

COMPETENCY STANDARDS



SCRIPTWRITING (LIVE PERFORMANCES) LEVEL III

CREATIVE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway (SLEX), Taguig City, Metro Manila

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

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

The Competency Standards (CS) serve as basis for the:

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

Each CS has two sections:

Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.

Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.

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COMPETENCY STANDARDS FOR SCRIPTWRITING (LIVE PERFORMANCES) LEVEL III

SECTION 1. SCRIPTWRITING (LIVE PERFORMANCES) LEVEL III

Scriptwriting (Live Performances) Level III qualification consists of competencies that a person must achieve to write scripts for live performances such as theater, stage and social events. The work of the scriptwriter considers the production requirements of clients, as well as adherence to existing laws and codes and ethical use of various sources of narrative forms.

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

The Units of Competency comprising this qualification include the following:

UNIT CODE	BASIC COMPETENCIES
400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

UNIT CODE	COMMON COMPETENCIES
CRE265201	Develop and update industry knowledge
CRE265202	Develop creative and artistic skills and cultural awareness
CRE265203	Observe procedures, specifications and manuals of instructions
CRE265204	Operate equipment
CRE265205	Manage own performance
CRE265206	Maintain clean, safe and efficient work environment
CRE265207	Provide and maintain effective client relations

UNIT CODE	CORE COMPETENCIES
CS-CRE264304	Write a script for events
CS-CRE264305	Write a script for a play

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

- Event Scriptwriter
- Playwright

SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **Scriptwriting (Live Performances) Level III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	The following resources should be provided: 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1. Case problem 3.2. Third-party report 3.3. Portfolio 3.4. Interview 3.5. Demonstration/Role-playing
4. Context for Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY: LEAD SMALL TEAMS

UNIT CODE : 400311320

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1. Work requirements are identified and presented to team members based on company policies and procedures 1.2. Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3. Team members' and leaders' concerns are recognized, discussed and dealt with based on company practices	1.1. Facilitation of Team work 1.2. Company policies and procedures relating to work performance 1.3. Performance standards and expectations 1.4. Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1. Communication skills required for leading teams 1.2. Group facilitation skills 1.3. Negotiating skills 1.4. Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1. Work plan and procedures 2.2. Work requirements and targets 2.3. Individual and group expectations and assignments 2.4. Ways to improve group leadership and membership	2.1. Communication skills 2.2. Management skills 2.3. Negotiating skills 2.4. Evaluation skills 2.5. Identifying team member's strengths and rooms for improvement
3. Set performance expectations for team members	3.1. Performance expectations are established based on client needs 3.2. Performance expectations are based on individual team members knowledge, skills and aptitude 3.3. Performance expectations are discussed and disseminated to individual team members	3.1. One's roles and responsibilities in the team 3.2. Feedback giving and receiving 3.3. Performance expectation	3.1. Communication skills 3.2. Accurate empathy 3.3. Congruence 3.4. Unconditional positive regard 3.5. Handling of Feedback
4. Supervise team performance	4.1. Performance is monitored based on defined performance criteria and/or assignment instruction 4.2. Team members are provided with feedback , positive support and advice on strategies to overcome any deficiencies based on company practices	4.1. Performance Coaching 4.2. Performance management 4.3. Performance Issues	4.1. Communication skills required for leading teams 4.2. Coaching skill

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.3. Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy</p> <p>4.4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5. Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6. Follow-up communication is provided on all issues affecting the team</p> <p>4.7. All relevant documentation is completed in accordance with company procedures</p>		

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311321

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges	1.1. Variances are examined from normal operating parameters and product quality. 1.2. Extent, cause and nature of the specific problem are defined through observation, investigation and analytical techniques . 1.3. Problems are clearly stated and specified.	1.1. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2. Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3. Relevant equipment and operational processes. 1.4. Enterprise goals, targets and measures. 1.5. Enterprise quality OHS and environmental requirement. 1.6. Enterprise information systems and data collation 1.7. Industry codes and standards.	1.1. Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2. Identifying extent and causes of specific challenges in the workplace.
2. Analyze the causes of specific workplace challenges.	2.1. Possible causes of specific problems are identified based on experience and the use of problem-solving tools / analytical techniques. 2.2. Possible cause statements are developed based on findings. 2.3. Fundamental causes are identified per results of investigation conducted.	2.1. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 2.2. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		provision of recommendations. 2.3. Relevant equipment and operational processes. 2.4. Enterprise goals, targets and measures. 2.5. Enterprise quality OSH and environmental requirement. 2.6. Enterprise information systems and data collation. 2.7. Industry codes and standards.	challenges in the workplace. 2.3 Providing clear-cut findings on the nature of each identified workplace challenges.
3. Formulate resolutions to specific workplace challenges	3.1. All possible options are considered for resolution of the problem. 3.2. Strengths and weaknesses of possible options are considered. 3.3. Corrective actions are determined to resolve the problem and possible future causes. 3.4. Action plans are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2. Relevant equipment and operational processes 3.3. Enterprise goals, targets and measures 3.4. Enterprise quality OSH and environmental requirement 3.5. Principles of decision-making strategies and techniques 3.6. Enterprise information systems and data collation 3.7. Industry codes and standards	3.1. Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2. Identifying extent and causes of specific challenges in the workplace. 3.3. Providing clear-cut findings on the nature of each identified workplace challenges. 3.4. Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.
4. Implement action plans and communicate results	4.1. Action plans are implemented and evaluated. 4.2. Results of plan implementation and recommendations are prepared.	4.1. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.3. Recommendations are presented to appropriate personnel.</p> <p>4.4. Recommendations are followed-up, if required.</p>	<p>provision of recommendations</p> <p>4.2. Relevant equipment and operational processes</p> <p>4.3. Enterprise goals, targets and measures</p> <p>4.4. Enterprise quality, OSH and environmental requirement</p> <p>4.5. Principles of decision-making strategies and techniques</p> <p>4.6. Enterprise information systems and data collation</p> <p>4.7. Industry codes and standards</p>	<p>information) in examining specific challenges in the workplace.</p> <p>4.2 Identifying extent and causes of specific challenges in the workplace.</p> <p>4.3 Providing clear-cut findings on the nature of each identified workplace challenges.</p> <p>4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.</p>

RANGE OF VARIABLES

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

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1. Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2. Differences are responded to in a sensitive and considerate manner 1.3. Diversity is accommodated using appropriate verbal and non-verbal communication.	1.1. Understanding cultural diversity in the workplace 1.2. Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3. Different methods of verbal and non-verbal communication in a multicultural setting	1.1. Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2. Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3. Demonstrating openness and flexibility in communication 1.4. Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311323

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1 Reasons for innovation are incorporated to work procedures. 1.2 Models of innovation are researched. 1.3 Gaps or barriers to innovation in one's work area are analyzed. 1.4 Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.
2. Generate practical action plans for improving work procedures, processes	2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized 2.2 Range of ideas with other team members and colleagues are evaluated and discussed 2.3 Work procedures and processes subject to change are selected based on workplace requirements . 2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems. 2.5 Critical inquiry is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.	2.1 Seven habits of highly effective people. 2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 2.3 Five minds of the future concepts (Gardner, 2007). 2.4 Adaptation concepts in neuroscience (Merzenich, 2013). 2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	2.1 Assessing readiness for change on simple work procedures, processes and systems. 2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation. 2.3 Facilitating action plans on how to apply innovative procedures in the organization.

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1. Strengths and weaknesses of the current systems, processes and procedures. 1.2. Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1. Seven habits of highly effective people. 2.2. Five minds of the future concepts (Gardner, 2007). 2.3. Neuroplasticity and adaptation strategies.
3. Workplace requirements	May include: 3.1. Feasible 3.2. Innovative
4. Gaps or barriers	May include: 4.1. Machine 4.2. Manpower 4.3. Methods 4.4. Money
5. Critical Inquiry	May include: 5.1. Preparation. 5.2. Discussion. 5.3. Clarification of goals. 5.4. Negotiate towards a Win-Win outcome. 5.5. Agreement. 5.6. Implementation of a course of action. 5.7. Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 5.8. Listening. 5.9. Reducing misunderstandings is a key part of effective negotiation. 5.10. Rapport Building. 5.11. Problem Solving. 5.12. Decision Making. 5.13. Assertiveness. 5.14. Dealing with Difficult Situations.

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 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation. 1.4 Assessed work procedures, processes and systems in terms of innovative practices. 1.5 Generated practical action plans for improving work procedures, and processes. 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning. 1.7 Evaluated the effectiveness of the proposed action plans.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements. 2.2 Cartolina. 2.3 Manila papers.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Psychological and behavioral Interviews. 3.2 Performance Evaluation. 3.3 Life Narrative Inquiry. 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis. 3.6 Organizational analysis. 3.7 Standardized assessment of character strengths and virtues applied.
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	2.1. Technical information system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. Software required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources 2.5. Information is extracted, entered, and processed to produce the outputs required by customers 2.6. Own skills and understanding are shared to help others 2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES

UNIT CODE : 400311325

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 OSH work practices issues are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1 OSH work practices issues 1.2 OSH work standards 1.3 General OSH principles and legislations 1.4 Company/ workplace policies/ guidelines 1.5 Standards and safety requirements of work process and procedures	1.1 Communication skills 1.2 Interpersonal skills 1.3 Critical thinking skills 1.4 Observation skills
2. Set OSH work targets	2.1 Relevant work information is gathered necessary to determine OSH work targets 2.2 OSH Indicators based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 OSH work instructions are received in accordance with workplace policies and procedures*	2.1 OSH work targets 2.2 OSH Indicators 2.3 OSH work instructions 2.4 Safety and health requirements of tasks 2.5 Workplace guidelines on providing feedback on OSH and security concerns 2.6 OSH regulations Hazard control procedures 2.7 OSH trainings relevant to work	2.1 Communication skills 2.2 Collaborating skills 2.3 Critical thinking skills 2.4 Observation skills
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved OSH metrics 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1 OSH Practices 3.2 OSH metrics 3.3 OSH Evaluation Techniques 3.4 OSH work standards	3.1 Critical thinking skills 3.2 Evaluating skills

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES
UNIT CODE : 400311326
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311327

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate business strategies are determined and set for the enterprise based on current and emerging business environment. 1.2 Business operations are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and Maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 Promotional/advertising initiatives are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls . 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate : 1.1 Demonstrated basic entrepreneurial skills 1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Portfolio assessment with interview 3.4 Case problems
4. Context of Assessment	1.1 Competency may be assessed in workplace or in a simulated workplace setting 1.2 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. <i>Sources of information</i> on the industry are correctly identified and accessed 1.2. <i>Information to assist effective work performance</i> 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 member 2.2 Sources of Industry information	2.1 Time management skills 2.2 Ready skills needed to access industry information

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : CRE265202

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

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

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

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1. Working effectively with Assessor / Trainor 1.2. Participating in professional development activities 1.3. Participating in relevant groups or associations 1.4. Experimenting 1.5. Communicating with peers
2. Artistic Skills	May include: 2.1. Painting and drawing 2.2. Photography/videography/cinematography 2.3. Dance, body movements and body sculpture 2.4. Arts and crafts 2.5. Information technology, including relevant hardware and software 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Applied strategies to develop creative skills in art practice 1.2. Developed artistic skills and ideas 1.3. Generated studies on arts and culture
2. Resource implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice 2.2. Information about relevant artist, their work, ideas and techniques
3. Method of assessment	<p>Competency must be assessed through:</p> <ul style="list-style-type: none"> 3.1. Demonstration / Observation with oral questioning 3.2. Portfolio with interview
4. Context for assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

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

UNIT CODE : **CRE265203**

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : OPERATE EQUIPMENT

UNIT CODE : CRE265204

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE**UNIT CODE : CRE265205****UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills and attitudes in effectively managing own workload, resources and quality work.

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : CRE265206

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Comply with safety and health regulations	1.1 <i>Safety and health regulations</i> are identified and complied with. 1.2 <i>Policies and procedures</i> 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 1.7 Time management	1.1. Effective communication skills 1.2. Non-verbal communication - body language 1.3. Good time management 1.4. Ability to work calmly and unobtrusively effectively 1.5. Presentation skills 1.6. Interpersonal skills/ social graces with sincerity 1.7. Attentive, patient and cordial
2. Identify and address client requirements	2.1 Client requirements are identified and addressed according to job assignments 2.2 Changes in client’s needs and requirements are monitored and addressed professionally. 2.3 Feedback mechanisms are used to address client requirements.	2.1 Interactive communication with others 2.2 Safe work practices 2.3 Culturally sensitive behavior in the workplace 2.4 Organizational policy and procedures 2.5 Common and accepted practices in the industry 2.6 Client requirements 2.7 Feedback mechanisms 2.8 Teamwork and collaboration 2.9 Time management 2.10 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>Bold and 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

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

CORE COMPETENCIES

UNIT OF COMPETENCY: WRITE A SCRIPT FOR EVENTS

UNIT CODE: CS-CRE264304

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required in writing a script for events, e.g. festivals, rites/ceremonies, celebrations, parties, public gatherings, etc.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare to write a script for events	1.1. Script concepts and narratives are selected based on <i>purpose, event format, participants and venue.</i> * 1.2. Feedback about narrative from the <i>production team</i> are gathered, reviewed and discussed in relation to the purpose of the event* 1.3. Criteria to evaluate scripts are specified in accordance with the form they will be produced. *	1.1. Functions, sequence flow, participants and site of social event, nature and purpose of event 1.2. Themes and motifs of event 1.3. Type and Characteristics of the social event	1.1. Identifying the nature and purpose of event 1.2. Evaluating narratives according to themes and motifs of the event 1.3. Classifying source materials 1.4. Gathering feedback 1.5. Formulating criteria to evaluate script 1.6. Internet research skills
2. Draft a script for an event	2.1. Script is developed using <i>appropriate scriptwriting tools and techniques.</i> * 2.2. Script is revised to meet specified <i>production requirements</i> through collaboration with the production team. 2.3. Trustworthiness of research materials is evaluated based on credibility of sources.* 2.4. Materials are verified based on compliance with <i>laws and codes of practice.</i> * 2.5. Script is evaluated for sensitivity to <i>customs and traditions</i> embedded in the social events.*	2.1. Scriptwriting tools and techniques 2.2. Knowledge on Production requirements 2.3. Knowledge on the customs and traditions embedded in the social event 2.4. National Cultural Heritage Act (R.A. 10066) 2.4.1. Use of cultural property 2.5. Indigenous Peoples Rights Act (R.A. 8371) 2.5.1. Cultural integrity 2.5.2. Free prior and informed consent (FPIC)	2.9. Applying the appropriate tools and techniques 2.10. Revising scripts according to production requirements 2.11. Validating research materials and other sources

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6. Final draft of script is checked to meet production requirements.*	2.5.3. Customary laws 2.6. Intellectual Property Code of the Philippines (R.A.8293) 2.6.1. Law on Copyright and Related Rights 2.7. Safe Spaces Act - (Bawal Bastos Law, R.A.11313) 2.7.1. Gender-based sexual harassment 2.8. Flag and Heraldic Code of the Philippines (Republic Act No. 8491)	
3. Produce final script for an event	3.1. Feedback from the production team is sought in relation to the presented draft script.* 3.2. Draft script is evaluated against specified criteria* 3.3. Script is revised based on the evaluation.*	3.1. Scriptwriting techniques 3.2. Production requirements 3.3. Knowledge on the customs and traditions embedded in the social event 3.4. National Cultural Heritage Act (R.A. 10066) 3.4.1. Use of cultural property 3.5. Indigenous Peoples Rights Act (R.A. 8371) 3.5.1. Cultural integrity 3.5.2. Free prior and informed consent (FPIC) 3.5.3. Customary laws 3.6. Intellectual Property Code of the Philippines (R.A.8293) 3.6.1. Law on Copyright and Related Rights	3.1. Gathering feedback 3.2. Evaluating script according to criteria 3.3. Revising script according to feedback

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		3.7. Safe Spaces Act - (Bawal Bastos Law, R.A.11313) 3.7.1. Gender-based sexual harassment 3.8. Flag and Heraldic Code of the Philippines (Republic Act No. 8491)	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Event Format	May include but not limited to: 1.1. Party 1.2. Concert 1.3. Parade 1.4. Competition/Pageant 1.5. Sports event 1.6. Inaugural 1.7. Necrological service 1.8. Wedding party
2. Purpose	May include, but not limited to 2.1. Community Celebration/Commemoration 2.2. Family Gatherings/Celebrations 2.3. School Rites/Celebration 2.4. Government-initiated celebration 2.5. Political gathering 2.6. Product/service promotion and marketing
3. Participants	May include, but not limited to: 3.1. General public 3.2. Specific group 3.2.1. Politicians 3.2.2. Businessmen 3.2.3. Women 3.2.4. Youth 3.2.5. Human resource specialists 3.2.6. Athletes 3.2.7. Dancers 3.2.8. Doctors 3.2.9. Employees 3.2.10. Across all age 3.2.11. Foreign nationals 3.2.12. Elderly 3.2.13. Cinema artists and workers 3.2.14. Film directors 3.2.15. Environmentalists 3.2.16. Scientists 3.2.17. Students 3.2.18. Food entrepreneurs
4. Venue	May include, but not limited to 4.1. Outdoor open space 4.1.1. Frontage of a government building 4.1.2. Town plaza 4.1.3. School Grounds 4.1.4. Beachfront 4.1.5. Park 4.2. Indoor space 4.2.1. Hotel ballroom 4.2.2. Community covered court 4.2.3. Auditorium 4.2.4. Coliseum 4.2.5. Church 4.2.6. Shopping mall

VARIABLE	RANGE
5. Scriptwriting Tools and Technique	May include: 5.1. Tools 5.1.1. Writing tools 5.1.1.1. Pen 5.1.1.2. Paper 5.1.2. Digital Tools 5.1.2.1. Desktop computer 5.1.2.2. Laptop 5.1.2.3. Mobile gadgets 5.1.3. Script format 5.1.3.1. Page size 5.1.3.2. Orientation 5.1.3.3. Margin 5.1.3.4. Font type and size 5.1.3.5. Table headings 5.1.3.6. Layout 5.2. Techniques 5.2.1. Literary devices 5.2.1.1. Metaphor 5.2.1.2. Storytelling 5.2.1.3. Euphemism 5.2.1.4. Hyperbole 5.2.1.5. Empathy 5.2.2. Point of view
6. Production Requirements	May include, but not limited to: 6.1. Space layout 6.2. Lighting 6.3. Sound 6.4. Costume 6.5. Special effects/spectacle 6.6. Time allocations
7. Production Team	May include, but not limited to: 7.1. Producer 7.2. Director 7.3. Production Manager 7.4. Collaborators (Head writer, co-writer) 7.5. Event Organizer
8. Laws and Codes of Practice	May include, but not limited to 8.1. Intellectual Property Rights (IPR) 8.2. Indigenous People Rights Act (IPRA) 8.3. National Cultural Heritage Act (RA 10066) 8.4. Bawal Bastos Law (RA 11313) 8.5. Flag and Heraldic Code of the Philippines (Republic Act No. 8491)

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Prepared to write script for events</p> <p>1.1.1 Selected script concepts and narratives based on purpose, event format, the participants and venue of the event.</p> <p>1.1.2 Gathered, reviewed and discussed feedback about narrative from the production team in relation to the purpose of the event</p> <p>1.1.3 Specified criteria to evaluate scripts in accordance with the form they will be produced.</p> <p>1.2 Drafted scripts for events</p> <p>1.2.1 Developed script using appropriate scriptwriting tools techniques.</p> <p>1.2.2 Evaluated trustworthiness of research materials based on credibility of sources.</p> <p>1.2.3 Verified materials based on compliance with laws and codes of practice.</p> <p>1.2.4 Evaluated script for sensitivity to customs and traditions embedded in the social events.</p> <p>1.2.5 Checked final draft of script to meet production requirements.</p> <p>1.3 Produced final script for events</p> <p>1.3.1 Sought after feedback from the production team in relation to the presented draft script</p> <p>1.3.2 Evaluated draft script against specified criteria</p> <p>1.3.3 Revised script based on the evaluation.</p>
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Sample script</p> <p>2.2 Pens and pencils</p> <p>2.3 Note pads</p> <p>2.4 Laptop/desktop computer</p> <p>2.5 Bond paper</p> <p>2.6 Printer</p> <p>2.7 Internet connection (optional)</p> <p>2.8 Whiteboard</p> <p>2.9 Whiteboard marker and eraser</p>
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct Observation/Demonstration with Oral questioning</p> <p>3.2 Written Examination</p>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: WRITE SCRIPT FOR A PLAY

UNIT CODE: CS-CRE264305

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to write a script for a play. It includes competencies in preparing and drafting a script for a play and submitting a revised script for production.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare to write a script for a play	1.1 Systematic knowledge of playwriting is applied.* 1.2 Purposes of the playwriting needs are identified. 1.3 Intended audience is identified based on socio-cultural demographic characteristics . 1.4 Available narratives are selected based on structure, genre and dramatic elements of specified production. 1.5 Themes, concepts and narratives are identified in the context of the stipulated source material.* 1.6 Feedback about narratives and outlines from relevant persons are gathered, reviewed and discussed based on stageability.*	1.1 Elements and processes of playwriting 1.2 Purposes of playwriting 1.3 Definition of socio-cultural demographic characteristics of intended audience 1.4 Genre and structures of dramatic elements 1.5 Dramatic elements and principles, and modes of productions 1.6 Computer software application	1.1 Playwriting skills 1.2 Analytical skills 1.3 Utilizing socio-cultural demographic data 1.4 Identifying narratives according to genre and dramatic structures 1.5 Using research skills 1.6 Analyzing gathered feedback 1.7 Formulating criteria to evaluate script
2. Draft a script for a play	2.1 Scripts are developed using appropriate playwriting techniques .* 2.2 Scripts are revised to meet specified dramatic and theatrical requirements 2.3 Materials are verified based on compliance with laws and codes of practice 2.4 Final draft of script is checked to meet dramatic and theatrical requirements.	2.1 Playwriting techniques 2.1.1 Elements of drama 2.1.2 Stageability 2.2 Knowledge on dramatic and theatrical requirements 2.3 National Cultural Heritage Act (R.A. 10066) 2.3.1 Use of cultural property 2.4 Indigenous Peoples Rights Act (R.A. 8371) 2.4.1 Cultural integrity 2.4.1.1 Free prior and informed consent (FPIC) 2.4.1.2 Customary laws	2.1 Selecting and using appropriate playwriting techniques 2.2 Revising scripts according to dramatic and theatrical elements 2.3 Validating research materials and other sources 2.4 Applying relevant laws and codes to script

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Intellectual Property Code of the Philippines (R.A.8293) 2.5.1 Law on Copyright and Related Rights 2.6 Safe Spaces Act - (Bawal Bastos Law, R.A.11313) 2.6.1 Gender-based sexual harassment 2.6.2 Flag and Heraldic Code of the Philippines (Republic Act No. 8491)	
3. Submit a revised script for production	3.1 Feedback from relevant persons is sought in relation to the presented draft script. 3.2 Draft script is evaluated against specified criteria. 3.3 Script is revised based on the evaluation.*	3.1 Collaborative nature of theater work 3.2 Tasks in a production 3.3 Theatrical requirements	3.1 Gathering, analyzing and evaluating feedback 3.2 Revising script according to feedback

RANGE OF VARIABLES

VARIABLE	RANGE
1. Socio-cultural demographic characteristics	May include: 1.1. Age 1.2. Gender 1.3. Ethno-linguistic group/cultural community 1.4. Geographic location 1.5. Occupation 1.6. Interests 1.7. Education 1.8. Media exposure 1.9. Religious affiliation
2. Genre	Maybe any or combinations of the following: 2.1 Indigenous traditions 2.2 Sinakulo 2.3 Komedyas 2.4 Drama simboliko 2.5 Realism 2.6 Absurd theater 2.7 Brechtian theater 2.8 Dula-tula
3. Structure	May include: 3.1 One-Act Play 3.2 Full-length
4. Playwriting Technique	May include: 4.1. Elements of drama 4.2. Stageability
5. Members of the Production	May include: 5.1. Producer 5.2. Director 5.3. Production Manager 5.4. Collaborators (Head writer, co-writer) 5.5. Client
6. Laws and Codes of Practice	May include, but not limited to 6.1. Intellectual Property Rights (IPR) 6.2. Indigenous People Rights Act (IPRA) 6.3. National Cultural Heritage Act (RA 10066) 6.4. Bawal Bastos Law (RA 11313) 6.5. Flag and Heraldic Code of the Philippines (Republic Act No. 8491)

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Prepared to write a script for a play</p> <p>1.1.1 Applied systematic knowledge of playwriting.</p> <p>1.1.2 Identified themes, concepts and narratives in the context of the stipulated source material</p> <p>1.1.3 Gathered, reviewed and discussed feedback about narratives and outlines from relevant persons based on stageability.</p> <p>1.2 Drafted a script for a play</p> <p>1.2.1 Developed script using appropriate scriptwriting techniques.</p> <p>1.3 Submit a revised script for production</p> <p>1.3.1 Revised script based on the evaluation.</p>
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Sample world drama and Filipino drama scripts (list)</p> <p>2.2 Pens and pencils</p> <p>2.3 Note pads</p> <p>2.4 Desktop-computers/ laptop</p> <p>2.5 Bond paper</p> <p>2.6 Printer</p>
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct Observation/Demonstration with Oral questioning</p> <p>3.2 Written Examination</p>
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

GLOSSARY OF TERMS

1. **Genre** - a class or category of artistic endeavor having a particular form, content, technique, or the like; a category of artistic, musical, or literary composition characterized by a particular style, form, or content
2. **Literary** – relating to concerned with or characteristic of literature or scholarly writing.
3. **Narrative** - anything told or recounted; more narrowly, something told or recounted in the form of a story; account; tale.
4. **Production** - the processes and methods used to transform tangible inputs (raw materials, semi-finished goods, subassemblies) and intangible inputs (ideas, information, knowledge) into goods or services. Resources are used in this process to create an output that is suitable for use or has exchange value.
5. **Structure** - an arrangement and organization of interrelated elements in a material object or system, or the object or system so organized
6. **Socio-demographic** - refers to a group defined by its sociological and demographic characteristics. Sociodemographic groups are used for analyses in the social sciences as well as for marketing and medical studies.
7. **Sources** - a person, book, etc., that gives information.
8. **Mimetic dances** - indigenous dances that may imitate the movements of animals on air, land, and water; depict the movements associated with tribal activities, whether political such as fighting in wars and head-hunting, economic such as rice planting, fishing, and hunting, or personal and social such as child rearing, courtship, or death; or dramatize episodes taken from or inspired by the epic of the tribe. (CCP Encyclopedia of Philippine Art)
9. **Komedya** - a play in verse that may dramatize actual events, the lives of saints, or stories about Christian and/or Moorish royalty in the medieval kingdoms of Europe, North Africa, and the Middle East. (CCP Encyclopedia of Philippine Art)
10. **Sinakulo** - from Spanish cenaculo, meaning “cenacle” or “supper room,” is a play presented during the Lenten season and especially during Holy Week, which dramatizes the history of salvation—from the creation of the world, Adam and Eve, and Cain and Abel, to the life and passion, death and resurrection of Jesus Christ. (CCP Encyclopedia of Philippine Art)
11. **Drama simboliko** - allegorical drama, especially that which was called “seditious” by the American insular government in the first decade of the twentieth century. (CCP Encyclopedia of Philippine Art)
12. **Realism** - a style of modern theater that aims to give a truthful rendering of reality, through characters that are well rounded, authentic individuals, plots that develop as the individuals interact with each other and with society, and

production design (costumes, props, sets, lighting) that helps to produce an “illusion of reality” or a “slice of life” on stage. (CCP Encyclopedia of Philippine Art)

13. **Absurd theater** - a type of modern Philippine play influenced by the theater of the absurd of Samuel Beckett, Eugene Ionesco, Jean Genet, and others, whose situations are purposely exaggerated to prove a thesis and whose characters tend to become types rather than individuals. (CCP Encyclopedia of Philippine Art)
14. **Brechtian theater** - also known as epic theater or theater of instruction, refers to one type of modern Philippine theater influenced and inspired by Bertolt Brecht. (CCP Encyclopedia of Philippine Art)
15. **Dula-tula** - dramatized poetry evolved from the Basic Integrated Theater Arts Workshop module of the Philippine Educational Theater Association, circa 1980s. It may involve a chorus simultaneously reciting a poem and occasionally breaking up to enact scenes. (CCP Encyclopedia of Philippine Art)
16. **One-act play** – a play composed of scenes forming an act; its script length and duration of performance shorter than a full-length play
17. **Full-length play** – a play composed of two or more acts; its script length and duration of performance longer than a one-act play
18. **Stageability** – a criteria for judging a play script that considers the technicalities of its stage production, especially when there are limited resources.

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