

COMPETENCY STANDARDS



SCRIPTWRITING (RADIO & AUDIO PRODUCTION) 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 (RADIO & AUDIO PRODUCTION) LEVEL III

SECTION 1. SCRIPTWRITING (RADIO & AUDIO PRODUCTION) LEVEL III

The Scriptwriting (Radio & Audio Production) Level III qualification consists of competencies that a person must achieve to write scripts for radio and audio production. This includes competencies in developing concepts of radio script and audio production, conducting analysis for intended audience and policy application, gathering necessary data for improvement of the script and writing script for radio broadcast.

The works in scriptwriting for radio and audio production carefully considers the production requirements of clients, as well as adherence to existing laws and codes and ethical use of various sources of narrative forms including basic writing software and research tools.

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-CRE264306	Develop concepts of radio script and audio production
CS-CRE264307	Conduct analysis for intended audience and policy application
CS-CRE264308	Gather necessary data for improvement of the script
CS-CRE264309	Write script for radio broadcast

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

- Radio Scriptwriter
- Audio Production Scriptwriter
- Radio Program Researcher
- Production Assistant

SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **Scriptwriting (Radio & Audio Production) 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, quality and safety	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly		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 the 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 requirements. 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. 2.4 Enterprise goals, targets and measures.	2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 2.2 Identifying extent and causes of specific challenges in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.5 Enterprise quality OSH and environmental requirements. 2.6 Enterprise information systems and data collation. 2.7 Industry codes and standards.	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. 4.3. Recommendations are presented to appropriate personnel.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining

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

RANGE OF VARIABLES

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. Gantt chart, Pert CPM and graphs 2.7. Scattergrams
3. Problem	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Coordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

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

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

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

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

UNIT CODE : 400311323

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

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

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources 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 accidents 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 workplace or in a simulated workplace setting

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1. <i>Environmental work practices</i> 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. <i>Environmental Indicators</i> 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 the 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 the 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 brainstorming 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	Assessment requires evidence that the candidate: 1.1. Applied strategies to develop creative skills in art practice 1.2. Developed artistic skills and ideas 1.3. Generated studies on arts and culture
2. Resource implications	The following resources MUST be provided: 2.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice 2.2. Information about relevant artist, their work, ideas and techniques
3. Method of assessment	Competency must be assessed through: 3.1. Demonstration/ Observation with oral questioning 3.2. Portfolio with interview
4. Context for assessment	4.1 Competency may be assessed in the 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/catalogs 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 the 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/theater/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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 3.1. Demonstration / Observation with oral questioning
4. Context for assessment	4.1. Competency may be assessed in the 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	May be identified through: <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	May include: <ul style="list-style-type: none"> 2.1 Gantt charts 2.2 Production schedule 2.3 Milestone and delivery dates
3. Resource management	May include: <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	Assessment requires evidence that the candidate: <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	The following resources should be provided: <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	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Demonstration/observation with oral questioning
4. Context of assessment:	4.1 Competency may be assessed in the 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 a 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 the 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 the actual workplace or at the designated TESDA Accredited Assessment Center.

CORE COMPETENCIES

UNIT OF COMPETENCY: **DEVELOP CONCEPTS OF RADIO SCRIPT AND AUDIO PRODUCTION**

UNIT CODE: **CS-CRE264306**

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to develop concepts of radio script and audio production. It includes presenting concepts and ideas to client, establishing a communication and task system and identifying broadcasting terms, policies and procedures.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Present concepts and ideas to client	1.1 Timelines and concepts are negotiated upon the initial meeting based on the client's requirements* 1.2 Suggestions are gathered from clients for evaluation 1.3 Budget and logistics are discussed and prepared for production. 1.4 Project roles are determined to streamline discussions on project development*	1.1 Ethical practices and Philippine laws. 1.2 Identification of the presented product or theme. 1.3 Opening Billboards (OBB) and Closing Billboards (CBB). 1.4 Identification of royalty-free and copyrighted music or audio. 1.5 Project's geographical areas and reach. 1.6 Trending/up-to-date jargon and voices in the Radio Industry.	1.1 Interpreting socio-cultural demographic data 1.2 Classifying source materials 1.3 Internet browsing skills 1.4 Communication skills 1.5 Media and information literacy skills 1.6 Inclusivity and representation awareness
2. Establish a communication and task system	2.1 Tasks are delegated and internal deadlines are determined according to standard procedures in task distribution * 2.2 Modifications are applied based on client's suggested content * 2.3 Consultation periods are organized for scriptwriting and recording based on the project creative brief. 2.4 Progress of each task is checked and followed up regularly based on the project's creative brief.	2.1 Work Ethics 2.2 Personal Ethics 2.3 Normative Ethics 2.4 Comparative Ethics 2.5 Ethical Writing 2.6 Working Timeline. 2.7 Internal deadlines. 2.8 Standard procedures in task distribution 2.9 Project creative brief	2.1 Objective Thinking Skills 2.2 Attention to detail 2.3 Responsible Mentoring 2.4 Competent 2.5 Non-discriminatory 2.6 Socially Responsible 2.7 Impartial Thinking 2.8 Editorial Independent 2.9 Fair Judgment 2.10 Transparent Worker
3. Identify broadcasting terms, policies, protocols and procedures	3.1 Branding guidelines are determined from the client's requirement 3.2 Radio advertising is performed in compliance	3.1 Proper radio script formatting 3.2 Computerized scripts that are in a	3.1 Credible Worker 3.2 Concise Writer 3.3 Prompt Worker 3.4 Innovative Thinker

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>with the regulations by the ASC and KBP*</p> <p>3.3 Proposed script is discussed to the <i>involved department</i> for approval</p> <p>3.4 Revisions are applied as soon as possible to meet the set deadlines. *</p>	<p>easy-to-read font and size</p> <p>3.3 Capitalization of cues and creative direction</p> <p>3.4 Proper grammar and capitalization on spoken lines</p> <p>3.5 Backup versions of all the script</p> <p>3.6 Page number indications on the bottom right of each page.</p> <p>3.7 Avoidance of typographical errors</p> <p>3.8 Placement of the sources in the copy</p> <p>3.9 Avoidance of transition words.</p> <p>3.10 Usage of active voices and passive voices</p> <p>3.11 Rounding-off and rounding-down of numerical figures in script headline</p> <p>3.12 Inclusion of Phonetic Spelling for complex words</p> <p>3.13 Usage and application of AIDA Model and Inverted Pyramid</p>	<p>3.5 Interpersonal Skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Concepts	May include: 1.1. Comedic 1.2. Interrogative 1.3. Narrative/Spoken 1.4. Musical/ Jingles 1.5. How-To's/ Instructional 1.6. Testimonial 1.7. Call-to-Action (CTA) 1.8. Combination of any two (2) aforementioned above concepts
2. Standard Procedures in Task Distribution	May include: 2.1. Job must match each employee's Job Description. 2.2. Employee must be credible and competent 2.3. The employee is encouraged to have a background on the project. 2.4. Writer agrees to the feasibility of the script
3. Suggested Content	May include: 3.1. Style 3.2. Tone 3.3. Number of casts 3.4. Length 3.5. Music 3.6. Words to be included in the script
4. Involved Department /Employees	May include: 4.1. Client 4.2. Senior Scriptwriter 4.3. Station Manager/Program Director 4.4. Voice Actors or Talent Pool 4.5. Audio Production Department 4.6. Sales and Marketing Department

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment require evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Presented concepts and ideas to client <ul style="list-style-type: none"> 1.1.1. Negotiated timelines and concepts upon the initial meeting based on the client’s requirements 1.1.2. Determined project roles to streamline discussions on project development. 1.2 Established a communication and task system <ul style="list-style-type: none"> 1.2.1. Delegated tasks and determined internal deadlines according to standard procedures in task distribution 1.2.2. Applied modifications based on client’s suggested content 1.3 Identified broadcasting terms, policies, and procedures <ul style="list-style-type: none"> 1.3.1. Performed radio advertising in compliance with the regulations by the ASC and KBP. 1.3.2. Applied revisions as soon as possible to meet the set deadlines.
<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 <ul style="list-style-type: none"> 2.1.1 Themes of the PSA and Radio Ad 2.1.2 Genres of Radio Drama 2.1.3 Scope of Radio News 2.1.4 FM Format of Podcasting 2.1.5 Provided Pen & Scratch Paper 2.2 Applicable equipment <ul style="list-style-type: none"> 2.2.1 Working Corporate Laptop with spell checker and grammar checker software 2.2.2 Work station with limited internet connection 2.3 Appropriate software <ul style="list-style-type: none"> 2.3.1 Licensed Microsoft Office (Word Processing Software) 2.4 Workplace or assessment area <ul style="list-style-type: none"> 2.4.1 Workplace must be a conducive area to write and record 2.4.2 Workplace is discrete and litter-free 2.4.3 Workplace is well ventilated and lit
<p>3. Method of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Demonstration 3.3 Oral Questioning
<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: CONDUCT ANALYSIS FOR INTENDED AUDIENCE AND POLICY APPLICATION

UNIT CODE: CS-CRE264307

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to conduct analysis for intended audience and policy application. It includes identifying target audience and determining competitors' products, translating information into readable, easy-to-understand content tailored to a specific audience, conducting social media assessment and gathering data, checking on the requirements and policies under Ad Standards Council (ASC) and identifying appropriate broadcast digital platforms.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify target audience and determine competitors' products	1.1 Purpose of the script is determined based on the creative brief project * 1.2 Intended audiences are identified before the writing process * 1.3 Market research is conducted to identify the appropriate content for the material. 1.4 Competitor analysis is performed to find a niche and emphasize the project's uniqueness. * 1.5 Project's unique proposition is determined to write the script. *	1.1 People's social and economic well-being. 1.2 Traditional Filipino Family Values. 1.3 Filipino Nation Expressions and Culture. 1.4 Purchasing Power of target audience 1.5 Conducting market, segmentation, targeting, and positioning	1.1 Interpersonal Skills 1.2 Diverse Worker 1.3 Adaptable Worker 1.4 Media and Information Literate
2. Translate information into readable and easy-to-understand content tailored to a specific audience	2.1 Audience's behavior is assessed upon writing the script 2.2 Technical information is translated into simple, readable, and error-free content * 2.3 Correct styles, tone, and format are applied for the different technical documents *	2.1 Public, current, relevant data. 2.2 Fair, factual, and objective news 2.3 Sources of reliable news and data 2.4 Protocol on unconfirmed and developing data 2.5 Protocol on editorials 2.5.1 Prohibition of vulgar, obscene, violent, blasphemous, or indecent language. 2.6 Usage and Application of AIDA Model and Inverted Pyramid	2.1 Quality Worker 2.2 Attention to detail 2.3 Unbiased Character 2.4 Writing Skills
3. Conduct social media assessment	3.1 Social media platforms are identified based on the creative brief requirements*	3.1 Public, current, relevant data. 3.2 Fair, factual, and objective news	3.1 Organizational Skills 3.2 Efficient Worker 3.3 Ability to Make

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
and gather data	3.2 Social media engagement is assessed and measured based on established criteria 3.3 Relevant data are recorded based on the preferred social media platform * 3.4 Communication tools and communication devices are identified to make connections between the preferred platform *	3.3 Sources of reliable news and data 3.4 Protocol on unconfirmed and developing data 3.5 Range of Social Media Usage 3.6 In-depth background or subject research of audience 3.7 Relevance of news and topics 3.8 Knowledge on current original stories or testimonials	Judgment 3.4 Analytical Thinking 3.5 Creative Thinking 3.6 Resilient Worker 3.7 Interpersonal Skills 3.8 Factual Researcher 3.9 Note-taking and transcription skills
4. Check requirements and policies under Ad Standards Council (ASC)	4.1 Policies applicable to the project are identified based on the ASC manual. * 4.2 Deadlines are determined based on the mandate of ASC 4.3 Technical requirements are identified based on the mandate of ASC * 4.4 Materials are identified to validate the product claims* 4.5 ASC clearance for the script is applied prior to airing.	4.1 ASC Manual 4.2 Appropriate AOB for a project 4.3 Advertising Claims included in the copy. 4.4 Duration of applicable advertising claims 4.5 Knowledge of the basic and standard rules of the ASC. 4.6 Air time of the entire script on radio	4.1 Attention to details 4.2 Compliant Worker 4.3 Meticulous Worker
5. Identify appropriate broadcast digital platforms	5.1 Content and commentaries are written in accordance with the ASC and KBP standards. * 5.2 Technological innovation is applied in the emerging trends of social media 5.3 Essential skills are applied from subject areas in information and communication technology* 5.4 Various trends in social media platforms are applied*	5.1 KBP Standards 5.2 ASC Rules and Regulations 5.3 Social Media Trends	5.1 Well-versed in Social Media Management (i.e. Search Engine Optimization (SEO), basic data analytics, etc.) 5.2 Information and Computer Technology (ICT) Literate

RANGE OF VARIABLES

VARIABLE	RANGE
1. Technical information	May include: 1.1. Jargons 1.2. Commands 1.3. Terms 1.4. Laws 1.5. Protocol 1.6. Copyright 1.7. Trademark 1.8. Patent
2. Different technical documents	May include: 2.1. Radio ads 2.2. News 2.3. PSA 2.4. Drama
3. Social media platforms	May include: 3.1. Facebook 3.2. Youtube 3.3. Spotify 3.4. iTunes 3.5. Podcast 3.6. Twitch 3.7. Live streaming
4. Communication devices	May include: 4.1. Mobile phones 4.2. iPad 4.3. Tablets 4.4. Transistor Radios 4.5. Car Stereos
5. Communication Tools	5.1 Slack 5.2 Zoom 5.3 Google Workspace 5.4 Airtable 5.5 Microsoft Teams
6. Technical Requirements (ASC)	6.1. Radio scripts must be on a plain 8.5in. X 11in. or A4 size white bond paper using a minimum of 12-point Arial font size. Scripts must be properly labeled, i.e., Live DJ spiel, Jingle, etc.

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment require evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified target audience and determined competitors' products <ul style="list-style-type: none"> 1.1.1. Determined purpose of the script based on the creative brief project 1.1.2. Identified the intended audience before the writing process 1.1.3. Performed competitor analysis to find a niche and emphasize the project's uniqueness. 1.1.4. Determined the project's unique proposition to write the script. 1.2 Translated information into readable, easy-to-understand content tailored to a specific audience. <ul style="list-style-type: none"> 1.2.1. Translated technical information into simple, readable, and error-free content 1.2.2. Applied correct style, tone, and format for the different technical documents 1.3 Conducted social media assessment and gathered data <ul style="list-style-type: none"> 1.3.1. Identified social media platforms based on the creative brief requirements 1.3.2. Recorded relevant data based on the preferred social media platform 1.3.3. Identified communication tools and communication devices to make connections between the preferred platform 1.4 Checked on the requirement and policies under Ad Standards Council (ASC) <ul style="list-style-type: none"> 1.4.1. Identified policies applicable to the project based on the ASC manual. 1.4.2. Identified technical requirements based on the mandate of ASC 1.4.3. Identified materials to validate the product claims 1.5 Identified appropriate broadcast digital platforms <ul style="list-style-type: none"> 1.5.1. Wrote content and commentaries in accordance with the ASC and KBP standards 1.5.2. Applied essential skills from subject areas in information and communication technology 1.5.3. Applied various trends in social media platforms
<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 <ul style="list-style-type: none"> 2.1.1 Themes of the PSA and Radio Ad 2.1.2 Genres of Radio Drama 2.1.3 Scope of Radio News 2.1.4 Format of Podcasting 2.1.5 Provided Pen & Scratch Paper 2.2 Applicable equipment <ul style="list-style-type: none"> 2.2.1 Word Processing Software 2.3 Appropriate software <ul style="list-style-type: none"> 2.3.1 Licensed Microsoft Office (Word Processing

	<p>Software)</p> <p>2.4 Workplace or assessment area</p> <p>2.4.1 Workplace must be a conducive area to write and record</p> <p>2.4.2 Workplace is discrete and litter-free</p> <p>2.4.3 Workplace is well ventilated and lit</p>
3. Method of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written Examination</p> <p>3.2 Demonstration with</p> <p>3.3 Oral questionings</p>
4. Context of assessment	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: GATHER NECESSARY DATA FOR IMPROVEMENT OF THE SCRIPT

UNIT CODE: CS-CRE264308

UNIT DESCRIPTOR: This unit covers the knowledge, skills, and attitudes required to gather necessary data for improvement of the script. It includes finding sources and references and sharing data with the audio production team, conducting interview to gain insights from target market, fact-checking any data collected during the research process and explaining complex information in simple terms.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Find sources and references and share data with the audio production team	1.1 Relevant information is gathered from credible sources* 1.2 Appropriate music is selected and coordinated with the sound director to match the script* 1.3 Audio materials for use are verified as royalty-free	1.1 News sources. 1.2 News Programs on current and relevant news. 1.3 Factual and objective news. 1.4 Reliable news information. 1.5 Protocol on unconfirmed news reports. 1.6 News Gathering Techniques 1.7 Extensive knowledge of choosing appropriate background music, SFX, and soundbites for the project	1.1 Research-oriented skills 1.2 Internet browsing skills 1.3 Interpersonal skills
2. Conduct interview to gain insights from target market	2.1 Respondents are identified and coordinated based on project requirements* 2.2 Rights and responsibilities of respondents are determined prior to the interview* 2.3 Interview guides are prepared and provided completely based on project requirements and respondents' profile* 2.4 Interview style is identified based on project requirements and respondents' profile * 2.5 Interview is conducted based on project requirements*	2.1 Interview Context 2.2 Interview Ethics 2.3 Data Privacy Law 2.4 Types of interview 2.4.1 Opinion Interview 2.4.2 Sound Bite Interview 2.4.3 Package Interview 2.4.4 Long-Form Interview 2.4.5 Information Interview 2.5 Rights and responsibilities of respondents 2.6 Respondents' profile 2.6.1 Age 2.6.2 Citizenship	2.1 Interpersonal communication skills 2.2 Inquisitive thinker 2.3 Communicating in both English and Filipino 2.4 Listening skills 2.5 Transcribing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.6 In-depth background and study research are provided based on project requirements and respondents' profile* 2.7 Transcripts are encoded accurately based on respondent's response from the interview*	2.6.3 Economic Status and Household Income	
3. Fact-check any data collected during the research process	3.1 Responses are sorted based on common themes. 3.2 Gathered data are translated to script based on respondents' interviews. * 3.3 Data gathered from the interview are checked and confirmed based on related literature *	3.1 Thematic Analysis 3.2 Uses of data statistics 3.3 Knowledge in Database Management Software codes and formulas 3.4 Applicable related literature	3.1 Proficiency in presenting and interpreting data using tables and spreadsheets 3.2 Encoding data into Sheets or Excel 3.3 Internet browsing skills
4. Explain complex information in simple terms	4.1 Original ideas are developed based on project requirements and interview responses * 4.2 Content is generated based on respondents' stories and experiences 4.3 Transcripts from the interview are trimmed on what is needed in writing the script.*	4.1 Respondent's Background 4.2 Identifying the Main Topic or relevant answers 4.3 Creative Writing 4.4 Creative Non-fiction	4.1 Proofreading of written work 4.2 Paraphrasing Skills 4.3 Copywriting Skills 4.4 Fact-checking Skills 4.5 Transcription Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Rights and Responsibilities of Respondents	May include: 1.1. May exit the interview at any given time. 1.2. Has the right to remain anonymous. 1.3. May or may not permit exposure to the camera 1.4. Once data is no longer in use, proper disposal procedure will follow.
2. Interview Guide	May include: 2.1. Participant Invitation 2.2. Introduction and Briefing for the Participants 2.3. Set of Questions Depending on the Structure of the Interview Data Privacy Clause
3. Interview Style	May include: 3.1. Structured Interview 3.2. Semi-Structured Interview 3.3. Focus Group Discussion (FGD) 3.4. Case Study
4. Respondents' Profile	May include: 4.1. Hours spent on social media 4.2. Frequency of listening to the radio 4.3. How often do they hear about a brand on the radio

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment require evidence that the candidate:</p> <p>1.1 Found sources and references and shared data with the audio production team</p> <p>1.1.1. Gathered relevant information from credible sources</p> <p>1.1.2. Selected and coordinated appropriate music with the sound director to match the script.</p> <p>1.1.3. Verified audio materials for use as royalty-free</p> <p>1.2 Conducted interview to gain insights from target market</p> <p>1.2.1. Identified and coordinated respondents based on project requirements</p> <p>1.2.2. Determined rights and responsibilities of respondents prior to the interview</p> <p>1.2.3. Prepared and provided interview guides completely based on project requirements and respondents' profile</p> <p>1.2.4. Identified interview style based on project requirements and respondents' profile</p> <p>1.2.5. Conducted interview based on project requirements</p> <p>1.2.6. Provided in-depth background and study research based on project requirements and respondents' profile</p> <p>1.2.7. Encoded transcripts accurately based on respondent's response from the interview</p> <p>1.3 Fact-checked any data collected during the research process</p> <p>1.3.1. Translated gathered data to script based on respondents' interviews.</p> <p>1.3.2. Checked and confirmed data gathered from the interview based on related literature</p> <p>1.4 Explained complex information in simple terms</p> <p>1.4.1. Developed original ideas based on project requirements and interview responses.</p> <p>1.4.2. Trimmed transcripts from the interview on what is needed in writing the script.</p>
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <p>2.1 Appropriate supplies and materials</p> <p>2.1.1 Themes of the PSA and Radio Ad</p> <p>2.1.2 Genres of Radio Drama</p> <p>2.1.3 Scope of Radio News</p> <p>2.1.4 Format of Podcasting</p> <p>2.1.5 Provided Pen & Scratch Paper</p> <p>2.2 Applicable equipment</p> <p>2.2.1 Working Corporate Laptop with spell checker and grammar checker software</p> <p>2.2.2 Work station with limited internet connection. Can be used for a maximum of 8 minutes.</p> <p>2.3 Appropriate software</p> <p>2.3.1 Licensed Microsoft Office (Word Processing Software)</p>

	<p>2.4 Workplace or assessment area</p> <p>2.4.1 Workplace must be a conducive area to write and record</p> <p>2.4.2 Workplace is discrete and litter-free</p> <p>2.4.3 Workplace is well ventilated and lit</p>
3. Method of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written Examination</p> <p>3.2 Demonstration with</p> <p>3.3 Oral questionings</p>
4. Context of assessment	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY: WRITE SCRIPT FOR RADIO BROADCAST

UNIT CODE: CS-CRE264309

UNIT DESCRIPTOR: This unit covers the knowledge, skills and attitudes required to write script for radio broadcast. It includes translating creative ideas into script formats, writing outline/guide for the host/talent, writing scripts for radio commercials (radio ads), news, radio public service announcements (PSA) & radio drama and revising scripts.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Translate creative ideas into script formats	1.1 Script format is applied based on project requirements. * 1.2 Appropriate music and sound effects are applied in the script with timing* 1.3 Number of voice talents is established based on project requirements 1.4 Setting and ambiance are established based on project requirements* 1.5 Character profiles are established based on project requirements	1.1 Scriptwriting tools and techniques 1.2 Basic Production Knowledge 1.3 Script format 1.4 Literary elements 1.5 Narrative elements 1.6 Production requirements 1.7 Intellectual Property Rights 1.8 IPO Republic Act (R.A.) 8293 or the Intellectual Property Code of the Philippines 1.8.1 Sections 172, 173, 178, 181 & 185 1.8.2 Sections 208, 209 & 211 1.9 Media, genre, structure, and organization of productions 1.10 Computer software application 1.11 Creative Writing 1.12 Identifying the Target Audience	1.1 Interpreting socio-cultural demographic data 1.2 Classifying source materials 1.3 Internet browsing skills 1.4 Writing and revising skills 1.5 Communication skills 1.6 Media and information literacy skills 1.7 Basic Computer Processing Skills 1.8 Proficient in English and Filipino
2. Write outline/guide for the host/talent	2.1 Main topics are provided in the outline based on project requirements. * 2.2 Supporting details are written concisely based on the main topic provided. 2.3 Topics are written within the timeframe based on project requirement*	2.1 Scriptwriting tools and techniques 2.2 Basic Production Knowledge 2.3 Active and Passive Languages 2.4 Outline formats 2.5 Proper English Grammar 2.6 Working time-frame	2.1 Interpersonal Communication Skills 2.2 Proficient in English and Filipino

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Write scripts for radio commercials (radio ads)	3.1 Product and service of the client are determined based on project requirements. * 3.2 Length of a radio ad is determined based on the client's needs. 3.3 Type of radio ad is determined based on the client's branding and marketing goals. * 3.4 Appropriate styles of the ad are applied to the script based on the client's marketing goals and branding 3.5 Creative language and graphic or descriptive words are applied based on project branding. * 3.6 Branding is integrated based on project requirements 3.7 Usage and application of literary figures of speech were applied in writing the radio advertisement script 3.8 AIDA model and the inverted pyramid was applied in writing the radio advertisement script*	3.1 Scriptwriting tools and techniques 3.2 Basic knowledge of Sound Production and editing. 3.3 ASC Regulations 3.4 Branding and Marketing Goals of the Client/Business 3.5 Types of Radio Ad Lengths 3.5.1 15-second 3.5.2 30-second 3.5.3 60-second 3.6 Types of Radio Ads 3.6.1 Commercial Ad 3.6.2 Live-Read Ads 3.6.3 Radio Jingle Ad 3.7 Identification of target audience or demographics 3.8 Identification of potential languages/ dialects into which the script may be translated to.	3.1 Creative Writing Skills 3.2 Technical Writing Skills 3.3 Copywriting Skills 3.4 Content Creation 3.5 Content Generation 3.6 Research Skills 3.7 Basic Computer Processing Skills 3.1 Interpersonal Communication Skills that include communicating with Translators and Dialect coaches for translation issues
4. Write scripts for News	4.1 News is determined based on urgency and relevance at the present time* 4.2 Sound bites for news are applied, if needed, based on station requirements. * 4.3 Selected news elements are applied to the script based on station requirements* 4.4 News script is ensured to follow the headline and focus sentence	4.1 Scriptwriting tools and techniques 4.2 Basic knowledge of Sound Production and editing. 4.3 News Process 4.4 Elements of News 4.4.1 Concentration 4.4.2 Conflict 4.4.3 Expedition 4.5 Identifying the focus sentence 4.6 News Story Form 4.6.1 Inverted Pyramid 4.6.2 Square Format 4.7 Protocols on Developing News	4.1 Detail-Oriented 4.2 Flexible Writer 4.3 Quick Thinker 4.4 Technical Writing Skills 4.5 Researching Skills 4.6 Data Gathering Skills 4.7 Basic Computer Processing Skills 4.8 Interpersonal Communication Skills
5. Write scripts for radio Public Service Announcements (PSA)	5.1 Script format is applied based on project requirements* 5.2 Content of script is verified with client 5.3 Script is written concisely for the general masses	5.1 Scriptwriting tools and techniques 5.2 Basic knowledge on Sound Production and editing. 5.3 Voice Delivery	5.1 Interpersonal Communication Skills 5.2 Technical Writing Skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.4 A call-to-action segment is applied in the script based on station requirements, if necessary* 5.5 Voice direction is identified based on station requirements	5.4 Applicable Media Outlets 5.4.1 Television 5.4.2 Print Media 5.4.3 AM/FM Radio 5.4.4 Digital Media	5.3 Proficiency in Technology 5.4 Basic Computer Processing Skills
6. Write scripts for radio drama	6.1 Literary themes of the radio drama script are determined based on project requirements* 6.2 Script format is applied based on project requirements* 6.3 Elements of a story plot are developed into radio drama script* 6.4 Voice direction is identified as the script is being developed	6.1 Scriptwriting tools and techniques 6.2 Basic Audio Production Knowledge 6.3 Literary Themes 6.4 Elements of a Plot 6.4.1 Exposition 6.4.2 Rising Action 6.4.3 Climax 6.4.4 Falling Action 6.4.5 Conclusion	6.1 Creative Writing Skills 6.2 Interpersonal Skills 6.3 Basic Computer Processing Skills
7. Revise scripts	7.1 Draft script is presented/ submitted to authorized person 7.2 Comments from the client or involved department are incorporated and revised* 7.3 Script drafts are labeled and submitted properly based on the client's requirements* 7.4 Scripts are revised based on project requirements* 7.5 Final scripts are sent to the client based on project requirements.	8.1 Scriptwriting tools and techniques 8.2 Basic Audio Production Knowledge. 8.3 Proper Grammar 8.4 The Working Timeline 8.5 Script's total running time	8.1 Proofreading 8.2 Grammar 8.3 Basic Computer Processing Skills

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Script Format	May Include: 1.1. Left side must be narrower than the right. 1.2. Left side must contain timing, sound effects, soundbites, and underscoring music. 1.3. Right side must contain the dialogues and the cues of the host 1.4. Arial, 12, 1.5 Spacing 1.5. 8.5 x 11 Paper with 1-inch margin 1.6. The top left must indicate the program title, time, and station ID	
2. Type of radio ad	May Include: 2.1. Live Read 2.2. Sponsorship or Segment Ads 2.3. Jingles 2.4. Spots 2.5. Testimonials 2.6. Public Service Announcements	
3. News Elements	May Include 3.1. Timeliness 3.2. Prominence 3.3. Proximity 3.4. Novelty 3.5. Significance 3.6. Impact	3.7. Conflict 3.8. Expedition 3.9. Concentration 3.10. Development 3.11. Wit
4. Voice Direction	May Include: 4.1. Urgency 4.2. Persuading 4.3. Encouraging 4.4. Sincere 4.5. Authoritative 4.6. Casual 4.7. Conversational	4.8. Formal 4.9. Narrating 4.10. Interrogative 4.11. Straight 4.12. Real 4.13. Soft
5. Authorized Person	May Include: 5.1. Script Director 5.2. Program Director 5.3. Program Host	5.4. Producer 5.5. Sound Editor 5.6. Project Client

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment require 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. Applied script format on the final version of the script 1.1.2. Applied appropriate music and sound effects in the script with timing 1.1.3. Established setting and ambiance based on project requirements 1.2 Wrote outline/guide for the host/talent <ul style="list-style-type: none"> 1.2.1. Provided main topics in the outline based on project requirements. 1.2.2. Wrote topics within the timeframe based on project requirement 1.3 Wrote scripts for radio commercials (radio ads) <ul style="list-style-type: none"> 1.3.1. Determined product and service of the client based on project requirements.. 1.3.2. Determined type of radio ad based on the client's branding and marketing goals. 1.3.3. Applied creative language and graphic or descriptive words based on project branding. 1.3.4. Applied AIDA model and the inverted pyramid in writing the radio advertisement script 1.4 Wrote scripts for News <ul style="list-style-type: none"> 1.4.1. Determined news based on urgency and relevance at the present time. 1.4.2. Applied sound bites for news, if needed, based on station requirements 1.4.3. Applied selected news elements to the script based on station requirements 1.5 Wrote scripts for radio PSA <ul style="list-style-type: none"> 1.5.1. Applied script format based on project requirements 1.5.2. Applied a call-to-action in the script based on station requirements, if necessary. 1.6 Wrote scripts for radio drama <ul style="list-style-type: none"> 1.6.1. Determined literary themes of the radio drama script based on project requirements 1.6.2. Applied script format based on project requirements 1.6.3. Developed elements of a story plot into radio drama script 1.7 Revised scripts <ul style="list-style-type: none"> 1.7.1. Incorporated and revised comments from the client or involved department 1.7.2. Labeled script drafts and submitted properly based on the client's requirements 1.7.3. Revised scripts based on project 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 <ul style="list-style-type: none"> 2.1.1 Themes of the PSA and Radio Ad 2.1.2 Genres of Radio Drama 2.1.3 Scope of Radio News 2.1.4 Format of Podcasting

	<p>2.1.5 Provided Pen & Scratch Paper</p> <p>2.2 Applicable equipment</p> <p>2.2.1 Working Corporate Laptop with spell checker and grammar checker software</p> <p>2.2.2 Work station with limited internet connection. Can be used for a maximum of 8 minutes.</p> <p>2.3 Appropriate software</p> <p>2.3.1 Word Processing Software</p> <p>2.4 Workplace or assessment area</p> <p>2.4.1 Workplace must be a conducive area to write and record</p> <p>2.4.2 Workplace is discrete and litter-free</p> <p>2.4.3 Workplace is well-ventilated and lit</p>
3. Method of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written Examination</p> <p>3.2 Demonstration with oral questionings</p>
4. Context of assessment	<p>4.1 Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

GLOSSARY OF TERMS

- 1) **Ads Standards Council (ASC)** - a self-regulatory organization and through its screening committee reviews and approves advertising materials in the Philippines prior to its placement or broadcast. This includes television, radio, print, internet, out-of-home, and cinema ads.
- 2) **Broadcasting** - is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium
- 3) **Call-to-action (CTA)** - is a marketing term that refers to the next step a marketer wants its audience or reader to take
- 4) **Comparative Ethics** - The study of how ethical principles, values, and beliefs vary across different cultures, societies, or philosophical traditions
- 5) **Creation** - developing written or visual content around topic ideas that appeal to your buyer persona and making that content available to your audience through other formats (i.e. blogs, vlogs, videos, etc.)
- 6) **Content Generation** - the process of producing digital content that will be posted on online platforms
- 7) **Digital Radio** - the use of digital technology to transmit or receive across the radio spectrum. Digital radio uses digital signals to send information. AM and FM radio use analog signals. Digital radio has clearer reception and better sound quality than AM and FM
- 8) **Drama** - the specific mode of fiction represented in performance: a play, opera, mime, ballet, etc., performed in a theater, or on radio or television
- 9) **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.
- 10) **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 films, either slides or movies.
- 11) **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
- 12) **Intellectual Property (IP)** - refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce
- 13) **Jargon** - a specialized or technical vocabulary that is specific to a particular industry, profession, or group
- 14) **Literary** - relating to or concerned with the characteristics of literature or scholarly writing.
- 15) **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

- 16) **Media Information Literacy (MIL)** - Media and Information Literacy (MIL) is a “combination of knowledge, attitudes, skills, and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights”
- 17) **Music Tracks** - You may pre-select and arrange music tracks, for instance, specifying the track to follow a call-in segment or ad break
- 18) **Narrative** - refers to the telling of a story through the presentation of events
- 19) **Narrative forms** - anything told or recounted; more narrowly, something told or recounted in the form of a story; account; or tale
- 20) **Normative Ethics** - The branch of ethics concerned with establishing and prescribing moral standards and principles that guide human behavior, providing guidelines for determining what is morally right or wrong
- 21) **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
- 22) **Pitch** - to try to persuade someone to do something; present an idea to others
- 23) **Podcast** - a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically
- 24) **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.
- 25) **PSA (Public Service Announcement)/ Radio PSA** - an on-target message that is written and produced for a non-profit organization to spread the word about a particular topic such as health, public safety, family and community, or environmental concerns
- 26) **Radio Advertisement / Radio Commercial** - The most common advertisements are "spot commercials", which normally last for no more than one minute, and longer programs, commonly running up to one hour, known as "infomercials"
- 27) **Radio Drama** - (or audio drama, audio play, radio play, radio theater) is a dramatized, purely acoustic performance, broadcast on radio or published on audio media
- 28) **Repurposed** - repackaged content, such as text, images, videos, or audio to suit different platforms, formats, or audiences
- 29) **Royalty Free Music** - a type of music licensing that allows the purchaser to pay for the music license only once and to use the music for as long as desired
- 30) **RSS Feed** - a standardized format used to deliver regularly updated content from a website or blog to subscribers

- 31) **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
- 32) **Social Media Platform** - any organization that provides a service for public users to disseminate speech, expression, information, or other content (typically content that includes messages, videos, photographs, and/or sound files) to other users or the public. "Social-Media Platform" includes both the organization and any of its officers, agents, employees, contractors, or any other person employed by or acting on behalf of the Social-Media Platform; as well subcontractors or entities used to conduct fact-checking or any other activities relating to Content Modulation. "Social-Media Platforms" include, but are not limited to, YouTube, Facebook (n/k/a Meta), Twitter, NextDoor, LinkedIn, and Instagram, Google, Reddit, Facebook Messenger, WeChat, TikTok, Weibo, Wikipedia, Snapchat, and Pinterest, among others
- 33) **Sound Bite** - a brief recorded statement (as by a public figure) broadcast especially on a television news program
- 34) **Sound effects and radio imaging** - script can incorporate radio imaging items, ads, promos, sound effects, etc.
- 35) **Spoken word** - you can write down the dialogue in advance or allocate an ad-libbed segment —ad libbing entails speaking with no prior written script
- 36) **Sources** - a person, book, etc. that gives information
- 37) **Structure** - an arrangement and organization of interrelated elements in a script.
 - 37.1. **Linear Structure** – the order in which events are portrayed corresponds to the order in which they occur
 - 37.2. **Non-Linear Structure** – the order in which events portrayed do not correspond to the order in which things happened
- 38) **Technical Information** - Information, including scientific information, that relates to research, development, test, evaluation, production, operation, use
- 39) **Technological Innovation** - the discovery of new and better ways to produce commodities. Its phases include invention, innovation, and diffusion.
- 40) **Thematic Analysis** - a research technique that involves organizing and analyzing qualitative data to identify recurring themes through coding and categorizing them

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