

## Qualification Pack



# Video Blogger

QP Code: MES/Q2508

Version: 1.0

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/Q2508: Video Blogger

#### Brief Job Description

The video blogger documents occasions online through video. They may travels to location, waits for suitable moment and takes videos and photographs. Attends State functions and parties and takes videos and photographs of important persons arousing special interest of news value for online publication.

#### Personal Attributes

A video blogger must rely much more heavily on his own personality to make his post interesting. Try to come across as friendly and welcoming on camera. Viewers should feel like they could actually talk to you in real life or even that you are a virtual friend

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N1934: Generate, research, and pitch ideas for posts](#)
2. [MES/N1935: Write, edit, publish and promote content](#)
3. [MES/N1938: Promote new posts using various social media platform](#)
4. [MES/N1936: Monitor responses to posts at various platforms to analyse the audience](#)
5. [MES/N1937: Develop an awareness of the industry trends to create better content](#)
6. [MES/N0104: Maintain Workplace Health & Safety](#)
7. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Asset Creation
<b>Country</b>	India
<b>NSQF Level</b>	4



## Qualification Pack

<b>Credits</b>	NA
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2432.0201 / Digital Media
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Approval Date</b>	30/06/2022
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2022/ME/MESC/06037
<b>NQR Version</b>	1.0

### Remarks:

Next Review Date 25/01/2027



## Qualification Pack

### MES/N1934: Generate, research, and pitch ideas for posts

#### Description

This OS unit is about effectively designing the creatives and images for social media marketing campaigns

#### Scope

The scope covers the following :

- Research and Generate ideas for posts
- Pitch and promote ideas for posts

#### Elements and Performance Criteria

##### *Research and Generate ideas for posts*

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

- PC1.** use tools and apps to research content (keyword search tool etc.)
- PC2.** use trending topics for content ideas (appeal to a wide range of viewers)
- PC3.** capture what's happening on YouTube and in the world
- PC4.** offer multiple article ideas in the pitch
- PC5.** apply predictive research

##### *Pitch and promote ideas for posts*

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

- PC6.** utilize SEO techniques for blog.
- PC7.** choose a mobile-friendly theme
- PC8.** apply internal links to boost blog's traffic
- PC9.** use a CDN provider to boost the speed and reduce the resource usage
- PC10.** apply Meta descriptions and paid promotions to promote blog

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** content research process to generate content
- KU2.** creative vision and elements of content
- KU3.** creating headlines and titles and strong narratives
- KU4.** linking of purpose and post design that needs to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback
- KU7.** how to use the elements and principles of design
- KU8.** how to create digital design layouts
- KU9.** implication of the format on the quality of the end-product



## Qualification Pack

- KU10.** follow and receive comments
- KU11.** create conclusion and closures of the posts
- KU12.** stay tuned on different news sites, or install an alert on specific topics

### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** stay tuned on different news sites, or install an alert on specific topics
- GS3.** write about things that happen in your day to day life
- GS4.** read and understand the script and determine requirements
- GS5.** research attributes of the genre, language,culture, region of the production to determine aspects that need to be reflected in the final output
- GS6.** identify trending topics
- GS7.** use a feed reader, follow and learn from experts, ask readers for suggestions
- GS8.** sign up for favorite writers' /influencers newsletters
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/finalwork with peers and superiors and solicit their feedback
- GS11.** liaise with relevant people in a way that supports the production process
- GS12.** plan and prioritize work according to the requirements
- GS13.** finalize the design as per the project requirement
- GS14.** check that own and/or peer's work meets customer requirements.
- GS15.** work effectively in a customer facing environment.
- GS16.** address comments on the interim/final work-products and make changes accordingly
- GS17.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS18.** appraise the quality of own work to ensure it is in line with the expected quality standards
- GS19.** use targeted searches to ask the internet
- GS20.** xxpand existing blog posts
- GS21.** do competitor analysis to find content gaps

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Research and Generate ideas for posts</i>	<b>15</b>	<b>70</b>	-	-
<b>PC1.</b> use tools and apps to research content (keyword search tool etc.)	3	-	-	-
<b>PC2.</b> use trending topics for content ideas (appeal to a wide range of viewers)	3	-	-	-
<b>PC3.</b> capture what's happening on YouTube and in the world	3	-	-	-
<b>PC4.</b> offer multiple article ideas in the pitch	3	-	-	-
<b>PC5.</b> apply predictive research	3	-	-	-
<i>Pitch and promote ideas for posts</i>	<b>15</b>	-	-	-
<b>PC6.</b> utilize SEO techniques for blog.	3	-	-	-
<b>PC7.</b> choose a mobile-friendly theme	3	-	-	-
<b>PC8.</b> apply internal links to boost blog's traffic	3	-	-	-
<b>PC9.</b> use a CDN provider to boost the speed and reduce the resource usage	3	-	-	-
<b>PC10.</b> apply Meta descriptions and paid promotions to promote blog	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1934
<b>NOS Name</b>	Generate, research, and pitch ideas for posts
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Journalism
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022





## Qualification Pack

### MES/N1935: Write, edit, publish and promote content

#### Description

This OS unit is about writing the content and creating recorded videos for social media marketing campaigns

#### Scope

The scope covers the following :

- Write and edit content for the blog post
- Publish and promote the blog

#### Elements and Performance Criteria

##### *Write and edit content for the blog post*

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

- PC1.** identify target audience of the blog
- PC2.** explain steps to create script of the video
- PC3.** demonstrate creating professional videos in various modes (DIYs, Tech vlogs, food vlogs, travel vlogs etc.)
- PC4.** apply basic editing skills to edit the video

##### *Publish and promote the blog*

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

- PC5.** demonstrate steps to upload videos on social media like YouTube
- PC6.** explain and create a content schedule
- PC7.** explain structuring blog for maximum readability
- PC8.** engage readers with the attractive hooks

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** content research process to generate content
- KU2.** creative vision and elements of content
- KU3.** creating headlines and titles and strong narratives
- KU4.** linking of purpose and post design that needs to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback
- KU7.** how to use the elements and principles of design
- KU8.** how to create digital design layouts
- KU9.** implication of the format on the quality of the end-product



## Qualification Pack

- KU10.** follow and receive comments
- KU11.** create conclusion and closures of the posts
- KU12.** stay tuned on different news sites, or install an alert on specific topics

### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** stay tuned on different news sites, or install an alert on specific topics
- GS3.** write about things that happen in your day to day life
- GS4.** read and understand the script and determine requirements
- GS5.** research attributes of the genre, language,culture, region of the production to determine aspects that need to be reflected in the final output
- GS6.** identify trending topics
- GS7.** use a feed reader, follow and learn from experts, ask readers for suggestions
- GS8.** sign up for favorite writers' /influencers newsletters
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/finalwork with peers and superiors and solicit their feedback
- GS11.** liaise with relevant people in a way that supports the production process
- GS12.** plan and prioritize work according to the requirements
- GS13.** finalize the design as per the project requirement
- GS14.** check that own and/or peer's work meets customer requirements.
- GS15.** work effectively in a customer facing environment.
- GS16.** address comments on the interim/final work-products and make changes accordingly
- GS17.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS18.** appraise the quality of own work to ensure it is in line with the expected quality standards
- GS19.** use targeted searches to ask the internet
- GS20.** expand existing blog posts
- GS21.** do competitor analysis to find content gaps



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Write and edit content for the blog post</i>	<b>14</b>	<b>70</b>	-	-
<b>PC1.</b> identify target audience of the blog	3	-	-	-
<b>PC2.</b> explain steps to create script of the video	4	-	-	-
<b>PC3.</b> demonstrate creating professional videos in various modes (DIYs, Tech vlogs, food vlogs, travel vlogs etc.)	4	-	-	-
<b>PC4.</b> apply basic editing skills to edit the video	3	-	-	-
<i>Publish and promote the blog</i>	<b>14</b>	-	-	-
<b>PC5.</b> demonstrate steps to upload videos on social media like YouTube	3	-	-	-
<b>PC6.</b> explain and create a content schedule	4	-	-	-
<b>PC7.</b> explain structuring blog for maximum readability	4	-	-	-
<b>PC8.</b> engage readers with the attractive hooks	3	-	-	-
<b>NOS Total</b>	<b>28</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1935
<b>NOS Name</b>	Write, edit, publish and promote content
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Journalism
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Clearance Date</b>	30/06/2022



## Qualification Pack

### MES/N1938: Promote new posts using various social media platform

#### Description

This OS unit is about the knowledge and skills required to promote the blog through various media platforms and establishing own brand through the blog posts by increasing its popularity

#### Scope

The scope covers the following :

- Create Brand Awareness
- Enhance the Reach of the Blog

#### Elements and Performance Criteria

##### *Create Brand awareness*

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

- PC1.** choose the demographics, interests and behaviours that best represent target audience.
- PC2.** choose social platform to run blog ad
- PC3.** decide budget, and the time period during to run ads
- PC4.** develop a unique strategy for each platform
- PC5.** choose a format to run the ad

##### *Enhance Reach of the blog*

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

- PC6.** post relevant content regularly.
- PC7.** interact with followers
- PC8.** always maintain professionalism
- PC9.** prioritize quality over quantity.
- PC10.** use Industry-Specific Hashtags

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** content research process to generate content
- KU2.** creative vision and elements of content
- KU3.** creating headlines and titles and strong narratives
- KU4.** linking of purpose and post design that needs to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback
- KU7.** how to use the elements and principles of design
- KU8.** how to create digital design layouts



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- KU9.** implication of the format on the quality of the end-product
- KU10.** follow and receive comments
- KU11.** create conclusion and closures of the posts
- KU12.** stay tuned on different news sites, or install an alert on specific topics

### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** stay tuned on different news sites, or install an alert on specific topics
- GS3.** write about things that happen in your day to day life
- GS4.** read and understand the script and determine requirements
- GS5.** research attributes of the genre, language, culture, region of the production to determine aspects that need to be reflected in the final output
- GS6.** identify trending topics
- GS7.** use a feed reader, follow and learn from experts, ask readers for suggestions
- GS8.** sign up for favorite writers' /influencers newsletters
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/final work with peers and superiors and solicit their feedback
- GS11.** liaise with relevant people in a way that supports the production process
- GS12.** plan and prioritize work according to the requirements
- GS13.** finalize the design as per the project requirement
- GS14.** check that own and/or peer's work meets customer requirements.
- GS15.** work effectively in a customer facing environment.
- GS16.** address comments on the interim/final work-products and make changes accordingly
- GS17.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS18.** appraise the quality of own work to ensure it is in line with the expected quality standards
- GS19.** use targeted searches to ask the internet
- GS20.** expand existing blog posts
- GS21.** do competitor analysis to find content gaps

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create Brand awareness</i>	<b>15</b>	<b>70</b>	-	-
<b>PC1.</b> choose the demographics, interests and behaviours that best represent target audience.	3	-	-	-
<b>PC2.</b> choose social platform to run blog ad	3	-	-	-
<b>PC3.</b> decide budget, and the time period during to run ads	3	-	-	-
<b>PC4.</b> develop a unique strategy for each platform	3	-	-	-
<b>PC5.</b> choose a format to run the ad	3	-	-	-
<i>Enhance Reach of the blog</i>	<b>15</b>	-	-	-
<b>PC6.</b> post relevant content regularly.	3	-	-	-
<b>PC7.</b> interact with followers	3	-	-	-
<b>PC8.</b> always maintain professionalism	3	-	-	-
<b>PC9.</b> prioritize quality over quantity.	3	-	-	-
<b>PC10.</b> use Industry-Specific Hashtags	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1938
<b>NOS Name</b>	Promote new posts using various social media platform
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Journalism
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Clearance Date</b>	30/06/2022





## Qualification Pack

# MES/N1936: Monitor responses to posts at various platforms to analyse the audience

## Description

This OS unit is about capturing readers' and audience reactions on blog posts and reading through the various comments and opinions and analysing it to generate and improve the content created.

## Scope

The scope covers the following :

- Measure social metrics
- Participate in social listening

## Elements and Performance Criteria

### *Measure social metrics*

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

- PC1.** select appropriate monitoring tools for social media monitoring
- PC2.** customize report templates for only relevant metrics.
- PC3.** track the productivity of your social team (response times, and resolution time for assigned posts, mentions, and comments)
- PC4.** monitor mentions, comments, and tags related to your business to avoid PR disasters before they happen
- PC5.** filter reports by region, demographics, device, type of content, and more.

### *Participate in social listening*

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

- PC6.** monitor social conversations from important influencers
- PC7.** compares performance to specific business goals, like sales and leads generated
- PC8.** track mentionlytics and sentiment analytics to improve performance
- PC9.** analyse revenue generated from all social efforts
- PC10.** apply conclusions to replicate successes and improve in the areas where falling short.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** content research process to generate content
- KU2.** creative vision and elements of content
- KU3.** creating headlines and titles and strong narratives
- KU4.** linking of purpose and post design that needs to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback



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- KU7.** how to use the elements and principles of design
- KU8.** how to create digital design layouts
- KU9.** implication of the format on the quality of the end-product
- KU10.** follow and receive comments
- KU11.** create conclusion and closures of the posts
- KU12.** stay tuned on different news sites, or install an alert on specific topics

## Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** stay tuned on different news sites, or install an alert on specific topics
- GS3.** write about things that happen in your day to day life
- GS4.** read and understand the script and determine requirements
- GS5.** research attributes of the genre, language, culture, region of the production to determine aspects that need to be reflected in the final output
- GS6.** identify trending topics
- GS7.** use a feed reader, follow and learn from experts, ask readers for suggestions
- GS8.** sign up for favorite writers' /influencers newsletters
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/final work with peers and superiors and solicit their feedback
- GS11.** liaise with relevant people in a way that supports the production process
- GS12.** plan and prioritize work according to the requirements
- GS13.** finalize the design as per the project requirement
- GS14.** check that own and/or peer's work meets customer requirements.
- GS15.** work effectively in a customer facing environment.
- GS16.** address comments on the interim/final work-products and make changes accordingly
- GS17.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS18.** appraise the quality of own work to ensure it is in line with the expected quality standards
- GS19.** use targeted searches to ask the internet
- GS20.** expand existing blog posts
- GS21.** do competitor analysis to find content gaps

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Measure social metrics</i>	<b>15</b>	<b>70</b>	-	-
<b>PC1.</b> select appropriate monitoring tools for social media monitoring	3	-	-	-
<b>PC2.</b> customize report templates for only relevant metrics.	3	-	-	-
<b>PC3.</b> track the productivity of your social team (response times, and resolution time for assigned posts, mentions, and comments)	3	-	-	-
<b>PC4.</b> monitor mentions, comments, and tags related to your business to avoid PR disasters before they happen	3	-	-	-
<b>PC5.</b> filter reports by region, demographics, device, type of content, and more.	3	-	-	-
<i>Participate in social listening</i>	<b>15</b>	-	-	-
<b>PC6.</b> monitor social conversations from important influencers	3	-	-	-
<b>PC7.</b> compares performance to specific business goals, like sales and leads generated	3	-	-	-
<b>PC8.</b> track mentionlytics and sentiment analytics to improve performance	3	-	-	-
<b>PC9.</b> analyse revenue generated from all social efforts	3	-	-	-
<b>PC10.</b> apply conclusions to replicate successes and improve in the areas where falling short.	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1936
<b>NOS Name</b>	Monitor responses to posts at various platforms to analyse the audience
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Journalism
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQF Clearance Date</b>	30/06/2022



## Qualification Pack

# MES/N1937: Develop an awareness of the industry trends to create better content

## Description

This OS unit is about the knowledge and skills required to keep up with the latest trends in the industry and generate content that is popular to keep the audience engaged.

## Scope

The scope covers the following :

- Form Strategic Industry Partnerships
- Monitor Industry Trends

## Elements and Performance Criteria

### *Form Strategic Industry Partnerships*

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

- PC1.** apply linking techniques to be part of the trending conversations
- PC2.** apply cross share techniques to promote and upkeep with the trends
- PC3.** subscribe to the industry-relevant newsletters, flyers and social media platforms
- PC4.** carry out regular quantitative surveys of existing customer base
- PC5.** observe competitors to gain an insight of their market positioning

### *Monitor Industry Trends*

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

- PC6.** utilize digital tools and analytics to assess industry behaviour
- PC7.** apply Google alerts/ analytics for keeping up with market trends
- PC8.** form and apply an inbound marketing plan

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** content research process to generate content
- KU2.** creative vision and elements of content
- KU3.** creating headlines and titles and strong narratives
- KU4.** linking of purpose and post design that needs to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback
- KU7.** how to use the elements and principles of design
- KU8.** how to create digital design layouts
- KU9.** implication of the format on the quality of the end-product



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- KU10.** follow and receive comments
- KU11.** create conclusion and closures of the posts
- KU12.** stay tuned on different news sites, or install an alert on specific topics

### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** stay tuned on different news sites, or install an alert on specific topics
- GS3.** write about things that happen in your day to day life
- GS4.** read and understand the script and determine requirements
- GS5.** research attributes of the genre, language,culture, region of the production to determine aspects that need to be reflected in the final output
- GS6.** identify trending topics
- GS7.** use a feed reader, follow and learn from experts, ask readers for suggestions
- GS8.** sign up for favorite writers' /influencers newsletters
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/finalwork with peers and superiors and solicit their feedback
- GS11.** liaise with relevant people in a way that supports the production process
- GS12.** plan and prioritize work according to the requirements
- GS13.** finalize the design as per the project requirement
- GS14.** check that own and/or peer's work meets customer requirements.
- GS15.** work effectively in a customer facing environment.
- GS16.** address comments on the interim/final work-products and make changes accordingly
- GS17.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS18.** appraise the quality of own work to ensure it is in line with the expected quality standards
- GS19.** use targeted searches to ask the internet
- GS20.** expand existing blog posts
- GS21.** do competitor analysis to find content gaps



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Form Strategic Industry Partnerships</i>	<b>18</b>	<b>70</b>	-	-
<b>PC1.</b> apply linking techniques to be part of the trending conversations	3	-	-	-
<b>PC2.</b> apply cross share techniques to promote and upkeep with the trends	4	-	-	-
<b>PC3.</b> subscribe to the industry-relevant newsletters, flyers and social media platforms	3	-	-	-
<b>PC4.</b> carry out regular quantitative surveys of existing customer base	4	-	-	-
<b>PC5.</b> observe competitors to gain an insight of their market positioning	4	-	-	-
<i>Monitor Industry Trends</i>	<b>12</b>	-	-	-
<b>PC6.</b> utilize digital tools and analytics to assess industry behaviour	4	-	-	-
<b>PC7.</b> apply Google alerts/ analytics for keeping up with market trends	4	-	-	-
<b>PC8.</b> form and apply an inbound marketing plan	4	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N1937
<b>NOS Name</b>	Develop an awareness of the industry trends to create better content
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Journalism
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/06/2027
<b>NSQC Clearance Date</b>	30/06/2022





## Qualification Pack

### 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:



## Qualification Pack

- 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



## Qualification Pack

**GS22.** Apply balanced judgments in different situations

## Qualification Pack

### 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>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> 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	-	-
<b>PC4.</b> 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>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> 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>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> 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>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0104
<b>NOS Name</b>	Maintain Workplace Health & Safety
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Radio, Advertising
<b>Occupation</b>	Ad sales/Account Management/Scheduling/Traffic
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	27/01/2027
<b>NSQF Clearance Date</b>	27/01/2022



## Qualification Pack

### 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:



## Qualification Pack

- 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.





## Qualification Pack

**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



## Qualification Pack

- 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

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

## Qualification Pack

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

## Qualification Pack

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



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 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 this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



## Qualification Pack

### 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/N1934.Generate, research, and pitch ideas for posts	30	70	0	0	100	20
MES/N1935.Write, edit, publish and promote content	28	70	0	0	98	20
MES/N1938.Promote new posts using various social media platform	30	70	0	0	100	15
MES/N1936.Monitor responses to posts at various platforms to analyse the audience	30	70	0	0	100	15
MES/N1937.Develop an awareness of the industry trends to create better content	30	70	0	0	100	10
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>218</b>	<b>430</b>	<b>-</b>	<b>-</b>	<b>648</b>	<b>100</b>



## Qualification Pack

### Acronyms

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



## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.