

TRAINING REGULATIONS

AUDIO PRODUCTION SERVICES NC I



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.

TABLE OF CONTENTS

CREATIVE SECTOR

AUDIO PRODUCTION SERVICES NC I

		Page No.
SECTION 1	AUDIO PRODUCTION SERVICES NC I QUALIFIATION	1
SECTION 2	COMPETENCY STANDARDS	2-68
	• Basic Competencies	2-37
	• Common Competencies	38-58
	• Core Competencies	59 -68
SECTION 3	TRAINING ARRANGEMENTS	69-100
	3.1 Curriculum Design	69-94
	3.2 Training Delivery	95-96
	3.3 Trainee Entry Requirements	97
	3.4 List of Tools, Equipment and Materials	97-99
	3.5 Training Facilities	100
	3.6 Trainers' Qualifications	101
	3.7 Institutional Assessment	101
SECTION 4	ASSESSMENT AND CERTIFICATION ARRANGEMENTS	102-103
	COMPETENCY MAP	104-105
	GLOSSARY OF TERMS	106
	TRAINING REGULATIONS (TR) DOCUMENT REVISION HISTORY	107
	ACKNOWLEDGEMENTS	108-109

TRAINING REGULATIONS FOR AUDIO PRODUCTION SERVICES NC I

SECTION 1 AUDIO PRODUCTION SERVICES NC I QUALIFICATION

The **AUDIO PRODUCTION SERVICES NC I** qualification consists of competencies that a person must achieve to technically assist talents and production staff in handling, setting up and disassembling audio production equipment and providing competent troubleshooting to any multimedia and cultural events.

This Qualification is packaged from the competency map of Social, Community Development and Other Services Sector

The Units of Competency comprising this Qualification include the following:

CODE NO. BASIC COMPETENCIES

400311101	Receive and respond to workplace communication
400311102	Work with others
400311103	Solve/address routine problems
400311104	Enhance self-management skills
400311105	Support innovation
400311106	Access and maintain information
400311107	Follow occupational safety and health policies and procedures
400311108	Apply environmental work standards
400311109	Adopt entrepreneurial mindset 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

CRE352101	Handle and install basic audio equipment
CRE352102	Perform technical assistance and basic troubleshooting

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

- Audio Stagehand**
- Live Sound Assistant**
- Studio Recording Assistant**
- Broadcast Technical Assistant**
- Boom operator**
- Dubbing Assistant**

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **AUDIO PRODUCTION SERVICES NC I**. These units of competency are categorized into basic, common and core competencies.

BASIC COMPETENCIES

UNIT OF COMPETENCY : RECEIVE AND RESPOND TO WORKPLACE COMMUNICATION

UNIT CODE : 400311101

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Follow routine spoken messages	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/ instructions 1.2 Instructions/ information are recorded in accordance with workplace requirements 1.3 Instructions are acted upon immediately in accordance with information received 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/ information is not clear	1.1 Organizational policies/guidelines in regard to processing internal/external information 1.2 Ethical work practices in handling communications 1.3 Overview of the Communication process 1.4 Effective note-taking and questioning techniques	1.1 Conciseness in receiving and clarifying messages/ information/ communication 1.2 Accuracy in recording messages/ information 1.3 Basic <i>communication skills</i> 1.4 Active-listening Skills 1.5 Note-taking skills 1.6 Clarifying and probing questions (questioning skills)
2. Perform workplace duties following written notices	2.1 Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instructions are followed in sequence 2.3 Feedback is given to workplace supervisor based on the instructions/ information received	2.1 Organizational guidelines in regard to processing internal/ external information 2.2 Ethical work practices in handling communications 2.3 Overview of the Communication process	2.1 Conciseness in receiving and clarifying messages/ information/ communication 2.2 Accuracy in recording messages/ information 2.3 Clarifying and probing questions (Questioning)

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.4 Effective questioning techniques (clarifying and probing)	Skills) 2.4 Skills in reading and recording and labeling data 2.5 Skills in locating information

RANGE OF VARIABLES

VARIABLE	RANGE
1. Written notices and instructions	May include: <ul style="list-style-type: none"> 1.1. Written work instructions 1.2. Internal memos/memorandum 1.3. Business letters 1.4. External communications 1.5. Electronic mail 1.6. Briefing notes 1.7. General correspondence 1.8. Marketing materials 1.9. Guidelines/Circulars
2. Organizational guidelines	May include: <ul style="list-style-type: none"> 2.1. Information documentation procedures 2.2. Company guidelines and procedures 2.3. Standard Operating Procedure (SOPs) 2.4. Organization manuals 2.5. Departmental Policies and Procedures Manual 2.6. Service manual

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated knowledge and understanding of organizational procedures in handling verbal and written communications 1.2 Received and acted on verbal messages and instructions correctly and efficiently 1.3 Demonstrated ability in recording instructions/information 1.4 Utilized effective clarifying and probing techniques where necessary
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens 2.2 Note pads 2.3 Computer (if applicable)
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration on communication skills (e. g., role-playing) 3.3 Oral questioning/Interview 3.3 Written Test
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or in a simulated environment in TESDA-accredited institutions</p>

UNIT OF COMPETENCY : WORK WITH OTHERS

UNIT CODE : 400311102

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes required in working as member of a team, interacting with co-members and performing one's role in the team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop effective workplace relationships	1.1 <i>Duties and responsibilities</i> are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from <i>workgroup</i> when difficulties arise and addressed through discussions 1.3 <i>Feedback</i> provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged during interaction	1.1 One's role, duties and responsibilities in the workplace 1.2 Acknowledging/ receiving and giving feedback 1.3 Valuing respect and empathy in the workplace 1.4 Workplace communication protocols 1.5 Teamwork 1.6 Collaboration and teambuilding within the enterprise	1.1 Communication skills – oral and written (e. g., requesting advice, receiving feedback) 1.2 Ability to relate to/interact with people from a range of social and cultural backgrounds
2. Contribute to work group activities	2.1 <i>Support is provided to team members</i> to ensure workgroup goals are met 2.2 Constructive contributions to workgroup goals and tasks are made according to <i>organizational requirements</i> 2.3 Information relevant to work is shared with team members to ensure designated goals are met	2.1 Importance of creative collaboration, social perceptiveness and problem sensitivity in the workplace 2.2 Organizational Requirements 2.3 importance of initiative and dedication in group process 2.4 Office and workplace technologies and automation (hardware, software systems)	2.1 Communication skills – oral and written (e. g., requesting advice, receiving feedback) 2.2 Organizing work priorities and arrangements 2.3 Team player skills 2.4 Technology skills including the ability to select and use technology appropriate to a task

RANGE OF VARIABLES

VARIABLE	RANGE
1. Duties and responsibilities	May include: 1.1 Job description and employment arrangements 1.2 Organization's policy relevant to work role 1.3 Organizational structures 1.4 Supervision and accountability requirements including OHS 1.5 Enterprise code of conduct
2. Work group	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues and clients 2.3 Other members of the organization
3. Feedback	May include: 3.1 Formal/Informal performance appraisal 3.2 Obtaining feedback from supervisors and colleagues and clients 3.3 Personal, reflective behavior strategies 3.4 Routine organizational methods for monitoring service delivery
4. Providing support to team members	May include: 4.1 Explaining/clarifying 4.2 Helping colleagues 4.3 Providing encouragement 4.4 Providing feedback to another team member 4.5 Undertaking extra tasks if necessary
5. Organizational requirements	May include: 5.1 Goals, objectives, plans, system and processes 5.2 Legal and organization policy/guidelines 5.3 OHS policies, procedures and programs 5.4 Ethical standards 5.5 Defined resources parameters 5.6 Quality and continuous improvement processes and standards

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Provided support to team members to ensure goals are met 1.2. Acted on feedback from clients and colleagues 1.3. Demonstrated quality/active participation in team meetings and activities
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or task
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Role play 3.3 Interview/Oral questioning 3.4 Structured and unstructured activity
4. Context for Assessment	<ul style="list-style-type: none"> 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 : SOLVE/ADDRESS ROUTINE PROBLEMS

UNIT CODE : 400311103

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the problem	1.1 Desired operating/output parameters and expected quality of products/services are identified. 1.2 The nature of the problem by observation on routines are defined. 1.3 Problems are stated and specified clearly.	1.1 Competence includes mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 1.2 Competence to include the ability to apply and explain fundamental causes of problems routine problems and to determine the corrective actions. 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and environmental requirement 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards	1.1 Using range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Identifying and clarifying the nature of the problem.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Assess fundamental causes of the problem	2.1 Problem-solving tool appropriate to the problem and the context is selected 2.2 Possible causes based on experience and the use of problem-solving tools/ <i>basic analytical techniques</i> are identified 2.3 Possible fundamental causes of problems are specified.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 2.2 Competence to include the ability to apply and explain fundamental causes of problems routine problems and to determine the corrective actions. 2.3 Relevant equipment and operational processes 2.4 Enterprise goals, targets and measures 2.5 Enterprise quality OHS and environmental requirement 2.6 Enterprise information systems and data collation 2.7 Industry codes and standards	2.1 Using range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information). 2.2 Identifying extent and causes of procedural problems.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Determine corrective action	3.1 All possible options are considered for resolution of the routine problem. 3.2 Corrective actions are determined to resolve the problem and possible future causes 3.3 Action plans are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 3.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.3 Relevant equipment and operational processes 3.4 Enterprise goals, targets and measures 3.5 Enterprise quality OHS and environmental requirement 3.6 Principles of decision making strategies and techniques 3.7 Enterprise information systems and data collation 3.8 Industry codes and standards	3.1 Using range of formal problem-solving techniques. 3.2 Identifying and clarifying the nature of the problem. 3.3 Devising and applying the best possible solution to a problem. 3.4 Evaluating the solution
4. Communicate action plans and recommendations to routine problems	4.1 Report on recommendations are prepared 4.2 Recommendations are presented to appropriate person . 4.3 Recommendations are followed-up, if required	4.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations	4.1 Using range of formal problem solving techniques 4.2 Identifying and clarifying the nature of the problem 4.3 Devising the best possible solution to a routine problem

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.3 Relevant equipment and operational processes 4.4 Enterprise goals, targets and measures 4.5 Enterprise quality, OHS and environmental requirement 4.6 Principles of decision making strategies and techniques 4.7 Enterprise information systems and data collation 4.8 Industry codes and standards	4.4 Evaluating the solution 4.5 Developing action plans to resolving and managing routine problems.

RANGE OF VARIABLES

VARIABLE	RANGE
1. 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
2. Basic analytical techniques	May include: 2.1. Brainstorming 2.2. Case Analysis 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Action plans	May include: 3.1. Priority requirements 3.2. Measurable objectives 3.3. Resource requirements 3.4. Timelines 3.5. Co-ordination and feedback requirements 3.6. Safety requirements 3.7. Risk assessment 3.8. Environmental requirements
4. Appropriate person	May include: 4.1 Supervisor or manager 4.2 Peers/work colleagues 4.3 Other members of the organization

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified the problem. 1.2. Determined the fundamental causes of the problem. 1.3. Determined the correct / preventive action. 1.4. Developed action plans in managing routine problems. <p>These aspects may be best assessed using project-based learning mode of assessment and case formulation.</p>
<p>2. Resource Implications</p>	<p>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.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Case Formulation 3.2. Life Narrative Inquiry (Interview) 3.3. Standardized test <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

UNIT OF COMPETENCY : ENHANCE SELF-MANAGEMENT SKILLS

UNIT CODE : 400311104

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes in applying the ability to regulate actions, make good decisions, and show appropriate behavior based on self-awareness.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set personal and career goals	1.1 The difference between personal and career goals are described 1.2 Clear and concise personal and career goals are developed 1.3 Characteristics of motivational goals according to Locke & Latham are identified	1.1 Definition of personal goals and career goals 1.2 SMART Model for goal setting 1.3 Five principle of goal setting according to Locke & Latham (Clarity, Challenge, Commitment, Feedback, and Task complexity)	1.1 Setting of personal and career goals 1.2. Defining, creating, and mapping personal and career goals using SMART Model for goal setting 1.3 Applying goal setting principles to personal and career goals
2. Recognize emotions	2.1 Influence that people, situations and events have on emotions are described 2.2 Importance of responding with appropriate emotions are explained 2.3 Influences on and consequences of emotional responses in a social and work-related contexts are examined	2.1 Common positive and negative emotions manifested in the workplace 2.2 Professional and non-professional behaviors in the workplace 2.3 Triggers and implications of positive and negative emotions in the workplace	2.1 Identifying sensitively the positive and negative emotions in the workplace 2.2. Responding with appropriate emotions in the workplace 2.3 Identifying possible consequences of inappropriate emotional responses in a social and work-related context

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Describe oneself as a learner	3.1 Factors and strategies that assist learning are identified and described 3.2 Preferred learning styles according to VAK Learning Style Model and Kolb's Theory of Learning Styles are identified 3.3 Range of learning strategies appropriate to specific tasks and describe work practices that assist their learning are identified and chosen	3.1 Kolb's Theory of Learning Styles (Converger, Diverger, Assimilator, Accommodator) 3.2 VAK Learning Style Model (Visual, Auditory, Kinesthetic) 3.3 Range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	3.1 Identifying factors and strategies that assist learning 3.2 Applying learning styles to positively influence school/work performance 3.3 Using appropriate learning strategies to improve study habits and learning

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal goals	May include: 1.1 Graduate from Tech-Voc training 1.2 Buy a car 1.3 Travel around the world
2. Career goals	May include but not limited to: 2.1 Graduate from Tech-Voc training 2.2 Graduate from college 2.3 Buy a car 2.4 Retire at 50 years old
3. Emotions	Positive emotions may include: 3.1 Joy 3.2 Gratitude 3.3 Hope 3.4 Serenity Negative emotions may include: 3.5 Anger 3.6 Fear 3.7 Disgust 3.8 Sadness
4. Social and work-related contexts	May include professional behavior such as: 4.1 Committed to developing and improving their skills 4.2 Professionals get the job done 4.3 They keep their word and deliver what they promise. May include non-professional behavior such as— 4.4 They engage in office politics 4.5 Bluffing and misrepresenting their skills 4.6 Blaming a colleague
5. Learning styles	May include: 5.1 Visual 5.2 Auditory 5.3 Kinesthetic 5.4 Converger 5.5 Diverger 5.6 Assimilator 5.7 Accommodator
6. Learning strategies	May include: 6.1 Explain and describe ideas with many details 6.2 Switch between ideas while studying 6.3 Use specific examples to understand abstract ideas

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Developed SMART personal and career goals 1.2 Applied goal setting principles 1.3 Identified sensitively the positive and negative emotions in the workplace 1.4 Responded with appropriate emotions in the workplace 1.5 Identified possible consequences of inappropriate emotional responses in a social and work-related context 1.6 Applied learning styles to positively influence school/work performance 1.7 Developed reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence
<p>2. Resource Implications</p>	<p>The following resources for should be provided:</p> <ul style="list-style-type: none"> 2.1 Access to workplace and resources
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration or simulation with oral questioning (ex. how to recognize emotions) 3.2 Case problems involving workplace diversity issues 3.3 Third-party report
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 3.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : SUPPORT INNOVATION

UNIT CODE : 400311105

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to identify, recognize and support innovation.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the need for innovation in one's area of work	1.1 The value of innovative practices in the workplace is recognized 1.2 Creativity in innovation in one's scope of work is applied 1.3 The need for innovation in own scope of work is recognized	1.1 Clear-cut definition of innovation 1.2 Current practice in own scope of work 1.3 Workplace procedures	1.1 Contributing in brainstorming session 1.2 Examining current practice in one's scope of work 1.3 Identifying issues and concerns of one's scope of work
2. Recognize innovative and creative ideas	2.1 Opportunities within the team are identified to develop innovation 2.2 Creative ideas of coworkers pertaining to work practices are analyzed 2.3 Environment conducive for learning and innovating is maintained	2.1 Support required to generate creative ideas 2.2 Difference between innovation and creativity 2.3 Innovative climate in one's scope of work	2.1 Identifying resources required for creativity and innovation 2.2 Examining potential obstacles to and opportunities for creativity and innovation 2.3 Communicating creative ideas of co-workers
3. Support individuals' access to flexible and innovative ways of working	3.1 Individuals and key people are reinforced to identify innovative ideas to achieve outcomes 3.2 Sharing of best practices using flexible and innovative ways of working is accomplished 3.3 Obstacles to progress in implementing flexible and innovative ways of working are recognized	3.1 The role of employees/workers in the improvement of practices in the organization 3.2 Best practices using flexible and innovative ways of working 3.3 Obstacles in implementing innovation in one's scope of work	3.1 Encouraging co-workers to generate and develop ideas 3.2 Evaluating potential obstacles to and opportunities for creativity and innovation 3.3 Sharing of best practices related to innovation and creativity

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovative practices	May include: 1.1 Self-directed support 1.2 Community based services 1.3 Working within a collaborative arrangement 1.4 Making scope of work more efficient
2. Innovation	May include: 2.1 New ideas 2.2 Original ideas 2.3 Different ideas 2.4 Methods or tools

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified need for innovation in the area of work 1.2 Recognized innovative and creative ideas 1.3 Pursued agreement for flexible and innovative ways of working 1.4 Supported individuals and people to access flexible and innovative ways of working
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 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 : ACCESS AND MAINTAIN INFORMATION

UNIT CODE : 400311106

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to identify, gather, interpret and maintain information.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and gather needed information	1.1. Required information is identified based on requirements. 1.2. Sources to produce required information are identified and accessed 1.3. Report information is collected, organized and recorded 1.4. Organize information is collected in a way that enables easy access and retrieval by other staff	1.1. Policies, procedures and guidelines relating to information handling in the public and private sector, including confidentiality, privacy, security, freedom of information 1.2. Data collection and management procedures 1.3. Cultural aspects of information and meaning 1.4. Sources of public sector work-related information 1.5. Public/private sector standards	1.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 1.2. Collecting data and managing procedures 1.3. Practicing cultural aspects of information and meaning 1.4. Using public/private sector standards
2. Search for information on the internet or an intranet	2.1. Engine is search to find and select appropriate information 2.2. Suitable techniques is use to make it easier to find useful information and to pass it on to others 2.3. Records are use where useful information came from 2.4. Results are used for searches of useful information 2.5. Search engine is chosen appropriate for the information that is needed	2.1. Find and select appropriate information 2.2. Techniques in finding useful information Records are use where useful information came from 2.3. Search engines for information	2.1. Finding and selecting search engine to find and select appropriate information 2.2. Using suitable techniques to find useful information easier 2.3. Using records 2.4. Carrying out Searches

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6. Searches are carry out as per requirements		
3. Examine information	3.1. Information and its sources are evaluated for relevance and validity to business and/or client requirements. 3.2. Information is examined as required to identify key issues. 3.3. Detailed evaluation of information is carried out as required using relevant techniques including mathematical calculations.	3.1. Data evaluation procedures 3.2. Cultural aspects of information and meaning 3.3. Sources of public sector work-related information 3.4. Public sector standards	3.1. Evaluating data 3.2. Practicing cultural aspects of information and meaning 3.3. Using public sector standards
4. Secure information	4.1. Basic file-handling techniques are used for the software 4.2. Techniques is used to handle, organize and secure information	4.1. Policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 4.2. Basic file-handling techniques 4.3. Techniques in handling, organizing and saving files 4.4. Electronic and manual filing systems	4.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 4.2. Using basic file-handling techniques is used for the software 4.3. Using different techniques in handling, organizing and saving files 4.4. Using electronic and manual filing systems

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Manage information	5.1. Information and records are maintained to ensure data and system integrity using a range of standard and complex information systems and operations. 5.2. Routine data and records are reconciled as required. 5.3. Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required.	5.1. Policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 5.2. Data collection and management procedures 5.3. Organizational information handling and storage procedures 5.4. Cultural aspects of information and meaning 5.5. Sources of public sector work-related information 5.6. Public sector standards 5.7. Databases and data storage systems	5.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 5.2. Collecting data and managing procedures 5.3. Handling organizational information and storage procedures 5.4. Practicing cultural aspects of information and meaning 5.5. Using public sector standards 5.6. Managing databases and data storage systems

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Search engine	May include: 2.1. Crawler-based search engine 2.1.1. Google 2.1.2. AlltheWeb 2.1.3. AltaVista 2.2. Human-powered directories 2.2.1. Yahoo directory 2.2.2. Open directory 2.2.3. Looksmart
3. Sources	May include: 3.1. Other IT systems 3.2. Manually created 3.3. Within own organization 3.4. Outside own organization 3.5. Geographically remote

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.5 Identified and gathered needed information 1.6 Searched for information on the internet or an intranet 1.7 Studied and interpreted information 1.8 Handled files 1.9 Maintained information
<p>2. Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 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.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Written Test 3.2. Interview 3.3. Portfolio <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

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

UNIT CODE : 400311107

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to identify relevant occupational safety and health policies and procedures, perform relevant occupational safety and health procedures, and comply with relevant occupational safety and health policies and standards

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify relevant occupational safety and health policies and procedures	1.1 Related <i>occupational safety and health risks and hazards</i> are recognized based on <i>OSH work standards</i> 1.2 <i>OSH requirements/regulations</i> towards work are determined in accordance to workplace policies and procedures 1.3 <i>Incident/Emergency procedures</i> relevant to workplace are identified based on relevant OSH work standards	1.1. Occupational safety and health risks and hazards 1.2. OSH work standards 1.3. Government approved Occupational Safety and Health Policies and regulations 1.4. Terms related to occupational safety and health 1.5. Workplace process and procedures 1.6. Standard emergency plan and procedures	1.1 Observation skills 1.2 Critical thinking skills 1.3 Communication skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Perform relevant occupational safety and health procedures	2.1 Safety devices are checked in accordance with workplace OSH work standards 2.2 OSH Work instructions are followed in accordance with workplace policies and procedures* 2.3 Personal protective equipment, materials, tools, machinery, and equipment are utilized according to OSH work standards	2.1 OSH Work instructions Personal protective equipment 2.2 Safe handling procedures of tools, equipment and materials 2.3 Standard emergency plan and procedures 2.4 Different OSH control measures 2.5 Standard accident and illness reporting procedures	2.1 Communication skills 2.2 Knowledge management 2.3 Organizing skills 2.4 Observation skills
3. Comply with relevant occupational safety and health policies and standards	3.1 Preventive Control Measures are identified in accordance with OSH work standards 3.2 OSH requirements are obeyed in accordance with workplace policies and procedures 3.3 Incident/ Emergency procedures are executed based on OSH Procedures	3.1 OSH Preventive Control Measures 3.2 Principles of 5S 3.3 Environmental requirements relative to industrial wastes disposal 3.4 OSH requirements relative to safe handling and disposal of materials 3.5 Personal hygiene practices	3.1 Communication skills 3.2 Knowledge management 3.3 Organizing skills 3.4 Critical thinking skills 3.5 Observation skills

RANGE OF VARIABLES

VARIABLE	RANGE
<p>1. Occupational Safety and Health Risks and Hazards</p>	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation 1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 1.4 Ergonomics 1.5 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 1.6 Physiological factors – monotony, personal relationship, work out cycle 1.7 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.8 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
<p>2. OSH Work Standards</p>	<p>May include:</p> <ul style="list-style-type: none"> 2.1 OSHS Rule 1090 Hazardous Materials 2.2 OSHS Rule Gas & Electric Welding and Cutting Operations 2.3 OSHS Rule 1120 Hazardous Work Processes 2.4 OSHS Rule 1150 Materials Handling & Storage 2.5 OSHS Rule 1180 Internal Combustion Engine 2.6 OSHS Rule 1210 Electrical Safety 2.7 OSHS Rule 1420 Logging 2.8 OSHS Rule 1410 Construction Safety 2.9 OSHS Rule 1950 Pesticides & Fertilizers
<p>3. OSH Requirements/ Regulations</p>	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Clean Air Act 3.2 Building code 3.3 National Electrical and Fire Safety Codes 3.4 Waste management statutes and rules 3.5 Permit to Operate 3.6 Philippine Occupational Safety and Health Standards 3.7 Department Order No. 13 (Construction Safety and Health) 3.8 ECC regulations 3.9 Republic Act No. 11058 – An Strengthening Compliance with Occupational Safety and Health
<p>4. Incident and Emergency Procedures</p>	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Chemical spills 4.2 Equipment/vehicle accidents 4.3 Explosion 4.4 Fire Drill 4.5 Gas leak 4.6 Injury to personnel 4.7 Structural collapse 4.8 Earthquake drill

	<ul style="list-style-type: none"> 4.9 Toxic and/or flammable vapors emission 4.10 Evacuation 4.11 Isolation 4.12 Basic life support/CPR 4.13 Decontamination 4.14 Calling designed emergency personnel
5. OSH Work Instructions	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Worker's Participation Policies 5.2 Company Environment Safety and Health Policies 5.3 Continual OSH Improvement Instructions 5.4 Education and Training 5.5 Safety and Health Policy Statements 5.6 Mission and Vision Statements 5.7 Operating Instructions and Policies
6. Personal Protective Equipment	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Arm/Hand guard, gloves 6.2 Eye protection (goggles, shield) 6.3 Hearing protection (ear muffs, ear plugs) 6.4 Hair Net/cap/bonnet 6.5 Hard hat 6.6 Face protection (mask, shield) 6.7 Apron/Gown/coverall/jump suit 6.8 Anti-static suits 6.9 High-visibility reflective vest
7. Preventive Control Measures	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 7.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 7.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 7.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 7.6 Use personal protective equipment 7.7 Safety, Health and Work Environment Evaluation 7.8 Periodic and/or special medical examinations of workers

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Recognize related occupational safety and health risks and hazards based on OSH work standards</p> <p>1.2. Identify incident/emergency procedures relevant to workplace based on relevant OSH work standards</p> <p>1.3. Follow the OSH work instructions in accordance with workplace policies and procedures</p> <p>1.4. Utilize personal protective equipment, materials, tools, machinery, and equipment according to OSH work standards</p> <p>1.5. Obey OSH requirements in accordance with workplace policies and procedures</p> <p>1.6. Executed incident/ emergency procedures based on OSH Procedures</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Facilities, materials tools and equipment necessary for the activity</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation/Demonstration with oral questioning</p> <p>3.2 Third party report</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the work place or in a simulated work place setting</p>

UNIT OF COMPETENCY : APPLY ENVIRONMENTAL WORK STANDARDS

UNIT CODE : 400311108

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to identify environmental work hazards, follow environment work procedures and comply with environmental requirements

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify environmental work hazards	1.1 Related environmental hazards are recognized based on environmental work standards 1.2 Environmental work standards are interpreted in accordance to relevant policies 1.3 Required resources to minimize effect of environmental hazards are prepared based on relevant environmental work standards	1.1 Environmental Hazards 1.2 Environmental Work Standards 1.3 Required Resources 1.4 OSH Standards 1.5 Fight against poverty rights 1.6 Environmental Protection 1.7 Respect of Human Rights	1.1. Critical thinking 1.2. Problem solving 1.3. Observation Skills
2. Follow environmental work procedures	2.1 Environmental protection pre-cautionary activities are practiced based on environmental work procedures 2.2 Work activities are executed in accordance with Environmental work Procedures 2.3 Environmental Protection Post-Activities are accomplished based on environmental work procedures*	2.1 Environmental Protection 2.2 Environmental Work Procedures 2.3 Renewable Energies	2.1 Critical thinking 2.2 Problem solving 2.3 Observation Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Comply with environmental work requirements	3.1. Required resources are utilized in accordance with workplace environmental policies 3.2. <i>Environmental hazardous and non-hazardous materials</i> are stored in accordance with <i>environmental regulations</i> 3.3. Hazardous and Non-hazardous Wastes disposed according to environmental regulations	3.1 Environmental Work Procedures 3.2 Environmental Laws 3.2 Environmental Hazardous and Non-Hazardous Materials	3.1 Critical thinking 3.2 Problem solving 3.3 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
2.1 Environmental Hazards	May include: 1.1 Tobacco Smoke 1.2 Asbestos 1.3 Lead 1.4 Combustion Gases 1.5 Chemicals 1.6 Pesticides 1.7 Pollutants 1.8 Contaminated Drinking Water 1.9 Noise 1.10 Dust
2.2 Environmental Work Standards	May include: 2.1 Air Quality Standards 2.2 Emission Standards 2.3 ISO 14001: Environmental Management System 2.4 Environmental Statements 2.5 Environmental Quality Standards 2.6 Work Environment Measurement Standard
2.3 Required Resources	May include: 3.1 Electric 3.2 Water 3.3 Fuel 3.4 Telecommunications 3.5 Supplies and Materials 3.6 Trash Cans 3.7 Relevant Data Sheets 3.8 Barriers or Barricades
2.4 Environmental Protection	May include protection against 4.1 Overconsumption of Resources 4.2 Destruction of Ecosystems 4.3 Habitat Destructions 4.4 Extinction of Wildlife 4.5 Pollutions 4.6 Water Degradation
2.5 Environmental Work Procedures	May include: 5.1 Environmental pollution control measures 5.2 Oil and Fuel use 5.3 Disposal and Reuse 5.4 Herbicide applications 5.5 Breed Bird Mitigation 5.6 Tree Removal Works 5.7 Erosion Protection 5.8 Scrub Clearance 5.9 Bankside sediment clearance

<p>2.6 Environmental Hazardous and Non-Hazardous Materials</p>	<p>May include but not limited:</p> <ul style="list-style-type: none"> 6.1 Acids 6.2 Adhesives 6.3 Aerosols 6.4 Asbestos 6.5 Batteries 6.6 Chemicals 6.7 Compact fluorescent lamps 6.8 Drugs 6.9 Dyes 6.10 E-Waste 6.11 Gasoline 6.12 Grease 6.13 Lead 6.14 Motor Oil 6.15 Solvents 6.16 Weed Killers
<p>2.7 Environmental Regulations</p>	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Clean Air Act 7.2 Clean Water Act 7.3 Endangered Species Act 7.4 Resource Conservation and Recovery Act 7.5 Cave Resources and Management Act 7.6 Fisheries Code 7.7 Forestry Code 7.8 Mining Act

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Interpreted the Environmental Work Standards in accordance to relevant policies 1.2. Prepared required resources to minimize effects of environmental hazards based on relevant environmental work standards 1.3. Practiced environmental protection pre-cautionary activities based on environmental work procedures 1.4. Executed work activities in accordance with environmental work procedures 1.5. Accomplished environmental protection post-activities based on environmental work procedures 1.6. Stored environmental hazardous and non-hazardous materials in accordance with environmental regulations 1.7. Disposed hazardous and non-hazardous wastes according to environmental regulations
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Workplace with storage facilities 2.2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3. PPE 2.4. Manuals and references
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Demonstration 3.2. Oral questioning 3.3. Written examination
<p>4. Context for Assessment</p>	<ol style="list-style-type: none"> 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 : **ADOPT ENTREPRENEURIAL MINDSET IN THE WORKPLACE**

UNIT CODE : **400311109**

UNIT DESCRIPTOR : This unit covers the outcomes required to support and internalize an entrepreneurial mindset and observe basic entrepreneurial practices in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine entrepreneurial mindset	1.1 Entrepreneurial mindset in the workplace is determined from enterprise practices and policies. 1.2 Entrepreneurial mindset in the workplace is studied and affirmed based on current enterprise practices 1.3 Clarification from reliable sources is sought regarding entrepreneurial mindset and corporate culture.	1.1 Workplace policies and practices relating to entrepreneurship 1.2 Elements of corporate culture 1.3 Entrepreneurial mindset 1.4 Entrepreneurial practices in the workplace 1.5 Desirable attitudes: <ul style="list-style-type: none"> - Patience - Willingness to learn - Attention to details 	1.1 Identifying entrepreneurial mindset 1.2 Studying and affirming entrepreneurial mindset 1.3 Selecting and emulating desirable entrepreneurial practices 1.4 Communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify entrepreneurial practices	2.1 Entrepreneurial practices are determined based on enterprise requirements 2.2 Entrepreneurial practices is performed following workplace and client requirements. 2.3 Cost-effective measures are complied with reference to workplace best practices	2.1 Quality assurance practices 2.2 Workplace and client requirements 2.3 Types of cost-effective measures 2.4 Workplace quality policy 2.5 Attitude: <ul style="list-style-type: none"> - Patience - Attention to details 	2.1 Performing quality assurance practices 2.2 Complying quality assurance requirements 2.3 Complying to cost-effective measures 2.4 Communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial mindset	May include workplace thinking relating to: 1.1 Economy in the use of resources 1.2 Waste management 1.3 Quality-consciousness 1.4 Cost-consciousness 1.5 Safety- and health- consciousness
2. Quality assurance practices	May include: 2.1 Use of quality procedures manual 2.2 Quality policy 2.3 Best/Good practices 2.4 Continuous improvement program
3. Reliable sources	May include: 3.1 Supervisors 3.2 Colleagues 3.3 Clients/Partners

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Demonstrated affirmation of entrepreneurial mindset 1.2 Observed entrepreneurial practices 1.3 Complied with cost effective measures
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek and apply information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1. Overview of quality assurance in the industry 1.2. Role of individual staff members 1.3. Industry information sources	1.1. Ready skills needed to access industry information 1.2. Basic competency skills needed to access the internet
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Role of 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	<p>May include :</p> <ul style="list-style-type: none"> 1.1. Media 1.2. Reference books 1.3. Libraries 1.4. Unions 1.5. Industry associations <ul style="list-style-type: none"> 1.5.1. Mentors 1.5.2. Artist organizations 1.5.3. Technical organizations 1.6. Industry journals 1.7. Internet 1.8. Personal observation and experience
2. Information to assist effective work performance	<p>May include:</p> <ul style="list-style-type: none"> 2.1. Different sectors of the industry and the services available in each sector 2.2. Awareness on different culture 2.3. Relationship between the industry and other industries 2.4. Industry working conditions 2.5. Legislation that affects the industry <ul style="list-style-type: none"> • Dangerous Drug Act (DDA) • Intellectual Property Ownership (IPO) • Health and safety • Hygiene • Labor work practices • Workers' rights and compensation • Viewer advisory • Building and other related regulations • 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 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	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Sources of information on the industry 2.2. Industry knowledge
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Portfolio with interview
4. Context for assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in actual workplace or at the designated TESDA accredited assessment center.

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

UNIT CODE : CRE265202

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

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4. Capabilities of materials, tools and equipment are explored to enable artistic outputs. 2.5. Feedback, critique, discussion and evaluation mechanisms are continuously applied to improve artistic skills. 2.6. 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.	property issues related to the development of self as artist 2.6. Creative thinking theories, exercises and techniques	
3. Broaden exposure to culture and arts	3.1. <i>Studies on arts and culture</i> are generated based on required <i>learning objectives</i> . 3.2. <i>Cultural immersion opportunities</i> 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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and access specification/manuals	1.1 Manuals are identified and accessed as per job requirements 1.2 Version and date of manual are checked to ensure that correct specification and procedures are identified	1.1 Types of manuals used in scriptwriting 1.2 Identification of symbols used in the manuals	1.1 Identifying manuals and specifications 1.2 Accessing information and data
2. Interpret manuals	2.1 Relevant sections, chapters of specifications/manuals are located in relation to the work to be conducted 2.2 Information and procedure in the manual are interpreted in accordance with industry practices	2.1 Types of manuals 2.2 Types of symbols used in manuals 2.3 Systems of measurements 2.4 Unit conversion	2.1 Interpreting symbols and specifications 2.2 Accessing information and data 2.3 Applying conversion of units of measurements
3. Apply information from manual	3.1 Manual is interpreted according to job requirements 3.2 Work steps are correctly identified in accordance with manufacturer's specification 3.3 Data from the manual are applied according to the given task 3.4 All sequencing and adjustments are interpreted in accordance with information contained on the manual or specifications	3.1 Types of manuals 3.2 Types and application of symbols in manuals 3.3 Unit conversion	3.1 Applying information from manuals
4. Store manuals	4.1 Manual or specification is stored to prevent damage and be readily accessible 4.2 Information is updated when required in accordance with company requirements	4.1 Types of manuals 4.2 Manual storing and maintaining procedures	4.1 Storing and maintaining manuals

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : OPERATE EQUIPMENT

UNIT CODE : CRE265204

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : CRE265205

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

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

RANGE OF VARIABLES

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety and Health Regulations	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 <i>italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1. Personal presence is maintained according to employer standards or venue requirements 1.2. Interpersonal skills are used to ensure that customer needs are accurately identified 1.3. Presentation skills are used to communicate the relevant concepts, values and processes in the delivery of expected outputs 1.4. Equipment and other resources are stored according to assignment requirements.	1.1 Interactive communication with others 1.2 Safe work practices 1.3 Culturally sensitive behavior 1.4 Organizational policies and procedures 1.5 Common and accepted practices in the industry 1.6 Teamwork and collaboration 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 <i>italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Identify and address client requirements	2.1 <i>Client requirements</i> are identified and addressed according to job assignments 2.2 Changes in client's needs and requirements are monitored and addressed professionally. 2.3 <i>Feedback mechanisms</i> 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 <i>italicized terms</i> 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

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

CORE COMPETENCIES

UNIT OF COMPETENCY: HANDLE AND INSTALL BASIC AUDIO EQUIPMENT

UNIT CODE : CRE352101

UNIT DESCRIPTOR : This unit covers the skills and knowledge to handle, set up and de-rig a range of audio equipment for different productions in the cultural and creative industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine audio production requirements	1.1 Technical riders are identified and discussed with relevant personnel according to production requirements 1.2 Locations are surveyed for assessment purposes 1.3 Equipment and accessories are obtained to ensure consistency with the production requirements before commencement of production	1.1 Company rules and regulations, standards and operating procedures 1.2 Occupation Health and Safety and material safety datasheet 1.3 Basic knowledge in the Physics of Sound 1.4 Audio Fundamentals and Analysis 1.5 Audio Production Design Layouts/ Plans 1.6 Basic Mathematics 1.7 Basic Electronics 1.8 Basic Electrical 1.9 Basic classification of Audio equipment (brand, model, and technical specification data) 1.10 OSH Law 1.11 DOLE DO 198 s 2018 1.12 Occupational hearing loss 1.13 Work environment measure 1.14 Medical surveillance and audiometry	1.1 Communicating ideas and information with industry personnel 1.2 Maintaining clean and orderly workplace/ production environment 1.3 Demonstrating manual dexterity 1.4 Working with others and in teams 1.5 Planning and organizing activities 1.6 Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures 1.7 Observing OSH law 1.8 Observing DOLE DO 198 s 2018 1.9 Work environment measure skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare and deliver audio equipment	2.1 Audio equipment inventory checklist are prepared before loading 2.2 Audio equipment are packed and secured inside the delivery vehicle/storage 2.3 Ensure the delivery of audio equipment are safe, secured and in good working condition.	2.1 Company rules and regulations, standards and operating procedures 2.2 Occupation Health and Safety and material safety datasheet 2.3 Audio Production design layouts 2.4 Basic Mathematics 2.5 Basic Electronics 2.6 Basic Electrical 2.7 Basic logistic management 2.8 <u>OSH Law</u> 2.9 <u>DOLE DO 198 s 2018</u> 2.10 <u>Occupational hearing loss</u> 2.11 <u>Work environment measure</u> 2.12 <u>Medical surveillance and audiometry</u>	2.1 Communicating ideas and information with industry personnel 2.2 Demonstrating manual dexterity 2.3 Working with others and in teams 2.4 Planning and organizing activities 2.5 Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures 2.6 <u>Observing OSH law</u> 2.7 <u>Observing DOLE DO 198 s 2018</u> 2.8 <u>Work environment measure skills</u>
3. Set-up audio equipment	3.1 Audio equipment are set up according to safety and production requirements 3.2 Set up is achieved within the constraints of time, budget, working environment and production requirements 3.3 Audio equipment mountings and cablings are positioned according to safety procedures and within the organizational and production requirements 3.4 Line and sound checks are conducted and all adjustments are documented according to organizational	3.1 Company rules and regulations, standards and operating procedures 3.2 Occupation Health and Safety and material safety datasheet 3.3 Physics of sound 3.4 Audio Fundamentals and Analysis 3.5 Audio Production design layouts 3.6 Basic Mathematics 3.7 Basic Electronics 3.8 Basic Electrical 3.9 Basic classification of Audio equipment (brand, model, and technical	3.1 Communicating ideas and information with industry personnel 3.2 Maintaining cleanliness 3.3 Demonstrating manual dexterity 3.4 Working with others and in teams 3.5 Planning and organizing activities 3.6 Language, literacy and numeracy skills appropriate to the job role and function e.g.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>procedures</p> <p>3.5 Technical assistance is provided during the entire production stage.</p>	<p>specification data)</p> <p>3.10 Basic trouble shooting during set-up and performance</p> <p>3.11 Live Audio Hand signals</p> <p>3.12 OSH Law</p> <p>3.13 DOLE DO 198 s 2018</p> <p>3.14 Occupational hearing loss</p> <p>3.15 Work environment measure</p> <p>3.16 Medical surveillance and audiometry</p>	<p>documenting packaging information and recording procedures</p> <p>3.7 Observing OSH law</p> <p>3.8 Observing DOLE DO 198 s 2018</p> <p>3.9 Work environment measure skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Disassemble audio equipment	<p>4.1 Audio equipment and accessories are disassembled, packed and stored safely with consideration of other production requirements and safety regulations</p> <p>4.2 House inventory is counter checked against outsourced audio equipment</p> <p>4.3 Damaged and lost audio equipment are reported to the appropriate personnel</p> <p>4.4 Working environment is cleaned and restored back to its previous and original condition</p>	<p>4.1 Company rules and regulations, standards and operating procedures</p> <p>4.2 Occupation Health and Safety and material safety datasheet</p> <p>4.3 Audio Fundamentals and Analysis</p> <p>4.4 Basic Mathematics</p> <p>4.5 Basic Electronics</p> <p>4.6 Basic Electrical</p> <p>4.7 Basic classification of Audio equipment (brand, model, and technical specification data)</p> <p>4.8 Basic trouble shooting</p> <p>4.9 Basic logistic management</p> <p>4.10 OSH Law</p> <p>4.11 DOLE DO 198 s 2018</p> <p>4.12 Occupational hearing loss</p> <p>4.13 Work environment measure</p> <p>4.14 Medical surveillance and audiometry</p>	<p>4.1 Communicating ideas and information with industry personnel</p> <p>4.2 Maintaining cleanliness</p> <p>4.3 Demonstrating manual dexterity</p> <p>4.4 Working with others and in teams</p> <p>4.5 Planning and organizing activities</p> <p>4.6 Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures</p> <p>4.7 Observing OSH law</p> <p>4.8 Observing DOLE DO 198 s 2018</p> <p>4.9 Work environment measure skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Secure audio equipment for transit	5.1 Audio equipment containers are made suitable and safe for storage and transport. 5.2 Fragile items are packed and compliant with current safety regulations. 5.3 Audio equipment containers are labelled accordingly. 5.4 Audio equipment and accessories are packed, documented and stored within the planned timescale 5.5 Audio equipment status is assessed before, during and after use in any production. 5.6 Audio equipment inventory checklist is counter-checked.	5.1 Company rules and regulations, standards and operating procedures 5.2 Occupation Health and Safety and material safety datasheet 5.3 Audio Fundamentals and Analysis 5.4 Basic Mathematics 5.5 Basic Electronics 5.6 Basic Electrical 5.7 Basic classification of Audio equipment (brand, model, and technical specification data) 5.8 Basic trouble shooting 5.8 Basic logistic management 5.9 OSH Law 5.10 DOLE DO 198 s 2018 5.11 Occupational hearing loss 5.12 Work environment measure 5.13 Medical surveillance and audiometry	5.1 Communicating and interacting appropriately with colleagues, health care practitioners, other clients and patients 5.2 Communicating ideas and information 5.3 Maintaining cleanliness 5.4 Demonstrating manual dexterity 5.5 Working with others and in teams 5.6 Planning and organizing activities Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures 5.7 Observing OSH law 5.8 Observing DOLE DO 198 s 2018 5.9 Work environment measure skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Technical Riders	May include: 1.1 Audio requirements 1.2 Video requirements 1.3 Lighting requirements 1.4 Staging requirements 1.5 Other client requirements
2. Production requirements	May include: 2.1 Stage layout 2.2 Input patch list 2.4 Technical rider 2.5 Audio equipment inventory checklist.
3. Audio equipment	May include: 3.1 Microphones 3.2 Mixing consoles 3.3 Cables and connectors 3.4 Loudspeakers 3.5 Signal processors 3.6 Digital audio workstations 3.7 Audio accessories

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined audio production requirements 1.2 Prepared and delivered audio equipment 1.3 Set-up audio equipment 1.4 Disassembled audio equipment 1.5 Secured audio equipment for transit 1.6 Applied relevant OHS practices and legislation
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace location 2.2 Audio equipment relevant to the unit of competency
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation/Demonstration with oral questioning
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY: PERFORM TECHNICAL ASSISTANCE AND BASIC TROUBLESHOOTING

UNIT CODE : CRE352102

UNIT DESCRIPTOR : This unit describes the skills to provide and deliver audio technical assistance and basic troubleshooting for different productions in the cultural and creative industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide technical assistance to artists and production staff	1.1 Technical issues observed and/or communicated are determined 1.2 Technical assistance requested and communicated by the artists and production staff are attended to 1.3 Technical issues are solved and assistance requested are provided	1.1 Company rules and regulations, standards and operating procedures 1.2 Audio Fundamentals and Analysis 1.3 Occupation Health and Safety and material safety datasheets 1.4 Basic audio design production layouts 1.5 Basic electronics 1.6 Basic Electrical 1.7 Basic classification of Audio equipment (brand, model, and technical specification data) 1.8 Basic knowledge on varying signal chain 1.9 OSH Law 1.10 DOLE DO 198 s 2018 1.11 Occupational hearing loss 1.12 Work environment measure 1.13 Medical surveillance and audiometry	1.1 Communicating ideas and information with industry personnel 1.2 Maintaining cleanliness 1.3 Demonstrating manual dexterity 1.4 Working with others and in teams 1.5 Planning and organizing activities 1.6 Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures 1.7 Observing OSH law 1.8 Observing DOLE DO 198 s 2018 1.9 Work environment measure skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Determine and resolve technical audio problems/issues	2.1 Audio equipment are positioned and connected according to safety and production requirements 2.2 Audio equipment and connectivity are labelled according to organizational requirements 2.3 Line and sound checks are conducted according to Technical requirement	2.1 Company rules and regulations, standards and operating procedures 2.2 Audio Fundamentals and Analysis 2.3 Occupation Health and Safety and material safety datasheets 2.4 Basic audio design production layouts 2.5 Basic electronics 2.6 Basic Electrical 2.7 Basic classification of Audio equipment (brand, model, and technical specification data) 2.8 Basic knowledge on varying signal chain 2.9 OSH Law 2.10 DOLE DO 198 s 2018 2.11 Occupational hearing loss 2.12 Work environment measure 2.13 Medical surveillance and audiometry	2.1 Basic troubleshooting skills 2.2 Communicating ideas and information with industry personnel 2.3 Maintaining cleanliness 2.4 Demonstrating manual dexterity 2.5 Working with others and in teams 2.6 Planning and organizing activities 2.7 Language, literacy and numeracy skills appropriate to the job role and function e.g. documenting packaging information and recording procedures 2.8 Observing OSH law 2.9 Observing DOLE DO 198 s 2018 2.10 Work environment measure skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Technical issues	May include: 1.1 Signal continuity 1.2 Audio signal issues 1.3 Equipment malfunction 1.4 Electrical issues
2. Technical assistance	May include: 2.1 Audio equipment set-up 2.2 Connectivity/Interfacing

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Provided technical assistance to artists and production staff 1.2 Determined and resolved technical audio problems/issues 1.3 Applied relevant OHS practices and legislation
2. Resource Implications	The following resources should be provided: 2.1 Workplace location 2.2 Audio equipment relevant to the unit of competency
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with oral questioning
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 **AUDIO PRODUCTION SERVICES NC I**.

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 enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include green technology, issues on health and drugs and catering to persons with disabilities (PWD's).

Course Title: **AUDIO PRODUCTION SERVICES NC I** **NC Level:** **NC I**

Nominal Training Duration:	47 Hours	Basic Competencies
	88 Hours	Common Competencies
	<u>100 Hours</u>	Core Competencies
	<u>80</u> Hours	- Supervised Industry Learning (SIL)

Total - 315 Hours

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities that involves handling and installing basic audio equipment and providing technical assistance and troubleshooting. 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
(47 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Receive and respond to workplace communication	1.1 Follow routine spoken messages	<ul style="list-style-type: none"> • Exercise Conciseness in receiving and clarifying messages/ information/ communication 	<ul style="list-style-type: none"> • Group discussion • Interaction • Reportorial • Modular 	<ul style="list-style-type: none"> • Interviews/ • Questioning • Practical/ • Performance Test • Observation 	4 Hours
	1.2 Perform workplace duties following written notices	<ul style="list-style-type: none"> • Practice Accuracy in following written/ oral instruction/ information • Practice written and oral communication skills • Case Study in handling written communication • Practice relaying/ disseminating messages/ information • Analyze different messages 	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Case Study 	<ul style="list-style-type: none"> • Written • Practical • Written • Demonstration 	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Work with others	2.1 Develop effective workplace relationships	<ul style="list-style-type: none"> • Read job description and organizations policies relevant to work role • Read personnel code of conduct and discipline • Role play on cooperation and good relationship • Study table of organization and identify team members • Role play on team work. • Role play on receiving feedback from supervisor • Role play on providing feedback. • Listen to lecture on Valuing and exemplifying respect and empathy in the workplace 	<ul style="list-style-type: none"> • Individual Work • Discussion • Role Play • Lecture 	<ul style="list-style-type: none"> • Role Play • Structured activity • Written Test 	2 Hours
	2.2 Contribute to work group activities	<ul style="list-style-type: none"> • Discussion on creative collaboration, social perceptiveness and problem sensitivity • Role play on creative collaboration, social perceptiveness and problem sensitivity. • Participate in a goal setting activity • Participate in planning and implementation of a group activity. • Participate in evaluation of the group activity 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play • Group Work 	<ul style="list-style-type: none"> • Role Play • Structured activity • Written Test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Solve/address routine problems	3.1 Identify the problem	<ul style="list-style-type: none"> • Show mastery of the current industry hardware and software products and services <ul style="list-style-type: none"> - Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information) • Identify and clarify the nature of the problem 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.2 Assess fundamental causes of problem	<ul style="list-style-type: none"> • Show mastery of the current industry hardware and software products and services <ul style="list-style-type: none"> - Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information) • Identify and clarify the nature of the problem 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role play 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.3 Determine corrective action	<ul style="list-style-type: none"> • Show mastery of the current industry hardware and software products and services <ul style="list-style-type: none"> - Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information) • Identify and clarify the nature of the problem 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role play 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.4 Communicate action plans and recommendations to routine problems	<ul style="list-style-type: none"> • Show mastery of the current industry hardware and software products and services <ul style="list-style-type: none"> - Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information) • Identify and clarify the nature of the problem 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Enhance Self-Management Skills	4.1 Set personal and career goals	<ul style="list-style-type: none"> Define and set personal goals and career goals Describe the SMART Model for goal setting Create personal and career goals using SMART Model for goal setting Explain and apply the principles of goal setting according to Locke & Latham 	<ul style="list-style-type: none"> Discussion Making of personal and career goals by students Brainstorming 	<ul style="list-style-type: none"> Demonstration or simulation with oral questioning Case problems involving workplace diversity issues 	1 Hour
	4.2 Recognize emotions	<ul style="list-style-type: none"> Identify common positive and negative emotions manifested in the workplace Distinguish professional and non-professional behaviors in the workplace Recognize triggers and implications of positive and negative emotions in the workplace Respond with appropriate emotions and identify possible consequences of inappropriate emotional responses in a social and work-related context 	<ul style="list-style-type: none"> Discussion Interactive Lecture Brainstorming 	<ul style="list-style-type: none"> Demonstration or simulation with oral questioning Case problems involving workplace diversity issues 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Describe oneself as a learner	3.1.1 Review Kolb's Theory of Learning Styles 3.1.2 Describe VAK Learning Style Model (Visual, Auditory, Kinesthetic) 3.1.3 Cite learning strategies appropriate to specific tasks and describe work practices that assist learning 3.1.4 Identify factors and strategies that assist learning 3.1.5 Apply learning styles to positively influence school/work performance 3.1.6 Use appropriate learning strategies to improve study habits and learning	<ul style="list-style-type: none"> • Discussion • Interactive Lecture • Brainstorming • Simulation 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Support Innovation	5.1 Identify the need for innovation in one's area of work	<ul style="list-style-type: none"> • Show mastery of the clear-cut definition of innovation and its characteristics • Identify the need for innovation in one's work area • Identify work procedures needing change • Contribute to brainstorming sessions with co-workers on identifying tasks needing change 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Recognize innovative and creative ideas	<ul style="list-style-type: none"> • Identify resources needed for change and potential obstacles as well • Show positive attitudes and behaviors in accepting and in needing change in one's work area • Delineate differences between creativity and innovation 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.3 Support individuals' access to flexible and innovative ways of working	<ul style="list-style-type: none"> • Identify different roles of employees/workers in the improvement of practices in the organization • Identify practices for flexible and innovative ways of working • Share information with co-workers • Detect potential problems in implementing flexible ways of working 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied • 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 Outcome	Learning Activities	Methodology	Assessment Approach	Nominal Duration
6. Access and maintain information	6.1 Identify and gather needed information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Policies, procedures and guidelines relating to information handling in the public and private sector, including confidentiality, privacy, security, freedom of information - Data collection and management procedures - Public/private sector standards • Identify sources to produce required information • Perform exercises on information gathering 	<ul style="list-style-type: none"> • Lecture • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation 	3 Hours
	6.2 Search for information on the internet or an intranet	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Techniques in finding useful information - Search engines for information • Find and select appropriate information • Perform information searching on the internet using different search engines 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.3 Examine information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Data evaluation procedures - Cultural aspects of information and meaning - Sources of public sector work-related information • Evaluation of searched information 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours

Unit of Competency	Learning Outcome	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.4 Secure information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Basic file-handling techniques - Techniques in handling, organizing and saving files - Electronic and manual filing systems • Performance of basic file-handling techniques • Application of electronic and manual filing systems 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role Play • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	3 Hours
	6.5 Manage information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Organizational information handling and storage procedures - Databases and data storage systems • Managing databases and data storage systems 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
7. Follow Occupational Safety And Health Policies And Procedures	7.1 Identify relevant occupational safety and health policies and procedures	<ul style="list-style-type: none"> • Discussion of Risks and Hazards • Risk and Hazard Identification 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 Hours
	7.2 Perform relevant occupational safety and health procedures	<ul style="list-style-type: none"> • Demonstration of proper use of Personal Protective Equipment and Materials Handling • Practice Emergency Plan 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	2 Hours

Unit of Competency	Learning Outcome	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	7.3 Comply with relevant occupational safety and health policies and standards	<ul style="list-style-type: none"> • Discussion on Personal Hygiene and Preventive Control Measures • Practice 5S and waste segregation 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	4 Hours
8. Apply Environmental Work Standards	8.1 Identify environmental work hazards	<ul style="list-style-type: none"> • Discussions in <ul style="list-style-type: none"> - Reduction in greenhouse gas emissions, - Increase the share of renewables of gross final energy consumption, - Long-term reduction of energy consumption, - Release of materials into the environment should, in the long run, not exceed the adaptability of the eco-system, - Dangers and unjustifiable risks to human health - Energy and natural resource consumption and the provision of transport services 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	8.2 Follow environmental work procedures	<ul style="list-style-type: none"> • Discussions Protection against <ul style="list-style-type: none"> - Human Dangers - Overconsumption of Resources - Destruction of Ecosystems - Habitat Destructions - Extinction of Wildlife - Pollutions - Water Degradation 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 Hour
	8.3 Comply with environmental work requirements	<ul style="list-style-type: none"> • Discussions Environmental Regulations and its requirements relevant to the industry and work activities • Demonstration and Practice Environmental Compliance 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1 Hour
9. Adopt Entrepreneurial Mindset in the Workplace	9.1 Determine entrepreneurial mindset	<ul style="list-style-type: none"> • Discussion on Entrepreneurial Mindset • Games to develop entrepreneurial mind set 	<ul style="list-style-type: none"> • Lecture discussion • Games 	<ul style="list-style-type: none"> • Written Test • Role play 	2 Hours
	9.2 Identify entrepreneurial practices	<ul style="list-style-type: none"> • Case study- quality assurance practices • Discussion on cost effective measures • Discussion on Workplace quality Policy 	<ul style="list-style-type: none"> • Case study • Lecture discussion 	<ul style="list-style-type: none"> • Written Test • Case Study 	1 Hour

**COMMON COMPETENCIES
(88 hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Develop and update industry knowledge	1.1 Seek and apply information on the industry	<ul style="list-style-type: none"> • Lecture and discussion on sources of information on the industry • Lecture and discussion on information to assist effective work performance • Lecture and discussion on the overview of quality assurance in the industry • Lecture and discussion on the associated legislations that affects the industry • Access and update specific industry information on the sector of work • Attend seminars and conferences related to the specific field. 	<ul style="list-style-type: none"> • Lecture-discussion • Demonstration • Hands-on/Writeshop • Seminars/conferences 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	8 hours
	1.2 Update industry knowledge	<ul style="list-style-type: none"> • Lecture and discussion on type of research (informal and/or formal) for updating general knowledge of the industry • Application and sharing of updates on industry information to work activities 	<ul style="list-style-type: none"> • Lecture-discussion • Demonstration • Hands-on/Writeshop • Research 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
2. Develop creative thinking, artistic skills and cultural awareness	2.1 Acquire and develop creative thinking	<ul style="list-style-type: none"> • Lecture, workshop and discussion on concepts and ideas • Lecture, workshop and discussion on sources of concepts and ideas from the environment • Lecture and discussion on creative thinking theories, exercises and techniques • Focus group discussions (FGD) on readings utilized for stimulating creative ideas 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	2.2 Develop artistic skills	<ul style="list-style-type: none"> • Lecture, workshop and discussion on strategies, methods and approaches in developing artistic skills • Lecture on awareness of copyright, moral rights and intellectual property rights • Identification and discussion of relevant materials, tools and equipment to produce artistic outcome • Application of feedback, critique, discussion and evaluation mechanisms • Application of creative thinking theories, exercises and techniques 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Broaden exposure to culture and arts	<ul style="list-style-type: none"> • Lecture and interactive discussion on different studies on arts and culture • Conducting guided visits/immersion activities to various cultural exchange programs, festival and other culture and arts events • Sharing, discussion and reflections of insights and experiences on arts and culture 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop • immersion 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	8 hours
3. Observe procedures, specifications and manuals of instructions	3.1 Identify and access specification/ manuals	<ul style="list-style-type: none"> • Lecture and discussion on : <ul style="list-style-type: none"> ○ Types of manual ○ Identification of version, date and symbols used in the manuals ○ Specifications and procedures 	<ul style="list-style-type: none"> • Lecture • Group discussion • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation 	2 hours
	3.2 Interpret manuals	<ul style="list-style-type: none"> • Lecture and discussion on how to locate relevant section and chapters of specifications/manuals • Interpretation of information and procedures in the manual • Lecture on systems of measurement and unit conversion 	<ul style="list-style-type: none"> • Lecture • Group discussion • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	5.2 Maintain quality of performance	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Indicators of performance for each area of responsibility ○ Steps in improving or maintaining performance ○ Employer policy on performance management ○ Monitoring performance as per standards • Prepare checklist of the areas of responsibility of a scriptwriter 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
	5.3 Evaluate and assess own work	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Financial management ○ Project management • Evaluation and assessment of work outputs and work expenses • Prepare assessment feedback 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours
6. Maintain safe, clean, and efficient work environment	6.1 Comply with safety and health regulations	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Safety and health regulations (as per Range of Variables) ○ Safety and health policies and procedures (as per Range of Variables) • Comply and apply safety and health regulations, policies and procedures 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	6.2 Assess work area	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Work hazards policies and procedures ○ OSHS policies and procedures ○ Waste management • Conduct of assessment and maintenance of work areas and walkways • Observance of proper work disposal 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	2 hours
	6.3 Check and maintain tools, equipment and resources	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Tools and equipment maintenance procedures ○ Tools, equipment and resources storage procedures • Practice drills on tools, equipment and resources checking and storage as per maintenance requirements and safety regulations 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	2 hours
7. Provide and maintain effective client relations	7.1 Maintain a professional image	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Interpersonal skills (as per Range of Variables) ○ Safe work practices ○ Personal hygiene • Practice/observance of good housekeeping • Maintain a clean and hygienic environment 	<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Hands-on/ Writeshop 	<ul style="list-style-type: none"> • Written test • Oral Questioning • Presentation • Evaluation of written output 	4 hours

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

**CORE COMPETENCIES
(100 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Handle and install basic audio equipment	1.1 Determine audio production requirements	<ul style="list-style-type: none"> Identify different equipment and accessories used in particular production requirements Discuss different function and use of equipment and accessories 	<ul style="list-style-type: none"> Lecture Observation Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Examination Oral Evaluation Demonstration 	20 hours
	1.2 Prepare and deliver audio equipment	<ul style="list-style-type: none"> Preparation of inventory checklist Handling and delivery of equipment and accessories 	<ul style="list-style-type: none"> Lecture Observation Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Examination Oral Evaluation Demonstration 	6 hours
	1.3 Set-up audio equipment	<ul style="list-style-type: none"> Discuss safety procedures and basic electrical requirements Setting up equipment and accessories according to production requirements Discuss signal chain Discuss basic trouble shooting Discuss basic production communication skills 	<ul style="list-style-type: none"> Lecture Observation Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Examination Oral Evaluation Demonstration 	46 hours
	1.4 Disassemble audio equipment	<ul style="list-style-type: none"> Discuss safety procedures Assess audio equipment functionality Discuss techniques in disassembling equipment Prepare list of damaged equipment 	<ul style="list-style-type: none"> Lecture Observation Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Examination Oral Evaluation Demonstration 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.5 Secure audio equipment for transit	<ul style="list-style-type: none"> • Discuss packing and loading techniques of equipment and accessories • Identify different kind of transportation • Preparation of checklist of equipment used • Discuss egress procedures 	<ul style="list-style-type: none"> • Lecture • Observation • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Examination • Oral Evaluation • Demonstration 	6 hours
2. Perform technical assistance and basic troubleshooting	2.1 Provide technical assistance to artists and production staff	<ul style="list-style-type: none"> • Discuss safety procedures • Discuss how to identify issues during production • Discuss different solutions and techniques how to handle issues • Discuss basic production communication skills 	<ul style="list-style-type: none"> • Lecture • Observation • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Examination • Oral Evaluation • Demonstration 	6 hours
	2.2 Determine and resolve technical audio problems/issues	<ul style="list-style-type: none"> • Discuss how to prevent technical issues during production • Discuss methods and application of trouble shooting during production 	<ul style="list-style-type: none"> • Lecture • Observation • Group Discussion • Demonstration 	<ul style="list-style-type: none"> • Written Examination • Oral Evaluation • Demonstration 	10 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:

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

- At least Elementary Level
- Must possess good communications skills.
- Must be computer literate
- Can perform basic mathematical computation

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 AUDIO PRODUCTION SERVICES NC I:

A. (Full Qualification)

TOOLS	
QTY	DESCRIPTION
25 pcs	Calculator
25 pcs	Measuring tape
25 pcs	Philips Screw
25 pcs	Cutter pliers
25 pcs	Side cutters
25 pcs	Electrical tester

EQUIPMENT	
QTY	DESCRIPTION
4 units	Audio, 16-channel Mixer, Analog
4 pcs	Dynamic microphone, wired and wireless
4 pcs	Condenser microphone, wired and wireless
8 pcs	Microphone stand
2 pcs	Loud speakers
2 pcs	Monitor wedge
2 pcs	Studio monitors
4 pcs	31 Band equalizers
2 pcs	Speaker stand
1 set	Drum set with mic kit
1 unit	Guitar Amplifier
1 unit	Bass Amplifier
1 unit	Keyboard Amplifier
1 unit	Bass Guitar with stand
1 unit	Electric guitar with stand
1 unit	Electric Keyboard with stand
1 lot	Cables and connectors
4	Table
2 units	Computer with internet connection
1 unit	Laser Printer
4 pc	Direct box, active and passive
2 units	Sub-Woofer (1 unit for passive and 1 unit for active)
1 unit	Crossover
1 unit	Compressor/Limiter
1 unit	16/4-channel Analog snake cable
1 set	Projector and screen
1 unit	Large diaphragm condenser microphone with holder
1 system	Power Distributor with main line

MATERIAL	
QTY	DESCRIPTION
25 pcs	Masking tape
25 pcs	Pentel Pen
25 pcs	Flash light
25 pcs	Electrical tape
25 pcs	Duct tape

PERSONAL PROTECTIVE EQUIPMENT (PPE)	
QTY	DESCRIPTION
25 pcs	Leather gloves
25 pcs	Safety shoes
25 pcs	Hard hat
<u>25 pcs</u>	<u>Ear plugs/ Ear muffs</u>

Note:
The PPE will be brought by the trainees.

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

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 7	70	70
Learning Resource Center (LRC) (Air-condition)	4X 5	20	20
Storage of equipment, tools and supplies With pipes for hanging fixtures	4 x 5	20	20
Circulation Area	6 X 5	30	30
Separate Restrooms for Male and Female Trainees/Students	2 X 5	10	10
Total Workshop Area			150sq. m.

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

3.6 TRAINER QUALIFICATION

- Holder of National TVET Trainer Certificate Level I (NTTC Level I) in Audio Production Services NC I
- Must be computer-literate
- Must have a basic musical knowledge
- Must have a knowledge in Basic Electrical and Electronics
- Must be a current audio industry practitioner for the last Two (2) 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 ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

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

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 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 and/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 – AUDIO PRODUCTION SERVICES 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
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CORE COMPETENCIES

Handle and install basic audio equipment	Perform technical assistance and basic troubleshooting
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GLOSSARY OF TERMS

<p>1. Audio production</p>	<p>Audio production is the general term for producing, processing, and recording sound for all stages of production that happens during a live performance at a given space.</p>
<p>2. Technical rider</p>	<p>A document that gives the venue and/or soundman an understanding of what your technical requirements are and how to set up the stage.</p>
<p>3. Audio equipment</p>	<p>Refers to devices that reproduce, record, or process sound.</p>
<p>4. Physics of sound</p>	<p>Principles in science underlying the physics of sound, with a particular focus on two ideas. A sound wave is an air pressure disturbance that results from vibration, and the reception of such waves and their perception by the brain.</p>
<p>5. Production requirements</p>	<p>A list of requirements needed to produce any creative or cultural events'</p>
<p>6. Staging requirements</p>	<p>Staging is the process of selecting, designing, adapting to, or modifying the performance space for a play or film. This includes the use or absence of stagecraft elements as well as the structure of the stage and its components.</p>
<p>7. Computer literate</p>	<p>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.</p>



**TRAINING REGULATIONS (TR)
DOCUMENT REVISION HISTORY**

Qualification Title: **AUDIO PRODUCTION SERVICES NC I**
Qualification Code: **CREAPS119**

Revision No.	Document Types*	Qualification Title	TESDA Board Resolution No./ Date	Deployment (TESDA Circular/ Implementing Guidelines)
00	Document Created	Audio Production Services NC I	2019-69/ Dec 17, 2019	N/A

Legend: *Description Types
- Document Created

ACKNOWLEDGMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development and validation of these Training Regulations.

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