



Search Engine Marketing Executive

QP Code: MES/Q0705

Version: 3.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
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Qualification Pack

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MES/Q0705: Search Engine Marketing Executive

Brief Job Description

Individuals in this job are responsible for managing all paid search campaigns on all major search engine networks. They are responsible for setting up pay-per-click (PPC) campaigns and execute activities such as keyword research, advertisement copies creation, keywords bidding, set-up of advertisement extensions etc. to drive relevant paid traffic to the website or landing pages.

Personal Attributes

The individual must have good written and oral communication skills. The person should be a quick learner with an ability to comprehend and communicate information effectively. The individual is also required to have good analytical and quantitative skills to be able to interpret and analyze the campaign results.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0104: Maintain workplace health and safety](#)
2. [MES/N0721: Research and identify target keywords](#)
3. [MES/N0722: Set-up pay-per-click \(PPC\) campaigns](#)
4. [MES/N0723: Track campaign performance and prepare reports](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Digital
Occupation	Ad Sales/Account Management/Scheduling/Traffic
Country	India
NSQF Level	4
Credits	18
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2432.0201

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Minimum Educational Qualification & Experience	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience OR 10th Class with 3 Years of experience
Minimum Level of Education for Training in School	12th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQC Approval Date	24/02/2022
Version	3.0
Reference code on NQR	2022/ME/MESC/06906
NQR Version	3.0

Remarks:

Next Review Date 25/01/2027

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MES/N0104: Maintain Workplace Health & Safety

Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

Elements and Performance Criteria

Understanding the health, safety and security risks prevalent in the workplace

To be competent, the user/individual on the job must be able to:

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

Knowing the people responsible for health and safety and the resources available

To be competent, the user/individual on the job must be able to:

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

Identifying and reporting risks

To be competent, the user/individual on the job must be able to:

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

Complying with procedures in the event of an emergency

To be competent, the user/individual on the job must be able to:

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority



GS22. Apply balanced judgments in different situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	15	15	-	-
PC1. understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
PC2. understand the safe working practices pertaining to own occupation	5	5	-	-
PC3. understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	3	2	-	-
PC4. participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	10	10	-	-
PC5. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
PC6. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	18	17	-	-
PC7. identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
PC8. ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	7	8	-	-
PC11. follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
PC12. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0104
NOS Name	Maintain Workplace Health & Safety
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Ad sales/Account Management/Scheduling/Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/12/2021
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0721: Research and identify target keywords

Description

This OS unit is about creating the list of keywords to target for pay-per-click (PPC) campaigns after carrying out the research

Elements and Performance Criteria

Perform keyword research

To be competent, the user/individual on the job must be able to:

- PC1.** create a list of products / services provided by the company
- PC2.** list out search terms that potential customers might use to search for those products / services in search engines
- PC3.** identify the right target keywords by using the available keyword research tools
- PC4.** evaluate the keywords by their relevancy, search volume, bid amount and competition

Create final list of target keywords for bidding

To be competent, the user/individual on the job must be able to:

- PC5.** prepare the final list of keywords by using the quantitative data provided by keyword research tools including the key stats like search volume, bid amount and competition
- PC6.** identify the keywords with high commercial intent which is more likely to generate new leads or sales

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** companys products / services offerings and positioning within the industry
- KU2.** primary target audience of the company for each product / service
- KU3.** roles and responsibilities of each team member within the marketing operations
- KU4.** the people to co-ordinate with, to approve and finalize the search engine marketing plan
- KU5.** identify the brand and long-tail keywords
- KU6.** work with the keyword research tools
- KU7.** do the competitor analysis and identify keywords they are targeting for their pay-per-click (PPC) campaigns
- KU8.** find the estimated bid amount and search volume of a keyword
- KU9.** identify the keywords with high commercial intent
- KU10.** identify the brand and long-tail keywords

Generic Skills (GS)

User/individual on the job needs to know how to:

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- GS1.** create report with the analysis of each keyword in terms of their cost-per-click, click-through rate and conversions
- GS2.** compile traffic analysis report with the breakup of traffic from different channels like direct, paid, organic, social and referral
- GS3.** stay abreast with the latest trends and best practices for search engine marketing
- GS4.** be updated with the ongoing changes and release of new campaign features by search engines
- GS5.** monitor competitors advertisements in search results for the targeted keywords
- GS6.** communicate and collaborate with team members for development of landing page to be used in campaigns
- GS7.** present report and analysis on campaign performance to the stakeholders
- GS8.** decide on which keywords need to be targeted based on quantitative data and company's focus area and objectives
- GS9.** plan the activities, project workflow and timelines in accordance with the campaign requirements and objectives
- GS10.** organize and interpret data in a detailed and organized manner for the future use
- GS11.** manage and meet project / task deadlines successfully
- GS12.** identify issues which are affecting the performance of the pay-per-click (PPC) campaigns
- GS13.** how to analyze the data and find out the best opportunities while doing competitor analysis and carrying out keyword research
- GS14.** analyze keywords search volume, estimated bid amount and its competition to determine if it is a right keyword to target

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform keyword research</i>	24	56	-	-
PC1. create a list of products / services provided by the company	6	14	-	-
PC2. list out search terms that potential customers might use to search for those products / services in search engines	6	14	-	-
PC3. identify the right target keywords by using the available keyword research tools	6	14	-	-
PC4. evaluate the keywords by their relevancy, search volume, bid amount and competition	6	14	-	-
<i>Create final list of target keywords for bidding</i>	6	14	-	-
PC5. prepare the final list of keywords by using the quantitative data provided by keyword research tools including the key stats like search volume, bid amount and competition	3	10	-	-
PC6. identify the keywords with high commercial intent which is more likely to generate new leads or sales	3	4	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0721
NOS Name	Research and identify target keywords
Sector	Media & Entertainment
Sub-Sector	Digital
Occupation	Marketing / Advertising Sales / Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0722: Set-up pay-per-click (PPC) campaigns

Description

This OS unit is about setting up the pay-per-click (PPC) campaigns in search networks to drive relevant paid traffic.

Elements and Performance Criteria

Create advertisement groups

To be competent, the user/individual on the job must be able to:

- PC1.** create campaign structure and decide the number of advertisement groups required in a campaign
- PC2.** create advertisement groups and add associated keywords to be targeted in it
- PC3.** create text advertisement copies including the destination URL under each advertisement group

Create advertisement copies

To be competent, the user/individual on the job must be able to:

- PC4.** create effective advertisement copies using the headlines and description elements
- PC5.** split-test multiple advertisement copies to optimize campaigns performance

Organize target keywords

To be competent, the user/individual on the job must be able to:

- PC6.** organize the related keywords with common theme into one group
- PC7.** set-up and add the grouped keywords in their respective advertisement groups

Set-up advertisement extensions

To be competent, the user/individual on the job must be able to:

- PC8.** identify relevant advertisement extensions that can be added to the campaigns
- PC9.** set-up advertisement extensions for the campaigns to improve performance

Set-up conversion tracking based on the campaign goals

To be competent, the user/individual on the job must be able to:

- PC10.** identify the goals of the campaign such as new leads or sales etc.
- PC11.** add tracking pixels on the website to set-up the conversion tracking

Set-up keyword bidding and daily budget for the campaigns

To be competent, the user/individual on the job must be able to:

- PC12.** set-up the bidding method such as manual or automated based on the campaign objectives
- PC13.** set-up the daily budget to define the daily expenditure level for each campaign

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's products / services offerings and positioning within the industry
- KU2.** primary target audience of the company for each product / service

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- KU3.** roles and responsibilities of each team member within the marketing operations
- KU4.** people to co-ordinate with, to approve and finalize the search engine marketing plan
- KU5.** existing digital marketing efforts along with the campaigns performance
- KU6.** use campaign dashboard of search engine networks
- KU7.** target audience by their demographics and location
- KU8.** set-up different advertisement extensions such as price extension etc.
- KU9.** create different advertisement groups within a campaign
- KU10.** target keywords by their match such as exact, broadadvertisement and phrase
- KU11.** add negative keywords at the campaign or advertisement group level
- KU12.** set-up keyword bidding and define daily campaign budgets
- KU13.** set-up destination and display URLs for each ad
- KU14.** set-up conversion tracking to track the conversions

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** create effective advertisement copies based on the need of the target audience
- GS2.** create campaign performance report for sharing it with the stakeholders
- GS3.** stay abreast with the latest trends and best practices for search engine marketing
- GS4.** be updated with the ongoing changes in paid campaign features and capabilities
- GS5.** readvertisement and understand the data provided by the pay-per-click (PPC) campaign dashboards
- GS6.** communicate and collaborate with team members for developing landing pages
- GS7.** present the analysis and campaigns performance report to the key stakeholders
- GS8.** how to plan and prioritize the campaigns setup based on the order of their importance
- GS9.** how to manage and meet project / task deadlines successfully
- GS10.** analyze the advertisement spends and conversion rates of each campaign
- GS11.** decide on which keywords need to be added and which one needs to be removed based on their performance
- GS12.** analyze issues related to the advertisements not showing up for certain keywords and conversions not being tracked and resolve it
- GS13.** analyze the data to find best performing keywords for bidding

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create advertisement groups</i>	7	23	-	-
PC1. create campaign structure and decide the number of advertisement groups required in a campaign	2	8	-	-
PC2. create advertisement groups and add associated keywords to be targeted in it	3	7	-	-
PC3. create text advertisement copies including the destination URL under each advertisement group	2	8	-	-
<i>Create advertisement copies</i>	5	15	-	-
PC4. create effective advertisement copies using the headlines and description elements	3	7	-	-
PC5. split-test multiple advertisement copies to optimize campaigns performance	2	8	-	-
<i>Organize target keywords</i>	4	11	-	-
PC6. organize the related keywords with common theme into one group	2	3	-	-
PC7. set-up and add the grouped keywords in their respective advertisement groups	2	8	-	-
<i>Set-up advertisement extensions</i>	5	5	-	-
PC8. identify relevant advertisement extensions that can be added to the campaigns	5	-	-	-
PC9. set-up advertisement extensions for the campaigns to improve performance	-	5	-	-
<i>Set-up conversion tracking based on the campaign goals</i>	5	5	-	-
PC10. identify the goals of the campaign such as new leads or sales etc.	5	-	-	-
PC11. add tracking pixels on the website to set-up the conversion tracking	-	5	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Set-up keyword bidding and daily budget for the campaigns</i>	4	11	-	-
PC12. set-up the bidding method such as manual or automated based on the campaign objectives	2	8	-	-
PC13. set-up the daily budget to define the daily expenditure level for each campaign	2	3	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0722
NOS Name	Set-up pay-per-click (PPC) campaigns
Sector	Media & Entertainment
Sub-Sector	Digital
Occupation	Marketing / Advertising Sales / Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0723: Track campaign performance and prepare reports

Description

This OS unit is about tracking the performance of search engine marketing campaigns and preparing the reports.

Elements and Performance Criteria

Create reports on campaign performance

To be competent, the user/individual on the job must be able to:

- PC1.** measure the average cost per click, click-through ratio, conversion rates, total spends, cost per acquisition and ROI for each campaign
- PC2.** track the performance at the keyword level and identify the best and worst performing keywords
- PC3.** analyze and compare the performance of brand versus non-brand keyword campaigns
- PC4.** create a report summarizing the performance of pay-per-click (PPC) campaigns for the stakeholders

Compare performance with competitors

To be competent, the user/individual on the job must be able to:

- PC5.** run the auction insight report to get the competitor comparison statistics such as impression share, average advertisement position etc
- PC6.** create competitor comparison report using the data available in auction insights to analyze campaigns performance

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's products / services offerings and positioning within the industry
- KU2.** primary target audience of the company for each product / service
- KU3.** roles and responsibilities of each team member within the marketing operations
- KU4.** run auction insights report in the campaign dashboard
- KU5.** get key performance statistics such as cost per click, click-through rate, cost per acquisition, conversion rates etc. from campaign dashboard
- KU6.** work with MS Excel to maintain tracking data and create reports
- KU7.** work with MS PowerPoint to create the analysis summary for the stakeholders

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** document the data provided by the pay-per-click campaign dashboard and create the campaign performance report

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- GS2.** create the summary report for the performance of campaigns for the stakeholders
- GS3.** readvertisement and analyze the campaign data provided by the advertisement platforms
- GS4.** readvertisement and understand the data provided by the available web analytics tools
- GS5.** stay abreast with the latest trends and best practices for search engine marketing
- GS6.** collaborate with relevant people in the team to collect all the data to prepare reports and presentations
- GS7.** present the campaign performance report to the stakeholders
- GS8.** present the website traffic and conversion report to the stakeholders
- GS9.** decide upon the frequency of reports so that it can be planned and created accordingly
- GS10.** analyze and interpret the quantitative data from the advertisement platforms and web analytics tools
- GS11.** plan the timelines and frequency of the reports and presentations
- GS12.** address comments on final reports and presentations and make the changes accordingly
- GS13.** analyze the impact of different targeting audience options and advertisement formats on the effectiveness of the campaigns

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create reports on campaign performance</i>	21	49	-	-
PC1. measure the average cost per click, click-through ratio, conversion rates, total spends, cost per acquisition and ROI for each campaign	6	14	-	-
PC2. track the performance at the keyword level and identify the best and worst performing keywords	5	10	-	-
PC3. analyze and compare the performance of brand versus non-brand keyword campaigns	6	14	-	-
PC4. create a report summarizing the performance of pay-per-click (PPC) campaigns for the stakeholders	4	11	-	-
<i>Compare performance with competitors</i>	9	21	-	-
PC5. run the auction insight report to get the competitor comparison statistics such as impression share, average advertisement position etc	5	10	-	-
PC6. create competitor comparison report using the data available in auction insights to analyze campaigns performance	4	11	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0723
NOS Name	Track campaign performance and prepare reports
Sector	Media & Entertainment
Sub-Sector	Digital
Occupation	Marketing / Advertising Sales / Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	24/02/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings



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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	20/11/2025
NSQC Clearance Date	20/11/2020

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0104.Maintain workplace health and safety	46	54	-	-	100	10
MES/N0721.Research and identify target keywords	30	70	-	-	100	25
MES/N0722.Set-up pay-per-click (PPC) campaigns	30	70	-	-	100	30
MES/N0723.Track campaign performance and prepare reports	30	70	-	-	100	25
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	156	294	-	-	450	100



Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

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Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
VISUAL STYLE	Visual style comprises the look or appearance of the production including the lighting, colours, shadows, sets, costumes, locations and the way they will be captured on screen.
CREATIVE BRIEF	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
SHOOT SCHEDULE	Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day
MULTI CAMERA	Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
CONTINUITY	Continuity represents the seamless transition from one shot to another
SCRIPT	Script is a structured narrative of a story

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SCREENPLAY	Screenplay is the script coupled with key characteristics of the scene and directions for acting
POST-PRODUCTION	Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc.
COLOUR GRADING	Colour grading is the process of enhancing and correcting the colours of the final production
DIGITAL INTERMEDIATE	Digital intermediate is the process where a film is digitised and the colour and image characteristics are modified
RECCE	Recce is a detailed visual and technical assessment of the attributes and suitability of a particular location for the shoot, usually through a personal visit
GRIPS	Grips is the department that specialises in mounting the camera on to tripods, dollies, cranes and other platforms for shoots
JIB	Jib is a device used for the movement of camera and operates like a see-saw, with the camera at one end and the camera controls at the other
LENSES	Lenses are used to capture images and are attached on to the body of the camera
FILTERS	Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects
DOLLY	Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots
MAGAZINES	Magazines are compartments within a camera that are used to hold the film tape
CLAPPER BOARDS	Clapper board is a slate that has information pertaining to each shot, used as a guide to mark shots and aid matching image with sounds
FOCUS LENGTH	Focus length is the angle of view from the lens
FRAMING	Framing is how the artists, objects, sets, locations etc. are positioned within the camera view for a single shot
MASTER SHOT	Also known as a cover shot, this shot is a long sequence that establishes an overview and aids assembly of smaller, closer shots with details