



**NATIONAL COMPETENCY STANDARDS
FOR
VIDEO MAKER
(NC2)**

**Department of Occupational Standards
Ministry of Labour and Human Resources
Thimphu, Bhutan.
Nov. 2022**



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FOREWORD

The Department of Occupational Standards of the Ministry of Labour and Human Resources proudly presents National Competency Standards (NCS) for Video Maker as part of TVET reform initiative for improving the quality of Vocational Education and Training System in Bhutan. The standards represent the fruits of hard work and invaluable experiences gained by the department since its establishment in the latter half of 2003. The main aim of developing Competency Standards is to set up a well defined nationally recognized Vocational Qualification and Certification system that will help set a benchmark for the Technical Vocational Education and Training (VET) System in our country aligned to international best practices.

National Competency Standards is one of the base pillars in the Bhutan Vocational Qualification Framework (BVQF) and is the first step in its implementation. The standards are developed to ensure that employees or vocational graduates possess and acquire the desired skills, knowledge and attitude required by industries and employers. In order to ensure this close match in supply and demand of skills, knowledge and attitude, standards have been developed in close consultation and partnership with industry experts and validated by the Technical Advisory Committees for the concerned economic sectors.

A vocational education and training system based on National Competency Standards shall ensure that delivered training is of a high quality and relevant to the needs of the labour market. As a result, future TVET graduates will be better equipped to meet the need and expectations of industries and employers. This positive impact on the employability of TVET graduates will enhance the reputation of vocational education and training and make it attractive to school leavers.

While acknowledging the existing level of cooperation and collaboration, the ministry earnestly requests employers and training providers to extend the fullest support and cooperation in implementing the Standards. The ultimate objective is to build a competent and productive national workforce that will contribute to the continued socio-economic progress of our country.

I gratefully acknowledge the valuable contributions made by experts from industries during the consultation, verification and validation processes of the

standards. I look forward to improved engagement and active participation of the industry and employers in the development of a quality assured demand driven TVET system in the near future.

Director
Department of Occupational Standards
Ministry of Labour and Human Resources

Acknowledgement

Development date: 25/11/2022

Date of Review : 25/11/2025 (max. 3 years).

Subject experts involved during the consultation workshop:

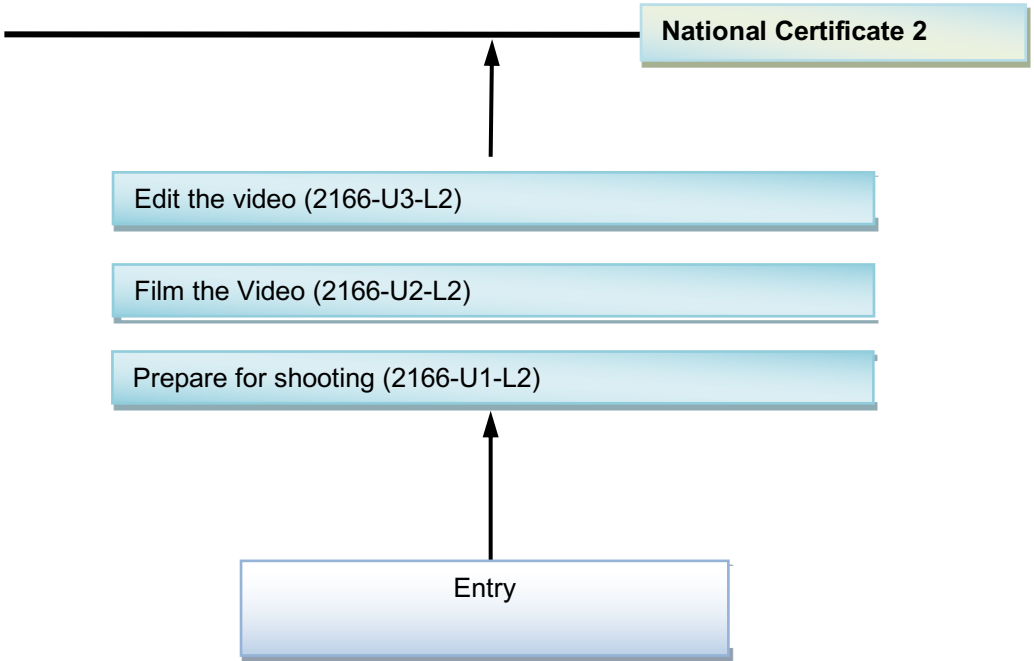
1. Taguchi Minoru, Japan, Master trainer, TTI-Rangjung
2. Yeshi Wangdi, ICT Experts, TTI-Rangjung
3. Sonam Tobgay, Freelance Movie maker, Thimphu

Facilitator:

Karma Loday, Specialist, Standards and Qualification Division, MoLHR

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PACKAGING OF QUALIFICATIONS



OVERVIEW OF NATIONAL COMPETENCY STANDARDS

UNIT TITLE	ELEMENTS OF COMPETENCE
Prepare for shooting	<ol style="list-style-type: none"><li data-bbox="303 199 647 225">1. Plan for video production<li data-bbox="303 244 628 269">2. Perform pre-production
Film the video	<ol style="list-style-type: none"><li data-bbox="303 295 689 320">1. Operate shooting equipment<li data-bbox="303 339 650 365">2. Perform video production
Edit the video	<ol style="list-style-type: none"><li data-bbox="303 399 639 424">1. Perform post-production<li data-bbox="303 443 642 469">2. Manage video screening

UNIT TITLE :	Prepare for shooting
DESCRIPTOR:	This unit covers the competencies required to perform video production planning and pre-production following occupational safety at all times.
CODE :	2166-U1-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Plan for video production	<p>1.1 Create original proposal from their own idea as per the client's requirement</p> <p>1.2 Select casting as per the proposal following standard procedures</p> <p>1.3 Create script as per the proposal following standard procedures</p> <p>1.4 Plan overall schedule as per the job requirement following standard procedures</p>
2. Perform Pre-Production	<p>2.1 Select and use <i>Personal Protective Equipment</i> as per the job requirement following standard procedures</p> <p>2.2 Arrange the crew for shooting as per the proposal following standard procedures</p> <p>2.3 Arrange the location for shooting as per the script following standard procedures</p> <p>2.4 Arrange the shooting equipment as per the script following standard procedures</p> <p>2.5 Create daily shooting schedule as per the job requirement following standard procedures</p>

RANGE STATEMENT	
PPE may include but not limited to:	
<ul style="list-style-type: none"> • Helmet • Hand gloves 	<ul style="list-style-type: none"> • Safety Shoes
Shooting equipment may include but not limited to:	
<ul style="list-style-type: none"> • Camera • Lighting equipment • Sound recording equipment • Costumes 	<ul style="list-style-type: none"> • Art and Props • Make up equipment • Vehicle
Critical Aspects:	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to worksite operation • Create script as per the proposal following standard procedures 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Film history • Estimation and Costing • Different perspectives of video shooting • Media Psychology • Media Sociology • Media Criticism • Relevant Media law and regulations 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal relationship • Creativity • Time Management

• Storage of shooting equipment	
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UNIT TITLE :	Film the Video
DESCRIPTOR:	This unit covers the competencies required to operate shooting equipment and produce the video following safety at all times.
CODE :	2166-U2-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Operate shooting equipment	<p>1.1 Handle the shooting equipment properly at the site as per the job requirement following standard procedures</p> <p>1.2 Set up the shooting equipment as per the job requirement following standard procedures</p> <p>1.3 Manage filmed data as per the job requirement following standard procedures</p> <p>1.4 Perform basic maintenance of shooting equipment as per the job requirement following standard procedures</p>
2. Perform video production	<p>2.1 Create lighting design as per the script following standard procedures</p> <p>2.2 Create scene design as per the script following standard procedures</p> <p>2.3 Create direction design as per the script following standard procedures</p> <p>2.4 Create video using studio as per the job requirement following standard procedures</p> <p>2.5 Manage the crew as per the job requirement following standard procedures</p>

RANGE STATEMENT	
Shooting equipment may include but not limited to:	
<ul style="list-style-type: none"> • Camera • Lens • Accessories • Recorder 	<ul style="list-style-type: none"> • Microphone • Windscreen • Lighting Equipment
Critical Aspects:	
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to worksite operation. 	

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Film history • Estimation and Costing • Media Psychology • Media Sociology • Media Criticism • Relevant Media law and regulations • Storage of shooting equipment 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal relationship • Creativity • Time Management

UNIT TITLE :	Edit the Video
DESCRIPTOR:	This unit covers the competencies required to perform video post-production and manage video screening following safety at all times.
CODE :	2166-U3-L2
ELEMENTS OF COMPETENCE	PERFORMANCE CRITERIA
1. Perform Post-production	<p>1.1 Operate editing equipment (laptop and software, screen) as per the job requirement following standard procedures</p> <p>1.2 Edit the video content as per the script following standard procedures</p> <p>1.3 Develop sound effects (folly, Audio Suite) as per the script following standard procedures</p> <p>1.4 Edit the sound as per the script following standard procedures</p> <p>1.5 Perform video finishing as per the script following standard procedures</p>
2. Manage video screening	<p>2.1 Use social media plate form and theater for screening as per the job requirement following standard procedures</p> <p>2.2 Present to the client for feedback as per the job requirement following standard procedures</p> <p>2.3 Archive the records for future reference as per the</p>

	job requirement following standard procedures
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RANGE STATEMENT
Critical Aspects:
<ul style="list-style-type: none"> • Demonstrate compliance with occupational health and safety regulations applicable to worksite operation. • Archive the records for future reference as per the job requirement following standard procedures

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Ethics and Integrity • Occupational Health and Safety (OHS) Regulations • Film history • Estimation and Costing • Media Psychology • Media Sociology • Media Criticism • Relevant Media law and regulations • Storage of shooting equipment 	<ul style="list-style-type: none"> • Team work • Communication • Problem solving • Interpersonal relationship • Creativity • Time Management

Annexure

1.1 National Competency Standards (NCS)

The National Competency Standards specify the skill, knowledge and attitudes applied to a particular occupation. Standards also specify the standards or criteria of performance of a competent worker and the various contexts in which work may take place. Standards provide explicit advice to assessors regarding the skill and knowledge to be demonstrated by candidates seeking formal recognition either following training or through work experience.

1.2 Purpose of National Competency Standards

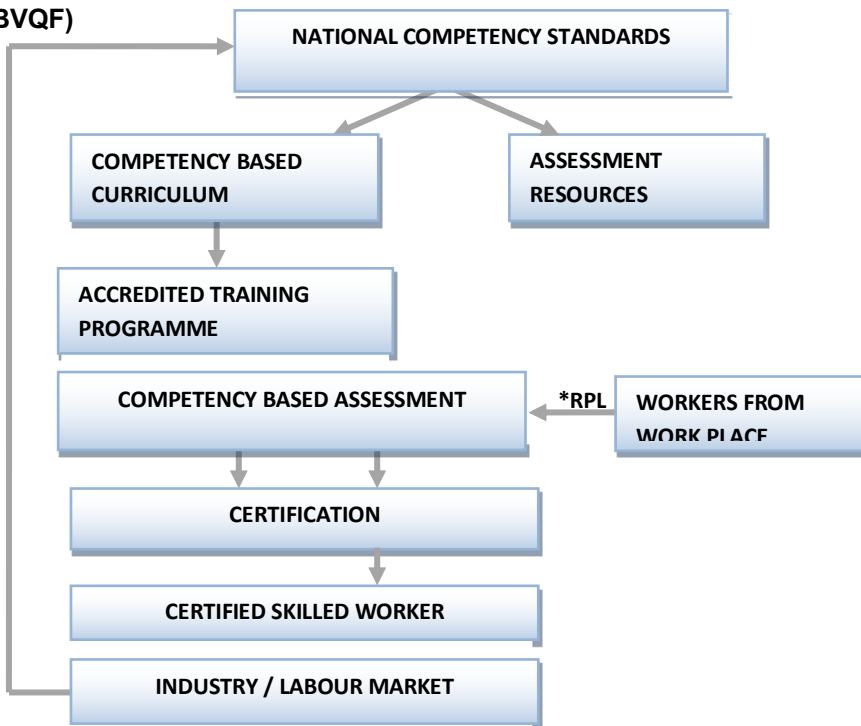
National Competency Standards serve a number of purposes including:

- Providing advice to curriculum developers about the competencies to be included in curriculum.
- Providing specifications to assessment resource developers about the competencies within an occupation to be demonstrated by candidates.
- Providing advice to industry/employers about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

1.3 Bhutan Vocational Qualifications Framework (BVQF)

Bhutan Vocational Qualifications Framework is an agreed system of Assessing, Certifying and Monitoring nationally recognized qualifications for all learning in the TVET sector against national competency standards, in training institutions, in the workplace, in schools or anywhere where learning takes place.

1.4 Components of the Bhutan Vocational Qualifications Framework (BVQF)



* RPL = Recognition of Prior Learning

1.5 BVQF Levels

The Bhutan Vocational Qualifications Framework has three levels classified based on the competency of the skilled workers. The three levels are:

- National Certificate Level 3 (NC III)
- National Certificate Level 2 (NC II)
- National Certificate Level 1 (NC I)

BVQF Level Descriptors

The qualification levels are decided based on level descriptors. The detail of the qualification level descriptor is as follows:

National Certificate Level 1

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none">• Are narrow in range.• Are established and familiar.• Offer a clear choice of routine responses.• Involve some prioritizing of tasks from known solutions.	<ul style="list-style-type: none">• Basic operational knowledge and skill.• Utilization of basic available information.• Known solutions to familiar problems.• Little generation of new ideas.	<ul style="list-style-type: none">• In directed activity.• Under general supervision and quality control.• With some responsibility for quantity and quality.• With no responsibility for guiding others.

National Certificate Level 2

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> • Require a range of well-developed skills. • Offer a significant choice of procedures requiring prioritization. • Are employed within a range of familiar context. 	<ul style="list-style-type: none"> • Some relevant theoretical knowledge. • Interpretation of available information. • Discretion and judgments. • A range of known responses to familiar problems 	<ul style="list-style-type: none"> • In directed activity with some autonomy. • Under general supervision and quality checking. • With significant responsibility for the quantity and quality of output. • With some possible responsibility for the output of others.

National Certificate Level 3

Carry out processes that:	Learning demand:	Responsibilities which are applied:
<ul style="list-style-type: none"> • Requires a wide range of technical or scholastic skills. • Offer a considerable choice of procedures requiring prioritization to achieve optimum outcomes. • Are employed in a variety of familiar and unfamiliar contexts. 	<ul style="list-style-type: none"> • A broad knowledge base which incorporates some theoretical concepts. • Analytical interpretation of information. • Informed judgment. • A range of sometimes innovative responses to concrete but often unfamiliar problems. 	<ul style="list-style-type: none"> • In self-directed activity. • Under broad guidance and evaluation. • With complete responsibility for quantity and quality of output. • With possible responsibility for the output of others.

1.6 PURPOSE

This qualification is designed for people interested in a career as a Fashion Designer at the Certificate level. It comprises of two units that cover the essential knowledge and skills required at workplace.

It provides industry specific skills and demands a level of performance that will enable new recruits to the industry to be immediately productive.

1.7 CODING USED FOR NATIONAL COMPETENCY STANDARDS

The coding and classification system developed in Bhutan is logical, easy to use, and also aligned with international best practises. The Bhutanese coding and classification system is based on the International Standard Classification of Occupations, 2008 (ISCO-08) developed by the International Labour Organisation (ILO).

The coding of the National competency standards forms the basis of the identification code for the Vocational Education and Training Management Information System (VET – MIS) both in terms of economic sector identification and that of the individual standard.

Coding the individual national competency standards

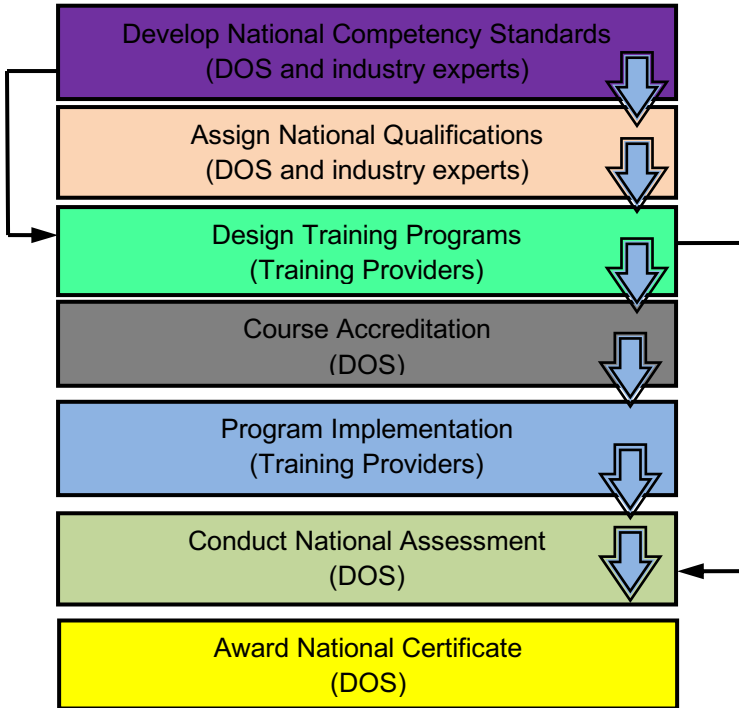
Coding the individual skills standard has a multiple purpose:

- to identify the level,
- to identify to which module the standard belongs,
- to identify in which order the standard is clustered within that module.

A job can include a number of competencies described in the national competency standards.

However, in order to follow a logical order, only national competency standards related to each other and following a logical sequence in terms of training delivery, from the simple to the complex, are clustered into a module. Some standards are so complex that they need to stand alone.

Implementation and operational procedures for National Competency Standards (NCS)



Key:

MoLHR – Ministry of Labour and Human Resources
DOS – Department of Occupational Standards

1.8 ASSESSMENT GUIDE

Form of assessments

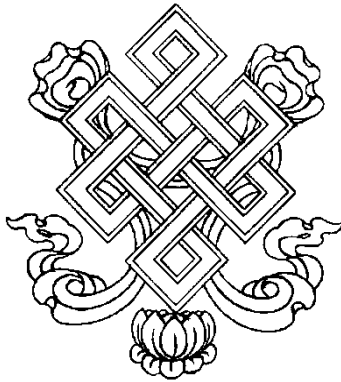
- Continuous assessment together with collected evidence of performance will be used.
- Evidence of the performance shall be based on practical demonstration.
- Knowledge can be assessed through diagrams, in writing or orally (viva-voce).

Assessment context

- Competency may be assessed in the actual work place or in a simulated workplace setting.

Assessment condition

- The candidate shall have access to all required tools, equipments, materials and documents.
- Candidate must complete the assessment in industry accepted time frame.



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