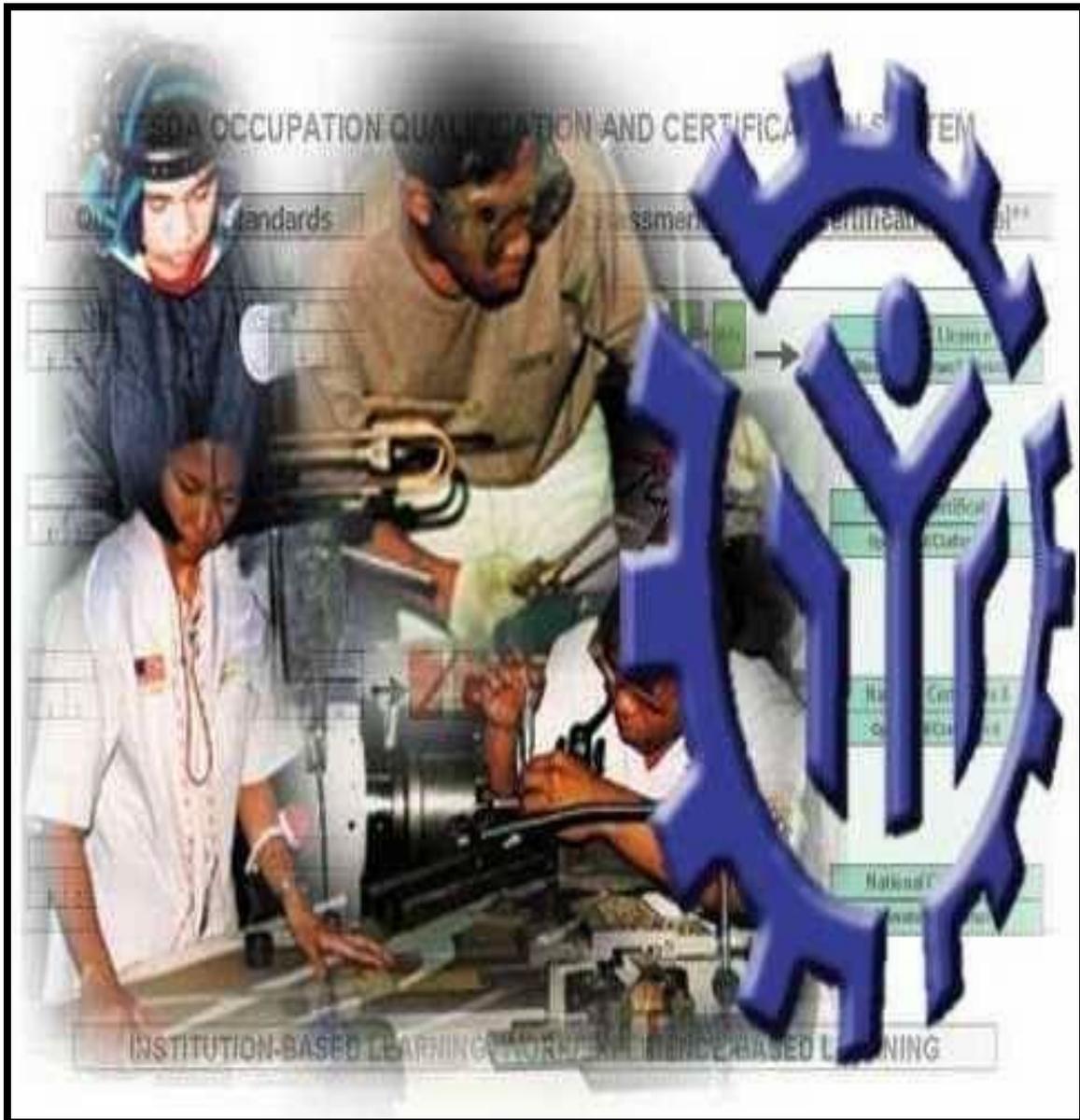# TRAINING REGULATIONS

ILLUSTRATION NC II

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)

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

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

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

Each TR has four sections:

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

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

Section 3   Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment.

Section 4   National Assessment and Certification Arrangements - describe the policies governing assessment and certification procedure

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ILLUSTRATION NC II

TRAINING REGULATIONS FOR
ILLUSTRATION NC II

SECTION 1 ILLUSTRATION NC II QUALIFICATION

The ILLUSTRATION NC II Qualification consists of competencies that a person must achieve in enhancing writings by providing a visual representation that corresponds to the content of the associated text. The illustration may be intended to clarify complicated concepts or objects that are difficult to describe textually, or the illustration may be used to express emotion, or perception of things and ideas as in greeting cards, or cover art or interior art for books and magazines, or for advertisement, as on posters. The illustrator may specialize in a specific type and/or medium of drawings, e.g. realistic or cartoon drawings, using poster colors, pencil, etc. using traditional or digital or combination of digital and traditional methods

This Qualification is packaged from the competency map of the Visual Arts, Crafts and Design as shown in Annex A.

The units of competency comprising this Qualification include the following:

CODE No.	BASIC COMPETENCIES
500311105	Participate in Workplace Communication
500311106	Work in Team Environment
500311107	Practice Career Professionalism
500311108	Practice Occupational Health and Safety Procedures

CODE No.	COMMON COMPETENCIES
TRS311201*	Develop and Update Industry Knowledge
TRS311203*	Perform Computer Operation
VSA313201	Develop Self as an Artist
VSA313202	Select and Prepare Work for Exhibition

CODE No.	CORE COMPETENCIES
VSA245301	Apply Techniques to Produce Drawings
VSA245302	Source Concept for Own Work
VSA245303	Develop and Articulate Concept for Own Work
VSA245304	Use Drawing Techniques to Represent the Object of Idea
VSA245305	Prepare, Store and Maintain Finished Work

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

❑ **COMICS ARTIST** or

❑ **BOOK/MAGAZINE ILLUSTRATOR** or

❑ **CARTOONIST**

Note :   Common Competencies with asterisks (*) are imported from Tourism Sector

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **ILLUSTRATION 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
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
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 routine workplace procedures and matters concerning working conditions of employment are tasked and responded to 2.6 Meetings outcomes are interpreted and implemented
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 are 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

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, telephone message forms, safety reports
5. Workplace interactions	5.1	Face-to-face interactions
	5.2	Telephone conversation
	5.3	Electronic and two-way radio communication
	5.4	Written communication including electronic mail, memos, instruction and forms
	5.5	Non-verbal communication 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. Underpinning knowledge	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 Technology relevant to the enterprise and the individual's work responsibilities
3. Underpinning skills	3.1 Follow simple spoken language
	3.2 Perform routine workplace duties following simple written notices
	3.3 Participate in workplace meetings and discussions
	3.4 Complete work related documents
	3.5 Estimate, calculate and record routine workplace measures
	3.6 Basic mathematical processes of addition, subtraction, division and multiplication
	3.7 Ability to relate to people of social range in the workplace
	3.8 Gather and provide information in response to workplace requirements
4. Resource implications	The following resources **MUST** be provided:
	4.1 Fax machine
	4.2 Telephone
	4.3 Writing materials
	4.4 Internet
5. Method of assessment	Competency may be assessed through:
	5.1 Direct Observation
	5.2 Oral interview
	5.3 Written examination
6. Context of assessment	6.1 Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **WORK IN A 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	
1. Describe team's 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
2. Identify own role and responsibility within the 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
3. Work as a team member	3.1	Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives
	3.2	Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and **workplace context**
	3.3	Observed protocols in reporting using standard operating procedures
	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.

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 judgement may be 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	Occupational health and safety (OHS) 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. Underpinning knowledge	2.1 Communication process
	2.2 Team structure
	2.3 Team roles
	2.4 Group planning and decision making
3. Underpinning skills	3.1 Communicate appropriately, consistent with the culture of the workplace
4. Resource implications	The following resources **MUST** be provided:
	4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place
	4.2. Materials relevant to the proposed activity or tasks
5. Method of assessment	Competency may be assessed through:
	5.1 Observation of the individual member in relation to the work activities of the group
	5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal
	5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
6. Context of assessment	6.1 Competency may be assessed in workplace or in a simulated workplace setting
	6.2 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	
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 ~~is~~ 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
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
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

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	
	4.4	Commendations	
	4.5	Awards	
	4.6	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. Underpinning knowledge and attitude	2.1 Work values and ethics (code of conduct, code of ethics, etc.) 2.2 Company policies 2.3 Company-operations, procedures and standards 2.4 Fundamental rights at work including gender sensitivity 2.5 Personal hygiene practices
3. Underpinning skills	3.1 Appropriate practice of personal hygiene 3.2 Intra and Interpersonal skills 3.3 Communication skills
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace or assessment location 4.2 Case studies/scenarios
5. Method of assessment	Competency may be assessed through: 5.1 Portfolio assessment 5.2 Interview 5.3 Simulation/role-plays 5.4 Observation 5.5 Third party reports 5.6 Exams and tests
6. Context of assessment	6.1 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	
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
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	OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation
3. Control hazards and risks	3.1	Occupational health and safety (OHS) 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 OHS policies
	3.3	*Personal protective equipment (PPE)* is correctly used in accordance with organization OHS procedures and practices
	3.4	Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol
4. Maintain OHS awareness	4.1	*Emergency-related drills and trainings* are participated in as per established organization guidelines and procedures
	4.2	*OHS personal records* are completed and updated in accordance with workplace requirements

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 designated 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/cardiopulmonary resuscitation (CPR) 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-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 (OHS) procedures for controlling hazards/risks in workplace
	1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices
	1.7 Completed and updated OHS personal records in accordance with workplace requirements
2. Underpinning knowledge and attitude	2.1 OHS procedures and practices and regulations
	2.2 PPE types and uses
	2.3 Personal hygiene practices
	2.4 Hazards/risks identification and control
	2.5 Threshold limit value (TLV)
	2.6 OHS indicators
	2.7 Organization safety and health protocol
	2.8 Safety consciousness
	2.9 Health consciousness
3. Underpinning skills	3.1 Practice of personal hygiene
	3.2 Hazards/risks identification and control skills
	3.3 Interpersonal skills
	3.4 Communication skills
4. Resource implications	The following resources **MUST** be provided:
	4.1 Workplace or assessment location
	4.2 OHS personal records
	4.3 PPE
	4.4 Health records
5. Method of assessment	Competency may be assessed through:
	5.1 Portfolio assessment
	5.2 Interview
	5.3 Case study/situation
6. Context of assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting

COMMON COMPETENCIES

UNIT OF COMPETENCY: **DEVELOP AND UPDATE INDUSTRY KNOWLEDGE**

UNIT CODE : **TRS311201**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills and attitude required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge

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ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Seek information on the industry	1.1 **Sources of information** on the industry are correctly identified and accessed
	1.2 **Information to assist effective work performance** is obtained in line with job requirements
	1.3 Specific information on sector of work is accessed and updated
	1.4 Industry information is correctly applied to day-to-day work activities
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry
	2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	Information sources may include but are not limited to : 1.1 media 1.2 reference books 1.3 libraries 1.4 unions 1.5 industry associations 1.6 industry journals 1.7 internet 1.8 personal observation and experience

2. Information to assist effective work performance	2.1 different sectors of the industry and the services available in each sector
	2.2 relationship between the industry and other industries
	2.3 industry working conditions
	2.4 legislation that affects the industry
	    2.4.1 health and safety
	    2.4.2 hygiene
	    2.4.3 workers compensation
	    2.4.4 consumer protection
	    2.4.5 welfare and benefits
	2.5 trade unions, environmental issues and requirements
	2.6 industrial relations issues and major organizations
	2.7 career opportunities within the industry
	2.8 work ethic required to work in the industry and industry expectations of staff
	2.9 quality assurance

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate/ trainee : 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information
2. Underpinning skills	2.1 Time management 2.2 Ready skills needed to access industry information 2.3 Basic competency skills needed to access the internet
3. Underpinning knowledge	3.1 Overview of quality assurance in the industry 3.2 Role of individual staff members 3.1 Industry information sources
4. Resource implications	The following resources MUST be provided: 4.1 Sources of information on the industry 4.2 Industry knowledge
5. Method of assessment	Competency must be assessed through: 5.1 Interview/questions 5.2 Practical demonstration 5.3 Portfolio of industry information related to trainee's work
6. Context of assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY: **PERFORM COMPUTER OPERATIONS**

UNIT CODE   :   **TRS311203**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes and values needed to perform computer operations which includes inputting, accessing, producing and transferring data using the appropriate hardware and software

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Plan and prepare for task to be undertaken	1.1 Requirements of task are determined as per standard operating procedures 1.2 Appropriate **hardware** and **software** is selected according to task assigned and required outcome 1.3 Task is planned to ensure **OH & S guidelines** and procedures are followed
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**
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 3.3 **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 are printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3 Files and data are transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures
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

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 aspects of competency	Assessment requires evidences 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. Underpinning knowledge	2.1 Basic ergonomics of keyboard and computer use 2.2 Main types of computers and basic features of different operating systems 2.3 Main parts of a computer 2.4 Storage devices and basic categories of memory 2.5 Relevant types of software 2.6 General security 2.7 Viruses 2.8 OH & S principles and responsibilities 2.9 Calculating computer capacity
3. Underpinning skills	3.1 Reading skills required to interpret work instruction 3.2 Communication skills
4 Resource implications	The following resources **MUST** be provided: 4.1 Computer hardware with peripherals 4.2 Appropriate software
5. Method of assessment	Competency **MUST** be assessed through: 4.1 Observation 4.2 Questioning 4.3 Practical demonstration
6. Context of Assessment	6.1 Assessment may be conducted in the workplace or in a simulated environment

UNIT TITLE   :   **DEVELOP SELF AS ARTIST**

UNIT CODE   :   **VSA313201**

UNIT DESCRIPTOR :   This unit covers the knowledge, skills and attitudes required to exhibit professional practice that describes development of technical and conceptual skills required to work as a practicing artist. It also deals with communicating effectively and working strategically to achieve planned outcomes as an artist.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	
1. Acquire and develop technical skills	1.1	***Strategies for developing self*** are identified and planned to ensure the development of appropriate technical skills
	1.2	Relevant journals, magazines, catalogues and other media are used to stimulate technical and professional development
	1.3	Capabilities of materials, tools and equipment are tested to develop technical skills
	1.4	Feedback, discussion and evaluation opportunities to continuously improve technical skills are identified and used.
2. Develop conceptual skills and ideas	2.1	Work experiences and ideas are discussed with others to improve own practice.
	2.2	Work of others are studied to stimulate conceptual and ***technical skills*** development
	2.3	***Opportunities to develop skills*** are identified and have participated.
3. Develop own style	3.1	New ideas in making and / or interpreting work are explored and experimented.
	3.2	Technology, where appropriate to expand own practice is explored and used.
4. Evaluate own work	4.1	Constructive criticism is sought and applied to improve own work
	4.2	Work is evaluated against planned strategy and in the context of work of others in order to improve own practice
	4.3	Work processes and practice are adjusted as necessary to improve technical, conceptual and commercial outcomes.
5. Research work opportunities	5.1	***Networks and sources of information*** relating to work opportunities are correctly identified.
	5.2	***Promotional opportunities*** that may helpful in developing career opportunities are identified.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies for developing self	1.1 Working effectively with Assessor / Trainor 1.2 Participating in professional development 1.3 Undertaking training courses 1.4 Practicing 1.5 Participating in relevant groups or associations 1.6 Experimenting 1.7 Communicating with peers 1.8 Being involved in a range of relevant art making activities
2. Technical skills	2.1 Painting and drawing 2.2 Photography 2.3 Sculpture 2.4 Fiber / textile arts, including paper making / paper casting 2.5 Ceramics 2.6 Jewelry 2.7 Designing and making three dimensional objects 2.8 Video 2.9 Printmaking 2.10 Information Technology, including relevant hardware and software
3. Opportunities to develop skills	3.1 Exhibitions 3.2 Lectures, seminars, conferences, symposiums 3.3 Floor talks at galleries 3.4 Competitions 3.5 Master classes 3.6 Professional organizations

4. Networks and sources of information	4.1 Networks
	     4.1.1 Professional associations
	     4.1.2 Alumni organizations
	     4.1.3 Community organizations
	     4.1.4 Collegues and teachers
	 4.2 Sources of Information
	     4.2.1 Gallery listings
	     4.2.2 Job advertisements
	     4.2.3 Websites
	     4.2.4 Word of mouth
	     4.2.5 Art journals
	     4.2.6 Exhibition cataloques and program

5. Promotional opportunities	5.1 Competitions 5.2 Exhibitions 5.3 Community events 5.4 Participation on websites 5.5 Membership of specialization-specific organization 5.6 Applications to funding bodies

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Applied strategies to develop appropriate skills in art practice 1.2 Used discussion and evaluation opportunities to develop technical and conceptual skills 1.3 Demonstrated work practice that develops own style through exploring and experimenting with new ideas in making and / or interpreting work
2. Underpinning knowledge	2.1 Knowledge about theoretical and historical contexts relevant to the area(s) of specialization(s) 2.2 Elements and principles of design 2.3 Physical properties and capabilities of material, tools and equipment and their application 2.4 Awareness of copyright, moral rights and intellectual property issues related to the development of self as artist 2.5 Sources of information relating to work opportunities and career planning 2.6 Visual arts and contemporary craft
3. Underpinning skills	3.1 Literacy skills sufficient to interpret information and communicate ideas 3.2 Discerning and listening to advice from colleagues, experts and audiences
4. Resource implications	The following resources **MUST** be provided: 4.1. Specialized materials, tools and equipment required for each area of specialization and used to develop technical and conceptual skills relevant to art making practice 4.2. Information about relevant artist, their work, ideas and techniques
5. Method of assessment	Competency must be assessed through: 5.1 Observation / Demonstration with oral questioning 5.2 Portfolio 5.3 Third party report
6. Context of assessment	6.1. Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY: **SELECT AND PREPARE WORK FOR EXHIBITION**

UNIT CODE   :   **VSA313202**

UNIT DESCRIPTOR   :   This unit describes the skills and knowledge required to select and prepare work for display or exhibition. The skills and knowledge are not restricted to a particular specialization but apply across all specializations depending on the work context.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Select work to submit for exhibition	1.1 Relevant information on the ***criteria*** is accessed which informs the selection of work for ***exhibition*** 1.2 information on ***criteria*** for display of work is interpreted 1.3 Issues surrounding criteria with relevant individuals/organizations is identified and clarified 1.4 Work is selected in accordance with criteria
2 Organize selected work for exhibition	2.1 ***Completeness*** of work to be displayed is checked and action is taken when required 2.2 Any specific ***requirements for display*** of selected work is determined and taken action in consultation with relevant individuals or organizations 2.3 Relevant steps and processes required to prepare selected work for display is identified 2.4 Work is prepared using appropriate techniques or engage the services of others as required 2.5 Accurate information on work is provided to relevant individuals/organizations in accordance with requirements 2.6 Work is submitted to exhibition curator or display organizer within agreed timeframe and in accordance with other agreed requirements 2.7 ***Assistance for exhibition*** is provided with installation or hanging as required and in accordance with instructions

RANGE OF VARIABLES

VARIABLE	RANGE
1. Exhibition	Exhibition of work occurs in a variety of contexts, including 1.1 Studio spaces 1.2 Local community spaces 1.3 Web sites 1.4 Artist run spaces 1.5 Group exhibition at regional venues 1.6 Retail display 1.7 Contribution to an exhibition via submission to a competition
2. Criteria	Criteria for selection of work for exhibition may include: 2.1 Criteria provided by organizer of exhibition 2.2 Criteria decided by artist, designer or performer 2.3 Size, dimension, theme, medium, number of pieces 2.4 Quality of completed work 2.5 Personal preferences 2.6 Physical characteristics of display area, eg light, ventilation and access
3. Completeness	Completeness of work may involve 3.1 Tidiness/cleanliness 3.2 All elements present 3.3 Touch up requirements satisfied 3.4 Resolution requirements for web presentation
4. Requirements for display	Requirements for display may include: 4.1 Framing 4.2 Cleaning the work 4.3 Attaching fixtures for hanging or mounting 4.4 Selecting and painting plinths 4.5 The display environment, e.g. light, humidity, temperature, power sources 4.6 Accompanying documentation, e.g. consignment notes, artist's statement 4.7 Web site information
5. Assistance for the exhibition	Assistance for the exhibition may involve 5.1 Planning the exhibition space 5.2 Planning the location of work within the space 5.3 Contributing to safely hanging, installing and dismantling work 5.4 Labeling work 5.5 Wrapping/storage of works at the conclusion of the display or exhibition

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate : 1.1 Selected work to submit for exhibition 1.2 Organized selected work for exhibition
2. Underpinning knowledge	2.1 Exhibition, display or presentation contexts relevant to the area of work 2.2 General knowledge about techniques for display or exhibition relevant to the area of work, eg hanging, dismantling 2.3 General knowledge of ways in which space is planned for display or exhibition purposes relevant to area of work 2.4 General knowledge of the elements and principles of design and their specific application to the layout of an exhibition or display 2.5 Awareness of copyright, moral rights and intellectual property issues relevant to exhibitions and display 2.6 Organizational and legislative occupational health and safety issues relating to exhibitions and displays of work and their safe hanging/installing and dismantling 2.7 Literacy skills sufficient to interpret exhibition or display requirements
3. Underpinning skills	3.1 Effective communication skills especially in dealing with other artists, event organizers and staff 3. 2 Ability to select work for submission which is consistent with the criteria for the exhibition or display 3.3 Planning and organizing work and materials for exhibition 3.3 Practice of good time management 3.5 Ability to handle telephone or face to face inquiries and conversations regarding work for exhibition
4. Resource implications	The following resources **MUST** be provided: 4.1 Telephone, fax machine, internet, etc. 4.2 Access to the materials, resources and equipment needed to prepare work for exhibition and to assist to safely hang and/or install and dismantle an exhibition or display 4.3 Work samples for exhibition
5. Method of assessment	Competency **MUST** be assessed through: 5.1 Demonstration with questioning 5.2 Portfolio 5.3 Third party report
6. Context of assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

CORE COMPETENCIES

UNIT OF COMPETENCY : **APPLY TECHNIQUES TO PRODUCE DRAWINGS**

UNIT CODE : **VSA245301**

UNIT DESCRIPTOR : This unit describes the skills and knowledge required to use techniques, materials and tools for the production of drawings. As such the unit covers general knowledge and the application of basic techniques

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Prepare and maintain physical resources to produce drawings	1.1 ***Tools and materials*** required for the production of drawings. are identified and selected without error 1.2 Tools and materials are prepared, cleaned and maintained in accordance with relevant ***workplace procedures and safety requirements.*** 1.3 ***Organization and maintenance of work spaces*** are in accordance with relevant workplace procedures and safety requirements so that it remains clean and safe. 1.4 Tools and materials are stored in accordance with relevant workplace procedures and safety requirements.
2. Use and test drawing techniques	2.1 ***Drawing techniques*** for the production of drawings are used in accordance with relevant workplace procedures and safety requirements. 2.2 Nominated or ***testing techniques*** to determine the capability of the technique and its application are used and tested.
3. Produce the drawings	3.1 ***Concept for the proposed drawings*** is determine based on own ideas or supplied information. 3.2 Steps and resources required to produce the proposed drawings are identified based on requirements. 3.3 Appropriate tools and materials are selected for the specific drawings. 3.4 Quantities of materials required are calculated without error and wastes are minimized where possible. 3.1 Techniques, tools and materials are used in accordance with relevant workplace procedures and safety requirements to produce the final drawings. 3.2 Drawing is produced in accordance to customer requirements

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools	1.1 Brushes 1.2 Pencils 1.3 Eraser 1.4 Triangles 1.5 Ruler 1.6 Digital equipment, software and printer, discs, CDs.
2. Materials	Materials for drawing may include: 2.1 Paper 2.2 Inks and colors 2.3 Glue and paste
3. Drawing techniques	3.1 Linear marks of differing intensity and character, e.g. thick, sharp, thin, curvilinear, soft (side of pencil or crayon) 3.2 Tonal range to produce illusion of 3D form 3.3 Linear marks to produce illusion of 3D form 3.4 Simple linear perspective through the use of a vanishing point 3.5 Using mixed drawing media and a range of techniques to produce drawings
4. Testing techniques	Testing techniques may include: 4.1 Exploring techniques by making practice pieces 4.2 Making samples applying nominated techniques 4.3 Experimenting directly with work in progress.
5. Organization and maintenance of the work spaces	Organization and maintenance of the work space may relate to: 5.1 Lighting (natural and artificial) 5.2 Wet and dry areas 5.3 Ventilation 5.4 Work tables, 5.5 Light tables 5.6 Ample voltage regulated power supply
6. Concept for the proposed drawings	The concept for the proposed drawings may be influenced by: 6.1 Subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns 6.2 Elements and Principles of Design.

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate 1.1 Prepared and maintained physical resources to produce drawings 1.2 Used and tested drawing techniques 1.3 Produced the drawings
2. Underpinning knowledge and attitude	2.1 General knowledge of physical properties and capabilities of the most commonly used materials and tools used in drawings 2.2 General knowledge of different styles of drawing and the work of key practitioners 2.3 Overview knowledge of the formal elements and principles of design 2.4 Introductory knowledge of the historical and theoretical contexts for drawing 2.5 Typical work space and tool requirements for the production of different types of drawings 2.6 Cleaning and maintenance techniques for tools used in drawing 2.7 Awareness of copyright, moral rights and intellectual property issues 2.8 Environmental issues associated with the tools and materials used in drawing 2.9 Organizational and legislative Occupational Health and Safety procedures in relation to drawing 2.10 Literacy skills sufficient to read product safety labels 2.11 Numeracy skills sufficient to calculate quantities. 2.12 Observing proper work process and deadlines 2.13 Work ethics and courtesy to co-workers
3. Underpinning skills	3.1 Use and maintenance of drawing tools and materials 3.2 Application of different styles of drawings 3.3 Application of different drawing techniques and testing nominated techniques 3.4 Application of different concept for the proposed drawing 3.5 Calculating measurements 3.6 Communicating ideas and information
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace: real or simulated work area 4.2 Appropriate tools and equipment 4.3 Supplies and materials
5. Method of assessment	Competency **MUST** be assessed through: 5.1 Observation of drawing in progress 5.2 Demonstration of skills using required tools, equipment and materials to produce a minimum of one drawing 5.3 Portfolio 5.4 Third Party Workplace Report
6. Context of assessment	6.1 Competency elements must be assessed on the job or in a simulated environment. 6.2 Assessment of this unit requires access to the materials, resources and equipment needed to produce drawings.

UNIT OF COMPETENCY :   **SOURCE C0NCEPT FOR OWN WORK**

UNIT CODE   :   **VSA245302**

UNIT DESCRIPTOR   :   This unit describes the skills and knowledge required to source and organizes information to assist in the development of the concept for work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process. In practice, this unit is always integrated with the actual production of work, as described in various specialization units. This work would usually be carried out under supervision

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Source concept	1.1 ***Information sources*** are identified and collected relevant to ideas for the concept 1.2 ***Organized information*** are collected in a way which helps the development of the concept
2.Review information for application to own work	2.1 ***Reviewed information*** are used to clarify ideas for the concept 2.2 Select final option for the concept based on information.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	Information sources may include: 1.1 Family stories 1.2 Oral history 1.3 Myths and legends, including religious 1.4 Books, magazines, poems 1.5 Photographs and other artworks 1.6 Music and/or film/video 1.7 Direct observation of the natural or man-made environment
2. Organized information	Organized information may include: 2.1 written and/or visual diary 2.2 scrapbook of images 2.3 file
3. Reviewed information	Reviewed information may include consideration of: 3.1 Objective of the work 3.2 Client requirements 3.2 cultural and religious sensibility 3.3 aesthetic appeal 3.4 Industry standards

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate 1.1 Developed concept for work through the process of collecting, organizing and reviewing information
2. Underpinning knowledge and attitude	2.1 General knowledge of a limited range of sources of information to assist the development of the concept for own work 2.2 Overview knowledge of the elements and principles of design to assist the development of the concept for own work 2.3 General knowledge about other artists and concept development for their work 2.4 Introductory knowledge about theoretical and historical contexts to assist the development of the concept for own work 2.5 Awareness of copyright, moral rights and intellectual property issues relevant to development of concept for own work
3. Underpinning skills	3.1 Interpret simple technical data which assists the development of the concept for own work 3.2 Literacy skills sufficient to source, organize and review information to assist the development of the concept for own work
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace: real or simulated work area 4.2 Assessment of this unit requires access to the materials, resources and equipment needed to seek, organize and review information.
5. Method of assessment	Competency **MUST** be assessed through any or a combination of the following: 5.1 Demonstration with questioning of skills through the development of a concept for a piece of work 5.2 Portfolio 5.3 Third Party Workplace Report
6. Context of assessment	6.1 Competency elements must be assessed on the job or in a simulated environment. 6.2 Assessment of this unit requires access to the materials, resources and equipment needed to produce drawings.

UNIT OF COMPETENCY : **DEVELOP AND ARTICULATE CONCEPT FOR OWN WORK**

UNIT CODE : **VSA245303**

UNIT DESCRIPTOR : This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process and includes the need to review information to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialization units. (This unit both encompasses and goes beyond unit -Source concept for own work.)

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1 Develop concept	1 1.Relevant *information* are identified and collected from a range of sources 1.2 Collected *information are organize* in a way which assists in *concept* development 1.3 Collected *information are reviewed* and selected for possible concepts for work 1.4 Final concept is selected based on collected information and ideas and intentions for own work
2. Articulate concept	2.1 A way of presenting the concept is chosen, based on nature of work and *context for communication* 2.2 Clear information is provide to others about the concept, including information and ideas used 2.3 *Feedback on concept is sought and reviewed* for possible inclusion in the concept

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	Information sources may include: 1.1 Family stories 1.2 Oral history 1.3 Myths and legends (including religious) 1.4 Books, magazines, poems 1.5 Photographs and other artworks 1.6 Music and/or film/video 1.7 Direct observation of the natural or built environment
2. Information are organized	Organized information may include: 2.1 Written and/or visual diary 2.2 Scrap book of images 2.3 File (may be digital)
3. Concept	The concept may include: 3.1 Subject mater or theme for the work, e.g. the body; identity; land and place; 3.2 Political, cultural or social issues; spiritual concerns 3.3 Elements and principles of design 3.4 Relationship to a theoretical and historical context
4. Information are reviewed	Reviewed information may include consideration of: 4.1 Objective of the work 4.2 Client requirements 4.3 cultural and religious sensibility 4.4 aesthetic appeal 4.5 Industry standards 4.6 Innovativeness
5. Communication	A communication method may include any or all: 5.1 Oral (which may include song) 5.2 Visual and oral 5.3 Written and visual 5.4 Written
6. Context for communication	The context for communication may relate to: 6.1 People to whom the concept is being presented 6.2 How the concept is being presented 6.3 Why the concept is being presented 6.4 Cultural issues surrounding presentation 6.5 Physical limitations
7. Feedback on concept are sought and reviewed	Reviewing feedback may involve: 7.1 Making notes 7.2 Discussion with others

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate 1.1 Develop concept through the process of collecting, organizing and reviewing information to select final option for the concept 1.2 Communicate effectively with others about the development of the concept
2. Underpinning knowledge and attitude	2.1 General knowledge of a range of sources of information to assist in the development of the concept for own work 2.2 General knowledge of suitable communication methods to present the concept for own work 2.3 Overview knowledge of the elements and principles of design to assist in the development of the concept for own work 2.4 General knowledge about other artists and concept development for their own work 2.5 Introductory knowledge about theoretical and historical contexts to assist in concept development for own work 2.6 Awareness of copyright, moral rights and intellectual property issues to assist in the development of the concept for own work 2.7 Openness to suggestion and criticisms
3. Underpinning skills	3.1 Literacy skills sufficient to source, organize, and review a range of information for the development of the concept for own work 3.2 Use and maintenance of drawing tools and materials
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace: real or simulated work area 4.2 Access to the materials, resources and equipment needed to seek, organize and review information for the development of the concept for own work. It also requires access to appropriate resources suitable to present the concept for own work.
5. Method of assessment	Competency **MUST** be assessed through any or a combination of the following: 5.1 Demonstration of skills through the development and presentation of a concept for a piece of work 5.2 Portfolio with presentation 5.3 Third Party Workplace Report
6. Context of assessment	6.1 Competency elements must be assessed on the job or in a simulated environment. 6.2 Assessment of this unit requires access to the materials, resources and equipment needed to produce drawings.

UNIT OF COMPETENCY : **USE DRAWING TECHNIQUES TO REPRESENT OBJECT OR IDEA**

UNIT CODE : **VSA245304**

UNIT DESCRIPTOR : This unit describes the skills and knowledge required to visually represent objects or ideas. At this level, drawing techniques would be basic. This is a core unit which complements all specialization units. It is different from the drawing specialization units which focus on drawing as an art form. This work would usually be carried out under supervision.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Prepare for drawing	1.1 **Tools and materials** required are correctly identified for basic drawing **techniques** 1.2 Appropriate tools and materials are selected for basic drawing techniques
2 Use basic drawing techniques	2.1 A limited range of techniques are applied to come up with interpretation of **objects or ideas** 2.2 Tools and materials are handled and used safely

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tools and materials	Tools and materials may include: 1.1 Pencils and/or charcoal 1.2 pigments, colors and inks 1.3 a range of papers 1.4 board 1.5 measuring tools (ruler, protractor, etc)
2. Techniques,	Techniques may include: 2.1 Linear marks of differing character 2.2 Tonal ranges to produce illusion of form in space 2.3 Linear marks to produce illusion of form in space 2.4 Simple linear perspective 2.5 Application of pigment, colors and/or inks
3. Objects and ideas	The objects and ideas may include: 3.1 Emotion 3.2 Company image 3.3 Story or poem 3.4 Opinion 3.5 Communication theme 3.6 Product quality

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Produced more than one drawing which represents the object or idea and which shows command of the basic technique/s used
2. Underpinning knowledge and attitudes	2.1 General knowledge of the physical properties and capabilities of the most commonly used materials and tools for drawing 2.2 General knowledge of different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea 2.3 Overview knowledge of the elements and principles of design 2.4 Awareness of copyright, moral rights and intellectual property issues and legislation in environmental and occupational health and safety issues associated with the tools and materials used in drawing work
3. Underpinning skills	3.1 Using drawing tools, equipment and materials 3.2 Applying different principles of design and elements in drawing 3.3 Applying different approaches to drawing 3.4 Communication skills to gather and convey ideas and concept 3.5 Computing and converting units of measurements for dimension, sizes and quantity
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace: real or simulated work area 4.2 Access to the materials and resources needed to apply basic drawing techniques
5. Method of assessment	Competency **MUST** be assessed through any or a combination of the following: 5.1 Observation with oral questioning before or after the task 5.2 Demonstration with oral questioning before or after the task 5.3 Portfolio presentation 5.4 Third Party Workplace Report
6. Context of assessment	6.1 Competency elements must be assessed on the job or in a simulated environment. 6.2 Assessment of this unit requires access to the materials, resources and equipment needed to produce drawings.

UNIT OF COMPETENCY : **PREPARE, STORE AND MAINTAIN FINISHED WORK**

UNIT CODE   : **VSA245305**

UNIT DESCRIPTOR   : This unit describes the skills and knowledge required to select finished work for storage, to assess its needs for storage and to protect, store and maintain it.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables
1. Assess finished work for storage	1.1 **Criteria for the selection of finished work** to be stored and storage requirements is determined 1.2 Finished work is assessed and selected based on the identified criteria for their storage 1.3 **Storage requirement for selected finished** work is decided based on the criteria
2. Store finished work	2.1 **Protective materials** and conditions for storage is identified and selected 2.2 Finished work for storage is organized and protective materials are applied on finished work. 2.3 Finished works are stored in allocated or **selected storage space** following **company standard operating procedure** and criteria
3. Maintain stored work	3.1 Accurate and complete **records** of stored finished work is prepared and maintained 3.2 Condition of finished work in the storage is monitored and reviewed in accordance with requirement for different types of work

RANGE OF VARIABLES

VARIABLE	RANGE
1. Criteria for the selection of finished work	Criteria for finished work may include: 1.1 Number, quantity, size 1.2 Quality of work 1.3 Usefulness in the future 1.4 Available space 1.5 Personal affinity to the pieces of work 1.6 Exemplar potential of the work 1.7 Archival values 1.8 Uses of work
2. Storage requirement for selected finished	Storage needs based on the condition of the work may include 2.1 Simple repairs prior to storage, e.g. to mounted materials 2.2 Stabilizing any damage to prevent deterioration in storage 2.3 Consideration of archival values 2.4 Deciding on the best form of storage for that work in its condition
3. Protective materials	Appropriate protective materials may include those that respond to: 3.1 Fragility (padding, tissue, bubble wrap, box framing) 3.2 Characteristics of the materials used in the work (acid free wrapping/mount board, water absorbent, reflective,) 3.3 Form of the artwork (upright, flat) 3.4 Archival materials 3.5 Negative sleeves 3.6 Folders 3.7 Enclosures 3.8 CD cases
4. Selected storage space	Storage space should enable the safe storage of finished work and may include consideration of: 4.1 Dampness, humidity 4.2 Light, fading 4.3 Archival values 4.4 Electromagnetic fields 4.5 Dust 4.6 Light sensitive characteristics of the images 4.7 Insect, fungal and molds

VARIABLE	RANGE
5. Company standard operating procedure	Company standard operating procedure may include 5.1 Workplace procedures which may relate to such things as safety, process-specific procedures, use of materials, recycling, cost control, reporting 5.2 Verbal instructions 5.3 Protocols for the recording and registration of stored work, including ethical considerations
6. Records	Records may include: 6.1 Labeling of work (number, title, medium, year produced) 6.2 Register of all stored and finished work, e.g. date and usage of photographic material 6.3 List of stored finished work 6.4 Electronic records, e.g. including image archiving software 6.5 Slide library 6.6 Model release 6.7 Permits, contracts containing conditional usage requirements

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Assessed finished work for storage 1.2 Stored finished work 1.3 Maintained stored work
2. Underpinning knowledge and attitude	2.1 Knowledge on archival principles and values 2.2 Physical properties and capabilities of a range of materials suitable for protection and storage of work (relevant to type of work) 2.3 Record keeping systems appropriate for storage and retrieval 2.4 Safe storage requirements for the finished work (relevant to type of work) 2.5 Awareness of copyright, moral rights and intellectual property issues for the storage and maintenance of stored work 2.6 Environmental issues associated with equipment, tools and materials required for the protection and storage of the finished work (relevant to type of work) 2.7 Organizational and legislative occupational health and safety procedures in relation to storage and maintenance of finished work 2.8 Literacy skills sufficient to interpret information related to protection, storage and maintenance of finished work 2.9 Numeracy skills sufficient to calculate material requirements for protection, storage and maintenance needs for finished work
3. Underpinning skills	3.1 Packaging of finished works using appropriate protective materials 3.2 Preparing inventory listing of finished work for storage including finished work description or abstract, size, quantity 3.3 Performing housekeeping of the storage spaces 3.4 Computing and converting units of measurements, sizes and quantities 3.5 Performing record keeping and monitoring of stored finished work 3.6 Applying techniques and processes in preparing, storing, labeling, register and maintain finished work
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace: real or simulated work area 4.2 Appropriate tools and equipment 4.3 Supplies and materials
5. Method of assessment	Competency may be assessed through: 5.1 Direct observation of the tasks with questioning 5.2 Interview 5.3 Portfolio 5.4 Third Party Report
6. Context of assessment	6.1 Competency elements must be assessed in a safe working environment and in accordance with the approved industry OHS regulations 6.2 Assessment of this unit requires access to the materials, resources and equipment needed to undertake the preparation of finished work for storage, protection and maintenance.

SECTION 3   TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **ILLUSTRATION NC II**.

3.1   CURRICULUM DESIGN

Course Title: **ILLUSTRATION**   NC Level: **NC II**

Nominal Training Duration **234 hours**

Course Description:

This qualification is designed to develop knowledge, desirable attitudes and skills the ILLUSTRATION NC II qualification. It consists of competencies that a person must achieve in enhancing writings by providing a visual representation that corresponds to the content of the associated text. The illustration may be intended to clarify complicated concepts or objects that are difficult to describe textually, or the illustration may be used to express emotion, or perception of things and ideas as in greeting cards, or cover art or interior art for books and magazines, or for advertisement, as on posters. The illustrator may specialize in a specific type and/or medium of drawings, e.g. realistic or cartoon drawings, using poster colors, pencil, etc. using traditional or digital or combination of digital and traditional methods.

To obtain this, all units of competency prescribed for this qualification must be achieved.

BASIC COMPETENCIES
(18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information 1.2 Complete relevant work related documents 1.3 Participate in workplace meeting and discussion	• Group discussion • Interaction • Lecture • Reportorial	• Written test • Practical/ performance test • Interview
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	• Group discussion • Interaction • Lecture • Case studies • Simulation	• Written test • Practical/ performance test • Interview • Observation of work activities • Observation through simulation or role play • Case studies and scenarios

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals 3.2 Set and meet work problems 3.3 Maintain professional growth and development	• Interactive lecture • Simulation • Demonstration • Self paced instruction • Group discussion • Structured activity • Film viewing • Role play	• Role play • Interviews • Written test • Demonstration • Portfolio assessment
4. Practice occupational health and safety	4.1 Identify hazards and risks 4.2 Evaluate hazards and risks 4.3 Control hazards and risks 4.4 Maintain occupational health and safety (OHS) awareness	• Interactive-lecture • Simulation • Symposium • Group Dynamics • Situation analysis • Film viewing • Self pace instruction	• Case/Situation analysis • Interview • Practical examination • Written exam • Simulation • Demonstration • Portfolio assessment

COMMON COMPETENCIES
(14 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Develop and update industry knowledge	1.1 Identify and access key sources of information on the industry 1.2 Access, apply and share industry information 1.3 Update continuously relevant industry knowledge	• Lecture/ • Individual/ Group assignment • Group discussion	• Interview / Questions • Individual/ Group project or report
2. Perform computer operation	2.1 Identify and explain the functions, general features and capabilities of both hardware and software 2.2 Prepare and use appropriate hardware and software according to task requirements 2.3 Use appropriate devices and procedures to transfer files/ data 2.4 Produce accurate and complete data according to the requirements	• Lecture • Group discussion • Tutorial or self-pace	• Demonstration • Observation • Interviews/ Questioning

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	2.5 Maintain computer system		
3. Develop self as an artist	3.1 Identify and apply strategies to develop appropriate skills in art practice 3.2 Use discussion and evaluation opportunities to develop technical and conceptual skills 3.3 Develop own style through exploring and experimenting with new ideas in making and/or interpreting work	• Lecture • Group discussion • Individual/ Group assignment	• Interviews/ Questioning • Individual/ Group project or report
4. Select and prepare work for exhibition	4.1 Identify the organizer and its criteria for selection of work for exhibition 4.2 Select and organize work to submit for exhibition	• Lecture • Group discussion	• Interview • Demonstration • Direct observation

CORE COMPETENCIES
(202 hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Apply techniques to produce drawings	1.1 Draw basic shapes with illusion of volume 1.2 Draw figures and objects from basic shapes 1.3 Draw basic shapes to proportion according to job requirement 1.4 Draw figures and objects to proportion according to job requirement 1.5 Draw human figures	• Lecture • Demonstration • Practical exercises • On-the-spot drawing	• Direct observation • Evaluation of final output • Actual drawing test
2. Source concept for own work	2.1 Source drawing concept 2.2 Review information for application to own work	• Lecture • Demonstration	• Direct observation of candidate at work • Interview • Practical examination
3. Develop and articulate concept for own work	3.1 Develop the concept 3.2 Articulate the concept	• Lecture • Demonstration	• Direct observation of candidate at work • Interview • Practical examination
4. Use drawing techniques to represent object of idea	4.1 Prepare for drawing 4.2 Use basic drawing techniques	• Lecture • Demonstration	• Direct observation of candidate at work • Interview • Practical examination
5. Prepare, store and maintain finished work	5.1 Assess finished work for storage 5.2 Store finished work 5.3 Maintain stored work	• Lecture • Demonstration	• Direct observation of candidate at work • Interview • Practical examination

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components
- Training program allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Training programs are registered with UTPRAS.

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 may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- 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, or audio, video or computer technologies.
- Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

3.3 TRAINEE ENTRY REQUIREMENTS

This section specifies the qualifications of trainees and educational experience. Other requirements like health and physical requirements are also stated. Passing entry written examinations may also be indicated if necessary.

- With good moral character;
- Able to communicate both orally and in written; and
- With arts inclination

3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS ILLUSTRATION NC II

Recommended list of tools, equipment and materials for the training of 25 trainees for ILLUSTRATION – NC II

TOOLS		EQUIPMENT		MATERIALS	
Qty.	Item	Qty.	Item	Qty.	Item
25 pcs.	• Pencil, B	25 units	• Drawing tables	1 lot	• Set of Comics Manuscript
25 pcs.	• Pencil, HB	10 units	• Computer with table and chair		Collection of:
50 pcs.	• Brush #3	3 units	• Scanner	1 lot	• Poems
25 pcs.	• UniPin 0.2mm	5 units	• Tablet	1 lot	• Short story
25 pcs.	• Unipins 0.5mm	2 units	• Printer, laser	1 lot	• Feature articles
25 pcs.	• Eraser (for ink & pencil)	1 license for training	Software Applications:	50 pcs.	• Illustration board 10" x 15" (inches)
25 bottles	• India ink		• Photoshop	125pcs.	• Vellum paper, A4 white
25 sets	• Water color		• Freehand		
25 sets	• Acrylic of Oil paint		• Illustrator		
25 sets	• Craypas				
25 sets	• Colored pencil				
25 pcs.	• Triangle 30/60 degrees				
25 pcs.	• Triangle 45 degrees				
25 pcs.	• Ruler, 12"				
25 pcs.	• Compass				
25 pcs.	• Pentel (Sharpie)				
25 pcs.	• Pentel (Regular Pilot)pens				
25 pcs.	• Felt pen, fine pt. black				
50 bottles	• Small (medicine) bottle/container for water used in painting				

3.5 TRAINING FACILITIES- ILLUSTRATION NC II

Based on a class size of 25 students/trainees

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS
A. Air-conditioned room with drawing tables and chairs with natural & artificial lighting and ample voltage regulated power supply	6 x 10 x 3 (Ceiling height)	60.0	60.00
B. Learning Resource Center	3 x 5	15.0	15.00
C. Tools/Storage area	4 x 4	16.0	16.00
D. Wash, Toilet and Locker Room	4 x 3	12.0	12.00
E. Administrative/ Reception Area	4 x 6	24.0	24.00
TOTAL AREA			127.00
Circulation Area	30% (A+B+C+D+E)		38.00
TOTAL AREA			165.00

3.6 TRAINER'S QUALIFICATIONS FOR ILLUSTRATION NC II
TRAINER QUALIFICATION (TQ II)

- Must be a holder of ILLUSTRATION NC II or equivalent qualification
- Must have undergone training on Training Methodology II (TM II) or equivalent in training/experience
- Must be computer literate
- Must be physically and mentally fit
- *Must have at least 2 years job/industry experience
- Must be a civil service eligible (for government position or appropriate professional license issued by the Professional Regulatory Commission)

  * Optional. Only when required by the hiring institution.
Reference: TESDA Board Resolution No. 2004-03

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

4.2 Individual aspiring to be awarded the qualification of ILLUSTRATION NC II must demonstrate competency in all the following core units of the Qualification through a single project-type assessment. Candidates may apply for assessment in any accredited assessment center.

PREPARE COMICS ILLUSTRATION AND ART WORK
- Apply Techniques to Produce Drawings
- Source Concept for Own Work
- Develop and Articulate Concept for Own Work
- Use Drawing Techniques to Represent Object or Idea
- Prepare, Store and Maintain Finished Work

Successful candidates shall be awarded National Certificate Level II in Illustration.

4.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.4 The following are qualified to apply for assessment and certification

4.5.1 Graduates of formal, non-formal and informal including enterprise-based training programs

4.5.2 Experienced workers (wage employed or self employed)

4.5 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTOQCS)".

Annex A

COMPETENCY MAP FOR VISUAL ARTS

ILLUSTRATION NC II

CORE UNITS OF COMPETENCY

Operate camera and compose a subject	Present finished products	Set up technical / complicated lighting system	Innovate new photography techniques
Set up studio lights, equipment and accessories	Operate medium and large format camera	Update knowledge on camera hardware and software	Establish networks and markets in photography
Perform post capture processing	Use advance editing software	Manage operation of photography business	Train and supervise personnel in photography

Apply Techniques to Produce Drawings	Source Concept for Own Work	Develop and Articulate Concept for own Work	Use Drawing Techniques to Represent the Object or Ideas	Prepare, Store and Maintain Finished Work

COMMON UNITS OF COMPETENCY

Develop Self as an Artist	Develop and Update Industry Knowledge	Perform Computer Operations	Provide Effective Customer Service	Select and Prepare Work for Exhibition

BASIC UNITS OF COMPETENCY

Receive and Respond to Workplace Communication	Participate in Workplace Communication	Lead Workplace Communication	Use mathematical concepts and techniques	Develop Team and Individual
Work With Others	Work in a Team Environment	Lead Small Team	Solve Workplace Problems Related to Work Activities	Apply Problem Solving Techniques in the Workplace
Practice Career Professionalism	Practice Occupational Health and Safety	Develop and practice negotiation skills	Use relevant technologies	Plan and Organize Work

DEFINITION OF TERMS

1.	**Cartoon illustration**	A visual interpretation of an idea using exaggerated proportions
2.	**Realistic illustration**	A visual interpretation of an idea using realistic proportions or images
3.	**Stylized illustration**	A visual interpretation with features of both, one of or neither cartoon and realistic illustrations
4.	**Illustrator**	An artist who prepares a visual two-dimensional or flat-surface interpretation of an idea or a written work
5.	**Subject**	Refers to idea or source of the illustration
6.	**Drawing techniques**	Style and method of drawings used by illustrators
7.	**Medium**	Refers to materials and tools used to execute an illustration, e. g., computer, ink, water color
8.	**Traditional drawing**	Manual method of illustration using pencil, pen, brush, watercolor, poster colors, etc
9.	**Digital drawing**	Electronic method of illustration using computer, hardware and software accessories
10.	**Visual representation**	May refer to the finished product in the form of an illustration

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List of Published Training Regulations

- ❑ Animal Production NC II
- ❑ Aquaculture NC II
- ❑ Automotive Body Painting/Finishing NC II
- ❑ Automotive Engine Rebuilding NC II
- ❑ Automotive Servicing NC II
- ❑ Bartending NC II
- ❑ Building Wiring Installation NC II
- ❑ Carpentry NC II
- ❑ Commercial Cooking NC II
- ❑ Computer Hardware Servicing NC II
- ❑ **ILLUSTRATION NC II**
- ❑ Deck Seafaring NC II
- ❑ Dressmaking NC II
- ❑ Driving NC II
- ❑ Engine Seafaring NC II
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