

བརྒྱན་འཁོར་བཟོ་མི།

VIDEO MAKER



BQFC II

Technical Trainers Training and Resource Center
Department of Workforce Planning and Skills Development
Ministry of Education and Skills Development



**COMPETENCY BASED CURRICULUM
VIDEO MAKER BQF CERTIFICATE-II**

**Technical Trainers Training and Resource Center
Department of Workforce Planning and Skills Development
Ministry of Education and Skills Development
Thimphu**

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FOREWORD

Bhutan has seen a gradual increase in the requirement of skilled workers in recent years due to growth of industries. However, supply of skilled workforce that are responsive to the needs of the industry has not been able to keep in pace with the industry demand. Since the skilled workers are crucial ingredient for socio-economic development of the country, it is important to have adequate number of trained and certified workers. With growing industries, the “Video maker” is not only the most significant occupation but also have high demand in the labour market. In an effort to meet the skilled human resources requirement in the area of power sector, it is imperative to deliver training based on Competency Based Training system in Video maker BQF Certificate-2 to ensure quality and adequate number of work force in this sector.

To this end, the Department of Workforce Planning and Skills Development (DWPSD) is pleased to present a Competency Based Curriculum for Video maker BQF Certificate-2 course developed based on national competency standard. Since it is an outcome of a more participatory process of curriculum development, it is expected to provide training delivery with reformed approaches having its content being directly related to labour market needs, focusing on imparting of skills and assessment based on industry work standards. We believe that the Competency Based Curriculum will help in bridging the skill gap between industry’s needs and training institutes thereby enhance the employability of the technical graduates.

The Department acknowledges the valuable contributions made by institutes, officials, and experts from relevant industries who were involved in the design and development of this curriculum. As it is a dynamic document which may require revision based on the needs of the changing labour market, the Department look forward to receiving valuable feedbacks from the institutes and the industries to further improve and refine the curriculum

The Department hope that this document will help advance Competency Based Learning in most of the TVET Institutions.



(Sangay Dorji)

Offg. Director

Department of Workforce Planning and Skills Development

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Technical Trainers Training and Resource Center, Department of Workforce Planning and Skills Development under MoESD would like to express our appreciation to the following subject experts and facilitators who have participated in the revision of curriculum for Video Maker BQF Certificate-2.

Experts involved in the development of Video maker BQF Certificate-2 curriculum:

1. Mr. Tenzin Thinley, Master Trainer, TTI, Samthang
2. Mr. Tashi Dorji, Master Trainer, TTI, Samthang
3. Mr. Lungten Wangchuk, Music Producer, The Yosel Records, Thimphu
4. Ms. Tandin Zangmo Tamang, Master Trainer, TTI, Samthang
5. Mr. Pema Dorji, Director of Photography, Freelance, Wangdue
6. Mr. Kinga Tshering, Camera Operator, Freelance, Thimphu
7. Mr. Sangay Dorji, Production Sound Recordist, Gyalgo Effects Gathering, Thimphu

Experts involved in the validation of Video maker BQF Certificate-2 curriculum:

1. Mr. Kinley Penjor, Producer, Juthrul Gharkhen Communication, Thimphu
2. Mr. Pelden Dorji, Film Director, Discovery Himalayas, Thimphu
3. Mr. Sonam Rinzin, Cinematographer, Classic Captures Audio Visual, Thimphu
4. Mr. Rinzin Norbu, Director of Photography, Freelance, Thimphu
5. Mr. Sangay Dorji, Production Sound Recordist, Gyalgo Effects Gathering, Thimphu
6. Mr. Tashi Dorji, Master Trainer, TTI, Samthang, Wangdue

Facilitators and editors for curriculum development and validation for Video maker BQF Certificate-2

1. Ms. Tenzin Dema Lepcha, Assistant Program Officer, TTTRC, DWPSD, MoESD

Chief editor

1. Mr. Karma Dorji, Acting Training Director, TTTRC

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Competency profile

Occupation: Video Maker Level: BQF Certificate II

Competency Area	Sub Competency Area	Competencies/Tasks			
A: Prepare for video shooting	A1. Carryout Scripting	A1.1 Use PPE	A1.2 Develop a concept	A1.3 Develop a Script	A1.4 Review the Script
	A2. Develop a Storyboard	A2.1 Breakdown scripts into scenes	A2.2 Breakdown scenes into shots	A2.3 Perform storyboarding	A2.4 Prepare breakdown sheets
	A3. Prepare proposal	A3.1 Manage the crew	A3.2 Manage the cast	A3.3 Perform location recce	A3.4 Prepare budget
		A3.5 Prepare schedule	A3.6 Perform pitching	A3.7 Prepare call sheets	A3.8 Prepare Set design
B: Perform Production	B1: Perform video framing and composition	B1.1 Apply rule of third	B1.2 Apply leading lines	B1.3 Balance visual weight	B1.4 Apply Camera angles
	B2: Operate Camera	B2.1 Set up Camera	B2.2 Adjust camera settings	B2.3 Test the camera	B2.4

Competency Area	Sub Competency Area	Competencies/Tasks			
	B3: Operate Light	B3.1 Set up lights	B3.2 Adjust light settings	B3.3 Test the lightings	B3.4
	B4: Operate Sound	B4.1 Set up sound equipment	B4.2 Adjust sound settings	B4.3 Perform sound test	B4.4
	B5: Perform filming	B5.1 Perform script reading	B5.2 Perform artist placement	B5.3 Perform recording	
C: Perform post-production	C1: Perform Video editing	C1.1 Organize the rushes	C1.2 Prepare for video editing	C1.3 Perform editing	C1.4 Review the edited project
	C2: Perform sound design	C2.1 Organize the audio files	C2.2 Prepare audio editing	C2.3 Perform ADR	C2.4 Perform Foley
		C2.5 Apply background music	C2.6 Adjust sound level		
	C3: Perform Coloring	C3.1 Perform Color Correction	C3.2 Perform color grading	C3.3 Review color grading	
	C4: Manage Film Screening	C4.1 Review the project	C4.2 Export the video	C4.3 Perform film screening	C4.4

COURSE INFORMATION

COURSE TITLE	Video Maker
LEVEL	BQF Certificate 2
COURSE OBJECTIVE	Upon completion of this training program, the trainees will be able to: • Prepare for video shooting • Perform production • Perform post-production
COURSE DESCRIPTION	This course is designed to provide trainees with the knowledge, skills and attitudes required to be competent in video maker work. This course will prepare the trainees to exhibit professionalism, teamwork, adaptability, and safety practices as per the requirement of workplace. To obtain certification of this course, all learning outcomes prescribed must be achieved.
COURSE DURATION	1480 Hours
TRAINER AND TRAINEE RATIO	1:12 (Practical) 1:20 (Theory)
ENTRY REQUIREMENT	Class X passed
TVET TRAINER REQUIREMENTS	• Must have a minimum qualification of Diploma in Creative producing/Filmmaking or with five years of working experience in relevant field; • Must have undergone Training of Trainers-Technical Instruction and Pedagogy; • Must¹ have at least 5 years job/industry experience
SKILLED SUPERVISOR REQUIREMENTS	• Must have undergone ToT in Skilled Supervisor; • Must be Supervisor/Foreman of industry with minimum three years of related field experience

¹ Applicable only if institutes hire instructor or guest lecturer from industry

COURSE OUTLINE

Sl. No	Subject /Module	Duration (Hours)	Content Competencies (Mapped)
1.	Core modules	529	CC
2.	OJT	420	CC
3.	Applied Dzongkha	42	SS
4.	ICT	68	SS
5.	Applied Mathematics	60	SS
6.	Technical English	82	SS
7.	Entrepreneurship	70	SS
8.	Occupational Health and Safety	34	ES
9.	Sustainable Consumption and Production (SCP)	36	ES
10.	Professional Ethics	68	PD
11.	Assessment	70	
12.	Total Course Duration	1480	

Note: (*) This curriculum contains core modules which cover main competencies of Video maker BQF Certificate-2 and OJT component. There are separate curricula for subjects/modules for delivery of soft skills, professional development & values and environmental concern & safety. In order to achieve the qualification of Video maker BQF Certificate-2, the subjects and modules listed must be accomplished as per the credit hours provided.

Content Competencies:

CC-Core Competencies

SS-Soft Skills

PD-Professional Development and Values

ES-Environmental concern and Safety

COURSE STRUCTURE FOR CORE COMPETENCIES

Training Modality	Module Title	Learning outcomes	Nominal Duration (Hour)
1. Institute Training	A. Preparing for Video Shooting	A1. Carryout scripting A2. Develop a storyboard A3. Prepare proposal	180 hrs
	B. Performing production	B1. Perform video framing and composition B2. Operate camera B3. Operate light B4. Operate sound B5. Perform filming	132 hrs
	C. Performing post-production	C1. Perform video editing C2. Perform sound design C3. Perform coloring C4. Manage video screening	217 hrs
2. On the Job Training	A. Preparing for Video Shooting	A1. Carryout scripting A2. Develop a storyboard A3. Prepare proposal	70 hrs
	B. Performing production	B1. Perform video framing and composition B2. Operate camera B3. Operate light B4. Operate sound B5. Perform filming	254 hrs
	C. Performing post-production	C1. Perform video editing C2. Perform sound design C3. Perform coloring C4. Manage video screening	105 hrs
Total CC Duration:			949 hrs

ASSESSMENT AND CERTIFICATION SYSTEM

ASSESSMENT

Formative assessment for every module and learning outcome will be conducted through assignments, project works, continuous assessment, demonstration of practical skills/observations, oral questioning and written test.

Summative assessment after completion of each national certificate level will be conducted by TVET Quality Council, Bhutan Qualifications and professional certification authority, MoESD as per the National Competency Standards and Guidelines for National Assessment and Certification System, provided the course is accredited with TVET Quality Council, Bhutan Qualifications and professional certification authority, MoESD.

CERTIFICATION

On successful completion of every module, the institute will award a certificate of achievement to the trainees. The TVET Quality Council, Bhutan Qualifications and professional certification authority, MoESD will award a National Certificate to the trainees upon the successful completion of NC level assessment.

COURSE DELIVERY

1. Modular
2. Demonstration
3. Lecture
4. Industrial training/attachment
5. Project work
6. Problem-based learning
7. Project-based learning

RESOURCES

Materials

- Pen, pencil, eraser, marker, highlight, paper, Gaffer tape, masking tape, sand bags, scissors, script, storyboard, call sheet and notepad

Tools

- Spread Sheet and Microsoft Excel, Screwdriver set, video editing software and DAW

Equipment

- Computer with Internet connection, Camera, memory card, mobile phone, HDMI cable, white screen, projector, battery, lenses, charger, memory card, camera bag, tripod, stabilizer, Soft box, HMI lights, portable lights, light stand, color filter, clamp, reflector, extension cord, skimmer, PAR cans, Digital Audio Recorder, Boom mic, mic stand, Lav mic, windjammer, memory cards, memory card reader, headphones, XLR cable, boom pole, rechargeable batteries, clapper, printer, monitor speaker and screening cloth,

PPE/Work dress

- Work dress

Learning Materials

- Competency Based Learning Materials (CBLM)
- Reference books

- Hand-outs
- Audio visuals

Infrastructure and training facilities

- *Theory classroom size:* Minimum of 1 m² per trainee;
- *Practical Workshop size:* Minimum of 2.25 m² per trainee. Variables must be considered depending upon type of skills being taught and the number of trainees participating at a time.

MODULE INFORMATION:
VIDEO MAKER BQF CERTIFICATE-II

MODULE 1
ON
PERFORMING PRE-PRODUCTION

MODULE INFORMATION

Occupation	Video Maker
Competency Area	Perform pre-production
Module Title	Performing pre-production
Module Code	2166-L2-M1
Module Description	This module is structured to provide learners with the knowledge, skills and right attitude required to carry out scripting, develop a storyboard and prepare proposal
Nominal Duration	180 hours
Certificate Level	BQF Certificate 2
Pre-requisite	Class X passed
Learning Outcome	1. Carryout scripting 2. Develop a storyboard 3. Prepare proposal

Module Title	Performing pre-production		
Module Code	2166- L2-M1		
Learning Outcome 1	Carryout Scripting		
Duration	Theory: 14 hours	Practical: 22 hours	Total: 36 hours
Assessment Criteria	• Concept is developed as per job requirement following standard procedures • Script is developed as per job requirement following standard procedures • Script is reviewed as per job requirement following standard procedures		
Content	A1.00 Introductory knowledge • History of film and television A1.01 Using PPE Knowledge • Definition of PPE • Function of PPE • Types of PPE • PPE manual/Instruction • Types of work area • OHS regulation • Relevant rules and regulation Skills • Communication skills • Wearing PPE kits Attitude, safety and environmental concern • Being alert while using PPE kits • Being prepared to use PPE • Effective time management • Ensuring proper disposal of used PPE kits • Ensuring proper usage of PPE A1.02 Developing a concept Knowledge • Definition of concept development • Types of genres • Definition of theme • Importance of targeting audience • Types of film tone • Strategies for pitching and marketing Skills • ICT skills • Communication skills • Analytical skills • Critical thinking skills • Writing proficiency skills • Observation skills • Problem solving skills		

	• Listening skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A1.03 Developing a script <i>Knowledge</i> • Fundamentals of storytelling; ➤ Narrative structure ➤ Plot development ➤ Character development ➤ Conflict and stakes • Types of Script formats • Importance of visual storytelling • Importance of copyright <i>Skills</i> • ICT skills • Communication skills • Analytical skills • Critical thinking skills • Writing proficiency skills • Observation skills • Problem solving skills • Listening skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A1. 4 Reviewing a script <i>Knowledge</i> • Importance of reviewing script • Relevant rules and regulations <i>Skills</i>
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	• ICT skills • Writing proficiency skills • Communication skills • Analytical skills • Critical thinking skills • Observation skills • Problem solving skills • Listening skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio Visuals • Reference books • Manuals • LMS Learning facilities and infrastructure • Classroom with adequate facilities • Information Technology (IT) lab • Library • Production house Materials • Pen, pencil, eraser, marker, highlighter and paper Equipment • Computer with Internet connection PPE • Work dress
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management

Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing pre-production		
Module Code	2166-L2-M1		
Learning Outcome 2	Develop a storyboard		
Duration	Theory: 6 hours	Practical: 36 hours	Total: 42 hours
Assessment Criteria	• Script is broken down into scenes as per the job requirement following standard procedures • Scenes are broken down into shots as per the job requirement following standard procedures • Storyboarding is performed as per the job requirement following standard procedures • Breakdown sheets are prepared as per the job requirement following standard procedures		
Content	A2.01 Breaking down scripts into scenes Knowledge • Definition of scene • Importance of identifying key points in story • Importance of color code Skills • Communication skills • Analytical skills • Critical thinking skills • Observation skills • Problem solving skills • Listening skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A2.02 Breaking down scenes into shots Knowledge • Types of camera angles • Types of camera movements • Types of shots Skills • ICT skills • Communication skills • Analytical skills		

	• Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A2.03 Performing storyboarding <i>Knowledge</i> • Definition of storyboard • Importance of storyboard • Importance of identifying source of lights • Basic art history • Types of software <i>Skills</i> • Sketching skills • ICT skills • Analytical skills • Observation skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A2.04 Preparing breakdown sheets <i>Knowledge</i> • Definition of breakdown sheets • Importance of breakdown sheet • Definition of props • Importance of props • Definition of wardrobe
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	• Definition of extras • Importance of scene information Skills • ICT skills • Analytical skills • Observation skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio Visuals • Reference books • Manuals • LMS Learning Facilities and infrastructure • Classroom with adequate facilities • Information Technology (IT) lab • Library • Production house Materials • Pen, pencil, eraser and paper, Software • Storyboarding software Equipment • Computer with Internet connection PPE • Work dress
Underpinning Skills	• Team work • Communication

	• Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing pre-production		
Module Code	2166-L2-M1		
Learning Outcome 3	Preparing proposal		
Duration	Theory: 20 hours	Practical:82 hours	Total: 102 hours
Assessment Criteria	• Crew is managed as per the job requirement following standard procedures • Cast is managed as per job requirement following standard procedures • Location recce is performed as per the job requirement following standard procedures • Budget is prepared as per the job requirement following standard procedures • Schedule is prepared as per the job requirement following standard procedures • Pitching is performed as per the job requirement following standard procedures • Call sheets are prepared as per the job requirement following standard procedures • Set design is prepared as per the job requirement following standard procedures		
Content	A3.01 Managing Crew Knowledge • Process of film production • Types and roles of departments in film production • Marketing strategies Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.02 Managing Cast		

	Knowledge • Character breakdown • Importance of audition • Audition techniques • Importance of rehearsal • Basics of post-production Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.03 Performing location recce Knowledge • Definition of location recce • Importance of location recce • Importance of safety and security • Importance of taking photos and videos • Importance of making agreement • Importance of contingency plans Skills • ICT skills • Communication skills • Listening skills • Problem solving skills • Management skills • Negotiation skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being professional • Being creative
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	• Being focused • Team work • Being patient and detail oriented • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.4 Preparing budget Knowledge • Purpose of budget • Types of budgets • Definition of contingency costs • Cost benefit analysis • Risk assessment • Risk management • Importance of market research Skills • ICT skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Negotiation skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.05 Preparing Schedule Knowledge • Importance of preparing schedule • Definition of project management • Types of schedules Skills • ICT skills • Communication skills • Analytical skills • Observation skills
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	• Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being professional • Being creative • Being focused • Team work • Being patient and detail oriented • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.06 Performing pitching <i>Knowledge</i> • Definition of pitching • Importance of pitching • Types of marketing • Strategies of pitching • Pitch deck and outlook <i>Skills</i> • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Negotiation skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.07 Preparing call sheets <i>Knowledge</i> • Definition of call sheets • Importance of call sheets
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	<i>Skills</i> • ICT skills • Analytical skills • Observation skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being professional • Being creative • Being focused • Team work • Being patient and detail oriented • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste A3.08 Preparing set design <i>Knowledge</i> • Definition of production design • Types of production design • Definition of colour theory • Types of colour theory <i>Skills</i> • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio Visuals • Reference books • Manuals

	• LMS Learning Facilities and infrastructure • Classroom with adequate facilities • Information Technology (IT) lab • Library • Production house Materials • Pen, pencil, highlighter and paper Tools • Spread Sheet and Microsoft Excel Equipment • Computer with internet connection, High resolution Camera, prime lens, zoom lens, camera batteries memory card, mobile phone, HDMI cable, white screen and projector PPE • Work dress
Underpinning skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

MODULE 2
ON
PERFORMING PRODUCTION

MODULE INFORMATION

Occupation	Video Maker
Competency Area	Perform Production
Module Title	Performing production
Module Code	2166- L2-M2
Module Description	This module is structured to provide the learners with knowledge, skills and right attitude to perform video framing and composition, operate camera, operate light, operate sound and perform filming.
Nominal Duration	132 Hours
Qualification Level	BQF Certificate 2
Pre-requisite	Completed Module: 2166-L2-M1
Learning Outcome	1. Perform video framing and composition 2. Operate camera 3. Operate light 4. Operate sound 5. Perform filming

Module Title	Performing production		
Module Code	2166- L2-M2		
Learning Outcome 1	Perform video framing and composition		
Duration	Theory: 8 hours	Practical: 16 hours	Total: 24 hours
Assessment Criteria	• Rule of third is applied per the job requirement following standard procedures • Leading lines are applied as per the job requirement following standard procedures • Visual weight is balanced as per the job requirement following standard procedures • Camera angles are applied as per the job requirement following standard procedures		
Contents	B1.01 Applying rule of third Knowledge • Definition of rule of third • Importance of rule of third • Basic camera operation • Visual story telling • Basics of lighting Skills • Operating Camera • Analytical skills • Observation skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B1.02 Applying leading lines Knowledge • Definition of leading lines • Types of leading lines • Importance of leading lines • Definition of focal point • Importance of positioning camera Skills • Operating Camera • Analytical skills • Observation skills		

	<i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B1.03 Balancing visual weight <i>Knowledge</i> • Definition of visual balance weight • Types of visual weight • Definition of composition • Types of composition • Basics of visual composition <i>Skills</i> • Operating Camera • Analytical skills • Observation skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B1.04 Applying camera angles <i>Knowledge</i> • Definition of camera angles • Types of camera angles • Importance of camera angles • Types of camera movement <i>Skills</i> • Operating Camera • Analytical skills • Observation skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive
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	• Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production field Tools • Screwdriver set Equipment • Camera, lenses, battery, charger, memory card, camera bag, fluid head tripod, stabilizer PPE • Work dress
Underpinning Skills	• ICT Skills • Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment

	• Project work • Rubrics
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Module Title	Performing production		
Module Code	2166- L2-M2		
Learning Outcome 2	Operate Camera		
Duration	Theory: 8 hours	Practical: 16 hours	Total: 24 hours
Assessment Criteria	• Camera is set up as per the job requirement following standard procedures • Camera settings are adjusted as per the job requirement following standard procedures • Camera is tested as per the job requirement following standard procedures		
Contents	B2.01 Setting up Camera Knowledge • Process to set up camera • Terminologies of filmmaking Skills • Operating Camera • Analytical skills • Observation skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B2.02 Adjusting Camera settings Knowledge • Types of cameras • Definition and types of camera modes • Definition of exposure triangle • Advantages and limitations of exposure triangle • Types of focus modes • Definition of white balance • Understanding and types of color temperature • Understanding color system • Definition and types of aspect ratio • Definition of FPS • Advantages and disadvantages of FPS • Definition and types of picture profile • Definition and types of file formats Skills • Operating Camera • Analytical skills		

	• Observation skills • Problem solving skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B2.03 Testing the camera <i>Knowledge</i> • Importance of testing camera <i>Skills</i> • Operating Camera • Analytical skills • Observation skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production field Materials • White marker pencil and Masking tape

	Tools • Screw driver set Equipment • Camera, lenses, battery, camera bag, tripod, stabilizer, SD card, charger and monitor PPE • Work dress
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing production		
Module Code	2166- L2-M2		
Learning Outcome 3	Operate lights		
Duration	Theory: 5 hours	Practical: 25 hours	Total: 30 hours
Assessment Criteria	• Lights are set up as per the job requirement following standard procedures • Light settings are adjusted as per the job requirement following standard procedures • Lightings are tested as per the job requirement following standard procedures		
Contents	B3.01 Setting up lights Knowledge • Definition of three-point lighting • Types of three-point lighting • Techniques of lighting • Importance of using practical lights • Process to set up film lighting Skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B3.02 Adjusting light settings Knowledge • Types of lights • Definition of intensity • Definition of ambient lights • Physics of lights • Types of lighting equipment Skills • Communication skills • Analytical skills • Observation skills		

	• Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B3.03 Testing the lightings <i>Knowledge</i> • Importance of testing lights • Relation between light and shadow <i>Skills</i> • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production field

	Materials • Gaffer tape and sand bags Tools • Screw driver set Equipment • Soft box, HMI lights, portable lights, light stand, color filter, clamp, reflector, extension cord, skimmer, PAR cans, battery and charger PPE • Work dress
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing production		
Module Code	2166- L2-M2		
Learning Outcome 4	Operate Sound		
Duration	Theory: 7 hours	Practical: 17 hours	Total: 24 hours
Assessment Criteria	• Sound equipment is set up as per the job requirement following standard procedures • Sound settings are adjusted as per the job requirement following standard procedures • Sound is tested as per the job requirement following standard procedures		
Contents	B4.01 Setting up sound equipment Knowledge • Definition of microphone • Types of microphones • Definition of digital audio recorder • Importance of windjammer Skills • Using microphone • Using DAR • Communication skills • Analytical skills • Observation skills • Listening skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B4.02 Adjusting sound settings Knowledge • Types of audio file formats • Definition of sample rate • Definition of bit depth Skills • Using Microphone • Using DAR • Communication skills • Analytical skills • Observation skills		

	• Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B3.03 Performing sound test <i>Knowledge</i> • Importance of sound check • Techniques of microphone placement <i>Skills</i> • Using Microphone • Using DAR • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library

	• IT lab • Production field Materials • AA batteries, masking tape and scissors Tools • Audio bag and case Equipment • Digital Audio Recorder, Boom mic, mic stand, Lav mic, cordless microphone set, windjammer, memory cards, memory card reader, headphones, XLR cable, boom pole, rechargeable AA batteries and charger PPE • Work dress
Underpinning skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing production		
Module Code	2166- L2-M2		
Learning Outcome 5	Perform filming		
Duration	Theory: 4 hours	Practical: 26 hours	Total: 30 hours
Assessment Criteria	• Script reading is performed as per the job requirement following standard procedures • Artist placement is performed as per the job requirement following standard procedures • Recording is performed as per the job requirement following standard procedures		
Contents	B5.01 Performing script reading Knowledge • Definition of script reading • Importance of script reading • Techniques of script reading Skills • Communication skills • Analytical skills • Observation skills • Listening skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B5.02 Performing artist placement Knowledge • Definition of choreography and staging • Importance of choreography • Importance of scene continuity Skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management		

	• Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste B5.03 Performing recording Knowledge • Importance of reviewing files Skills • Operating Camera • Operating Lights • Using Sound gears • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production field Materials • Script, storyboard, call sheet, pen, pencil, highlighter, notepad, AA batteries, masking tape and scissors

	Equipment • Computer, clapper, printer, Digital Audio Recorder, boom mic, cordless mic set, reflector, windjammer, memory cards, headphones, XLR cable, boom pole, rechargeable AA batteries and charger, camera, monitor, fluid head tripod, stabilizer, lenses and film lights PPE • Work dress, gloves, safety boots, safety vest, masks and sun gears
Underpinning skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

MODULE 3
ON
PERFORMING POST PRODUCTION

MODULE INFORMATION

Occupation	Video Maker
Competency Area	Perform post-production
Module Title	Performing post-production
Module Code	2166- L2-M3
Module Description	This module is structured to provide the learners with knowledge, skills and right attitude required to perform video editing, perform sound design, perform coloring and manage film screening.
Nominal Duration	217 Hours
Qualification Level	BQF Certificate 2
Pre-requisite	Completed Module 2166-L2-M2
Learning Outcome	1. Perform video editing 2. Perform sound design 3. Perform colouring 4. Manage film screening

Module Title	Performing post-production		
Module Code	2166- L2-M3		
Learning Outcome 1	Perform video editing		
Duration	Theory: 8 hours	Practical: 40 hours	Total: 48 hours
Assessment Criteria	• Rushes are organized as per the job requirement following standard procedures • Video editing is prepared as per the job requirement following standard procedures • Editing is performed as per the job requirement following standard procedures • Edited files are reviewed as per the job requirement following standard procedures		
Contents	C1.01 Organizing the rushes Knowledge • Importance of file management • Techniques of file management • Types of backup platform Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C1.02 Preparing for video editing Knowledge • Introduction to video editing software • Types of video editing software • Importance of project management Skills • ICT skills • Analytical skills • Observation skills • Listening skills		

	• Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C1.03 Performing editing <i>Knowledge</i> • Definition of Editing • Importance of editing • Techniques of trimming rushes • Understanding shortcut keys <i>Skills</i> • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C1.04 Reviewing the edited project <i>Knowledge</i> • Importance of reviewing project • Process of reviewing projects <i>Skills</i> • ICT skills • Communication skills • Analytical skills
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	• Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production house Materials • Pen, pencil, eraser and paper Tools • Video editing software Equipment • Computer with Internet connection, headphones, SSD external drive (2 TB), memory card reader and monitor speaker PPE • Work dress
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management

Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing post-production		
Module Code	2166- L2-M3		
Learning Outcome 2	Perform sound design		
Duration	Theory: 11 hours	Practical: 64 hours	Total: 75 hours
Assessment Criteria	• Audio files are organized as per the job requirement following standard procedures • Audio editing is prepared as per job requirement following standard procedures • ADR is performed as per job requirement following standard procedures • Foley is performed as per the job requirement following standard procedures • Background music is applied as per the job requirement following standard procedures • Sound level is adjusted as per the job requirement following standard procedures		
Contents	C2.01 Organizing audio files Knowledge • Importance of organizing audio files • Importance of backing up audio files Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C2.02 Preparing audio editing Knowledge • Definition of sound design • Role of sound in storytelling • Sound design styles • Introduction to audio editing software Skills		

	• ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C2.03 Performing ADR <i>Knowledge</i> • Definition of ADR • Importance of ADR • Types of ADR • Techniques of audio recording <i>Skills</i> • Using microphone • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C2.04 Performing Foley <i>Knowledge</i>
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	• Importance of foley • Types of foley Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C2.05 Applying background music Knowledge • Definition of background music • Importance of background music • Importance of copyright Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C2.06 Adjusting sound level Knowledge
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	• Definition of decibels • Basics of mixing and balancing • Importance of sound level Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Listening skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio-visuals • Reference books • Manuals • LMS Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production house Materials • Pen, pencil, eraser and paper Tools • DAW Equipment • Computer with Internet connection, condenser microphone, pop filter, heavy duty mic stand, audio interface, headphones, removable drive, memory card reader, XLR coaxial cables, reference monitor, HDMI cable and monitor speaker PPE • Work dress

Underpinning skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing post-production		
Module Code	2166- L2-M3		
Learning Outcome 3	Perform colouring		
Duration	Theory: 10 hours	Practical: 54 hours	Total: 64 hours
Assessment Criteria	• Colour correction is performed as per job requirement following standard procedures • Colour grading is performed as per the job requirement following stand procedures • Colour grading is reviewed as per job requirement following standard procedures		
Contents	C3.01 Performing colour correction Knowledge • Definition of colour correction • Types of correction • Definition of exposure • Types of exposure • Importance of grouping • Definition of scopes • Types of video scopes • Definition of nodes • Types of nodes Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C3.03 Performing color grading Knowledge • Definition of picture profile • Definition of colour wheels • Types of colour wheels • Definition of colour space transform		

	• Types of colour space • Definition of secondary colour • Definition of match shot • Definition of title and credit • Importance of title and credit sequence Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C3.04 Reviewing colour grading Knowledge • Definition of Skin tone • Techniques of maintaining skin tone Skills • ICT skills • Communication skills • Analytical skills • Observation skills • Problem solving skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being patient • Being adaptive • Being creative • Being cooperative • Being dedicated • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • CBLM • Hand-outs

	• Audio-visuals • Reference books • Manuals Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production house Tools • Video Editing software Equipment • Computer, headphones, removable drive and monitor speaker PPE/Work dress • Work dress
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

Module Title	Performing post-production		
Module Code	2166- L2-M3		
Learning Outcome 4	Manage film screening		
Duration	Theory: 4 hours	Practical: 26 hours	Total: 30 hours
Assessment Criteria	• Project is reviewed as per job requirement following standard procedure • Video is exported per job requirement following standard procedure • Film is screened as per job requirement following standard procedure		
Contents	C4.01 Reviewing the project Knowledge • Importance of reviewing project • Importance of locking the projects Skills • ICT skills • Communication skills • Analytical skills • Listening skills • Problem solving skills • Management skills • Decision making skills Attitude, safety and environmental concern • Effective time management • Being professional • Being creative • Being focused • Team work • Attention to details • Being patient • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C4.02 Exporting the video Knowledge • Definition of export • Types of export settings • Definition of resolution • Types of resolution • Importance of backing up project Skills • ICT skills • Communication skills • Analytical skills • Listening skills		

	• Problem solving skills • Decision making skills <i>Attitude, safety and environmental concern</i> • Effective time management • Being professional • Being creative • Being focused • Team work • Attention to details • Being patient • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste C4.03 Performing film screening <i>Knowledge</i> • Types of platforms • Types of pre-screening events • Types of promotions <i>Skills</i> • ICT skills • Communication skills • Listening skills • Management Skills • Decision making skills • Problem solving skills <i>Attitude, safety and environmental concern</i> • Effective time management • Attention to details • Being patient • Being open to feedback • Ensuring to follow OHS rules and regulations • Ensuring proper disposal of waste
Learning Conditions	Learning Materials • Hand-outs • Audio-visuals • Reference books • Manuals Learning Facilities and Infrastructure • Classroom with adequate facilities • Library • IT lab • Production house Materials

	• Pen, pencil, eraser and paper Tools • Video editing software Equipment • Computer, removable drive, Speakers, projector and screening cloth PPE • Work dress
Underpinning Skills	• Team work • Communication • Problem solving • Interpersonal Relationship • Creativity • Time management
Instructional Methodologies	The trainer shall use <i>inter alia</i>, the following instructional methods: • Lecture • Interactive discussion • Demonstration • Industrial visit/training • Guided practice • Group practice with project-based learning • Individual practice with problem-based learning
Method of Assessment	The trainer shall use <i>inter alia</i>, the following assessment methods: • Practical observation • Oral/viva-voce • Written test • Assignment • Project work • Rubrics

ANNEXURE

Annex I: Time Distribution

Time Duration					
BQF Certificate II					
Modules	Learning outcomes	Tasks	Theory (hours)	Practical (hours)	Total (hours)
A: Perform Pre-production	A1. Carryout scripting	A1.00 Introductory Knowledge	3	0	3
		A1.1 Use PPE	3	0	3
		A1.2 Develop a concept	2	4	6
		A1.3 Develop a script	4	14	18
		A1.4 Review the script	2	4	6
	Sub total duration		14	22	36
	A2. Develop a storyboard	A2.1 Breakdown scripts into scenes	1	5	6
		A2.2 Breakdown scenes into shots	2	10	12
		A2.3 Perform storyboarding	2	16	18
		A2.4 Prepare breakdown sheets	1	5	6
	Sub total		6	36	42
	A3. Prepare proposal	A3.1 Manage the crew	2	16	18
		A3.2 Manage the cast	2	10	12

		A3.3 Perform location recce	2	10	12
		A3.4 Prepare budget	3	15	18
		A3.5 Prepare schedule	1	5	6
		A3.6 Perform pitching	5	13	18
		A3.7 Prepare call sheets	1	5	6
		A3.8 Prepare set design	4	8	12
	Sub total		20	82	102
	Total		40	140	180
B: Perform Production	B1. Perform video framing and composition	B1.1 Apply rule of third	2	4	6
		B1.2 Apply leading lines	2	4	6
		B1.3 Balance visual weight	2	4	6
		B1.4 Apply camera angles	2	4	6
	Sub total duration		8	16	24
	B2. Operate camera	B2.1 Set up camera	2	4	6
		B2.2 Adjust camera setting	4	8	12
		B2.3 Test the camera	2	4	6
	Sub total duration		8	16	24
	B3. Operate light	B3.1 Set up lights	2	10	12
		B3.2 Adjust light settings	2	10	12

		B3.3 Test the lightings	1	5	6
	Sub total duration		5	25	30
	B4. Operate sound	B4.1 Set up sound equipment	1	5	6
		B4.2 Adjust sound settings	4	8	12
		B4.3 Perform sound test	2	4	6
	Sub total duration		7	17	24
	B5. Perform filming	B5.1 Perform script reading	1	5	6
		B5.2 Perform artist placement	1	5	6
		B5.3 Perform recording	2	16	18
	Sub total duration		4	26	30
	Total Duration		32	100	132
C. Perform post-production	C1. Preform video editing	C1.1 Organize the rushes	1	2	3
		C1.2 Prepare for video editing	1	2	3
		C1.3 Perform Editing	4	26	30
		C1.4 Review the edited files	2	10	12
	Sub total		8	40	48
	C2. Perform sound design	C2.1 Organize the audio files	1	2	3
		C2.2 Prepare audio editing	2	10	12
		C2.3 Perform ADR	2	16	18
		C2.4 Perform foley	2	22	24

		C2.5 Apply background music	2	10	12
		C2.6 Adjust sound level	2	4	6
	Sub total		11	64	75
	C3. Perform Coloring	C3.1 Perform color correction	4	20	24
		C3.2 Perform color grading	4	24	28
		C3.3 Review color grading	2	10	12
	Sub total		10	54	64
	C4. Manage film screening	C4.1 Review the project	1	5	6
		C4.2 Export the video	1	5	6
		C4.3 Perform film screening	2	16	18
	Sub total		4	26	30
	Total duration (C)		33	184	217
	Grand total		105	424	529

Annex II: Assessment Sample

Unit of competency	Drive Light Vehicle
Unit Code	8322-U4-L2
Module Title	Driving Light Vehicle
Module Code	8322-U4-L2-M1
Time Duration	45 min *
Problem or Project: Drive Light Vehicle	
Introduction: Perform pre-operating procedures before starting the vehicle. Drive light vehicle under different environment conditions following standard traffic rules and defensive driving techniques. Perform post operating procedures after parking the vehicle.	
Observation: (How will you be assessed as Competent?) Your performance will be assessed based on the following criteria: • Performance of pre and post operating procedures as per standard practices; • Application of standard procedures while starting the LMV; • Demonstrating the driving skills in different road condition using the system of vehicle control (SOVC); • Demonstrating your adherence to RSTA Rules, Defensive Driving; • The final outcome of your driving skills	
Note: For Assessor/Institute for preparation for assessment. Materials and Equipment for 1 candidate • LMV in good running condition with all necessary vehicle documents Roles and responsibilities of assessors (before/during and after assessment) • Identify in advance the different road environment (rough road, town, simulated night and poor light condition, highway) • During assessment let the candidate demonstrate moving off, reversing, overtaking, and parking.	

Assessor/ Observation Check List

Unit of competency	Drive Light Vehicle		
Unit Code	8322-U4-L2		
Module Title	Driving Light Vehicle		
Module Code	8322-U4-L2-M1		
Problem/Project: Drive Light Vehicle	Psychomotor (Practical) domain level: P2		
Candidate's Name:			
Place of Assessment:		Date of Assessment:	
A. During the demonstration of skills did the candidate do following:	Marks allocated	Marks received	Remarks
1. Check mirror settings, fluid level, tire pressure and required documents.	4		
2. Start LMV according to the procedure of standard starting procedure (Cockpit Drill)	2		
3. Move off and steer LMV wearing seat belts and without stalling the engine*	3		
4. Reverse LMV safely without stalling the engine*	3		
5. Park LMV safely in the centre of given parking area following standard parking procedure	2		
6. Drive LMV on the highway according to the road conditions following the road safety signs.	2		
7. Drive LMV in towns according to the traffic signs and signals.	2		
8. Drive LMV on 4WD safely (if necessary and available)	1		
9. Giving pass and overtake the vehicle safely according to the road and weather condition *	3		
10. Stop LMV safely in a given area according to standard stopping procedure	1		
B. Is the job outcome correct in the following areas?			
Caused no accidents and damages to the vehicle.*	5		
Total marks obtained	28		
The Candidate's performance	Satisfactory:		
	Not Satisfactory:		

Note: The questions marked with * are the critical questions which the trainees must be able to answer. Otherwise, they will be rated unsuccessful even if they perform well in the practical exam. The mark P is for the psychomotor domain level (P1- Simple Routine Assignment; P2- Questions related to Simple Routine Assignment and P3- Questions not related to Simple Routine Assignment)

Oral Questions checklist:

Unit of competency	Drive Light Vehicle			
Unit Code	8322-U4-L2			
Module Title	Driving Light Vehicle			
Module Code	8322-U4-L2-M1			
Problem/Project: Drive Light Vehicle				
Candidate's Name:				
Place of Assessment:		Date of Assessment:		
Questions (and its domain level) to be answered by the trainee / candidate:	Key Answer	Marks allocated	Marks obtained	Remarks
Why do you keep the vehicle in start mode for a few minutes before moving? (Verifying observations) (C1)				
In case of accidents who will you contact first? (contingency questions) (C2)				
While entering intersection, before how many seconds do you have to give signal? (verifying observations) (C3)				
Total Marks Obtained				
The candidate's performance was:		Satisfactory:		
		Not Satisfactory:		
Assessor's Name:		Signature:		

Note: The questions marked with C describes the cognitive level of the questions. C1- Remembering; C2- Functional Understanding and C3- Problem Solving.

Written questions checklist:

Unit of competency	Drive Light Vehicle		
Unit Code	8322-U4-L2		
Module Title	Driving Light Vehicle		
Module Code	8322-U4-L2-M1		
Problem/Project: Drive Light Vehicle			
Candidate's Name:			
Place of Assessment:		Date of Assessment:	
Questions (and its domain level) to be answered by the trainee/ candidate:	Key Answer	Marks Allocated	Marks Obtained

1. List down three types of parking. (Short Answer Question) (C1)	Angle, Straight and Parallel Parking	1	
2. All of the following are honking prohibited places <i>EXCEPT</i> : (C2) a. pedestrian crossing c. traffic jam b. public procession d. curves and bends (Multiple Choice Question)	D	2	
3. According to RSTA Regulations how much is the penalty for drunk driving? (C1)	Nu. 1750	1	
4. Match the following signs in column A with the indications in column B. (Matching Type) (C2) Column A 1.  2.  3.  Column B a. Give way b. Restriction End c. Compulsory Ahead d. Pedestrian Prohibited	1-c, 2-a, 3-d	3	
Total marks obtained			
The Candidate's performance was:	Satisfactory:		
	Not Satisfactory:		
Assessor's Name:		Signature:	
The Candidate's overall result:	Competent:		
	Not Yet Competent:		
Feedback to Candidate:			
(Provide feedback to the candidate on how they could improve – especially if they are not competent)			
I am satisfied with the way assessment was conducted: (Please include reasons if not satisfied)		YES	NO
Candidate Name:			
Signature:			
Date:			

Assessor Name:

Signature:

Training Provider:

Date:

Annex III: Module Recognition

This is to verify that

Mr/Ms.....

has completed module on

.....

Covering following learning outcomes:

1.
2.
3.

Instructor:

Head of the Department:

.....

.....

Signature:

Signature:

Date: / / (dd/mm/yyyy)
.....(dd/mm/yyyy)

Date: / /

Head of the Institute:

Trained Assessor (Institute)/Exam OC:

.....

.....

Signature:

Signature:

Date: / .. / (dd/mm/yyyy)

Date: / /(dd/mm/yyyy)

Annex IV: Lesson Plan

Lesson Plan

Course Title:				NC Level:
Module Code:				Duration:
Module Title:				
Learning Outcome:				
Skill/Task/Topic:				
Terminal Performance Objective:				
<i>(Note: Write narrative statement extracted from TPO of Task Sheet)</i>				
Enabling Objectives (Related knowledge):				
<i>By the end of the lesson learners will be able to:</i>				
i) ii) iii)				
What (Content/Activity)	Who (T/L)	How (Methods/ Media)	Duration (Min.)	Questions
<i>Introduction:</i>				
<i>Main body</i>				
<i>Conclusion</i>				
Projects/Problems:				

Instructional Resources Plan				
Skills/Task/Topic:				
No. of Trainees:				
Sl. No.:	Instructional materials/resources	Specifications	Qty.	Remarks
Prepared by :		Signature	Date:	
Revised by:		Signature	Date:	
Approved by:		Signature	Date:	

Task sheet

TS-1/4: Practical Plan

Course Title:				N C Level:	
Module code:				Duration:	
Module Title					
Learning outcome					
Skills/Task Title:				Task no:	
Terminal Performance Objective: <i>Given:</i> <i>Cue:</i> <i>Who:</i> <i>What:</i> <i>Within:</i> <i>How well:</i> - - -					
Enabling Objectives (Related Skills): <i>By the end of a lesson, the learners will be able to:</i> i) ii) iii) iv)					
Activities	Who (T/L)	How (methods/ media)	Duration		
Project/Assignment:					

TS-2/4: Tool and Equipment required:							
<i>Sl no.</i>	<i>Particulars</i>	<i>Specifications</i>	<i>Qty.</i>	<i>Remarks</i>			
Training Materials required:							
<i>Sl no.</i>	<i>Particulars</i>	<i>Specifications</i>	<i>Qty.</i>	<i>Rate</i>	<i>Amount</i>	<i>Remarks</i>	
TS-3/4: Performance Guide							
Skill/Task:					Date:		
Directions: Use the following performances criteria to rate the learner. Check YES/NO to indicate whether the learner performed each step as indicated or not?							
Sl. No:	Steps					Yes	No
Note: Critical steps: All * marked steps should be carried out very carefully. For a quality performance guide, all items should be checked "YES"							

TS-4/4: Instruction and Drawing

General Instructions for Trainees

- i)
- ii)
- iii)
- iv)

Drawing (if any)

Safety Precaution

- i)
- ii)
- iii)

Prepared by:	Signature	Date:
Revised By:	Signature	Date:
Approved by:	Signature	Date:

Annex V: Course Plan
Institutes letter head and Logo

(Trade)YEAR PLAN- _____ Semester_____ (Year)

Trade: NC Level:			Schedule																																								Total Hours																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Prepared by:

Verified & Approved by:

Date:

Monthly/Weekly Plan

Month:

Trade:

Trainer:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 01							
Week 02							
Week 03							
Week 04							
Week 05							

Developed by:

Approved by:

Date



For more information please contact:

Technical Trainers Training and Resource Center (TTTRC), DWPSD

P.O. Box153; Gelephu

Telephone: General Office: 00975-77109569, Principal: 77353535,
official [Email.jwpti.dekiling@gmail.com](mailto:jwpti.dekiling@gmail.com), Principal: karma.dorji@molhr.gov.bt