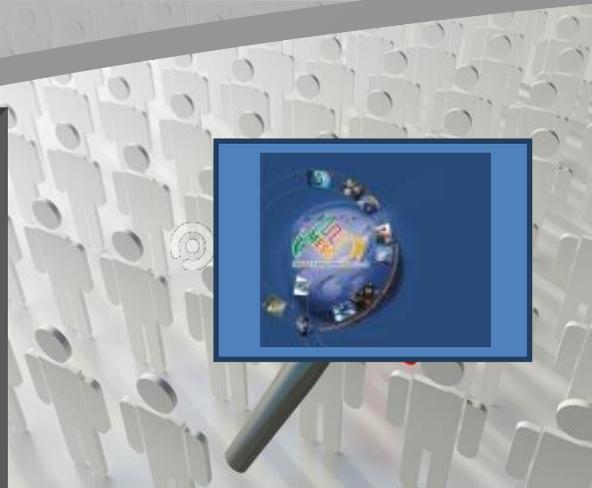## Contents

## What are Occupational Standards(OS)?

➢ OS describe what individuals need to do, know and understand in order to carry out a particular job role or function

➢ OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

Contact Us:
Media & Entertainment Skills Council

E-mail: mesc@ficci.com

# Introduction

## Qualifications Pack- Script Researcher

**SECTOR:** MEDIA AND ENTERTAINMENT

**SUB-SECTOR:** Film, Television, Animation, Gaming, Advertising

**OCCUPATION:** Screen / Script writing

**REFERENCE ID:** MES/ Q 3003

**ALIGNED TO:** NCO-2004/NIL

**Script Researcher in the Media & Entertainment Industry is also known as a Story Researcher/ Developer**

**Brief Job Description:** Individuals at this job need to provide research material to the scriptwriter and carry out research/ develop story outlines to identify possible scripts/ stories

**Personal Attributes:** This job requires the individual to research the script subject (with its premise and other elements) as per the brief given by the scriptwriter or the production house. The individual is required to gather information and insights from a variety of sources for potential stories. The individual must possess the ability to accord dramatic interpretations to real life events, so as to formulate a fictional story outline consistent with reality. The individual should be well-versed with script construction, to be able to gauge the audio-video potential of the research material and its placement within the screenplay structure.

<table>
<tr><td rowspan="7" style="writing-mode:vertical-rl">Job Details</td></tr>
</table>

| Qualifications Pack Code | MES/ Q 3003 | | |
|---|---|---|---|
| Job Role | **Script Researcher**<br>This job role is applicable in both national and international scenarios | | |
| Credits(NSQF) | TBD | **Version number** | **1.0** |
| Sector | **Media and Entertainment** | **Drafted on** | **13/10/14** |
| Sub-sector | **Film, Television, Animation, Gaming, Advertising** | **Last reviewed on** | **29/10/14** |
| Occupation | **Screen/Script writing** | **Next review date** | **12/10/16** |

| Job Role | Script Researcher |
|---|---|
| **Role Description** | Research and develop story outlines |
| **NSQF level**<br>**Minimum Educational Qualifications**<br>**Maximum Educational Qualifications** | 5<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br>Graduate<br>Post Graduate |
| **Training**<br>(Suggested but not mandatory) | Course in Script-writing/Creative-writing |
| **Experience** | 3-5 Years of work experience |
| **Applicable National Occupational Standards (NOS)** | **Compulsory:**<br>1. MES / N 3001 (Understand and detail the concept)<br>2. MES / N 3002 (Undertake research for scripts)<br>3. MES / N 3005 (Assist in drafting scripts)<br>4. MES / N 0104 (Maintain workplace health and safety)<br><br>**Optional:** N.A |
| **Performance Criteria** | As described in the relevant OS units |

<table>
<tr><th colspan="2">Keywords /Terms</th><th>Description</th></tr>
<tr><td rowspan="22">Definitions</td><td>Budget</td><td>Budget is an estimate of the total cost of production that may include a break-up of cost components</td></tr>
<tr><td>Continuity</td><td>Continuity represents the seamless transition from one shot to another</td></tr>
<tr><td>Copyright Laws</td><td>A legal framework linked to intellectual property and the rights given to creators of original products/ concepts</td></tr>
<tr><td>Screenplay</td><td>Screenplay is the script coupled with key characteristics of the scene and directions for acting</td></tr>
<tr><td>Script</td><td>Script is a structured narrative of a story</td></tr>
<tr><td>Sector</td><td>Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.</td></tr>
<tr><td>Sub-sector</td><td>Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.</td></tr>
<tr><td>Target Audience</td><td>Group of people at whom content/ adverting is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters (e.g. Females, aged 25-40, average monthly household income INR 25,000-50,000, from Hindi speaking states in North India)</td></tr>
<tr><td>Vertical</td><td>Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.</td></tr>
<tr><td>Occupation</td><td>Occupation is a set of job roles, which perform similar/related set of functions in an industry</td></tr>
<tr><td>Function</td><td>Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.</td></tr>
<tr><td>Sub-functions</td><td>Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.</td></tr>
<tr><td>Job role</td><td>Job role defines a unique set of functions that together form a unique employment opportunity in an organization.</td></tr>
<tr><td>Occupational Standards (OS)</td><td>OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.</td></tr>
<tr><td>Performance Criteria</td><td>Performance Criteria are statements that together specify the standard of performance required when carrying out a task</td></tr>
<tr><td>National Occupational Standards (NOS)</td><td>NOS are Occupational Standards which apply uniquely in the Indian context.</td></tr>
<tr><td>Qualifications Pack Code</td><td>Qualifications Pack Code is a unique reference code that identifies a qualifications pack.</td></tr>
<tr><td>Qualifications Pack(QP)</td><td>Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.</td></tr>
<tr><td>Unit Code</td><td>Unit Code is a unique identifier for an Occupational Standard, which is denoted by an 'N'.</td></tr>
<tr><td>Unit Title</td><td>Unit Title gives a clear overall statement about what the incumbent should be able to do.</td></tr>
<tr><td>Description</td><td>Description gives a short summary of the unit content. This would be</td></tr>
</table>

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| | |
|---|---|
| | helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| Scope | Scope is the 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 the quality of performance required. |
| Knowledge and Understanding | Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard. |
| Organizational Context | Organizational Context includes the way the organization 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 | Core Skills or Generic Skills are a group of skills that are key to learning and working 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. |

| Keywords /Terms | Description |
|---|---|
| NOS | National Occupational Standard(s) |
| QP | Qualifications Pack |
| NSQF | National Skill Qualifications Framework |
| NVEQF | National Vocational Education Qualifications Framework |
| NVQF | National Vocational Qualifications Framework |

**Acronyms**

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# National Occupational Standard
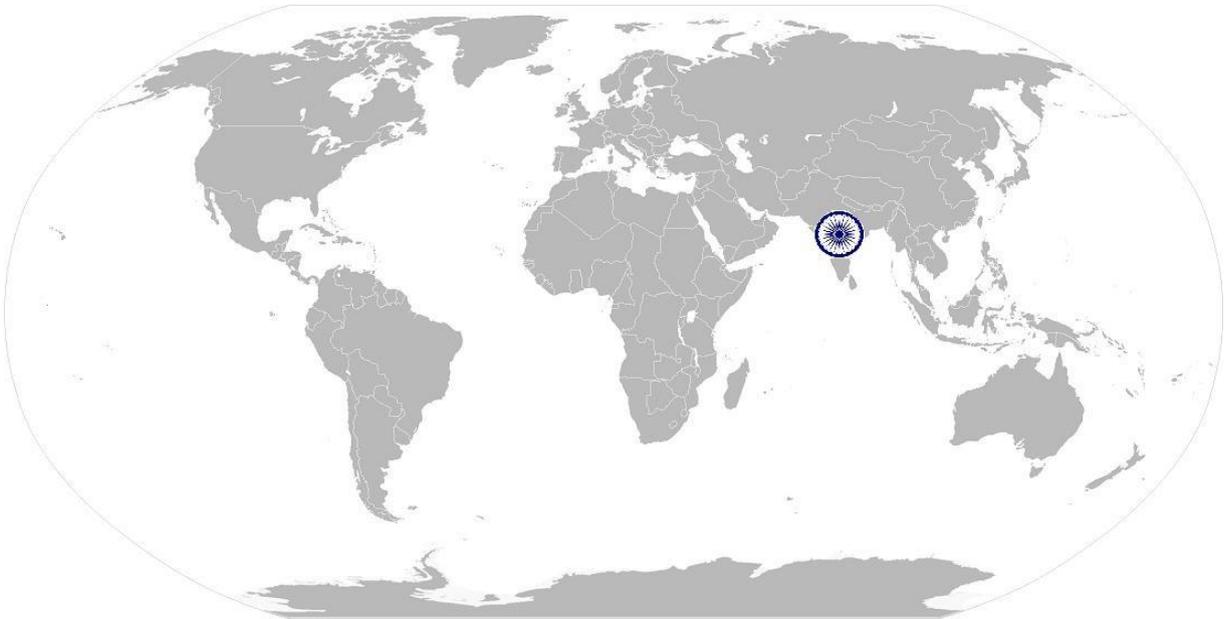


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## Overview

**This unit is about understanding and detailing the concept**

National Occupational Standard

| Unit Code | MES/ N 3001 |
|---|---|
| **Unit Title (Task)** | **Understand and detail the concept** |
| **Description** | This OS unit is about understanding and detailing the concept |
| **Scope** | This unit/task covers the following:<br>• Understanding the concept<br>• Detailing out the concept<br><br>Note:<br>• Concepts may be developed by the individual him/herself or communicated by Directors/Producers, production houses, clients etc. Therefore, understanding of the concept may be an internal or external process.<br>• Detailing out the concept is likely to be a requirement for Scriptwriters, but may be an informal process/optional for Script Editors or Script Researchers. |

### Performance Criteria (PC) w.r.t. the Scope

| Element | Performance Criteria |
|---|---|
| Understanding the concept | To be competent, the user/individual on the job must be able to:<br>PC1. Understand the artistic and communication goals of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc)<br>PC2. Be aware of the intended medium (eg: feature film, short film, serialized tv series, miniseries, documentary), and evaluate how this affects viewer engagement with the concept<br>PC3. Be aware of the intended target audience, and evaluate how this affects the concept (eg: language, pacing, maturity of themes etc)<br>PC4. Be aware of any relevant cultural, social or political issues that need to be taken into account<br>PC5. Identify, research and understand key elements of the concept, including:<br>  • Premise<br>  • Setting<br>  • Genre<br>  • Central themes<br>  • Primary mood/tone<br>  • Broad character arcs<br>  • Major narrative/plot points<br>  • Structure<br>  • Light and sound |
| Detailing out the concept | PC6. Outline key elements of the concept, along with additional notes, critiques and development ideas in various formats, which may include:<br>  • Taglines<br>  • Loglines<br>  • Pitches<br>  • One page synopsis<br>  • Exposés |

|  |  |
|---|---|
|  | • Running diary/annotations<br>• Storyboards |

| **Knowledge and Understanding (K)** | |
|---|---|
| **A. Organizational Context**<br>(Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. The objective/outcomes of the production (e.g. audience engagement with commercial success in view for feature films, public service, information dissemination and spreading awareness etc) |
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. How to assess concepts and their artistic and communication goals<br>KB2. How to extract and interpret relevant information regarding the concept's vision from concept briefs<br>KB3. How to discuss and understand relevant information regarding the concept's vision from relevant personnel (Director, Executive Producer etc.)<br>KB4. The effect of different mediums (eg: feature film, short film, serialized tv series, miniseries, documentary) on viewer engagement<br>KB5. The culture and literary capacity of the target audience and how the concept intends to engage them<br>KB6. The basic principles of story-telling and character psychology<br>KB7. Elements of the concept, including premise, setting, genre, central themes, mood, tone, character arcs, narrative, structure etc.<br>KB8. The norms and practices of concepts and concept development followed by different production houses<br>KB9. The basic principles of concept detailing, and how to use timing, pacing, characterization and the teasing of compelling ideas effectively<br>KB10. How to specify details of a concept in various formats (eg: taglines, loglines, pitches, synopsis, exposes etc) and the different objectives of each<br>KB11. How to research and tap into the sources for procuring information/ background material that will enhance understanding of the concept<br>KB12. How to work on word processing software and scriptwriting, formatting software like Final Draft, Movie Magic and Celtx<br>KB13. How to type in regional languages using Unicode<br>KB14. Applicable copyright norms and intellectual property rights |
| **Skills (S) (Optional)** | |
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
|  | The user/individual on the job needs to know and understand how to:<br>SA1. How to specify a concept using taglines, loglines, synopsis, exposes, storyboards and understand the differing purposes for each<br>SA2. Detail out concepts complying with norms and guidelines specific to the industry/genre/region/language/culture<br>SA3. Use correct grammar, spelling, punctuation and phonetics for the language in which the concept is being developed |

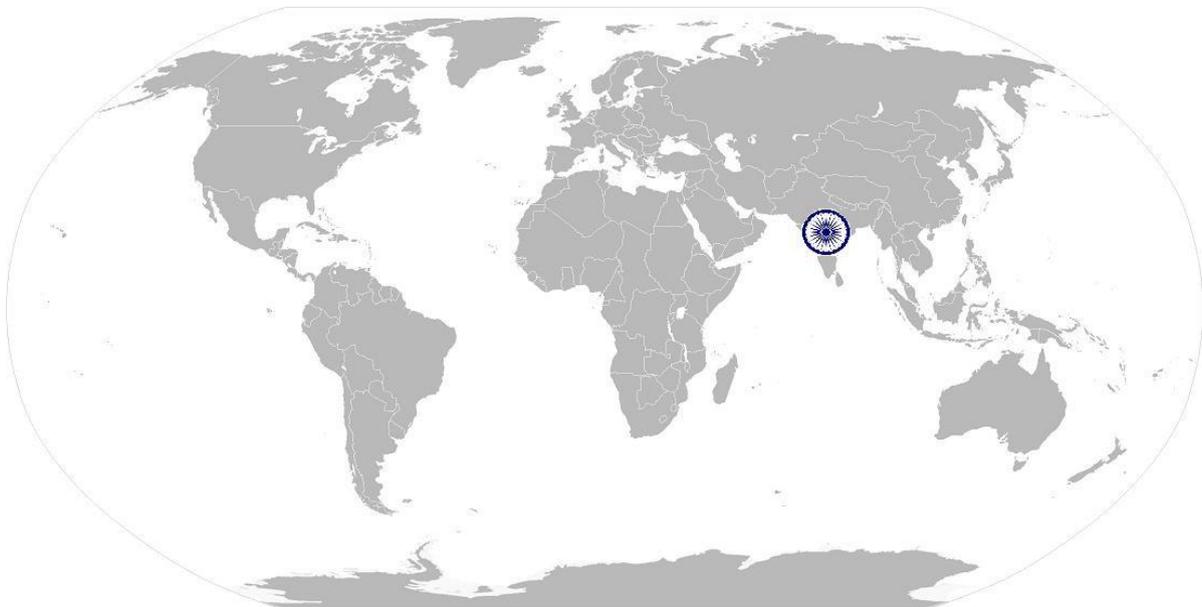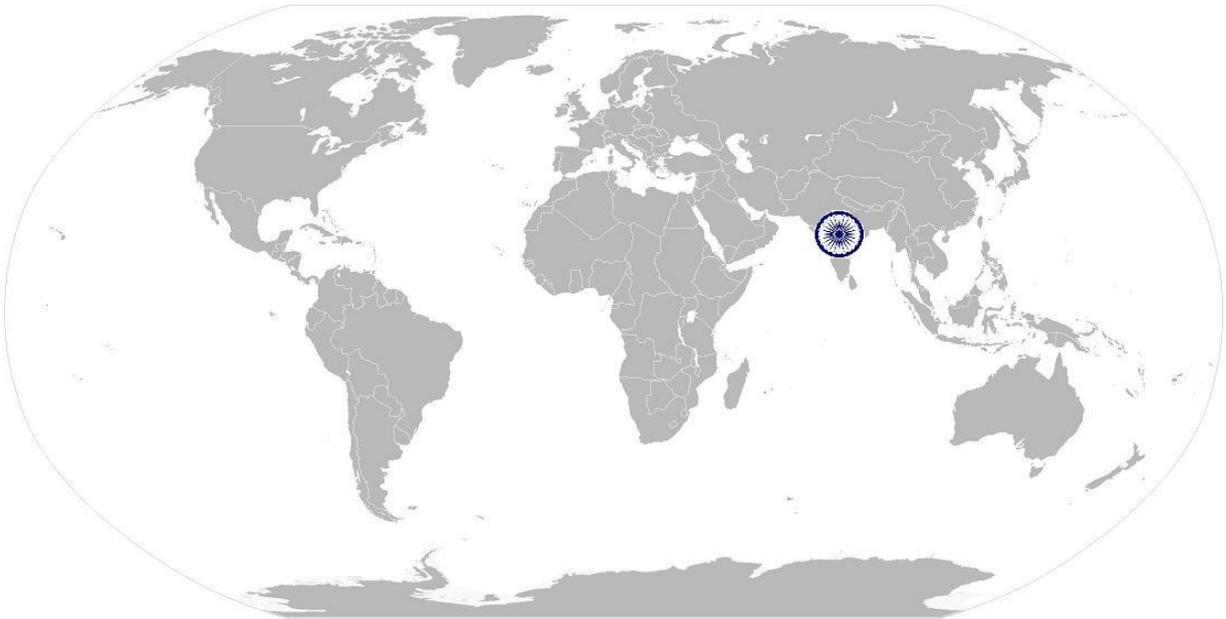| | |
|---|---|
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA1. Read and understand any concept briefs, notes or other materials with information on the concept<br>SA2. Research the profile and characteristics of the target audience, genre, region and culture to better understand the concept's objectives<br>SA3. Research key elements of the concept to improve understanding, as appropriate |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA4. Discuss the goals and creative vision of the concept with the Producer/ Director/ Client, as required |
| **B. Professional Skills** | **Plan and Organize** |
| | The user/individual on the job needs to know and understand how to:<br>SB1. Ensure that understanding of the concept is at a sufficient level for further tasks, and that this is achieved within timelines |
| | **Problem Solving** |
| | The user/individual on the job needs to know and understand how to:<br>SB2. Identify any problems with successful execution of the task and resolve them in consultation with the producer and director |

## NOS Version Control

| NOS Code | MES / N 3001 | | |
|---|---|---|---|
| Credits(NSQF) | TBD | Version number | 1.0 |
| Sector | Media and Entertainment | Drafted on | 13/10/14 |
| Sub-sector | Film, Television, Animation, Gaming, Advertising | Last reviewed on | |
| | | | 29/10/14 |
| | | | |
| Occupation | Screen/Script writing | Next review date | 12/10/16 |

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# National Occupational Standard



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## Overview

**This unit is about researching material that can be used as inputs for script- writing**

National Occupational Standard

| Unit Code | MES/ N 3002 |
|---|---|
| Unit Title (Task) | **Undertake research for scripts** |
| Description | This OS unit is about researching material that can be used as inputs for script-writing |
| Scope | This unit/task covers the following:<br>• Researching material that can be used as inputs for scriptwriting<br>   • Productions could include animation, advertisements/commercials, documentaries, feature films, short films, television series, theatre<br>   • Genres could include action, children, comedy, crime, drama, family, history, horror, romance, science fiction, teens, thriller |

### Performance Criteria (PC) w.r.t. the Scope

| Element | Performance Criteria |
|---|---|
| Researching material that can be used as inputs for scriptwriting | To be competent, the user/individual on the job must be able to:<br>PC1. Identify the research required by analyzing the concept, or by taking a clear brief from relevant personnel (scriptwriter, script editor, Director, Producers)<br>PC2. Understand the basics of scriptwriting, story structure, character creation to be able to carry out appropriate research for the scriptwriting process<br>PC3. Identify relevant sources of information, and conduct primary (interviews, discussions) or secondary (reports, courses) research<br>PC4. Liaise periodically with relevant personnel (scriptwriter, script editor, Director, Producers) to provide updates on research and be made aware of any other research requirements, as appropriate |

### Knowledge and Understanding (K)

| A. Organizational Context (Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. The script-writers requirements about the nature and scope of research<br>KA2. The genre and timelines for story delivery and budget within which the script would need to be delivered |
|---|---|
| B. Technical Knowledge | The user/individual on the job needs to know and understand:<br>KB1. Script-writing norms and guidelines including style, format, structure and length applicable to different industries, audiences, genres, regions, language and cultures<br>KB2. The context of the script with reference to other similar existing work<br>KB3. Elements of the story outline including the story plot, structure, theme, setting, character profiles, key turning points in the story<br>KB4. Basic research methodology<br>KB5. How to work on word processing software and screenwriting, formatting software like Final Draft, Movie Magic and Celtx<br>KB6.  How to type in regional language using Unicode<br>KB7. Narrative templates like the 3-act structure, plot point, blake Snyder's beat sheet (save the cat) and hero's journey |

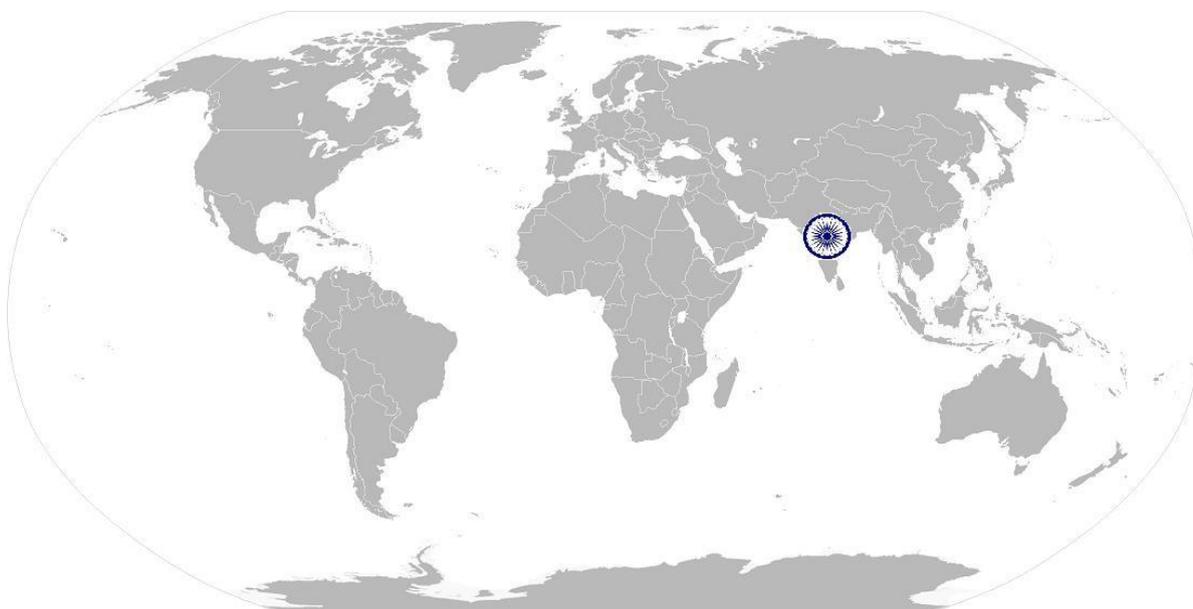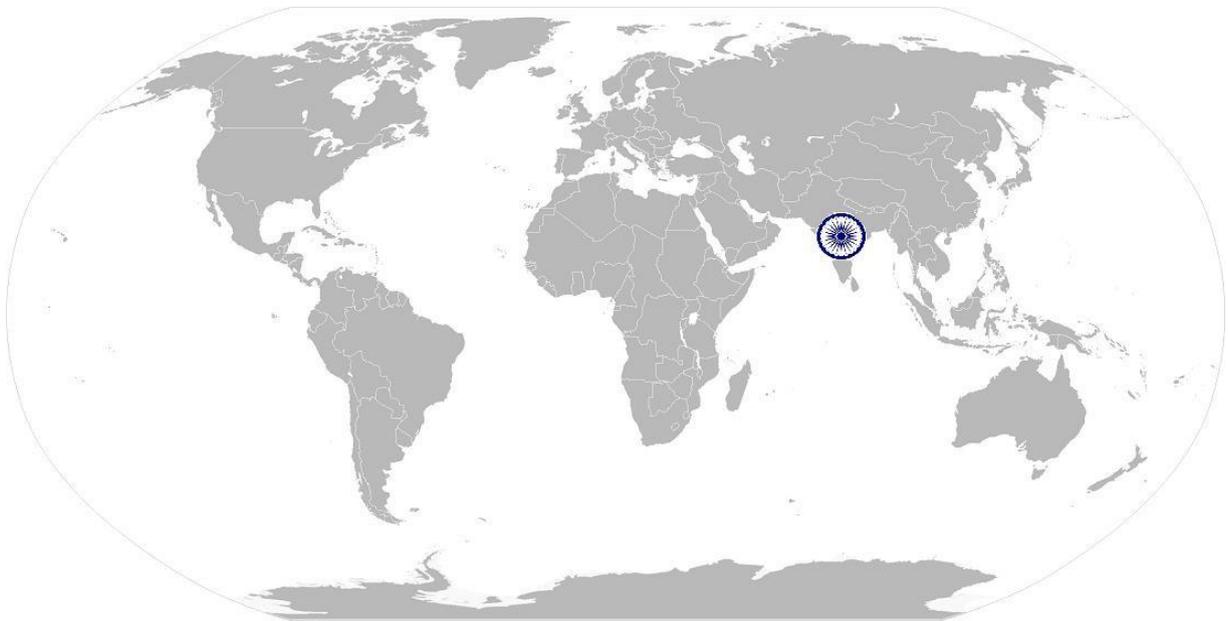| | |
|---|---|
| | KB8. Applicable copyright norms and intellectual property rights<br>KB9. The sources for procuring information/ background material and research<br>KB10. Applicable health and safety guidelines |
| **Skills (S) (<u>Optional</u>)** | |
| **A. Core Skills/<br>Generic Skills** | **Writing Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA1. Develop and draft appropriate research briefs to assist in the script writing process<br>SA2. Use correct grammar, spelling, punctuation and phonetics for the language in which the script is being developed |
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA3. Conduct extensive research across a variety of print and media resources to develop a range of possibilities for the script<br>SA4. Research the profile and characteristics of the target audience, industry, genre, region and culture<br>SA5. Research and confirm factual information used for the storyline to ensure it is accurate and supports the concept |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA6. Understand the overall production concept and story concept from the Director and Producer<br>SA7. Present, discuss and solicit feedback on the story outlines from the Director and Producer |
| **B. Professional Skills** | **Plan and Organize** |
| | The user/individual on the job needs to know and understand how to:<br>SB1. Plan and prioritize work according to the requirements and agreed timelines |
| | **Problem Solving** |
| | The user/individual on the job needs to know and understand how to:<br>SB2. Identify any problems with successful execution of the task and resolve them in consultation with the producer and director |
| | **Analytical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>SB3. Envision the impact of the script on the production budget, requirements and process |

## NOS Version Control

| NOS Code | MES / N 3002 | | |
|---|---|---|---|
| Credits(NSQF) | TBD | Version number | 1.0 |
| Sector | Media and Entertainment Film, Television, | Drafted on | 13/10/14 |
| Sub-sector | Animation, Gaming, Advertising | Last reviewed on | 29/10/14 |
| Occupation | Screen/Script writing | Next review date | 12/10/16 |

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# National Occupational Standard



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## Overview

This unit is about assisting in the drafting of scripts, checking materials for accuracy and suggesting amendments if appropriate

| Unit Code | MES/ N 3005 |
|---|---|
| Unit Title (Task) | Assist in drafting scripts |
| Description | This OS unit is about assisting in the drafting of scripts, checking materials for accuracy and suggesting amendments if appropriate |
| Scope | This unit/task covers the following:<br><br>• Writing drafts and checking the accuracy of final materials for accuracy<br><br>Note:<br><br>• This task is context-dependent and elements of it may be performed by the Script Editor or Scriptwriter him/herself |

**Performance Criteria (PC) w.r.t. the Scope**

| Element | Performance Criteria |
|---|---|
| Writing drafts and checking the accuracy of final materials | To be competent, the user/individual on the job must be able to:<br>PC1. Liaise with the scriptwriter to understand requirements in the script drafting process<br>PC2. Prepare a story outline covering aspects such as story plot, structure, theme, setting, character profiles and key turning points, as appropriate<br>PC3. Ensure that written contributions and drafts are factually accurate and employ the correct language<br>PC4. Understand and explain clearly potential issues (legal, ethical or regulatory) that can arise in the written form, and how to develop scripts that avoid those errors<br>PC5. Offer information and advice constructively, and in enough time to allow any changes to the script within deadlines |

**Knowledge and Understanding (K)**

| B. Organizational Context (Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. The scriptwriter's requirements about the nature, goals and scope of the script<br>KA2. The genre and timelines for story delivery and budget within which the script would need to be delivered<br>KA3. Common legal, ethical and regulatory considerations<br>KA4. Regulations and policies of the oganisation relating to script writing |
|---|---|
| B. Technical Knowledge | The user/individual on the job needs to know and understand:<br>KB1. How to construct a story and develop a script for different types of productions<br>KB2. The essentials of scriptwriting including characters, characterization, plotting, structure and dramaturgy<br>KB3. Script-writing norms and guidelines including style, format, structure and length applicable to different industries, audiences, genres, regions, language and cultures<br>KB4. The context of the script with reference to other similar existing work<br>KB5. Elements of the story outline including the story plot, structure, theme, |

Media & Entertainment Skills Council

National Occupational Standard

N·S·D·C National Skill Development Corporation

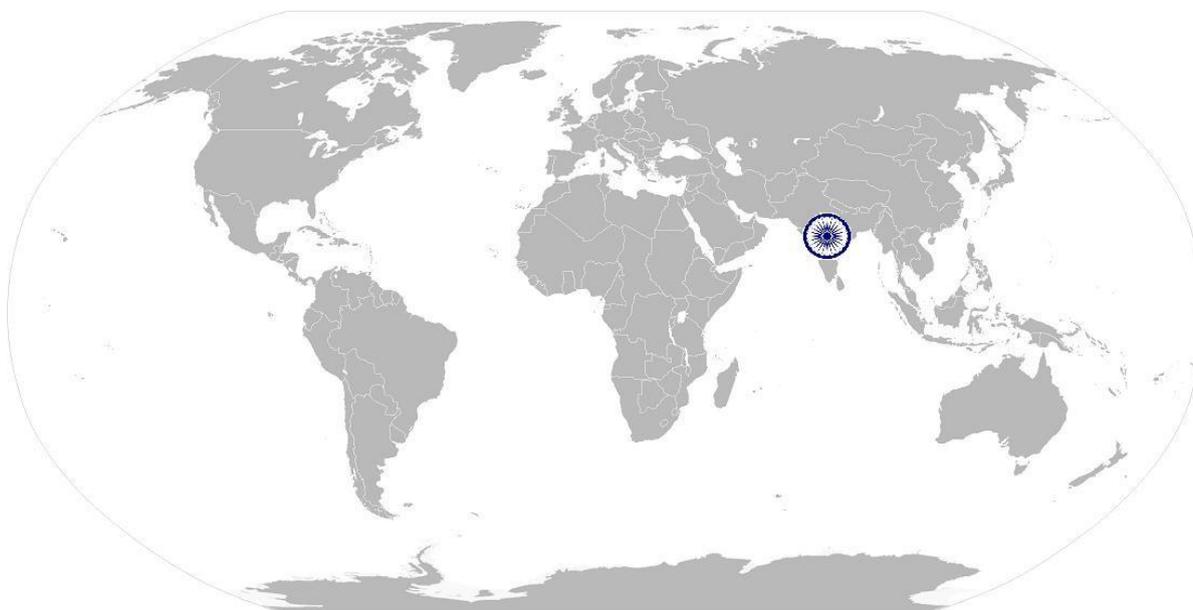| | setting, character profiles, key turning points in the story |
|---|---|
| | KB6. How to work on word processing software and screenwriting, formatting software like Final Draft, Movie Magic and Celtx |
| | KB7.   How to type in regional language using Unicode |
| | KB8. Narrative templates like the 3-act structure, plot point, blake Snyder's beat sheet (save the cat) and hero's journey |
| | KB9. Applicable copyright norms and intellectual property rights |
| | KB10. The sources for procuring information/ background material and research |
| | KB11. Applicable health and safety guidelines |
| **Skills (S) (Optional)** | |
| **C. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/individual on the job needs to know and understand how to: |
| | SA1. Develop and draft story outlines complying with norms and guidelines specific to the industry/genre/region/language/culture |
| | SA2. Use correct grammar, spelling, punctuation and phonetics for the language in which the script is being developed |
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to: |
| | SA3. Confirm factual information used for the storyline to ensure it is accurate and supports the concept |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to: |
| | SA4. Understand the overall production concept and story concept from the concept brief, Scriptwriter, or Producer |
| | SA5. Present, discuss and solicit feedback on the story outlines from the Scriptwriter or Script Editor |
| **D. Professional Skills** | **Plan and Organize** |
| | The user/individual on the job needs to know and understand how to: |
| | SB1. Plan and prioritize work according to the requirements and agreed timelines |
| | **Problem Solving** |
| | The user/individual on the job needs to know and understand how to: |
| | SB2. Identify any problems with successful execution of the task and resolve them in consultation with the producer and director |
| | **Analytical Thinking** |
| | The user/individual on the job needs to know and understand how to: |
| | SB3. Envision the impact of the script on the production budget, requirements and process |

## NOS Version Control

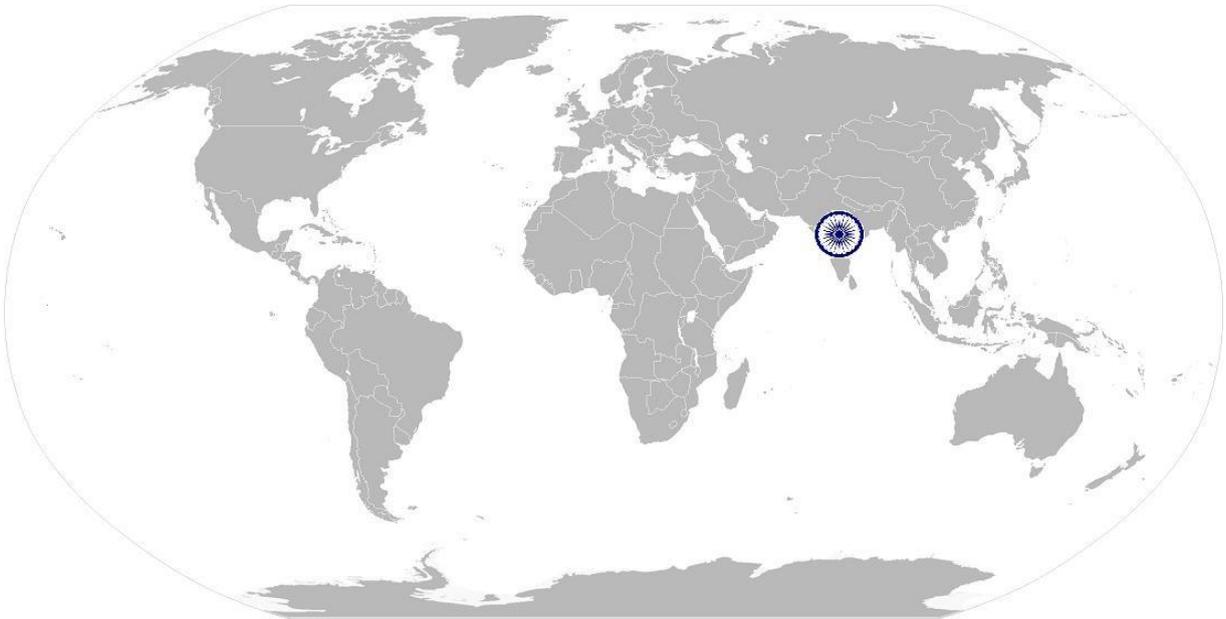| NOS Code | MES / N 3005 | | |
|---|---|---|---|
| Credits(NSQF) | TBD | Version number | 1.0 |
| Sector | Media and Entertainment Film, Television, | Drafted on | 13/10/14 |
| Sub-sector | Animation, Gaming, Advertising | Last reviewed on | 29/10/14 |
| Occupation | Screen/Script writing | Next review date | 12/10/16 |

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# National Occupational Standard

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## Overview

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

National Occupational Standard

| Unit Code | MES/ N 0104 |
|---|---|
| Unit Title (Task) | **Maintain workplace health and safety** |
| Description | This OS unit is about contributing towards maintaining a healthy, safe and secure working environment |
| Scope | This unit/task covers the following:<br>• Understanding the health, safety and security risks prevalent in the workplace<br>• Knowing the people responsible for health and safety and the resources available<br>• Identifying and reporting risks<br>• Complying with procedures in the event of an emergency |

## Performance Criteria (PC) w.r.t. the Scope

| Element | Performance Criteria |
|---|---|
| Understanding the risks prevalent in the workplace | To be competent, the user/individual on the job must be able to:<br>PC1. Understand and comply with the organisation's current health, safety and security policies and procedures<br>PC2. Understand the safe working practices pertaining to own occupation<br>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<br>PC4. Participate in organization health and safety knowledge sessions and drills |
| Knowing the people responsible for health and safety and the resources available | PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency<br>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 | PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety<br>PC8. Ensure own personal health and safety, and that of others in the workplace though precautionary measures<br>PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person<br>PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected |
| Complying with procedures in the event of an emergency | PC11. Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard<br>PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority |

## Knowledge and Understanding (K)

| A. Organizational Context (Knowledge of the company / organization and its processes) | The user/individual on the job needs to know and understand:<br>KA1. Organisation's norms and policies relating to health and safety<br>KA2. Government norms and policies regarding health and safety and related emergency procedures<br>KA3. Limits of authority while dealing with risks/ hazards<br>KA4. The importance of maintaining high standards of health and safety at a |
|---|---|

| | workplace |
|---|---|
| **B. Technical Knowledge** | The user/individual on the job needs to know and understand:<br>KB1. The different types of health and safety hazards in a workplace<br>KB2. Safe working practices for own job role<br>KB3. Evacuation procedures and other arrangements for handling risks<br>KB4. Names and contact numbers of people responsible for health and safety in a workplace<br>KB5. How to summon medical assistance and the emergency services, where necessary<br>KB6. Vendors' or manufacturers' instructions for maintaining health and safety while using equipments, systems and/or machines |
| **Skills (S) (Optional)** | |
| **A. Core Skills/ Generic Skills** | **Writing Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA1. How to write and provide feedback regarding health and safety to the concerned people<br>SA2. How to write and highlight potential risks or report a hazard to the concerned people |
| | **Reading Skills** |
| | The user/individual on the job needs to know and understand how to:<br>SA3. Read instructions, policies, procedures and norms relating to health and safety |
| | **Oral Communication (Listening and Speaking skills)** |
| | The user/individual on the job needs to know and understand how to:<br>SA4. Highlight potential risks and report hazards to the designated people<br>SA5. Listen and communicate information with all anyone concerned or affected |
| **B. Professional Skills** | **Decision making** |
| | The user/individual on the job needs to know and understand how to:<br>SB1. Make decisions on a suitable course of action or plan |
| | **Plan and Organize** |
| | The user/individual on the job needs to know and understand how to:<br>SB2. Plan and organize people and resources to deal with risks/ hazards that lie within the scope of one's individual authority |
| | **Problem Solving** |
| | The user/individual on the job needs to know and understand how to:<br>SB3. Apply problem solving approaches in different situations |
| | **Critical Thinking** |
| | The user/individual on the job needs to know and understand how to:<br>SB4. Understand hazards that fall within the scope of individual authority and report all hazards that may supersede one's authority<br>SB5. Apply balanced judgements in different situations |

# NOS Version Control

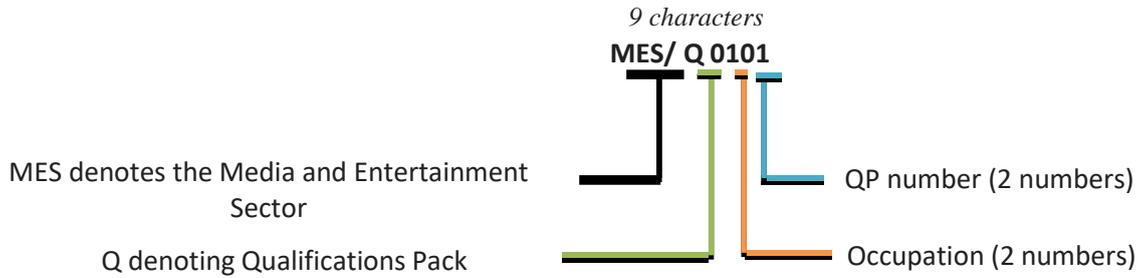| NOS Code | MES / N 0104 | | |
|---|---|---|---|
| Credits(NSQF) | TBD | Version number | 1.0 |
| Sector | Media and Entertainment Film, Television, | Drafted on | 13/10/14 |
| Sub-sector | Animation, Gaming, Advertising | Last reviewed on | 29/10/14 |
| Occupation | Screen/Script writing | Next review date | 12/10/16 |

# Annexure

## Nomenclature for QP and NOS

### Qualifications Pack

*9 characters*

**MES/ Q 0101**

MES denotes the Media and Entertainment Sector

Q denoting Qualifications Pack

QP number (2 numbers)

Occupation (2 numbers)

### Occupational Standard

**An example of NOS with 'N'**

*9 characters*

**MES / N 0101**

MES denotes the Media and Entertainment Sector

N denoting National Occupational Standard

OS number (2 numbers)
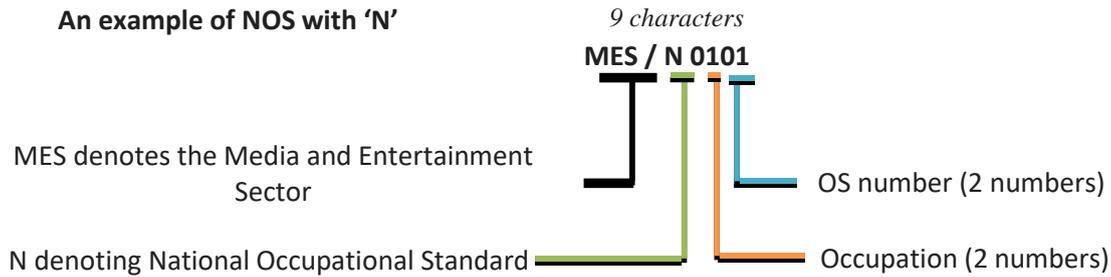
Occupation (2 numbers)

The following acronyms/codes have been used in the nomenclature above:

| Sub-sector | Range of Occupation numbers |
|---|---|
| … | … |

| Sequence | Description | Example |
|---|---|---|
| **Three letters** | Media and Entertainment | MES |
| **Slash** | / | / |
| **Next letter** | Whether **Q**P or **N**OS | Q |
| **Next two numbers** | Screen/Script writing | 30 |
| **Next two numbers** | QP number | 03 |

## CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role:** Script Researcher
**Qualification Pack:** MES/Q 0303
**Sector Skill Council:** Media and Entertainment Skills Council

**Guidelines for Assessment**

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.

| Compulsory NOS Total Marks : 500 | | | Marks Allocation | | |
|---|---|---|---|---|---|
| **Assessment outcomes** | **Assessment criteria for outcomes** | **Total marks** | **Out Of** | **Theory** | **Skills Practical** |
| **1. MES/N3001** Understand and detail the concept | PC1. Understand the artistic and communication goals of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.) | 100 | 10 | 10 | 50 |
| | PC2. Be aware of the intended medium (eg: feature film, short film, serialized TV series, miniseries, documentary), and evaluate how this affects viewer engagement with the concept | | 10 | 0 | |
| | PC3. Be aware of the intended target audience, and evaluate how this affects the concept (eg: language, pacing, maturity of themes etc.) | | 15 | 10 | |
| | PC4. Be aware of any relevant cultural, social or political issues that need to be taken into account | | 20 | 10 | |
| | PC5. Identify, research and understand key elements of the concept, including: Premise Setting Genre Central themes Primary mood/tone Broad character arcs Major narrative / plot points Structure Light and sound | | 20 | 10 | |

| NOS | Performance Criteria | | | | |
|---|---|---|---|---|---|
| | PC6.Outline key elements of the concept, along with additional notes, critiques and development ideas in various formats, which may include: Taglines, loglines pitches, synopsis. | | 20 | 10 | |
| | | Total | 100 | 50 | 50 |
| 2. MES/N3002 (Undertake research for scripts) | PC1.Identify the research required by analyzing the concept, or by taking a clear brief from relevant personnel (scriptwriter, script editor, Director, Producers) | 100 | 30 | 20 | 50 |
| | PC2.Understand the basics of scriptwriting, story structure, character creation to be able to carry out appropriate research for the scriptwriting process | | 25 | 10 | |
| | PC3.Identify relevant sources of information, and conduct primary (interviews, discussions) or secondary (reports, courses) research | | 25 | 5 | |
| | PC4.Liaise periodically with relevant personnel (scriptwriter, script editor, Director, Producers) to provide updates on research and be made aware of any other research requirements, as appropriate | | 20 | 10 | |
| | | Total | 100 | 50 | 50 |
| 3. MES/N 3005 (Assist in drafting scripts) | PC1.Liaise with the scriptwriter to understand requirements in the script drafting process | 100 | 20 | 10 | 10 |
| | PC2.Prepare a story outline covering aspects such as story plot, structure, theme, setting, character profiles and key turning points, as appropriate | | 20 | 10 | 10 |
| | PC3.Ensure that written contributions and drafts are factually accurate and employ the correct language | | 20 | 10 | 10 |
| | PC4.Understand and explain clearly potential issues (legal, ethical or regulatory) that can arise in the written form, and how to develop scripts that avoid those errors | | 20 | 10 | 10 |
| | PC5.Offer information and advice constructively, and in enough time to allow any changes to the script within deadlines | | 10 | 5 | 5 |
| | | Total | 100 | 50 | 50 |
| 4. MES/N0104 (Maintain workplace health and safety) | PC1. Understand and comply with the organisation's current health, safety and security policies and procedures | 100 | 10 | 5 | |
| | PC2. Understand the safe working practices pertaining to own occupation | | 10 | 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 | **100** | 5 | 2 | **50** |

| | | | | |
|---|---|---|---|---|
| | PC4. Participate in organization health and safety knowledge sessions and drills | 5 | 2 | |
| | PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency | 10 | 5 | |
| | PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms | 10 | 5 | |
| | PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety | 10 | 5 | |
| | PC8. Ensure own personal health and safety, and that of others in the workplace though precautionary measures | 10 | 5 | |
| | PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person | 5 | 3 | |
| | PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected | 10 | 5 | |
| | PC11. Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard | 10 | 5 | |
| | PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority | 5 | 3 | |
| | **Total** | **100** | **50** | **50** |