

COMPETENCY STANDARDS



SCRIPTWRITING (FILM) LEVEL III

CREATIVE SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Luzon Expressway, 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** – describes the qualification and defines the competencies that comprise the qualification.

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

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TRAINING REGULATIONS FOR SCRIPTWRITING (FILM) LEVEL III

SECTION 1. SCRIPTWRITING (FILM) LEVEL III

The Scriptwriting (Film) Level III qualification consists of competencies that a person must achieve to write scripts for film. This includes competencies in preparing project requirements, developing story elements for film, pitching creative ideas for the script and writing and finalizing script for film.

The works in scriptwriting for film carefully considers the creative and narrative intent of a story or story concept, and the ethical and mindful use of the motion picture medium in the delivery of its content and message.

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-CRE264310	Prepare project requirements for writing the script
CS-CRE264311	Develop story elements for film
CS-CRE264312	Pitch creative ideas for the script
CS-CRE264313	Write script for film
CS-CRE264314	Finalize script for film

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

- Writer/ Contributing Writer/ Staff/Junior Writer/ Segment Writer for Film
- Head Writer/ Supervising Writer
- Script Consultant/ Script Doctor for Film
- Dialogue Writer for Film
- Field Writer for Film
- Story/ Concept Developer for Film
- Copywriter for Film

SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **Scriptwriting (Film) 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 are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production,	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods	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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.3 Workplace etiquette	use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety 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	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Dealt with a range of communication/information at one time</p> <p>1.2 Demonstrated leadership skills in workplace communication</p> <p>1.3 Made constructive contributions in workplace issues</p> <p>1.4 Sought workplace issues effectively</p> <p>1.5 Responded to workplace issues promptly</p> <p>1.6 Presented information clearly and effectively written form</p> <p>1.7 Used appropriate sources of information</p> <p>1.8 Asked appropriate questions</p> <p>1.9 Provided accurate information</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Variety of Information</p> <p>2.2 Communication tools</p> <p>2.3 Simulated workplace</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1. Case problem</p> <p>3.2. Third-party report</p> <p>3.3. Portfolio</p> <p>3.4. Interview</p> <p>3.5. Demonstration/Role-playing</p>
4. Context for Assessment	<p>4.1. Competency may be assessed in the workplace or in a simulated workplace environment</p>

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 2.2 Individual and group expectations and assignments 2.3 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	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>advice on strategies to overcome any deficiencies based on company practices</p> <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 provision of recommendations. 2.3 Relevant equipment and operational processes.	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
		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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol 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.
2. Resource Implications	<ol style="list-style-type: none"> 2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol 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>
4. Context for Assessment	<ol style="list-style-type: none"> 4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : 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

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

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

ELEMENT	PERFORMANCE CRITERIA <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 are extracted, entered, and processed to produce the outputs required by customers 2.6. Own skills and understanding are shared to help others 2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. 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 should be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit should 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 are gathered necessary to determine OSH work targets 2.2 OSH Indicators based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 OSH work instructions are received in accordance with workplace policies and procedures*	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved OSH metrics 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no 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> <ul style="list-style-type: none"> 1.1. Identified OSH work practices issues relevant to work requirements 1.2. Identified gaps in work practices related to relevant OSH work standards 1.3. Agreed upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4. Received OSH work instructions in accordance with workplace policies and procedures 1.5. Compared Observed OSH practices with against approved OSH work instructions 1.6. Assessed findings regarding effectiveness based on OSH work standards
2. Resource Implications	<p>The following resources should be provided:</p> <ul 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> <ul 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	<ul 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 are 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 members 2.2 Sources of Industry information	2.1 Time management skills 2.2 Ready skills needed to access industry information

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of information	<p>May include :</p> <ul style="list-style-type: none"> 1.1. Media 1.2. Reference books 1.3. Libraries 1.4. Unions 1.5. Industry associations <ul style="list-style-type: none"> 1.5.1. Mentors 1.5.2. Artist organizations 1.5.3. Technical organizations 1.6. Industry journals 1.7. Internet 1.8. Personal observation and experience
2. Information to assist effective work performance	<p>May include:</p> <ul style="list-style-type: none"> 2.1. Different sectors of the industry and the services available in each sector 2.2. Awareness on different culture 2.3. Relationship between the industry and other industries 2.4. Industry working conditions 2.5. Legislation that affects the industry <ul style="list-style-type: none"> 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. Updated industry knowledge 1.3. 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.

ELEMENT	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 copyright, moral rights 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 communication skills 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

ELEMENT	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 copyright, moral rights 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 MUST 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 in 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 Manual data are applied according to the given task 3.4 All correct 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, attitudes and values needed to operate 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 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	<p>May be identified through:</p> <ul 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	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Gantt charts 2.2 Production schedule 2.3 Milestone and delivery dates
3. Resource management	<p>May include:</p> <ul 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	<p>Assessment requires evidence that the candidate:</p> <ul 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	<p>The following resources should be provided:</p> <ul 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	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration/observation with oral questioning
4. Context of assessment:	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : 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 and safe working environment. The unit incorporates the work safety guidelines.

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : PROVIDE AND MAINTAIN EFFECTIVE CLIENT RELATIONS

UNIT CODE : CRE265207

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

ELEMENTS	PERFORMANCE CRITERIA <i>italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1. Personal presence is maintained according to employer standards or venue requirements 1.2. Interpersonal skills are used to ensure that customer needs are accurately identified 1.3. Visible work area is kept tidy and uncluttered. 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 to client’s needs and requirements are monitored and addressed appropriately. 2.3 Feedback mechanisms are used to ensure clients requirements are addressed	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: PREPARE PROJECT REQUIREMENTS FOR WRITING THE SCRIPT

UNIT CODE: CS-CRE264310

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to prepare project requirements for writing the script. This includes competencies in establishing communication channels and workflows, conducting research relevant to the project and organizing timelines and resources.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish communication channels and workflows	1.1 <i>Collaborators</i> are identified based on their roles and responsibilities* 1.2 <i>Communication channels and workflows</i> are determined according to <i>project requirements</i> 1.3 <i>Fallback or Contingency Plans</i> are identified and agreed upon according to project requirements*	1.1 science: fundamental science principles and concepts 1.2 math: fundamental arithmetic functions 1.3 technology: information search, access, and organization skills; computer and word processing skills 1.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 1.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 1.6 environmental: workplace health and safety 1.7 communication: grammar and language rules, formal and informal communication	1.1 Communication Skills 1.2 Internet browsing Skills 1.3 Computer operation skills 1.4 Coordination skills 1.5 Project interpretation skills 1.6 Writing and Grammar skills 1.7 Establishing communication workflows
2. Conduct research relevant to the project	2.1 <i>Relevant Information and materials</i> are gathered and compiled based on project requirements* 2.2 <i>Relevant personages</i> are interviewed to provide relevant insights and information to the project requirements 2.3 <i>Resource persons</i> are consulted to provide guidance and validation	2.1 science: fundamental science principles and concepts 2.2 math: fundamental arithmetic functions 2.3 technology: information search, access, and organization skills; computer and word processing skills 2.4 engineering: fundamental knowledge and operation of	2.1 Research skills 2.2 Interview skills 2.3 Communication skills 2.4 Documentation Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>in accordance to project requirements</p> <p>2.4 Information and materials gathered are verified for accuracy in accordance to <i>established references and standards*</i></p>	<p>everyday machinery and electrical items</p> <p>2.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy</p> <p>2.6 environmental: workplace health and safety</p> <p>2.7 communication: grammar and language rules, formal and informal communication</p> <p>2.8 media and information literacy</p>	
3. Organize timelines and resources	<p>3.1 Schedules and timelines are identified and finalized based on project requirements</p> <p>3.2 Data and project resources gathered are organized for work efficiency*</p> <p>3.3 Timelines and resources are organized using <i>project management tools*</i></p>	<p>3.1 science: fundamental science principles and concepts</p> <p>3.2 math: fundamental arithmetic functions</p> <p>3.3 technology: information search, access, and organization skills; computer and word processing skills</p> <p>3.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items</p> <p>3.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy</p> <p>3.6 environmental: workplace health and safety</p> <p>3.7 communication: grammar and language rules, formal and informal communication</p> <p>3.8 usage of basic digital and non-digital organizational tools (e.g. spreadsheets, calendars)</p>	<p>3.1 Time management skills</p> <p>3.2 Communication Skills</p> <p>3.3 Internet browsing Skills</p> <p>3.4 Computer operation skills</p> <p>3.5 Coordination skills</p> <p>3.6 Interpersonal skills</p> <p>3.7 Organizational skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Collaborators	May include, but are not limited to: <ul style="list-style-type: none"> 1.1 Co-writer/s 1.2 Director/s 1.3 Producer/s 1.4 Head/ supervising writer/s 1.5 Contributing/ junior writer/s 1.6 Studio/ company/ organization heads or executives
2. Communication channels	These may include, but are not limited to: <ul style="list-style-type: none"> 2.1 Email 2.2 Chat groups 2.3 Voice/ telephony 2.4 Project management applications and platforms
3. Workflows	Steps and/ or processes that may apply to the project depending on factors such as, but not limited to: <ul style="list-style-type: none"> 3.1 Work/ corporate structure, 3.2 Project requirements, 3.3 Seniority, and the like. Workflows may include, but are not limited to: <ul style="list-style-type: none"> 3.4 Approval or sign-off protocols 3.5 Development steps or processes 3.6 Non-disclosure agreements and other development conditions 3.7 File naming conventions
4. Project requirements	May include, but are not limited to: <ul style="list-style-type: none"> 4.1 Timelines, deadlines, and schedules 4.2 Objective/s and/or purpose/s of the project 4.3 Intended audience, market, or distribution/ exhibition platform 4.4 Duration, language, or other delimiting factor 4.5 Form or format of the output
5. Fallback or contingency plans	These may include, but are not limited to: <ul style="list-style-type: none"> 5.1 Time or delivery delays 5.2 Loss of or inability to access resources and materials 5.3 Unanticipated or unplanned changes in project requirements
6. Information and materials	May include, but are not limited to: <ul style="list-style-type: none"> 6.1 Historical data/ records 6.2 Information relating to intended milieus, locations, eras, and/or situations 6.3 Image and photographic records 6.4 News items, clippings, brochures, and other printed information 6.5 Previous or existing work such as films and scripts

VARIABLE	RANGE
7. Relevant personages	May include, but are not limited to: 7.1 Eye witness/es 7.2 Practitioner/s or professional/s in a field (e.g. A lawyer or law professor when developing a screenplay for a legal drama)
8. Resource persons	May include, but are not limited to: 8.1 Content/ subject matter expert 8.2 Professional in a field or domain 8.3 Consultant in a field or domain
9. Established references and standards	May include, but are not limited to: 9.1 Legal or documented records 9.2 Historical records/ facts 9.3 Corroboration from external/ independent sources 9.4 Professionals/ experts in a field or discipline 9.5 Primary sources/ research/ journals
10. Project management tools	May include, but are not limited to: 10.1 Spreadsheets 10.2 Calendar/ Gantt charts 10.3 File repositories/ data drive 10.4 Filing system/ directory system 10.5 Project management applications (e.g. Trello, Airtable, Evernote)

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 Establish communication channels and workflows <ul style="list-style-type: none"> 1.1.1. Identified collaborators-based on their roles and responsibilities 1.1.2. Identified and agreed-upon fallback or contingency plans according to project requirements 1.2 Conducted research relevant to the project <ul style="list-style-type: none"> 1.2.1. Gathered and compiled relevant information and materials based on project requirements 1.2.2. Verifies accuracy of gathered information and materials in accordance to established references and standards* 1.3 Organized timelines and resources <ul style="list-style-type: none"> 1.3.1. Organized gathered data and project resources for work efficiency 1.3.2. Organized timelines and resources using project management tools
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Appropriate software 2.4 Workplace or assessment area
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with Oral questioning 3.2 Written Examination 3.3 Portfolio with interview
<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: DEVELOP STORY ELEMENTS FOR FILM

UNIT CODE: CS-CRE264311

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to develop the foundations upon which a script will be written. This includes competencies in determining elements that affect the nature of script, developing a logline, storyline & synopsis, creating settings & primary characters and writing a sequence treatment.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine elements based on the nature of script	1.1 Form and/or genre is determined based on the project requirements* 1.2 Intended audience is identified based on socio-demographic information * 1.3 Creative limits are determined based on delimiting factors that may exist	1.1 science: fundamental science principles and concepts 1.2 math: fundamental arithmetic functions 1.3 technology: information search, access, and organization skills; computer and word processing skills 1.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 1.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 1.6 environmental: workplace health and safety 1.7 communication: grammar and language rules, formal and informal communication 1.8 Film history, language, and form 1.9 Filmmaking process	1.1 writing skills 1.2 analytical skills 1.3 storytelling skills 1.4 conceptualization skills
2. Develop a logline, storyline, and synopsis	2.1 Logline of the story is developed to encapsulate the key story idea * 2.2 Storyline is formulated to identify the key elements of the story * 2.3 Synopsis is drafted to summarize the plotline and development of the cinematic story *	2.1 science: fundamental science principles and concepts 2.2 math: fundamental arithmetic functions 2.3 technology: information search, access, and organization skills; computer and word processing skills 2.4 engineering: fundamental knowledge and operation of	2.1 creative writing skills 2.2 analytical skills 2.3 storytelling skills 2.4 conceptualization skills 2.5 computer operation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		everyday machinery and electrical items 2.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 2.6 environmental: workplace health and safety 2.7 communication: grammar and language rules, formal and informal communication 2.8 conceptualization techniques 2.9 brainstorming and ideation techniques 2.10 storytelling and storytelling techniques 2.11 story structures	
3. Create settings and primary characters	3.1 Settings are identified to situate and contextualize the story * 3.2 Characters are identified and developed according to cinematic or literary archetypes * 3.3 Character backgrounds, character traits, and character objectives are determined based on archetype 3.4 Character relationships and dynamics are plotted according to narrative intent*	3.1 science: fundamental science principles and concepts 3.2 math: fundamental arithmetic functions 3.3 technology: information search, access, and organization skills; computer and word processing skills 3.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 3.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 3.6 environmental: workplace health and safety 3.7 communication: grammar and language rules, formal and informal communication 3.8 Film history, language, and form 3.9 characterization and basic character archetypes	3.1 creative writing skills 3.2 analytical skills 3.3 storytelling skills 3.4 conceptualization skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Write a sequence treatment	4.1 Story events and occurrences are plotted to achieve a desired <i>cinematic effect or objective</i> * 4.2 Plot is structured into sequences based on action, thought, and/or location *	4.1 science: fundamental science principles and concepts 4.2 math: fundamental arithmetic functions 4.3 technology: information search, access, and organization skills; computer and word processing skills 4.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 4.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 4.6 environmental: workplace health and safety 4.7 communication: grammar and language rules, formal and informal communication 4.8 Film history, language, and form 4.9 Story plotting and outlining 4.10 sequence writing, story structuring	4.1 creative writing skills 4.2 analytical skills 4.3 storytelling skills 4.4 conceptualization skills 4.5 computer operation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Form and/or genre	<p>FORM may include, but are not limited to:</p> <ol style="list-style-type: none"> 1.1. linear or non-linear storytelling 1.2. documentary or non-fiction 1.3. silent film 1.4. animated film 1.5. experimental film <p>GENRE may include, but are not limited to:</p> <ol style="list-style-type: none"> 1.6. horror/ suspense/ thriller 1.7. melodrama 1.8. western/ wilderness 1.9. fantasy/ fantastical 1.10. post-apocalyptic/ wasteland/ dystopian
2. Socio-demographic information	<p>May include, but are not limited to:</p> <ol style="list-style-type: none"> 2.1. age 2.2. sex/ gender 2.3. economic bracket 2.4. educational attainment 2.5. occupation/ industry 2.6. spending habits
3. Delimiting factors	<p>These may include:</p> <ol style="list-style-type: none"> 3.1. political, regulatory, and/or cultural policies 3.2. socio-cultural norms 3.3. political correctness and standards of societal acceptability 3.4. safety and security concerns 3.5. budget or other production considerations
4. Logline	<p>A logline includes:</p> <ol style="list-style-type: none"> 4.1. main character 4.2. set-up, inciting incident, or story premise 4.3. key/ central conflict
5. Storyline	<p>May include:</p> <ol style="list-style-type: none"> 5.1. theme 5.2. characters 5.3. setting 5.4. conflict 5.5. resolution 5.6. flow or general plot <p>Note: Some references and industry organizations refer to the storyline and synopsis synonymously or interchangeably. Training implementors may opt to operationally define the differences according to their chosen primary reference.</p>

VARIABLE	RANGE
6. Synopsis	<p>A 1-2 page document that summarizes a film's plot. A synopsis usually describes characters, events, and major plot points in greater detail allowing readers to understand how the screenplay or film will develop from beginning to end.</p> <p>Sometimes a full synopsis is referred to as a Concept Paper and may include additional elements such as, but not limited to:</p> <ul style="list-style-type: none"> 6.1. artist's statement/s or intents 6.2. background or related literature 6.3. character descriptions
7. Archetypes	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> 7.1. The Hero 7.2. The Mentor 7.3. The Martyr 7.4. The Femme Fatale 7.5. The Traitor
8. Cinematic effect or objective	<p>EFFECTS may include, but are not limited to:</p> <ul style="list-style-type: none"> 8.1. provide suspense 8.2. heighten fear/ anticipation 8.3. increase drama 8.4. make audiences cry 8.5. create feeling of unknown <p>OBJECTIVES may include, but are not limited to:</p> <ul style="list-style-type: none"> 8.6. establish guilt/ innocence of a character 8.7. mislead audiences 8.8. provide closure for an event or occurrence 8.9. explain concepts or situations to an audience
9. Film history, form, and language	<p>This may include, but are not limited to:</p> <ul style="list-style-type: none"> 9.1. Filipino film history and evolution 9.2. World/ Hollywood film history and evolution 9.3. National Artists for film and their work 9.4. Important or noteworthy films, past and present 9.5. Different film forms (e.g. experimental, hypernarratives, documentaries, etc.) 9.6. Film genre and key/ notable examples 9.7. Film and cinema terminology and techniques 9.8. Film theory and criticism

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 Determined elements based on the nature of script <ul style="list-style-type: none"> 1.1.1. Determined form or genre of the project based on the project requirements 1.1.2. Identified intended audience based on socio-demographic information 1.2 Developed a logline, storyline, and synopsis <ul style="list-style-type: none"> 1.2.1. Developed logline of the story to encapsulate the key story idea 1.2.2. Formulated storyline to identify the progression and flow of the story 1.2.3. Drafted synopsis to summarize the plotline and development of the cinematic story 1.3 Created settings and primary characters <ul style="list-style-type: none"> 1.3.1. Identified settings to situate and contextualize the story 1.3.2. Identified and developed characters according to cinematic or literary archetypes 1.3.3. Plotted character relationships and dynamics according to narrative intent 1.4 Write a sequence treatment <ul style="list-style-type: none"> 1.4.1. Plotted story events and occurrences to achieve a desired cinematic effect or objective 1.4.2. Structured plot into sequences based on action, thought, and/or location
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Appropriate software 2.4 Workplace or assessment area
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration with Oral questioning 3.2 Written Examination 3.3 Portfolio with Interview
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: PITCH CREATIVE IDEAS FOR THE SCRIPT

UNIT CODE: CS-CRE264312

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required in presenting and pitching creative ideas relating to the script. This includes competencies in developing a pitch deck, presenting pitch ideas to collaborators and processing feedback from the pitch.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop a pitch deck	1.1 Creative pegs and references are prepared based on their relevance to the script being pitched 1.2 A pitch deck is developed according to pitch purpose or audience * 1.3 Creative pegs are incorporated in the pitch deck based on their relevance to the purpose or audience *	1.1 science: fundamental science principles and concepts 1.2 math: fundamental arithmetic functions 1.3 technology: information search, access, and organization skills; computer and word processing skills 1.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 1.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 1.6 environmental: workplace health and safety 1.7 communication: grammar and language rules, formal and informal communication 1.8 Film history, language, and form 1.9 storytelling and story writing 1.10 usage and design of presentation software	1.1 information organization skills 1.2 presentation skills 1.3 visual design skills 1.4 writing and grammar skills 1.5 communication skills
2. Present pitch ideas to collaborators	1.11 Story, concept, or idea is pitched to collaborators * 1.12 Questions regarding the pitch are answered based on project requirements * 1.13 Feedback or recommendations are gathered from collaborators	2.1 science: fundamental science principles and concepts 2.2 math: fundamental arithmetic functions 2.3 technology: information search, access, and organization skills; computer and word processing skills 2.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items	2.1 Presentation Skills 2.2 negotiation skills 2.3 discussing and defending pitch ideas 2.4 communication skills 1.6

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 2.6 environmental: workplace health and safety 2.7 communication: grammar and language rules, formal and informal communication 2.8 Film history, language, and form 2.9 storytelling and story writing 2.10 presentation structuring and techniques	
3. Process feedback from the pitch	3.1 Feedback from pitch is discussed and evaluated by collaborators 3.2 Feedback from collaborators is incorporated as necessary and relevant to the project * 3.3 Story, concept, or idea is revised based on feedback received *	3.1 science: fundamental science principles and concepts 3.2 math: fundamental arithmetic functions 3.3 technology: information search, access, and organization skills; computer and word processing skills 3.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 3.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 3.6 environmental: workplace health and safety 3.7 communication: grammar and language rules, formal and informal communication 3.8 Film history, language, and form 3.9 storytelling and story writing	3.1 Presentation Skills 3.2 negotiation skills 3.3 discussing and defending pitch ideas 3.4 communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Creative pegs	May include, but are not limited to: <ul style="list-style-type: none"> 1.1 Existing/ previously-produced films 1.2 Excerpts of stories or films 1.3 Relevant or similar concepts from other disciplines or domains
2. Pitch	Pitches may occur in formal (e.g. Pitchfests, pitch to studio executives) or informal (e.g. Brainstorming sessions, writing laboratory) settings.
3. Pitch deck	May include, but are not limited to” <ul style="list-style-type: none"> 3.1 Slide deck or presentation application 3.2 Text or mood boards 3.3 Live or audiovisual recording of the concept presentation
4. Collaborators	May include, but are not limited to: <ul style="list-style-type: none"> 4.1 Co-writer/s 4.2 Director/s 4.3 Producer/s 4.4 Head/ supervising writer/s 4.5 Contributing/ junior writer/s 4.6 Studio/ company/ organization heads or executives
5. Pitch purpose or audience	May include, but are not limited to: <ul style="list-style-type: none"> 5.1 Pitch fests or “speed date” pitch events 5.2 Test audience/ focus group 5.3 Studio/ platform executives and/or producers 5.4 Peers/ co-writers/ laboratory mentors
6. Feedback or recommendations	May include, but are not limited to: <ul style="list-style-type: none"> 6.1 Recommendations as to sequencing, characterizations, and/or plot 6.2 Favorable or unfavorable reactions 6.3 Interest or lack of interest to produce or continue the project 6.4 Feedback, revisions, or input based on project 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 Developed a pitch deck <ul style="list-style-type: none"> 1.1.1. Developed pitch deck according to pitch purpose or audience 1.1.2. Incorporated creative pegs in the pitch deck based on their relevance to the purpose or audience 1.2 Presented pitch ideas to collaborators <ul style="list-style-type: none"> 1.2.1. Pitched the story, concept, or idea to collaborators 1.2.2. Answered questions regarding the pitch based on project requirements 1.3 Processed feedback from the pitch <ul style="list-style-type: none"> 1.3.1. Incorporated feedback from collaborators as necessary and relevant to the project 1.3.2. Revised story, concept, or idea based on feedback received
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Appropriate software 2.4 Workplace or assessment area
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation/Demonstration with Oral questioning 3.2 Rubrics/Checklist for written output 3.3 Written Examination 3.4 Portfolio
<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 FILM

UNIT CODE: CS-CRE264312

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required in writing script for film. This includes competencies in translating creative ideas into script formats, writing draft screenplay, structuring stories for cinematic purpose and presenting drafts for evaluation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Translate creative ideas into script formats	1.1 <i>Creative ideas and inputs</i> are organized and prepared for the writing process * 1.2 <i>Creative pegs</i> are utilized as reference to aid the writing process 1.3 Creative ideas and inputs, as applicable, are integrated into the existing sequence treatment*	1.1 science: fundamental science principles and concepts 1.2 math: fundamental arithmetic functions 1.3 technology: information search, access, and organization skills; computer and word processing skills 1.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 1.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 1.6 environmental: workplace health and safety 1.7 communication: grammar and language rules, formal and informal communication 1.8 Film history, language, and form 1.9 storytelling and story writing	1.1 creative writing skills 1.2 analytical skills 1.3 storytelling skills 1.4 conceptualization skills
2. Write draft script	2.1 First draft is written based on creative ideas and inputs * 2.2 First draft is written using <i>scriptwriting software</i> * 2.3 Scene headings and descriptions are written in accordance to the <i>applicable script format</i> * 2.4 Screen directions are written into the script to provide storytelling insights*	2.1 science: fundamental science principles and concepts 2.2 math: fundamental arithmetic functions 2.3 technology: information search, access, and organization skills; computer and word processing skills 2.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items	2.1 creative writing skills 2.2 analytical skills 2.3 storytelling skills 2.4 conceptualization skills 2.5 writing and grammar skills 2.6 computer operation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Dialogue and other speech elements are written in accordance to the applicable script format*	2.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 2.6 environmental: workplace health and safety 2.7 communication: grammar and language rules, formal and informal communication 2.8 Film history, language, and form 2.9 storytelling and story writing 2.10 script formats and parts of a script 2.11 use of writing software or word processor	
3. Structure stories for cinematic purpose	3.1 Story beats are identified and plotted points on a story outline 3.2 Script draft is revised to achieve cinematic effect or objective 3.3 Dialogue is re-written to achieve cinematic effect or objective*	3.1 science: fundamental science principles and concepts 3.2 math: fundamental arithmetic functions 3.3 technology: information search, access, and organization skills; computer and word processing skills 3.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 3.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 3.6 environmental: workplace health and safety 3.7 communication: grammar and language rules, formal and informal communication 3.8 Film history, language, and form 3.9 storytelling and story writing 3.10 use of writing software or word processor	3.1 creative writing skills 3.2 analytical skills 3.3 storytelling skills 3.4 conceptualization skills 3.5 writing and grammar skills 3.6 computer operation skills
4. Present drafts for evaluation	4.1 Script draft is presented to collaborators for feedback and input *	4.1 science: fundamental science principles and concepts 4.2 math: fundamental arithmetic functions	4.1 Presentation Skills 4.2 negotiation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 Feedback and inputs are gathered and considered based on script draft 4.3 Feedback and inputs are integrated into the script 4.4 Subsequent drafts of the script are written based on feedback and inputs*	4.3 technology: information search, access, and organization skills; computer and word processing skills 4.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 4.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 4.6 environmental: workplace health and safety 4.7 communication: grammar and language rules, formal and informal communication 4.8 Film history, language, and form 4.9 storytelling and story writing 4.10 use of writing software or word processor	4.3 discussing and defending ideas 4.4 writing and grammar skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Creative ideas and inputs	May include: <ol style="list-style-type: none"> 1.1. Research and archival material 1.2. Input/ insights/ guidance from relevant personages and resource persons 1.3. Input and feedback from collaborators, pitches, and other similar interactions 1.4. Writer's own vision, ideas, narrative intent, and creative treatment
2. Creative pegs	May include: <ol style="list-style-type: none"> 2.1. Existing/ previously-produced films 2.2. Excerpts of stories or films 2.3. Relevant or similar concepts from other disciplines or domains
3. Scriptwriting software	May include <ol style="list-style-type: none"> 3.1. Word processors 3.2. Scriptwriting software and apps 3.3. Film management software 3.4. Browser-based/ online scriptwriting application
4. Applicable script format	May include: <ol style="list-style-type: none"> 4.1. AMPAS screenplay format (or similar single-column format) 4.2. 2-column script format 4.3. Other format as may be prescribed by producer or agency
5. Speech elements	May include: <ol style="list-style-type: none"> 5.1. Voice overs/ narrators 5.2. Textual responses (e.g. Response in a chat window) 5.3. Animal or non-human responses 5.4. Lyrics of a song in a musical
6. Story beats	Story beats may include: <ol style="list-style-type: none"> 6.1. A character's realization 6.2. A plot twist 6.3. A moment when a character is betrayed
7. Beat sheet (Story outline)	Tools that may be used include: <ol style="list-style-type: none"> 7.1. index cards 7.2. post-it notes 7.3. white or blackboard 7.4. mind mapping software or applications 7.5. scriptwriting software
8. Cinematic effect or objective	EFFECTS may include: <ol style="list-style-type: none"> 8.1. provide suspense 8.2. heighten fear/ anticipation 8.3. increase drama 8.4. make audiences cry 8.5. create feeling of unknown

VARIABLE	RANGE
	OBJECTIVES may include: 8.6. establish guilt/ innocence of a character 8.7. mislead audiences 8.8. provide closure for an event or occurrence 8.9. explain concepts or situations to an audience

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 Translated creative ideas into script formats <ul style="list-style-type: none"> 1.1.1. Organized and prepared creative ideas and inputs for the writing process 1.1.2. Referenced creative pegs to aid the writing process 1.2 Wrote draft screenplay (<i>script</i>) <ul style="list-style-type: none"> 1.2.1. Wrote first draft based on creative ideas and inputs 1.2.2. Used scriptwriting software on written first draft 1.2.3. Wrote scene headings and descriptions in accordance to the applicable script format 1.2.4. Wrote screen directions into the script to provide storytelling insights 1.2.5. Wrote dialogue and other speech elements in accordance to the applicable script format 1.3 Structured stories for cinematic purpose <ul style="list-style-type: none"> 1.3.1. Identified story beats and plots points on a story outline 1.3.2. Revised script draft to achieve cinematic effect or objective 1.3.3. Rewrote dialogue is to achieve cinematic effect or objective 1.4 Presented drafts for evaluation <ul style="list-style-type: none"> 1.4.1. Presented script draft to collaborators for feedback and input 1.4.2. Wrote subsequent drafts of the script based on feedback and inputs
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Appropriate software 2.4 Workplace or assessment area
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation/Demonstration with Oral questioning 3.2 Rubrics/Checklist for written output 3.3 Written Examination 3.4 Portfolio
<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: FINALIZE SCRIPT FOR FILM

UNIT CODE: CS-CRE264314

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required in writing script for film. This includes competencies in editing the draft, evaluating script content and producing final draft.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Edit the draft	1.1 Draft is reviewed for formatting and technical errors * 1.2 Draft is corrected for language errors based on delimiting factors 1.3 Draft is proofread for spelling errors and other editorial mistakes *	1.1 science: fundamental science principles and concepts 1.2 math: fundamental arithmetic functions 1.3 technology: information search, access, and organization skills; computer and word processing skills 1.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 1.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 1.6 environmental: workplace health and safety 1.7 communication: grammar and language rules, formal and informal communication 1.8 Film history, language, and form 1.9 storytelling and story writing 1.10 use of writing software or word processor	1.1 creative writing skills 1.2 analytical skills 1.3 storytelling skills 1.4 conceptualization skills 1.5 writing and grammar skills 1.6 computer operation skills
2. Evaluate script content	2.1 Script content is identified based on the final version of the script * 2.2 Loglines and synopses are updated or revised based on the final version of the script* 2.3 Press kit or dossier is prepared using the final version of the script	2.1 science: fundamental science principles and concepts 2.2 math: fundamental arithmetic functions 2.3 technology: information search, access, and organization skills; computer and word processing skills 2.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 2.5 laws and standards: basic knowledge of data privacy	2.1 creative writing skills 2.2 analytical skills 2.3 storytelling skills 2.4 conceptualization skills 2.5 writing and grammar skills 2.6 computer operation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		law/ policy, intellectual property law/ policy 2.6 environmental: workplace health and safety 2.7 communication: grammar and language rules, formal and informal communication 2.8 Film history, language, and form 2.9 storytelling and story writing 2.10 use of writing software or word processor	
3. Produce final draft	3.1 Draft is prepared based on required <i>submission/delivery requirements*</i> 3.2 Final draft is printed or exported into a non-editable format 3.3 Writing process is concluded based on project requirements	3.1 science: fundamental science principles and concepts 3.2 math: fundamental arithmetic functions 3.3 technology: information search, access, and organization skills; computer and word processing skills 3.4 engineering: fundamental knowledge and operation of everyday machinery and electrical items 3.5 laws and standards: basic knowledge of data privacy law/ policy, intellectual property law/ policy 3.6 environmental: workplace health and safety 3.7 communication: grammar and language rules, formal and informal communication 3.8 Film history, language, and form 3.9 storytelling and story writing 3.10 use of writing software or word processor	3.1 creative writing skills 3.2 analytical skills 3.3 storytelling skills 3.4 conceptualization skills 3.5 writing and grammar skills 3.6 computer operation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Delimiting factors	May include, but are not limited to: <ol style="list-style-type: none"> 1.1. Political, regulatory, and/or cultural policies 1.2. Socio-cultural norms 1.3. Political correctness and standards of societal acceptability 1.4. Safety and security concerns 1.5. Budget or other production considerations
2. Script content	May include, but are not limited to: <ol style="list-style-type: none"> 2.1. Target audience 2.2. Language 2.3. Genre
3. Press kit or dossier	May include, but are not limited to: <ol style="list-style-type: none"> 3.1. Logline, synopses, storylines 3.2. Pegs and references 3.3. Writers'/ artists' statement/s 3.4. Writers' contact information/ filmography/ biography 3.5. Key or concept art 3.6. Production stills/ behind-the-scenes material 3.7. Sizzle reels, trailers, or screen tests
4. Submission/Delivery requirements*	May include, but are not limited to: <ol style="list-style-type: none"> 4.1. Title/ front pages 4.2. Bibliographies or other notations 4.3. Appendices or attachments 4.4. Margins and binding 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 Edited the draft <ul style="list-style-type: none"> 1.1.1. Reviewed draft for formatting and technical errors 1.1.2. Proofread draft for spelling errors and other editorial mistakes 1.2 Evaluated script content <ul style="list-style-type: none"> 1.2.1. Identified script content based on the final version of the script 1.2.2. Updated/revised loglines and synopses based on the final version of the script 1.3 Produced a final draft <ul style="list-style-type: none"> 1.3.1. Prepared draft based on required submission/delivery requirements
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Appropriate supplies and materials 2.2 Applicable equipment 2.3 Appropriate software 2.4 Workplace or assessment area
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation/Demonstration with Oral questioning 3.2 Rubrics/Checklist for written output 3.3 Written Examination 3.4 Portfolio
<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) **Applicable script format** - the physical or visual form a script takes depending on project requirements, script formats.
- 2) **Archetypes** - a universal figure, concept, or character that is instantly recognizable by an audience; it is the starting point for the development of a cinematic character.
- 3) **Beat sheet** - a visual organization of a script to determine its pacing and story flow based on its different beats. Beat sheets are made outside of the actual screenplay and are made in a way that allows a writer to interactively manipulate or move around scenes to plot a script's flow.
- 4) **Cultural appropriation** - Cultural appropriation is the adoption of certain elements from another culture without the consent of people who belong to that culture. It can be offensive or problematic when people do this without making it clear where the traditions come from, or when they don't acknowledge how important they are to certain cultures. It can also be especially controversial when members of a dominant culture appropriate from minority cultures.
- 5) **Cinematic effect** or objective – the outcome that a writer or film wishes to achieve through its storytelling.
- 6) **Collaborators** - individuals that may be a part of the creative and/or development process.
- 7) **Communication channels** - modes through which collaborators will communicate, exchange materials, and/or complete deliverables.
- 8) **Creative ideas and inputs** - the aggregate result of research and preparations made in preparation for the actual writing activity.
- 9) **Creative pegs** - existing works, ideas, and/or materials that are used to illustrate, describe, or clarify an idea or concept.
- 10) **Delimiting factors** - limits or boundaries that define the range through which a script or story may be developed.
- 11) **Fallback or contingency plans** - arrangements made to anticipate, mitigate, and/or address arising situations that are not part of the ideal or planned schedule of activities.
- 12) **Feedback** - responses or recommendations made by the audience or collaborators to the pitch.
- 13) **Film history, form, and language** - an understanding of what film and cinema are and the different ways in which it is experienced by an audience.

- 14) **Formatted for delivery** - conversion of a draft into a designated or required format.
- 15) **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
- 16) **Information and materials** - materials and resources that are relevant to the development, in whole or in part, of a story, concept, or screenplay
- 17) **Established references and standards** - materials, resources, and data sets that are known to be, or have been established to be, true and factual
- 18) **Fallback or contingency plans** - Arrangements made to anticipate, mitigate, and/or address arising situations that are not part of the ideal or planned schedule of activities.
- 19) **Feedback or recommendations** - responses made by the audience or collaborators to the pitch.
- 20) **Film** - a film, also called a movie, motion picture, moving picture, theatrical film, or photoplay, is a series of still images that, when shown on a screen, create the illusion of moving images.
- 21) **Film format** - a technical definition of a set of standard characteristics regarding image capture on photographic film, for either stills or filmmaking. It can also apply to projected film, either slides or movies.
- 22) **Form and/or genre** – form describes the structural or narrative manifestation of a story, concept, or screenplay while genre describes the stylistic or thematic nature of a story, concept, or screenplay
- 23) **Literary** – relating to concerned with or characteristic of literature or scholarly writing.
- 24) **Logline** - A brief 1-2 sentence statement that encapsulates a story's premise and key conflict
- 25) **Mass media** - a diversified collection of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets.
- 26) **Narrative** – refers to the telling of a story through the presentation of events.
- 27) **Narrative forms** - anything told or recounted; more narrowly, something told or recounted in the form of a story; account; tale.
- 28) **New media** - forms of media that are computational and rely on computers and the Internet for redistribution. Some examples of new media are computer animations, video games, human-computer interfaces, interactive computer installations, websites, and virtual worlds. New media are often

contrasted with "traditional media", such as television, radio, and print media. New media does not include analog broadcast television programs, feature films, magazines, or books – unless they contain technologies that enable digital generative or interactive processes.

- 29) **Parentheticals** - non-dialogue notations made in a script that describe or illustrate an action or emotion as it is to be delivered by a performer; these notations are made in parentheses
- 30) **Performativity** - a term for the capacity of speech and communication not simply to communicate but rather to act or consummate an action, or to construct and perform an identity.
- 31) **Pitch** - a concise verbal and/or audio-visual presentation of an idea, concept, or story. This is usually made to collaborators such as producers, co-writers, or funding agencies in the hopes of moving the idea forward into further development, securing funding, and/or approval for production
- 32) **Pitch deck** - material that is used to visually present a script or concept to a group, test audience, or potential producer
- 33) **Pitch purpose or audience** - context in which the pitch is being made; conditions may exist that would affect things such as length, language, format, or even logistics.
- 34) **Plot** - The plot of a film is the series of events that unfolds from start to finish. The plot explains not just what happens but also the causality—how one event leads to another. The plot is a sequence of events inside a story and describes the HOW, WHEN, and WHY of a story.
- 35) **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.
- 36) **Press kit or Dossier** - collection of related materials that are used in presenting or marketing a final script for production.
- 37) **Project requirements** - list of conditions under which a project (e.g. script) is being developed which may directly or indirectly affect the creative development of the script
- 38) **Project management tools** - digital and/or analog resources used to manage materials, time, and personnel involved in a project
- 39) **Relevant personages** - individuals that may provide insight, in-depth perspectives, accuracy, and/or information with regard to the development of the project
- 40) **Resource person** - individual that may provide guidance, direction, and/or supervision during the development of the project

- 41) **Screenplay** - often known as a script, is writing created by screenwriters for a film, television show, or video game. These screenplays can be original or adaptations of previously published material. The characters' movements, actions, expressions, and dialogues are also described in them. A teleplay is a screenplay explicitly produced for television.
- 42) **Script content** - elements that make up the script
- 43) **Socio-demographic information** - refers to the data used to describe populations, audiences, or markets.
- 44) **Script format** - the physical or visual form a script takes depending on project requirements
- 45) **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.
- 46) **Sources** - a person, book, etc., that gives information.
- 47) **Speech elements** - non-conversational or non-human words and elements used to communicate a story.
- 48) **Stereotypes** - Simplified and standardized beliefs or images that are held in common by members of a group about another group. They are often based on sex, gender, race, ethnicity, nationality, age, and other factors. They represent oversimplified opinions, prejudiced attitudes, or uncritical judgments. They can be harmful even if they seem positive.
- 49) **Story** - A story is a complete narrative. It contains the plot, as well as other literary devices such as character development, settings, and themes. A story includes the point of view, which is the perspective from which the story unfolds. Short stories may have only one plot, but longer stories (e.g. full-length films, miniseries, etc.) would have multiple plot lines.
- 50) **Story beats** - a moment in the narrative that propels the story forward and compels the viewer to make presumptions of what could possibly happen next. It is a structural element of a narrative that's used to mark an intentional shift in tone.
- 51) **Storyline** - Sometimes referred to as a "story" or "story concept"; A short or concise identification or narration of the story based on its key elements; An identification or narration of the story based on its key components.
- 52) **Structure** - an arrangement and organization of interrelated elements in a script.
- 52.1. **Linear Structure** – the order in which events are portrayed corresponds to the order in which they occur.
- 52.2. **Non-Linear Structure** – the order in which the events portrayed do not correspond to the order in which things happened.

- 53) **Submission/Delivery requirements** - conversion of a draft into a designated or required format
- 54) **Subsequent drafts** - additional versions or variations of a script derived from the original or first draft. Scripts may undergo multiple drafts during the writing process.
- 55) **Synopsis** - a 1-2 page document that summarizes a film's plot. A synopsis usually describes characters, events, and major plot points in greater detail allowing readers to understand how the screenplay or film will develop from beginning to end. Sometimes a full synopsis is referred to as a Concept Paper.
- 56) **Workflows** - steps and/ or processes that may apply to the project depending on factors such as, but not limited to: work/ corporate structure, project requirements, seniority, and the like.

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- **THE TECHNICAL EXPERT PANEL (TEP) – FY 2022**

MR. JOSE ANTONIO “JAG” W. GARCIA

Assistant Professor
De La Salle – College of Saint Benilde

MS. RIANNE HILL I. SORIANO

Senior Film Faculty/Academic Adviser
De La Salle – College of Saint Benilde

MS. MARIA IMELDA “IMEE” RAMOS GARCIA

Principal and Managing Director
Garcia & Garcia Training Consultancy Services

MS. IDA ANITA Q. DEL MUNDO

Assistant Professorial Lecturer
De La Salle – College of Saint Benilde

- **THE VALIDATION EXPERT COMMITTEE**

Area		Name of Validator
Luzon	1	SEYMOUR BARROS SANCHEZ seymourbarrossanchez@gmail.com
	2	RAQUEL RARANG RIVERA raquel.rivera@deped.gov.ph
	3	DR. VIVIAN LUZ S. PAGATPATAN, CESO VI DepEd SDO II Pangasinan
	4	CARLA SAMANTHA PULIDO OCAMPO habi.collective@gmail.com
	5	GERALDO JUMAWAN
	6	ARJNANMANR REBETA
	7	PABELLE MANIKAN
	8	MARK LESTER VALLE
	9	KRISTIAN CORDERO
Visayas	10	MARK RAYMUND GARCIA markraymundgarcia@gmail.com
	11	JULIUS CEASAR LEONES DE LA PEÑA j.delapena@usls.edu.ph
	12	MASSAH GONZALES-GAMBOA pwsmbc@yahoo.com
	13	ELVERT BAÑARES elvertbanares@gmail.com

Area		Name of Validator
Mindanao	14	JOSE BAGANE B. FIOLA origanefilms@gmail.com
	15	ARNEL BARBARONA arbibarbarona@gmail.com
	16	JAY ROSAS

- **THE TESDA BOARD - STANDARDS SETTING AND SYSTEMS DEVELOPMENT COMMITTEE**

- **THE NATIONAL COMMISSION FOR CULTURE AND THE ARTS**

MS. MARICHU G. TELLANO, CESO

Executive Director
for Administration and Support Services

MR. BERNAN JOSEPH R. CORPUZ

Deputy Executive Director for Operations

MS. CORINNAH ANNE C. OLAZO

Head, Cultural Dissemination Section

MR. PATRI MIGEL F. SANTOS

Project Coordinator, CDS

- **THE MANAGEMENT AND STAFF OF TESDA SECRETARIAT**

- Qualifications and Standards Office (QSO)

- | | |
|----------------------------------|-------------------|
| 1. Exec. Dir. EL CID H. CASTILLO | - QSO-TESDA |
| 2. BERNADETTE S. AUDIJE | - CSDD-QSO-TESDA |
| 3. SAMUEL E. CALADO, JR. | - CSDD-QSO-TESDA |
| 4. ADRIAN BRIAN C. SABANAL | - CSDD-QSO-TESDA |
| 5. SAHRA L. TECSON | - CPSDD-QSO-TESDA |