TRAINING REGULATIONS

ANIMATION NC II

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, 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 skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

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

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

Each TR has four sections:

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

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

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

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

TABLE OF CONTENTS
ICT SECTOR

ANIMATION
NATIONAL CERTIFICATE LEVEL II

TRAINING REGULATIONS FOR
ANIMATION NC II

Section 1 ANIMATION NC II QUALIFICATIONS

The **ANIMATION NC II** Qualification consists of competencies that a person must achieve to produce traditional and digital cleaned-up and in-between drawings for animation in both production and post-production stages.

This Qualification is packaged from the competency map of the Information and Communication Technology (ICT) Industry as shown in Annex A.

The units of competency comprising this qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures
500311132	Contribute to workplace innovation
500311133	Solve/Address general workplace problems
500311134	Exercise sustainable development in the workplace

UNIT CODE	COMMON COMPETENCIES
ICT315202	Apply quality standards
ICT311203	Perform Computer Operations

UNIT CODE	*CORE COMPETENCIES*
ICT216300	Apply traditional drawing techniques for animation
ICT216301	Produce traditional cleaned-up key drawings
ICT216302	Produce traditional in-between drawings
ICT216303	Produce digital cleaned-up key drawings
ICT216304	Produce digital in-between drawings

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

- Clean-Up Artist
- In-between Artist/In-betweener
- Clean-Up Art Checker
- In-between Checker
- Digital Clean up Artist
- Digital In-between artist

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **ANIMATION NC II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION
UNIT CODE : 500311105
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1. Specific and relevant information is accessed from ***appropriate sources*** 1.2. Effective questioning, active listening and speaking skills are used to gather and convey information 1.3. Appropriate ***medium*** is used to transfer information and ideas 1.4. Appropriate non- verbal communication is used 1.5. Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6. Defined workplace procedures for the location and ***storage*** of information are used 1.7. Personal interaction is carried out clearly and concisely	1.1. Procedure of gathering workplace information 1.2. Techniques in gathering information 1.3. Effective methods of conveying information 1.4. Written communication methods 1.5. Techniques in conveying communication 1.6. Different modes of communication 1.7. Organizational policies 1.8. Communication procedures and systems 1.9. Technology relevant to the enterprise and the individual's work responsibilities	1.1. Gathering of workplace information skills 1.2. Sourcing of information skills 1.3. Sorting of information skills 1.4. Obtaining workplace information skills 1.5. Conveying workplace information skills 1.6. Gathering and providing information in response to workplace Requirements
2. Participate in workplace meetings and discussions	2.1. Team meetings are attended on time 2.2. Own opinions are clearly expressed and those of others are listened to without interruption 2.3. Meeting inputs are consistent with the meeting purpose and established ***protocols*** 2.4. ***Workplace interactions*** are conducted in a courteous manner 2.5. Questions about simple	2.1 Effective communication 2.2 Different modes of communication 2.3 Written communication 2.4 Organizational policies 2.5 Communication procedures and systems 2.6 Decorum in participating workplace meetings and discussions	2.1 Participating skills in workplace meetings and discussions 2.2 Following simple spoken language 2.3 Completing work related documents 2.4 Estimating, calculating and recording routine workplace measures

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6. Meetings outcomes are interpreted and implemented		2.5 Relating to people of social range in the workplace 2.6 Gathering and providing information in response to workplace Requirements
3. Complete relevant work related documents	3.1. Range of ***forms*** relating to conditions of employment are completed accurately and legibly 3.2. Workplace data is recorded on standard workplace forms and documents 3.3. Basic mathematical processes are used for routine calculations 3.4. Errors in recording information on forms/ documents are identified and properly acted upon 3.5. Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Methods of making/completing work related documents 3.2 Company standards and procedures in making work related documents 3.3 Effective communication 3.4 Different modes of communication 3.5 Written communication 3.6 Organizational policies 3.7 Communication procedures and systems 3.8 Technology relevant to the enterprise and the individual's work responsibilities	3.1 Documenting skills 3.2 Report writing skills 3.3 Making/developing work related documents 3.4 Perform routine workplace duties following simple written notices 3.5 Completing work related documents 3.6 Estimating, calculating and recording routine workplace measures 3.7 Ability to relate to people of social range in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1. Team members 1.2. Suppliers 1.3. Trade personnel 1.4. Local government 1.5. Industry bodies
2. Medium	2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information discussion 2.5. Follow-up or verbal instructions 2.6. Face to face communication
3. Storage	3.1. Manual filing system 3.2. Computer-based filing system
4. Forms	4.1. Personnel forms 4.2. Telephone message forms 4.3. Safety reports
5. Workplace interactions	5.1. Face to face 5.2. Telephone 5.3. Electronic and two-way radio 5.4. Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1. Observing meeting 6.2. Compliance with meeting decisions 6.3. Obeying meeting instructions

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate*:* 1.1. Prepared written communication following standard format of the organization 1.2. Accessed information using communication equipment 1.3. Made use of relevant terms as an aid to transfer information effectively 1.4. Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	The following resources should be provided: 2.1. Fax machine 2.2. Telephone 2.3. Writing materials 2.4. Internet
3. Methods of Assessment	Competency in this unit may 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 : WORK IN TEAM ENVIRONMENT
UNIT CODE : 500311106
UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1. The ***role and objective of the team*** is identified from available ***sources of information*** 1.2. Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1. Company vision/ mission statements 1.2. Company policies and employee code of conduct 1.3. Communication process 1.4. Team structure 1.5. Team roles 1.6. Group planning and decision making	1.1. Communicating skills appropriately and consistent with the culture of the workplace 1.2. Adopting skills to team role and scope of responsibilities
2. Identify own role and responsibility within team	2.1. Individual role and responsibilities within the team environment are identified 2.2. Roles and responsibility of other team members are identified and recognized 2.3. Reporting relationships within team and external to team are identified	2.1. Company vision/ mission statements 2.2. Company policies and employee code of conduct 2.3. Communication process 2.4. Team structure 2.5. Team roles 2.6. Group planning and decision making 2.7. Methods and techniques of role and responsibility identification with a team	2.1. Communicating skills appropriately and consistent with the culture of the workplace 2.2. Role and responsibility identification skills
3. Work as a team member	3.1. Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives 3.2. Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and ***workplace context*** 3.3. SOP/Protocols in reporting are observed 3.4. Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members	3.1. Approaches of interacting with team members 3.2. Types of communications used in effective interaction with team members 3.3. Methods of working as a team 3.4. Techniques in working as a team	3.1. Team working skills 3.2. Communicating skills appropriately and consistent with the culture of the workplace 3.3. Skills in observing protocols when making reports 3.4. Using standard procedures when making reports 3.5. Developing teamwork plans based on team's role and objectives

RANGE OF VARIABLES

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

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Operated in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job 1.6. Reported outcomes
2. Resource Implications	**The following resources should be provided**: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Observation of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM
UNIT CODE : 500311107
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Integrate personal objectives with organizational goals	1.1. Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2. Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance ***evaluation*** 1.3. Commitment to the organization and its goal is demonstrated in the performance of duties	1.1. Work values and ethics (Code of Conduct, Code of Ethics, etc.) 1.2. Company policies 1.3. Company operations, procedures and standards 1.4. Company mission/vision statements 1.5. Ways of integrating personal objectives with organizational goals	1.1. Integrating skills of personal objectives with organizational goals 1.2. Pursuing personal growth and work plans 1.3. Demonstrating commitment to the organization and its goals 1.4. Intra and Interpersonal skills
2. Set and meet work priorities	2.1. Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2. ***Resources*** are utilized efficiently and effectively to manage work priorities and commitments 2.3. Practices along economic use and maintenance of equipment and facilities are followed as per established procedures	2.1. Company policies procedures and standards 2.2. Company and departmental goals and priorities 2.3. Managing priorities and commitments 2.4. Economic use and maintenance of equipment and facilities 2.5. Ways and means of practicing economic use and maintenance of equipment and facilities	2.1. Setting skills of work priorities 2.2. Meeting with work priorities 2.3. Intra and Interpersonal skills 2.4. Communication skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Maintain professional growth and development	3.1. ***Trainings and career opportunities*** are identified and availed of based on job requirements 3.2. ***Recognitions*** are sought/received and demonstrated as proof of career advancement 3.3. ***Licenses and/or certifications*** relevant to job and career are obtained and renewed	3.1. Ways of identifying trainings and career opportunities 3.2. Techniques of seeking and receiving recognitions 3.3. Procedures of obtaining licenses and/or certifications relevant to the job	3.1. Identifying trainings and career opportunities 3.2. Seeking recognitions are sought/received and demonstrated as proof of career advancement 3.3. Obtaining and renewing Licenses and/or certifications relevant to job and career

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations Commendations 4.6 Awards 4.7 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Attained job targets within key result areas (KRAs) 1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Completed trainings and career opportunities which are based on the requirements of the industries 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace or assessment location 2.2 Case studies/scenarios
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Portfolio Assessment 3.2 Interview 3.3 Simulation/Role-plays 3.4 Observation 3.5 Third Party Reports 3.6 Exams and Tests
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

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

UNIT CODE : **500311108**

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify hazards and risks	1.1 ***Safety regulations*** and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 ***Hazards/risks*** in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 ***Contingency measures*** during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures	1.1. Company workplace safety regulations 1.2. Industry hazard control practices and procedures 1.3. Internationally recognized OSH procedures and practices and regulations 1.4. PPE types and uses 1.5. Personal hygiene practices 1.6. Hazards/risks identification and control 1.7. Threshold Limit Value - TLV 1.8. OSH indicators 1.9. Organization safety and health protocol 1.10. Safety consciousness 1.11. Health consciousness	1.1 Clarifying and explaining safety regulations and workplace safety and hazard control 1.2 Identifying hazards/risks in the workplace and their corresponding indicators 1.3 Recognizing contingency measures during workplace accidents, fire and other emergencies 1.4 Practice of personal hygiene 1.5 Interpersonal skills 1.6 Communication skills
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OSH issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OSH legislation	2.1 Methods of identifying terms of maximum tolerable limits 2.2 Hazard effects 2.3 Reporting methods on OSH issues/concerns 2.4 OSH procedures and practices and regulations 2.5 PPE types and uses 2.6 Hazards/risks identification and control 2.7 Threshold Limit Value - TLV 2.8 OSH indicators 2.9 Organization safety and health protocol 2.10 Safety consciousness 2.11 Health consciousness	2.1 Identifying terms of maximum tolerable limits 2.2 Determining effects of hazards and risks 2.3 Reporting OSH issues and/or concerns 2.4 Identifying safety hazards 2.5 Hazards/risks identification and control skills 2.6 Interpersonal skills 2.7 Communication skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Control hazards and risks	3.1 Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OSH policies 3.3 ***Personal protective equipment (PPE)*** is correctly used in accordance with organization OSH procedures and practices 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol	3.1 Ways of following Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace 3.2 Ways of following procedures for dealing with workplace accidents, fire and emergencies 3.3 Types and use of personal protective equipment (PPE) 3.4 OSH procedures and practices and regulations 3.5 Methods and techniques in providing appropriate assistance in the event of a workplace emergency 3.6 Hazards/risks identification and control	3.1 Following occupational health and safety (OSH) procedures for controlling hazards/risks in workplace 3.2 Following procedures for dealing with workplace accidents, fire and emergencies 3.3 Using correctly personal protective equipment (PPE) 3.4 Providing assistance in the event of a workplace emergency in accordance with established organization protocol
4. Maintain OSH awareness	4.1 ***Emergency-related drills and trainings*** are participated in as per established organization guidelines and procedures 4.2 ***OSH personal records*** are completed and updated in accordance with workplace requirements	4.1 Participation procedures in emergency-related drills and trainings 4.2 Ways of completing and updating OSH personal records 4.3 OSH procedures and practices and regulations 4.4 OSH indicators	4.1 Participating in emergency-related drills and trainings 4.2 Completing and updating OSH personal records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards - bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OSH personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OSH -related training completed

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Explained clearly established workplace safety and hazard control practices and procedures 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OSH) procedures for controlling hazards/risks in workplace 1.6 Used Personal Protective Equipment (PPE) in accordance with company OSH procedures and practices 1.7 Completed and updated OSH personal records in accordance with workplace requirements
2. Resource Implications	**The following resources should be provided:** 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
3. Methods of Assessment	**Competency may be assessed through:** 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT TITLE : **CONTRIBUTE TO WORKPLACE INNOVATION**

UNIT CODE : **500311132**

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

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify opportunities to do things better	1.1. Be aware of own role in workplace innovation 1.2. Opportunities for improvement are identified proactively in own area of work 1.3. ***Information*** are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.	1.1. Roles of individuals in suggesting and making improvements 1.2. Positive impacts and challenges in innovation 1.3. Types of changes and responsibility	1.1. Identifying roles of individuals in suggesting and making improvements and the importance of pro-active involvement 1.2. Listing of positive impacts and the challenges of change and innovation 1.3. Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1. Identify people who could provide input into ideas for improvements 2.2. Select the best way of approaching people to begin sharing ideas 2.3. Review and select ideas for follow up based on feedback	2.1. Types of changes in the individual participation 2.2. Improvements or innovations in the implementation 2.3. Communication of ideas for improvement	2.1. Providing examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility 2.2. Listing of typical reasons why suggested improvements or innovations may not be implemented, including constraints
3. Implement changes and present/ suggest ideas with others	3.1. Take action to implement routine changes in consultation with others and within scope of own responsibility 3.2. Present ideas and practical suggestions to the appropriate people about how improvements could be made	3.1. Types of changes and effective individual participation 3.2. Communicate ideas for improvement	3.1. Providing examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility 3.2. Stating the typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints 3.3. Describing how to prepare and communicate ideas for improvement to maximize likelihood of support.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	1.1. Standard operating and/or other workplace procedures 1.2. Job procedures 1.3. Machine/equipment manufacturer's specifications and instructions 1.4. Organizational or external personnel 1.5. Client/supplier instructions 1.6. Quality standards 1.7. OSH and environmental standards

EVIDENCE GUIDE

1. Critical aspect of competency	Assessment must show that the candidate: 1.1. Identified ideas for improvements and used information from a range of sources including other people to review and select ideas to put forward for implementation 1.2. Identified ideas are implemented and communicated to seek input from others. 1.3. Implemented routine changes within scope of responsibility.
2. Resource implication	The following resources should be provided: 2.1 Pens 2.2 Note pads
3. Method of assessment	Competency in this unit may be assessed through: 3.1. Interview 3.2. Written Evaluation
4. Context of Assessment	4.1. Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : **SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

UNIT CODE : **500311133**

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of a malfunction and plan for its resolution.

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify routine problems	1.1. Identify routine problems or procedural problem areas. 1.2. Define and determine problem to be investigated. 1.3. Identify and document current conditions of the problem.	1.1. Current industry hardware and software products and services 1.2. Industry maintenance, service and helpdesk practices, processes and procedures 1.3. Industry standard diagnostic tools 1.4. Malfunctions and resolutions	1.1. Identifying current industry hardware and software products and services 1.2. Identifying current industry maintenance, services and helpdesk practices, processes and procedures 1.3. Identifying current industry standard diagnostic tools 1.4. Describing common malfunctions and resolutions. 1.5. Determining the root cause of a routine malfunction
2. Look for solutions to routine problems	2.1. Identify potential solutions to problem. 2.2. Develop, document, rank and present recommendations about possible solutions to ***appropriate person*** for decision.	2.1. Current industry hardware and software products and services 2.2. Industry service and helpdesk practices, processes and procedures 2.3. Operating systems 2.4. Industry standard diagnostic tools 2.5. Malfunctions and resolutions. 2.6. Root cause analysis	2.1. Identifying current industry hardware and software products and services 2.2. Identifying services and helpdesk practices, processes and procedures. 2.3. Identifying operating system 2.4. Identifying current industry standard diagnostic tools 2.5. Describing common malfunctions and resolutions. 2.6. Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1. ***Plan*** implementation of solutions 3.2. Plan evaluation of implemented solutions 3.3. ***Document*** recommended solution and submit to appropriate person for confirmation.	3.1. Standard procedures 3.2. Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate person	May Include: 1.1. Supervisor or manager 1.2. Peers/work colleagues 1.3. Other members of the organization
2. Plan	May include 2.1. Priority requirements 2.2. Co-ordination and feedback requirements 2.3. Safety requirements 2.4. Risk assessment 2.5. Environmental requirements
3. Document	May include : 3.1. Electronic mail 3.2. Briefing notes 3.3. Written report

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Determine the root cause of a routine malfunction 1.2. Identify solutions 1.3. Produce documentation that recommends solutions to problems 1.4. Follow established procedures 1.5. Refer unresolved problems to support persons.
2. Resource Implications	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
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Written test 3.2. Interview The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components
4. Context for Assessment	4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units

UNIT OF COMPETENCY : **EXERCISE SUSTAINABLE DEVELOPMENT IN THE WORKPLACE**

UNIT CODE : **500311134**

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to identify current resource use, comply with environmental regulations and seek opportunities to improve resource efficiency.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify current resource use	1.1. ***Resources*** used in the workplace and potential for environmental improvements are listed following industry procedures. 1.2. Current usage of resources used in the workplace is measured using appropriate techniques. 1.3. Data are recorded and stored following workplace protocol. 1.4. All workplace resource efficiency issues are conveyed to work team and supervisor	1.1. Types of resources 1.2. Techniques in measuring current usage of resources 1.3. Calculating current usage of resources 1.4. Data recording and storage 1.5. Workplace resource efficiency issues	1.1. Listing of resources used 1.2. Measuring current usage of resources 1.3. Recording and storing of data 1.4. Conveying workplace resource efficiency issues
2. Comply with environmental regulations	2.1 ***Workplace environmental hazards*** are identified and reported to appropriate supervisor. 2.2 All workplace environmental efficiency issues are conveyed to work team and supervisor. 2.3 Environmental regulations are followed based on industry protocol. 2.4 Work toward meeting efficiency targets are practiced following environmental regulations	2.1 Types of workplace environmental hazards 2.2 Workplace environmental efficiency issues 2.3 Environmental regulations 2.4 Methods of meeting efficiency targets	2.1 Identifying and reporting workplace environmental hazards 2.2 Conveying all environmental issues. 2.3 Following environmental regulations. 2.4 Practicing meeting efficiency targets in complying environmental regulations

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Seek opportunities to improve resource efficiency	3.1 Enterprise plans to improve environmental practices and resource efficiency are followed based on industry procedures 3.2 Suggestions for improvements to workplace practices and resource efficiency are made according to industry protocol 3.3 Clarifications relating to work requirements, efficiency and impact of sustainable practices are sought from team members and/or supervisors.	3.1 Enterprise plans 3.2 Improvement of environmental practices and resource efficiency 3.3 Impact of sustainable practices on work requirements and efficiency 3.4 Preparation of environmental plan 3.5 Sustainable practices	3.1 Following enterprise plans to improve environmental practices and resource efficiency 3.2 Making suggestions for improvements to workplace practices and resource efficiency 3.3 Seeking clarifications relating to work requirements and efficiency and impact of sustainable practices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Resources	May include: 1.1 Electric 1.2 Water 1.3 Fuel 1.4 Telecommunications 1.5 Supplies 1.6 Materials
2. Workplace environmental hazards	May include: 2.1 Biological hazards 2.2 Chemical and dust hazards 2.3 Physical hazards

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Identified current resource use 1.2. Complied with environmental regulations 1.3. Sought opportunities to improve resource efficiency
2. Resource Implications	**The following resources should be provided:** 2.1. Workplace 2.2. Tools, materials and equipment relevant to the tasks 2.3. PPE 2.4. Manuals and references
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration 3.2. Oral questioning 3.3. Written examination
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment 4.2. Assessment shall be observed while task are being undertaken whether individually or in-group

COMMON COMPETENCIES

UNIT TITLE : PERFORM COMPUTER OPERATIONS
UNIT CODE : ICT311203
UNIT DESCRIPTOR : This unit covers the knowledge, skills, (and) attitudes and values needed to perform computer operations which include inputting, accessing, producing and transferring data using the appropriate hardware and software

ELEMENT	PERFORMANCE CRITERIA ***Italicized*** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined 1.2. Appropriate ***hardware*** and ***software*** are selected according to task assigned and required outcome 1.3. Task is planned to ensure ***OH&S guidelines*** and procedures are followed	1.1. Main types of computers and basic features of different operating systems 1.2. Main parts of a computer 1.3. Information on hardware and software 1.4. Data security guidelines	1.1. Reading and comprehension skills required to interpret work instruction and to interpret basic user manuals. 1.2. Communication skills to identify lines of communication, request advice, follow instructions and receive feedback. 1.3. Interpreting user manuals and security guidelines
2. Input data into computer	2.1. Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2. Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3. Inputted data are stored in ***storage media*** according to requirements 2.4. Work is performed within ***ergonomic guidelines***	2.1. Basic ergonomics of keyboard and computer user 2.2. Storage devices and basic categories of memory 2.3. Relevant types of software	2.1. Technology skills to use equipment safely including keyboard skills. 2.2. Entering data
3. Access information using computer	3.1. Correct program/application is selected based on job requirements 3.2. Program/application containing the information required is accessed according to company procedures	3.1. General security, privacy legislation and copyright 3.2. Productivity Application 3.3. Business Application	3.1. Accessing information 3.2. Searching and browsing files and data

ELEMENT	PERFORMANCE CRITERIA ***Italicized*** terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3. ***Desktop icons*** are correctly selected, opened and closed for navigation purposes 3.4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards		
4. Produce/ output data using computer system	4.1. Entered data are processed using appropriate software commands 4.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Files, data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures	4.1. Computer application in printing, scanning and sending facsimile 4.2. Types and function of computer peripheral devices	4.1. Computer data processing 4.2. Printing of data 4.3. Transferring files and data
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor ***maintenance*** and replacement of consumables are implemented 5.2. Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3. Basic file maintenance procedures are implemented in line with the standard operating procedures	5.1 Computer equipment/system basic maintenance procedures 5.2 Viruses 5.3 OH&S principles and responsibilities 5.4 Calculating computer capacity 5.5 System Software 5.6 Basic file maintenance procedures	5.1 Removing computer viruses from infected machines 5.2 Making backup files

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and peripheral devices	1.1. Personal computers 1.2. Networked systems 1.3. Communication equipment 1.4. Printers 1.5. Scanners 1.6. Keyboard 1.7. Mouse
2. Software	Software includes the following but not limited to: 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OH & S guidelines	3.1. OHS guidelines 3.2. Enterprise procedures
4. Storage media	Storage media include the following but not limited to: 4.1. diskettes 4.2. CDs 4.3. zip disks 4.4. hard disk drives, local and remote
5. Ergonomic guidelines	5.1. Types of equipment used 5.2. Appropriate furniture 5.3. Seating posture 5.4. Lifting posture 5.5. Visual display unit screen brightness
6. Desktop icons	Icons include the following but not limited to: 6.1. directories/folders 6.2. files 6.3. network devices 6.4. recycle bin
7. Maintenance	7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

1. Critical aspect of competency	Assessment requires evidence that the candidate: 1.1. Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
2. Method of assessment	2.1. The assessor may select two of the following assessment methods to objectively assess the candidate: 2.1.1. Observation 2.1.2. Questioning 2.1.3. Practical demonstration
3. Resource implication	3.1. Computer hardware with peripherals 3.2. Appropriate software
4. Context of Assessment	4.1. Assessment may be conducted in the workplace or in a simulated work environment

CORE COMPETENCIES

UNIT TITLE : APPLY TRADITIONAL DRAWING TECHNIQUES FOR ANIMATION
UNIT CODE : ICT 216300
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to apply drawing techniques in preparation for traditional animation productions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify traditional drawing requirements for animation	1.1 Different ***drawing materials*** are identified in preparation for hand drawing requirements. 1.2 ***Animation drawing equipment*** are prepared to support hand drawing activities 1.3 ***Drawing references*** are gathered to use as guide for lecture activities or assignments 1.4 Storyboard, layout, background and model sheet are identified according to task undertaken	1.1 Verbal Communication 1.2 Written Communication 1.3 Layout drawings and instruction 1.4 Animation terminologies and production procedure 1.5 Physical Science (environment) 1.6 Physiology (anatomy of human and animals) 1.7 Mechanical science 1.8 Basic principles of animation 1.9 Computer line test 1.10 Drawing equipment and materials 1.11 Knowledge in Identification of Storyboard, layout and model sheet	1.1 Drawing skills for both living and non-living. 1.2 Analytical and comprehension skills 1.3 Observational skills 1.4 Skills in analyzing the animator's rough and timing grid 1.5 Effective Communication skills 1.6 Skills in interpreting basic principles of animation 1.7 Presentation skills
2. Apply hand drawn techniques	2.1 ***Hand & wrist pencil exercises techniques*** are performed on paper to practice right pencil grip, hand position and arm movement. 2.2 Different ***Line drawing strokes*** are practiced to familiarize hand grip on pencil for line consistency. 2.3 Basic construction techniques are applied to draw human figure, cartoons, animals and objects using basic shapes. 2.4 Proportion of sizes is maintained in drawing characters, props and objects.	2.1 Verbal Communication 2.2 Written Communication 2.3 Constructive Solid Geometry for basic shapes 2.4 Human and Animal Anatomy 2.5 Mechanical science 2.6 Basic principles of animation 2.7 Practicing 3Rs – Reduce, Re-use, Recycle/recover and environmental policies.	2.1 Drawing skills for both living and non-living. 2.2 Analytical and comprehension skills 2.3 Effective Communication skills 2.4 Skills in interpreting basic principles of animation 2.5 Presentation skills 2.6 Practicing OSHS, EHSM, 3Rs and 5S 2.7 Human and animal anatomy drawing skills 2.8 Skills in copying or tracing characters, objects and

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Basic perspectives are applied to draw angles on characters, props, objects and backgrounds.		environment 2.9 Skills in perspective drawings both living and non-living things.
3. Apply line art drawings based on model sheet	3.1 ***Model sheets*** are prepared to serve as reference for hand drawing activities. 3.2 Rough ***action poses***, attitude poses and different facial ***expressions*** are drawn ***on-model***. 3.3 Different line drawing stroke***s*** are identified and applied based on the model sheet. 3.4 Colored pencil is used to draw rough sketches, construction & proportion 3.5 Lead pencil is used to draw quality line art in cleaning up rough drawings 3.6 Full drawings in pencil line style are submitted for comments, corrections & evaluation of ***relevant personnel.***	3.1 Verbal Communication 3.2 Written Communication 3.3 Constructive Solid Geometry for Basic Shapes 3.4 Human and Animal Anatomy (Rough action, attitude poses and different facial expressions) 3.5 Mechanical science (rough movement and behavior) 3.6 Basic principles of animation 3.7 Practicing 3Rs – Reduce, Re-use, Recycle/recover and environmental policies 3.8 Different Line drawing strokes	3.1 Drawing skills for both living and non-living. 3.2 Analytical and comprehension skills 3.3 Effective Communication skills 3.4 Skills in interpreting basic principles of animation 3.5 Presentation skills 3.6 Practicing OSHS, EHSM, 3Rs and 5S

RANGE OF VARIABLES

VARIABLE	RANGE
1. Drawing materials	May include: 1.1 Lead pencils – B, 2B, 3B soft pencils 1.2 Bond paper 1.3 Animation paper 1.4 Eraser - kneaded eraser, rubber eraser 1.5 Ruler 1.6 Sharpener – Manual or electric 1.7 Mechanical pencil 1.8 Mechanical eraser
2. Animation drawing equipment	May include: 2.1 Animation Table with lightbox 2.2 Peg Bar 2.3 Chair 2.4 Portable Animation lightbox 2.5 Movable Light / desk lamp
3. Drawing references	May include: 3.1 Basic Drawing books/e-books 3.2 Anatomy books/e-books 3.3 Character design books/e-books 3.4 Magazines 3.5 Model sheets 3.6 Videos / DVDs 3.7 Live model 3.8 Online references 3.9 Photographs 3.10 Background books/e-books 3.11 Buildings and houses books/e-books 3.12 Mechanical design books/e-books
4. Hand & wrist pencil exercises techniques	May include: 4.1 Drawing loops – clockwise and counterclockwise 4.2 Pencil, hand and arm movement 4.3 Drawing zigzag lines 4.4 Drawing vertical and horizontal lines 4.5 Drawing gradient lines 4.6 Pencil grip exercises
5. Line drawing strokes	May include: 5.1 Thin lines 5.2 Thick lines 5.3 Thin & thick lines combined 5.4 Circles and spheres 5.5 Wriggly lines 5.6 Straight lines 5.7 Zigzag lines 5.8 Curve and loops

VARIABLE	RANGE
6. Model sheets	May include: 6.1 Character turn around 6.2 Animal turn around 6.3 Objects turn around 6.4 Props turn around 6.5 Background angles 6.6 Expressions and special poses 6.7 Character size comparison 6.8 Mouth chart
7. Action poses	May include dynamic poses of: 7.1 Running 7.2 Fighting 7.3 Pushing 7.4 Lifting 7.5 Walking
8. Expressions	May Include facial expressions: 8.1 Angry / Mad 8.2 Happy / Ecstatic 8.3 Sad / depressed 8.4 In love / passion
9. On-model	Should include: 9.1 Proportion 9.2 Volume 9.3 Size 9.4 Facial features 9.5 Attitude and appeal 9.6 Arms and legs 9.7 Design and style specifications
10. Relevant personnel	May include: 10.1 Trainer 10.2 Animation Checker 10.3 Animation Director 10.4 Supervisor

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified all traditional drawing requirements including line drawing materials, equipment and references 1.2 Applied hand drawn techniques including basic construction, proportion, perspective and foreshortening 1.3 Applied line art drawings based on the creative requirements using appropriate tools and materials
2. Method of Assessment	**Competency must be assessed through:** 2.1 Demonstration with oral questioning 2.2 Interview
3. Resource Implication	**The following resources should be provided:** 3.1 Appropriate work area or location 3.2 Appropriate supplies and materials 3.3 Applicable tools and equipment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE : PRODUCE TRADITIONAL CLEANED-UP KEY DRAWINGS
UNIT CODE : ICT 216301
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to draw, analyze and produce traditional clean up key drawings for animation to ensure integrity of movement and character model is maintained.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify requirements for traditional cleaned-up drawings	1.1 ***Traditional animation equipment & materials*** are identified and prepared according to the task undertaken. 1.2 Traditional Clean up Key Drawing requirements are identified from the given ***source material.*** 1.3 Appropriate ***model sheets*** are gathered for reference in the given ***scene folder*** 1.4 Incomplete materials and faulty equipment are reported to ***appropriate personnel***	1.1 Verbal Communication 1.2 Written Communication 1.3 Physical Science (all environments) 1.4 Mechanical science 1.5 Basic principles of animation 1.6 Traditional animation equipment & materials 1.7 Traditional Clean up Key Drawing requirements	1.1 Drawing skills for both living and non-living. 1.2 Analytical and comprehension skills 1.3 Skills in reading and analyzing storyboard 1.4 Effective Communication skills 1.5 Presentation skills
2. Prepare Traditional Rough Key Drawings	2.1 ***Rough key animation drawings*** in a scene folder are counted and checked if complete and written on the provided ***exposure sheet.*** 2.2 ***Rough breakdowns*** are checked if provided by the animator 2.3 ***Timing grid*** is checked if written legibly and corresponding to the drawings indicated in the exposure sheet 2.4 ***Special instructions*** from Animator or animation director are checked and read if written on the Timing grid or in the exposure sheet 2.5 ***Traditional cleaned-up line quality stroke requirement*** for the final drawing is checked against the approved model sheets.	2.1 Verbal Communication 2.2 Written Communication 2.3 Physical Science (all environments) 2.4 Human anatomy 2.5 Mechanical science 2.6 Basic principles of animation 2.7 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 2.8 Exposure sheet 2.9 Timing grid 2.10 Rough key animation drawings 2.11 Knowledge on exposure sheets 2.12 Rough breakdowns 2.13 Cleaned-up line quality stroke requirement	2.1 Drawing skills for both living and non-living. 2.2 Analytical and comprehension skills 2.3 Skills in reading and analyzing timing grids and exposure sheet 2.4 Effective Communication skills 2.5 Presentation skills 2.6 Practicing OSHS, EHSM, 3Rs and 5S
3. Produce Traditional cleaned-up key	3.1 All ***rough key drawings*** are arranged properly and flipped by hand to see and analyze the animation	3.1 Verbal Communication 3.2 Written Communication	3.1 Clean-up Drawing Skills 3.2 Analytical and comprehension

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
drawings	movements 3.2 Rough Key drawings poses and rough expressions are analyzed and understood as indicated in the storyboard and the exposure sheet. 3.3 All rough key drawings pose that are off-model are redrawn using the correct model sheet construction & proportion. 3.4 Rough body Attitude and facial expressions are maintained and captured during the redrawing and modeling process. 3.5 Rough breakdowns are analyzed, redrawn and put on model based on animation flow. 3.6 Line quality stroke is applied to all redrawn rough key animation poses and breakdowns. 3.7 ***Key drawing*** & ***breakdown labels***, ***animator instructions***, ***production information***, timing grid are copied carefully from the original rough key drawings and written clearly on the clean animation paper in the ***appropriate position.*** 3.8 All final traditional cleaned-up key drawings and breakdowns are organized and bundled neatly together inside a folder. 3.9 Old rough key drawings and rough breakdowns are also organized, bundled and returned neatly together inside scene folder. 3.10 Scene folder contents are double checked, signed and submitted to appropriate personnel.	3.3 Physical Science (all environments) 3.4 Mechanical science 3.5 Basic principles of animation 3.6 Human anatomy 3.7 Cross platform data transfer 3.8 Rough Key drawings poses and rough expressions 3.9 Body Attitude and facial expressions 3.10 Rough breakdowns 3.11 Key drawing & breakdown labels 3.12 animator instructions 3.13 production information 3.14 timing grid 3.15 Cleaned-up Key drawings and breakdowns 3.16 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 3.17 Geometry for Basic Shapes	skills 3.3 Skills in reading and analyzing timing grids and breakdowns 3.4 Effective Communication skills 3.5 Computer operation skills 3.6 Presentation skills 3.7 Practicing OSHS, EHSM, 3Rs and 5S
4. Edit / Revise cleaned-up Key Drawings	4.1 Scene folder with ***revision calls*** are read and understood based on the instructions written by a	4.1 Verbal Communication 4.2 Written Communication	4.1 Clean-up Drawing Skills 4.2 Analytical and comprehension

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	supervisor. 4.2 All affected cleaned-up key drawings & breakdowns are redrawn based on the scope of the revision calls. 4.3 ***Revised scene folder*** contents are doubled checked and signed off as done after all corrections are made. 4.4 Revised scene folder is submitted to appropriate personnel.	4.3 Physical Science (all environments) 4.4 Mechanical science 4.5 Basic principles of animation 4.6 Cross platform data transfer 4.7 Rough Key drawings poses and rough expressions 4.8 Body Attitude and facial expressions 4.9 Rough breakdowns 4.10 Key drawing & breakdown labels 4.11 animator instructions 4.12 production information 4.13 timing grid 4.14 Cleaned-up Key drawings and breakdowns 4.15 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns	skills 4.3 Skills in reading and analyzing timing grids and breakdowns 4.4 Effective Communication skills 4.5 Computer operation skills 4.6 Presentation skills 4.7 Practicing OSHS, EHSM, 3Rs and 5S

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Traditional animation equipment and materials	May include: 1.1 Animation table 1.2 Lightbox 1.3 Animation disc 1.4 Manual/ electric sharpener 1.5 Desk lamp 1.6 Chair 1.7 Animation paper 1.8 Peg bar	1.9 Ruler 1.10 Bull clip 1.11 Magic tape 1.12 Light colored pencils 1.13 Lead pencils 1.14 Rubber/ kneaded eraser 1.15 Reinforcement peg hole stickers
2. Source material	May include: 2.1 Storyboard 2.2 Lay-out drawings 2.3 Director's instructions 2.4 Model sheets 2.5 Exposure sheets 2.6 Key animation drawings 2.7 Animation folder / envelope	
3. Scene folder	May include: 3.1 Storyboard 3.2 Lay-out 3.3 Background Layout/ Rough Background 3.4 Exposure sheets 3.5 Key animation drawings 3.6 Model sheets 3.7 Special Instructions	
4. Model sheets	May include: 4.1 Character turn around 4.2 Props turn around 4.3 background angles 4.4 mouth/ lip-sync chart 4.5 Poses / Attitude 4.6 Expressions	4.7 Special effects 4.8 Construction instructions 4.9 size comparison 4.10 Main characters 4.11 incidental characters
5. Appropriate personnel	May include: 5.1 Production assistant 5.2 Production manager 5.3 Dept. head 5.4 Animation Director 5.5 Supervisor (* this can also be the Trainer)	
6. Rough key animation drawings	Main rough drawing poses drawn only by animators and is distinguished on paper by: 6.1 Numbers & letters that are encircled 6.2 Timing grid 6.3 Special animation Instructions	

VARIABLE	RANGE
7. Exposure sheet	A chart containing the following: 7.1 Directors notes and instructions 7.2 Number of drawings 7.3 camera instructions 7.4 dialogue track and mouth lip-sync 7.5 length of scene 7.6 Production information
8. Rough Breakdowns	A special drawing provided only by animators to indicate: 8.1 a different path of action or movement 8.2 a special timing or spacing
9. Timing grid	May include: 9.1 slow in timing grid 9.2 slow out timing grid 9.3 equal timing grid 9.4 special timing grid
10. Special Instructions	May include: 10.1 separation parts 10.2 mouth / lip-sync 10.3 breakdown 10.4 cycles in timing 10.5 shadow/ high light indications 10.6 shading instructions 10.7 eye blinks / eye movement 10.8 head turn
11. Traditional cleaned-up line quality stroke requirements	May include: 11.1 Thin lines 11.2 Thick lines 11.3 Thin & thick lines combined 11.4 Wriggly lines 11.5 Broken / stylized lines
12. Rough Key drawings	May include: 12.1 Action poses 12.2 Expressions 12.3 Gestures
13. Key drawing & Breakdown labels	May include: 13.1 Encircled letters with numbers 13.2 Triangle shaped symbol with letters &numbers 13.3 Abbreviation (eg : B/D) with letter & numbers
14. Animator instructions	May include: 14.1 eye blink/ eye ball direction 14.2 separation of parts 14.3 Registration mark 14.4 mouth chart / lip-sync 14.5 cycle instructions 14.6 wave flow instructions 14.7 arrows & direction of action

VARIABLE	RANGE
	14.8 highlight / shadows
15. Production information	May include: 15.1 production episode 15.2 production title 15.3 scene number 15.4 registration instructions
16. Linetest software	May include one of the following: 16.1 CTP pro 16.2 Retas Pro 16.3 Flipbook 16.4 Flash 16.5 Toonboom 16.6 After effects
17. Appropriate position (of drawing labels)	May include: 17.1 Bottom portion near or beside the peg holes 17.2 upper portion on top of paper 17.3 lower right or left corner of the paper 17.4 upper right or left corner of paper
18. Revision calls	May include: 18.1 Off model key drawings 18.2 Poor cleaned-up line quality 18.3 Wrong labels 18.4 Dirty and crumpled animation paper 18.5 Disorganized submission of scene folder 18.6 Missing final cleaned-up Key drawing 18.7 Missing rough key drawings 18.8 Missing details 18.9 Missing Drawings 18.10 Missing exposure sheet 18.11 Wrong labels on exposure sheet 18.12 Wrong mouth chart / lip-sync used 18.13 Timing grid copied wrong 18.14 Wrong counting of drawing contents 18.15 Wrong eye direction 18.16 Wrong costume, props 18.17 Wrong light direction/shadows/tones/highlights/mark up
19. Revised scene folder	May include: 19.1 Revision call instructions 19.2 Revised Cleaned-up Key Drawings 19.3 Original Rough key drawings 19.4 Original Cleaned-up Key drawings 19.5 Exposure sheet 19.6 Layout 19.7 Storyboard

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment must show that the candidate: 1.1 Identified and prepared all Traditional clean up drawing requirements including Model sheets, equipment and materials 1.2 Prepared all Traditional rough key in accordance with the instructions contained on the scene folders 1.3 Produced on-model traditional cleaned-up key drawings following all the constraints of production 1.4 Edited the necessary revision to obtain quality standard of the Cleaned-up drawings in compliance with relevant personnel
2. Method of Assessment	**Competency must be assessed through:** 4.1 Demonstration with oral questioning 4.2 Interview
3. Resource Implication	3.1 Appropriate supplies and materials 3.2 Applicable equipment
4. Context of Assessment	4.1 Assessment may be conducted in the workplace or in a simulated environment

UNIT TITLE : PRODUCE TRADITIONAL IN-BETWEEN DRAWINGS
UNIT CODE : ICT 216302
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to produce traditional in-between drawings to ensure that the flow of animation based on the traditional key drawings will move smoothly.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify requirements for traditional in-between drawings	1.1 ***Traditional animation equipment & materials*** are identified and prepared according to the task undertaken. 1.2 Traditional in-between requirements are identified from the given ***source material.*** 1.3 Appropriate ***model sheets*** are gathered for reference in the given ***scene folder*** 1.4 Incomplete materials and faulty equipment are reported to ***appropriate personnel***	1.1 Verbal Communication 1.2 Written Communication 1.3 Physical Science (all elements) 1.4 Mechanical Science 1.5 Basic principles of animation 1.6 Traditional animation equipment & materials 1.7 Traditional in-between drawing requirements 1.8 Model sheets	1.1 Drawing skills for both living and non-living. 1.2 Analytical and comprehension skills 1.3 Skills in reading and analyzing storyboard and exposure sheet 1.4 Effective Communication skills 1.5 Presentation skills
2. Prepare materials for traditional In-between drawings	2.1 Required Model sheets are taped, clipped or pinned at a location easily seen by the eye within arm's length of the drawing area. 2.2 ***Animation paper*** and ***drawing materials*** are prepared in the drawing area for easy access. 2.3 ***Cleaned-up key animation drawings*** and ***breakdowns*** in the scene folder are counted and checked if complete and written on the provided ***exposure sheet.*** 2.4 Scene folder contents are checked if bundled, organized and complete inside the folder for reference. 2.5 ***Timing grids*** are checked if written legibly on each cleaned-up key drawing and indicated on the exposure sheet 2.6 ***Special instructions*** written on the cleaned-up key drawings and exposure sheet are noted and will be used for reference on in-between work.	2.1 Verbal Communication 2.2 Written Communication 2.3 Physical Science (all environments) 2.4 Mechanical Science 2.5 Basic principles of animation 2.6 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 2.7 Exposure sheet 2.8 Timing grids 2.9 Rough key animation drawings 2.10 Knowledge on exposure sheets 2.11 Rough breakdowns 2.12 Cleaned-up line quality stroke requirement	2.1 Drawing skills for both living and non-living. 2.2 Analytical and comprehension skills 2.3 Skills in reading and analyzing storyboard 2.4 Skills in reading and analyzing timing grids and exposure sheet 2.5 Effective Communication skills 2.6 Presentation skills 2.7 Practicing OSHS, EHSM, 3Rs and 5S

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.7 Traditional cleaned-up key drawing ***line quality stroke*** is noted and will be followed strictly for all required in-between drawings in the scene.		
3. Produce traditional in-between drawings	3.1 All cleaned-up key drawings and breakdowns are carefully held together and flipped by hand to see and analyze the line quality and animation movement flow. 3.2 Two cleaned-up key drawings are arranged on top of each other at a time and higher number is always placed at the topmost pile. 3.3 Light from the ***animation lightbox*** / table is opened to see through the two cleaned-up key drawings and see the intersecting lines of both papers. 3.4 A clean sheet of animation paper is placed on top of the two cleaned-up key drawings in preparation to sketch the first traditional rough in-between drawing. 3.5 Timing written on the cleaned-up key drawing at the topmost pile is analyzed & followed to produce the first traditional rough in-between sketch based on the length of the indicated ***timing grid lines*** and the model sheet. 3.6 Traditional rough in-betweens are labeled properly based on the ***labeling system*** of the cleaned-up key drawings 3.7 Breakdowns are strictly followed as an in-between drawing if provided in the scene folder. 3.8 All remaining rough in-betweens are produced from the timing grid lines written on the remaining pairs of arranged cleaned-up key drawings contained in the scene folder.	3.1 Verbal Communication 3.2 Written Communication 3.3 Physical Science (all environments) 3.4 Mechanical Science 3.5 Basic principles of animation 3.6 Computer hardware requirements for linetest 3.7 Cross platform data transfer 3.8 Rough key drawing poses and rough expressions 3.9 Body attitude and facial expressions 3.10 Rough breakdowns 3.11 Key drawing & breakdown labels 3.12 animator instructions 3.13 production information 3.14 timing grid 3.15 Cleaned-up Key drawings and breakdowns 3.16 Linetest software 3.17 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 3.18 Geometry for Basic Shapes	3.1 Clean-up and In-between Drawing Skills 3.2 Analytical and comprehension skills 3.3 Skills in reading and analyzing timing grids and exposure sheet 3.4 Skills in analyzing animation breakdowns 3.5 Effective Communication skills 3.6 Presentation skills 3.7 Practicing OSHS, EHSM, 3Rs and 5S

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.9 All rough in-betweens produced are carefully cleaned-up using the same line quality stroke clearly seen at the cleaned-up key drawings. 3.10 All cleaned-up In-between drawings are carefully checked again against the light of the lightbox if all timing grid lines are followed. 3.11 All final key drawings and in-between drawings are shot in sequence at the ***linetest software*** to check model drawing & line consistency and to produce correct flow of in-between drawing. 3.12 All final cleaned-up key drawings & final in-between drawings are arranged, organized and bundled neatly together inside scene folder. 3.13 Old rough key drawings and rough in-betweens are organized, bundled and returned neatly together inside scene folder. 3.14 Scene folder contents are double checked, signed and submitted to appropriate personnel.		
4. Edit / Revise in-between drawings	4.1 Returned scene folder with ***revision calls*** are read and analyzed based on the instructions written specifically for the affected in-between drawings. 4.2 All affected in-between drawings are redrawn accordingly based on the scope of the revision calls 4.3 ***Revised scene folder*** contents and revision calls are doubled checked, organized properly and signed off as done after all corrections are made. 4.4 Revised scene folder is submitted to appropriate personnel.	4.1 Verbal Communication 4.2 Written Communication 4.3 Physical Science (all environments) 4.4 Mechanical Science 4.5 Basic principles of animation 4.6 Computer hardware requirements for linetest 4.7 Linetest software 4.8 Cross platform data transfer 4.9 In-between drawings 4.10 Rough key drawing poses and rough expressions	4.1 Clean-up and In-between Drawing Skills 4.2 Analytical and comprehension skills 4.3 Skills in reading and analyzing timing grids and exposure sheet 4.4 Skills in analyzing animation breakdowns 4.5 Effective Communication skills 4.6 Presentation skills 4.7 Practicing

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.11 Body attitude and facial expressions 4.12 Rough breakdowns 4.13 Key drawing & breakdown labels 4.14 animator instructions 4.15 production information 4.16 timing grid 4.17 Cleaned-up key drawings and breakdowns 4.18 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 4.19 Geometry for basic shapes	OSHS, EHSM, 3Rs and 5S

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Traditional animation equipment & materials	May include: 1.1 Animation table 1.2 lightbox 1.3 animation disc 1.4 Manual/ electric sharpener 1.5 Desk lamp 1.6 chair 1.7 Animation paper 1.8 Pegbar 1.9 Ruler	1.10 bull clip 1.11 magic tape 1.12 Light colored pencils 1.13 Lead pencils 1.14 Rubber/ kneaded eraser 1.15 Reinforcement peghole stickers 1.16 line test machine / computer 1.17 linetest software
2. Source material	May include: 2.1 Storyboard 2.2 Lay-out drawings 2.3 Director's instructions 2.4 Model sheets 2.5 Exposure sheets 2.6 Key animation drawings 2.7 Animation folder / envelope	
3. Scene folder	May include: 3.1 Storyboard 3.2 Lay-out 3.3 Exposure sheets 3.4 Key animation drawings 3.5 Model sheets	
4. Model sheets	May include: 4.1 Character turn around 4.2 Props turn around 4.3 background angles 4.4 mouth/ lip-sync chart 4.5 Poses / Attitude	4.6 Expressions 4.7 Special effects 4.8 Construction instructions 4.9 size comparison 4.10 Main characters 4.11 incidental characters
5. Appropriate personnel	5.1 Production assistant 5.2 Production manager 5.3 Department head 5.4 Animation director 5.5 Supervisor (* this can also be the Trainer)	
6. Animation paper	May include: 6.1 standard pegbar punched bond paper 6.2 standard pegbar punched Animation paper	
7. Drawing materials	May include: 7.1 colored pencils 7.2 lead pencils 7.3 kneaded / rubber eraser 7.4 ruler 7.5 sharpener	

VARIABLE	RANGE
8. Cleaned-up Key animation drawings	May include: 8.1 Characters 8.2 Animals 8.3 props 8.4 objects 8.5 backgrounds
9. Breakdowns	A special drawing that is provided only by Animators if needed in the scene. May include: 9.1 a drawing with a different path of action 9.2 a drawing with a wave or flow action 9.3 a drawing that favors its spacing to one key drawing
10. Exposure sheet	A chart containing the following: 10.1 Directors notes and instructions 10.2 Number of drawings 10.3 camera instructions 10.4 dialogue track and mouth lip-sync 10.5 length of scene 10.6 Production information
11. Timing grid	May include: 11.1 slow in timing grid 11.2 slow out timing grid 11.3 equal timing grid 11.4 special timing grid
12. Special Instructions	Special Instructions may include: 12.1 separation parts 12.2 mouth / lip-sync 12.3 breakdown 12.4 cycles in timing 12.5 shadow/ high light indications 12.6 shading instructions 12.7 eye blinks / eye movement
13. Line quality stroke	May include 13.1 Thin lines 13.2 Thick lines 13.3 Thin & thick lines combined 13.4 Wriggly lines 13.5 Broken / stylized lines
14. Animation lightbox / table	May include 14.1 Portable square lightbox 14.2 Animation table with disc 14.3 Square lightbox with animation disc
15. Timing grid lines	These are horizontal or vertical lines with varying length sizes dividing a single straight line into specific spaces. This May include: 15.1 Single long line – the first to be in-between 15.2 Short line – the last to be in-between 15.3 Equal length lines – indicating equal spaced in-betweens 15.4 Line with an “X” mark – indicating a special in-between instruction of a favored space 15.5 Series of lines that gradually tapers like a fish bone on one or both sides of a single line, indicating a series on in-betweens that starts with the longest and ends at the shortest line.

VARIABLE	RANGE
16. Labeling system	May include: 16.1 Letter and number 16.2 double letter and number 16.3 Symbol and a number
17. Linetest software	May include: 17.1 CTP pro 17.2 Retas Pro 17.3 Flipbook 17.4 Flash 17.5 Toonboom 17.6 After effects
18. Revision calls	May include: 18.1 Off model in-between drawings 18.2 Poor in-between line quality 18.3 wrong labels 18.4 wrong in-betweens 18.5 dirty and crumpled animation paper 18.6 Disorganized submission of scene folder 18.7 Missing final in-between drawings 18.8 Missing rough in-between drawings 18.9 Missing rough key drawings 18.10 Missing details 18.11 Missing Drawings 18.12 Missing exposure sheet 18.13 wrong mouth chart / lipsync used 18.14 Wrong counting of drawing contents 18.15 Wrong eye direction 18.16 Wrong costume, props 18.17 Wrong light direction/shadows/tones/highlights/mark up
19. Revised scene folder	May include: 19.1 Revision call instructions 19.2 Revised cleaned-up in-between drawings 19.3 Original rough in-between drawings 19.4 Original rough key drawings 19.5 Original cleaned-up key drawings 19.6 Exposure sheet 19.7 Layout 19.8 Storyboard

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified all traditional in-between drawing requirements including model sheets, materials and equipment 1.2 Prepared all necessary materials needed for traditional In-between drawings including model sheets, animation papers. 1.3 Checked all clean-up animation key drawings, timing grids and breakdowns according to the exposure sheet provided. 1.4 Checked the contents of the scene folder. 1.5 Produced on-model traditional cleaned-up in-between drawings following all the constraints of production 1.6 Edited the necessary revisions to obtain quality standard of the cleaned-up in-between drawings in compliance with the relevant personnel
2. Method of Assessment	Competency in this unit may be assessed through: 2.1 Demonstration with oral questioning 2.2 Interview
3. Resource Implication	The following resources should be provided: 3.1 Appropriate supplies and materials 3.2 Applicable equipment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE : PRODUCE DIGITAL CLEANED-UP DRAWINGS
UNIT CODE : ICT216303
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to draw, analyze, and produce digital cleaned-up key drawings for animation to ensure integrity of movement and character model is maintained.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify requirements for digital cleaned-up drawings	1.1 ***Digital animation equipment & materials*** are identified and prepared according to the task undertaken. 1.2 Digital clean-up drawing requirements are identified from the given ***source material***. 1.3 Appropriate digital copies of ***model sheets*** are gathered for reference in the given ***file folder***. 1.4 Range of industry standard ***2D animation software*** including computer-assisted techniques are identified for suitability 1.5 Software selected is in accordance with the specified ***delivery platform***. 1.6 Incomplete materials and faulty equipment are reported to ***appropriate personnel.***	1.1 Verbal Communication 1.2 Written Communication 1.3 Intellectual Property rights and concerns 1.4 OHS processes and procedure for Computer Hardware 1.5 Computer hardware requirements for video playback 1.6 Digital animation equipment & materials 1.7 Digital Clean-up Drawing requirements 1.8 Model sheets 1.9 2D animation software 1.10 Cross platform / delivery platform	1.1 Effective Communication skills 1.2 Computer operation skills 1.3 Drawing skills 1.4 Reporting skills
2. Produce digital cleaned-up key drawings	2.1 User interface and basic tools of selected 2D animation software is utilized based on the client's specific technical requirements. 2.2 Scanned hard copy or soft copy of ***digital rough animation key drawings*** are provided in file folder per scene number. 2.3 ***Digital rough breakdowns*** are checked if provided and indicated on ***timeline*** or ***exposure sheet*** 2.4 Digital model sheets and ***special file instructions*** are gathered and uploaded for reference use on the specified task undertaken. 2.5 Digital rough key drawings	2.1 Verbal Communication 2.2 Written Communication 2.3 OHS Standards and 5S's principles 2.4 Intellectual Property Rights and concerns 2.5 Knowledge in computer operations and applications 2.6 OHS processes and procedures for computer hardware 2.7 timeline or exposure sheet 2.8 User interface and tools of 2D animation software 2.9 Rough animation key drawings 2.10 Digital rough	2.1 Digital clean-up drawing Skills 2.2 Analytical and comprehension skills 2.3 Skills in reading and analyzing timing grids and exposure sheet 2.4 Skills in analyzing animation breakdowns 2.5 Computer operating skills 2.6 Effective Communication skills 2.7 Presentation skills 2.8 Practicing

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	& breakdowns provided are played back to view and analyze the fluidity of animation movements and consistency in drawings 2.6 New column or layer is added to the to the timeline or exposure sheet in preparation for the layer of the digital cleaned-up key drawings 2.7 All ***off-model drawings*** are re-drawn based on digital model sheets provided and put ***on-model*** and placed also in its own layer 2.8 Required ***digital line size & stroke*** is applied to all digital cleaned-up key drawings. 2.9 ***Digital key drawing & digital breakdown labels***, ***production information***, **timing grids** are copied carefully from the original rough key drawings and written clearly at an ***appropriate position*** on the workspace 2.10 All finished Digital drawing sequences are exported to ***video format*** and saved at scene file folder. 2.11 ***Scene File folder*** contents are double checked and submitted to appropriate personnel	breakdowns 2.11 Digital model sheets 2.12 special file instructions 2.13 layering of drawing elements 2.14 digital line size & stroke 2.15 Digital Key drawing & Digital Breakdown labels 2.16 production information 2.17 Timing grids 2.18 Cross platform data transfer 2.19 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 2.20 Geometry for Basic Shapes	OSHS, EHSM, 3Rs and 5S
3. Edit / Revise digital cleaned-up key drawings	3.1. Returned file folder with ***revision calls*** are read and analyzed based on the instructions written. 3.2. All affected digital cleaned-up drawings & breakdowns are redrawn accordingly based on the scope of the revision calls 3.3. All revised digital drawings are labeled appropriately to distinguish that it is the latest revised version. 3.4. Final Revised Digital cleaned-up drawings and breakdowns are exported to ***video format*** to check	3.1. Verbal Communication 3.2. Written Communication 3.3. OHS Standards and 5S's principles 3.4. Intellectual Property Rights and concerns 3.5. Knowledge in computer operations and applications 3.6. OHS processes and procedures for Computer Hardware 3.7. User interface and tools of 2D animation software	3.1. Clean-up and In-between Drawing Skills 3.2. Analytical and comprehension skills 3.3. Skills in reading and analyzing timing grids and exposure sheet 3.4. Skills in analyzing animation breakdowns 3.5. Computer operating skills 3.6. Effective

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	the consistency of revised drawings 3.5. ***Revised scene File folder*** contents are double-checked and then saved in a different folder label as a revised work version. 3.6. Revised scene file folder is submitted to ***appropriate personnel.***	3.8. Rough Animation Key Drawings 3.9. Digital Rough Breakdowns 3.10. Digital model sheets 3.11. special file instructions 3.12. layering of drawing elements 3.13. digital Line size & stroke 3.14. Digital Key drawing & Digital Breakdown labels 3.15. production information 3.16. Timing grids 3.17. Cross platform data transfer 3.18. Cross platform data transfer 3.19. Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 3.20. Geometry for Basic Shapes	Communication skills 3.7. Presentation skills 3.8. Practicing OSHS, EHSM, 3Rs and 5S

RANGE OF VARIABLES

VARIABLE	RANGE
1. Digital Animation Equipment & materials	May include: 1.1 Chair 1.2 Table 1.3 computer 1.4 computer peripherals 1.5 pen tablet 1.6 2D animation software 1.7 USB 1.8 external hard drive 1.9 keyboard 1.10 mouse
2. Source materials	May include Digital copies of: 2.1 Storyboard 2.2 Lay-out drawings 2.3 Director's instructions 2.4 Model sheets 2.5 Exposure sheets 2.6 Key animation drawings 2.7 file folder
3. Model sheets	May include 3.1 Character turn around 3.2 Props turn around 3.3 background angles 3.4 mouth/ lip-sync chart 3.5 Poses / Attitude 3.6 Expressions 3.7 Special effects 3.8 Construction instructions 3.9 size comparison 3.10 Main characters 3.11 incidental characters
4. File folder	File folders, also called directories may include files of: 4.1 Storyboard 4.2 Lay-out 4.3 Exposure sheets 4.4 Key animation drawings 4.5 Animation scene file 4.6 Model sheets 4.7 Exported video file

VARIABLE	RANGE	
5. 2D animation software	May include one of the following: 5.1 CTP Pro 5.2 Retas Pro 5.3 Flipbook 5.4 Flash 5.5 Toonboom	5.6 After Effects 5.7 Open Toonz 5.8 Paintool Sai 5.9 Krita 5.10 Clip Studio 5.11 TV Paint
6. Delivery Platform	Delivery platform may include: 6.1 Worldwide web 6.2 CD-ROM 6.3 DVD 6.4 Film 6.5 Video format 6.6 Broadcast format 6.7 Video game format	
7. Appropriate personnel	7.1 Production assistant 7.2 Production manager 7.3 Department head 7.4 Animation Director 7.5 Supervisor (* this can also be the Trainer)	
8. Digital Rough key animation drawings	May include digitally produced rough drawings of: 8.1 Characters 8.2 Animals 8.3 props 8.4 objects 8.5 backgrounds	
9. Digital rough breakdowns	Digital rough breakdowns may include: 9.1 a drawing with a different path of action 9.2 a drawing with a wave or flow action 9.3 a drawing that favors its spacing to one key drawing	
10. Exposure sheet	A vertical chart with columns containing the following: 10.1 Directors notes and instructions 10.2 Number of drawings 10.3 Camera instructions 10.4 Dialogue track and mouth lip-sync 10.5 Length of scene 10.6 Slugging 10.7 Production information	
11. Timeline	A horizontal chart containing layers similar to the exposure sheet that may contain the following: 11.1 Directors notes and instructions 11.2 Frame Numbers 11.3 Number of drawings 11.4 camera instructions 11.5 dialogue track and lip sync 11.6 length of scene 11.7 Slugging 11.8 Production information	

VARIABLE	RANGE	
12. Special file Instructions	May include instructions on: 12.1 separation parts 12.2 mouth / lip-sync 12.3 breakdown 12.4 cycles in timing 12.5 shadow/ high light indications 12.6 drawing registration instructions	 12.7 special effects 12.8 shading instructions 12.9 eye blinks / eye movement 12.10 timing specifications
13. Off-model drawings	A drawing that does not look or conform to the provided model sheet. May include: 13.1 wrong proportion 13.2 wrong details 13.3 wrong expression 13.4 wrong construction 13.5 wrong face features	
14. On-model	Should include: 14.1 proportion 14.2 volume 14.3 size 14.4 facial features 14.5 attitude and appeal 14.6 arms and legs 14.7 design and style specifications	
15. Digital line size and stroke	May include size and stroke for: 15.1 Thin lines 15.2 Thick lines 15.3 Thin & thick lines combined 15.4 Wriggly lines 15.5 Broken / stylized lines	
16. Digital key drawings & digital breakdown labels	May include: 16.1 Letter and number 16.2 double letter and number 16.3 Symbol and a number	
17. Production information	May include: 17.1 episode number 17.2 production title 17.3 Act number	
18. Appropriate personnel	May include: 21.1 Production Manager 21.2 Production Assistant 21.3 Animation director	
19. Video Format	May include following video file format: 18.1 QuickTime file format (.mov) 18.2 AVI (.avi) 18.3 Flash video (FLV) 18.4 MP4 18.5 Matroska (.mkv) 18.6 .vlc 18.7 Windows media video .wmv 18.8 Windows media player (WMP)	

VARIABLE	RANGE
20. Revised scene file folder	May include 20.1 Revision call instructions 20.2 Revised digital cleaned-up key drawings 20.3 Original digital rough key drawings 20.4 Original digital cleaned-up key drawings
21. Revision calls	May include 19.1 Off model digital key drawings 19.2 Poor line quality 19.3 Wrong labels 19.4 Missing digital drawings 19.5 Wrong lip-sync 19.6 Wrong Action 19.7 Wrong counting of drawing contents 19.8 Wrong layering 19.9 Wrong labels 19.10 Missing details 19.11 Missing exposure sheet 19.12 Wrong mouth chart / lip-sync used 19.13 Wrong eye direction 19.14 Wrong costume, props 19.15 Wrong light direction/shadows/tones/ highlights/mark up

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified all digital clean-up requirements including source materials, file folders, appropriate 2D animation software, materials and equipment. 1.2 Produced on-model digital cleaned-up key drawings using appropriate tools and features of the selected software to meet the constraints of the production 1.3 Edited the necessary revision to obtain quality standard of the clean-up drawing in compliance with relevant personnel
2. Method of Assessment	Competency in this unit may be assessed through: 4.3 Demonstration with oral questioning 4.4 Interview
3. Resource Implication	The following resources should be provided: 3.1 Appropriate supplies and materials 3.2 Applicable equipment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT TITLE : PRODUCE DIGITAL IN-BETWEEN DRAWINGS
UNIT CODE : ICT 216304
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to produce digital in-between drawings to ensure that the flow of animation based on the digital key drawings will move smoothly.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify requirements for Digital In-between drawings	1.1 ***Digital animation equipment & materials*** are identified and prepared according to the task undertaken. 1.2 Digital in-between drawing requirements are identified from the given ***source material***. 1.3 Appropriate digital copies of ***model sheets*** are gathered for reference in the given ***file folder***. 1.4 Incomplete materials and faulty equipment are reported to appropriate personnel.	1.1 Verbal Communication 1.2 Written Communication 1.3 OHS Standards and 5S's principles 1.4 Intellectual Property Rights and concerns 1.5 OHS processes and procedures for Computer Hardware 1.6 Digital animation equipment & materials 1.7 Digital in-between Drawing requirements 1.8 Source materials 1.9 Digital model sheets 1.10 Geometry for Basic Shapes 1.11 timing grids and exposure sheet	1.1 Analytical and comprehension skills 1.2 Skills in reading and analyzing timing grids and exposure sheet 1.3 Skills in analyzing animation breakdowns 1.4 Effective Communication skills 1.5 Computer operating skills 1.6 Presentation skills
2. Produce Digital In-between drawings	2.1 ***Digital scene file folder*** is obtained containing digital cleaned-up key drawings & breakdowns 2.2 Appropriate ***2D animation software*** is used based on the file format contained inside the scene file folder. 2.3 All digital cleaned-up key drawings and breakdowns are played back to see and analyze the animation movements 2.4 Digital model sheets and ***special file instructions*** are gathered and uploaded for reference use on the specified task undertaken. 2.5 Onion skin/ light table feature of the 2D animation software is used to see through the two digital Cleaned-up	2.1 Verbal Communication 2.2 Written Communication 2.3 OHS Standards and 5S's principles 2.4 Intellectual Property Rights and concerns 2.5 OHS processes and procedures for Computer Hardware 2.6 Use of 2D animation software. 2.7 Digital model sheets and special file instructions 2.8 Onion skin/ light table feature 2.9 Timing grid 2.10 Digital rough in-betweens 2.11 labeling system 2.12 digital breakdowns 2.13 Cross platform data transfer	2.1 Digital In-between Drawing Skills 2.2 Analytical and comprehension skills 2.3 Skills in reading and analyzing timing grids and exposure sheet 2.4 Skills in analyzing animation breakdowns 2.5 Computer operating skills 2.6 Effective Communication skills 2.7 Presentation skills 2.8 Practicing OSHS, EHSM, 3Rs and 5S

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Key drawings and see intersecting lines of both frames 2.6 ***Timing grid*** written on the cleaned-up key drawing is analyzed & followed to produce the first rough digital in-between sketch 2.7 Digital rough in-betweens are labeled and marked on the ***timeline or exposure sheet*** based on the ***labeling system*** of the Cleaned-up Key drawings 2.8 Digital Breakdowns are strictly followed if provided in the scene file folder 2.9 All remaining digital in-betweens are produced basing from the ***timing grid lines*** written on the remaining pairs of arranged digital Cleaned-up key drawings 2.10 All digital in-betweens produced should follow the same line quality stroke of the digital cleaned-up key drawings 2.11 All completed digital drawings are checked through playback if animation movements are running smoothly. 2.12 Final digital drawings are exported to required ***video format*** and saved in a scene file folder. 2.13 Complete scene File folder contents are double checked and submitted to ***appropriate personnel***	2.14 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 2.15 Geometry for Basic Shapes	
3. Edit / Revise digital in-between drawings	3.1 Returned file folder with ***revision calls*** are read and analyzed based on the instructions written specifically for the affected Digital In-between Drawings. 3.2 All affected digital in-between drawings are redrawn accordingly based on the scope of the	3.1 Verbal Communication 3.2 Written Communication 3.3 OHS Standards and 5S's principles 3.4 Intellectual Property Rights and concerns 3.5 OHS processes and procedures for Computer Hardware	3.1 Digital In-between Drawing Skills 3.2 Analytical and comprehension skills 3.3 Skills in reading and analyzing timing grids and exposure sheet 3.4 Skills in

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	revision calls 3.3 Revised File folder contents and revision calls are double checked, organized and signed off as done after al corrections are made. 3.4 Revised Digital cleaned-up drawings and in-between drawings are exported to ***video format*** to check the consistency of revised drawings 3.5 Revised file folder is submitted to appropriate personnel.	3.6 Use of 2D animation software. 3.7 Digital model sheets and special file instructions 3.8 Onion skin/ lightbox feature 3.9 Timing 3.10 Digital rough in-betweens 3.11 Labeling and marking 3.12 labeling system of the Cleaned-up Key drawings 3.13 Cross platform data transfer 3.14 Practicing 3Rs – Reduce, Re-use, Recycle/Recover and environmental concerns 3.15 Geometry for Basic Shapes	analyzing animation breakdowns 3.5 Computer operating skills 3.6 Effective Communication skills 3.7 Presentation skills 3.8 Practicing OSHS, EHSM, 3Rs and 5S

RANGE OF VARIABLES

VARIABLE	RANGE
1. Digital Animation Equipment & materials	May include: 1.1 Chair 1.2 Table 1.3 computer 1.4 computer peripherals 1.5 Digitizing pen and tablet 1.6 2D animation software 1.7 Mouse 1.8 Keyboard 1.9 USB 1.10 removable hard drive
2. Source material	2.1 Storyboard 2.2 Lay-out drawings 2.3 Director's instructions 2.4 Model sheets 2.5 Exposure sheets 2.6 Key animation drawings
3. File folder	Also called ***directories*** a way to organize computer files. May include files of: 3.1 Storyboard 3.2 Lay-out 3.3 Exposure sheets 3.4 Key animation drawings 3.5 Animation scene file 3.6 Model sheets 3.7 Exported video file
4. Digital Model sheets	May include digital copies of: 4.1 Character turn around 4.2 Props turn around 4.3 background angles 4.4 mouth/ lip-sync chart 4.5 Poses / Attitude 4.6 Expressions 4.7 Special effects 4.8 Construction instructions 4.9 size comparison 4.10 Main characters 4.11 incidental characters
5. Appropriate personnel	May include: 5.1 Production assistant 5.2 Production manager 5.3 Department head 5.4 Animation Director 5.5 Supervisor (* this can also be the Trainer)

VARIABLE	RANGE
6. 2D animation software	May include one of the following: 6.1 CTP Pro 6.2 Retas Pro 6.3 Flipbook 6.4 Flash 6.5 Toonboom 6.6 After Effects 6.7 Open Toonz 6.8 Paintool Sai 6.9 Krita 6.10 Clip Studio 6.11 TV Paint
7. Video Format	May include following video file format: 7.1 QuickTime file format (.mov) 7.2 AVI (.avi) 7.3 Flash video (FLV) 7.4 MP4, etc.
8. Exposure sheet	A vertical chart containing the following: 8.1 Directors notes and instructions 8.2 Number of drawings 8.3 Camera instructions 8.4 Dialogue track and mouth lip-sync 8.5 Length of scene 8.6 Production information
9. Timeline	A horizontal chart containing layers similar to the exposure sheet that may contain the following: 9.1 Directors notes and instructions 9.2 Frame Numbers 9.3 Number of drawings 9.4 Camera instructions 9.5 Dialogue track and lip sync 9.6 Length of scene 9.7 Production information
10. Timing grid lines	May include: 10.1 Single long line – the first to be in-between 10.2 Short line – the last to be in-between 10.3 Equal length lines – indicating equal spaced in-betweens 10.4 Line with an “X” mark – indicating a special in-between instruction of a favored space 10.5 Series of lines that gradually tapers like a fish bone on one or both sides of a single line, indicating a series on in-betweens that starts with the longest and ends at the shortest line.
11. Labeling system	May include: 11.1 Letter and number 11.2 double letter and number 11.3 Symbol and a number
12. Revision calls	May include:

VARIABLE	RANGE
	12.1 Off model digital In-between drawings 12.2 Poor cleaned-up line quality 12.3 wrong labels 12.4 dirty and crumpled animation paper 12.5 Disorganized submission of scene folder 12.6 Missing final cleaned-up Key drawing 12.7 Missing rough key drawings 12.8 Missing exposure sheet 12.9 Missing details 12.10 wrong mouth chart / lipsync used 12.11 Timing grid copied wrong 12.12 Wrong counting of drawing contents 12.13 Wrong eye direction 12.14 Wrong costume, props 12.15 Wrong light direction/shadows/tones/highlights/mark up
13. Revised scene folder	May include: 13.1 Revision call instructions 13.2 Revised Cleaned-up Key Drawings 13.3 Original Rough key drawings 13.4 Original Cleaned-up Key drawings 13.5 Exposure sheet 13.6 Layout 13.7 Storyboard

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified all digital in-between requirements including source materials, file folders, materials and equipment. 1.2 Produced on-model digital cleaned-up and in-between drawings using appropriate tools and features of the selected software to meet the constraints of the production 1.3 Edited the necessary revision to obtain quality standard of the clean-up and in-between drawing in compliance with relevant personnel
2. Method of Assessment	Competency in this unit may be assessed through: 2.1 Demonstration with oral questioning 2.2 Interview
3. Resource Implication	The following resources should be provided: 3.1 Appropriate supplies and materials 3.2 Applicable equipment
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

SECTION 3 TRAINING STANDARDS

These standard arrangements are developed to give technical and vocational education and training (TVET) provides information and guidance on important requirements needed when designing training programs for Electrical Installation and Maintenance NC II.

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

3.1 CURRICULUM DESIGN

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

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

Course Title: Animation **NC Level:** NC II

Nominal Training Duration:
52 hours – Basic Competencies
28 hours – Common Competencies
536 hours – Core Competencies
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616 hours - TOTAL

Course Description:

This course is designed to develop & enhance the knowledge, skills, & attitudes of an assistant animator/clean-up and In-betweener (CU/IB Artist) in accordance with industry standards. It covers the basic & common competencies in addition to the core competencies – apply line drawing techniques and produce cleaned-up and in-between drawings in both and traditional & digital output.

The nominal duration of 616 hours covers the required units at Animation NC II. TVET providers can however, offer a longer, ladderized course covering the NC II basic, common and core units.

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

BASIC COMPETENCIES

52 hrs

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

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

	1.2. Complete relevant work related documents	• Discuss communication procedures and systems
		• Read:
		  ○ Meeting protocols
		  ○ Nature of workplace meetings
		  ○ Workplace interactions
		  ○ Barriers of communication
		• Read instructions on work related forms/ documents
		• Practice:
		  ○ Estimate, calculate and record routine workplace measures
			• Group discussion
			• Lecture
			• Demonstration
			• Role play
				• Oral evaluation
				• Written examination
				• Observation
					4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Basic mathematical processes of addition, subtraction, division and multiplication • Demonstrate office activities in: ○ workplace meetings and discussions scenario • Perform workplace duties scenario following simple written notices • Follow simple spoken language • Identify the different Non-verbal communication • Demonstrate ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements • Complete work related documents			

	1.3. Participate in workplace meeting and discussion	• Identify:
		  ○ types of workplace documents and forms
		  ○ kinds of workplace report
		  ○ Available technology relevant to the enterprise and the individual's work responsibilities
		• Read and follow instructions in applying basic mathematical concepts
		• Follow simple spoken language
		• Demonstrate ability to relate to people of social range in the workplace
		• Gather and provide information in response to workplace requirements
			• Lecture
			• Demonstration
				• Written examination
				• Observation
					2 hours

2. Work in a team environment	2.1. Describe and identify team role and responsibility in a team.	• Discuss the team role and scope • Read and discuss definition of Team • Difference between team and group • Objectives and goals of team • Identify different sources of information	• Group discussion • Lecture	• Oral evaluation • Written examination	2 hours

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

	2.2. Describe work as a team	• Discuss team goals and objectives
		• Perform exercises in setting team goals and expectations scenario
		• Identify:
		  o individual role and responsibility
		• Practice Interacting effectively with others
		• Read:
		  o Fundamental rights at work including gender sensitivity
		  o Understanding individual competencies relative to teamwork
		  o Types of individuals
		  o Role of leaders
			• Group discussion
			• Role play
			• Lecture
				• Oral evaluation
				• Observation
				• Written examination
					2 hours

3. Practice career professionalism	3.1. Integrate personal objectives with organizational goals	• Discuss performance evaluation
		• Read:
		  o Work values and ethics (Code of Conduct, Code of Ethics, etc.)
		  o Understanding personal objectives
		  o Understanding organizational goals
		• Demonstrate Intra and Interpersonal skills at work
		• Demonstrate personal commitment in work
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	3.2. Set and meet work priorities	• Discuss company policies, operations, procedures and standards
		• Read:
		  o Time Management
		  o Basic strategic planning concepts
		  o Resource utilization and management
		  o Apply managing goals and time
		• Practice:
		  o economic use of resources and facilities
		  o time management
			• Group discussion
			• Lecture
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					4 hours

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

	3.3. Maintain professional growth and development	• Discuss company recognition and incentives
		• Read:
		  ○ Career development opportunities
		  ○ Information on relevant licenses and or certifications personal career development needs
		• Identify career opportunities
		• Determine personal career development needs
			• Group discussion
			• Lecture
				• Oral evaluation
				• Written examination
					2 hours

4. Practice occupational health and safety	4.1. Identify hazard and risks	• Discuss OHS procedures, practices and regulations
		• Read
		  ○ OHS indicators
		  ○ Organizational contingency practices
		• Practice hazards/risks identification and control
			• Group discussion
			• Lecture
				• Oral evaluation
				• Written examination
					2 hours

	4.2. Evaluate hazard and risks	• Describe effects of safety hazards ○ Read Threshold Limit Value –TLV • Practice reporting safety hazards • Demonstrate evaluating hazards and risks using communication equipment	• Group discussion • Lecture • Role play • Demonstration	• Oral evaluation • Written examination • Observation	2 hours

	4.3. Control hazards and risks	• Discuss:
		  ○ Organization safety and health protocol
		  ○ Company emergency procedure practices
		• Practice personal hygiene
		• Practice drills on responding to emergency
			• Group discussion
			• Demonstration
			• Simulation
				• Oral evaluation
				• Observation
					2 hours

	4.4. Maintain occupational health and safety awareness	• Identify emergency-related drills information • Practice occupational safety and health standards on personal records in the workplace • Practice emergency related drills in the workplace	• Lecture • Role play • Demonstration • Simulation	• Written examination • Observation	2 hours

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

5. Contribute to workplace innovation	5.1. Identify opportunities to do things better	• Lecture and discussion on:
		  ○ Roles of individuals in suggesting and making improvements
		  ○ Positive impacts and challenges in innovation
		  ○ Types of changes and responsibility
		• Identification of opportunities for improvement
			• Group discussion
			• Lecture
			• Role play
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	5.2. Discuss and develop ideas with others	• Lecture and discussion on:
		  ○ Types of changes in the individual participation
		  ○ Improvements or innovations in the implementation
		• Communication of ideas for improvement
			• Group discussion
			• Lecture
			• Role play
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	5.3. Implement changes and present/ suggest ideas with others	• Lecture and discussion on:
		  ○ Types of changes and effective individual participation
		  ○ Typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
		• Present/Suggest ideas/changes in consultation with others for improvement
			• Group discussion
			• Lecture
			• Role play
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					4 hours

6. Solve/address general workplace problems	6.1. Identify routine problems	• Lecture and discussion on:
		  ○ Possible routine problems or procedural problem areas
		  ○ Current industry hardware and software products and services
		  ○ Malfunctions and resolutions
			• Group discussion
			• Lecture
			• Role play
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

	6.2. Look for solutions to routine problems	• Lecture and discussion on:
		  ○ Industry service and helpdesk practices, processes and procedures
		  ○ Operating systems
		  ○ Industry standard diagnostic tools
		  ○ Root cause analysis
			• Group discussion
			• Lecture
			• Role play
			• Demonstration
				• Oral evaluation
				• Written examination
				• Observation
					2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Identification of potential solutions to problem			
	6.3. Recommend solutions to problems	• Lecture and discussion on: o Standard/Established procedures o Implementation of solutions o Evaluation of implemented solutions • Produce documentation that recommends solutions to identified problems	• Group discussion • Lecture • Role play • Demonstration	• Oral evaluation • Written examination • Observation	4 hours
7. Exercise sustainable development in the workplace	7.1. Identify current resource use	• Lecture and discussion on: o Types of resources o Techniques in measuring current usage of resources o Calculating current usage of resources o Data recording and storage o Workplace resource efficiency issues	• Group discussion • Lecture • Role play • Demonstration	• Oral evaluation • Written examination • Observation	2 hours
	7.2. Comply with environmental regulations	• Lecture and discussion on: o Types of workplace environment hazards o Workplace environmental efficiency issues o Environmental regulations o Methods of meeting efficiency targets • Identification of workplace environmental hazards and environmental regulations	• Group discussion • Lecture • Role play • Demonstration	• Oral evaluation • Written examination • Observation	2 hours
	7.3. Seek opportunities to improve resource efficiency	• Lecture and discussion on: o Enterprise plans for improvement of environmental practices and resource efficiency o Sustainable practices o Impact of sustainable practices on work requirements and efficiency • Preparation of environmental plan	• Group discussion • Lecture • Role play • Demonstration	• Oral evaluation • Written examination • Observation	4 hours

COMMON COMPETENCIES

28 hrs

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Apply Quality Standards	4.1 Assess quality of received materials	▪ Identify relevant production processes, materials and products ▪ Study and interpret characteristics of materials, software and hardware used in production processes ▪ Perform quality checking procedures ▪ Apply quality Workplace procedures ▪ Identify faulty materials ▪ Check quality of materials or component parts as per manufacturer's standards ▪ Interpret specifications or symbols	▪ Lecture ▪ Field trip ▪ Symposium ▪ Video clips ▪ Simulation/ Role playing	▪ Written test ▪ Demonstration & questioning ▪ Observation & questioning	3 hours
	4.2 Assess own work	▪ Perform workplace procedure in documenting completed work ▪ Perform fault identification and reporting ▪ Observe safety and environmental aspects of production processes ▪ Utilize workplace quality indicators ▪ Document and report deviations from specified quality standards	▪ Field trip ▪ Symposium ▪ Simulation ▪ On the job training	▪ Demonstration & questioning ▪ Observation & questioning	3 hours
	4.3 Engage in quality improvement	▪ Participate in quality improvement processes a. IEC/ISO standards b. Environmental and safety standards ▪ Carry out work as per process improvement procedures ▪ Monitor operation performance ▪ Implement continuous improvement	▪ Field trip ▪ Symposium ▪ Simulation ▪ On the job training	▪ Demonstration & questioning ▪ Observation & questioning	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Perform Computer Operations	1.1 Plan and prepare for task to be undertaken	▪ Plan and prepare computer operation activity ▪ Determine task requirements based on required output ▪ Determine appropriate hardware and software ▪ Identify/Select types of computers and basic features of different operating systems ▪ Interpret and follow client-specific guidelines & procedures ▪ Plan task as per data security guidelines	▪ Lecture ▪ Modular ▪ Computer based training (e-learning) ▪ Project method ▪ On the job training	▪ Written/Oral examination ▪ Practical demonstration	4 hours
	1.2 Input data into computer	▪ Apply basic ergonomics of keyboard and computer user ▪ Enter/Encode data using appropriate computer programs/applications ▪ Check accuracy of encoded data/information per SOP ▪ Save and store inputted data in storage media ▪ Storage devices and basic categories of memory ▪ Identify and define relevant types of software	▪ Lecture ▪ Modular ▪ Group discussion ▪ Project method ▪ On the job training	▪ Written/Oral examination ▪ Practical demonstration	4 hour
	1.3 Access information using computer	▪ Select correct program/ application based on job requirements ▪ Access computer data/files ▪ Interpret general security, privacy legislation & copyright ▪ Use Productivity Application ▪ Microsoft office applications ▪ Learn Business Application	▪ Lecture ▪ Computer based training (e-learning) ▪ On the job training	▪ Written/Oral examination ▪ Practical demonstration	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Introduction to Basic Programming software ▪ Apply basic ergonomics of keyboard and computer user			
	1.4 Produce/output data using computer system	▪ Identify types and function of computer peripheral devices ▪ Print and scan office documents and materials ▪ Send office/ business documents through facsimile ▪ Transfer files or data between compatible systems using computer software, hardware/ peripheral devices ▪ Save documents in storage devices a. CD/DVD b. USB drives c. Hard disk drives	▪ Lecture ▪ Group discussion ▪ Modular ▪ On the job training	▪ Written/Oral examination ▪ Practical demonstration	5 hour
	1.5 Maintain computer equipment and systems	▪ Perform computer equipment/ system basic maintenance procedures a. Perform basic file maintenance procedures b. Perform cleaning of PC parts/ hardware components c. Scan/Debug computer software and applications d. Perform cleaning and defragmentation of computer files e. Perform backup of computer files ▪ Enumerate and define different types of computer viruses	▪ Demonstration ▪ Simulation ▪ Modular ▪ Video clips ▪ Computer based training (e-learning)	▪ Written/Oral examination ▪ Practical demonstration	2 hours

CORE COMPETENCIES

536 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Apply Traditional drawing techniques for animation (136 hrs)	1.1. Identify traditional drawing requirements for animation	• Identifying and preparing line drawing tools, materials, and equipment • Identifying and preparing reference materials • Familiarization on Animation terms and terminologies • Familiarization on storyboards, layout, and model sheet	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	16 hours
	1.2. Apply hand drawn techniques	• Practicing Hand & wrist exercises • Familiarization oh different line drawing strokes • Familiarization on Basic construction drawing techniques • Proportion and anatomy • Basic Perspective Drawing	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	80 hours
	1.3. Utilize line art drawings	• Familiarization on different Types of model sheets • Character Construction Drawing • Drawing Character actions, attitudes/ different facial expressions	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	40 hours
2. Produce Traditional cleaned-up Key drawings (140 hrs)	2.1. Identify requirements for Traditional clean up drawings	• Identifying and Preparing materials, tools and equipment Clean-up drawing • History of Animation • Animation Workflow • Principles and concept of Animation • Preparing model sheets	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours
	2.2. Prepare Traditional Rough Key Drawings	• Animation Scene Folder • Timing and Exposure Sheet • Animation Keys (Key drawings) and	• Lecture/ Discussion • Hands on Exercises • Demonstration	• Written exam • Practical exam • Observation in	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		animation breakdowns • Familiarization on different special instructions on scene folders • Line quality: Techniques and Concept • Labeling conventions/ Identifying symbols used for labeling animation drawings	• Viewing multimedia	workplace • Interviews/ questioning	
	2.3. Produce traditional cleaned-up drawings	• Modeling animation key drawings • Producing cleaned-up key drawings for animation a. Head turn/ expressions (Cartoony, Realistic) b. Half body character turn (Cartoony, realistic) c. Character movements (walk cycles, run cycles) d. Dialogue (Lip-sync) e. Wave Principles or Wave actions f. Effects animation • Applying line quality techniques • Procedures and policies in keeping records	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	100 hours
	2.4. Edit/ revise clean up key drawings	• Identifying and analyzing different revision calls for cleaned-up key drawings • Editing/ revising cleaned-up key drawings	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	16 hours
3. Produce Traditional in-between drawings (140 hrs)	3.1. Identify requirements for traditional in-between drawings	• Identifying and Preparing materials, tools and equipment for In-between drawing • Concept of in-betweening based on specification • Do's and Don'ts of in-betweening	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.2. Prepare materials for Traditional in-between drawings	• Preparing required model sheets for in-between drawings • Familiarization on different types of timings • Interpretation of Clean-up drawings against in-between drawings	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	16 hours
	3.3. Produce in-between drawings in actual scene folder	• Use of different timings • Use of a breakdown, Direct and in-direct in-between • Producing In-between drawings for animation a. Head turn/ expressions (Cartoony, Realistic) b. Half body character turn (Cartoony, realistic) c. Character movements (walk cycles, run cycles) d. Dialogue (Lip-sync) e. Wave Principles or Wave actions f. Effects animation • Procedures for pegging and un-pegging • Performing line test for in-between drawings • Procedures and policies in keeping records	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	100 hours
	3.4. Edit /revise in-between drawings	• Identifying and analyzing different revision calls for in-between drawings • Editing/ revising cleaned-up and in-between drawings			16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Produce digital cleaned-up key drawings (60hrs)	4.1 Identify requirements for digital clean-up drawings	• Identifying and preparing tools, materials and equipment for Digital Clean-up drawings • Familiarization on software user interface	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours
	4.2 Produce Digital Clean-up drawings	• Familiarization on software tools and other features • Familiarization on the digital clean up drawing procedures • Producing Digital cleaned-up drawings for animation a. Head turn/ expressions (Cartoony, Realistic) b. Half body character turn (Cartoony, realistic) c. Character movements (walk cycles, run cycles) d. Dialogue (Lip-sync) e. Wave Principles or Wave actions f. Effects animation • File exporting and saving	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	44 hours
	4.3 Edit/ revise digital cleaned-up key drawings	• Identifying and analyzing different revision calls for digital cleaned-up key drawings • Editing/ revising digital cleaned-up key drawings	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours
5. Produce Digital In-between drawing (60 hrs)	5.1 Identify requirements for digital in-between drawings	• Identifying and preparing tools, materials and equipment for Digital Clean-up drawings	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Produce Digital In-between drawings	• Familiarization on Onion skin/ lightbox feature • Familiarization on different digital in-betweening techniques • Producing Digital In-between drawings for animation a. Head turn/ expressions (Cartoony, Realistic) b. Half body character turn (Cartoony, realistic) c. Character movements (walk cycles, run cycles) d. Dialogue (Lip-sync) e. Wave Principles or Wave actions f. Effects animation • File saving and exporting	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	44 hours
	5.3 Revise/ edit Digital In-between drawings	• Identifying and analyzing different revision calls for digital in-between drawings • Editing/ revising digital in-between key drawings	• Lecture/ Discussion • Hands on Exercises • Demonstration • Viewing multimedia	• Written exam • Practical exam • Observation in workplace • Interviews/ questioning	8 hours

3.2 TRAINING DELIVERY

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

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

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

    c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology (Video Conferencing, Webinar, etc.).

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

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

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

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

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

    2.1 **Institution- Based:**

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

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

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

2.2 **Enterprise-Based:**

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

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

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

2.3 **Community-Based:**

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

3.3 TRAINEE ENTRY REQUIREMENTS

The trainees who wish to enter the course should possess the following requirements:

- Must have completed at least 10 yrs. basic education or an alternative learning systems (ALS) certificate of completion with grade 10 equivalent holder
- Able to communicate both oral and written
- With drawing skills
- Must know how to operate a computer
- Must pass the drawing exam/evaluation given by institution

This list does not include specific institutional requirements such as educational attainment, appropriate work experience and others that may be required from the trainees by the school or training center delivering the TVET program.

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the conduct of training in Animation NC II (minimum *class size of 20 students/trainees*):

TOOLS		EQUIPMENT		MATERIALS	
Qty.	Description	Qty.	Description	Qty.	Description
21	Lightbox (with animation disc / peg bar)	21	Ergonomic computer tables and chairs	5 reams	Animation paper
21	Peg bar	21	Pen Tablet 4" x 6"	1 pc	Tape dispenser
21	Must have any of the following 2D software*: - Toonboom - Flash - Retas Pro - After Effects - CTP Pro - Open Toonz - Krita - TV Paint	21	Desktop computer (software dependent specifications) with mouse and keyboard	1 roll	Adhesive tape 1" (e.g. magic tape, masking tape, etc.)
21	May include any of the following OS: - Windows - Mac - Linux - Ubuntu	1	Colored printer	2 sets (20 sheets per set)	Samples of animation model packs – cartoony and realistic
1 pc	1 TB External hard drive	1	Projector	3 boxes	Light colored pencils
1 box	Eraser	1 pc	Speaker	2 boxes	Lead Pencil (2B)
4 pcs	pencil sharpener				
3pcs	Ruler				
1 pc	Line test software				

* *Can be either educational, license and open-source software*

Due to the fast-changing nature of the Information and Communications Technology (ICT) sector, TVET providers are reminded to use and provide their trainees with the latest technology tools, equipment and materials where appropriate and applicable.

3.5 TRAINING FACILITIES

Based on class size of 20 students/trainees the space requirements for the teaching/learning and circulation areas are as follows:

TEACHING/LEARNING AREAS	SIZE IN METERS	AREA IN SQ. METERS	QTY	TOTAL AREA IN SQ. METERS
Lecture Area	5 x 8	40	1	40
Learning Resource Area	3 x 5	15	1	15
Wash & Toilet Area	2 x 2	4	2	8
Total				63
Facilities / Equipment / Circulation**				20
Total Area				**83**

***** Area requirement is equivalent to 30% of the total teaching/learning areas***

Appropriate consideration should be given in providing and allocating workspace, communications facilities, and the usual workplace amenities to ensure a proper learning environment. Where applicable, training shall be held or conducted in learning facilities in accordance with generally accepted industry standards and practice.

3.6 TRAINERS QUALIFICATIONS

- Must be a holder of National TVET Trainer Certificate (NTTC) level I in Animation NC II;
- Must have at least 2-years relevant industry experience as animator or assistant animator within the last 5 years.

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency. The institutional assessment is administered by the trainer/assessor.

The result of the institutional assessment may be considered as evidence for the assessment for national certification.

SECTION 4. ASSESSMENT AND CERTIFICATION ARRANGEMENT

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

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

SECTION 4: NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1 To attain the National Qualification of **Animation NC II**, the candidate must demonstrate competency in all the units listed in Section 1. Successful candidates shall be awarded a **National Certificate II level** signed by the TESDA Director General.

4.2 The qualification of **Animation NC II** may be attained through:

4.2.1 Accumulation of Certificates of Competency (COCs) in all the following units of competencies:

COC-1: **Producing traditional cleaned-up key drawings**
- Apply traditional drawing techniques for animation
- Produce traditional cleaned-up key drawings

COC-2: **Producing traditional in-between drawings**
- Apply traditional drawing techniques for animation
- Produce traditional in-between drawings

COC-3: **Producing digital cleaned-up key drawings and in between drawings**
- Produce digital cleaned-up key drawings
- Produce digital in-between drawings

Successful candidates shall be awarded a **Certificate of Competency (COC)** in each of the core units.

4.2.2 Demonstration of competence through a single comprehensive project-type assessment covering all required units of competency of this qualification.

4.3 Upon accumulation and submission of all COCs acquired for all the relevant units of competency comprising this qualification, an individual shall be issued the corresponding National Certificate.

4.4 Assessment shall cover all competencies, with basic and common integrated or assessed concurrently with the core units of competency.

4.5 Any of the following are qualified to apply for assessment and certification:

a. Graduate of formal, non-formal, and informal, including enterprise-based, training programs.

b. Experienced workers (wage employed or self-employed)

4.6 Existing National Certificate (NC) of individuals in Animation NCII will still be in effect until such time that such NC will have expired. Individuals are advised to take the assessment/s for this amended TR on or before the expiration of such certificates.

4.7 The guidelines on assessment and certification are discussed in detail in the "Operating Procedures on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Competency Assessment and Certification System (PTCACS)".

4.1. COMPETENCY ASSESSMENT REQUISITE

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

This document can:

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

4.2.2 *Accredited Assessment Center*. Only Assessment Center accredited by TESDA is authorized to manage the assessment activities of candidates for national certification.

4.2.3 *Accredited Competency Assessor*. Only competency assessor accredited by TESDA is authorized to assess the competencies of candidates for national certification.

ANNEX A. ICT COMPETENCY MAP – ANIMATION NC II

BASIC COMPETENCIES

Receive and Respond to Workplace Communication	Work with Others	Demonstrate work values	Practice basic housekeeping procedures	**Participate in Workplace Communication**
Work in a Team Environment	**Practice career professionalism**	**Practice occupational health and safety procedures**	Lead Workplace Communication	Lead Small Team
Develop and practice negotiation skills	Solve Problems Related to Work Activities	Use mathematical concepts and techniques	Use relevant technologies	Utilize Specialist Communication Skills
Develop Team and Individuals	Apply Problem Solving Techniques in the Workplace	Collect, analyze and organize information	Plan and Organize Work	Promote environmental protection

COMMON COMPETENCIES

Apply Quality Standards	**Perform Computer Operations**

CORE COMPETENCIES

Communicate effectively in a customer contact center	Render quality customer service	Utilize enterprise/ company technology	Conduct contact center campaign	Provide specialized support and assistance to customers
Lead a contact center work team	Manage the activities of a contact center work team	Use business technology	Use medical technology to carry out task	Produce text from audio transcription
Review/edit documents	Lead a team in delivering quality service	**Apply traditional drawing techniques for animation**	**Produce traditional cleaned-up drawings**	**Produce traditional in-between drawings**
Produce Traditional key poses/drawings for animation	Create 2D digital animation	Export Animation into Video file format	**Produce digital cleaned-up drawings**	**Produce digital in-between drawings**
Produce background designs	Composite and edit animation sequence	Create 3D digital animation	Produce storyboard for animation	Coordinate the production of animation
Produce over-all designs for animation	Produce key drawings for animation	Create 3D models for animation	Apply 3D texture and lighting to 3D models	Set character rigging
Animate character	Composite and render animation sequence	Create 2D digital animation	Produce cleaned-up and in-between drawings	Use an authoring tool to create an interactive sequence
Produce key drawings for animation	Utilize Software Methodologies	Develop Responsive Web Design	Create Interactive Websites (Using JavaScript)	Develop Website Backend Systems
Develop designs for a logo	Develop designs for print media	Develop designs for user experience	Develop designs for user interface	Develop designs for product packaging
Design booth and product/window display				

DEFINITION OF TERMS

GENERAL

1) **Certification -** is the process of verifying and validating the competencies of a person through assessment

2) **Certificate of Competency (COC)** – is a certification issued to individuals who pass the assessment for a single unit or cluster of units of competency

3) **Common Competencies** - are the skills and knowledge needed by all people working in a particular industry

4) **Competency** - is the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace

5) **Competency Assessment -** is the process of collecting evidence and making judgements on whether competency has been achieved

6) **Competency Standard (CS)** - is the industry-determined specification of competencies required for effective work performance

7) **Context of Assessment** - refers to the place where assessment is to be conducted or carried out

8) **Core Competencies - are** the specific skills and knowledge needed in a particular area of work - industry sector/occupation/job role

9) **Critical aspects of competency -** refers to the evidence that is essential for successful performance of the unit of competency

10) **Elective Competencies -** are the additional skills and knowledge required by the individual or enterprise for work

11) **Elements** - are the building blocks of a unit of competency. They describe in outcome terms the functions that a person perform in the workplace

12) **Evidence Guide** - is a component of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on critical aspects of competency, underpinning knowledge, underpinning skills, resource implications, assessment method and context of assessment

13) **Level -** refers to the category of skills and knowledge required to do a job

14) **Method of Assessment** - refers to the ways of collecting evidence and when evidence should be collected

15) **National Certificate (NC)** – is a certification issued to individuals who achieve all the required units of competency for a national qualification defined under the Training Regulations. NCs are aligned to specific levels within the PTQF

16) **Performance Criteria** - are evaluative statements that specify what is to be assessed and the required level of performance

17) **Qualification** - is a cluster of units of competencies that meets job roles and is significant in the workplace. It is also a certification awarded to a person on successful completion of a course in recognition of having demonstrated competencies in an industry sector

18) **Range of Variables** - describes the circumstances or context in which the work is to be performed

19) **Recognition of Prior Learning (RPL)** – is the acknowledgement of an individual's skills, knowledge and attitudes gained from life and work experiences outside registered training programs

20) **Resource Implications -** refers to the resources needed for the successful performance of the work activity described in the unit of competency. It includes work environment and conditions, materials, tools and equipment

21) **Basic Competencies -** are the skills and knowledge that everyone needs for work

22) **Training Regulations (TR)** – refers to the document promulgated and issued by TESDA consisting of competency standards, national qualifications and training guidelines for specific sectors/occupations. The TR serves as basis for establishment of qualification and certification under the PTQF. It also serves as guide for development of competency-based curricula and instructional materials including registration of TVET programs offered by TVET providers

23) **Underpinning Knowledge -** refers to the competency that involves in applying knowledge to perform work activities. It includes specific knowledge that is essential to the performance of the competency

24) **Underpinning Skills** - refers to the list of the skills needed to achieve the elements and performance criteria in the unit of competency. It includes generic and industry specific skills

25) **Unit of Competency** – is a component of the competency standards stating a specific key function or role in a particular job or occupation; it is the smallest component of achievement that can be assessed and certified under the PTQF

SECTOR SPECIFIC

1. **Action Poses** - *see dynamic pose
2. **Animation** – a simulation of movement created by displaying a series of pictures, or frames. Cartoons on television are one example of animation. Animation on computers is one of the chief ingredients of multimedia presentations. There are many software applications that enable you to create animations that you can display on a computer monitor.
3. **Animator's Breakdown/Breakdown Drawing –** supplemental key drawing guide to ensure proper action flow and spacing between two animation keys.
4. **Clean-up** - refers to the process of refining the rough artwork of 2D animation. The purpose of clean-up is to recreate the animation with smooth, consistent line art and line weights before it is transferred to cels for painting.
5. **Column or Layer** - Column is a vertical chart viewed on the exposure sheet. Layer is a horizontal chart viewed on the timeline.
6. **Construction** – Roughing out the shape and volume of the character
7. **Data** - objective measurements of the attributes (characteristics) of entities such as people, places, things, and events.
8. **Digital rough breakdowns** - a special digital drawing that is provided only by animators or directors if needed in the scene.
9. **Dynamic Pose -** a pose that appears to be moving, shows movement or action
10. **Documentation** – a collection of documents or information.
11. **Edit** – to modify the form or format of data
12. **End-user –** anyone who uses an information system or the information it produces.
13. **Ergonomics** - the science and technology emphasizing the safety, comfort, and ease of use of human-operated machines. The goal of ergonomics is to produce systems that are user-friendly: safe, comfortable and easy to use.
14. **Exposure Sheet** – This is the technical part of animation which requires all the action and other details plotted down, also, a numerical and alphabetical order of drawing labels written down following the sequence of action.
15. **File folders**, also called directories, - a way to organize computer files.
16. **In-between drawing** - The drawing produced between two key drawings. The middle drawing between two timing grid lines
17. **Information** – data placed in a meaningful and useful context for an end user.
18. **Information and Communication Technology (ICT) -** refers to technologies associated with the transmission and exchange of data in the form of sound, text, visual images, signals or any combination of those forms through the use of digital technology. It encompasses such services as telecommunications, posts, multimedia, electronic commerce, broadcasting, and information technology.
19. **Key frame** - is a single still image in an animated sequence that occurs at an important point in that sequence; key frames are defined throughout an animated

sequence, in order to define pivotal points of motion before the frames in between are drawn or otherwise created to "tween" the motion between the two key frames.

20. **Line drawing -** a drawing done using only narrow lines, a variation of which, in width and density, produce such effects as tone and shading.
21. **Lipsync** – (short for “lip synchronization”) in animation, lipsync is the art of making an animated character appear to speak in a prerecorded track of dialogue. *see also Phonetic Mouth Chart
22. **Local Area Network (LAN) –** a communications network that typically connects computers, terminals, and other computerized devices within a limited physical area such as an office, building, manufacturing plant and other work sites.
23. **Model Sheet –** refers to the model character in different rotating angles. Also, refers to the set of expressions, action poses, mouth charts of a certain character. Can also be a model of a prop, object and backgrounds / sceneries
24. **Off – model** - A drawing that does not conform the look of the character to the model sheet.
25. **Onion skin / Lightbox feature** - A feature of the animation software that can show the previous and next drawings respectively while working on the current in-between frame.
26. **On** – **model –** a character drawn and constructed to the likeness and conforms to the model sheet
27. **Outsourcing –** turning over all or part of an organization’s information systems operation to outside contractors, known as systems integrators or facilities management companies.
28. **Phonetic mouth chart –** a chart showing different mouth openings that can…
29. **Quality Assurance –** methods for ensuring that information systems are free from errors and fraud and provide information products of high quality.
30. **Rough Breakdown** - *see Animator’s Breakdown
31. **Rough expressions** - A rough drawing that shows different expressions of a particular character in its basic construction.
32. **Rough Key Poses** - Rough initial drawings of Key drawings which are drawn in lousy sketches, contain the main construction of the character in the required poses of the scene to be followed by the clean-up and in-between artist.
33. **Simulation** - the process of imitating a real phenomenon with a set of mathematical formulas. Advanced computer programs can simulate weather conditions, chemical reactions, atomic reactions, even biological processes.
34. **Software –** computer programs and procedures concerned with the operation of an information system.
35. **Standards –** measures of performance developed to evaluate the progress of a system toward its objectives
36. **System –** an assembly of methods, procedures, or techniques unified by regulated interaction to form an organized whole
37. **Timing grid –** bar lines indicating action speed, this enables the animator to control the speed, spacing and weight of a particular action.

38. **Timing grid lines** - these are horizontal or vertical lines with varying length sizes dividing a single straight line into specific spaces.
39. **Traditional Cleaned-up Key Drawings** - Key drawings that are already on-modeled and cleaned-up and drawn with similarity to the model sheet.
40. **Turn Around** - *see Model Sheet
41. **Tween** - is actually short for "**in-between**", and refers to the creation of successive frames of animation between key frames. In computer animation, the term is most commonly used for Flash's "shape tweening" and "motion tweening" processes, where the user can define two key frames and Flash will automatically create the in-between frames, either morphing one shape into another over a set period of time or else moving a shape or shapes from point A to point B over a set period of time. 3D animation programs also have their own method of "tweening".
42. **User- friendly** – a characteristic of human-operated equipment and systems that makes them safe, comfortable, and easy to use.

TRAINING REGULATIONS (TR)

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