

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR MEDIA AND ENTERTAINMENT INDUSTRY

### 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

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## Introduction

### Qualifications Pack-Editor-in-Chief

**SECTOR:** MEDIA AND ENTERTAINMENT

**SUB-SECTOR:** Television, Print, Radio, Digital

**OCCUPATION:** Journalism

**REFERENCE ID:** MES/ Q 1901

**ALIGNED TO:** NCO-2004/ 2451.20

**The Editor-in-Chief or the Chief Editor is the senior most journalist and the head of the Editorial Department. He/ she is ultimately responsible for the choice of content, its treatment and for overseeing newsroom operations.**

**Brief Job Description:** Individuals in this job need to have extensive experience in the field of journalism. They must know, understand and demand the highest standards of quality and adherence to the principles of journalism from their team.

**Personal Attributes:** This job requires the individual to have a strong background in journalism, several years of relevant experience (at least 8+) and the capability to lead by example in the newsroom. Editors-in-chief/ editors will often be required to cross-check, refine and edit the work of other members in the team. They also often contribute editorial pieces of their own and provide an overall theme/ focus to the publication/ channel/ programme. The editor is also the main person accountable for the overall quality of content and for any reader/ viewer/ listener complaints.

Job Details	Qualifications Pack Code	MES/ Q 1901		
	Job Role	Editor-in-Chief This job role is applicable in both national and international scenarios		
	Credits (NSQF)	TBD	Version number	01
	Sector	Media and Entertainment	Drafted on	16/03/15
	Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
	Occupation	Journalism	Next review date	16/03/17

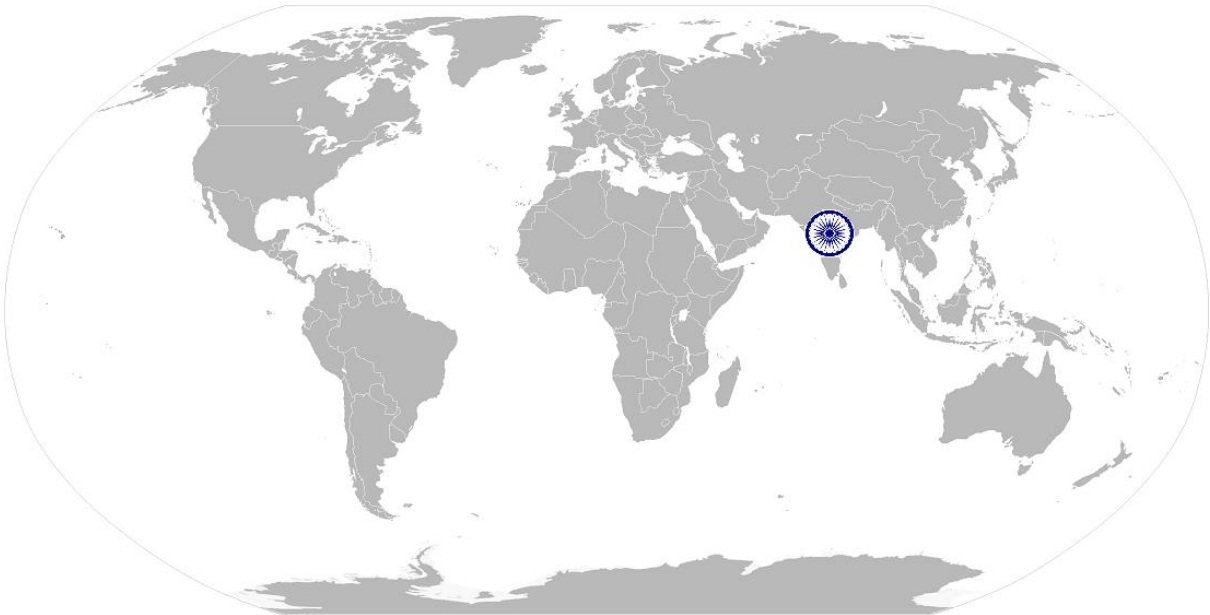
Job Role	Editor-in-Chief
Role Description	Head of the Editorial Department and responsible for overseeing the news gathering and production, and ensuring the quality of content
NSQF level	8
Minimum Educational Qualifications	Graduate or Post Graduate in Journalism/ Mass Media/ Mass Communication
Maximum Educational Qualifications	
Training (Suggested but not mandatory)	
Experience	At least 8-10 Years of work experience
Applicable National Occupational Standards (NOS)	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li><a href="#">MES/ N 1901 Generate Ideas for Journalism Projects</a></li> <li><a href="#">MES/ N 1902 Undertake Research for Journalism Projects</a></li> <li><a href="#">MES/ N 1904 Conduct an Interview</a></li> <li><a href="#">MES/ N 1906 Write and Edit Copy</a></li> <li><a href="#">MES/ N 1907 Understand Audio Visual Aids</a></li> <li><a href="#">MES/ N 1909 Public Speaking and News Presentation</a></li> <li><a href="#">MES/ N 1910 Report in a Difficult or Hostile Environment</a></li> <li><a href="#">MES/ N 1911 Comply with Applicable Law and Regulation</a></li> <li><a href="#">MES/ N 1912 Maintain workplace health and safety</a></li> </ol> <p><b>Optional:</b> N/A</p>
Performance Criteria	As described in the relevant OS units

Definitions

Keywords /Terms	Description
Assignment Desk	The department in a news organization that tracks all stories and developments and allocates news gathering resources to them
Budget	Budget is an estimate of the total cost of production that may include a break-up of cost components
Copyright Laws	A legal framework linked to intellectual property and the rights given to creators of original products/ concepts
Copy Desk	The department in a news organization where final copy (text or script) is prepared for publishing and/ or broadcasting
Journalism	Discipline of gathering, writing and reporting news across a range of media – Television, Print, Radio and Digital.
Script	Script is a structured narrative of a story and or the spoken word/ narrative that accompanies a programme
Set	The background/ scenery visible through the camera (for video production) or directly to the spectator (for theatrical production)
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 (e.g. Females, aged 25-40, average monthly household income INR 25,000-50,000, from Hindi speaking states in North India)
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.
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
NVEQF	National Vocational Education Qualifications Framework
NVQF	National Vocational Qualifications Framework

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# National Occupational Standard



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## Overview

This unit is about generating new ideas for journalism projects and successfully evaluating the potential of these ideas

<b>Unit Code</b>	<b>MES/ N 1901</b>
<b>Unit Title (Task)</b>	<b>Generate Ideas for Journalism Projects</b>
<b>Description</b>	This unit is about generating new ideas for journalism projects and successfully evaluating the potential of these ideas
<b>Scope</b>	<ul style="list-style-type: none"> <li>Generate ideas for the following types of content: <ul style="list-style-type: none"> <li>A specific story – e.g. fact-based reporting, analytical, feature-writing</li> <li>A specific section – e.g. the “edit” or “op ed” page of a newspaper or a certain news-based show on TV or radio</li> <li>An entire publication – e.g. the full issue of a magazine</li> </ul> </li> <li>This unit/task is applicable for journalism across a range of media including print (newspapers and magazines), television, radio and online (web, mobile and other emerging platforms)</li> <li>It is also applicable across media that provide/ disseminate information at different times/ frequencies: daily – e.g. newspapers, evening news bulletins; weekly, fortnightly, monthly etc. – e.g. magazines and continuous/ Ongoing – e.g. news websites, news TV channels etc.</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
Generate ideas for different types of content	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Generate a story/ idea/ concept for a particular medium based on information gathered from a range of sources</p> <p>PC2. Evaluate an idea for its suitability to the particular medium and corresponding implications on budget, time schedule and resource requirements</p> <p>PC3. Identify any constraints to successfully realize the idea – including any ethical, legal, regulatory, organizational or other limitations</p> <p>PC4. Articulate ideas clearly and pitch/ present and defend ideas to an audience (e.g. during an editorial team meeting)</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p> <p>KA3. Resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to undertake research and collect information to generate ideas</p> <p>KB2. The different information sources available – including daily events and occurrences, other news publications, speaking with people (colleagues, experts, contacts/ network), archives, press releases and newswires</p> <p>KB3. How to build and maintain a network of contacts/ sources</p> <p>KB4. How to verify information, undertake background checks and confirm the accuracy of any facts used during idea development</p>

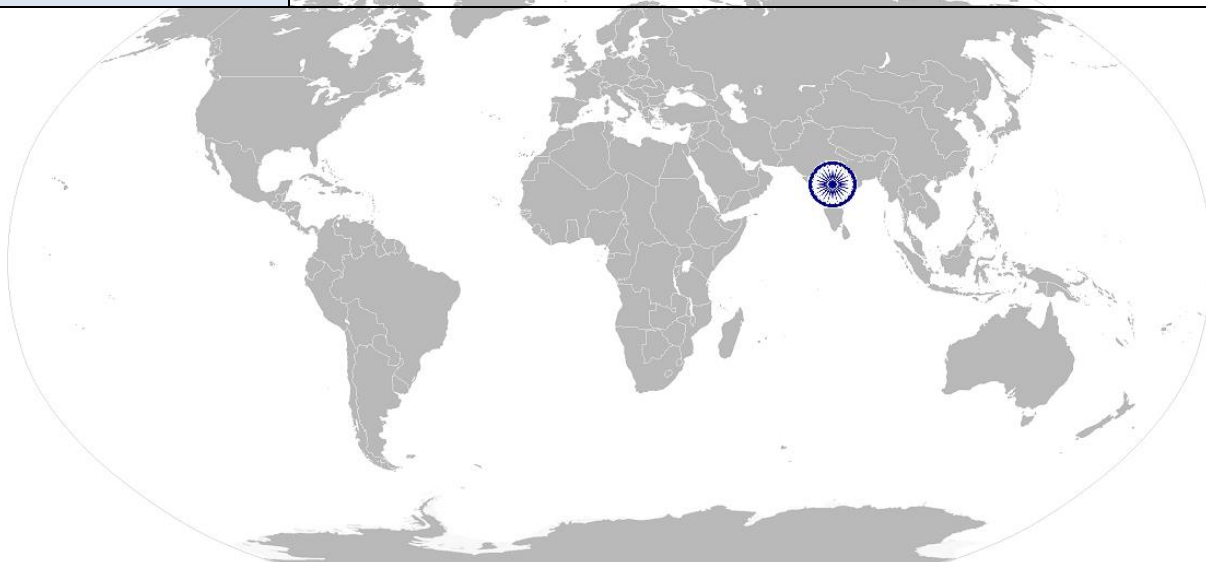
## Generate Ideas for Journalism Projects

	<p>KB5. How to use storyboarding and ideation tools such as mind maps, fish bone diagrams and/ or other techniques. (This skill is most relevant for ideas generated for longer, analytical or feature-style coverage)</p> <p>KB6. Available resources and implications for selecting a particular idea on resources, time and budget</p> <p>KB7. How to prepare synopses, summaries, proposals, story outlines and other written material for pitching ideas to one's editor/ editorial supervisor</p> <p>KB8. The suitability of the idea for different types of content (e.g. short articles, feature articles, interviews, analysis etc.) and various platforms (e.g. print, TV, radio and digital)</p> <p>KB9. How to evaluate an idea for risks including those to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA1. Prepare synopses, summaries, proposals, story outlines and other written material for pitching ideas to different audiences
	SA2. Use storyboarding and ideation tools to visually represent ideas
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA3. Undertake background research, gather references and collect information
	SA4. Read and analyze various sources of news including wire services and other publications/ channels/ websites/ media
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	SA5. Undertake background research and collect information by conversing with people
	SA6. Effectively present and defend ideas to one's editor/ editorial supervisor
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB1. Make relevant decisions related to the area of work e.g. choice of idea, confirming accuracy of information and evaluating risks



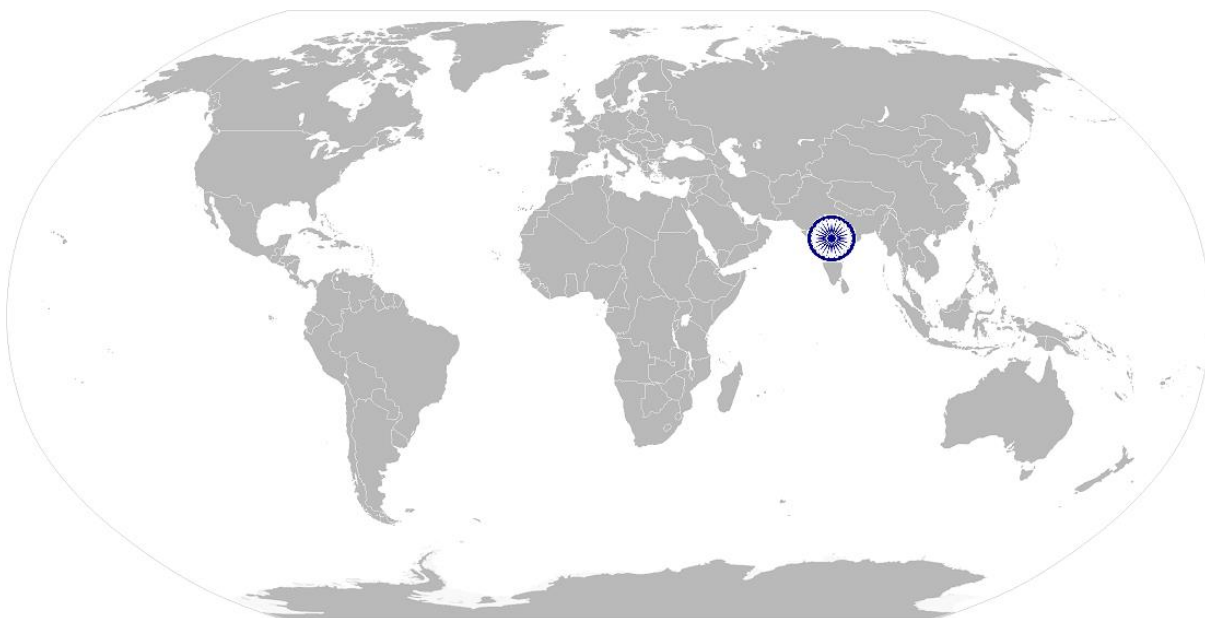
## Generate Ideas for Journalism Projects

	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to:
	SB2. Estimate the effort associated with realizing the idea
	SB3. Plan own work and work for additional staff (e.g. photographers, videographers and copy desk) according to deadlines
	SB4. Manage within the agreed budget and minimize overruns
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand:
	SB5. The consumption patterns and preferences of the target audience (reader/ viewer/ listener)
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB6. How to analyze a range of information sources
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB7. How to assess the suitability of an idea for the intended target audience



## NOS Version Control

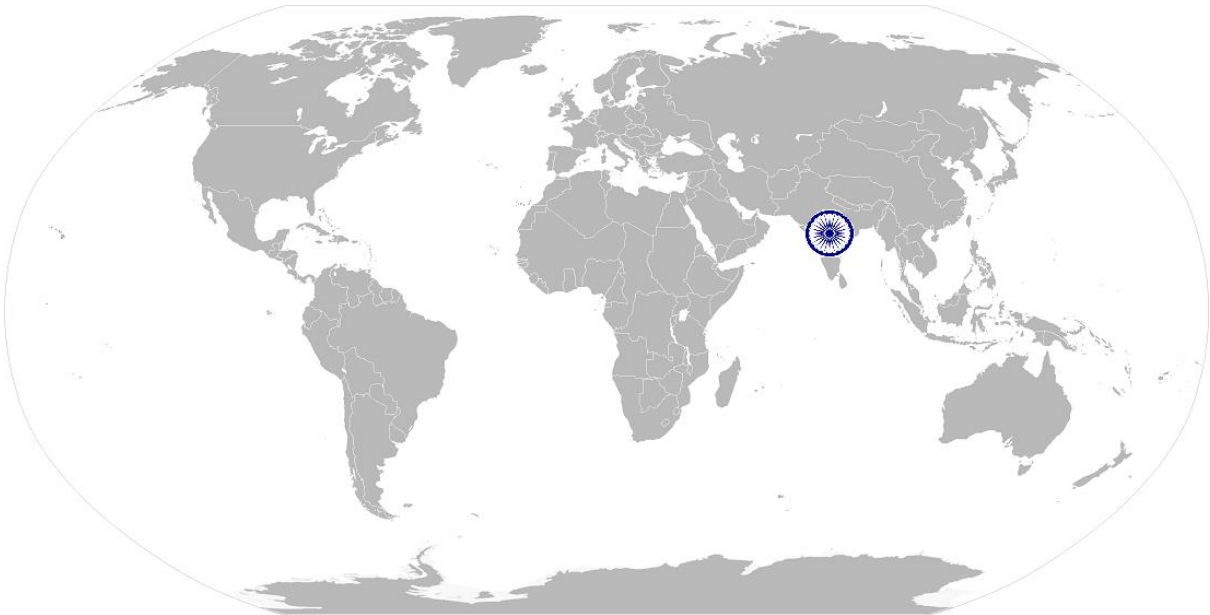
NOS Code	MES / N 1901		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17





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# National Occupational Standard



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## Overview

**This unit is about undertaking research, collecting background information and conducting accuracy checks for journalism projects**

## Undertake Research for Journalism Projects

National Occupational Standard

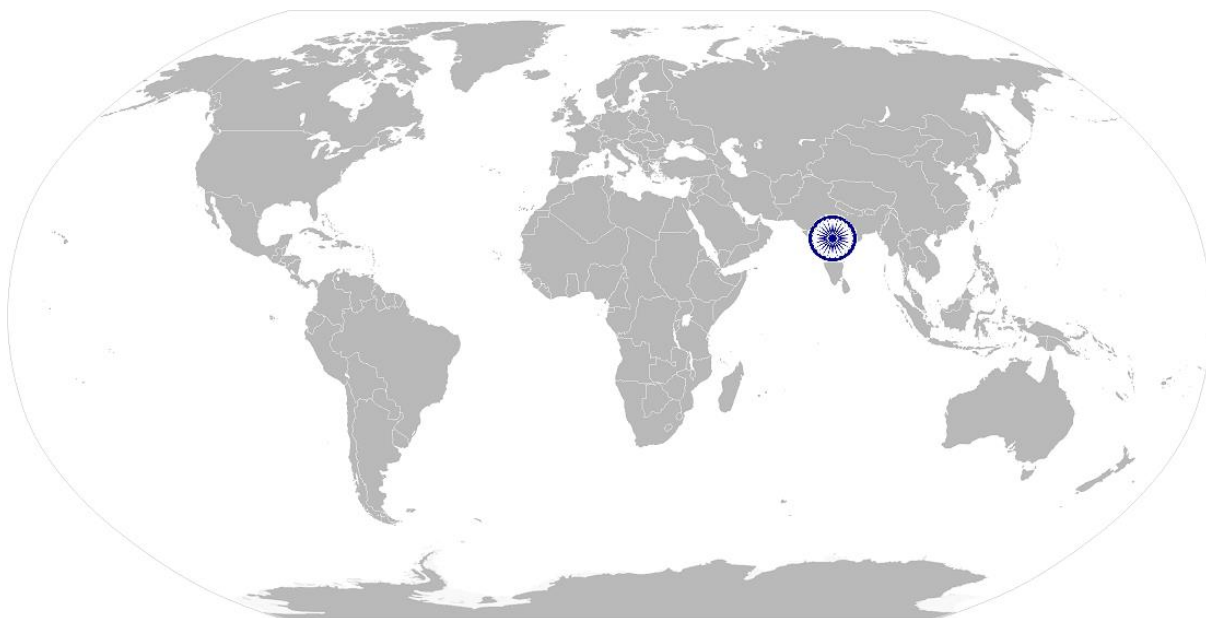
<b>Unit Code</b>	MES/ N 1902
<b>Unit Title (Task)</b>	Undertake Research for Journalism Projects
<b>Description</b>	This unit is about undertaking research, collecting background information and conducting accuracy checks for journalism projects
<b>Scope</b>	<ul style="list-style-type: none"> <li>This unit/task is applicable for journalism across a range of media including print (newspapers and magazines), television, radio and online (web, mobile and other emerging platforms)</li> <li>It is also applicable across media that provide/ disseminate information at different times/ frequencies: daily – e.g. newspapers, evening news bulletins; weekly, fortnightly, monthly etc. – e.g. magazines and continuous/ Ongoing – e.g. news websites, news TV channels etc.</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Undertake research for journalism projects</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Evaluate story ideas for their suitability to the particular medium and corresponding implications on budget, time schedule and resource requirements</p> <p>PC2. Conduct background research and collect information to support/ develop story ideas</p> <p>PC3. Compile information, document facts and present research in a coherent and comprehensive manner</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p> <p>KA3. Resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The different information sources available – including daily events and occurrences, other news publications, speaking with people (colleagues, experts, contacts/ network), archives, press releases and newswires</p> <p>KB2. How to build and maintain a network of contacts/ sources</p> <p>KB3. How to select the appropriate information source(s) based on the idea, the target audience and the platform where it will be published/ aired</p> <p>KB4. How to verify information, undertake background checks and confirm the accuracy of any facts that are gathered</p> <p>KB5. Available resources and implications of a particular story/ idea/ concept on resources, time and budget</p> <p>KB6. How to prepare background research notes, analysis, timelines, summaries and other written material to document and present one's research</p> <p>KB7. How to evaluate a story/ idea/ concept for risks including those to the</p>

## Undertake Research for Journalism Projects

	individual's own health and safety and/ or other's around them
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Prepare background research notes, analysis, timelines, summaries and other written material to document and present one's research
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Undertake background research, gather references and collect information SA3. Read and analyze various sources of news including wire services and other publications/ channels/ websites/ media
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA4. Undertake background research and collect information by conversing with people SA5. Effectively present and defend research and information collected to one's editor/ editorial supervisor
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make relevant decisions related to the area of work e.g. choice of information source(s), confirming accuracy of information and evaluating risks
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB2. Estimate the effort and time associated with conducting research for a particular story/ idea/ concept SB3. Manage within the agreed budget and minimize overruns
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand: SB4. The consumption patterns and preferences of the target audience (reader/ viewer/ listener)
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand: SB5. How to analyze a range of information sources

## NOS Version Control

NOS Code	MES / N 1902		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17



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# National Occupational Standard



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## Overview

This unit is about successfully conducting interviews and gathering information during interviews

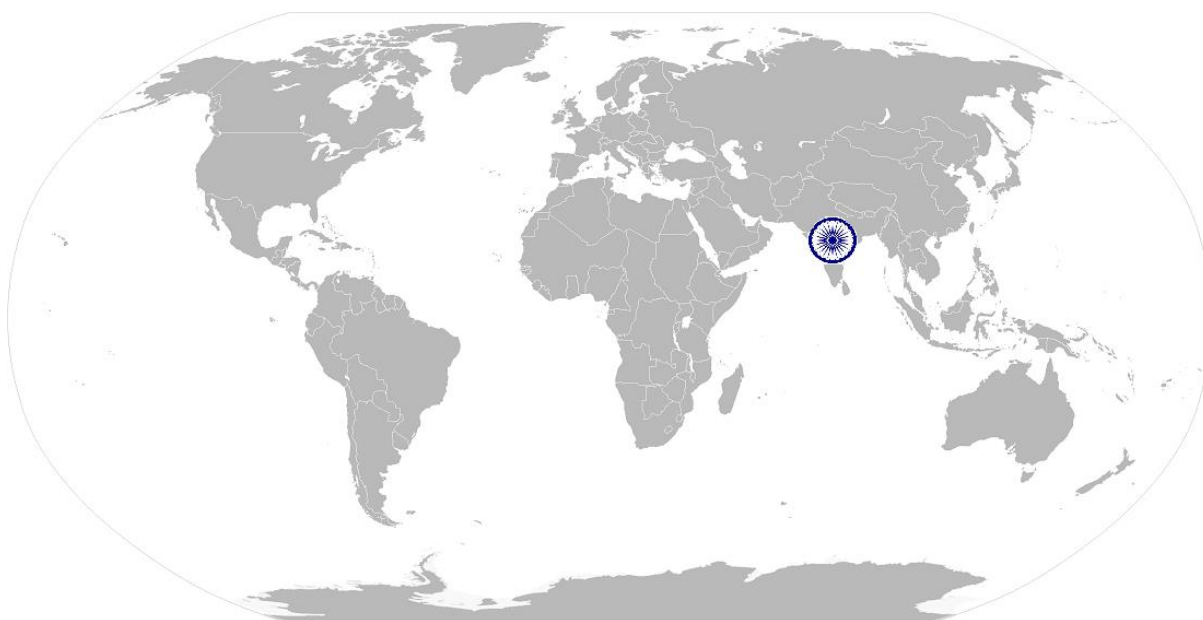
<b>Unit Code</b>	MES/ N 1904
<b>Unit Title (Task)</b>	Conduct an Interview
<b>Description</b>	This unit is about successfully conducting interviews and gathering information during interviews
<b>Scope</b>	<ul style="list-style-type: none"> <li>Conduct the following types of interviews: profiles/ biopics – focused on the individual being interviewed; news interviews – where the interview is used to highlight certain aspects of a larger news story</li> <li>Depending on the medium, interviews may be conducted in several different ways including live or pre-recorded, face-to-face or over telephone/ video phone, at an outdoor location (e.g. home, office, hotel or public space) or in a studio</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Conduct different types of interviews</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Correctly identify the interview objectives, prepare questions and undertake other set-up activities to run the interview</p> <p>PC2. Conduct the interview – i.e. pose questions, receive answers/ information, participate in the conversation and develop open topics</p> <p>PC3. Understand verbal and non-verbal cues of the interviewee and successfully manage the flow of the conversation</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the interview and/or the organization/ individual that is commissioning the interview</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the interview (including applicable local, national or international laws)</p> <p>KA3. Resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to define the purpose/ objective of the interview</p> <p>KB2. How to correctly read and interpret the interview brief</p> <p>KB3. How to conduct background research on the interviewee and prepare an interviewee profile</p> <p>KB4. How to conduct background research on the story and prepare a list of interview questions and talking points</p> <p>KB5. How to verify information and confirm the accuracy of any facts that are researched and/ or collected during the interview itself</p> <p>KB6. How to plan for interviews (outdoor or in the studio) – including choice of setting, time, budget, resources and equipment required</p> <p>KB7. Different interview styles and how to identify the appropriate style for each interview based on the brief/ requirements</p> <p>KB8. How to manage situations where the interviewee chooses to remain</p>



## Conduct an Interview

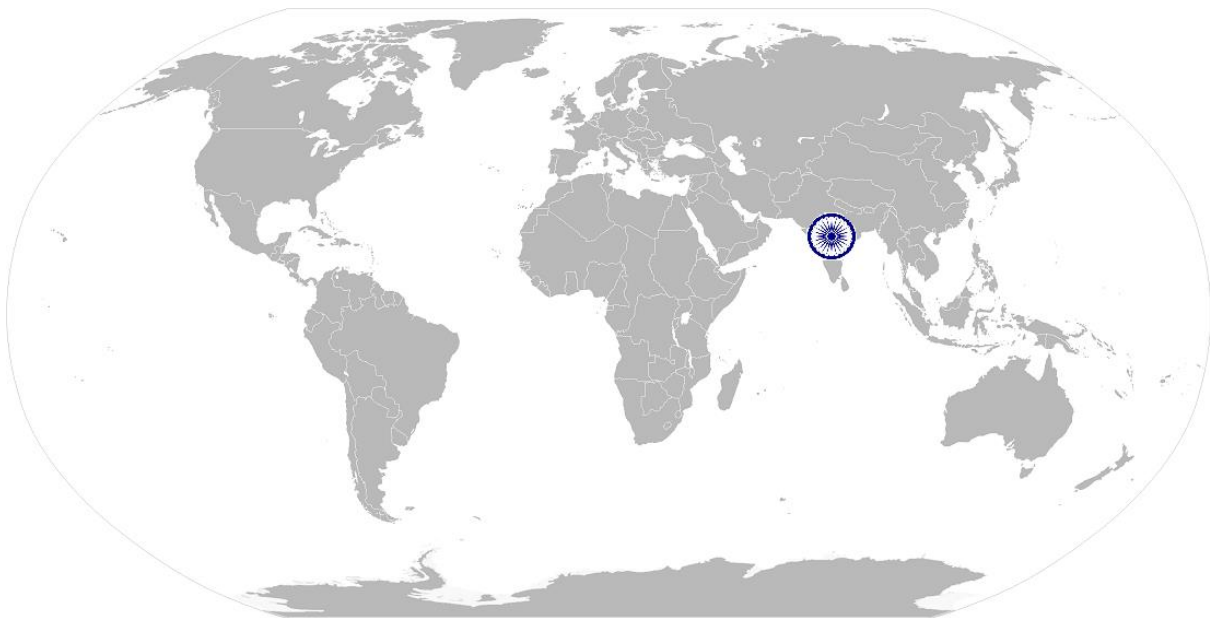
	<p>anonymous or where his/ her identity needs to be protected</p> <p>KB9. How to converse freely with the interviewee (including the necessary oral communication skills, maintaining eye contact and reading body language)</p> <p>KB10. How to write-up interview notes to ensure information is not lost (Note: writing finished scripts for different media is covered under a separate standard titled "Write and Edit Copy")</p> <p>KB11. The applicable legal and regulatory framework for different types of interviews (e.g. consent, intellectual property/ ownership and possible litigation risks)</p> <p>KB12. How to evaluate the risks of conducting an interview including those to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	<p>SA1. Prepare interviewee profiles</p> <p>SA2. Prepare list of questions and talking points</p> <p>SA3. Write-up interview notes/ transcripts</p>
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	<p>SA4. Undertake background research, gather references and collect information</p> <p>SA5. Read and analyze various sources of news including wire services and other publications/ channels/ websites/ media</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	<p>SA6. Effectively converse with the interviewee and gather information required</p> <p>SA7. Use listening skills including paying attention to non-verbal cues/ body language</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	<p>SB1. Make relevant decisions related to the area of work e.g. choice of questions, confirming accuracy of information and evaluating risks</p> <p>SB2. Prioritize questions and redirect the conversation if needed</p>

	<b>Plan and Organize</b> The user/individual on the job needs to know and understand how to: SB3. Plan in advance for an interview, including resource and equipment requirements SB4. Manage within the agreed budget and minimize overruns
	<b>Problem Solving</b> The user/individual on the job needs to know and understand how to: SB5. React and manage unpredictable situations – e.g. change in interviewee's attitude or style of answering



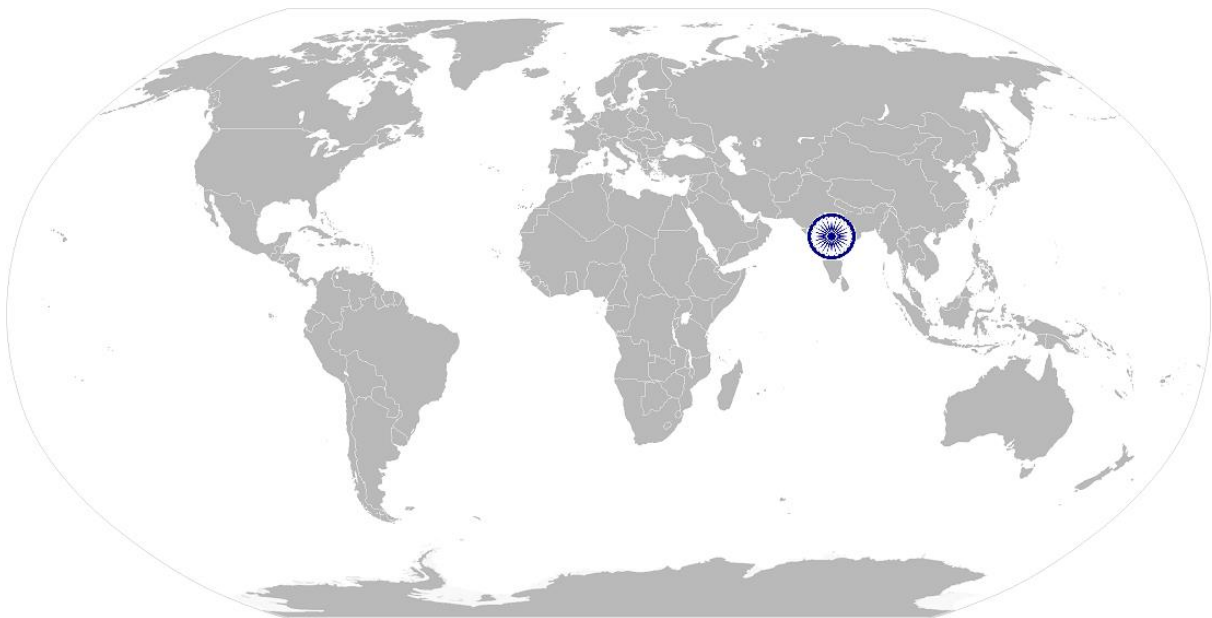
## NOS Version Control

<b>NOS Code</b>	MES / N 1904		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	01
<b>Industry</b>	Media & Entertainment	<b>Drafted on</b>	16/03/15
<b>Industry Sub-sector</b>	Television, Print, Radio, Digital	<b>Last reviewed on</b>	16/03/15
<b>Occupation</b>	Journalism	<b>Next review date</b>	16/03/17



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# National Occupational Standard



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## Overview

This unit is about writing and editing copy (i.e. final version of text) for a range of formats in different media

<b>Unit Code</b>	MES/ N 1906
<b>Unit Title (Task)</b>	Write and Edit Copy
<b>Description</b>	This unit is about writing and editing copy (i.e. final version of text) for a range of formats in different media
<b>Scope</b>	<ul style="list-style-type: none"> <li>Undertake copy-writing/ script-writing for various media and types of stories including: news stories, feature stories, programme scripts (e.g. for TV or radio), anchor/ presenter scripts, narratives, interviews</li> <li>Write and edit items such as: headlines, captions, intros, outros, cues and other types of links</li> <li>Each of these writing and editing styles can be broken up into a specialized skill (by medium, by type of writing) and taught separately using relevant examples and practical techniques. At this stage the attempt is to set an overarching standard, and thus a more generic approach has been adopted</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Write and edit copy</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Present the facts and information in a manner that is coherent, comprehensible and appropriate for the target audience</p> <p>PC2. Edit a story or script based on the brief and prescribed word/ time limits</p> <p>PC3. Display strong command of the language including correct grammar, spelling, sentence construction, diction and pronunciation skills</p> <p>PC4. Ensure that finished scripts meet legal and regulatory norms, and do not pose any risks to the individual and/ or organization</p>

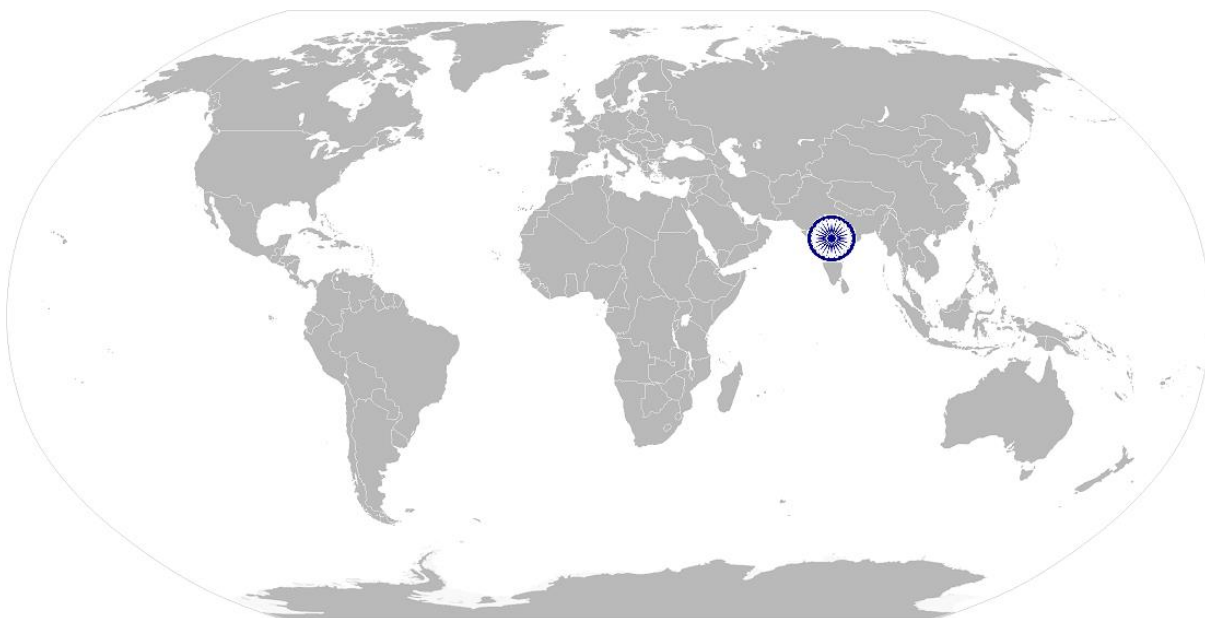
Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p> <p>KA3. Resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The brief for the story/ script that needs to be written – including applicable word and time limits</p> <p>KB2. The relevant facts and information that have been gathered, as well as any background research that may have been undertaken. Prior domain knowledge and experience is also important in certain genres of writing (e.g. political, economic, sports, lifestyle etc.)</p> <p>KB3. How to structure one's thoughts and ideas and write clearly and coherently</p> <p>KB4. How to use a wide range of vocabulary and writing techniques to minimize repetition and create interesting pieces of work</p> <p>KB5. How to verify information and confirm the accuracy of any facts that are being used in the story/ script</p> <p>KB6. How to differentiate between facts and opinion/ point of view – and write in a manner that makes this distinction evident to the reader/ viewer</p> <p>KB7. How to edit a story or script based on the brief, page layout or programme format and prescribed word/ time limits (Note: this skill set is most relevant to staff on the copy desk)</p> <p>KB8. Different type of audio visual aids (e.g. photographs, videos, audio clips etc.) and how to write copy that complements these aids. (Note: a separate standard titled "Understanding Audio Visual Aids" provides more specific information on this skill set)</p> <p>KB9. How to write headlines, captions, intros, outros, cues and other types of links</p> <p>KB10. The applicable legal and regulatory framework for different types of stories and scripts (e.g. disclosure, consent, intellectual property/ ownership and possible litigation) and writing/ editing in a manner that minimizes these risks</p> <p>KB11. Any other risks including those to the individual's own health and safety and/ or other's around them</p>
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write stories and scripts based on the brief</p> <p>SA2. Edit stories and scripts based on the brief</p>
	<b>Reading Skills</b>
	<p>SA3. The user/individual on the job needs to know and understand how to:</p> <p>SA4. Undertake background research, gather references and collect information</p> <p>SA5. Read and analyze various sources of news including wire services and other publications/ channels/ websites/ media</p>



	SA6. Proof read one's own or others' work to check for accuracy and completeness
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA7. Verify information by conversing with people SA8. Effectively present and defend finished stories and scripts to one's editor/ editorial supervisor
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. Make relevant decisions related to the area of work e.g. choice of writing style, confirming accuracy of information and evaluating risks SB2. Prioritize information and focus on what's important given word/ time limits
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB3. Estimate the effort associated with writing and/ or editing a specific story or script SB4. Plan own work and work for additional staff (e.g. copy desk, art editors, video editors) according to deadlines SB5. Manage within the agreed budget and minimize overruns
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand: SB6. The consumption patterns and preferences of the target audience (reader/ viewer/ listener)
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand: SB7. How to analyze a range of information and bring it together to form a coherent and comprehensible piece of writing
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand: SB8. How to critically evaluate one's own or others' work and assess its suitability for the intended target audience

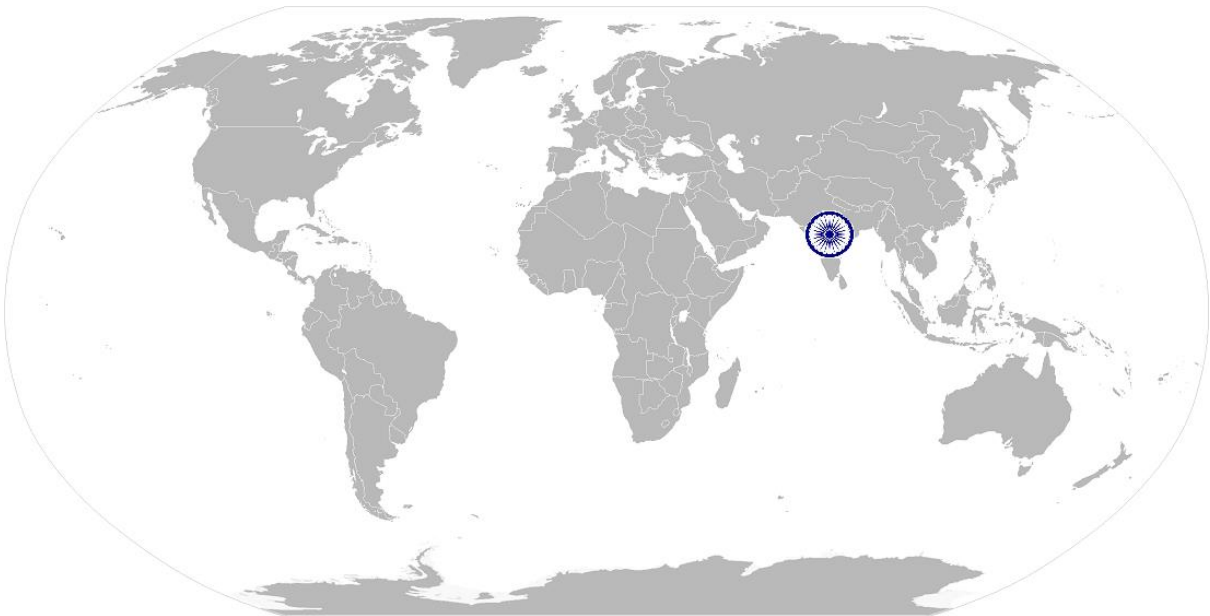
## NOS Version Control

NOS Code	MES / N 1906		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17



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# National Occupational Standard



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## Overview

**This unit is about identifying different types of audio visual aids and evaluating their suitability based on the story and medium**

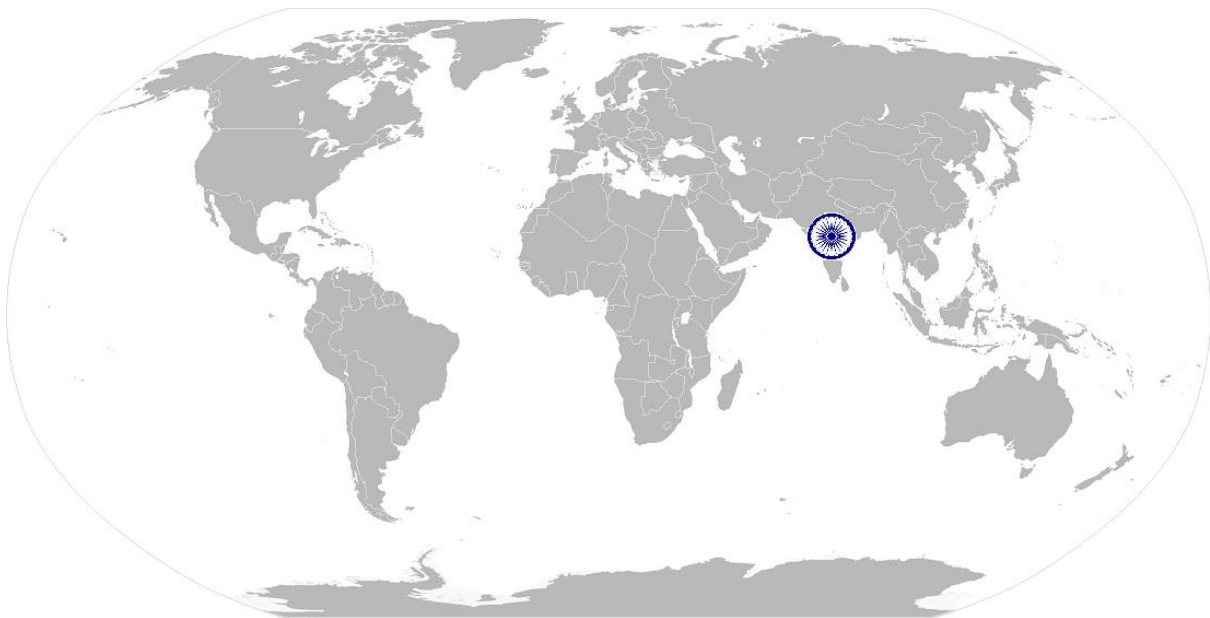
<b>Unit Code</b>	<b>MES/ N 1907</b>
<b>Unit Title (Task)</b>	<b>Understand Audio Visual Aids</b>
<b>Description</b>	This unit is about identifying different types of audio visual aids and evaluating their suitability based on the story and medium
<b>Scope</b>	<ul style="list-style-type: none"> <li>Understand and apply audio visual aids as an effective way to convey information. Examples of audio visual aids include: photographs, illustrations, graphics (text, charts, graphs), audio and video clips, animation and visual effects/VFX</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Understand and apply audio visual aids</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand the different audio visual aids available</p> <p>PC2. Identify which audio visual aid(s) would be most suited – based on the story and/ or the medium</p> <p>PC3. Collect information and present it effectively using audio visual aids</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p> <p>KA3. Resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The brief for the story/ script and the specific areas where audio visual aids can be used</p> <p>KB2. Various types of graphs, charts and analytical tools – that can be used to represent information and support the story</p> <p>KB3. How audio visual aids can complement a story, emphasize certain aspects and how they can be used to deliver information in a simple, interesting or graphical manner</p> <p>KB4. The relevant facts and information that have been gathered, as well as any background research that may have been undertaken</p> <p>KB5. How to plan for audio visual aids that need to be requisitioned in advance – e.g. photographs, illustrations, graphics, sound bites etc.</p> <p>KB6. How to assess the suitability of incoming audio visual aids that may not have been requisitioned specifically but are still relevant – e.g. raw footage, archive material (e.g. images, old video clips etc.)</p> <p>KB7. How to verify information and confirm the accuracy of any facts that are being used in an audio visual aid</p> <p>KB8. How to write captions that correctly represent visual aids</p>

## Understand Audio Visual Aids

	<p>KB9. The applicable legal and regulatory framework, especially intellectual property norms – e.g. use of images from paid databases, photographer and artist credits, use of freely available content, Creative Commons licenses etc.</p> <p>KB10. How to evaluate any risks to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA1. Requisition for and describe audio visual aids based on the story brief
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA2. Undertake background research, gather references and collect information
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	SA3. Verify information by conversing with people
	SA4. Effectively present and defend different types of audio visual aids to one's editor/ editorial supervisor
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB1. Make relevant decisions related to the area of work e.g. choice of audio visual aid(s), confirming accuracy of information and evaluating risks
	SB2. Prioritize information and focus on what's important for the audio visual aid given space/ time limits
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to:
	SB3. Estimate the effort associated with commissioning different types of audio visual aids
	SB4. Plan own work and work for additional staff (e.g. photographer, illustrator, graphic designer) according to deadlines
	SB5. Manage within the agreed budget and minimize overruns
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand:
	SB6. The consumption patterns and preferences of the target audience (reader/ viewer/ listener)
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB7. How to analyze a range of information and bring it together in the form of an effective audio visual aid
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB8. How to critically evaluate one's own or others' work and assess its suitability for the intended target audience

## NOS Version Control

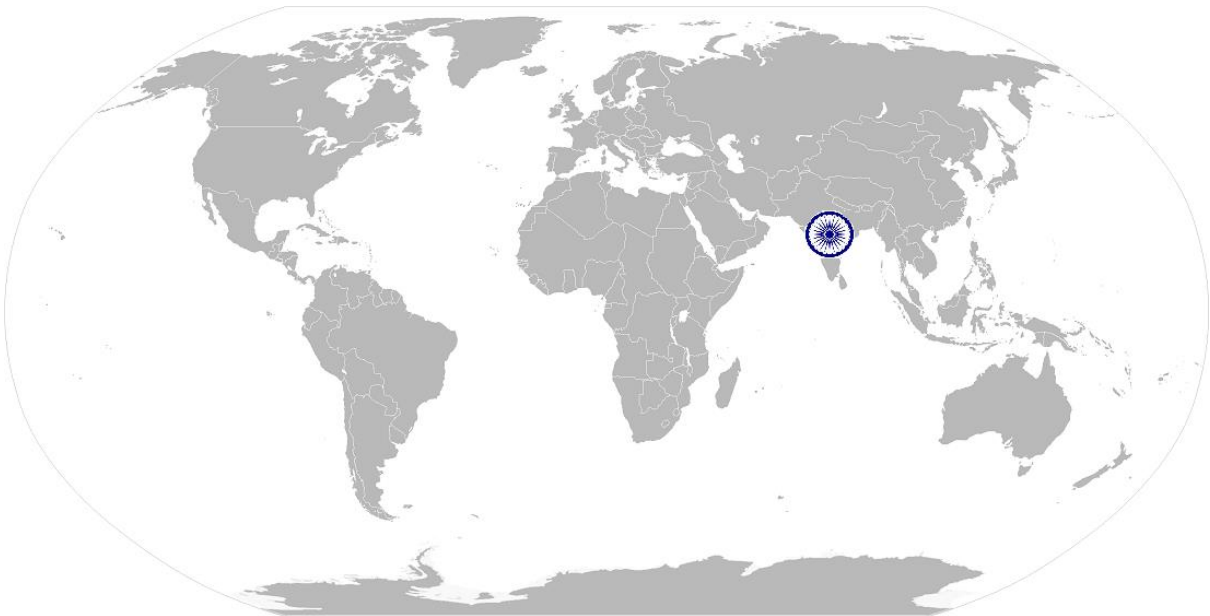
NOS Code	MES / N 1907		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17





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# National Occupational Standard



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## Overview

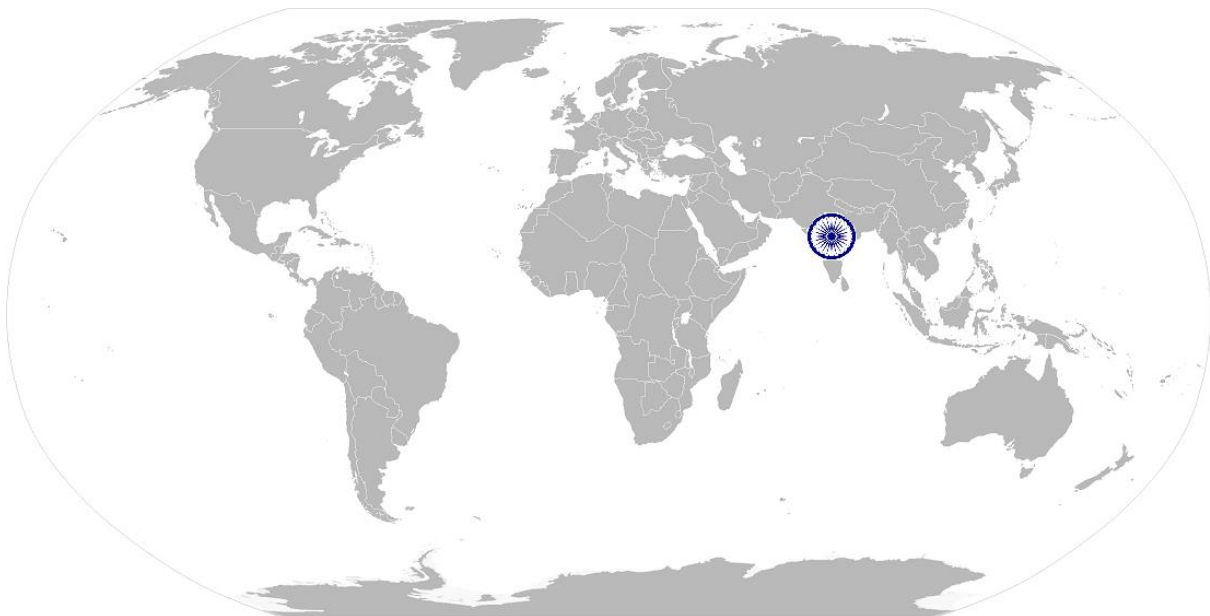
This unit is about the public speaking and news presentation skills required by journalists to present news in an audio visual environment

<b>Unit Code</b>	<b>MES/ N 1909</b>
<b>Unit Title (Task)</b>	<b>Public Speaking and News Presentation</b>
<b>Description</b>	This unit is about the public speaking and news presentation skills required by journalists to present news in an audio visual environment
<b>Scope</b>	<p>This unit/task is most applicable for the following profiles:</p> <ul style="list-style-type: none"> <li>• Anchors and presenters in Television</li> <li>• Anchor and presenters in Radio</li> </ul> <p>However at certain times, journalists who are not always presenters may also be called upon to deliver news and this skill may become relevant to:</p> <ul style="list-style-type: none"> <li>• Print journalists who are called on to provide a video or audio clip for TV, radio or digital media</li> <li>• Field or desk journalists in TV, radio or digital media who in addition to filing a story are also called on to present information in an audio visual format</li> <li>• Freelance journalists/ experts who may be called on to present information and/ or provide expert opinion</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Public Speaking and News Presentation</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Communicate the facts and information in a manner that is coherent, comprehensible and appropriate for the target audience</p> <p>PC2. Display strong command of the language including correct grammar, spelling, sentence construction, diction and pronunciation skills</p> <p>PC3. Present themselves to the audience in an acceptable manner including personal grooming, clothing, hair and make-up</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to structure one's thoughts and ideas, and communicate them orally in a clear and coherent manner</p> <p>KB2. How to use a wide range of vocabulary and communication skills to minimize repetition and create interesting conversations</p> <p>KB3. Vocal skills and concepts such as speed, flow, emphasis, voice modulation, gestures, movement, pauses, breathing etc.</p> <p>KB4. Personal attributes and how to make oneself presentable – including clothing, hair, make-up, posture, body language and other aspects</p> <p>KB5. How to differentiate between facts and opinion/ point of view – and communicate in a manner that makes this distinction evident to the listener/</p>

	<p>viewer</p> <p>KB6. How to converse freely with participants (in the case of an anchor/ presenter) or with the anchor/ presenter (in the case of an expert/ participant) – including the necessary oral communication skills, maintaining eye contact and reading body language</p> <p>KB7. The applicable legal and regulatory framework for different types of news presentation and appearances (e.g. disclosure, consent, intellectual property/ ownership and litigation for defamation, libel or slander), and providing information and opinion in a manner that minimizes these risks</p> <p>KB8. Any other risks including those to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA1. Write speaking notes to support one's presentation
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA2. Undertake background research, gather references and collect information
	SA3. Read and analyze various sources of news
	SA4. Double check one's work for accuracy and completeness
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to:
	SA5. Effectively converse with anchors/ presenters/ show participants and provide and/ or gather information required
	SA6. Use listening skills including paying attention to non-verbal cues/ body language
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB1. Prioritize information and focus on what's important given time constraints (summarization skills)
	<b>Customer Centricity</b>
	The user/individual on the job needs to know and understand:
	SB2. The consumption patterns and preferences of the target audience (reader/ viewer/ listener)
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB3. How to analyze a range of information and bring it together to form a coherent and comprehensible unit of verbal communication

## NOS Version Control

NOS Code	MES / N 1909		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17



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# National Occupational Standard



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## Overview

This unit is about undertaking field based reporting from exceptionally harsh, difficult or hostile environments

## Report in a Difficult or Hostile Environment

National Occupational Standard

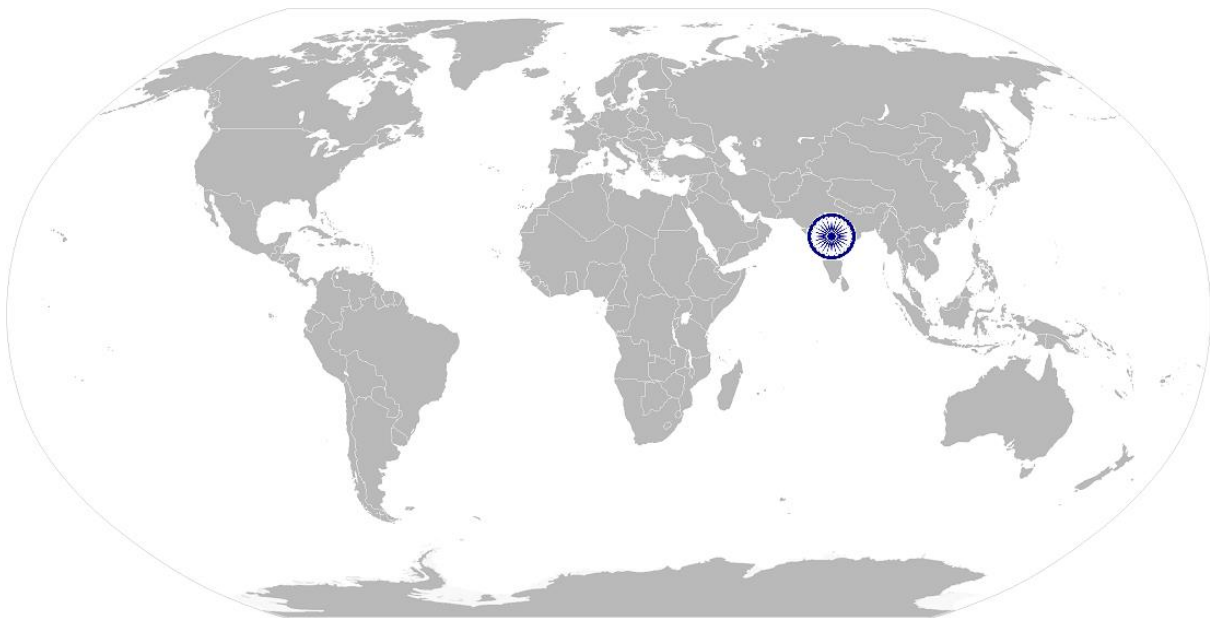
<b>Unit Code</b>	<b>MES/ N 1910</b>
<b>Unit Title (Task)</b>	<b>Report in a Difficult or Hostile Environment</b>
<b>Description</b>	This unit is about undertaking field based reporting from exceptionally harsh, difficult or hostile environments
<b>Scope</b>	<ul style="list-style-type: none"> <li>Undertake reporting from conflict zones, during war and civil unrest, on extreme weather conditions, on natural or manmade disasters and other harsh/ hostile situations</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Undertake reporting in difficult or hostile environments</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand the risks of reporting in these conditions and ensure that the highest quality of planning is undertaken</p> <p>PC2. Think on one's feet, react quickly and manage unpredictable situations – e.g. change in external environment, equipment failure or other types of resource limitations</p> <p>PC3. Determine when risks outweigh the benefits and how to cease reporting/ return safely back to a base location</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The target audience for the content and/or the organization/ individual that is commissioning the content</p> <p>KA2. Editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)</p> <p>KA3. The risks that are considered acceptable by the organization/ individual and any limitations on how far the organization/ individual will go to support the specific instance of reporting in a difficult or hostile environment (e.g. any limits on insurance, liability and medical care)</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. How to define the purpose/ information requirements from the field</p> <p>KB2. How to conduct background research on the location and assess the logistical/ planning requirements</p> <p>KB3. How to evaluate a location for risks – e.g. climate, weather, disease, nature, mobs, armed forces, civilian unrest etc.</p> <p>KB4. Risk mitigating equipment and clothing e.g. bullet proof vests, safety harnesses, bullet proof vehicles etc.</p> <p>KB5. Where to seek shelter in case the situation worsens</p> <p>KB6. How to communicate with one's editorial supervisor and remain in contact with someone at all possible points in time</p> <p>KB7. Applicable entry and exit rules e.g. e.g. visas, permits, photography/ videography permissions, requirements for public vs. private property</p> <p>KB8. One's own personal limitations (including risks to physical or mental well-being) and when the situation calls for an exit</p> <p>KB9. How to identify signs of stress or stress-related disorders (in oneself or other</p>



## Report in a Difficult or Hostile Environment

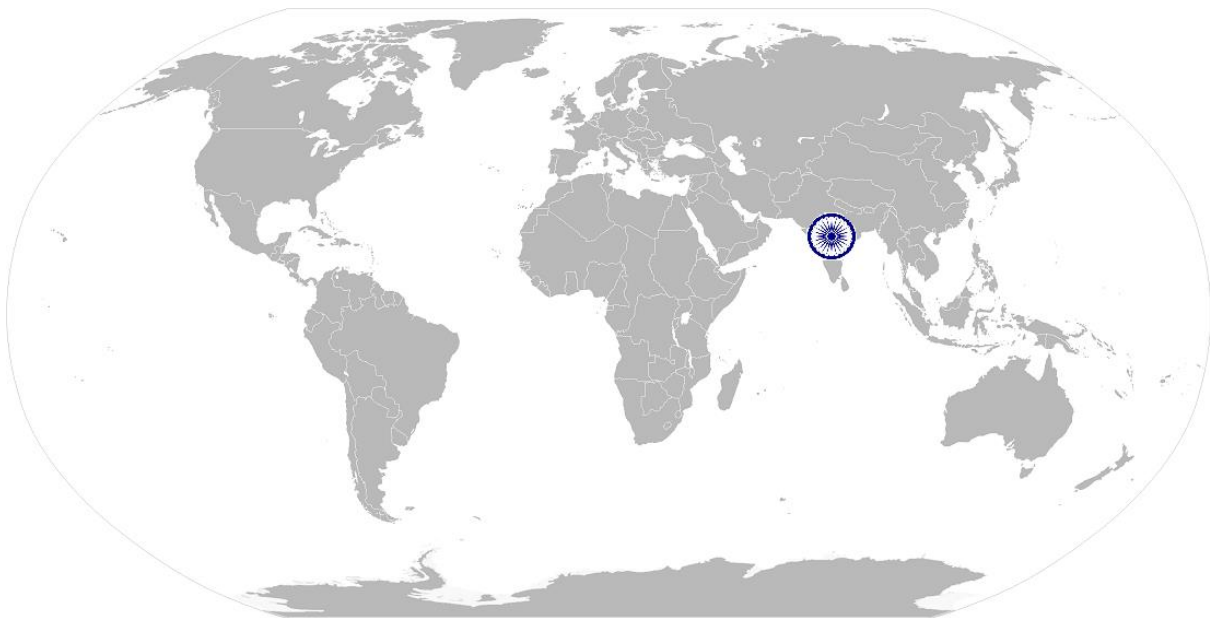
	<p>members of the crew) and to seek professional help at the earliest</p> <p>KB10. One's legal status and rights in that specific location (e.g. arrest, release, repatriation, deportation, bodily harm, access to medical treatment etc.)</p> <p>KB11. How to anticipate events on the ground and manage situations of conflict, resource limitations etc.</p> <p>KB12. In certain cases – basic first aid and resuscitation skills will also be an asset</p> <p>KB13. Any other applicable legal and regulatory requirements for reporting in difficult or hostile requirements</p> <p>KB14. Minimizing risks, in whatever manner or measure possible, to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Prepare reporting objectives and information requirements</p> <p>SA2. Prepare field notes</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. Undertake background research, gather references and collect information</p> <p>SA4. Read and analyze various sources of news</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Effectively converse with interview subjects, crew, local authorities and bystanders to gather information and manage potential conflicts</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make relevant decisions related to the area of work e.g. choice of location, approach to information gathering and evaluating risks</p> <p>SB2. Prioritize questions/ reporting objectives and redirect efforts if needed</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Plan in advance for field reporting, including resource and equipment requirements and logistical details</p> <p>SB4. Manage within the agreed budget and minimize overruns</p>

	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB5. React and manage unpredictable situations – e.g. change in external environment, equipment failure or other types of resource limitations



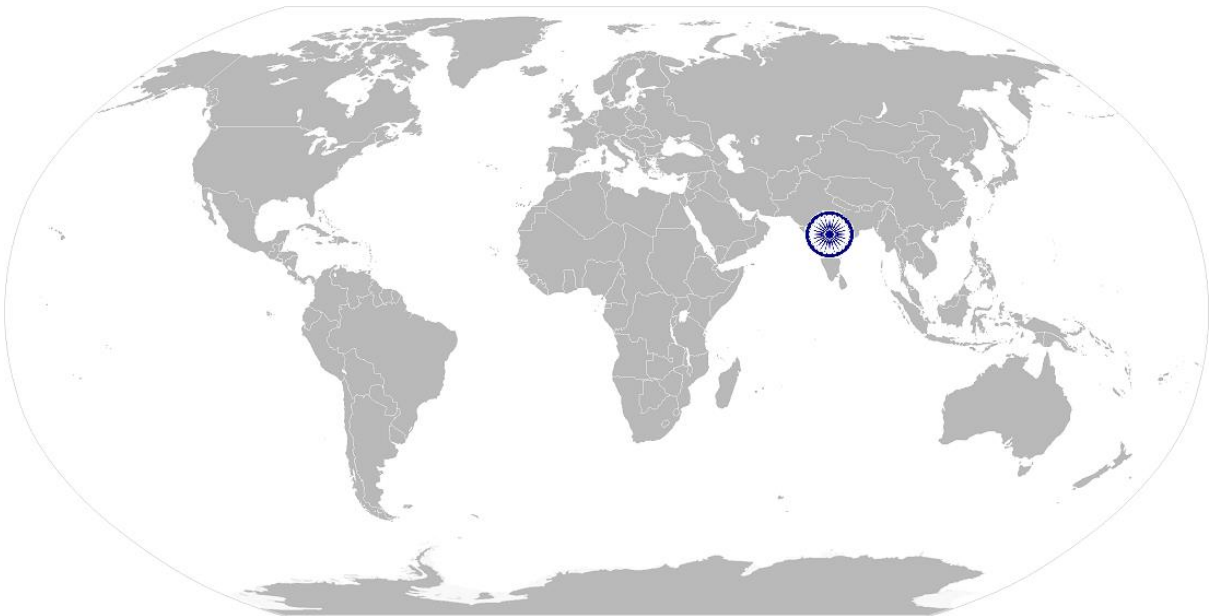
## NOS Version Control

<b>NOS Code</b>	<b>MES / N 1910</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>01</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>16/03/15</b>
<b>Industry Sub-sector</b>	<b>Television, Print, Radio, Digital</b>	<b>Last reviewed on</b>	<b>16/03/15</b>
<b>Occupation</b>	<b>Journalism</b>	<b>Next review date</b>	<b>16/03/17</b>



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# National Occupational Standard



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## Overview

This unit is about complying with various laws and regulations applicable to the journalism industry (including codes of conduct for various media)

<b>Unit Code</b>	<b>MES/ N 1911</b>
<b>Unit Title (Task)</b>	<b>Comply with Applicable Law and Regulation</b>
<b>Description</b>	This unit is about complying with various laws and regulations applicable to the journalism industry (including codes of conduct for various media)
<b>Scope</b>	<ul style="list-style-type: none"> <li>Familiarize oneself with each of the applicable legal and regulatory norms, codes of conduct and ethics using the respective source documents and training material</li> <li>Comply with the legal and regulatory requirements of the specific organization/ individual that is commissioning the content</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Familiarize oneself with applicable legal and regulatory norms</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand the applicable legal and regulatory framework that apply to one's work</p> <p>PC2. Identify instances where either one's own or someone else's work may not comply fully with the framework</p> <p>PC3. Understand the risks of non-compliance for oneself and the organization</p> <p>PC4. Escalate instances of non-compliance to one's editorial supervisor and/ or compliance officer as applicable</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Editorial standards, code of conduct and other ethical norms followed by the organization/ individual that is commissioning the content</p> <p>KA2. The mechanism for reporting non-compliance and what to do in instances where one's direct supervisor may also be non-compliant</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job may need to know and understand one or more of the following legal and regulatory concepts, and their implications:</p> <p>KB1. Press Council of India, Norms of Journalistic Conduct, 2005</p> <p>KB2. Code of ethics and core values such as impartiality, communal harmony and secularism</p> <p>KB3. Personal attacks/ commentary on an individual and potential litigation risks e.g. defamation, libel and slander</p> <p>KB4. What kind of information can and cannot be disclosed (e.g. matters that are sub judice, events that could ignite communal unrest etc.)</p> <p>KB5. Where the identify of a specific individual must not be disclosed (e.g. victims of rape and other grievous harm)</p> <p>KB6. How to correctly represent minority communities such as women, AIDS patients and other sections of society in a manner that is progressive, inclusive and maintains their dignity</p> <p>KB7. How to respect intellectual property, and the implications of using copyrighted material, infringement and plagiarism</p> <p>KB8. Understand the penalties (e.g. fines and imprisonment) for not complying</p>

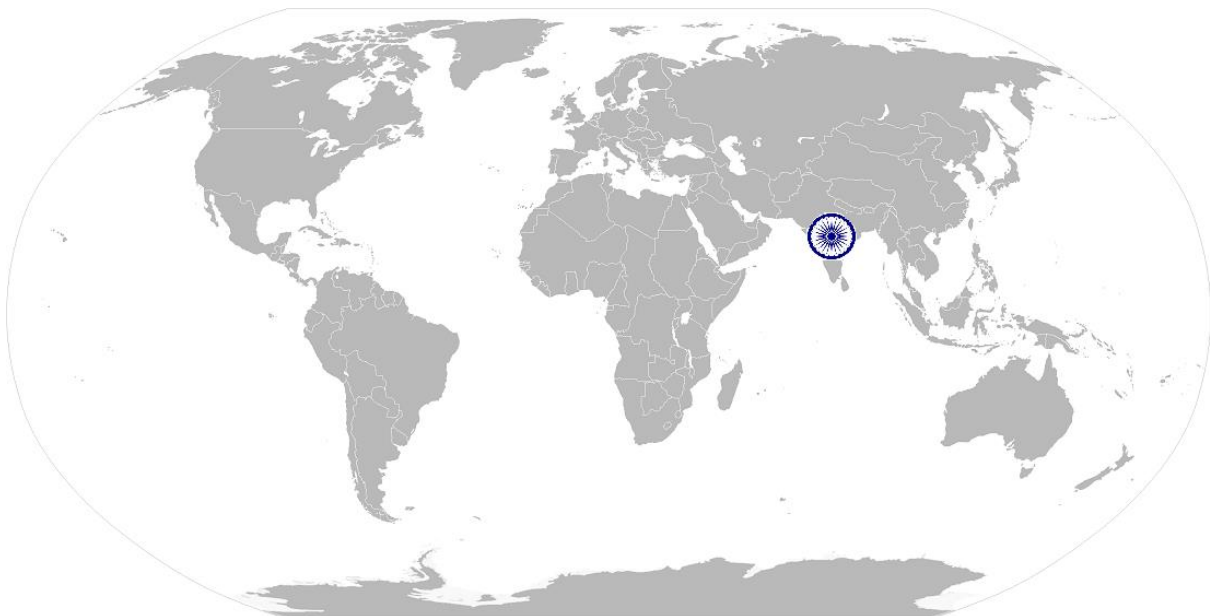
**Comply with Applicable Law and Regulation**

	<p>with these norms. In certain cases, fines may also extend to the employee's organization and/ or senior officials</p> <p>KB9. Keep updated with the legal and regulatory framework to ensure that non-compliance does not happen due to lack of knowledge/ awareness of a change in norms</p> <p>KB10. How to evaluate any risks of non-compliance to the individual's own health and safety and/ or other's around them</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to:
	SA1. Prepare written notes/ justification on compliance if needed
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA2. Read and comprehend applicable laws and codes of conduct
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB1. Make relevant decisions related to the area of work
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand:
	SB2. How to identify aspects of one's work that may not comply – and how to evaluate/ change the course of action accordingly
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand:
	SB3. How to critically evaluate one's own or someone else's work for non-compliance



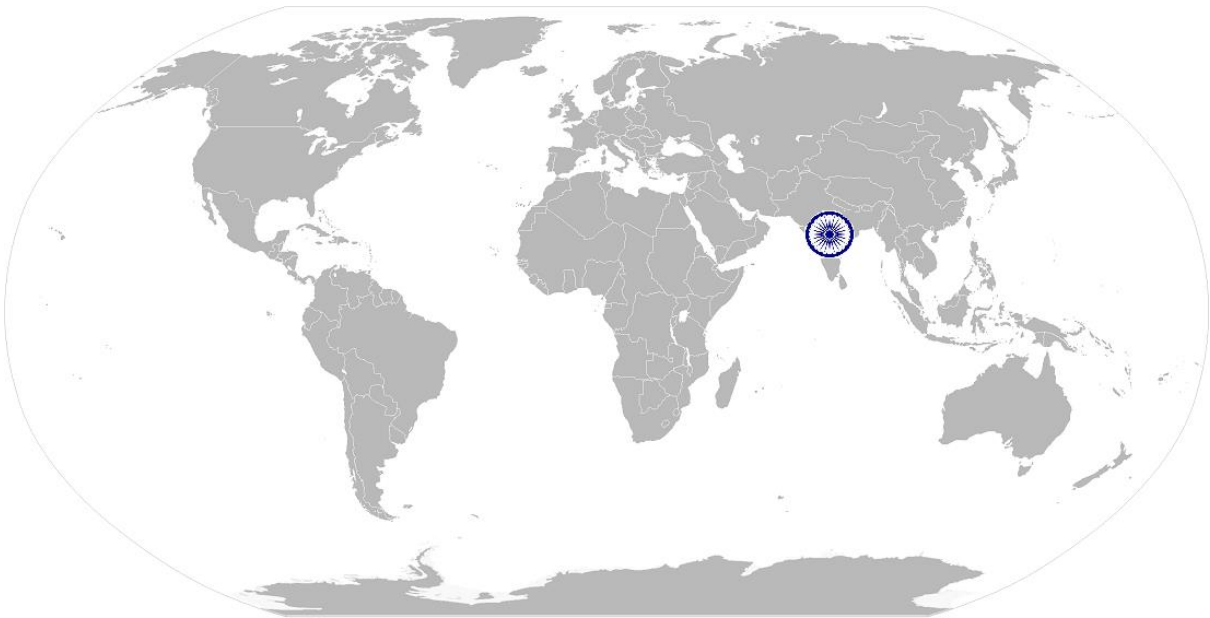
## NOS Version Control

NOS Code	MES / N 1911		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17



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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

Unit Code	MES/ N 1912
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	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Understanding the health, safety and security risks prevalent in the workplace</li> <li>Knowing the people responsible for health and safety and the resources available</li> <li>Identifying and reporting risks</li> <li>Complying with procedures in the event of an emergency</li> </ul>
Performance Criteria (PC) w.r.t. the Scope	
Element	Performance Criteria
Understanding the risks prevalent in the workplace	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand and comply with the organisation's current health, safety and security policies and procedures</p> <p>PC2. Understand the safe working practices pertaining to own occupation</p> <p>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</p> <p>PC4. Participate in organization health and safety knowledge sessions and drills</p>
Knowing the people responsible for health and safety and the resources available	<p>PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency</p> <p>PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</p>
Identifying and reporting risks	<p>PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety</p> <p>PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures</p> <p>PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>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</p>
Complying with procedures in the event of an emergency	<p>PC11. Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard</p> <p>PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority</p>
Knowledge and Understanding (K)	
<b>A. Organizational Context</b> (Knowledge of the company / organization and	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisation's norms and policies relating to health and safety</p> <p>KA2. Government norms and policies regarding health and safety and related emergency procedures</p> <p>KA3. Limits of authority while dealing with risks/ hazards</p>

its processes)	KA4. The importance of maintaining high standards of health and safety at a workplace
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The different types of health and safety hazards in a workplace</p> <p>KB2. Safe working practices for own job role</p> <p>KB3. Evacuation procedures and other arrangements for handling risks</p> <p>KB4. Names and contact numbers of people responsible for health and safety in a workplace</p> <p>KB5. How to summon medical assistance and the emergency services, where necessary</p> <p>KB6. Vendors' or manufacturers' instructions for maintaining health and safety while using equipments, systems and/or machines</p>
<b>Skills (S) (Optional)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA1. How to write and provide feedback regarding health and safety to the concerned people</p> <p>SA2. How to write and highlight potential risks or report a hazard to the concerned people</p>
	<b>Reading Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. Read instructions, policies, procedures and norms relating to health and safety</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Highlight potential risks and report hazards to the designated people</p> <p>SA5. Listen and communicate information with all anyone concerned or affected</p>
<b>B. Professional Skills</b>	<b>Decision making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Make decisions on a suitable course of action or plan</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Plan and organize people and resources to deal with risks/ hazards that lie within the scope of one's individual authority</p>
	<b>Problem Solving</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Apply problem solving approaches in different situations</p>
	<b>Critical Thinking</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Understand hazards that fall within the scope of individual authority and report all hazards that may supersede one's authority</p> <p>SB5. Apply balanced judgements in different situations</p>

## NOS Version Control

NOS Code	MES / N 1912		
Credits (NSQF)	TBD	Version number	01
Industry	Media & Entertainment	Drafted on	16/03/15
Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17

