



***National Competency Standards Level-5 for “Media Production”***



**National Competency Standards Level-5 for “Media Production”**



**National Vocational and Technical Training Commission (NAVTTTC),  
Government of Pakistan**



## National Competency Standards Level-5 for “Media Production”



### ACKNOWLEDGEMENTS

National Vocational and Technical Training Commission (NAVTTTC) extends its gratitude and appreciation to many representatives of business, industry, academia, government agencies, Provincial TEVTAs, Sector Skill Councils and trade associations who spared their time and expertise to the development and validation of these National Vocational Qualifications (Competency Standards, Curricula, Assessments Packs and related material). This work would not have been possible without the financial and technical support of the TVET Sector Support Programme co-funded by European Union, Norwegian and German Governments implemented by GIZ Pakistan. NAVTTTC is especially indebted to *Dr. Muqem ul Islam*, who lead the project from the front. The core team was comprised on:

- *Dr. Muqem ul Islam*, Director General (Skills, Standards and Curricula) NAVTTTC
- *Mr. Muhammad Naeem Akhtar*, Senior Technical Advisor TSSP-GIZ,
- *Mr. Muhammad Yasir*, Deputy Director (SS&C Wing) NAVTTTC
- *Mr. Muhammad Ishaq*, Deputy Director (SS&C Wing) NAVTTTC
- *Mr. Muhammad Fayaz Soomro*, Deputy Director (SS&C Wing) NAVTTTC

NAVTTTC team under the leadership of Dr. Muqem ul Islam initiated development of CBT & A based qualifications of diploma level-5 as a reform project of TVET sector in November 2018 and completed 27 NVQF diplomas of Level-5 in September, 2019. It seems worth highlighting that during this endeavor apart from developing competency standards/curricula in conventional trades new dimensions containing high-tech trades in TVET sector in the context of generation IR 4.0 trades have also been developed which inter alia includes Robotics, Mechatronics, artificial intelligence, industrial automation, instrumentation and process control. Moreover, trades like entrepreneurship, green/environmental skills and variety of soft/digital skill have also been developed to equip the Pakistani youth with skills set as per requirement of the global trends. These skills have been made integral part of all the 27 diplomas.



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Nobody has been more important in the pursuit of this project than Dr. Nasir Khan, Executive Director, NAVTTTC, whose patronage and support remain there throughout the development process and lastly to thanks specially to Syed Javed Hassan, Chairman NAVTTTC and Raja Saad Khan, Deputy Team Lead TSSP-GIZ who made it happened in this challenging time.



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CS3	Identify & Implement Workplace Policy & Procedures
CS4	Analyze and Develop Workplace Policy and Procedures
CS5	Undertake The Work Ethics Project



## 1. INTRODUCTION

Media and film production are the most popular field in current century. There is a highest overall job-market demand in different fields of media. Every field has variety of opportunities for individual. The course surveys the main topics in the field and introduces students to a variety of analytical perspectives. Media Studies covers all the formats related to Television and Film production such as drama, music programs, news, documentaries etc. This course will cover script/screen writing, videography / cinematography, editing and post production and animation etc.

This qualification is an industry recognized credential which helps trainees to excel in designing career—providing benefits to both individual and employer. This qualification provides reliable validation of skills and knowledge and can lead to accelerated professional development, improved productivity, and enhanced credibility. To meet Job Market Demand there is a need to strengthen and promote productive working relationship between the training providers and the industry to enhance quality of training delivery, enterprise competitiveness and access to decent employment. Provision contained in existing National Vocational Qualification Framework (NVQF) for various qualifications inter alia Media production trade has been identified for review and the further development of the missing levels, skills set and industry demanded occupational competencies. Further, this occupation has been developed in response to the demands of labor market and national priorities with the involvement of industry at key stages in the development process.

This course is designed for trainees who have grown up in a rapidly changing global multimedia environment and intend to become more skilled and technically equipped. Through an interdisciplinary comparative and historical lens, the course defines wide media spectrum. The main elements in the development of this qualification include; competency standards, structure, level, time allocation in credit hours, Tools and equipment's as per National Vocational Qualification Framework (NVQF) Development Manual 1 using the competency-based training an assessment-approach.



## **2. PURPOSE OF THE QUALIFICATION**

The purpose of this qualification is to set professional standards for Media jobs. These national qualifications will support training providers in enhancing the quality of training and assessment in Pakistan. The specific objectives of developing these qualifications areas under:

- Improve the overall quality of training delivery and setting national bench marks for trainees in the country,
- Provides flexible pathways and progression to learners enabling them to receive relevant, up-to-date and recent skills,
- Provides basis for competency-based assessment recognized and accepted by industry, nationally and internationally,
- Establishes standardized and sustainable system of training for trainees

## **3. DATE OF VALIDATION**

This national qualification has been validated by the Qualifications Validation Committee (QVC) on May 23, 2019 and remains valid for 10 years

## **4. DATE OF REVIEW**

This National Qualification shall be reviewed in May, 2022

## **5. ENTRY REQUIREMENTS**

The entry requirements for this qualification are:

- Level-4 certified in the same qualification
- Matric (Science)



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### 6. QUALIFICATIONS DEVELOPMENT COMMITTEE

The Qualifications Development Committee consisted of following members:

Sr.No	Name & Designation	Organization
1.	Dr. Haseeb Ur Rehman	CEO, Institute of Media Sciences Islamabad
2.	Prof Dr. Zafar Iqbal	Chairman, Department of Media & Communication Studies, International Islamic University Islamabad (IIUI)
3.	Dr. Shabir Hussain	Associate Professor, Bahria University
4.	Dr. Ayesha Qamar	Asst. Professor, Fatima Jinnah Women University, Rawalpindi
5.	Ihsan Qadir Hashmi	Chief Executive, IQ Hightech, Islamabad (former Director News and Current affairs PTV)
6.	Shakeel Adnan Hashmi	Senior Producer (PTV)
7.	Akmal Ghumman	Senior Writer/ Producer, Radio Pakistan
8.	Uzair Ahmad	Senior Producer, PTV Home
9.	Sarwar Muneer Rao	Columnist, Nawai-e-Waqt, (former Director News, PTV)
10.	Salman Mubarik	Director of Photography 92 News Channel
11.	Sadia Zafar	Instructor (DACUM) facilitator
12.	Arshad Hassan	Vice Principal, National Training Bureau





**7. QUALIFICATION VALIDATION COMMITTEE**

S.No.	Name & Designation	Organization
1.	Dr. Haseeb ur Rehman	CEO, Institute of Media Sciences Islamabad
2.	Dr. Ayesha Qamar	Asst. Professor, Fatima Jinnah Women University, Rawalpindi
3.	Ihsan Qadir Hashmi	Chief Executive, IQ Hightech, Islamabad (former Director News and Current affairs PTV)
4.	Ms. Jawaria Qazi	Web Administrator, Punjab Board of Technical Education, Lahore
5.	Ms. Uzma Adrees	DACUM Facilitator
6.	Fayaz A. Soomro	Deputy Director (Technical Education), NAVTTC HQs, Islamabad
7.	Engr. Rashid Ali Khan	Assistant Professor, Govt College of Technology, Dera Ismail Khan, KP- TEVTA

**8. REGULATIONS FOR THE QUALIFICATION AND SCHEDULE OF UNITS**

Not Applicable



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SUMMARY OF COMPETENCY STANDARDS				
Code	Competency Standards	Level	Credits	Category
0211-AVT&MP	Develop News and Current Affairs Programme	4	3	Technical
0211-AVT&MP	Carryout Radio broadcast	4	3	Technical
0211-AVT&MP	Develop Script	4	3	Functional
0211-AVT&MP	Social Media	4	3	Functional
0211-AVT&MP	Audio engineering	4	3	Functional
0211-AVT&MP	Video Production	4	3	Technical
0211-AVT&MP	Videography	4	3	Technical
0211-AVT&MP	Lightning techniques	4	3	Technical
0211-AVT&MP	editing and Production	4	3	Technical
0211-AVT&MP	Drama production	4	3	Technical
0211-AVT&MP	Graphics tool for video media	4	3	Technical
0211-AVT&MP	jib quad copter	4	3	Technical
0211-AVT&MP	Maya for beginners	4	3	Technical
0211-AVT&MP	Maya for Advanced level	4	3	Technical



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Code	Competency Standards	Level	Credits	Category
<b>0211-AVT&amp;MP</b>	Occupational health and safety	2	3	<b>Technical</b>
<b>0211-AVT&amp;MP</b>	Communicate in the workplace	3	6	<b>Technical</b>
<b>0211-AVT&amp;MP</b>	Develop professionalism	3	3	<b>Technical</b>
<b>0211-AVT&amp;MP</b>	Comply with health and safety regulations	3	2	<b>Technical</b>



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### 0211-AVT&MP-1. Write Screen Script

#### Overview

The purpose of the course is to learn about film and television screenplay structure, analyze dramatic strategies in film and television, learn and apply correct script form, and creatively engage in the various stages of original scriptwriting.

Competency Unit	Performance Criteria
1. <b>Generate Script Idea</b>	<b>P1.</b> Perform Mind mapping <b>P2.</b> Practice Brain storming <b>P3.</b> Exercise Synaptic
2. <b>Demonstrate story telling</b>	<b>P1.</b> Describe storytelling and various tools of story writing <b>P2.</b> Explain observation and listening techniques in storytelling.
3. <b>Develop plot of story</b>	<b>P1.</b> Develop Exposition, Rising Action, Climax, Falling Action, Resolution in a story
4. <b>Develop Screenplay</b>	<b>P1.</b> Write screenplay basics <b>P2.</b> Apply Principles of Screenplay writing and six principles of Drama
5. <b>Develop story board</b>	<b>P1.</b> Develop Characters, Scene, Plot and Narrative <b>P2.</b> Develop Visualization of Story Boarding <b>P3.</b> Demonstrate visual road map

#### Knowledge & Understanding

- Television writing for fiction and non-fiction writing
- Write drama script for television
- Write Documentary for film and television
- Write Docu fiction for film and television
- Evaluate script, Screen script, screenplay along with elements of Script
- Drafted script writing and edited types of script
- Illustrate different techniques for effective writing for film and drama
- Express screenplay and forms of screen play writing
- Outline writing process for screenplay
- State principles of screen play writing
- Define the primary purpose of story boards
- Describe scene slugs, Writing Descriptions and sceneries
- Define parentheticals, dialogues
- Method of calculating the duration of a screen script



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### Tools and equipment

Sr. No	Tools
1	Paper
2	Pen
3	Pencil etc

### Critical Evidence(s) Required

- The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:
- Illustrated story board copy with detail explanation of every character assumed in the play.
- Evaluate script, Screen script, screenplay along with elements of Script
- drafted script writing and edited types of script



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### 0211-AVT&MP-2. Use of Graphics Tool for Media

#### Overview:

This course will cover various areas of Graphic Design. Starting with an introduction to graphic design and its history and later moving towards a more hands on approach and using Computer Graphics software such as Illustrator, Photoshop and coral draw.

- To guide students about the important and most relevant historical perspectives of present systems of graphics sense and application
- To inspire students of new trends of graphics designing models and apply it in real world
- To get students into the habit of analyzing billboards and dynamics of graphics in nature and non-nature things
- To motivate students, think clearly and logically by amalgamate various tress of their prior formal and informal learning into a graphics design
- To make students understand the complexity of digital designing
- To assist students, broaden their vision to help contribute in existing designs knowledge for ensuring best motion customary and digital designing.

Competency Units	Performance Criteria
1. Design basic graphics	P1. Differentiate between bitmap and vector graphics P2. Use marquee tools. P3. Use gradients. P4. Using path to frame pictures
2. Perform Image treatment	P1. Use Photoshop as an image treatment tool P2. Select Image P3. Treat Image P4. Modifying a portrait P5. Apply Filters P6. Insert Text P7. Use post processing Techniques
3. Design Logo	P1. Use Illustrator P2. Use Corel Draw
4. Use Graphics for print	P1. Select Material Type P2. Designs Print material using shapes P3. Use appropriate Colors P4. Develop Themes P5. Select Pattern



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	<p><b>P6. Use Textures and Shades</b></p> <p><b>P7. Make dummy</b></p> <p><b>P8. Insert text</b></p> <p><b>P9. Insert Logos</b></p> <p><b>P10. Use Color correction techniques</b></p> <p><b>P11. Render Image</b></p>
<b>5. Use Graphics for electronic media</b>	<p><b>P1. Split screen for graphic design</b></p> <p><b>P2. Use chromo key</b></p> <p><b>P3. Make layers</b></p> <p><b>P4. Design tickers</b></p> <p><b>P5. Insert text</b></p> <p><b>P6. Use Color correction techniques</b></p> <p><b>P7. Render video</b></p>
<b>6. Use graphics for social media</b>	<p><b>P1. Design page</b></p> <p><b>P2. Making transparent image for web</b></p> <p><b>P3. Put different icons</b></p> <p><b>P4. Make layers</b></p> <p><b>P5. Add animated Objects</b></p> <p><b>P6. Insert text</b></p>

### Knowledge and understanding

- Graphics basics color theory basics elements of graphics design principles of graphic design.
- The basics of Photoshop, Photoshop work area, working with tools, working with palettes.
  - Making selection and using selection tools
  - adding motion effect exercise
  - blending, modes effects
  - adding artificial light to a scene
  - Filmic glow and lens
  - Flare
  - Filters
  - Essential image editing, blending images
  - Typography and Layout creating and animating text
  - Path and vector tools
  - Working with cartoon character
  - Camera raw essentials
  - Theory of video composing in after affects software
  - Understanding workspace



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- Name bands and lower third logo bugs, anchor point, typography
- Puppet tool animation motion graphics

### **Equipment and Tools**

<b>Sr. No</b>	<b>Tools</b>
1	Photoshop
2	Corel Draw
3	Illustrator

### **Critical Evidence**

- Design a Dummy newsletter





**0211-AVT&MP-3. Use Lightning Techniques**

**Overview:**

This course identifies characteristics of different light sources with emphasis on residential applications and examines the fundamentals of lighting design. Students will learn the foundations of lighting design with the goal of having a working knowledge of functional and aesthetic lighting solutions. Characteristics of different light sources will be examined and applications identified both in class and either through visiting a lighting facility or guest lectures.

Competency Units	Performance Criteria
1. Plan lighting for a production	P1. Use Three Point lighting P2. Light a single person P3. Light two or more persons in studio setting P4. Resolve light and shadow by using camera P5. Use light to create shadow P6. Eliminate shadows
2. Plan Studio lighting	P1. Use hot and cool lights P2. Use lighting equipment P3. Control lighting intensity P4. Give directions to light P5. Use atmospheric light P6. Use diffusers and screens
3. Use lighting techniques	P1. Plan foreground, Mid and Background light P2. Use lighting grid P3. Arrange special effects P4. Use dimmers P5. Use reflectors
4. Demonstrate lighting sources	P1. Install lights P2. Perform task in natural light P3. Use tungsten lamp P4. Use halogen lamp P5. Use internal reflector lamp/ PAR Lamp P6. Use HMI Lights P7. Plan light using fixtures P8. Plan light for on location and interviews



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### Knowledge and understanding

- Understand Lighting
- Understand Hard light, Soft Light, Bounced Light
- Ability to control light intensity appropriately
- Balance light according to situation sheets
- Understand light for foreground, Mid and Back ground of an object.
- Identify what special effects can be giving while performing some task by use of lights

### Equipment and Tools

Sr. No	Tools
1	HMI Lights
2	Studio Cool lights
3	Studio Warm lights
4	Tungsten Lamp
5	Par Lamp
6	LED / SMD Lights
7	Light stand
8	Grid
9	Dimmers / lighting panel

### Critical Evidence(s) Required

- Handle and set Lightening for Current affair program



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### 0211-AVT&MP-4. Editing & Post Production

#### Overview:

It will cover all the essential fundamentals of Video Graphics and Non-Linear Editing (NLE). Students will learn latest trends of the post-production industry, understand the basic principles and techniques of audio and video editing and how to create professional videos from scratch

Competency Units	Performance Criteria
1. Use Basic Editing Systems	<p><b>P1.</b> Plan Editing scheme Make Timeline</p> <p><b>P2.</b> Use Linear Editing method</p> <p><b>P3.</b> Use Video Transition</p> <p><b>P4.</b> Use Non-Linear Editing method</p> <p><b>P5.</b> Use Non-Linear Editing software Use Video effects</p>
2. Use Non-linear editing Features & Techniques	<p><b>P1.</b> Capture videos</p> <p><b>P2.</b> Capture Audio files</p> <p><b>P3.</b> Create folders</p> <p><b>P4.</b> Label folders</p> <p><b>P5.</b> Use Software</p> <p><b>P6.</b> Use Play Head</p> <p><b>P7.</b> Drag and drop clips on Time</p> <p><b>P8.</b> Trim clips</p> <p><b>P9.</b> Create sequence on Timeline</p> <p><b>P10.</b> Use Toolbars</p> <p><b>P11.</b> Rearrange audio video files</p> <p><b>P12.</b> Inserts effects</p> <p><b>P13.</b> Embed video audio &amp; Graphics layers</p> <p><b>P14.</b> Superimpose Text</p> <p><b>P15.</b> Add Titles</p> <p><b>P16.</b> Fine Tune assembled material on Time line.</p> <p><b>P17.</b> Alter, enhance correct color</p> <p><b>P18.</b> Prepare final project</p> <p><b>P19.</b> Render Project</p> <p><b>P20.</b> Expert Project Prepare</p>



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### Knowledge and understanding

- Understand Editing Principles
- Continuity Invisible editing, Motivation, Message delivery, audio consideration,
- Understand Linear Systems, Nonlinear Systems
- Knowledge of Linear editing with Single Source System, Expanded Single Source System,
- Multiple Source System
- Linear Editing suit Set up, Linear Editing Features and Techniques Assemble Editing, Insert Editing
- Knowledge of Video Transition, Cut, Dissolve, Super imposition, Freeze, Wipe,, Understanding functions to correct delete mistakes,
- condense or expand time, and to communicate an aesthetic
- Knowledge of Non-Linear editing,
- Knowledge of Non-Linear editing software, Avid, Final Cut Pro and Adobe Premiere
- Knowledge of Viewer, Browser, Canvas, Time line, play-head marker, Toolbars, Effects palette
- Knowledge of basic software packages such as Windows Movie Maker and professional software packages Avid, Final Cut Pro and Adobe Premiere
- Knowledge of Grabbing /Capturing from recording medium, Compressing, Storage, Juxtaposing and Rearranging Video & Audio Files

### Equipment and Tools

Sr. No	Tools
1	VCR Player
2	VCR Editor
3	Edit Controller
4	Cables
5	Video cassettes
6	Editing computer with Adobe premiere pro software
7	Editing computer
8	Video Editing software
9	Editing computer with Final cut pro software



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### **Critical Evidence**

- The trainee will be able to edit all formats of the program



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### 0211-AVT&MP-5. Use Animation for Beginners

#### Overview

Participants will learn how to create work through the fundamentals of animation and 3D with Maya in organics. This course will get started on modeling with more consistent and professional results. It will explore NURBS, meshes and polygonal techniques to really help the production shine. It will touch on sculpting, in organic surfaces, reflectivity and tie it all together with movement and animation.

Competency Units	Performance Criteria
1. Use work spaces for 3D modeling	<p>P1. Ensure overview of the workspace</p> <p>P2. Perform 3D modeling for rendering process</p> <p>P3. Perform 3D geometry</p> <p>P4. Ensure 3D projections</p>
2. Perform sub division modeling	<p>P1. Use basic tools as per requirements (Selection, move, rotate, scale, grouping, trimming and parenting)</p> <p>P2. Handle vertex</p> <p>P3. Handle edges</p> <p>P4. Handle vertex faces</p>
3. Perform Polygon Modeling	<p>P1. Use line for modeling</p> <p>P2. Perform reunion</p> <p>P3. Use split tool</p>
4. Perform in organic model	<p>P1. Use Mesh tools</p> <p>P2. Use covers</p> <p>P3. Use sub division modeling</p>
5. Apply shades and textures	<p>P1. Apply hyper shades</p> <p>P2. Use texture maps as per requirements</p> <p>P3. Apply UV mapping</p> <p>P4. Unwrap UV mapping</p> <p>P5. Use UV projections</p>
6. Perform lighting techniques	<p>P1. Apply lightening techniques as per requirement</p> <p>P2. Use standards lights</p> <p>P3. Use V ray lights</p> <p>P4. Apply light effects</p>
7. Apply Rigging	<p>P1. Create skeleton for 3D model</p> <p>P2. Move parts of objects within model</p> <p>P3. Create controllers</p> <p>P4. Apply Inverse Kinematics (IK)</p> <p>P5. Apply Forward Kinematics (FK)</p>



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### Knowledge understanding:

- 3D workflow from modeling to rendering process
- Maya workspaces and its uses
- Appropriate tools for enhancing details of models
- Key frames
- Theoretical explanations V Ray renderer
- Types of modeling
- Techniques of lighting

### Equipment and Tools

Sr. No	Tools
1.	CPU 64-bit Intel AMD multi core processor with SSE4.2 instruction set
2.	8GB of Ram
3.	Any Maya supported GPU
4.	Maya Software

### Critical evidence:

- The trainee will be able to create any 3D character model



**0211-AVT&MP-6. Use Animation for Advanced Level**

**Overview:**

Participants will learn how to create work through the fundamentals of animation and 3D with Maya in organic. This course will get started on modeling with more consistent and professional results. It will explore NURBS, meshes and polygonal techniques to really help the production shine. It will touch on sculpting, organic surfaces, reflectivity and tie it all together with movement and animation.

Competency Units	Performance Criteria
1. Use work spaces for organics modeling	P1. Ensure overview of the workspace P2. Perform 3D modeling for rendering process P3. Perform 3D geometry P4. Ensure 3D projections P5. Use workspaces/ interfaces
2. Make character modeling	P1. Use nerves modeling P2. Use curve modeling P3. Use Polygon modeling P4. Use Mesh tools P5. Use sub division modeling
3. Use shades and textures for organic	P1. Use photo shop for making textures P2. Set up V ray material P3. Set up standards material P4. Use hyper shades P5. Use U V Mapping P6. Use un wrapping UV
4. Set lighting for organics	P1. Use standard light P2. Use V ray light P3. Use light effects
5. Perform Rigging in organic	P1. Create skeletons P2. Create controllers P3. Use IK and FK P4. Use a facial rig

**Knowledge understanding:**

- Camera and its properties
- Morphing and interface use for rigging
- Types of modeling
- Different basic tools for modeling





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### Equipment and Tools

Sr. No	Tools
1.	CPU 64-bit Intel AMD multi core processor with SSE4.2 instruction set
2.	8GB of Ram
3.	Any Maya supported GPU
4.	Maya Software

### Critical evidence:

- The trainee will be able to create any 3D character model with organ is



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### 0211-AVT&MP-7. Produce Content for Social Media

#### Overview:

Social media has disrupted communication channels and created challenges for marketing in the digital age. The change of control of the brand has shifted from the company to the consumer. Brands have become perplexed by this new phenomenon requiring a new found dynamic to their approach. In this course, students will learn how to manage their brand (either personal or business) on social media and how to create a social media strategy.

Competency Units	Performance Criteria
1. Create account and page on social media	P1. Create accounts or pages P2. Build profile P3. Share information
2. Create content	P1. Write post P2. Develop content strategies P3. Seek feedback
3. Create blogs	P1. Select area for blog writing P2. Select Idea P3. Do research for idea generation P4. Gather material and references for write up P5. Organize ideas
4. Create V logs / Vines	P1. Select area for V Log P2. Select location P3. Use tools for shooting P4. Merge audio-video editing
5. Use MOJO	P1. Use tools required for mobile journalism P2. Make video clips from mobile phone P3. Apply post production techniques P4. Commercialize V log

#### Knowledge understanding:

- Learn art of mobile journalism
- Ability to post V Logs in pages and get maximum responds by tagging
- Theoretical study of the social media
- Scope of V Log and audience analysis



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### Equipment and Tools

Sr. No	Tools
1.	High speed internet connectivity
2.	MOJO Kit
3.	Any latest smart phone

### Critical evidence:

- The trainee will be able to create blog and V log an any social website with maximum feedback



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-8. Broadcast Radio Programs

#### Overview:

To create understanding about the basic concepts and perspectives for the medium of sound broadcasting. To signify the importance of the radio as medium of mass communication in the spheres of information, education and entertainment. To impart elementary knowledge about planning and presentation of radio programs. To introduce students to arrange of technical and conceptual skills involved in the production of radiobroadcast.

Competency Units	Performance Criteria
1. Develop news for radio	<b>P1.</b> Write news for radio <b>P2.</b> Record news bulletin <b>P3.</b> Edit news bulletin
2. Develop radio features	<b>P1.</b> Conduct research <b>P2.</b> Record Vox Pops <b>P3.</b> Apply editing techniques
3. Develop specialty program for radio	<b>P1.</b> Create specialty program (sports etc) <b>P2.</b> Conduct research <b>P3.</b> Add background music
4. Create commercials for radio	<b>P1.</b> Create public service messages <b>P2.</b> Create fillers <b>P3.</b> Write audible Advertisements
5. Develop drama and documentary radio	<b>P1.</b> Create audio narratives <b>P2.</b> Add background music <b>P3.</b> Apply editing techniques

#### Knowledge understanding:

- Elements of radio drama
- Characteristics of radio medium
- Terms used in radio (wind up, fade in fade out, montage, promos, jingles and disk jockey programs)
- Characteristics radio features
- Techniques and terminologies of radio commentary



## National Competency Standards Level-5 for “Media Production”



### Equipment and Tools

Sr. No	Tools
1.	Adobe Audition CC
2.	Computer System

### Critical evidence:

- The trainee will be able to produce radio drama, radio advertisement and radio feature



**0211-AVT&MP-9. Develop Campaign**

**Overview:**

To create understanding about basic advertising techniques so that the students can plan and implement campaign strategies. This shall also enable trainees’ different campaigns and analyze different forms of campaigns including Print, Electronic, and outdoor media and online media.

Competency Units	Performance Criteria
1. <b>Develop print media campaign</b>	P1. Create logo P2. Conduct research P3. Make leaflets P4. Make brochures P5. Make standees P6. Make posters P7. Develop banners
2. <b>Develop Electronic media campaign</b>	P1. Conduct research P2. Develop Story board P3. Select locations P4. Use camera techniques P5. Apply post production techniques Make teasers
3. <b>Develop online media campaign</b>	P1. Set social media marketing goals aligned to business objectives P2. Track meaningful metrics P3. Create audience persona P4. Conduct a social media object P5. Set up accounts and improve existing profile P6. Find inspiration P7. Create social media content calendar P8. Create posting schedule

**Knowledge understanding:**

- Characteristics of the social media marketing
- Audiences according to the print and electronic campaigns
- Functions of electronic media campaigns
- Functions of print media campaigns
- Theoretical perspectives of campaigns



## National Competency Standards Level-5 for “Media Production”



### Equipment and Tools

Sr. No	Tools
1.	Computer System
2.	Glossy papers
3	Pan flex material
4	Video Cameras
5	Post production set up

### Critical evidence:

- The trainee will be able to produce radio drama, radio advertisement and radio features





## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-10. Use sound for Media

#### Overview:

The course is carefully designed to give a solid foundation of theory knowledge augmented by as much hands-on experience of running sound systems in real gigs. Sound engineering involves the artistic and technical control of sound in the field of music. This course will develop a theoretical and practical understanding of the fundamentals of sound engineering including recording, mixing, and production and mastering. This will be achieved by theoretically and practically exploring the area of sound engineering through lectures and hands-on exercise.

Competency Units	Performance Criteria
<b>P1. Use sound for media</b>	<b>P2.</b> Use Microphone <b>P3.</b> Demonstrate polar patterns of Microphones <b>P4.</b> Use audio cables <b>P5.</b> Demonstrate balanced and unbalanced microphone <b>P6.</b> Patch audio cables <b>P7.</b> Use amplifiers <b>P8.</b> Demonstrate acoustic and sound generating elements <b>P9.</b> Reduce noise ratio
<b>P2. Use Microphone</b>	<b>P1.</b> Install Microphone <b>P2.</b> Use Lavalier Microphone, <b>P3.</b> Use hand microphone, Install boom mike Use Boom microphone, <b>P4.</b> Use headset microphone <b>P5.</b> Install Transmitter and receiver of wireless microphone <b>P6.</b> Use desk microphone Install stand microphone, Hang microphone Use shot gun microphone Install Parabolic microphone <b>P7.</b> Check Sound quality of microphone
<b>P3. Check Sound Quality</b>	<b>P1.</b> Demonstrate tonality <b>P2.</b> Create ambiance <b>P3.</b> Check Bass and treble <b>P4.</b> Demonstrate sound linearity <b>P5.</b> Reduce Audio noise



## National Competency Standards Level-5 for “Media Production”



	<p><b>P6.</b> Reduce distortion</p> <p><b>P7.</b> Reduce audio feedback</p> <p><b>P8.</b> Demonstrate impedance</p> <p><b>P9.</b> Check frequency response</p>
<b>P4. Use Audio cables &amp; connectors</b>	<p><b>P10.</b> Prepare audio cables</p> <p><b>P11.</b> Use analog cables</p> <p><b>P12.</b> Use digital cables</p> <p><b>P13.</b> Use XLR (External line return) cables</p> <p><b>P14.</b> Use RCA cables</p> <p><b>P15.</b> Fix connectors</p> <p><b>P16.</b> Join connectors with cables</p>
<b>P5. Operate Audio Recording Systems</b>	<p><b>P17.</b> Perform Audio Operation</p> <p><b>P18.</b> Perform audio recording chain.</p> <p><b>P19.</b> Operate analog recording system Operate digital recording system</p> <p><b>P20.</b> Operate audio mixing console</p> <p><b>P21.</b> Perform Studio Mixing Perform Live Field Mixing</p> <p><b>P22.</b> Use sampling frequency and bit depth for</p> <p><b>P23.</b> Manage audio equalization in multi-channel recording</p>
<b>P6. Edit Audio</b>	<p><b>P24.</b> Use audio editing software as per requirement</p> <p><b>P25.</b> Set up Digital Audio Workstation (DAW)</p> <p><b>P26.</b> Edit Automatic Dialog Replacement (ADR)</p>

### Knowledge and understanding

- Theoretical study of fundamental of sound
- Operating amplifier
- Process of audio signal to noise ratio
- Single-direction, bi-direction, Omni-directions microphones and ultra-directional microphone
- Installing and operating boom mike
- Dynamic, condenser and ribbon microphone



## National Competency Standards Level-5 for “Media Production”



### Equipment and Tools

Sr. No	Tools
1.	Dynamic Microphone
2.	Condenser Microphone
3.	Ribbon Microphone
4.	Audio Amplifier
5.	Radio Transmitter
6.	Audio editing software
7.	Outdoor broadcast unit (OBU)
8.	Audit CONSOL and mixer

### Critical Evidence

- The trainee will be able to handle different kind of mike in different programs



**0211-AVT&MP-11. Produce Drama**

**Overview:**

It acquires knowledge of self and others through participation in and reflection on dramatic experience. It develops competency in communication skills through participation in and exploration of various dramatic disciplines and develop an appreciation of drama and theatre as a process and art form

Competency Units	Performance Criteria
1. Plan Pre- production stage for TV drama	<p><b>P1.</b> Select the genre</p> <p><b>P2.</b> Generate idea for TV drama</p> <p><b>P3.</b> Conduct research</p> <p><b>P4.</b> Select Theme</p> <p><b>P5.</b> Select topics</p> <p><b>P6.</b> Prepare budget</p> <p><b>P7.</b> Write Screen play</p> <p>Identify crew</p> <p><b>P8.</b> Identify equipment</p> <p><b>P9.</b> Make story boards</p> <p><b>P10.</b> Caste characters</p> <p>Plan shooting</p> <p><b>P11.</b> Select shooting location</p> <p>Conduct Scouting</p> <p><b>P12.</b> Conduct rehearsal</p> <p><b>P13.</b> Finalize costumes/props</p> <p><b>P14.</b> Design set</p> <p><b>P15.</b> Erect set</p>
2. Record Drama	<p><b>P1.</b> Lit the set</p> <p><b>P2.</b> Place Camera/s</p> <p><b>P3.</b> Direct characters</p> <p><b>P4.</b> Camera rehearsal</p> <p><b>P5.</b> Direct characters</p> <p><b>P6.</b> Shoot drama scenes</p> <p><b>P7.</b> Record ADR</p> <p><b>P8.</b> Record music score</p>
3. Edit Drama	<p><b>P1.</b> Make timeline</p> <p><b>P2.</b> Add special effects</p>



## **National Competency Standards Level-5 for “Media Production”**



### **Knowledge and understanding**

- Psychology and social structure of Pakistan
- Literature review
- Identification of public demand
- Time and space relation with the help of graph

### **Equipment and Tools**

<b>Sr. No</b>	<b>Tools</b>
1.	Camera
2.	Post production set up

### **Critical evidence:**

- The trainee will be able to produce a drama on any topic genre



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-12. Operate JIB and Quad-Copter

#### Overview:

To create understanding about the basic concepts and perspectives for Jib Crane and Quad Operator. To signify the importance of the tools as medium of mass communication in the spheres of technical skills. To impart elementary knowledge of installation and working on these heavy mass medium machines skillfully. To introduce students to a range of technical and conceptual skills involved in the production of radio broadcast.

Competency Units	Performance Criteria
1. Use Manual JIB	<p>P1. Install Manual Jib</p> <p>P2. Demonstrate safety Measures for JIB operator</p> <p>P3. Mount camera on JIB</p> <p>P4. Attach Preview Screen</p> <p>P5. Demonstrate Use of manual JIB</p> <p>P6. Uninstall Jib</p> <p>P7. Pack Jib</p>
2. Use Motorized JIB	<p>P1. Demonstrate safety protocols</p> <p>P2. Install JIB</p> <p>P3. Install servo kit</p> <p>P4. Set control panel</p> <p>P5. Mount camera and</p> <p>P6. Patch cables</p> <p>P7. Install preview screen</p> <p>P8. Demonstrate camera settings for JIB</p> <p>P9. Demonstrate JIB shots and angles</p> <p>P10. Demonstrate camera moves for JIB</p> <p>P11. Capture 360 degree shot</p> <p>P12. Uninstall Jib</p> <p>P13. Pack Jib</p>
3. Use Quad-copter	<p>P1. Demonstrate safety and security protocols of Quad-Copter</p> <p>P2. Install Quad Copter</p> <p>P3. Patch cables with preview screen</p> <p>P4. Calibrate the quad-copter</p> <p>P5. set quad-copter for manual operation</p> <p>P6. Set quad-copter for auto operation</p> <p>P7. Use remote to operate quad-copter</p> <p>P8. Set altitude, weather and light</p>



## National Competency Standards Level-5 for “Media Production”



- P9.** Upgrade firmware
- P10.** Upgrade software
- P11.** Capture 360 degree shot
- P12.** Uninstall quad-copter
- P13.** Pack Quad Copter

### Knowledge and understanding

- Theoretical study of manual Jib,
- Safety and security
- Use tools for the installing Jib
- Ability to mount camera on Jib head
- DSLR and video camera
- Patching cables to preview screens
- Theoretical study of the motorized Jib
- Install servo kit
- Installation of the Quad Copter
- Calibrate drown

### Equipment and Tools

Sr. No	Tools
1.	Manual JIB Complete with head and weight
2.	Tools kit
3.	DSLR Camera
4.	SDI Monitor

### Critical evidence:

- The trainee will be able handle Jib and Quad Copter efficiently



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-13. Produce News for Electronic Media

#### Overview

The course is intended to introduce trainees to build up basic broadcast writing, shooting and editing video, reporting skillfully. Trainees will also learn to analyze and criticize broadcast reporting and writing.

Competency Units	Performance Criteria
1. Edit new story	P1. Write News Scripts in news writing pattern P2. Make Headlines P3. Edit news story P4. Edit a simple picture suitable for Television Broadcast P5. Use Natural Sound- "natsots" P6. Edit raw footage P7. Use Pictures & Graphics P8. Write ticker
2. Write Television New script	P1. Write a TV news story from Television News raw footage P2. Write intro P3. Follow a script for a news package
3. Create Package for bulletin	P1. Identify news story values P2. Select News story for a package P3. Edit news package P4. Record on location piece to camera P5. Record voice over
4. News Anchoring	P1. Use techniques of stress and pause in anchoring P2. Read styles in front of camera (facing camera live) P3. Explain voice modulations P4. Use teleprompter P5. Go through confidence building exercises

#### Knowledge & Understanding

- Characteristics of the TV script
- Elements of the TV news stories
- Interviewing techniques
- Advance reporting





## ***National Competency Standards Level-5 for “Media Production”***



- Use technology to produce broadcast, journalism product



## National Competency Standards Level-5 for “Media Production”



### Equipment and Tools

Sr. No	Tools
1	Video camera
2	Post production set up
3	Voice Recorder

### Critical Evidence(s) Required

- The trainee will be able to plan and create a high-quality TV news story package



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-14. Perform Videographer (level 1)

#### Overview:

These qualifications will able trainees to operate cameras and handle its functions. It will also comprehend the trainees about camera lenses, camera movements and shot compositions. Trainees will be able to understand basic rules and essential of Videographer.

Competency Units	Performance Criteria
1. Use Video Cameras	<ul style="list-style-type: none"><li>P1. Use Digital single lens reflex (DSLR) camera</li><li>P2. Use Compact camera</li><li>P3. Use mirror less camera</li><li>P4. Use electronic news gathering (ENG) Camera</li><li>P5. Use electronic field production (EFP) Camera</li><li>P6. Use digital professional video camera</li><li>P7. Demonstrate Safety measures of camera</li><li>P8. Prepare Camera for operation</li></ul>
2. Demonstrate camera moves.	<ul style="list-style-type: none"><li>P1. Perform panning</li><li>P2. Perform tilting</li><li>P3. Perform trucking/tracking</li><li>P4. Use camera pedestal</li><li>P5. Use Camera dolly</li></ul>
3. Use Camera Angles	<ul style="list-style-type: none"><li>P1. Demonstrate headroom</li><li>P2. Demonstrate look room</li><li>P3. Demonstrate walking room.</li><li>P4. Make close shot (CU)</li><li>P5. Make big close up (BCU)</li><li>P6. Make medium shot</li><li>P7. Make medium close-up.</li><li>P8. Make long shot</li><li>P9. Make wide shot</li><li>P10. Make establishing shot</li><li>P11. Make low angle and</li><li>P12. Make high angle shot</li><li>P13. Make bird’s eye view angle</li><li>P14. Make canted shot</li><li>P15. Make worm’s eye view.</li><li>P16. Demonstrate differential focus</li></ul>



## National Competency Standards Level-5 for “Media Production”



### Knowledge & Understanding

- Techniques of shots
- Different parallel movements
- Reflection characteristics
- Theoretical definitions
- Short compositions
- Theory of white balance
- Types of filters

### Equipment and Tools

Sr. No	Tools
1	Compact Camera
2	Canon 5D mark r DSLR Camera
3	Voice Recorder
4	Tripod
5	Monopod
6	Slider
7	Straight track
8	Straight track
9	Lenses

### Critical Evidence(s) Required

- The trainee will be able to shoot a documentary.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-15. Perform Videography (level 2)

#### Overview:

These qualifications will able trainees to operate cameras and handle its functions. It will also comprehend the trainees about camera lenses, camera movements and shot compositions. Trainees will be able to understand basic rules and essential of Videography.

Competency Units	Performance Criteria
1. Use creative camera angles.	<p>P1. Use focus shift</p> <p>P2. Make Mirror shots</p> <p>P3. Make Parallel movement</p> <p>P4. Add movements to still objects.</p> <p>P5. Demonstrate wall shadow</p> <p>P6. Demonstrate reflections</p>
2. Make shot composition	<p>P1. Make basic shot composition.</p> <p>P2. Apply simplicity</p> <p>P3. Apply rule of third.</p> <p>P4. Apply rules of natural lines.</p> <p>P5. Apply 360-degree rule</p> <p>P6. Demonstrate white balance.</p> <p>P7. Demonstrate positive and negative spaces.</p>
3. Use camera lenses	<p>P1. Attach camera lenses.</p> <p>P2. Detach camera lenses</p> <p>P3. Demonstrate iris</p> <p>P4. Demonstrate F-stop.</p> <p>P5. Demonstrate focal length</p> <p>P6. Demonstrate depth of field</p> <p>P7. Use zoom lens.</p> <p>P8. Use telephoto lens</p> <p>P9. Use wide-angle lenses.</p> <p>P10. Use narrow angle lens</p> <p>P11. Clean lenses</p> <p>P12. Demonstrate lens safety</p> <p>P13. Understanding polarizing and colored filters</p> <p>P14. Understanding neutral density filters and special effects filters.</p>



## National Competency Standards Level-5 for “Media Production”



- |                       |   |
|-----------------------|---|
| <b>4. Use Filters</b> | <b>P1. Use polarizing filters.</b>      |
|                       | <b>P2. Use color filters</b>            |
|                       | <b>P3. Use neutral density filters</b>  |
|                       | <b>P4. Use special effects filters.</b> |
|                       | <b>P5. Use ND filters</b>               |
|                       | <b>P6. Use CP filters</b>               |

### Knowledge & Understanding

- Techniques of shots
- Different parallel movements
- Reflection characteristics
- Theoretical definitions
- Short compositions
- Theory of white balance
- Types of filters

### Equipment and Tools

Sr. No	Tools
1	Compact Camera
2	Canon 5D mark r DSLR Camera
3	Voice Recorder
4	Tripod
5	Monopod
6	Slider
7	Straight track
8	Straight track
9	Lenses

### Critical Evidence(s) Required

- The trainee will be able to shoot a documentary.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-16. Use Adobe after Effects for beginners

#### Overview:

Create and work with extruded text and shapes directly in After Effects, using the new retraced 3D rendering engine for a polished final look. Master a wide variety of challenges and extend creativity with new tools such as variable mask feathering, 3D Camera Tracker, Rolling Shutter Repair, and more high-quality built-in effects to make your final product look the way intend.

Competency Units	Performance Criteria
<b>1. Interface, workspace and getting around</b>	<b>P1.</b> Use interface, workspace and getting around <b>P2.</b> Getting started <b>P3.</b> Creating a project <b>P4.</b> Importing and organizing footage <b>P5.</b> Creating a composition <b>P6.</b> Working with and arranging layers <b>P7.</b> Exploring effects <b>P8.</b> Modifying layer properties
<b>2. Develop Basic animation and working with Effects</b>	<b>P1.</b> Importing footage using Adobe Bridge <b>P2.</b> Creating a new composition <b>P3.</b> Working with imported Illustrator files <b>P4.</b> Finding and applying Effects <b>P5.</b> Applying a preset <b>P6.</b> Previewing effects <b>P7.</b> Adding Transparency <b>P8.</b> Rendering a composition
<b>3. Animating text</b>	<b>P1.</b> Use text layers <b>P2.</b> Using a text animation preset <b>P3.</b> Scaling using key frames <b>P4.</b> Animating imported Photoshop text <b>P5.</b> Managing imported Photoshop text <b>P6.</b> Understanding parenting <b>P7.</b> Animating text using a path animation preset <b>P8.</b> Wiggle and randomizing text <b>P9.</b> Web-ready text animations



**National Competency Standards Level-5 for “Media Production”**



<b>4. Working with shape layers</b>	<b>P1.</b> Place shape in workspace <b>P2.</b> Adding a basic shape layer <b>P3.</b> Creating custom shapes <b>P4.</b> Incorporating video and audio layers <b>P5.</b> Applying a Cartoon effect <b>P6.</b> Adding a title bar
<b>5. Creating an introductory multimedia presentation</b>	<b>P1.</b> Anchor points and the Pan Behind tool <b>P2.</b> Masking video using vector shapes <b>P3.</b> Key framing a motion path <b>P4.</b> Other animation possibilities <b>P5.</b> Applying effects <b>P6.</b> Creating an animated slide show <b>P7.</b> Working with audio <b>P8.</b> Zooming in for a final close-up
<b>6. Working with masks</b>	<b>P1.</b> Creating a mask with the Pen tool <b>P2.</b> Editing a mask <b>P3.</b> Feathering the edges of a mask <b>P4.</b> Feathering the edges of a mask <b>P5.</b> Replacing the content of the mask <b>P6.</b> Variable mask feathering <b>P7.</b> Targetable layer panel <b>P8.</b> Track Mattes <b>P9.</b> Rotobezier masks <b>P10.</b> Mask Interpolation <b>P11.</b> Creating vignettes <b>P12.</b> Adjusting the color





## National Competency Standards Level-5 for “Media Production”



### Knowledge understanding:

- Understanding the After Effects text tools
- Knowledge of tool box
- Filters and textures
- Text animation
- Blending modes
- Masking

### Equipment and Tools

Sr. No	Tools
1.	Adobe After effects CC
2.	Computer system with High Processor Unit



## ***National Competency Standards Level-5 for “Media Production”***



### **Critical evidence:**

- The trainee will be able to produce Animated video of 90 Second for any organization.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-17. Use Adobe after Effects for advanced level

#### Overview:

The Advanced level of adobe after effects uses Shape layers to create cool backgrounds and intriguing results. Animate shapes, apply animation presets, and add repeaters to intensify their impact. Pull, squash, stretch, and deform objects real time with the Puppet tools. It helps creating realistic animations, fantastic scenarios, or modern art, the Puppet tools will expand the creative freedom.

Competency Units	Performance Criteria
1. Distorting objects with the puppet tools	<p>P1. Demonstrate the Puppet tools</p> <p>P2. Adding Deform pins</p> <p>P3. Controlling deform pins</p> <p>P4. Animating pin positions</p> <p>P5. Recording animation</p>
2. Working with Illustrator, Bridge and After Effects	<p>P1. Using Auto Trace</p> <p>P2. Working with solids</p> <p>P3. Exporting numbered sequences</p> <p>P4. Working with Image Trace</p>
3. Performing basic color correction	<p>P1. Demonstrate to color correction workflows</p> <p>P2. Working with Levels</p> <p>P3. Working with Curves</p> <p>P4. Using Synthetic Aperture Color Finesse Simplified Interface</p>
4. Rendering and output	<p>P1. Demonstrate Render Settings</p> <p>P2. Choosing templates for the rendering process</p> <p>P3. Choosing templates for output modules</p> <p>P4. Exporting to different output media</p> <p>P5. Choosing render templates</p> <p>P6. Post render possibilities</p>
5. Tracking and stabilization	<p>P1. Motion stabilization</p> <p>P2. Motion tracking</p>
6. Use 3D Features	<p>P1. Building a 3D object</p> <p>P2. Working with a null object</p> <p>P3. Working with 3D text</p> <p>P4. Creating a backdrop for 3D animation</p> <p>P5. Nesting a 3D composition</p>



## National Competency Standards Level-5 for “Media Production”



- P6.** Adding a camera
- P7.** Completing the scene
- P8.** Previewing the entire animation

### Knowledge understanding:

- Animating 3D objects
- Adding reflections to 3D objects
- Animating a camera
- Adjusting layer timing
- Characteristics of 3D lights
- Characteristics of Adding effects
- Motion blur

### Equipment and Tools

Sr. No	Tools
1.	Adobe After effects CC
2.	Computer system with High Processor Unit

### Critical evidence:

- The trainee will be able to produce promotional video clip of 2 minutes for any organization.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-18. Operate Special Camera Gadgets

#### Overview:

It will help to operate Special Camera Gadgets which are mounted on special gimbals. It will enable trainees to perform different functions of these gimbals for taking variety of shots smoothly.

Competency Units	Performance Criteria
1. Operate osmo	<p>P1. Prepare Osmo</p> <p>P2. Demonstrate safety measures</p> <p>P3. Unlock gimbal</p> <p>P4. Attach osmo with preview screen</p> <p>P5. Demonstrate osmo operations</p> <p>P6. uninstall osmo</p> <p>P7. Pack osmo</p>
2. Use Go Pro	<p>P1. Prepare Go pro</p> <p>P2. Demonstrate safety measures</p> <p>P3. Attach with preview screen</p> <p>P4. Mount as per demand</p> <p>P5. Demonstrate Go pro operations</p> <p>P6. Take under water shot</p> <p>P7. Make time lapse with go pro</p> <p>P8. Pack go pro</p>
3. Use Ronen	<p>P1. Prepare Ronen</p> <p>P2. Demonstrate safety measures</p> <p>P3. Balance Ronen</p> <p>P4. Attach with preview screen</p> <p>P5. Demonstrate shot</p> <p>P6. Uninstall Ronen</p> <p>P7. Pack Ronen</p>
4. Use motorized crane	<p>P1. Prepare crane</p> <p>P2. Demonstrate safety measures</p> <p>P3. Balance crane</p> <p>P4. Attach with preview screen</p> <p>P5. Demonstrate shot</p>



## National Competency Standards Level-5 for “Media Production”



- P6.** Uninstall crane
- P7.** Pack Crane

### Knowledge understanding:

- Motorized crane
- Ronin
- Go Pro
- Osmo

### Equipment and Tools

Sr. No	Tools
1.	Osmo
2.	Ronin
3.	Motorized Crane
4.	Go Pro

### Critical evidence:

- The trainee will enable to use different camera for required shoot.



**0211-AVT&MP-19. Operate Camera Mount**

**Overview:**

This will develop the in-depth knowledge of different types of cameras used these days and how to mount camera perfectly, it will enable them to get the knowledge of monopod, dolly slider differentiation and angles variation using these cameras techniques and mount them properly.

Competency Units	Performance Criteria
<b>1. Mount Camera on Tripod</b>	<b>P1.</b> Prepare Tripod <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on tripod <b>P4.</b> Balance bubble head <b>P5.</b> Demonstrate panning on tripod <b>P6.</b> Demonstrate tilting on tripod <b>P7.</b> Uninstall Camera <b>P8.</b> Pack Tripod
<b>2. Mount Camera on Monopod</b>	<b>P1.</b> Prepare monopod <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on monopod <b>P4.</b> Balance bubble head <b>P5.</b> Demonstrate panning on tripod <b>P6.</b> Demonstrate tilting on tripod <b>P7.</b> Uninstall monopod <b>P8.</b> Pack monopod
<b>3. Mount Camera on Dolly</b>	<b>P1.</b> Prepare Dolly <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on Dolly <b>P4.</b> Balance bubble head <b>P5.</b> Demonstrate panning on Dolly <b>P6.</b> Demonstrate tilting on dolly <b>P7.</b> Uninstall Camera
<b>4. Use Manual Slider</b>	<b>P1.</b> Prepare Slider <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on Slider <b>P4.</b> Balance Slider



**National Competency Standards Level-5 for “Media Production”**



	<b>P5.</b> Demonstrate moving shot <b>P6.</b> Uninstall Camera <b>P7.</b> Pack Slider
<b>5. Use motorized slider</b>	<b>P1.</b> Lay Slider <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on Slider <b>P4.</b> Balance Slider <b>P5.</b> Demonstrate remote operation of slider <b>P6.</b> Demonstrate moving shot <b>P7.</b> Uninstall Camera <b>P8.</b> Pack Slider
<b>6. Use car suction mount</b>	<b>P1.</b> Prepare Car suction mount <b>P2.</b> Demonstrate safety measures <b>P3.</b> Fix camera on Car suction mount <b>P4.</b> Balance Car suction mount <b>P5.</b> Demonstrate trucking shot <b>P6.</b> Uninstall Car suction mount
<b>7. Use Stead cam</b>	<b>P1.</b> Prepare Stead cam <b>P2.</b> Demonstrate safety measures <b>P3.</b> Balance Stead cam <b>P4.</b> Fix camera on Stead cam <b>P5.</b> Take walking shot <b>P6.</b> Uninstall Stead cam
<b>8. Use Track</b>	<b>P1.</b> Lay track <b>P2.</b> Place dolly <b>P3.</b> Demonstrate safety measures <b>P4.</b> Fix camera mount on track dolly <b>P5.</b> Demonstrate track operations
<b>9. Use shoulder Harness</b>	<b>P1.</b> Prepare Shoulder harness <b>P2.</b> Demonstrate safety measures <b>P3.</b> Balance Shoulder harness <b>P4.</b> Fix camera on Shoulder harness <b>P5.</b> Take walking shot <b>P6.</b> Uninstall Shoulder harness





## National Competency Standards Level-5 for “Media Production”



### Knowledge understanding:

- Basics of camera
- Monopod
- Dolly
- Tack
- Slider

### Equipment and Tools

Sr. No	Tools
1.	Tripod
2.	Monopod



## National Competency Standards Level-5 for “Media Production”



3.	Dolly
4.	Slider
5.	Motorized Slider
6.	Stead cam
7.	Shoulder harness

### Critical evidence:

- In this qualification, trainee will be able to mount camera efficiently.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-20. Direct Video Production

#### Overview:

This course focuses on all the basic fundamentals of television production. This course will also address all the mechanisms of a Television Station and working of its various departments along with the responsibilities and qualities of a TV producer.

Competency Units	Performance Criteria
1. Develop Idea	<p>P1. Conceive an idea</p> <p>P2. Brainstorm Idea</p> <p>P3. Write the idea</p> <p>P4. Conduct Research for video production</p> <p>P5. Identify type of video production</p> <p>P6. Write proposal for video production</p>
2. Plan Pre-production stage	<p>P1. Select crew</p> <p>P2. Air mark equipment</p> <p>P3. plan budget</p> <p>P4. Arrange boarding and lodging</p> <p>P5. Prepare plan for shooting</p> <p>P6. Conduct scouting</p>
3. Design Set	<p>P1. Erect set</p> <p>P2. Manage props</p> <p>P3. Prepare saturated screen for Chrome</p> <p>P4. Use scenic Backgrounds</p> <p>P5. Use Flow light patterns</p> <p>P6. Plan Staging techniques</p> <p>P7. Use scenic effects</p> <p>P8. Use scenic projection</p>
4. Makeup for video Production	<p>P1. Make hairstyle/wig style</p> <p>P2. Use color tone</p> <p>P3. Use skin tone</p> <p>P4. Apply Character makeup</p>



## National Competency Standards Level-5 for “Media Production”



### Knowledge understanding:

- Methods of idea Generation
- Basics of budgeting
- Stage techniques
- Makeup techniques
- Set design

### Equipment and Tools

Sr. No	Tools
1.	Tripod
2.	Monopod
3.	Dolly
4.	Slider
5.	Motorized Slider
6.	Stead cam
7.	Shoulder harness

### Critical evidence:

- In this qualification, trainee will be able to mount camera efficiently



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-21. Operate Studio Control Room equipment

#### Overview:

The qualification provides trainees relevant job training in a control room equipment. It will enable students enough skills to enter the job market with functional ability with television production and control room operation. Upon satisfactory completion of this course, students will be able to demonstrate familiarity with a control room and its operations. identify the various types of control room equipment. Operate control room equipment. identify all facets of television production and control room operations in preparation to enter the job market.

Competency Units	Performance Criteria
<b>1. Identify Studio Floor Instruments</b>	<b>P1.</b> Conceive an idea <b>P2.</b> Brainstorm Idea <b>P3.</b> Write the idea <b>P4.</b> Conduct Research for video production <b>P5.</b> Identify type of video production <b>P6.</b> Write proposal for video production
<b>2. Identify Programmed Control Room (PCR)</b>	<b>P1.</b> Use Audio Console <b>P2.</b> Patch audio source with audio console <b>P3.</b> Use audio faders. <b>P4.</b> Identify Video Switcher <b>P5.</b> Install audio and video Monitor <b>P6.</b> Switch multi cameras <b>P7.</b> Use Talk Back system <b>P8.</b> Use multi effect switcher <b>P9.</b> Use Video router
<b>3. Specify Master control room (MCR)</b>	<b>P1.</b> Use character generator(CG) <b>P2.</b> Use camera control unit (CCU) <b>P3.</b> Use Digital Video Effects (DVEs) <b>P4.</b> Use video switcher <b>P5.</b> Identify video sources <b>P6.</b> Make Transitions <b>P7.</b> Use patch panel



## National Competency Standards Level-5 for “Media Production”



### Knowledge and Understanding

- Understand Audio Console
- Video Console
- Wires and switchers
- Talk back system
- Router and its characteristics

### Equipment and Tools

Sr. No	Tools
1.	Audio Video Console
2.	Led Monitor

### Critical evidence:

- In this qualification, trainee will be able to mount camera efficiently



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-22. Write News Stories for Print Media

#### Overview

The course is intended to introduce students to the practical aspects of News reporting and editing. It would help students to develop and improve re-writing skills with an emphasis on how to analyze, recognize and rewrite the information provided in a filed story with a view to improve it. Through this course students will be able to:

Competency Units	Performance Criteria
1. Write News for Print	<p>P1. Demonstrate Elements of News values</p> <p>P2. Develop Hard news and soft news</p> <p>P3. Develop soft news Stories</p>
2. Headline writing	<p>P1. Write Kicker headline for both English and Urdu newspaper</p> <p>P2. Write hammer Headline for both English and Urdu newspaper</p> <p>P3. Write tripod Headline for both English and Urdu newspaper</p> <p>P4. Write Wicket headline for both English and Urdu newspaper</p> <p>P5. Develop Headline Patterns: Flush left, banner, cross line</p>
3. Lead Writing	<p>P1. Develop lead for Hard news</p> <p>P2. Write Summary Lead</p> <p>P3. Write immediate identification</p> <p>P4. lead</p> <p>P5. Write direct address lead</p> <p>P6. Write Roundup lead</p> <p>P7. Write Narrative lead</p>
4. Story writing Styles	<p>P1. Use Inverted pyramid for story writing</p> <p>P2. Use Hourglass style for story writing</p> <p>P3. Use Kabob style writing for story</p>



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<b>5. Sub editing techniques for news</b>	<b>P1. Using Sub-editing symbols</b> <b>P2. Use symbols to edit a news paragraph</b> <b>P3. Write captions.</b> <b>P4. Adding details to fill space.</b>
<b>6. Beat Reporting</b>	<b>P1. Develop Covering Crime</b> <b>P2. Create Covering politics,</b> <b>P3. Write Business and Commerce news,</b> <b>P4. Create Education, Science &amp; Technology news</b> <b>P5. Write Sports and culture news</b> <b>P6. develop stories for Covering fires and accidents</b> <b>P7. Writing Obituaries.</b> <b>P8. Covering Showbiz reporting</b> <b>P9. Develop Health related news</b>

### Knowledge & Understanding

- It polishes the students anchoring and news presenter qualities
- with the added advantage of learning news reading complexities
- it will help to cover and make news package in different beats
- Students can be able to edit raw news as per requirement space.
- Creating a different headline and lead writing styles both for English and Urdu newspaper

### Equipment and Tools

Sr. No	Tools
1.	Pen, paper and required stationery

### Critical Evidence(s) Required

- The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:
  - Effective writing techniques for journalism
  - Use all writing techniques that is required for reporting and covering news issues.
- Have skills of editing news stories to different news style





**National Competency Standards Level-5 for “Media Production”**



**0211-AVT&MP-23. Develop Skills in Advertising**

**Overview**

To enable students compare different advertisements and analyze different forms of advertising including Print, Electronic, and outdoor media and online media to direct students understand the important and most relevant historical perspectives of present systems of advertising, marketing production and consumption. To teach students in recent global advertising phenomena and its effects on culture and diversity. To acquire students into the practice of investigate advertising with reference to cultural background and new trends in advertising.

Competency Units	Performance Criteria
1. Write for advertising	<p>P1. Demonstrate Advertising Strategies</p> <p>P2. Develop Relationship of Objectives of Marketing and Advertising</p> <p>P3. Develop Primary and Selective Advertising</p> <p>P4. Unique Selling Proposition (USP)</p> <p>P5. Evaluation of the TV Commercial</p> <p>P6. Production For Tv</p>
2. Creative process for Advertising	<p>P1. Demonstrate Promotion in Point of Purchase (P.O.P.)</p> <p>P2. Stimulate Middlemen Traffic</p> <p>P3. Incentive Middlemen’s Salespersons</p>
3. Promote personal sales	<p>P1. Develop Communication&amp; The process of the Sale</p> <p>P2. Demonstrate creative sale – Reasons that drive buying</p> <p>P3. Develop AIDA Model: Attention, Interest, Desire, Action How to develop a list of potential clients</p> <p>P4. Define territory</p> <p>P5. Secure the interview</p> <p>P6. Conduct Effective interview</p> <p>P7. Define Objections, how to rebut them, Closing the Sale</p> <p>P8. Selection and Training of Salespersons</p>
4. Distribution and Channels of Distribution	<p>P1. The Function of Distribution Channels and Their Interrelation</p> <p>P2. Classifications of Middlemen</p> <p>P3. Policies And Strategies of Distribution</p>



## National Competency Standards Level-5 for “Media Production”



### Knowledge & Understanding

- Memory
- Perception
- Immediate memory
- Photographic memory (Eidetic)
- Short Term Memory
- Long Term Memory    Categories of Memory
- Learning
- Forgetfulness
- Interference
- Repetition and Messages Recall

### Equipment and Tools

Sr. No	Tools
1.	Pen, paper and required stationery

### Critical Evidence(s) Required

- The Trainee would be able to develop advertisements for different medium as per requirement.



## National Competency Standards Level-5 for “Media Production”



### Entrepreneurship Skills:

#### 0211-AVT&MP-24. Investigate Micro Business Opportunities

##### Overview:

This competency describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential market.

Competency Unit	Performance Criteria
<b>1. Describe business ideas</b>	<p><b>P1.</b> Gather information for business ideas from appropriate sources</p> <p><b>P2.</b> List details of business ideas and opportunities</p> <p><b>P3.</b> Research alternative business ideas in light of the resources available</p> <p><b>P4.</b> Specify and list products and services to match business ideas</p> <p><b>P5.</b> Identify and research potential customer information for business ideas</p> <p><b>P6.</b> Identify and take into account financial, business and technical skills available when researching business opportunities</p>
<b>2. Market needs</b>	<p><b>P1.</b> Collect information regarding market size and potential from appropriate sources</p> <p><b>P2.</b> Investigate market trends and developments to identify market needs relative to business ideas</p> <p><b>P3.</b> Gather market information from primary and secondary sources to identify possible market needs in relation to business ideas</p> <p><b>P4.</b> Identify ethical and cultural requirements of the market and their impact on business ideas</p> <p><b>P5.</b> Identify new and emerging markets and document their features</p> <p><b>P6.</b> Identify and organise information on expected market growth or decline and associated risk factors</p>
<b>3. Investigate factors affecting the market</b>	<p><b>P1.</b> Identify projected changes in population, economic activity and</p> <p><b>P2.</b> the labour force that may affect business ideas</p> <p><b>P3.</b> Identify movements in prices and projected changes in</p> <p><b>P4.</b> availability of resources</p> <p><b>P5.</b> Review trends and developments and identify their potential</p>



## National Competency Standards Level-5 for “Media Production”



### P6. impact on business ideas

#### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Define entrepreneurship.
- Explain the concept of entrepreneurship
- Explain the various types of enterprise that exist in the community
- Identify and interpret the terms and elements involved in the concept of enterprise
- Appreciate that the advancement of individual and society in general when entrepreneurship is adopted
- Explain various motivational factors that entrepreneurs possess and utilize.
- Exhibit the skills needed to assess and evaluate a risk
- Describe the outline of small enterprise
- Describe the creativity and innovation
- Apply the techniques for developing creative abilities
- Explain the resources of business idea
- Explain the collective and creative thinking
- Explain how to generate a business idea
- Appreciate the importance of, and possess techniques for identifying and assessing business opportunities.
- Identify the various entrepreneurial characteristics
- Access personal potential for becoming future entrepreneurs.
- Identify leadership qualities which are essential to the success of entrepreneurs
- Identify self- management skills and how they are important to be enterprising
- Apply a rational approach to make personal and business decisions
- Explain the steps for decision making and rating of decision making skills
- Apply the rules of negotiation for resolving business issues

#### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Evidence of the following is essential:

- Thorough investigation of business opportunities and ideas
- Clearly identified products/services and customer information for each
- Thorough collection and analysis of market information and associated factors relating to business ideas
- Knowledge of ethical and cultural requirements.



## National Competency Standards Level-5 for “Media Production”



- Business idea

### Instruments & Consumables

Sr. No	Description (Instruments)
1.	Calculator
2.	Ruler
3.	Papers and Pencil

### 0211-AVT&MP-25. Develop a Micro Business Proposal

#### Overview:

This competency describes the performance outcomes, skills and knowledge required to develop an identified business idea, to research the feasibility of the business opportunity and to present a business idea in form that suit a range of stakeholders

Competency Unit	Performance Criteria
1. Evaluate business opportunities	<p><b>P1.</b> Identify and research key factors that influence viability of</p> <p><b>P2.</b> Business ideas</p> <p><b>P3.</b> Analyse business ideas in terms of personal or family</p> <p><b>P4.</b> needs and commitments</p> <p><b>P5.</b> Evaluate impacts of emerging or changing technology,</p> <p><b>P6.</b> including e-commerce, on the business</p> <p><b>P7.</b> Determine viability of business opportunity in line with</p> <p><b>P8.</b> perceived risks, resources available, financial returns and</p> <p><b>P9.</b> other outcomes sought</p> <p><b>P10.</b> Assess and match personal</p> <p><b>P11.</b> skills/attributes against those perceived as necessary for a particular business opportunity</p> <p><b>P12.</b> Identify and assess business risks according to resources</p> <p><b>P13.</b> available and personal preferences</p>



## National Competency Standards Level-5 for “Media Production”



### 2. Detail the business idea

- P1.** Develop an accurate description of the business idea for key stakeholders
- P2.** Develop an accurate summary of the major products and/or
- P3.** services required to suit personal needs and requirements

### 3. Prepare the business overview to suit different stakeholders

- P1.** Present an accurate list of key stakeholders and their information requirements
- P2.** Determine an acceptable method of presentation of information for each stakeholder
- P3.** Provide accurate customised information to target audiences



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### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- State and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues,
- Income and expenditure costing
- Principles of risk assessment relevant to the business opportunity

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

Evidence of the following is essential:

- Accurate and complete outline of the business idea that considers the major elements of:
  - products/services
  - customers
  - operations and processes
  - income and expenditure
  - resources
  - marketing
  - location

### Instruments & Consumables

Sr. No	Description (Instruments)
1.	Calculator
2.	Ruler
3.	Papers and Pencil



**0211-AVT&MP-26. Develop a Marketing Plan**

**Overview:**

This competency describes the performance outcomes, skills and knowledge required to research, develop and present a marketing plan for an entrepreneurship business

Competency Unit	Performance Criteria
<b>1. Devise marketing strategies</b>	<p><b>P1.</b> Evaluate marketing opportunity options that address organisational objectives, and evaluate their risks and returns in the selection process</p> <p><b>P2.</b> Develop marketing strategies that address strengths and opportunities within the organisation's projected capabilities and resources</p> <p><b>P3.</b> Develop strategies which increase resources or Organisational expertise where gaps exist between current</p> <p><b>P4.</b> Capability and marketing objectives</p> <p><b>P5.</b> Develop feasible marketing strategies and communicate</p> <p><b>P6.</b> Reasons that justifies their selection</p> <p><b>P7.</b> Ensure strategies align with organisation's strategic direction</p> <p><b>P8.</b> Develop a marketing performance review strategy,</p> <p><b>P9.</b> Incorporating appropriate marketing metrics to review of</p> <p><b>P10.</b> Organisational performance against marketing objectives</p>
<b>2. Plan marketing tactics</b>	<p><b>P1.</b> Detail tactics to implement each marketing strategy in</p> <p><b>P2.</b> Terms of scheduling, costing, accountabilities and persons responsible</p> <p><b>P3.</b> Identify coordination and monitoring mechanisms for scheduled activities</p> <p><b>P4.</b> Ensure tactics are achievable within organisation's</p> <p><b>P5.</b> Projected capabilities and budget</p> <p><b>P6.</b> Ensure tactics meeting legal and ethical requirements</p> <p><b>P7.</b> Ensure tactics provide for ongoing review of</p> <p><b>P8.</b> Performance against objectives and budgets, and allow marketing targets to be adjusted if necessary</p>





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### 3. Prepare and present marketing plan

- P1.** Ensure marketing plan meets organisational,
- P2.** Well as marketing, objectives and incorporates
- P3.** Marketing approaches and a strategic marketing mix
- P4.** Ensure marketing plan contains a rationale objectives and information that supports the choice of strategies and tactics
- P5.** Present marketing plan for approval in the
- P6.** required format and timeframe
- P7.** Adjust marketing plan in response to feedback
- P8.** From key stakeholders and disseminate for implementation within the required timeframe

#### Knowledge and understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

- Describe the market & marketing
- Differentiate between sellers and buyers’ market
- Describe the five ‘w’ of market
- Explain the procedure for assessing the market size and demand
- Explain the major factors to be considered when selecting a location for a business
- Describe the basic types of business ownership and the limitation of each
- Explain the computation of initial and working capital needed to start an enterprise
- Identify the advantages and disadvantages of using various sources of capital to start an enterprise
- Explain the component of cost of product
- Explain the break even analysis for a new business
- Calculate the breakeven point for various new business

#### Critical Evidence(s) Required:

The candidate needs to produce following critical evidence(s) in order to be competent in this competency standard:

- Devising, documenting and presenting a marketing plan



## National Competency Standards Level-5 for “Media Production”



- Detailing approaches and
- The marketing mix to achieve organizational marketing objectives.

Sr. No	Description (Instruments)
1.	Calculator
2.	Ruler
3.	Papers and Pencil

**Instruments & Consumables:**



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### 0211-AVT&MP-27. Develop & Review a Business Plan.

#### Overview:

This competency standard covers the process of developing and reviewing business for a small business enterprise. It requires the application of knowledge and skills to determine the scope of the business plan, prepare a business plan, determine goals, trial systems, and document, monitor and review the business plan.

Competency Unit	Performance Criteria
1. Determine scope of business	<p><b>P1.</b> Determine scope of the business plan and associated systems is determined in consultation with specialist personnel.</p> <p><b>P2.</b> Access accurate information for inform business plan development</p> <p><b>P3.</b> Account for and incorporate trends and seasonal variations into the business plan.</p> <p><b>P4.</b> Account for strategic goals, targets and directions of the enterprise in the development of the business plan</p> <p><b>P5.</b> Comply Legal obligations in developing the business plan.</p>
2. Prepare business plan	<p><b>P1.</b> Develop operational goals and targets to meet the enterprise strategic plan.</p> <p><b>P2.</b> Identify and incorporate supply chains into the business plan.</p> <p><b>P3.</b> Identify risk management needs are within the business plan.</p> <p><b>P4.</b> Incorporate trial systems in order to test budgetary impact and operational potential prior to full implementation of the business plan.</p> <p><b>P5.</b> Set clear and measureable indicators of operational performance to allow for realistic analysis of performance.</p>
3. Document and review business plan	<p><b>P1.</b> Include fiscal and operational systems that enhance performance management and suit enterprise requirements.</p> <p><b>P2.</b> Incorporate resource considerations the business plan.</p> <p><b>P3.</b> Document accurately and clearly communicate business Plan to all relevant parties.</p> <p><b>P4.</b> Monitor to identify strengths, weaknesses and areas for improvement performance against the business plan</p>



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**P5.** Make recommendations to improve the business plan and associated systems as required.



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### **Knowledge and understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Appreciate the importance of business plan
- Explain the process of writing a business plan
- Develop feasibility for a business idea
- Realize the problem that may be encountered when starting a small business/Enterprise
- Develop a business plan for a small business on the standard format
- Evaluate the business plan in a real market saturation

The knowledge requirements for this competency standard are listed below:

### **Budgeting**

- Forecasting & operational systems
- relevant industrial awards and agreements
- communication techniques
- logical and analytic methods
- profit and loss and cash flow systems
- working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidences in order to competent in this competency standard.

Competence in develop and review a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. It also requires competence in specifying key performance targets, assessing the relevance of the business plan, and trial systems. The business plan also needs to be documented and reviewed.

The skills and knowledge required to develop and review a business plan must be transferable to a different work environment. For example, if competence is demonstrated in developing a business plan for a small enterprise, it must also be evident in reviewing a business plan in medium or large enterprise environment.

### **Instruments & Consumables**



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<b>Sr. No</b>	<b>Description (Instruments)</b>
1.	Construction Lab Tools
2.	Rule, tape, square, hammer, hand saw, hand plane, chisel, shovel, wheelbarrow, sledge hammer, pick, mattock and crow bar and pinch bar for given tasks.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-28. Organize Finances for the Micro Business

**Overview:**

This competency standard describes the performance outcomes, skills and knowledge required to investigate the financial capacity to enter into a micro business, to determine the projected cash flow, to source finances and to monitor the profitability of the business.

Competency Unit	Performance Criteria
1. <b>Ascertain own financial position and the ability to provide capital/equity for the business</b>	<p><b>P1.</b> Realistically detail personal, family or community financial situation in terms of funds available and commitments already incurred</p> <p><b>P2.</b> Determine equity finance and assets available for micro business from personal, family or community sources</p>
2. <b>Determine projected cash flow for the business</b>	<p><b>P1.</b> Determine the level of forecast business activity over a year and the business mix</p> <p><b>P2.</b> Estimate establishment costs for the business and repayment schedule for borrowings</p> <p><b>P3.</b> Calculate the monthly variable and fixed costs needed to conduct business activity over a year</p> <p><b>P4.</b> Estimate personal drawings needed to be taken from the business</p> <p><b>P5.</b> Estimate the monthly income generated by the business for a year based on price per unit item or hourly charge rate for labor</p> <p><b>P6.</b> Develop a cash flow budget for the first year of business operation</p> <p><b>P7.</b> Seek professional advice to estimate goods and services tax and operating</p> <p><b>P8.</b> Finance required for the business</p>
3. <b>Source the required funds to establish the business</b>	<p><b>P1.</b> Estimate required funding to establish and run the business based on expected sales and activity levels, available finances and commitments</p> <p><b>P2.</b> Investigate methods of accessing alternative sources of finance</p> <p><b>P3.</b> Identify strategies for meeting financial obligations</p> <p><b>P4.</b> Implement plans to access available funds as required</p>
4. <b>Monitor</b>	<p><b>P1.</b> Maintain and review monthly</p>



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<b>profitability of the business</b>	expenditure and income records
	<b>P2.</b> Compare equity at beginning and end of a year to estimate business performance
	<b>P3.</b> Assess the financial viability of the business after a year of operation
	<b>P4.</b> Seek professional advice on depreciation, insurance and tax implications of the business

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Basic budgeting
- Basic costing for the business
- Financial commitments and requirements
- Financial reports and terminology
- Methods and relative costs of obtaining finance
- Own financial position
- Sources of advice and assistance.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidences in order to competent in this competency standard.

Evidence of the following is essential:

- Investigation of own financial position and needs
- Investigation of projected cash flow for the business
- Estimation of the funding needed to establish and operate the business
- Assessment of the financial viability of the business
- Knowledge of basic budgeting.





## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-29. Manage Human Resources

#### Overview:

This competency standard covers the skills and knowledge required to manage human resources and to manage and develop human resources to achieve organization’s operational objectives

Competency Unit	Performance Criteria
1. Lead and motivate people	<p><b>P1.</b> Establish goals for people and teams to optimise achievement in work tasks.</p> <p><b>P2.</b> Take into account the capabilities of people and teams.</p> <p><b>P3.</b> Provide advice and support sensitive to the individual's needs to people in the performance of their duties.</p> <p><b>P4.</b> Undertake activities to achieve commitment to common goals.</p> <p><b>P5.</b> Recognise and encourage initiative and innovation</p> <p><b>P6.</b> Recognise and communicate achievements within the organisation.</p>
2. Undertake human resource planning	<p><b>P1.</b> Determine human resource needs within the anticipated operational needs and allocated budget.</p> <p><b>P2.</b> Analyse alternatives to staffing levels which clearly demonstrate returns to the organisation.</p> <p><b>P3.</b> Develop contingency plans for staffing which meet key provisions of the human resources plan.</p> <p><b>P4.</b> Compare existing competencies of staff with the needs of the work group.</p> <p><b>P5.</b> Plan staffing levels and negotiate with stakeholders within the organizational framework to achieve maximum efficiency of operations.</p>
3. Develop and facilitate performance	<p><b>P1.</b> Negotiate performance criteria individuals, teams and work groups.</p> <p><b>P2.</b> Review performance criteria a circumstances change.</p> <p><b>P3.</b> Conduct performance appraisal based on clearly established and agreed performance criteria.</p> <p><b>P4.</b> Identify and propose the total performance development system strategies to rectify performance shortfalls and recognise success.</p>



## National Competency Standards Level-5 for “Media Production”



	<p><b>P5.</b> Address performance problems confidentially and in a constructive and timely manner, in line with relevant organisational procedures.</p> <p><b>P6.</b> Make selections, transfers and promotions in accordance with organisation policies and supported with documented information.</p> <p><b>P7.</b> Develop and implement mechanisms for the identification of human resource development needs within the work group taking account of the strategic plan for the organization.</p>
<b>4.</b> Facilitate training, education and development opportunities	<p><b>P1.</b> Make information on planned training events widely available throughout the organisation.</p> <p><b>P2.</b> Include training, education and development plans as part of individual/team performance plans.</p> <p><b>P3.</b> Facilitate individual/team access to, and participation in, training, education and development opportunities.</p> <p><b>P4.</b> Contribute coaching and mentoring effectively to the training, education and development of personnel in an environment of change.</p> <p><b>P5.</b> Enhance training, education and development opportunities of individual, team and organisational performance.</p> <p><b>P6.</b> Create workplace environment in which facilitates training, education and development</p>

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Describe the hiring method/Procedures
- Describe the term & conditions of services and job description for various employments
- Describe the characteristics of successful sales personals



## ***National Competency Standards Level-5 for “Media Production”***



- Communication principles
- Conflict resolution principles and practice
- Equal Employment Opportunity
- Grievance procedures
- Interpersonal relations
- Leadership theory and principles
- Management principles and practice
- Occupational Health and Safety
- Training and education principles
- Training need analysis

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidences in order to competent in this competency standard.

- It is essential that competence be demonstrated in the application of human resource management in a wide range of contexts in achieving the organization’s objectives.
- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
- Evidence of competent performance should be obtained by observing an individual in a management role within the workplace or exercise or operational environment. Knowledge may be accessed through written assignments, project reports, debriefings and action learning projects.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-30. Market Products & Services

#### Overview:

This competency standard covers the skills and knowledge required to market products and services

Competency Unit	Performance Criteria
<b>1. Analyze market information</b>	<p><b>P1.</b> Identify, research and analyse existing or new markets for existing or new products or services using techniques to ensure reliable data</p> <p><b>P2.</b> Analyse past trends and developments to determine market variability and associated risks</p> <p><b>P3.</b> Develop gross margin budgets to account for market variability</p> <p><b>P4.</b> Identify and evaluate competing products to determine strengths and weaknesses of own products</p> <p><b>P5.</b> Monitor market environment to ensure information is current and reliable</p> <p><b>P6.</b> Identify the legal, ethical and environmental constraints of the markets and their effect on the enterprise</p> <p><b>P7.</b> Identify product specifications that suit market requirements and price advantage at the time</p> <p><b>P8.</b> Present clear and concise information to the enterprise management team.</p>
<b>2. Identify and evaluate factors to include in a marketing plan</b>	<p><b>P1.</b> Identify and evaluate production processes to ensure required product specifications are met</p> <p><b>P2.</b> Identify and assess alternative selling strategies and techniques to identify marketing targets and methods</p> <p><b>P3.</b> Identify and assess distribution channels and their role in your marketing strategies</p> <p><b>P4.</b> Ensure the data used is reliable and the market environment and trends are substantiated</p> <p><b>P5.</b> Evaluate the role of marketing professionals in providing advice</p>



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<b>3. Develop a marketing plan for your products and services</b>	<p><b>P1.</b> Establish marketing objectives based on current and potential product specifications</p> <p><b>P2.</b> Select appropriate production processes to ensure product specifications are met</p> <p><b>P3.</b> Select selling strategies to ensure required prices are achieved</p> <p><b>P4.</b> Select appropriate distribution channel options to ensure access to target markets is achieved efficiently and appropriately</p> <p><b>P5.</b> Establish time-frames for production, distribution and selling activities</p> <p><b>P6.</b> Develop a gross margin budget to demonstrate the cost effectiveness of the marketing plan</p> <p><b>P7.</b> Develop partial gross margin budgets to account for market variability</p>
<b>4. Determine promotional strategies</b>	<p><b>P1.</b> Prepare and record detailed plans for promotional activities</p> <p><b>P2.</b> Outline objectives, level of exposure and available markets</p> <p><b>P3.</b> Ensure strategies take account of time management and scheduling issues, and resource constraints</p> <p><b>P4.</b> Create promotional materials that enhance the product and commercial presentation</p> <p><b>P5.</b> Record and communicate priorities responsibilities, timelines and budgets for promotional activities.</p>
<b>5. Implement marketing activities</b>	<p><b>P1.</b> Schedule planned marketing activities within appropriate timeframes</p> <p><b>P2.</b> Develop measurable performance targets that meet business plan objectives</p> <p><b>P3.</b> Organise distribution channels and ensure product and service information is accurate and readily available to clients</p> <p><b>P4.</b> Implement marketing activities within budgetary constraints to meet legal, ethical and enterprise requirements</p>
<b>6. Evaluate marketing performance.</b>	<p><b>P1.</b> Review the established marketing objectives to ensure they remain viable</p> <p><b>P2.</b> Make an objective assessment of the marketing plan and its implementation by a comparison of valid and reliable data against the established objectives</p> <p><b>P3.</b> Assess product, pricing and distribution policies in relation to market changes, marketing objectives and enterprise</p>



## National Competency Standards Level-5 for “Media Production”



requirements

**P4.** Identify areas of positive marketing performance and take corrective action to remedy poor marketing performance areas

**P5.** Document and distribute information for continual analysis and effective planning management

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Describe the life cycle of product
- Identify the various ways of selecting suppliers,
- Explain the inventory management of stock, raw material and finished goods etc.
- Appreciate the importance of financial record keeping in a small business
- Explain techniques to keep cost as low as possible
- Develop balance sheet for a small enterprise
- Explain the operating cycle concept
- Explain the income tax computation procedure for a small business
- Explain the basic scheme of sales tax
- Explain the assessment procedure for returns and filling of returns.

### Critical Evidence(s) Required

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- Identify the marketable features of the product and potential markets
- Develop a range of marketing alternatives
- Collect and analyses data to assess alternatives in a marketing plan
- Evaluate performance targets and recommend modifications or improvements
- Implement and evaluate a marketing plan
- Plan to manage promotional activities.

**0211-AVT&MP-31. Monitor and Review Business Performance**

**Overview:**



## National Competency Standards Level-5 for “Media Production”



This competency standard covers the skills and knowledge required to monitor and review business performance

Competency Unit	Performance Criteria
<b>1. Evaluate commercial performance</b>	<p><b>P1.</b> Gather and analyse data relating to enterprise performance to identify historical and current performance.</p> <p><b>P2.</b> Review and analyse operational structures to determine the suitability of organisational processes to enterprise objectives.</p> <p><b>P3.</b> Evaluate enterprise strengths and weaknesses against market conditions to determine current and future capacities.</p> <p><b>P4.</b> Evaluate enterprise objectives are to identify variations and scope for future development.</p>
<b>2. Allocate and co-ordinate business resources</b>	<p><b>P1.</b> Identify and communicate roles and responsibilities of personnel.</p> <p><b>P2.</b> Identify resource requirements for enterprise and cost them using standard financial analysis techniques.</p> <p><b>P3.</b> Calculate costs of ensuring sustainability of enterprise operations and factor into business planning for the enterprise.</p>
<b>3. Identify performance requirements</b>	<p><b>P1.</b> Develop realistic performance indicators within available timeframes and resources</p> <p><b>P2.</b> Identify and minimize factors inhibiting Performance against objectives.</p> <p><b>P3.</b> Monitor and assess market conditions Based on relevant data.</p> <p><b>P4.</b> Prepare and incorporate strategies and Programs to promote the sustainability of operations into enterprise procedures.</p>
<b>4. Review business performance</b>	<p><b>P1.</b> Review regularly enterprise operations to identify opportunities for improvements in performance.</p> <p><b>P2.</b> Monitor and anticipate impact of natural conditions on enterprise to assess sustainability of resource use.</p> <p><b>P3.</b> Compare costs and estimates with resource allocation.</p> <p><b>P4.</b> Determine operational plans to determine schedule of activities</p>



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### **Knowledge and understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Rates of return for products and/or services
- Financial analysis techniques
- Structure and operation of small businesses relevant State/Territory Occupational Health and Safety (OHS)
- Legislative requirements
- Environmental conditions, positive environmental practices and negative impact minimisation measures
- Human resource requirements for the enterprise
- Transport requirements for the enterprise
- Enterprise/property improvement requirements.
- Market performance in commodities
- Statutory marketing requirements

### **Critical Evidence(s) Required**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- Gather and analyse data relating to enterprise performance
- Review operational structures to determine effectiveness
- Identify available resources to assess capacity
- Develop realistic performance indicators
- Review enterprise operations against performance indicators
- Plan to improve business performance by addressing results of review.





**0211-AVT&MP-32. Manage Personal Finances**

**Overview:**

This unit of competency describes the outcomes required to develop, implement and monitor a personal budget in order to plan regular savings and manage debt effectively.

Competency Unit	Performance Criteria
<b>1. Develop a personal budget</b>	<p><b>P1.</b> Calculate current living expenses using available information to prepare a personal budget.</p> <p><b>P2.</b> Keep a record of all income and expenses for a short period of time to help estimate ongoing expenses.</p> <p><b>P3.</b> Subtract total expenses from total income to determine a surplus or deficit budget for the specified period.</p> <p><b>P4.</b> Find reasons for a deficit budget and ways to reduce expenditure identified.</p> <p><b>P5.</b> Identify ways to increase income, if possible</p>
<b>2. Develop longer term personal budget</b>	<p><b>P1.</b> Analyze income and expenditure and set longer term personal, work and financial goals.</p> <p><b>P2.</b> Develop a longer-term budget based on the outcomes of short-term budgeting, and adjust to meet living, work and future career requirements.</p> <p><b>P3.</b> Identify obstacles that might affect finances such as job loss, sickness or unexpected expenses contingency savings</p> <p><b>P4.</b> Formulate a regular savings plan based on budget, using secure savings products and services.</p> <p><b>P5.</b> Monitor expenditure against budget and identify areas of possible expenditure saving</p>
<b>3. Identify ways to maximize future finances</b>	<p><b>P1.</b> Determine sources and ways to maximize personal income, including from work, investments or available government payments/allowances.</p> <p><b>P2.</b> Get further education or training to maintain or improve future income.</p> <p><b>P3.</b> Identify the need for debt to finance living and other expenses, and determine the appropriate levels of debt and repayment.</p> <p><b>P4.</b> Consolidate existing debt, where possible, to minimize interest costs and fees.</p> <p><b>P5.</b> Seek professional money management services, where available, to ensure financial plans are effective and achievable.</p>



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### **Knowledge and understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Explain the abilities to plan and organize to keep records and monitor a personal budget
- Describe abilities to set and review goals
- Explain basic financial management and record keeping to enable development and management of a personal budget
- Describe benefits of financial goal setting and personal budgeting to enable effective management of personal finances
- Outline numeracy skills to compare income and expenditure

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage personal finances. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Develop a personal budget based on analysis of expenditure and income;
- Formulate goals and identify financial contingency plans; and
- Monitor expenditure for a period of up to 2 weeks



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### 0211-AVT&MP-33.      Coordinate a Work Team

**Overview:**

This unit is concerned with the competencies required to achieve operational outcomes and effective working relationships through managing and developing individuals and teams.

Competency Unit	Performance Criteria
<b>1. Develop and maintain a cooperative work group</b>	<p><b>P1.</b> Work contributions and suggestions from staff are continually sought and encouraged</p> <p><b>P2.</b> Contributions to work group operations are acknowledged and suggestions are dealt with constructively</p> <p><b>P3.</b> Develop staff skills according to work requirements</p> <p><b>P4.</b> Implement new work practices</p> <p><b>P5.</b> Address conflict between staff members in accordance with current personnel practices.</p>
<b>2. Communicate objectives and required standards</b>	<p><b>P1.</b> Inform the staff of the objectives and standards required</p> <p><b>P2.</b> Commit to objectives and standards</p> <p><b>P3.</b> Practices of safe, fair and participative work principals are and promote to staff</p>
<b>3. Provide feedback on performance</b>	<p><b>P1.</b> Give constructive feedback on all aspects of work performance provided to individuals and team</p> <p><b>P2.</b> Access and address performance in a fair and timely manner in accordance with relevant guidelines, procedures and natural justice</p>
<b>4. Support and participate in development activities</b>	<p><b>P1.</b> Assess training needs of all staff, implemented and promoted</p> <p><b>P2.</b> Devise an action plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p><b>P3.</b> Identify specific training needs of individuals</p> <p><b>P4.</b> Encourage staff in applying skills and knowledge in the workplace</p> <p><b>P5.</b> Provide training to the required standard of the job</p> <p><b>P6.</b> Support and encourage staff to attend training courses and to take up other development opportunities.</p>
<b>5. Provide leadership direction and guidance to the work group</b>	<p><b>P1.</b> Link between the function of the group and the goals of the organization</p> <p><b>P2.</b> Participate in decision making routinely to develop, implement and review work of the group and to allocate responsibilities where appropriate</p>



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- P3.** Give opportunities and encouragement to others to develop new and innovative work practices and strategies
- P4.** Identify conflict and resolve with minimum disruption to work group function
- P5.** Provide staff with the support and supervision necessary to perform work safely and without risk to health
- P6.** Allocate tasks within the competence of staff and support with appropriate authority, autonomy and training
- P7.** Supervise appropriately the changing priorities and situations and takes into account the different needs of individuals and the requirements of the task

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Explain the principles of effective team operation
- Explain the principles of human resource management
- Describe the training delivery processes in the workplace
- Outline the industry assessment guidelines

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to coordinate a work team. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- Assessing and evaluating skills
- Working effectively in a team environment
- Achievement of work outcomes



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### 0211-AVT&MP-34. Lead Small Teams

#### Overview:

This unit describes the outcomes required to lead small teams including setting and maintaining team and individual performance standards.

Competency Unit	Performance Criteria
<b>1. Facilitate team development</b>	<p><b>P1.</b> Identify work requirements, standards and purpose to team members.</p> <p><b>P2.</b> Assist team to develop objectives, targets and key performance indicators relevant its purpose and workplace goals.</p> <p><b>P3.</b> Allocate duties regard to the skills required to properly undertake the assigned task and according to company policy</p> <p><b>P4.</b> Identify roles, responsibilities and expectations of each team member</p> <p><b>P5.</b> Disseminate and discuss performance expectations to individual team members.</p>
<b>2. Motivate and build the team</b>	<p><b>P1.</b> Develop positive and constructive relationships with and between team members</p> <p><b>P2.</b> Facilitate team communication processes</p> <p><b>P3.</b> Involve team members in the process of examining risks and options and making decisions, to ensure acceptance and support.</p> <p><b>P4.</b> Encourage individual and team efforts and contributions</p> <p><b>P5.</b> Strengths and weaknesses of team members are determined and sharing of work tasks is promoted to up skill team members.</p> <p><b>P6.</b> Recognize team members' queries and discuss and deal with it.</p>
<b>3. Facilitate and monitor team</b>	<p><b>P1.</b> Monitor the implementation of work plan and team and individual performance against agreed strategies, targets and</p>



## National Competency Standards Level-5 for “Media Production”



### effectiveness

standards, according to workplace policies and procedures.

**P2.** Monitor performance against defined performance criteria and/or assignment instructions and corrective action taken if required.

**P3.** Support team in identifying and resolving problems that may impede performance and to suggest improvements in team Performance.

**P4.** Consult team members in any review and revision of team objectives and goals.

**P5.** Address performance issues which cannot be rectified within the team to appropriate personnel according to employer policy.

**P6.** Refer concerns of a team and individual are referred to next level of management or appropriate specialist and conduct negotiations on their behalf.

**P7.** Keep team members inform of any changes in the priority allocated to assignments, or tasks which might impact on client/customer needs and satisfaction.

**P8.** Monitor team operations to ensure that internal or external employer/client needs and requirements are met.

**P9.** Provide follow-up communication on all issues affecting the team

**P10.** Conduct team meetings to review work operations and address issues according to workplace policies and procedures.

**P11.** Support team in identifying and resolving problems that may impede performance and to suggest improvements in team performance.

**P12.** Consult team members in any review and revision of team objectives and goals.

**P13.** Raise any inappropriate values and standards exhibited in the workplace with the person concerned.

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Explain conflict resolution techniques
- Explain management styles
- Describe methods of monitoring performance



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- Outline the relevant legal requirements
- Outline strategies for dealing effectively with team member complaints or grievances and
- Explain team dynamics and facilitation processes
- Describe communication skills
- State workplace policies and procedures

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to lead small teams. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- Demonstrate the ability to build positive team spirit and effectively manage overall team
- Performance within a workplace context;
- Demonstrate the ability to coordinate a work team in a range of contexts or occasions; and
- Show knowledge of leadership, motivation and teamwork principles.



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### 0211-AVT&MP-35. Develop Workplace Policy & Procedures for Sustainability

#### Overview:

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Unit of Competency	Performance Criteria
<b>1. Develop workplace sustainability policy</b>	<b>P1.</b> Define scope of sustainability policy <b>P2.</b> Gather information from a range of sources to plan and develop policy <b>P3.</b> Identify and consult stakeholders as a key component of the policy development process <b>P4.</b> Include appropriate strategies in policy at all stages of work for minimizing resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches <b>P5.</b> Make recommendations for policy options based on likely effectiveness, timeframes and cost <b>P6.</b> Develop policy that reflects the organization's commitment to sustainability as an integral part of business planning and as a business opportunity <b>P7.</b> Agree to appropriate methods of implementation, outcomes and performance indicators
<b>2. Communicate workplace sustainability policy</b>	<b>P1.</b> Promote workplace sustainability policy, including its expected outcome, to key stakeholders <b>P2.</b> Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
<b>3. Implement workplace sustainability policy</b>	<b>P1.</b> Develop and communicate procedures to help implement workplace sustainability policy <b>P2.</b> Implement strategies for continuous improvement in resource efficiency <b>P3.</b> Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
<b>4. Review workplace</b>	<b>P1.</b> Review workplace sustainability policy implementation





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### sustainability policy implementation

- P2.** Investigate successes or otherwise of policy
- P3.** Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance
- P4.** Modify policy and or procedures as required to ensure improvements are made

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organization identify internal and external sources of information and explain how they can be used to plan and develop the organization s sustainability policy
- Explain policy development processes and practices
- Outline organizational systems and procedures that relate to sustainability
- Outline typical barriers to implementing policies and procedures in an organization and possible strategies to address them.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to Develop workplace policy and procedures for sustainability. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Scope and develop organizational policies and procedures that comply with legislative requirements and support the organizations sustainability goals covering at a minimum:
- Minimizing resource use
- Resource efficiency
- Reducing toxic material and hazardous chemical use



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- Employing life cycle management approaches
- Continuous improvement
- Plan and implement sustainability policy and procedures including:
  - Agreed outcomes
  - Performance indicators
  - Activities to be undertaken
  - Signed responsibilities
  - Record keeping, review and improvement processes
- Consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- Review and improve sustainability policies.

### 0211-AVT&MP-36. Maintain Professionalism in the Workplace

**Overview:**

This unit of competency describes the outcomes required maintain a professional image in the workplace, including behaving ethically, demonstrating motivation, respecting timeframes and maintaining personal appearance.

Unit of Competency	Performance Criteria
<b>1. Respect work Time frames</b>	<p><b>P1.</b> Demonstrate punctuality in meeting, set working hours and times.</p> <p><b>P2.</b> Utilize working hours only for working and follow company regulations.</p> <p><b>P3.</b> Complete work tasks within deadlines according to order of priority</p> <p><b>P4.</b> Supervisors are informed of any potential delays in work times or projects.</p>
<b>2. Maintain personal appearance and hygiene</b>	<p><b>P1.</b> Clean hair, body and nails regularly.</p> <p><b>P2.</b> Wear suitable cloths for the workplace, and respect local and cultural contexts</p> <p><b>P3.</b> Meet specific company dress code requirements</p>
<b>3. Maintain adequate distance with colleagues and clients</b>	<p><b>P1.</b> Respect personal space of colleagues and clients with reference to local customs and cultural contexts.</p> <p><b>P2.</b> Keep sufficient distance from others</p> <p><b>P3.</b> Avoid cross transmission of infections (especially through respiration).</p>
<b>4. Work in an ethical</b>	<p><b>P1.</b> Follow company values/ethics codes of ethics</p>



## National Competency Standards Level-5 for “Media Production”



### manner

and/or conduct, policies and guidelines.

**P2.** Use company resources in accordance with company ethical standards.

**P3.** Conduct personal behavior and relationships in accord with ethical standards and company policies.

**P4.** Undertake work practices in compliance with company ethical standards, organizational policy and guidelines.

**P5.** Instruct co-workers on ethical, lawful and reasonable directives.

**P6.** Share company values/practices with co-workers using appropriate behavior and language.

**P7.** Report work incidents/situations and/or resolved in accordance with company protocol/guidelines.

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Explain application of good manners and right conduct
- Explain basic practices for oral and personal hygiene
- Describe common products used for oral and personal hygiene
- Outline the company code of conduct/values
- Outline the Company regulations, performance and ethical standards
- Explain work responsibilities/job functions
- Describe communication skills
- State workplace hygiene standards

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to maintain professionalism in the workplace .The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential

- Clarify and affirm work values/ethics/concepts consistently in the workplace;



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- Comply with required working times;
- Conduct work practices satisfactorily and consistently, in compliance with work ethical standards, organizational policy and guidelines;
- Develop suitable hygiene
- Keep adequate distance while interacting with colleagues and clients.



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### 0211-AVT&MP-37. Manage Personal Work Priorities & Professional Development

#### Overview:

This unit describes the skills and knowledge required to create systems and process to organize information and prioritize tasks. It applies to individuals working in managerial positions who have excellent organizational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behavior of others as managers at this level are role models in their work environment.

Unit of Competency	Performance Criteria
<b>1. Establish personal work goals</b>	<b>P1.</b> Serve as a positive role model in the workplace through personal work planning <b>P2.</b> Ensure personal work goals, plans and activities reflect the organization s plans, and own responsibilities and accountabilities <b>P3.</b> Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur
<b>2. Set and meet own work priorities</b>	<b>P1.</b> Take initiative to prioritize and facilitate competing demands to achieve personal, team and organizational goals and objectives <b>P2.</b> Use technology efficiently and effectively to manage work priorities and commitments <b>P3.</b> Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
<b>3. Develop and maintain professional competence</b>	<b>P1.</b> Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans <b>P2.</b> Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence <b>P3.</b> Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence <b>P4.</b> Participate in networks to enhance personal knowledge, skills and work relationships <b>P5.</b> Identify and develop new skills to achieve and maintain a competitive edge

#### Knowledge and understanding



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The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Explain principles and techniques involved in the management and organization of:
  - Performance measurement
  - Personal behavior, self-awareness and personality traits identification
  - A personal development plan
  - Personal goal setting
  - time
- Discuss management development opportunities and options for self
- Describe methods for achieving a healthy work-life balance
- Outline organization s policies, plans and procedures
- Explain types of learning style/s and how they relate to the individual
- Describe types of work methods and practices that can improve personal performance.

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage personal work priorities and professional development. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Use business technology to create and use systems and processes to organize and prioritize tasks and commitments
- Measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- Maintain an appropriate work-life balance to manage personal health and stress
- Participate in networks
- Develop a personal development plan which includes career objectives and an action plan
- Develop new skills.



**0211-AVT&MP-38. Manage Workforce Planning**

**Overview:**

This unit describes the skills and knowledge required to manage planning in relation to an organization’s workforce including researching requirements, developing objectives and strategies, implementing initiatives and monitoring and evaluating trends. It applies to individuals who are human resource managers or staff members with a role in a policy or planning unit that focuses on workforce planning.

Unit of Competency	Performance Criteria
<p><b>1. Research workforce requirements</b></p>	<p><b>P1.</b> Review current data on staff turnover and demographics</p> <p><b>P2.</b> Assess factors that may affect workforce supply</p> <p><b>P3.</b> Establish the organization’s requirements for a skilled and diverse workforce</p>
<p><b>2. Develop workforce objectives and strategies</b></p>	<p><b>P1.</b> Review organizational strategy and establish aligned objectives for modification or retention of the workforce</p> <p><b>P2.</b> Consider strategies to address unacceptable staff turnover, if required</p> <p><b>P3.</b> Define objectives to retain required skilled labor</p> <p><b>P4.</b> Define objectives for workforce diversity and cross-cultural management</p> <p><b>P5.</b> Define strategies to source skilled labor</p> <p><b>P6.</b> Communicate objectives and rationale to relevant stakeholders</p> <p><b>P7.</b> Obtain agreement and endorsement for objectives and establish targets</p> <p><b>P8.</b> Develop contingency plans to cope with extreme situations</p>
<p><b>3. Implement initiatives to support workforce planning objectives</b></p>	<p><b>P1.</b> Implement action to support agreed objectives for recruitment, training, redeployment and redundancy</p> <p><b>P2.</b> Develop and implement strategies to assist workforce to deal with organizational change</p> <p><b>P3.</b> Develop and implement strategies to assist in meeting the organization’s workforce diversity goals</p> <p><b>P4.</b> Implement succession planning system to ensure desirable workers are developed and retained</p> <p><b>P5.</b> Implement programs to ensure workplace is an employer of choice</p>
<p><b>4. Monitor and evaluate</b></p>	<p><b>P1.</b> Review workforce plan against patterns in exiting</p>



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### workforce trends

employee and workforce changes

**P2.** Monitor labor supply trends for areas of over- or under-supply in the external environment

**P3.** Monitor effects of labor trends on demand for labor

**P4.** Survey organizational climate to gauge worker satisfaction

**P5.** Refine objectives and strategies in response to internal and external changes and make recommendations in response to global trends and incidents

**P6.** Regularly review government policy on labor demand and supply

**P7.** Evaluate effectiveness of change processes against agreed objectives

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Explain current information about external labor supply relevant to the specific industry or skill requirements of the organization
- Outline industrial relations relevant to the specific industry
- Describe labor force analysis and forecasting techniques

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage workforce planning. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Review and interpret information from a range of internal and external sources to identify:
  - Current staff turnover and demographics
  - Labor supply trends factors that may affect workforce supply





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- Organization’s workforce requirements objectives and strategies
- Manage workforce planning including developing, implementing, monitoring and reviewing strategies to meet workforce needs
- Review relevant trends and supply and demand factors that will impact on an organization’s workforce
- Develop a workforce plan that includes relevant research and specific strategies to ensure access to a skilled and diverse workforce.



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### 0211-AVT&MP-39. Undertake Project Work

#### Overview:

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalizing the project and reviewing the project to identify lessons learned for application to future projects. This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

Competency Unit	Performance Criteria
<b>1. Define project</b>	<p><b>P1.</b> Access project scope and other relevant documentation</p> <p><b>P2.</b> Define project stakeholders</p> <p><b>P3.</b> Seek clarification from delegating authority of issues related to project and project parameters</p> <p><b>P4.</b> Identify limits of own responsibility and reporting requirements</p> <p><b>P5.</b> Clarify relationship of project to other projects and to the organization’s objectives</p> <p><b>P6.</b> Determine and access available resources to undertake project</p>
<b>2. Develop project plan</b>	<p><b>P1.</b> Develop project plan in line with the project parameters</p> <p><b>P2.</b> Identify and access appropriate project management tools</p> <p><b>P3.</b> Formulate risk management plan for project, including Work Health and Safety (WHS)</p> <p><b>P4.</b> Develop and approve project budget</p> <p><b>P5.</b> Consult team members and take their views into account in planning the project</p> <p><b>P6.</b> Finalize project plan and gain necessary approvals to commence project according to documented plan</p>
<b>3. Administer and monitor project</b>	<p><b>P1.</b> Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p><b>P2.</b> Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p><b>P3.</b> Establish and maintain required recordkeeping systems throughout the project</p> <p><b>P4.</b> Implement and monitor plans for managing project finances, resources and quality</p> <p><b>P5.</b> Complete and forward project reports as required to stakeholders</p>



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	<b>P6.</b> Undertake risk management as required to ensure project outcomes are met
	<b>P7.</b> Achieve project deliverables
<b>4. Finalize project</b>	<b>P1.</b> Complete financial recordkeeping associated with project and check for accuracy
	<b>P2.</b> Ensure transition of staff involved in project to new roles or reassignment to previous roles
	<b>P3.</b> Complete project documentation and obtain necessary sign-offs for concluding project

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Give examples of project management tools and how they contribute to a project
- Outline types of documents and other sources of information commonly used in defining the parameters of a project
- Explain processes for identifying and managing risk in a project
- Outline the organization’s mission, goals, objectives and operations and how the project relates to them

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to undertake project work. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Define the parameters of the project including:
  - Project scope
  - Project stakeholders, including own responsibilities
  - Relationship of project to organizational objectives and other projects
  - Reporting requirements
  - Resource requirements



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- Use project management tools to develop and implement a project plan including:
  - Deliverables
  - Work breakdown
  - Budget and allocation of resources
  - Timelines
  - Risk management
  - Recordkeeping and reporting
  - Consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
  - Provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
  - Finalize the project including documentation, sign-offs and reporting
  - Review and document the project outcomes.



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### 0211-AVT&MP-40. Prepare & Implement Negotiation

#### Overview:

This unit covers the skills, knowledge and attitudes required to prepare for and participate in a process of negotiation.

Unit Competency	Performance Criteria
<b>1. Prepare for the negotiation</b>	<p><b>P1.</b> Identify objectives and preferred outcome of the negotiation and determine minimum acceptable outcome</p> <p><b>P2.</b> Understand in relation to what can be offered and what is needed from the other party</p> <p><b>P3.</b> Gather information regarding the other party – objectives, needs, preferences, resources, what they want to achieve – in order to determine best negotiating points</p> <p><b>P4.</b> List and rank the issues to consider concessions that may be made.</p> <p><b>P5.</b> Find examples and refine negotiation argument.</p> <p><b>P6.</b> Check information to ensure it is correct and up-to-date.</p> <p><b>P7.</b> Develop a negotiation plan that includes information about the other party and its interests and a set of responses and strategies to the anticipated tactics.</p> <p><b>P8.</b> Prepare an agenda in advance, which includes discussion topics, participants, location and schedule</p>
<b>2. Participate in negotiations</b>	<p><b>P1.</b> Analyze all aspects of the incident for degree of hazard, priorities, optional outcomes and appropriate strategies</p> <p><b>P2.</b> Analyze and determine strategies and priorities on the incident sought from a range of sources</p> <p><b>P3.</b> Assess long term objectives against resources and priorities</p> <p><b>P4.</b> Apply a range of communication techniques to make and maintain contact with the key people</p> <p><b>P5.</b> Provide clear and factual information to enable an honest and realistic assessment of the interests of the key people and their positions</p> <p><b>P6.</b> Resolve the conflict and express their likely consequences clearly and do an analysis of the benefits</p> <p><b>P7.</b> Reassess points of disagreements for common positive positions</p>
<b>3. Coordinate support services</b>	<p><b>P1.</b> Assess the need for support services in terms of the determined strategies and priorities</p> <p><b>P2.</b> Negotiate the resources of support services according to</p>



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	<p>established procedures and availability</p> <p><b>P3.</b> Provide information on strategies to support services and maintain the communication</p> <p><b>P4.</b> Delegate roles and responsibilities according to expertise and resources</p>
<b>4. Restore order</b>	<p><b>P1.</b> Assess the incidents for degree of risk and take appropriate action to reduce and remove the impact of the incident and restore order</p> <p><b>P2.</b> Take action designed to minimize risk and the preserve the safety and security of all involved</p> <p><b>P3.</b> Take action to prevent the escalation of the incident appropriate to the circumstances and agreed procedures.</p> <p><b>P4.</b> Carry out the use of force for the restoration of control and the maintenance of security in the least restrictive manner.</p> <p><b>P5.</b> Complete reports accurately and clearly provided to the appropriate authority promptly</p> <p><b>P6.</b> Review, evaluate and analyze the incident and the organizational response to it and report it promptly and accurately.</p>
<b>5. Provide leadership, direction and guidance to the work group</b>	<p><b>P1.</b> Link between the function of the group and the goals of the organization</p> <p><b>P2.</b> Participate in decision making routinely to develop, implement and review work of the group and to allocate responsibilities where appropriate</p> <p><b>P3.</b> Give opportunities and encouragement to others to develop new and innovative work practices and strategies</p> <p><b>P4.</b> Identify conflict and resolve with minimum disruption to work group function</p> <p><b>P5.</b> Provide staff with the support and supervision necessary to perform work safely and without risk to health</p> <p><b>P6.</b> Allocate tasks within the competence of staff and support with appropriate authority, autonomy and training</p> <p><b>P7.</b> Supervise appropriately the changing priorities and situations and takes into account the different needs of individuals and the requirements of the task</p>

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:



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- Explain organization’s policies, guidelines and procedures related to control and surveillance, safety and preventing and responding to incidents and breaches of orders covered in the range of variables.
- Explain organization’s management and accountability systems
- Describe teamwork principles and strategies
- Outline the principles of effective communication
- Outline the guidelines for use of equipment and technology
- Explain code of conduct

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to solve problems which jeopardize safety and security. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the following is essential:

- Evidence of effective communication strategies including negotiation, counseling, mediation, advocacy demonstrated under pressure working effectively in a team environment
- Evidence of knowledge and application of organizations policies, procedures and Guidelines for critical incidents
- Evidence of accurate and safe use of all emergency equipment
- Evidence of managing effective outcomes using strategic planning, team
- Leadership and situational analysis



**0211-AVT&MP-41. Manage Meetings**

**Overview:**

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organizing the minutes and reporting meeting outcomes. It applies to individuals employed in a range of work environments who are required to organize and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Competency Unit	Performance Criteria
<b>1. Prepare for meetings</b>	<p><b>P1.</b> Develop agenda in line with stated meeting purpose</p> <p><b>P2.</b> Ensure style and structure of meeting are appropriate to its purpose</p> <p><b>P3.</b> Identify meeting participants and notify them in accordance with organizational procedures</p> <p><b>P4.</b> Confirm meeting arrangements in accordance with requirements of meeting</p> <p><b>P5.</b> Dispatch meeting papers to participants within designated timelines</p>
<b>2. Conduct meetings</b>	<p><b>P1.</b> Chair meetings in accordance with organizational requirements, agreed conventions for type of meeting and legal and ethical requirements</p> <p><b>P2.</b> Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes</p> <p><b>P3.</b> Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues</p> <p><b>P4.</b> Brief minute-taker on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting</p>
<b>3. Follow up meetings</b>	<p><b>P1.</b> Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organizational procedures and meeting conventions</p> <p><b>P2.</b> Distribute and store minutes and other follow-up documentation within designated timelines, and according to organizational requirements</p> <p><b>P3.</b> Report outcomes of meetings as required, within designated timelines</p>





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### **Knowledge and understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Outline meeting terminology, structures, arrangements
- Outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- Describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- Identify the relevant organizational procedures and policies regarding meetings, chairing and minutes including identifying organizational formats for minutes and agendas.

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to manage meetings. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Apply conventions and procedures for formal and informal meetings including:
- Developing and distributing agendas and papers
- Identifying and inviting meeting participants
- Organizing and confirming meeting arrangements
- Running the meeting and following up
- Organize, take part in and chair a meeting
- Record and store meeting documentation
- Follow organizational policies and procedures.



**0211-AVT&MP-42. Organize Schedules**

**Overview:**

This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organization, using manual and electronic diaries, schedules and other appointment systems. It applies to individuals employed in a range of work environments who provide administrative support to teams and individuals.

Competency Unit	Performance Criteria
<b>1. Establish schedule requirements</b>	<b>P1.</b> Identify organizational requirements and protocols for diaries and staff planning tools <b>P2.</b> Identify organizational procedures for different types of appointments <b>P3.</b> Determine personal requirements for diary and schedule items for individual personnel <b>P4.</b> Establish appointment priorities and clarify in discussion with individual personnel
<b>2. Manage schedules</b>	<b>P1.</b> Identify recurring appointments and deadlines, and schedule these in accordance with individual and organizational requirements <b>P2.</b> Establish availability of attendees, and schedule new appointments in accordance with required timelines and diary commitments <b>P3.</b> Negotiate alternative arrangements and confirm when established appointments are changed <b>P4.</b> Record appointments and manage schedules in accordance with organizational policy and procedures

**Knowledge and understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:



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- Identify the key provisions of relevant legislation, standards and codes that affect aspects of business operations or the achievement of team goals
- Describe organizational requirements for managing appointments for personnel within the organization
- Summarize the range of appointment systems that could be used
- Outline important considerations when managing the schedules of others.

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to organize schedules. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Appropriately manage the schedules of various individuals through a process of careful planning and negotiation.



**0211-AVT&MP-43. Identify and Communicate Trends in Career Development**

**Overview:**

This unit describes the skills and knowledge required to research and confirm career trends, Assess and confirm ongoing career development needs of target group and Maintain quality of career development services and professional practice conduct research to identify and communicate career trends. It establishes the need to interact professionally with others in assessing career needs, to effectively assist clients identify competencies they require for a career and employability in a given context. It also examines how to maintain quality of career development services and professional practice. It applies to individuals seeking to identify and communicate trends in career development.

Competency Unit	Performance Criteria
<b>1. Research and confirm career trends</b>	<p><b>P1.</b> Apply knowledge of changing organizational structures, lifespan of careers and methods of conducting work search, recruitment and selection processes</p> <p><b>P2.</b> Analyze changing worker and employer issues, rights and responsibilities in context of changing work practices</p> <p><b>P3.</b> Examine importance of quality careers development services</p> <p><b>P4.</b> Maintain all research, documentation, sources and references (electronic or physical) to a high degree of currency and relevance</p> <p><b>P5.</b> Analyze implications of relevant policy, legislation, professional codes of practice and national standards relating to worker and employer issues</p> <p><b>P6.</b> Research changes and trends in theory of career development counseling and practice</p> <p><b>P7.</b> Confirm clusters, levels and combinations of transferable employability skills and preferences that may open employment options spanning more than one occupation or career pathway</p>
<b>2. Assess and confirm ongoing career development needs of target group</b>	<p><b>P1.</b> Analyze history and records in assessing needs of target group</p> <p><b>P2.</b> Assess success of previous career development services and techniques used for individual or target group</p> <p><b>P3.</b> Deploy other means to investigate appropriate care and counseling approaches as required</p>



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	<p><b>P4.</b> Maintain privacy and security of all data, research and personal records according to relevant policy, legislation, professional codes of practice and national standards</p> <p><b>P5.</b> Establish existing work-life balance requirements, issues and needs</p>
<b>3. Maintain quality of career development services and professional practice</b>	<p><b>P1.</b> Analyze and review relevance of career theories, models, frameworks and research for target group</p> <p><b>P2.</b> Incorporate into career development services and professional practice, major changes and trends influencing workplace and career-related options and choices</p> <p><b>P3.</b> Comply with all relevant policy, legislation, professional codes of practice and national standards that influence delivery of career development services</p>

### Knowledge and understanding:

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Explain client care and counseling techniques and processes in the context of career development services
- Describe diversity and its potential effects on career choices
- Outline human psychological development and needs in relation to careers development
- Outline relevant policy, legislation, codes of practice and standards relevant to career development
- Explain recruitment and selection processes in the context of career development services
- Describe a range of data gathering and research techniques
- Explain techniques used to analyze trends.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to identify and communicate trends in career development. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.



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### **Performance Requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints.

Demonstrated evidence is required of the ability to:

- Research and analyze current economic, labor market, employment, career and vocational, educational and training trends
- Identify choices and career development needs for individuals and target groups within a given context
- Report and document management of research and career development materials
- Comply with all relevant local, state/territory and national legislation, policies and practices.



**0211-AVT&MP-44. Apply Specialist Interpersonal and Counseling Interview Skills**

**Overview:**

This unit describes the skills and knowledge required to communicate effectively, Use specialized counseling interviewing skills and use advanced and specialized communication skills in the client-counselor relationship. This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

Unit of Competency	Performance Criteria
<b>1. Communicate effectively</b>	<p><b>P1.</b> Identify communication barriers and use strategies to overcome these barriers in the client-counselor relationship</p> <p><b>P2.</b> Facilitate the client-counselor relationship through selection and use of micro skills</p> <p><b>P3.</b> Integrate the principles of effective communication into work practices</p> <p><b>P4.</b> Observe and respond to non-verbal communication cues</p> <p><b>P5.</b> Consider and respond to the impacts of different communication techniques on the client-counselor relationship in the context of individual clients</p> <p><b>P6.</b> Integrate case note taking with minimum distraction</p>
<b>2. Use specialized counseling interviewing skills</b>	<p><b>P1.</b> Select and use communication skills according to the sequence of a counseling interview</p> <p><b>P2.</b> Identify points at which specialized counseling interviewing skills are appropriate for inclusion</p> <p><b>P3.</b> Use specialized counseling communication techniques based on their impacts and potential to enhance client development and growth</p> <p><b>P4.</b> Identify and respond appropriately to strong client emotional reactions</p>



**3. Evaluate own communication**

- P1.** Reflect on and evaluate own communication with clients
- P2.** Recognize the effect of own values and beliefs on communication with clients
- P3.** Identify and respond to the need for development of own skills and knowledge

**Knowledge and understanding:**

- The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:
  - Principles of person-centered practice
  - Key objectives of counseling interviewing
  - Stages of a counseling interview
  - Potential impacts of using different communication skills and techniques in counseling contexts
  - Communication techniques and micro-skills including:
    - Attending behaviors active listening, reflection of content feeling, summarizing
    - Questioning skills open, closed, simple and compound questions
    - Client observation skills
    - Noting and reflecting skills
    - Providing client feedback
    - Specialized counseling communication techniques, and how they are used, including:
      - Challenging
      - Reframing





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- Focusing
- Components of the communication process including:
  - Encoder and Decoder
- Primary factors that impact on the communication process including:
  - Context
  - Participants
  - Rules
  - Messages
  - Channels
  - Noise
  - Feedback
- Communication barriers and resolution strategies, including:
  - Environmental
  - Physical
  - Individual perceptions
  - Cultural issues
  - Age issues, disability, language
- Observational techniques including:
  - Facial expressions
  - Non-verbal behavior
  - Posture
  - Silence
- Ways in which different people absorb information, including:
  - visual
  - Auditory
  - Kinesthetic
- Obstacles to the counseling process
- Impacts of trauma and stress on the communication process, including on:
  - Concentration and attention
  - Use of verbal and written language
  - Use of body language
- Challenging within the counseling session
- Self-evaluation practices, including:
  - How to recognize own biases
  - Impact of own values on the counseling relationship

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to apply specialist interpersonal and counseling interview skills. The evidence should



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integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.



**Digital Skills**

**0211-AVT&MP-45. Operate Word-processing Applications**

**Overview:**

This unit describes the skills and knowledge required to operate word- processing applications and perform basic operations, including creating and formatting documents, creating tables and printing labels. It applies to individuals in the workplace using fundamental knowledge of word-processing under direct supervision or with limited responsibility.

Competency Unit	Performance Criteria
<b>1. Create documents</b>	<b>P1.</b> Open word-processing application, create document and add data according to information requirements <b>P2.</b> Use document templates as required <b>P3.</b> Use simple formatting tools when creating the document <b>P4.</b> Save document to directory
<b>2. Customize basic settings to meet page layout conventions</b>	<b>P1.</b> Adjust page layout to meet information requirements <b>P2.</b> Open and view different toolbars <b>P3.</b> Change font format to suit document purpose <b>P5.</b> Change alignment and line spacing according to document information requirements <b>P6.</b> Modify margins to suit the document purpose <b>P7.</b> Open and switch between several documents
<b>3. Format documents</b>	<b>P1.</b> Use formatting features and styles as required <b>P2.</b> Highlight and copy text from another area in the document or from another active document <b>P3.</b> Insert headers and footers to incorporate necessary data <b>P4.</b> Save document in another file format <b>P5.</b> Save and close document to a storage device
<b>4. Create tables</b>	<b>P1.</b> Insert standard table into document <b>P2.</b> Change cells to meet information



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	requirements <b>P3.</b> Insert and delete columns and rows as necessary <b>P4.</b> Use formatting tools according to style requirements
<b>5. Add images</b>	<b>P5.</b> Insert appropriate images into document and customize as necessary <b>P6.</b> Position and resize images to meet document formatting needs
<b>6. Print documents</b>	<b>P7.</b> Preview document in print preview mode <b>P8.</b> Select basic print settings <b>P9.</b> Print document or part of document from printer

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Describe formatting styles and their effect on formatting, readability and appearance of documents
- Identify organizational requirements for ergonomics, including work periods and breaks
- Select organizational style guide to use
- Outline purpose, use and function of word-processing software.

### Critical Evidence(s) Required

A person who demonstrates competency in this unit must be able to provide evidence of the ability to create word documents that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.



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### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Follow organizational ergonomic work health and safety (WHS) requirements and practices
- Create, open and retrieve documents using customized basic settings
- Format documents by creating tables and adding text, objects and images
- Save and prints documents.



**0211-AVT&MP-46. Use Computer Applications**

**Overview:**

This unit describes the performance outcomes, skills and knowledge required to identify, select and operate three commercial software packages, including a word-processing, a spreadsheet and presentation application package.

Competency Unit	Performance Criteria
<b>1. Use appropriate OHS office work practices</b>	<b>P1.</b> Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed <b>P2.</b> Use wrist rests and document holders where appropriate <b>P3.</b> Use monitor anti-glare and radiation reduction screens where appropriate
<b>2. Install and remove software</b>	<b>P1.</b> Select software to be installed <b>P2.</b> Follow installation instructions <b>P3.</b> Delete un required software
<b>3. Use appropriate word-processing software</b>	<b>P1.</b> Select word-processing software appropriate to perform activity <b>P2.</b> Identify document purpose, audience and presentation requirements, and clarify with personnel as required <b>P3.</b> Identify organizational requirements for text-based business documents and design document structure and layout to ensure consistency of style and image <b>P4.</b> Match document requirements with software functions to provide efficient production of documents <b>P5.</b> Use technical functions, other data and formatting to finalize documents <b>P6.</b> Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
<b>4. Use appropriate spreadsheet software</b>	<b>P1.</b> Select spreadsheet software appropriate to perform activity <b>P2.</b> Identify document purpose, audience and presentation requirements, and clarify with personnel as required <b>P3.</b> Enter simple formulas and functions using cell referencing where required



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	<p><b>P4.</b> Customize spreadsheet settings and format documents to meet requirements</p> <p><b>P5.</b> Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications</p>
<b>5. Use appropriate presentation software</b>	<p><b>P1.</b> Select software application package appropriate to perform activity</p> <p><b>P2.</b> Identify purpose, audience and presentation requirements, and clarify with personnel as required</p> <p><b>P3.</b> Use technical functions, other data and formatting to finalize documents</p> <p><b>P4.</b> Ensure documents are named and stored in appropriate directories or folders and printed to required specifications</p> <p><b>P5.</b> Make a presentation</p>

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Application software packages used by the organization
- Basic technical terminology related to reading help files and responding to system help prompts
- Basic knowledge of system usage
- Current business practices related to using software to prepare reports
- Features and functions of commercial computing packages
- Import and export software functions
- Linking documents
- OHS principles and responsibilities for ergonomics, such as work periods and breaks
- Purpose, use and functions of applications
- Use of input and output devices
- Functions and uses of word processing, spreadsheet and presentation software

### Critical Evidence(s) Required

A person who demonstrates competency in this unit must be able to provide evidence of the ability to identify, select and operate three commercial software packages, including a word-processing and a spreadsheet application package. The evidence should integrate



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Employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Evidence of the ability to:

- Produce workplace documents using a minimum of three different software application packages
- Open, amend and save files and documents according to organizational requirements
- Use OHS principles and responsibilities for ergonomics, such as work periods and breaks
- Use help manuals and online help.
- This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:
  - Use an operating system in a variety of scenarios and across functions, including:
    - Scheduling, loading, initiating, and supervising the execution of programs
    - Allocating storage
    - Initiating and controlling input and output operations
    - Handling errors
    - Identify and install suitable hardware components
    - Install and upgrade application software.





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### 0211-AVT&MP-47. Create User Documentation

#### Overview:

This unit describes the performance outcomes, skills and knowledge required to create user documentation that is clear to the target audience and easy to navigate.

Competency Unit	Performance Criteria
<b>1. Determine documentation standards and requirements</b>	<b>P1.</b> Determine documentation requirements <b>P2.</b> Investigate documentation and industry standards for requirements and determine appropriate application to user documentation <b>P3.</b> Design documentation templates using appropriate software and obtain approval from appropriate person
<b>2. Produce user documentation</b>	<b>P1.</b> Conduct a review of the subject system, program, network or application in order to understand its functionality <b>P2.</b> Gather existing technical, design or user specifications and supporting documentation <b>P3.</b> Create user documentation based on template to record the operation of the subject system, program, network or application
<b>3. Review and obtain sign-off</b>	<b>P1.</b> Submit user documentation to target audience for review <b>P2.</b> Gather and analyze feedback <b>P3.</b> Make changes to user documentation <b>P4.</b> Submit user documentation to appropriate person for approval

#### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Content features, including clarity and readability
  - Document design, web design and usability
  - Functions and features of templates and style guides
- Instructional design principles



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### **Critical Evidence(s) Required**

A person who demonstrates competency in this unit must be able to provide evidence of the ability to create user documentation that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to create user documentation that:

- Meets business requirements
- Caters for a diverse readership
- Is clear to the target audience
- Is easy to navigate.



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### 0211-AVT&MP-48. Create Technical Documentation

#### Overview:

This unit describes the performance outcomes, skills and knowledge required to create technical documentation that is clear to the target audience and easy to navigate.

Competency Unit	Performance Criteria
<b>1. Identify and analyze documentation requirements and client needs</b>	<b>P1.</b> Consult with client to identify documentation requirements <b>P2.</b> Interpret and evaluate documentation requirements and confirm details with client <b>P3.</b> Investigate industry and documentation standards for requirements <b>P4.</b> Define and document the scope of work to be produced <b>P5.</b> Consult with client to validate and confirm the scope of work
<b>2. Design documentation</b>	<b>P1.</b> Identify information requirements with reference to layout and document structure <b>P2.</b> Create document templates and style guides consistent with information requirements <b>P3.</b> Conduct a review of the system in order to understand its functionality <b>P4.</b> Extract content that meets information requirements according to copyright restrictions <b>P5.</b> Develop the structure of the technical documentation giving focus to the flow of information, style, tone and content format <b>P6.</b> Validate the technical documentation structure with the client
<b>3. Develop documentation</b>	<b>P1.</b> Write technical documentation based on the template and scope of work using the information gathered <b>P2.</b> Translate technical terminology into plain English where appropriate <b>P3.</b> Apply content format and style according to documentation standards and templates
<b>4. Evaluate and edit documentation</b>	<b>P1.</b> Submit technical documentation to appropriate person for review <b>P2.</b> Gather and analyze feedback



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	<p><b>P3.</b> Incorporate alterations into the technical documentation</p> <p><b>P4.</b> Edit the technical documentation for technical and grammatical accuracy</p>
<b>5. Prepare documentation for publication</b>	<p><b>P1.</b> Check that the completed technical documentation meets client requirements and scope of work</p> <p><b>P2.</b> Submit the technical documentation to appropriate person for approval</p> <p><b>P3.</b> Prepare the technical documentation for publication and distribution using appropriate channels</p>

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Content features, such as clarity and readability
- Document design, web design and usability
- Functions and features of templates and style guides
- Instructional design principles
- Organizational policies, procedures and standards that cover document design.

### Critical Evidence(s) Required

A person who demonstrates competency in this unit must be able to provide evidence of the ability to create technical documentation that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Establish customer needs
- Design and develop technical documentation, such as system, procedures, training material and user guides, incorporating appropriate standards
- Update document with client feedback
- Prepare documentation for publication.



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### 0211-AVT&MP-49. Operate Digital Media Technology

#### Overview:

This unit describes the performance outcomes, skills and knowledge required to identify, select and use a digital media package and supporting technologies.

Competency Unit	Performance Criteria
1. Use appropriate OHS office work practices	<p><b>P1.</b> Use safe work practices to ensure ergonomic, work organization, energy and resource conservation requirements are addressed</p> <p><b>P2.</b> Use wrist rests and document holders where appropriate</p> <p><b>P3.</b> Use monitor anti-glare and radiation reduction screens where appropriate</p>
2. Identify and select appropriate digital media package	<p><b>P1.</b> Identify the basic requirements of a design brief, including user environment</p> <p><b>P2.</b> Research and review suitable available digital media packages</p> <p><b>P3.</b> Select an appropriate digital media package to meet design brief requirements</p>
3. Use digital media package	<p><b>P1.</b> Procure or create suitable data to meet requirements of the brief</p> <p><b>P2.</b> Manipulate data using digital media package tools</p> <p><b>P3.</b> Ensure naming and storing of documents in appropriate file format in directories or folders</p>
4. Review digital media design	<p><b>P1.</b> Evaluate design for creative, dramatic and technical quality, file size, and suitability to meet the brief</p> <p><b>P2.</b> Test and run any incorporated graphics, video or sound as part of a digital media presentation and present designs in the appropriate format</p> <p><b>P3.</b> Review final product against design brief</p>

#### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of: Basic principles of visual design

- Functions and features of digital media packages and technologies



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- Graphic design and stylistic language conventions
- OHS principles and responsibilities for ergonomics, such as work periods and breaks
- Principles of digital imaging and file formats, video and sound file formats, file management and transfer systems
- Vendor product directions in digital media hardware and software
- Visualization and interpreting creative information, scripts (text) and images

### **Critical Evidence(s) Required**

A person who demonstrates competency in this unit must be able to provide evidence of the ability to identify, select and use a digital media package and supporting technologies. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Demonstrated evidence of the ability to:

- Identify basic requirements of a design brief
- Use digital media package to meet organizational requirements
- Use OHS principles and responsibilities for ergonomics, such as work periods and breaks
- Use help manuals and online help when appropriate
- Use digital media technologies to support design brief requirements.



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### 0211-AVT&MP-50. Use Social Media Tools For Collaboration & Engagement

#### Overview:

This unit describes the performance outcomes, skills and knowledge required to establish a social networking presence using social media tools and applications. The unit specifically identifies the requirement to review, compare and use different types of social networking tools and applications.

Competency Unit	Performance Criteria
<b>1. Describe different types of social media tools and applications</b>	<b>P1.</b> Explain characteristics of the term social media <b>P2.</b> Identify different types of social-media tools and applications <b>P3.</b> Illustrate some of the issues associated with the use of social media tools and applications
<b>2. Compare different types of social media tools and applications</b>	<b>P1.</b> Select one social media type for review <b>P2.</b> Review most popular tools and applications within that social media type <b>P3.</b> Itemize benefits across a range of the most popular tools and applications <b>P4.</b> Select most appropriate social media tool or application
<b>3. Set up and use popular social media tools and applications</b>	<b>P1.</b> Identify social media tools and applications for possible implementation <b>P2.</b> Initiate preferred social media tools and applications for use <b>P3.</b> Establish social media interface using text and file content <b>P4.</b> Initiate social networking interaction <b>P5.</b> Test and evaluate tools and applications for ease of use <b>P6.</b> Present findings

#### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Basic technical terminology in relation to social networking and social media



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applications and tools

- Basic knowledge of uploading images, text files, pdf files, audio files, video files and link associated files

- Features and functions of social media applications

Import and export software functions

- Linking documents

- OHS principles and responsibilities for ergonomics, including work periods and breaks

- Tagging to facilitate collaborative folks anomy

- Social media applications and procedures for connecting to social networking sites

- Use of input and output devices

- Use of RSS feeds to connect a social network.

### **Critical Evidence(s) Required**

A person who demonstrates competency in this unit must be able to provide evidence of the ability to create technical documentation that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Establish customer needs

- Design and develop technical documentation, such as system, procedures, training material and user guides, incorporating appropriate standards

- Update document with client feedback

- Prepare documentation for publication.





**0211-AVT&MP-51. Use Digital Devices**

**Overview:**

This unit describes the skills and knowledge required to use a range of digital devices, such as a digital camera, video camera, or personal digital assistant (PDA) device. It applies to individuals who require entry level information and communications technology (ICT) knowledge and literacy skills to support their work in a home office or small office environment.

Competency Unit	Performance Criteria
<b>1. Prepare to use the digital device</b>	<b>P1.</b> Review the instruction manual and ensure identified components are available <b>P2.</b> Identify the physical components of the digital device <b>P3.</b> Turn on and follow access procedures to activate the digital device <b>P4.</b> Alter the digital device settings to best suit intended use <b>P5.</b> Configure power management settings where appropriate to minimize power consumption, as an environmentally sustainable measure
<b>2. Set up and use the digital device</b>	<b>P1.</b> Identify and set the basic operating, security and menu settings <b>P2.</b> Navigate and manipulate the screen environment <b>P3.</b> Customize screen icons and access to applications where applicable <b>P4.</b> Use the digital device, and save and edit output where applicable <b>P5.</b> Identify more advanced features available and use as required
<b>3. Access and use basic connectivity devices</b>	<b>P1.</b> Connect to external digital devices, such as computer devices or storage devices, to retrieve, copy, move and save information <b>P2.</b> Check physical connectivity of computer devices or storage devices to ensure operation and performance <b>P3.</b> Connect to a printer either through a computer device or directly, and use printer settings and print data <b>P4.</b> Access audio-visual devices to view and play a multimedia file
<b>4. Shut down digital device</b>	<b>P1.</b> Save current work and back up important data <b>P2.</b> Close open programs on the digital device and any computer device or storage device



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**P3.** Shut down digital devices, according to manufacturer instructions

### Knowledge and understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out the tasks covered in this competency standard. This includes the knowledge of:

- Outline the capabilities and connectivity requirements of relevant
- Audio-visual devices
- Peripheral devices
- Storage devices
- List basic security functions
- Explain basic software operation and associated applications
- Explain digital device functions
- Explain digital device settings.

### Critical Evidence(s) Required

A person who demonstrates competency in this unit must be able to provide evidence of the ability to use digital devices that is clear to the target audience and easy to navigate. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Turn on a digital device
- Use the menu features and navigate a graphical user interface
- Use device features to perform tasks
- Save the results of work.



**SOFT SKILLS**

**0211-AVT&MP-52. Understand The Work Place Policy & Procedures**

**Overview:**

This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Competency Units	Performance Criteria
<b>1. Understand the work place personal appearance and hygiene</b>	<p><b>P1.</b> Clean hair, body and nails regularly</p> <p><b>P2.</b> Wear suitable clothes for the workplace and respect local and cultural contexts</p> <p><b>P3.</b> Meet specific company dress code requirements</p>
<b>2. Maintain work in ethical manner</b>	<p><b>P1.</b> Follow company value/ethics code of ethics/conduct policies and guidelines</p> <p><b>P2.</b> Use company resources in accordance with company ethical standards</p> <p><b>P3.</b> Conduct personal behavior and relationships in accord with company policy &amp; procedures</p> <p><b>P4.</b> Demonstrate ethical behavior with co-workers</p> <p><b>P5.</b> Report work incident situations or resolve accordingly</p>
<b>3. Demonstrate the Work place behaviors</b>	<p><b>P1.</b> Practice the positive behavior</p> <p><b>P2.</b> Avoid argue</p> <p><b>P3.</b> Flexibility in behavior to accept the resistance</p>
<b>4. Communicate workplace policy &amp; procedures</b>	<p><b>P1.</b> Listen directions carefully</p> <p><b>P2.</b> Ask relevant questions politely</p> <p><b>P3.</b> Avoid to use abuse language/expression</p> <p><b>P4.</b> Respect others</p>
<b>5. Review the implementation of workplace policy &amp; procedures</b>	<p><b>P1.</b> Ensure proper implementation of policies</p> <p><b>P2.</b> Enlist the gaps for improvement</p> <p><b>P3.</b> Follow the feedback if any</p>

**Knowledge and Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Rules, regulations and SOPs applicable to the organization
- Turnaround time to achieve target/goal.
- Operational hierarchal levels in an organization.



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### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to understand workplace policy and procedures. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Identify the policies and procedures that comply with legislative requirements and support the organization goals.
- communicate with relevant supervisors





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### 0211-AVT&MP-53. Communicate The Work Place Policy & Procedure

#### Overview:

This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.

Competency units	Performance criteria
<b>1. Identify workplace communication procedures</b>	<b>P1.</b> Identify organizational communication requirements and workplace procedures with assistance from relevant authority. <b>P2.</b> Identify appropriate lines of communication with supervisors and colleagues. <b>P3.</b> Seek advice on the communication method/equipment most appropriate for the task
<b>2. Communicate at workplace</b>	<b>P1.</b> Use effective questioning, and active listening and speaking skills to gather and convey information <b>P2.</b> Use appropriate non-verbal behavior at all times <b>P3.</b> Encourage, acknowledge and act upon constructive feedback
<b>3. Draft written information</b>	<b>P1.</b> Identify and comply with required range of written materials in accordance with organizational policy and procedures Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes. <b>P2.</b> Ensure written information meets required standards of style, format and detail. <b>P3.</b> Seek assistance and/or feedback to aid communication skills development
<b>4. Review document</b>	<b>P1.</b> Check draft for suitability of tone for audience, purpose, format and communication style <b>P2.</b> Check draft for readability, grammar, spelling, sentence and paragraph construction and correct any inaccuracies or gaps in content. <b>P3.</b> Check draft for sequencing and structure <b>P4.</b> Check draft to ensure it meets organizational requirements <b>P5.</b> Ensure draft is proofread, where appropriate, by supervisor or colleague



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### Knowledge and Understanding

- Key provisions of relevant regulations that may affect aspects of business operations, such as privacy laws
- Organizational policies, plans and procedures.
- Barriers to communication
- Communication model
- Verbal and written communication techniques

### Required Skills

- Communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely
- Culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities
- Literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation
- Problem-solving skills to solve routine problems related to the workplace, under direct supervision.

### Range of Variables

#### Competency unit terms

- Workplace procedures may include:
- Answering telephone calls
- Following instructions
- Informal discussions
- Requests from colleagues
- Using internet and email
- Using voice mail
- Workplace procedures related to specific tasks
- Appropriate people may include:
- Colleagues
- Other staff members
- Supervisors, mentors, trainers or assessors

#### Lines of communication may include:

- Formal and informal means
- Verbal or written

#### Communication method/equipment may include:

- Computer network systems
- Facsimile machines
- Personal computer equipment including hardware, keyboards, software and communication packages

- Telephones

#### Written information may include:

- Electronic mail
- Facsimiles



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- General correspondence or standard/form letters and memos
- Handwritten and printed materials
- Telephone messages or general messages

### **Standards may include:**

- Organizational policies
- Standards set by workgroup

### **Assessment Evidence Criteria**

#### **Critical Aspects of Evidence**

A person who demonstrates competency in this unit must be able to provide evidence of the ability to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

#### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to perform a number of routine workplace tasks which include:

- Clear, concise and correct verbal and written communication
- Promptly and appropriately following instructions
- Knowledge of relevant regulations and organization policies and procedures.



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### 0211-AVT&MP-54. Identify & Implement Workplace Policy & Procedures

#### Overview:

This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Competency Units	Performance Criteria
1. Identify workplace policy& procedures	<p><b>P1.</b> Identify the workplace policy&amp; procedures</p> <p><b>P2.</b> Apply appropriate strategies that can be used to measure whether your workplace health and safety obligations are being met.</p> <p><b>P3.</b> Assure the policies are realistic has the time, resources and personnel to implement</p> <p><b>P4.</b> Implement the policy&amp; procedures that reflects the organizations commitments</p> <p><b>P5.</b> Ensure the appropriate methods of implementation, outcomes and performance indicators</p>
2. Implement workplace policy& procedures	<p><b>P1.</b> Apply and assign responsibility for recording systems to track continuous improvements in policy &amp; procedures</p> <p><b>P2.</b> Implement strategies for continuous improvement in effective and efficient information</p>
3. Communicate workplace policy& procedures	<p><b>P1.</b> Communicate procedures to help implement workplace policy</p> <p><b>P2.</b> Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>
4. Review the implementation of workplace policy & procedures	<p><b>P1.</b> Identify the trends that may require remedial action</p> <p><b>P2.</b> Record the trends that may require remedial action.</p> <p><b>P3.</b> Ensure policy and procedures as required are made for continuous improvement of performance</p>

#### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Legislation, regulations and codes of practice applicable to the organization
- Internal and external sources of information and organizational policy& procedures
- Typical barriers to implementing policies and procedures in an organization.





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### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to understand workplace policy and procedures. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Identify the policies and procedures that comply with legislative requirements and support the organization goals.
- Consult and communicate with relevant stakeholders
- Review and implement the policy and procedures.



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-55. Analyze and Develop Workplace Policy and Procedures

**Overview:**

This unit describes the skills and knowledge required to develop and implement a workplace policy & procedures and to modify the policy to suit changed circumstances. It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

Competency Units	Performance Criteria
<b>1. Respect work timeframes</b>	<p><b>P1.</b> Demonstrate punctuality in meeting, working hours and schedules</p> <p><b>P2.</b> Complete work tasks within deadlines in according to order of priority</p> <p><b>P3.</b> Supervisors are informed of any delays in work times or projects</p>
<b>2. Preparation for meeting</b>	<p><b>P1.</b> Develop agenda in line with meeting purpose</p> <p><b>P2.</b> Selection of participants and notify them accordingly</p> <p><b>P3.</b> Confirm meeting arrangements according to the time</p> <p><b>P4.</b> Record the minutes of the meeting</p>
<b>3. Decision making at workplace</b>	<p><b>P5.</b> Define the problem, challenge, or opportunity.</p> <p><b>P6.</b> Generate an array of possible solutions or responses.</p> <p><b>P7.</b> Evaluate the costs and benefits, or pros and cons, associated with each option.</p> <p><b>P8.</b> Assess the impact of the decision and modify the course of action as needed.</p>
<b>4. Set and meet own work priorities</b>	<p><b>P1.</b> Take initiative to prioritize and facilitate competing demands to achieve organization goals and objectives</p> <p><b>P2.</b> Use technology efficiently and effectively to manage work priorities and commitments</p> <p><b>P3.</b> Maintain appropriate work-life balance</p>
<b>5. Develop and maintain professional competence</b>	<p><b>P1.</b> Assess personal knowledge and skills against competency</p> <p><b>P2.</b> Participate in networks to enhance personal knowledge, skills and work relationships</p> <p><b>P3.</b> Seek feedback from employees, clients and colleagues to develop and improve competence</p>
<b>6. Follow and implement work safety requirements</b>	<p><b>P1.</b> Identify and report emergency incidents</p> <p><b>P2.</b> Practice organizational policy and procedures for responding to emergency incidents</p> <p><b>P3.</b> Identify and implement workplace procedures and work instructions for controlling risks</p>



## **National Competency Standards Level-5 for “Media Production”**



### **Knowledge and Understanding**

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Healthy work life balance
- Meeting terminologies, structures and arrangements
- Relevant organizational procedures and policies regarding meetings, chairing and minutes.
- Barriers to implement policies and procedures in an organization and possible strategies to address them.

### **Critical Evidence(s) Required**

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to understand workplace policy and procedures. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### **Performance requirements**

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Develop the policies and procedures that comply with legislative requirements and support the organization goals.
- Demonstrate conventions and procedures formal and informal meeting including;
- Establish meeting agenda
- Nominate & invite meeting participants
- organize and confirm meeting participants
- record and store the meeting document



## National Competency Standards Level-5 for “Media Production”



### 0211-AVT&MP-56. Undertake the Work Ethics Project

#### Overview:

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalizing the project and reviewing the project to identify lessons learned for application to future projects. This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

Competency Unit	Performance Criteria
1. Define project	<p><b>P1.</b> Access project scope and other relevant documentation</p> <p><b>P2.</b> Seek clarification from delegating authority of issues related to project and project parameters</p> <p><b>P3.</b> Identify limits of own responsibility and reporting requirements</p> <p><b>P4.</b> Determine and access available resources to undertake project</p>
2. Develop project plan	<p><b>P1.</b> Develop project plan in line with the project parameters</p> <p><b>P2.</b> Identify and access appropriate project management tools</p> <p><b>P3.</b> Formulate risk management plan for project, including Work Health and Safety (WHS)</p> <p><b>P4.</b> Develop and approve project budget</p> <p><b>P5.</b> Consult team members and take their views into account in planning the project</p> <p><b>P6.</b> Finalize project plan and gain necessary approvals to commence project according to documented plan</p>
3. Administer and monitor project	<p><b>P1.</b> Take action to ensure project team members are clear about their responsibilities and the project requirements</p> <p><b>P2.</b> Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p><b>P3.</b> Establish and maintain required recordkeeping systems throughout the project</p> <p><b>P4.</b> Implement and monitor plans for managing project finances, resources and quality</p> <p><b>P5.</b> Complete and forward project reports as required to stakeholders</p> <p><b>P6.</b> Undertake risk management as required to ensure project outcomes are met</p> <p><b>P7.</b> Achieve project deadlines</p>
4. Finalize project	<p><b>P1.</b> Complete financial recordkeeping associated with project and check for accuracy</p> <p><b>P2.</b> Ensure transition of staff involved in project to new roles or reassignment to previous roles</p> <p><b>P3.</b> Complete project documentation and obtain necessary</p>



## National Competency Standards Level-5 for “Media Production”



sign-offs for concluding project

### Knowledge and Understanding

The candidate must be able to demonstrate underpinning knowledge and understanding required to carry out tasks covered in this competency standard. This includes the knowledge of:

- Give examples of project management tools and how they contribute to a project
- Outline types of documents and other sources of information commonly used in defining the parameters of a project
- Explain processes for identifying and managing risk in a project
- Outline the organization’s mission, goals, objectives and operations and how the project relates to them
- Explain the organization’s procedures and processes that are relevant to managing a project including:
  - Lines of authority and approvals
  - Quality assurance
  - Human resources
  - Budgets and finance
  - Recordkeeping
  - Reporting
- Outline the legislative and regulatory context of the organization in relation to project work, including work health and safety (WHS) requirements.

### Critical Evidence(s) Required

The candidate needs to produce following critical evidence(s) to be competent in this competency standard:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to undertake project work. The evidence should integrate employability skills with workplace tasks and job roles and verify competency is able to be transferred to other circumstances and environments.

### Performance requirements

This competency is to be assessed using standard and authorized work practices, safety requirements and environmental constraints. Demonstrated evidence is required of the ability to:

- Define the parameters of the project including:
  - Project scope
  - Project stakeholders, including own responsibilities
  - Relationship of project to organizational objectives and other projects
  - Reporting requirements
  - Resource requirements



## ***National Competency Standards Level-5 for “Media Production”***



- Use project management tools to develop and implement a project plan including:
    - Deliverables
    - Work breakdown
    - Budget and allocation of resources
    - Timelines
    - Risk management
    - Recordkeeping and reporting
  - Consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
  - Provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
  - Finalize the project including documentation, sign-offs and reporting
  - Review and document the project outcomes.
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## National Competency Standards Level-5 for "Media Production"



Islamabad 31<sup>st</sup> May, 2019

### NOTIFICATION

**No. F. 5(13)/2018-DD (TE):** In pursuance of sub-section (d) of section-6" Functions of the Commission" National Vocational & Technical Training Commission (NAVTTTC) Act-2011, NAVTTTC is pleased to approve and notify following qualifications in twenty (20) trades for Level 1-5 under National Vocational Qualification Framework (NVQF), which have been developed in compatibility with latest global trends in the fields and fulfilling requirements of competency based training and assessment (CBT&A) system. The qualifications have been developed and validated in collaboration with TEVTAs, QABs, industry and other relevant stakeholders: -

S#	National Vocational Qualifications
1.	National Qualification Level-5 diploma in Automobile Technology
2.	National Qualification Level-5 diploma in Civil Technology
3.	National Qualification Level-5 diploma in Construction Technology
4.	National Qualification Level-5 diploma in Information & Commutation Technology (ICT)
5.	National Qualification Level-5 diploma in Garment Manufacturing Technology
6.	National Qualification Level-5 diploma in Electrical Technology
7.	National Qualification Level-5 diploma in Electronics Technology
8.	National Qualification Level-5 diploma in Instrumentation Technology
9.	National Qualification Level-5 diploma in Computer Aided Design & Manufacturing (CAD /CAM)
10.	National Qualification Level-5 diploma in Mechanical Technology
11.	National Qualification Level-5 diploma in Graphics Designing
12.	National Qualification Level-5 diploma in Heating, Ventilation, Air-conditioning & Refrigeration (HVACR) Technology
13.	National Qualification Level-5 diploma in Media Production
14.	National Qualification Level-5 diploma in Hotel Management
15.	National Qualification Level-5 diploma in Professional Chef
16.	National Qualification Level-5 diploma in Tourism Management
17.	National Qualification Level-5 diploma in Hair & Beauty Services



## National Competency Standards Level-5 for “Media Production”



18.	National Qualification Level-5 diploma in Fashion Designing
19.	National Qualification Level-5 diploma in Ceramics Technology
20.	National Qualification Level-5 diploma in Telecom Technology

2. All the TVET related institutions / organizations are required to implement aforementioned qualifications so that a uniform and standardized TVET qualification system is established in Pakistan and efforts are made for international equivalence / recognition of these qualifications.

3. Competency Standards of the above enlisted qualifications can be accessed at NAVTTC's website ([www.navttc.org](http://www.navttc.org)).

**(Muqem Islam)**

Director General (Skill Standards & Curricula)

Phone: 051-9215385

### **Distribution:**

1. Federal Secretary, Ministry of Federal Education & Professional Training, Govt of Pakistan
2. Federal Secretary, Ministry of Overseas Pakistanis and Human Resource Development, Govt of Pakistan, Islamabad
3. Federal Secretary, Ministry of Industry and Production, Govt of Pakistan, Islamabad
4. Federal Secretary, Ministry of Textile Industry, Govt of Pakistan, Islamabad
5. Federal Secretary, Ministry of Commerce, Govt of Pakistan, Islamabad
6. Federal Secretary, Ministry of Railway, Govt of Pakistan, Islamabad
7. Federal Secretary, Ministry of Climate Change, Govt of Pakistan, Islamabad
8. Federal Secretary, Ministry of Religious Affairs, Govt of Pakistan, Islamabad
9. Federal Secretary, Ministry of Communication, Govt of Pakistan, Islamabad
10. Federal Secretary, Ministry of Aviation Division, Govt of Pakistan, Islamabad
11. Federal Secretary, Ministry of Science & Technology, Govt of Pakistan, Islamabad





## ***National Competency Standards Level-5 for “Media Production”***



12. Chairperson, Punjab Technical Education and Vocational Training Authority (P-TEVTA), Lahore
13. Managing Director, Khyber Pakhtunkhwa Technical Education and Vocational Training Authority (KP-TEVTA),
14. Managing Director, Sindh Technical Education and Vocational Training Authority (S-TEVTA), Karachi
15. Chairman, Azad Jammu & Kashmir, Technical Education and Vocational Training Authority (AJ&K TEVTA), Muzafarabad
16. Director TVET Cell, Gilgit Baltistan, Gilgit
17. Director General, Punjab Vocational Training Council (PVTTC), Punjab
18. Managing Director, Technology Upgradation and Skill Development Company (TUSDEC) Lahore
19. Project Director, Punjab Skill Development Program (PSDP) Lahore
20. CEO, Punjab Skill Development Fund, Lahore
21. Rector, UNTECH University Islamabad
22. National Deputy Leader, GIZ Islamabad
23. PS to Minister of Federal Education & Professional Training, Govt of Pakistan
24. PS to Special Adviser to the Prime Minister on Youth Affairs, Prime Minister's Office, Islamabad
25. Chairperson, Federal of Pakistan Chamber of Commerce and Industry (FPCCI), Karachi
26. Conveyor, Sector Skills Council (Textile/ Construction/ Renewable Energy/ Hospitality and Tourism)
27. Director Technical Education and Vocational Training Authorities (TEVTA), Balochistan
28. Chairman, Pakistan Tourism Development Corporation, Lahore
29. Chairman, PCSIR Headquarters, Islamabad
30. Director General, Pakistan Forest Institute, Peshawar
31. Chairman, Wafaq ul Madaris, Multan
32. Director General, Staff Welfare, Islamabad
33. Director General, NISTE Capital Administration and Development Division, Islamabad
34. Director General, National Training Bureau, Islamabad
35. Chairmen, Provincial Technical Education Boards
36. Chairmen, Provincial Trade Testing Boards



## **National Competency Standards Level-5 for “Media Production”**



37. Secretary, IBCC, Islamabad: *with the request that National qualifications of Level 5 diploma in the aforementioned trades may be considered equivalent to Diploma of Associate Engineer/HSSC after inclusion of compulsory courses in the light of IBCC general requirement.*

### **Copy for information to: -**

1. DG (P&D)/(A&F)/ (A&C) (S&C) NAVTTC
2. Director General(s), NAVTTC Regional Office(s).
3. Sr. Technical Advisor, TSSP-GIZ
4. Staff Officer to Chairman, NAVTTC
5. PS to Executive Director, NAVTTC Islamabad
6. Concerned File/ Office Copy