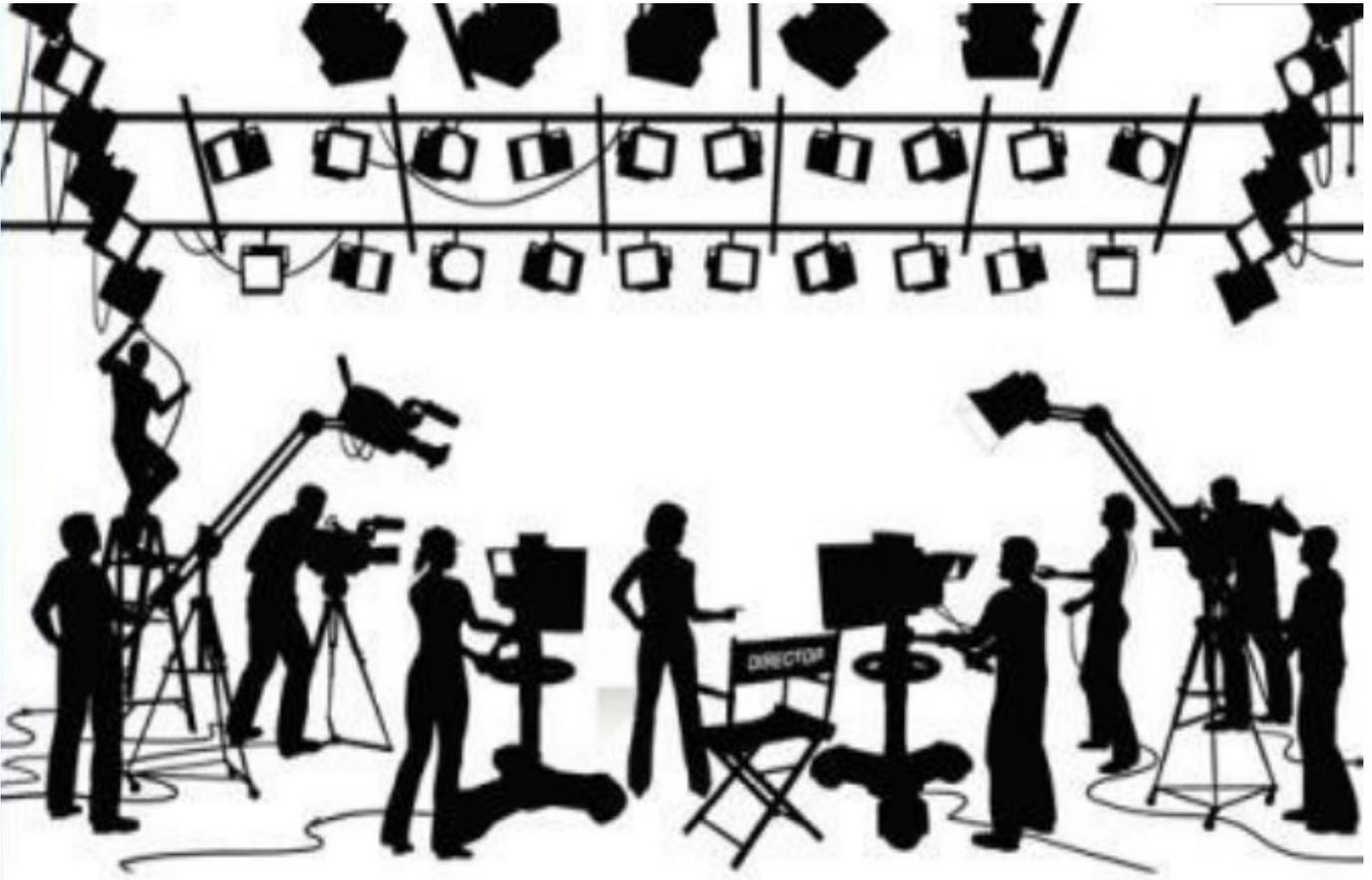


Qualification Pack



Production Assistant

QP Code: MES/Q2805

Version: 4.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
New Delhi
110025



Qualification Pack

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Qualification Pack

MES/Q2805: Production Assistant

Brief Job Description

Individuals play an assistive/ supportive role across the production department and undertake with wide a range of activities. This may include logistics, co-ordination, preparing documents and checking that equipment and materials are in place. All the activities outlined below must be read in context of an assistive rather than leading role.

Personal Attributes

This job requires the individual to understand production techniques and the implications of various tasks on time, resources and budget. The individual must have some background in film making or content production. The individual must understand logistics and facilities required during filming. The individual must be able and willing to help on any task that facilitate production/ filming. The person should have good communication skills, be capable of understanding instructions and be able to work well as part of a team.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N2809: Coordinate Production Activities](#)
2. [MES/N2812: Manage Content Archival](#)
3. [MES/N2815: Assist performers, contributors and crew](#)
4. [MES/N0104: Maintain Workplace Health & Safety](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

| | |
|-------------------|--------------------------------------|
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising |
| Occupation | Production |
| Country | India |
| NSQF Level | 4 |

Qualification Pack

| | |
|---|--|
| Credits | 15 |
| Aligned to NCO/ISCO/ISIC Code | NCO 2015- 2654.0800 |
| Minimum Educational Qualification & Experience | 12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience |
| Minimum Level of Education for Training in School | 12th Class |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 24/02/2027 |
| NSQC Approval Date | 24/02/2022 |
| Version | 4.0 |
| Reference code on NQR | 2022/ME/MESC/06901 |
| NQR Version | 4.0 |

Remarks:

Qualification Pack

MES/N2809: Coordinate Production Activities

Description

This OS unit is about coordinating production activities and resources for filming, monitoring progress and highlighting variances to the schedule and budget

Elements and Performance Criteria

Coordinating production activities

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

- PC1.** break-down the production schedule into a daily task list and manage, or support in managing, these day to day activities during filming
- PC2.** lead, or support, the production unit toward successful completion of their tasks
- PC3.** track progress of filming against the production schedule and budget, in line with ones role
- PC4.** anticipate potential delays/ budget overruns, escalate these to relevant departments/superiors and identify ways to minimize them

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the vision and motivations of the creative team (scriptwriter, director, production designer among others)
- KU2.** production limitations including details of shooting locations and any key constraints on budget, resources and time availability
- KU3.** the role and contribution of key departments during filming, interdependencies and reporting structures
- KU4.** how to break down the production schedule into a daily task list with details of personnel, equipment and materials required on set, as necessary in the context of the role
- KU5.** available options for transporting equipment and material securely to the location and ensuring safe storage
- KU6.** how to coordinate, or support in coordinating, logistics for the cast and crew including travel, ground transport, accommodation, facilities on set including rest areas and catering
- KU7.** how to coordinate, or support in coordinating, logistics for child artistes and their accompanying adults including travel, ground transport, accommodation, facilities on set including rest areas and catering
- KU8.** how to coordinate, or support in coordinating, logistics for any animals being used for filming including the number of wranglers/ handlers required, their travel, ground transport, accommodation, facilities on set including rest areas and catering and any permissions required from local, state or central authorities for principal photography
- KU9.** how to confirm if all approvals and permissions (from local, state or central authorities) required for filming have been taken, and the points of contact in case of any last minute issues

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- KU10.** how to confirm, or support in confirming, if duties and any other applicable charges on equipment and material have been paid to the revenue authorities
- KU11.** how to confirm, or support in confirming, if all required insurance policies have been purchased (e.g. fire insurance, theft insurance and insurance for unintentional damage to equipment)
- KU12.** how to liaise with the location manager/ floor manager/ unit production manager to ensure that all elements required for filming are in place, as necessary in the context of the role
- KU13.** in case of damage to or non availability of resources, identify alternatives/ substitutes that can be used without compromising on the production objectives
- KU14.** prepare a daily progress report at the end of each day and track completion against the production schedule and budget, as necessary in the context of the role
- KU15.** anticipate potential delays/ overruns and highlight them to the respective departments
- KU16.** check against the production schedule that all tasks have been delivered, , as necessary in the context of the role
- KU17.** observe inventory vs. delivery trends (in fields such as animation and gaming), or planned vs. actual and make required changes to make the process of scheduling and delivery more effective
- KU18.** act as a central point of contact for all teams and resolve any interdependency issues that could affect smooth functioning of the unit
- KU19.** how to ensure that all production activities minimize risks, including those to the individuals own health and safety and of the production cast and crew

Generic Skills (GS)

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

- GS1.** take notes and mark-up production schedules and budgets to identify potential areas of concern
- GS2.** prepare daily call sheets, task lists and other types of check lists, in line with ones role
- GS3.** prepare a daily progress report (on paper or using a computer) and highlight variance against the production schedule and budget, in line with ones role
- GS4.** interpret the script/ creative brief/ production concept/ schedule/ budget or any other type of written material, in line with ones role
- GS5.** correctly read vendor and supplier bills to ensure that expenses are aligned to the production budget
- GS6.** understand the creative vision of the director/ script writer and producer, as appropriate
- GS7.** understand the brief from the financier and any constraints/ limitations that affect the production (e.g. time, people, materials, location, budget), as appropriate
- GS8.** communicate effectively with some/entire production unit, propose alternatives and agree on key decisions
- GS9.** make relevant decisions related to the area of work e.g. sequencing of activities, choice of cast and crew, production techniques, choice of location, vendor selection etc.
- GS10.** how to prepare a work schedule/ sequence of activities to help the entire production unit plan their work on a daily basis, if appropriate



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- GS11.** how to build a contingency plan based on knowledge of typical areas of delays/ overruns and production risks
- GS12.** identify any problems with successful execution of the task and resolve them in consultation with the relevant members of the production unit
- GS13.** how to assess the impact of selecting production techniques, cast, crew, vendors and suppliers on the time, location and budget of the production, if appropriate

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Coordinating production activities</i> | 50 | 50 | - | - |
| PC1. break-down the production schedule into a daily task list and manage, or support in managing, these day to day activities during filming | 15 | 15 | - | - |
| PC2. lead, or support, the production unit toward successful completion of their tasks | 15 | 15 | - | - |
| PC3. track progress of filming against the production schedule and budget, in line with ones role | 10 | 10 | - | - |
| PC4. anticipate potential delays/ budget overruns, escalate these to relevant departments/superiors and identify ways to minimize them | 10 | 10 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--------------------------------------|
| NOS Code | MES/N2809 |
| NOS Name | Coordinate Production Activities |
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising |
| Occupation | Production |
| NSQF Level | 6 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 26/11/2014 |
| Next Review Date | 24/02/2027 |
| NSQC Clearance Date | 24/02/2022 |

Qualification Pack

MES/N2812: Manage Content Archival

Description

This OS unit is about ensuring that content is stored safely after production and that it is archived in a manner that allows for easy retrieval.

Elements and Performance Criteria

Archiving raw footage and final products

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

- PC1.** identify content that needs to be archived (this usually includes the finished product and in certain cases raw footage and older versions)
- PC2.** convert content (or supervise conversion of content) into the required format and according to accepted file naming conventions
- PC3.** ensure interim and final outputs meet quality standards
- PC4.** tag and store archived content in a manner that allows for easy access and retrieval

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational processes for archival and record management, including any interaction with the post production supervisor and other members of the post production department
- KU2.** any constraints on archival including the budget, resources and time availability
- KU3.** the types of content (finished product, older versions, raw footage) that need to be archived
- KU4.** how to estimate the time, budget and resource requirements for archival
- KU5.** how to convert analog/ tape based content to digital file formats
- KU6.** how to select the appropriate resolution, aspect ratio and pixel ratio based on the archiving requirements
- KU7.** how to save interim and final deliverables in the required format using appropriate file naming conventions
- KU8.** how to test archived footage to ensure quality standards are met
- KU9.** how to label and mark archived content to ensure easy access and retrieval
- KU10.** appropriate storage methods (including fireproof storage) to ensure that content is stored securely
- KU11.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** label and mark archived content
- GS2.** prepare schedules and effort estimates for archival

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- GS3.** correctly identify footage/ content based on information provided
- GS4.** understand the archival requirements from the relevant heads of department
- GS5.** communicate effectively with production unit, propose alternatives and agree on key decisions
- GS6.** make relevant decisions related to the area of work e.g. choice of archival technique, file formats, storage methods etc.
- GS7.** plan own work according to the requirements and agreed timelines
- GS8.** manage within the agreed budget and minimize overruns
- GS9.** identify any problems with successful execution of the task and resolve them in consultation with the relevant members of the production unit
- GS10.** identify any technical constraints to successful archival and resolve them in consultation with the relevant members of the production unit
- GS11.** have an appreciation for accuracy and pay close attention to details while choosing file formats and different storage methods.
- GS12.** envision the impact of the storing the contents in a particular manner
- GS13.** check that assets stored meets basic technical and creative requirements of a project.

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Archiving raw footage and final products</i> | 60 | 40 | - | - |
| PC1. identify content that needs to be archived (this usually includes the finished product and in certain cases raw footage and older versions) | 25 | 15 | - | - |
| PC2. convert content (or supervise conversion of content) into the required format and according to accepted file naming conventions | 15 | 15 | - | - |
| PC3. ensure interim and final outputs meet quality standards | 10 | 10 | - | - |
| PC4. tag and store archived content in a manner that allows for easy access and retrieval | 10 | - | - | - |
| NOS Total | 60 | 40 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------------|--------------------------------------|
| NOS Code | MES/N2812 |
| NOS Name | Manage Content Archival |
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising |
| Occupation | Production |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 26/11/2014 |
| Next Review Date | 24/02/2027 |
| NSQ Clearance Date | 24/02/2022 |

Qualification Pack

MES/N2815: Assist performers, contributors and crew

Description

This OS unit is about providing the required range of support to performers and contributors on set

Elements and Performance Criteria

Liase with assistant directors and support the production

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

- PC1.** relay clear cues from assistant directors to artists
- PC2.** set up, or assist in setting up, background action as directed by assistant directors and relevant departments
- PC3.** liaise with assistant directors to ensure that there is adequate transport as required at key points during the filming day
- PC4.** keep assistant directors informed of shot progress, and of potential delays and changes to the schedule
- PC5.** maintain accurate records of artists on set, and of lunch and wrap time

Support and liase with artists

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

- PC6.** liaise sensitively with artists of differing temperaments
- PC7.** brief artists and contributors on studio or location codes of practice
- PC8.** liaise between relevant people to ensure the swift and effective movement of performers and contributors between the set and unit base
- PC9.** distribute call sheets and other paperwork promptly and efficiently

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the basic vision of the creative team, as appropriate for the role
- KU2.** the basic specifications of the production brief (shooting locations, time availability, size of crew), as appropriate for the role
- KU3.** needs of artists and crew during stand by, rehearsals and takes
- KU4.** the demands placed on a 1st assistant director
- KU5.** the importance of promptly issuing paperwork and passing on information regarding artistes and contributors release times
- KU6.** the importance of monitoring the whereabouts of performers, contributors and crew when they are not on set
- KU7.** factors likely to cause delay to production activities
- KU8.** how to relay cues to artists and contributors
- KU9.** what is required in terms of background action

Generic Skills (GS)

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

- GS1.** maintain records of artists call times, presence on sets, lunch and wrap times
- GS2.** interpret the parts of the production brief provided (eg: details on background action, details on locations and transport needed etc)
- GS3.** understand the vision and instructions of assistant directors
- GS4.** communicate effectively and sensitively with artists of differing temperaments
- GS5.** how to prepare a work schedule/ sequence of activities, maintain a record of these activities, and inform relevant personnel regarding any delays or issues
- GS6.** communicate finalised action plans for all teams/crew members
- GS7.** identify issues that may arise during production/post production and explore options to resolve them proactively
- GS8.** manage decision on suitable course of action
- GS9.** interpret managerial decisions and communicate them to the film crew
- GS10.** communicate and assist properly about project requirements there by facilitating team development
- GS11.** help the team balance their creative desires with the requirements of the production
- GS12.** the team meets all the technical and creative project requirements

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Liase with assistant directors and support the production</i> | 20 | 40 | - | - |
| PC1. relay clear cues from assistant directors to artists | 2 | 8 | - | - |
| PC2. set up, or assist in setting up, background action as directed by assistant directors and relevant departments | 4 | 6 | - | - |
| PC3. liaise with assistant directors to ensure that there is adequate transport as required at key points during the filming day | 2 | 8 | - | - |
| PC4. keep assistant directors informed of shot progress, and of potential delays and changes to the schedule | 6 | 14 | - | - |
| PC5. maintain accurate records of artists on set, and of lunch and wrap time | 6 | 4 | - | - |
| <i>Support and liase with artists</i> | 10 | 30 | - | - |
| PC6. liaise sensitively with artists of differing temperaments | 2 | 8 | - | - |
| PC7. brief artists and contributors on studio or location codes of practice | 2 | 8 | - | - |
| PC8. liaise between relevant people to ensure the swift and effective movement of performers and contributors between the set and unit base | 2 | 8 | - | - |
| PC9. distribute call sheets and other paperwork promptly and efficiently | 4 | 6 | - | - |
| NOS Total | 30 | 70 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | MES/N2815 |
| NOS Name | Assist performers, contributors and crew |
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising |
| Occupation | Production |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 1.0 |
| Last Reviewed Date | 26/11/2014 |
| Next Review Date | 24/02/2027 |
| NSQC Clearance Date | 24/02/2022 |

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

Assessment Criteria

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

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

Qualification Pack

National Occupational Standards (NOS) Parameters

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

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:

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

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

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

Assessment Criteria

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

Qualification Pack

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

Qualification Pack

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

Qualification Pack

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

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/N2809.Coordinate Production Activities | 50 | 50 | - | - | 100 | 30 |
| MES/N2812.Manage Content Archival | 60 | 40 | - | - | 100 | 25 |
| MES/N2815.Assist performers, contributors and crew | 30 | 70 | - | - | 100 | 25 |
| MES/N0104.Maintain Workplace Health & Safety | 50 | 50 | - | - | 100 | 10 |
| DGT/VSQ/N0102.Employability Skills (60 Hours) | 20 | 30 | - | - | 50 | 10 |
| Total | 210 | 240 | - | - | 450 | 100 |



Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

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| Organisational Context | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| Technical Knowledge | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| Core Skills/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |
| BUDGET | Budget is an estimate of the total cost of production that may include a break-up of cost components |
| CONTINUITY | Continuity represents the seamless transition from one shot to another |
| COPYRIGHT LAWS | A legal framework linked to intellectual property and the rights given to creators of original products/ concepts |
| FINANCER | An entity (individual or organization) that provides financing for a project |
| LABOUR LAWS | Legal norms governing the relationship between workers, employers, trade unions and the government |
| POST-PRODUCTION | Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc. |
| PROPS | A property, commonly shortened to prop (plural) |
| SCREENPLAY | Screenplay is the script coupled with key characteristics of the scene and directions for acting |
| SCRIPT | Script is a structured narrative of a story |

Qualification Pack

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| SET | The background/ scenery visible through the camera (for video production) or directly to the spectator (for theatrical production) |
| SET ETIQUETTE | A set of guidelines that dictate how cast and crew should behave on set and interact with each other |
| TARGET AUDIENCE | Group of people at whom content/ advert is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters |
| TIMELINES | Timelines is a listing of dates by which the production milestones/stages need to be completed |
| SECTOR | 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. |
| SUB-SECTOR | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| VERTICAL | Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry. |
| OCCUPATION | Occupation is a set of job roles, which perform similar/related set of functions in an industry |
| FUNCTION | 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. |
| SUB-FUNCTIONS | Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function. |
| JOB ROLE | Job role defines a unique set of functions that together form a unique employment opportunity in an organization. |
| OCCUPATIONAL STANDARDS (OS) | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| PERFORMANCE CRITERIA | Performance Criteria are statements that together specify the standard of performance required when carrying out a task |
| NATIONAL OCCUPATIONAL STANDARDS (NOS) | NOS are Occupational Standards which apply uniquely in the Indian context. |

Qualification Pack

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|------------------------------------|--|
| QUALIFICATION PACK CODE | Qualifications Pack Code is a unique reference code that identifies a qualifications pack. |
| QUALIFICATION PACK (QP) | 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. |
| UNIT CODE | Unit Code is a unique identifier for an Occupational Standard , which is denoted by an alphanumeric code. |
| UNIT TITLE | Unit Title gives a clear overall statement about what the incumbent should be able to do. |
| DESCRIPTION | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| SCOPE | Scope is 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. |