. Methods of Assessment	Competency in this unit must be assessed through: 3.1 Direct observation 3.2 Demonstration with oral questioning 3.3 Written examination
4. Context for Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY: **OPERATE AND MONITOR THE LIGHTING SYSTEM**

UNIT CODE **:** **CRE343303**

UNIT DESCRIPTOR **:** This unit covers the Knowledge, Skills and Attitudes in operating lighting equipment during performance and troubleshoot.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Operate floodlights	1.1 Specified lighting effects are followed in accordance with the *lighting design plan* 1.2 Lighting cues are executed in accordance with the lights cue book and/or instructions of supervisor/s 1.3 Work area is arranged in accordance to safety practices	1.1 Technical theater vocabularies and terminologies 1.2 Script analysis / Sequence of performance 1.3 Standard Safety Procedures • Philippine Electrical Code 1.4 Basic electricity 1.5 Basic mathematical process of addition, subtraction, division and multiplication 1.6 Types, characteristics and uses of lighting equipment, tools and supplies 1.7 Lighting instrument specifications 1.8 OSH Law 1.9 DOLE DO 198 s 2018 1.10 Work environment measure	1.1 Communication • Verbal • Written • Visual • Online 1.2 Operating equipment based on timing and cueing 1.3 Handling of tools and equipment 1.4 Focusing the lights to the subject 1.5 Observing OSH Law 1.7 Observing DOLE 198 s 2018 1.8 Work environment skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Operate spotlights	2.1 Specified lighting effects are followed in accordance with the lighting design plan 2.2 Lighting cues are executed in accordance with the lights cue book 2.3 Angles and movement of light beam are in accordance with the lighting concept 2.4 Work area is arranged in accordance to safety practices	2.1 Technical theater vocabularies and terminologies 2.2 Script analysis / Sequence of performance 2.3 Standard Safety Procedures • Philippine Electrical Code 2.4 Basic electricity 2.5 Basic mathematical process of addition, subtraction, division and multiplication 2.6 Types, characteristics and uses of lighting equipment, tools and supplies 2.7 Lighting instrument specifications 2.8 OSH Law 2.9 DOLE DO 198 s 2018 2.10 Work environment measure	2.1 Communication • Verbal • Written • Visual • Online 2.2 Operates equipment based on timing and cueing 2.3 Handling of tools and equipment 2.4 Focusing the lights to the subject 2.5 Observing OSH Law 2.6 Observing DOLE 198 s 2018 2.7 Work environment skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Operate control/ dimmer board	3.1 Specified lighting effects are followed in accordance with the lighting design plan 3.2 Lighting cues are executed in accordance with the lights cue book 3.3 Work area is arranged in accordance to safety practices	3.1 Technical theater vocabularies and terminologies 3.2 Script analysis / Sequence of performance 3.3 Standard Safety Procedures • Philippine Electrical Code 3.4 Basic electricity 3.5 Basic mathematical process of addition, subtraction, division and multiplication 3.6 Types, characteristics and uses of lighting equipment, tools and supplies 3.7 Lighting instrument specifications 3.8 OSH Law 3.9 DOLE DO 198 s 2018 3.10 Work environment measure	3.1 Communication • Verbal • Written • Visual • Online 3.2 Operates equipment based on timing and cueing 3.3 Handling of tools and equipment 3.4 Focusing the lights to the subject 3.5 Observing OSH Law 3.6 Observing DOLE 198 s 2018 3.7 Work environment skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Troubleshoot lighting fixture problems	4.1 Lighting fixture problems are repaired in accordance with the troubleshooting procedures 4.2 ***Troubleshooting*** is done without incurring damage/harm to self, others and equipment in accordance to safety practices 4.3 Trouble shooting procedures are recorded and reported to the supervisor/s 4.4 Work area is arranged in accordance to safety practices	4.1 Technical theater vocabularies and terminologies 4.2 Script analysis / Sequence of performance 4.3 Standard Safety Procedures • Philippine Electrical Code 4.4 Basic electricity 4.5 Basic mathematical process of addition, subtraction, division and multiplication 4.6 Types, characteristics and uses of lighting equipment, tools and supplies 4.7 Lighting instrument specifications 4.8 OSH Law 4.9 DOLE DO 198 s 2018 4.10 Work environment measure	4.1 Communication • Verbal • Written • Visual • Online 4.2 Troubleshoot and repair equipment and fixture problems 4.2 Handling of tools and equipment 4.3 Oral and written report of technical malfunctions/incidents 4.4 Observing OSH Law 4.5 Observing DOLE 198 s 2018 4.6 Work environment skills

RANGE OF VARIABLES

VARIABLE	RANGE

1. Lighting design plan	May include:
	1.1 Theater lighting plans
	   - Lighting scheme
	   - Lighting plot
	   - Wiring diagram
	   - Hookup sheet
	   - Series and parallel circuits
	1.2 Movement of the performance
	   - Cues
	   - Timing
	   - Presets
	   - Blackouts

2. Troubleshooting	May include: 2.1 Locating the problem 2.2 Repair of equipment 2.3 Testing and calibration of equipment

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Operated floodlights according to lighting design plan 1.2 Operated spotlights according to lighting design plan 1.3 Operated control/dimmer board according to lights cue book 1.4 Troubleshoot and repaired lighting fixture problems in accordance to safety practices 1.5 Observed safety measures applicable to worksite operation 1.6 Communicated effectively with others to ensure effective work operation
2. Resource implications	The following resources should be provided: 2.1 Workplace location 2.2 Material/equipment relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the projects
3. Methods of assessment	Competency in this unit must be assessed through: 3.1 Direct observation 3.2 Demonstration with oral questioning 3.3 Written 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: DISMOUNT, MAINTAIN AND STORE LIGHTING EQUIPMENT

UNIT CODE   : CRE343304

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes in dismounting, maintaining and storing lighting equipment, tools and supplies.

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

1. Dismount and store lighting equipment	1.1 Lighting equipment is removed in accordance with the company and venue procedures, allotted time and proper tools
	1.2 Lighting equipment setup is removed without incurring damage/harm to self, others and equipment in accordance with safety practices
	1.3 Lighting equipment are carefully returned and secured in their respective cases and *storage* in accordance with industry practice.
		1.1 Standard operating procedures for inventory management
		1.2 Standard Safety Procedures
		 • Philippine Electrical Code
		1.3 Basic electricity
		1.4 Basic mathematical process of addition, subtraction, division and multiplication
		1.5 Unit Conversion
		1.6 Types, characteristics and uses of lighting equipment, tools and supplies
		1.7 OSH Law
		1.8 DOLE DO 198 s 2018
		1.9 Work environment measure
			1.1 Communication
			  • Verbal
			  • Written
			  • Visual
			  • Online
			1.2 Handling of lighting equipment, tools and supplies
			1.3 Packing storing and shelving of the lighting equipment
			1.4 Observing OSH Law
			1.5 Observing DOLE 198 s 2018
			1.6 Work environment skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Conduct inventory of lighting equipment	2.1 Lighting equipment and fixtures are inspected for damages, replacement and/or repair in accordance with industry practice 2.2 Supplies, tools and lighting equipment/fixtures are accounted and are stored in accordance with the company's procedures 2.3 *Inventory* is accomplished and forwarded to the supervisor in accordance with industry practice	2.1 Standard operating procedures for inventory management 2.2 Standard Safety Procedures 2.3 Basic mathematical process of addition, subtraction, division and multiplication 2.4 Types, characteristics and uses of lighting equipment, tools and supplies	2.1 Communication • Verbal • Written • Visual • Online 2.2 Handling of lighting equipment, tools and supplies 2.3 Reporting of the operational status of the lighting equipment
3. Notify completion of work	3.1 Final checks are made to ensure that tools and lighting equipment are returned to storage in accordance with company requirements 3.2 Work completion is reported to supervisor in accordance with company requirements 3.3 Work area is arranged in accordance to safety practices	3.1 Standard Safety Procedures for Inventory Management	3.1 Communication • Verbal • Written • Visual • Online 3.2 Seeking clearance from the supervisor

RANGE OF VARIABLES

VARIABLE	RANGE

1. Storage	May include:
	   1.1 Packing and shelving procedures
	   1.2 Turn over and storage

2. Inventory	May include:
	   2.1 Equipment
	   2.2 Tools
	   2.3 Supplies
	   2.4 Materials
	   2.5 Documents

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Dismounted and stored lighting equipment in accordance with safety practices 1.2 Conducted inventory of lighting equipment and tools 1.3 Reported completion of work to supervisor 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 Workplace location 2.2 Materials relevant to the unit of competency 2.3 Technical plans, drawings and specifications relevant to the projects
3. Methods of assessment	Competency in this unit must be assessed through: 3.1 Direct observation 3.2 Demonstration with oral questioning 3.3 Written examination
4. Context of assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **LIGHTING FOR LIVE PERFORMANCES NC II**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and   trainer's qualification.

3.1   CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to training providers. This will equip them with needed knowledge and skills in developing their own curricula based on the components mentioned below.

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

Course Title: LIGHTING FOR LIVE PERFORMANCES NC II

Nominal Training Duration: **37 Hours (Basic)**
                                        88 Hours (Common)
                                        70 Hours (Core)
                                        196 Hours

                                        80 Hours - Supervised Industry Learning (SIL)

                                        275 HOURS - Total

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities involve in preparing, setting-up, operating and dismounting lighting equipment. This includes classroom learning activities and practical work in actual work site or simulation area.

To complete the course, all units prescribed for this qualification must be achieved.

BASIC COMPETENCIES
(37 hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

1. Participate in workplace communication	1.1. Obtain and convey workplace information	• Describe Organizational policies
		• Read:
		   o Effective communication
		   o Written communication
		   o Communication procedures and systems
		• Identify:
		   o Different modes of communication
		   o Medium of communication
		   o Flow of communication
		   o Available technology relevant to the enterprise and the individual's work responsibilities
		• Prepare different Types of question
		• Gather different sources of information
		• Apply storage system in establishing workplace information
		• Demonstrate Telephone courtesy
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	1.2. Perform duties following workplace instructions	• Read:
		   o Written notices and instructions
		   o Workplace interactions and procedures
		• Read instructions on work related forms/documents
		• Perform workplace duties scenario following workplace instructions
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	1.3. Complete relevant work related documents	• Describe Communication procedures and systems
		• Read
		   o Meeting protocols
		   o Nature of workplace meetings
		   o Workplace interactions
		   o Barriers of communication
			• Group discussion
			• Lecture
			• Demonstration
			• Role play
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

		• Read instructions on work related forms/documents
		• Practice:
		   o Estimate, calculate and record routine workplace measures
		   o Basic mathematical processes of addition, subtraction, division and multiplication
		• Demonstrate office activities in:
		   o workplace meetings and discussions scenario
		• Perform workplace duties scenario following simple written notices
		• Follow simple spoken language
		• Identify the different Non-verbal communication
		• Demonstrate ability to relate to people of social range in the workplace
		• Gather and provide information in response to workplace requirements
		• Complete work related documents			

2. Work in a team environment	2.1. Describe team role and scope	• Discussion on the team roles and scope
		• Participate in the discussion
		   o Definition of Team
		   o Difference between team and group
		   o Objectives and goals of team
		• Locate needed information from the different sources of informatiom
			• Lecture/ Discussion
			• Group work
			• Individual work
			• Role play
				• Role play
				• Case study
				• Written test
					1 hour

	2.2. Identify one's role and responsibility within team	• Role play
		   o Individual role and responsibility
		• Role play
		   o Understanding individual differences
		• Discussion on gender sensitivity
			• Role play
			• Lecture/ Discussion
				• Role play
				• Written test
					1 hour

	2.3. Work as a team member	• Participate in group planning activities • Role play : Communication protocols • Participate in the discussion of standard work procedures and practices	• Group work • Role play • Lecture/ Discussion	• Role play • Written test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Solve/address routine problems	3.1. Identify routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Analyze routine/procedural problems	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.2. Look for solutions to routine problems	• Review of the current industry hardware and software products and services • Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures • Make use of the industry standard diagnostic tools • Share best practices in determining basic malfunctions and resolutions to general problems in the workplace • Formulate possible solutions to problems and document procedures for reporting	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour
	3.3. Recommend solutions to problems	• Discuss standard operating procedures and documentation processes	• Group discussion • Lecture • Demonstration • Role playing	• Case Formulation • Life Narrative Inquiry (Interview) • Standardized test	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Develop Career and Life Decisions	4.1. Manage one's emotion	• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals • Explain enablers and barriers in achieving personal and career goals • Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc. • Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional • Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals • Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace	• Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.2. Develop reflective practice	• Enumerate strategies to improve one's attitude in the workplace • Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan) • Use basic SWOT analysis as self-assessment strategy • Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence • Demonstrate self-acceptance and being able to accept challenges	• Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • 5 Role-playing	• Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues	1 hour
	4.3. Boost self-confidence and develop self-regulation	• Describe the components of self-regulation based on Self-Regulation Theory (SRT) • Explain personality development concepts • Cite self-help concepts (e. g., 7 Habits by	• Small Group Discussion • Interactive Lecture	• Demonstration or simulation with oral questioning	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Stephen Covey, transactional analysis, psycho-spiritual concepts) • Perform effective communication skills – reading, writing, conversing skills • Show affective skills – flexibility, adaptability, etc. • Determine strengths and weaknesses	• Brainstorming • Demonstration • Role-playing	• Case problems involving workplace diversity issues	
5. Contribute to workplace innovation	5.1. Identify opportunities to do things better	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour
	5.2. Discuss and develop ideas with others	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		discussions and meetings		evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.3. Integrate ideas for change in the workplace	• Identify different roles of individuals in contributing to doing things better in the workplace • Appreciate positive impacts and challenges in innovation • Show mastery of the different types of changes and levels of participation in the workplace • Discuss 7 habits of highly effective people • Communicate ideas through small group discussions and meetings • Demonstrate basic skills in data analysis	• Interactive Lecture • Appreciative Inquiry • Demonstration • Group work	• Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

6. Present relevant information	6.1. Gather data/ information	• Lecture and discussion on:
		  o Organisational protocols
		  o Confidentiality and accuracy
		  o Business mathematics and statistics
		  o Legislation, policy and procedures relating to the conduct of evaluations
		• Reviewing data/ information
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					2 Hours

	6.2. Assess gathered data/ information	• Lecture and discussion on:
		  o Data analysis techniques/ procedures
		  o Organisational values, ethics and codes of conduct
		  o Trends and anomalies
		• Computing business mathematics and statistics
		• Application of data analysis techniques
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 Hours

	6.3. Record and present information	• Lecture and discussion on:
		  o Reporting requirements to a range of audiences
		  o Recommendations for possible improvements
		• Analysis and comparison of interim and final reports' outcomes
		• Reporting of data findings
			• Group discussion
			• Lecture
			• Demonstration
			• Role Play
			• Practical exercises
				• Oral evaluation
				• Written Test
				• Observation
				• Presentation
					3 Hours

7. Practice Occupational Safety And Health Policies And Procedures	7.1. Identify OSH compliance requirements	• Discussion regarding:
		  o Hierarchy of Controls
		  o Hazard Prevention and Controls
		  o Work Standards and Procedures
		  o Personal Protective Equipment
			• Lecture
			• Group Discussion
				• Written Exam
				• Demonstration
				• Observation
				• Interviews /
				• Questioning
					1 Hour

	7.2. Prepare OSH requirements for compliance	• Identification of required safety materials, tools and equipment • Handling of safety control resources	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.3. Perform tasks in accordance with relevant OSH policies and procedures	• Discussion of General OSH Standards and Principles • Performing industry related work activities in accordance with OSH Standards	• Lecture • Group Discussion	• Written Exam • Demonstration • Observation • Interviews / • Questioning	2 Hours

8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1. Identify the efficiency and effectiveness of resource utilization	• Discussion on the process how Environmental Policies coherence is achieved
		• Discussion on Necessary Skills in response to changing environmental policies needs
		   ○ Waste Skills
		   ○ Energy Skills
		   ○ Water Skills
		   ○ Building Skills
		   ○ Transport Skills
		   ○ Material Skills
			• Lecture
			• Group Discussion
			• Simulation
			• Demonstration
				• Written Exam
				• Demonstration
				• Observation
				• Interviews /
				• Questioning
					1 Hour

	8.2. Determine causes of inefficiency of resource utilization	• Discussion of Environmental Protection and Resource Efficiency Targets • Analysis on the Relevant Work Procedure	• Lecture • Group Discussion • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 Hour
	8.3. Convey inefficient and ineffective environmental practices	• Identification of (re)training needs and usage of environment friendly methods and technologies • Identification of environmental corrective actions • Practicing Environment Awareness	• Lecture • Group Discussion • Role Play • Demonstration	• Written Exam • Demonstration • Observation • Interviews / • Questioning	1 Hour
9. Practice Entrepreneurial Skills in the Workplace	9.1. Apply entrepreneurial workplace best practices	• Case studies on Best entrepreneurial practices • Discussion on Quality procedures and practices • Case studies on Cost consciousness in resource utilization	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	1 Hour
	9.2. Communicate entrepreneurial workplace best practices	• Discussion on communicating entrepreneurial workplace best practices	• Lecture/ Discussion	• Written Test • Interview	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	9.3. Implement cost-effective operations	• Case studies on Preservation, optimization and judicious use of workplace resources	• Case Study • Lecture/ Discussion	• Case Study • Written Test • Interview	2 Hours

COMMON COMPETENCIES
(88 hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Develop and update industry knowledge	1.1 Seek and apply information on the industry	• Lecture and discussion on sources of information on the industry • Lecture and discussion on information to assist effective work performance • Lecture and discussion on the overview of quality assurance in the industry • Lecture and discussion on the associated legislations that affects the industry • Access and update specific industry information on the sector of work • Attend seminars and conferences related to the specific field.	• Lecture-discussion • Demonstration • Hands-on/ Writeshop • Seminars/conferences	• Written test • Oral Questioning • Presentation • Evaluation of written output	8 hours
	1.2 Update industry knowledge	• Lecture and discussion on type of research (informal and/or formal) for updating general knowledge of the industry • Application and sharing of updates on industry information to work activities	• Lecture-discussion • Demonstration • Hands-on/ Writeshop • Research	• Written test • Oral Questioning • Presentation • Evaluation of written output	4 hours
2. Develop creative thinking, artistic skills and cultural awareness	2.1 Acquire and develop creative thinking	• Lecture, workshop and discussion on concepts and ideas • Lecture, workshop and discussion on sources of concepts and ideas from the environment • Lecture and discussion on creative thinking theories, exercises and techniques • Focus group discussions (FGD) on readings utilized for stimulating creative ideas	• Lecture • Group discussion • Demonstration • Hands-on/ Writeshop	• Written test • Oral Questioning • Presentation • Evaluation of written output	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.2 Develop artistic skills	• Lecture, workshop and discussion on strategies, methods and approaches in developing artistic skills • Lecture on awareness of copyright, moral rights and intellectual property rights • Identification and discussion of relevant materials, tools and equipment to produce artistic outcome • Application of feedback, critique, discussion and evaluation mechanisms • Application of creative thinking theories, exercises and techniques	• Lecture • Group discussion • Demonstration • Hands-on/ Writeshop	• Written test • Oral Questioning • Presentation • Evaluation of written output	8 hours
	2.3 Broaden exposure to culture and arts	• Lecture and interactive discussion on different studies on arts and culture • Conducting guided visits/immersion activities to various cultural exchange programs, festival and other culture and arts events • Sharing, discussion and reflections of insights and experiences on arts and culture	• Lecture • Group discussion • Demonstration • Hands-on/ Writeshop • immersion	• Written test • Oral Questioning • Presentation • Evaluation of written output	8 hours

3. Observe procedures, specifications and manuals of instructions	3.1 Identify and access specification/ manuals	• Lecture and discussion on :
		  o Types of manual
		  o Identification of version, date and symbols used in the manuals
		  o Specifications and procedures
			• Lecture
			• Group discussion
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Interpret manuals	• Lecture and discussion on how to locate relevant section and chapters of specifications/manuals • Interpretation of information and procedures in the manual • Lecture on systems of measurement and unit conversion	• Lecture • Group discussion • Hands-on/ Writeshop	• Written test • Oral Questioning • Presentation • Evaluation of written output	4 hours
	3.3 Apply information in manual	• Application of information, work steps and procedures as contained in the manual or specifications	• Lecture • Group discussion • Hands-on/ Writeshop	• Written test • Oral Questioning • Presentation • Evaluation of written output	4 hours
	3.4 Store manuals	• Lecture on proper manual storing and maintaining procedures • Updating of required information	• Lecture • Group discussion • Demonstration • Hands-on/ Writeshop	• Written test • Oral Questioning • Presentation • Evaluation of written output	2 hours

4. Operate equipment	4.1 Plan and prepare for task to be undertaken	• Lecture and discussion on:
		  o Pre-production planning
		  o Work scheduling
		  o Occupational Health and Safety Standards (OSHS) and practices
		• Preparation of sample work/task plan and schedule
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

	4.2 Use equipment	• Lecture and discussion on types and uses of:
		  o Equipment as per manufacturer's specifications
		  o Personal protective equipment (PPE)
		• Application of test result of the creative output as per aesthetic vision
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration

	4.3 Maintain equipment	• Lecture and discussion on:
		  o Equipment maintenance procedures
		  o Systems for cleaning, minor maintenance and replacement of consumables
		  o Safe and secure storage procedures
		• Practice drills on equipment checking and storage as per manufacturer's specification and standard procedures
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

5. Manage own performance	5.1 Plan for completion of own workload	• **Lecture and discussion on:**
		  o Different identified tasks (as per Range of Variables)
		  o Work and financial plan
		  o Basic cash flow management and financial literacy
		  o Teamwork
		  o Gantt chart
		  o Procedures in completing workload
		• Practice drills on preparing plan and prioritizing workloads and requirements
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

	5.2 Maintain quality of performance	• Lecture and discussion on:
		  o Indicators of performance for each area of responsibility
		  o Steps in improving or maintaining performance
		  o Employer policy on performance management
		  o Monitoring performance as per standards
		• Prepare checklist of the areas of responsibility of a scriptwriter
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration

	5.3 Evaluate and assess own work	• Lecture and discussion on:
		  o Financial management
		  o Project management
		• Evaluation and assessment of work outputs and work expenses
		• Prepare assessment feedback
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

6. Maintain safe, clean, and efficient work environment	6.1 Comply with safety and health regulations	• Lecture and discussion on:
		  o Safety and health regulations (as per Range of Variables)
		  o Safety and health policies and procedures (as per Range of Variables)
		• Comply and apply safety and health regulations, policies and procedures
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

	6.2 Assess work area	• Lecture and discussion on:
		  o Work hazards policies and procedures
		  o OSHS policies and procedures
		  o Waste management
		• Conduct of assessment and maintenance of work areas and walkways
		• Observance of proper work disposal
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					2 hours

	6.3 Check and maintain tools, equipment and resources	• Lecture and discussion on:
		  o Tools and equipment maintenance procedures
		  o Tools, equipment and resources storage procedures
		• Practice drills on tools, equipment and resources checking and storage as per maintenance requirements and safety regulations
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration

7. Provide and maintain effective client relations	7.1 Maintain a professional image	• Lecture and discussion on:
		  o Interpersonal skills (as per Range of Variables)
		  o Safe work practices
		  o Personal hygiene
		• Practice/observance of good housekeeping
		• Maintain a clean and hygienic environment
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

	7.2 Identify and address client requirements	• Lecture and discussion on:
		  o Client requirements (as per Range of Variables
		  o Feedback mechanisms (as per Range of Variables)
		• Identification, monitoring and addressing of client/customer needs and requirements
		• Practice exercise to respond to a variety of client/customer interactions
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

	7.3 Strengthen relations with clients	• Lecture and discussion on:
		  o Interactive communication with others
		  o Possible causes of client/customer dissatisfaction
		  o Time management
		  o Communication devices
		• Practice exercise on:
		  o Customer/client relations
		  o Human relation
		  o Public relation
			• Lecture
			• Group discussion
			• Demonstration
			• Hands-on/ Writeshop
				• Written test
				• Oral Questioning
				• Presentation
				• Evaluation of written output
					4 hours

CORE COMPETENCIES
(70 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Prepare lighting equipment, tools and supplies	1.1 Identify lighting equipment, tools and supplies	• Uses and application of lighting tools and equipment • Interpretation of lighting plan in accordance to the quantity of the equipment needed	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	3 Hours

	1.2 Request lighting equipment, tools and supplies	• Preparation of equipment list
		  - Fixture
		  - Cables
		  - Connectors
		  - Color Filters
		  - Accessories
		  - Dimmers
		  - Console
		  - Power Distribution
		  - Network connections
		  - Grouping of equipment
			• Lecture
			• Group Discussion
			• Demonstration
			• Hands on Training
				• Written Examination
				• Oral Evaluation
				• Observation
				• Presentation
					3 Hours

	1.3 Receive and inspect lighting equipment, tools and supplies	• Organization of equipment, tools and materials released. • Tagging and labeling of equipment	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	3 Hours
2. Set-up equipment according to the lighting plan	2.1 Plan and prepare for work	• Interpretation of lighting plan in accordance to positions	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	6 Hours
	2.2 Set up lighting equipment	• Load bearing capacity computation (Weight) • Electrical load computation	• Lecture • Group	• Written Examination	6 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		- Wire guage capacity • Rigging exercises • Occupational Health and Safety Standards	Discussion • Demonstration • Hands on Training	• Oral Evaluation • Observation • Presentation	
3. Operate and monitor the lighting systems	3.1 Operate Floodlights	• Lights plotting exercises • Lights programming exercises • Focusing exercises • Patching exercises	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	12 Hours
	3.2 Operate Spotlights	• Lights plotting exercises • Lights programming exercises • Focusing exercises • Patching exercises	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	12 Hours
	3.3 Operate control/dimmer board	• Lights plotting exercises • Lights programming exercises • Focusing of intelligent lighting exercises • Patching and addressing exercises	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	12 hours
	3.4 Troubleshoot lighting fixture problems	• Identifying circuit problem • Testing busted lamps • Testing cables and connectors	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	3 Hours
4. Dismount, maintain and store	4.1 Dismount lighting equipment	• Dismounting exercises • Maintenance exercises - Accessories check	• Lecture • Group Discussion	• Written Examination • Oral	6 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration

lighting equipment		- Wiring exercises
		- Cable maintenance
		• Systems calibration
		  - Dimmer pack
		  - Lighting console
		  - Network relays
		• Instrument calibration
		  - LED
		  - Automated instruments
		  - Conventional instruments
		• Periodic maintenance exercises
			• Demonstration
			• Hands on Training
				Evaluation
				• Observation
				• Presentation	

	4.2 Inventory of lighting equipment	• Making of Inventory List (Consumables) • Making of Inventory List (For Repair)	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	2 Hours
	4.3 Notify completion of work	• Making of completion work report	• Lecture • Group Discussion • Demonstration • Hands on Training	• Written Examination • Oral Evaluation • Observation • Presentation	2 Hours

3.2 TRAINING DELIVERY

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

   a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.

   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.

   f. Training program allows for recognition of prior learning (RPL) or current competencies;

   g. Training completion is based on satisfactory performance of all specified competencies.

2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/ components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   ### 2.1 Institution - Based:

   - Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

   - Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

   - The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

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

3.3 TRAINEE ENTRY REQUIREMENTS:

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

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

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for **Lighting for Live Performances NC II** are as follows.

A. (Full Qualification)

TOOLS	
QTY	**DESCRIPTION**
25 units	8 inch Adjustable Wrench
25 units	8 inch Pliers
25 units	8 inch Wire Cutter
25 units	8 inch Long nose plier
25 units	RMS Multi tester
25 units	Soldering iron, 30 watts
25 units	Soldering suction pump
25 sets	Screwdriver set
25 units	Tool bag / Holster
25 units	Wire Splicer

EQUIPMENT	
QTY	**DESCRIPTION**
1 unit	Laptop / Desktop, i5, 14 inches screen, 8GB memory, 1TB Hard drive
1 unit	Programmable / Digital Lighting Console
1 unit	2 scene preset Lighting Console
4 units	6 Channel Dimmer Pack (DMX) (4000 Watts)
2 units	8 output DMX Splitter
1 unit	Follow spot with Stand
10 units	230 Volts 1000 Watts Halogen Flood Lights
6 units	230/110 Volts 1000 Watts PAR 64 Very Narrow Spot/ No. 1 with clamp and safety chain
6 units	230/110 Volts 1000 Watts PAR 64 Narrow Spot/ No. 2 with clamp and safety chain

6 units	230/110 Volts 1000 Watts PAR 64 Medium Flood / No. 5 with clamp and safety chain
6 units	230/110 Volts 1000 Watts PAR 64 Wide Flood / No. 6 with clamp and safety chain
12 units	10 Watts LED PARs with clamp and safety chain
6 units	ERS Profile 36° with clamp and safety chain
6 units	ERS Profile 50° with clamp and safety chain
8 units	Tower Lift with T-bar (Lighting Stand), (15 ft. Height Minimum)
12 units	Wood Base for floor mount
2 units	10 Ft. A Ladder
2 sets	A Frame Scaffolds with joint pin and lock arm
4 sets	H Frame Scaffolds with joint pin and lock arm
8 units	Heavy duty scaffold with wheel casters
8 units	Scaffolds catwalk / landing
6 units	2-way radio or communication set
6 units	2000 Watts Fresnel Lamp
6 units	2000 Watts Plano Convex Lamp
10 units	LED Strips / BAR
2 units	Moving Heads
25 units	Safety belt / harness
25 units	Hard Hats / helmet
25 pairs	Safety Gloves

MATERIALS	
QTY	**DESCRIPTION**
25 pcs	1" Masking Tape
25 pcs	2" Masking Tape

25 pcs	Electrical Tape, (standard)
2 rolls	#12 Gauge Flat Cord (Black)
2 rolls	#14 Gauge Flat Cord (White)
100 pcs	3 pronged, Twistlock 230 V 15 amp male rubber plug
200 pcs	3 pronged, Twistlock 230 V 15 amp female rubber plug
5 sheets	Color Filters, Lee Filters 201 (C.T. Blue)
5 sheets	Color Filters, Lee Filters 139 (Primary Green)
5 sheets	Color Filters, Lee Filters 106 (Primary Red)
5 sheets	Color Filters, Lee Filters 118 (Primary Blue)
2 rolls	DMX Cable
50 pcs	3-pin XLR Male Plug
50 pcs	3-pin XLR Female Plug
4pcs	Schedule 20 ½" inside diameter 20 feet pipe
10 pcs	½ feet swivel clamp
1 pc	50 Meters No. 2 Gauge Royal Cord 3 wire
2 pc	Female Socapex Main Line Connector
2 pc	Male Socapex Main Line Connector
1 pc	250 amps 3 phase industrial circuit breaker

3.5 TRAINING FACILITIES

The Lighting for Live Performance Facility must be of concrete structure and designed for live performances. The power requirement has to be at least 250 amp 3 phase. Based on class size of **25** students / trainees the space requirements for the teaching / learning and curriculum areas are as follows.

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN S. METERS	TOTAL AREA IN SQ. METERS
Student/Trainee Performance Space (S/TPS) (with Air-condition)	10 X 20 with 7 M ceiling high	200	200
Learning Resource Center (LRC) (Air-condition)	8 X 5	45	45
Storage of equipment, tools and supplies With pipes for hanging fixtures (Air-condition)	4 x 6	24	24
Circulation Area		21	21
Separate Restrooms for Male and Female Trainees/Students	2 X 5	10	10
Total Workshop Area			**296 sq. m.**

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

3.6 TRAINER'S QUALIFICATION

- Must be a holder of National TVET Trainers Certificate (NTTC) Level 1 in Lighting for Live Performances NC II
- Must possess good communication skills
- Must be a current lighting industry practitioner for the last three (3) years

3.7 INSTITUTIONAL ASSESSMENT

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

SECTION 4   ASSESSSMENT AND CERTIFICATION ARRANGEMENT

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

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

4.1 NATIONAL ASSESSMENTAND CERTIFICATION ARRANGEMENTS

4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.

4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.

4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.

4.1.4 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:

   a. entry requirements for candidates
   b. evidence gathering methods
   c. qualification requirements of competency assessors
   d. specific assessment and certification arrangements as identified by industry

4.2 COMPETENCY ASSESSMENT REQUISITE

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

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

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

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

COMPETENCY MAP
CREATIVE SECTOR – LIGHTING FOR LIVE PERFORMANCES NC II

BASIC COMPETENCIES

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

COMMON COMPETENCIES

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

CORE COMPETENCIES

Prepare lighting equipment, tools and supplies	Set-up lighting equipment according to the lighting plan	Operate and monitor the lighting system	Dismount, maintain and store lighting equipment

GLOSSARY OF TERMS

1. **Areas**   Sub-divisions of the total acting area into the sections over which independent selective control of light is required

2. **Backlight**   Light coming from behind actors or pieces of scenery to separate them from their background

3. **Barn Doors**   A four-shutter rotatable device used on fresnels to shape the light and reduce scattered light

4. **Beam Angle**   A term used in photometrics that describes where the light output falls to 50% of the center output

5. **Booth (Control Booth)** The room in the back of the theatre which contains the lighting board and sound system. Control of both sound and light during a show is done from this room.

6. **CAD**   Computer Aided Design. In lighting design CAD is used by a Lighting Designer to create their plot

7. **C-clamp**   Part of a lighting instrument that allows the instrument to be hung from the grid

8. **Channel**   A complete control path from the lighting board, through the processing system, to the dimmer rack

9. **Cools**   A category of gel colors, often used to light an actor's face. Cool colors are violets, blues, cyans, and greens

10. **Computer literate**   Is defined as the knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to computer programming and advanced problem solving.

11. **Cue**   The signal that indicates a change of any kind.‖ 31 In the case of lighting cues contain information on how the light from the lighting instruments should change

12. **Cue Number**   The number assigned to a particular cue

13. **Cue Sheet**   A plot which details timing and actions against each cue number.32

14. **Cue Stack**   A numerical listing of cues from lowest number to highest number

15. **Dead Hang**   Refers to hanging a lighting instrument straight down from the grid. It may or may not be connected to a plug

16. **Diagonal Cutters**   A tool used for cutting zip-ties

17. **Dimmer**   A device which controls the amount of electricity passed to a light and therefore the intensity of that light's brightness

18. **Dimmer Card**   In the Little Theatre, a piece of equipment composed of two dimmers in the dimmer rack

19. **Dimmer Rack**   An assembly of individual electronic dimmers mounted in a Cabinet

20. **Down light**   A light focused vertically down

21. **Dry Ice**   Solid carbon dioxide which sublimates below room temperature to create low lying fog effects

22. **Electricians**   A Master Electrician's lighting crew

23. **Ellipsoidal**   A type of lighting instrument that provides a sharp defined area of light

24. **Field Angle**   A term used in photometrics that describes the distance in degrees to where the beam of light is 10% of the intensity of the light at the center of the beam.

25. **Fresnel**   A type of lighting instrument used to provide general wash light

26. **Fog**   A liquid that when used in a fog machine creates a type of smoke that is dence

27. **Gel**   A color polymer that is placed in front of a light to change the color of the light

28. **Gel Frame**   A metal rectangular frame used to hold a gel

29. **Gobos**   A pattern for lights used to project images onto a flat surface

30. **Gobo Holders**   A metal frame designed to hold a gobo

31. **Haze**   Thin fog that lingers in the air evenly for light to bounce off of and creates visible light beams

32. **Houselights**   Lights that illuminate the theatre so the audience can get to their seats. Often will set the mood or tone for a show

33. **Iris**   An adjustable circular shutter for an ellipsoidal

34. **Lighting Board** The piece of equipment which contains all the tools needed to control the lights in the theatre

35. **Lighting Designer** The person in a production who creates the lighting design

36. **LT Squad Lighting** The Little Theatre Squad member who manages lighting equipment in the Little Theatre

37. **Master Electrician** The person in a production who takes the Lighting Designer's design and directs the hanging, gelling, focusing, and cabling of instruments needed

38. **Output Level** A term used in photometrics that refers to how bright a beam of light is. **Photometrics** - A method for describing the output of an instrument

39. **Plug Box** A box hung in the grid where the cable from a light is plugged into

40. **Safeties** A cable that is attached to a lighting instrument and the grid to prevent a light from falling

41. **Stage Pin** The type of power cable used in fresnels and ellipsoidals

42. **Submaster** A group of channels recorded at proportional levels and controlled by a slider and a bump button

43. **Warms** A category of gel colors, often used to light an actor's face. Warm colors are purples, magentas, reds, oranges, ambers and yellows

44. **Wash** Light focused to cover a wide area.35

45. **5-pin XLR cable** A type of cable that has five pins, often called DMX cable

46. **3-pin XLR cable** A type of cable that has three pins

47. **Yoke** The main support for a light. It connects the light to the c-clamp

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