

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

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### 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



### Qualifications Pack-Assignment Editor Introduction

**SECTOR:** MEDIA AND ENTERTAINMENT

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

**OCCUPATION:** Journalism

**REFERENCE ID:** MES/ Q 1906

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

**The Assignment Editor and other staff at the Assignment Desk are responsible for tracking news stories and developments, and allocation of resources to different stories.**

**Brief Job Description:** The assignment desk is often called the “nerve centre” of a news organization. It is usually staffed 24x7, and maintain a constant track of news stories and developments. This function is critical at organizations with high news flow – e.g. daily newspapers, 24-hour news TV channels. At the start of each day – the assignment desk will send out a list of stories to be covered and the proposed resource allocation. As the day progresses, the assignment desk will update this list with new developments and/or revised allocations.

**Personal Attributes:** Individuals in this job need to have excellent research and documentation skills. They must have strong presence of mind to track developments and identify any that may be important for the organization. They also play an important role in resource planning and allocation, and must possess the skills to prioritize stories and allocate resources accordingly.

#### Contact Us:

Media & Entertainment  
Skills Council

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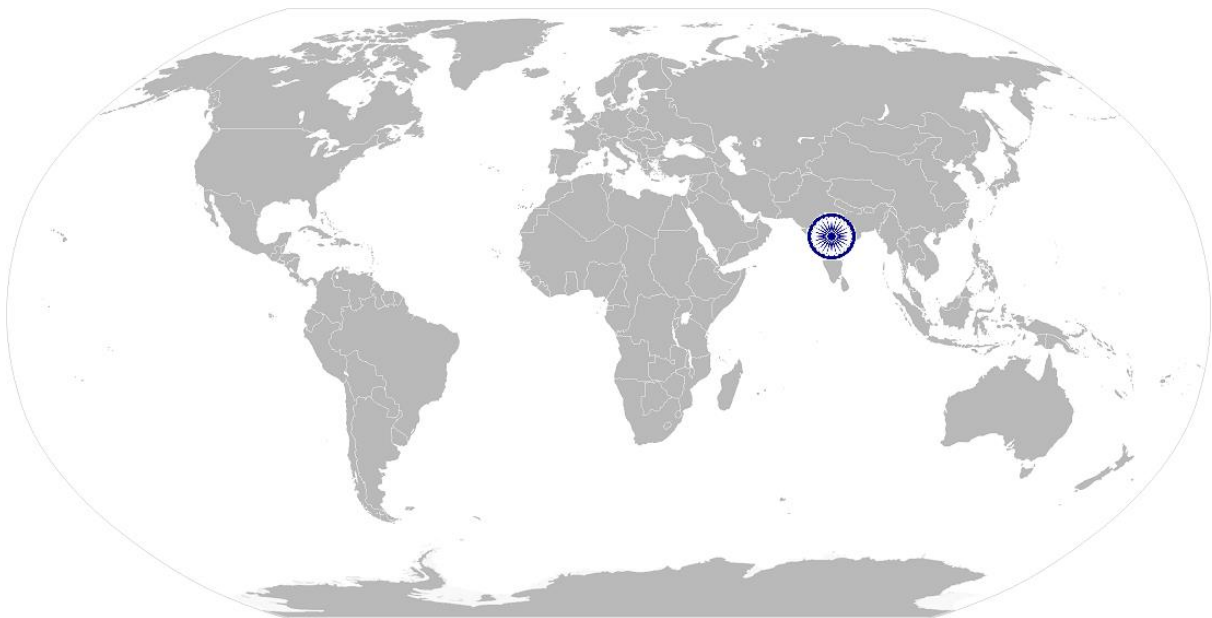
Qualifications Pack Code	Generate Ideas for Journalism Projects MES/ Q 1906		
Job Role	Assignment Editor This job role is applicable in both national and international scenarios		
Credits (NSQF)	TBD	Version number	01
Sector	Media and Entertainment	Drafted on	16/03/15
Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
Occupation	Journalism	Next review date	16/03/17

Job Role	Assignment Editor
Role Description	Part of the Assignment Desk – responsible for tracking news developments and allocating resources
NSQF Level	4 (Assignment Desk Staff), 6 (Team Leader)
Minimum Educational Qualifications	Graduate in Journalism/ Mass Media/ Mass Communication
Maximum Educational Qualifications	
Training (Suggested but not mandatory)	
Experience	Minimum 2-3 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 1903 Work on the Assignment Desk</a></li> <li><a href="#">MES/ N 1907 Understand Audio Visual Aids</a></li> <li><a href="#">MES/ N 1908 Computer Skills for Journalism and Media</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

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/ advertizing is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters (e.g. Femals, 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

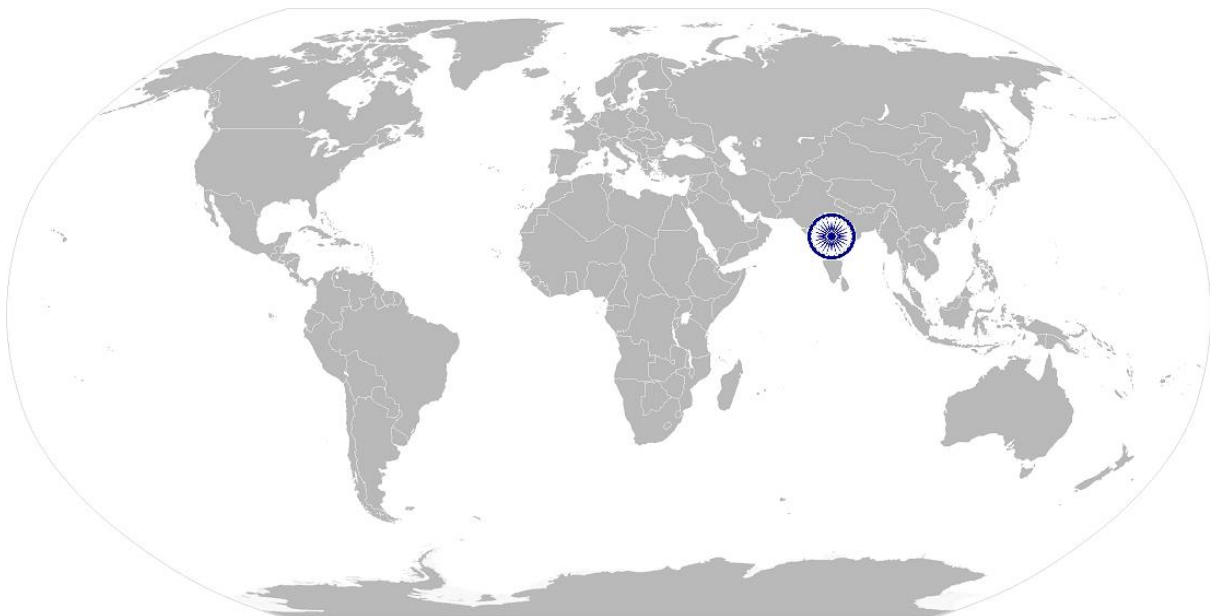
<b>Unit Code</b>	<b>MES/ N 1901</b>
<b>Unit Title (Task)</b>	<b>Generate Ideas for Journalism Projects</b>
<b>Description</b>	This unit is about generating new ideas for journalism projects and successfully evaluating the potential of these ideas
<b>Scope</b>	<ul style="list-style-type: none"> <li>Generate 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

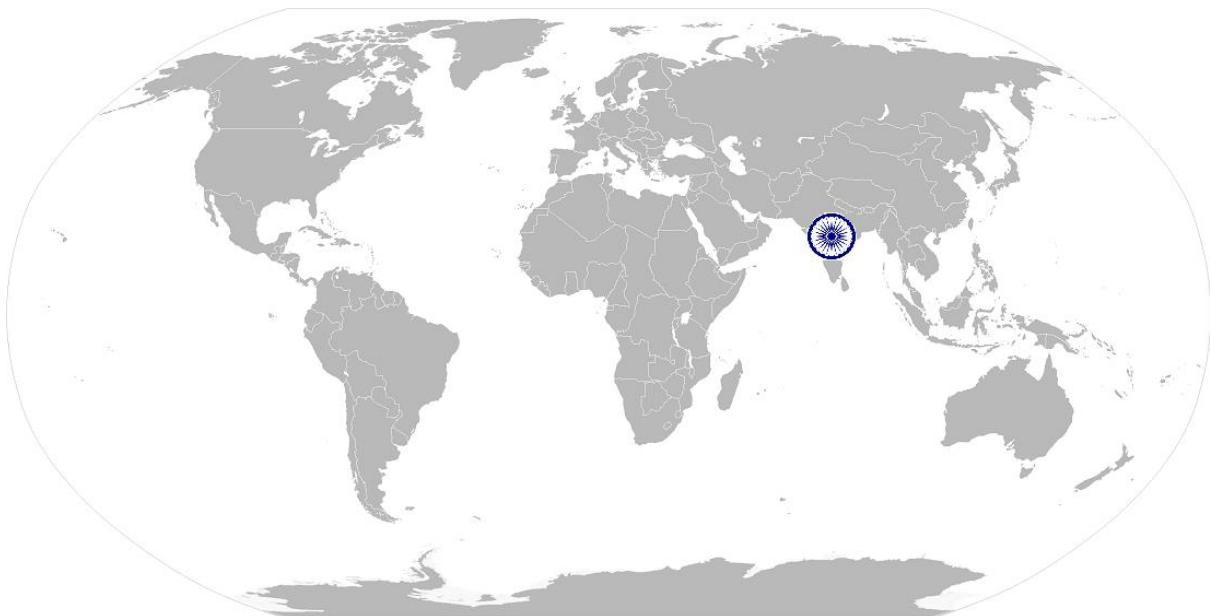
	<p>KB5. How to use storyboarding and ideation tools such as mind maps, fish bone diagrams and/ or other techniques. (This skill is most relevant for ideas generated for longer, analytical or feature-style coverage)</p> <p>KB6. Available resources and implications for selecting a particular idea on resources, 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
	<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

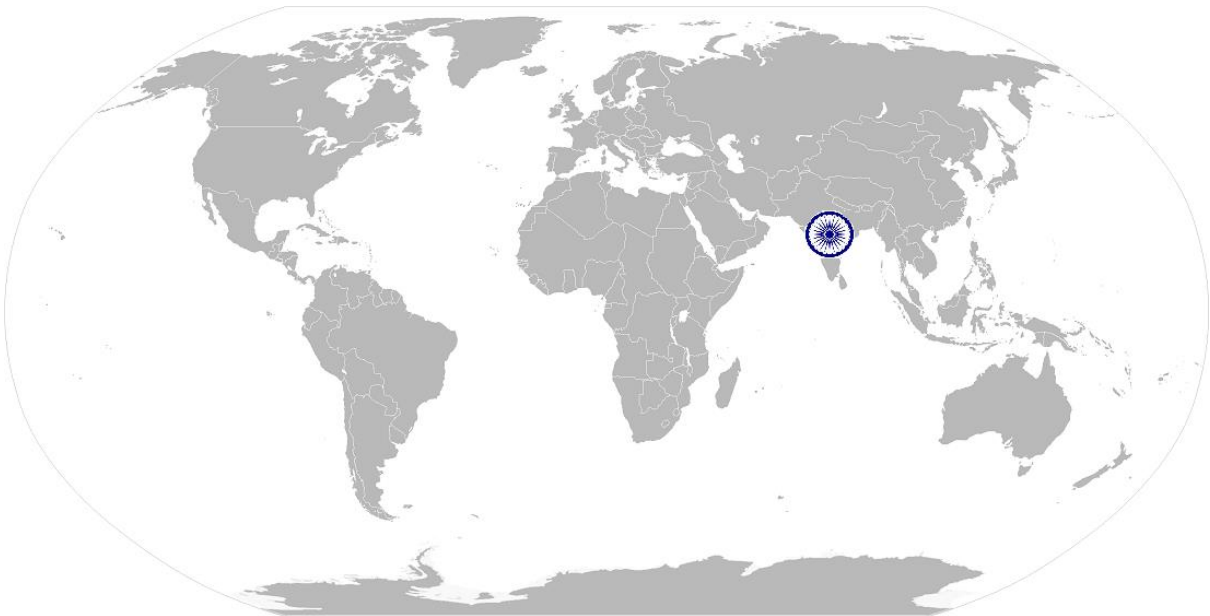
<b>NOS Code</b>	<b>MES / N 1901</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>01</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>16/03/15</b>
<b>Industry Sub-sector</b>	<b>Television, Print, Radio, Digital</b>	<b>Last reviewed on</b>	<b>16/03/15</b>
<b>Occupation</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 undertaking research, collecting background information and conducting accuracy checks for journalism projects

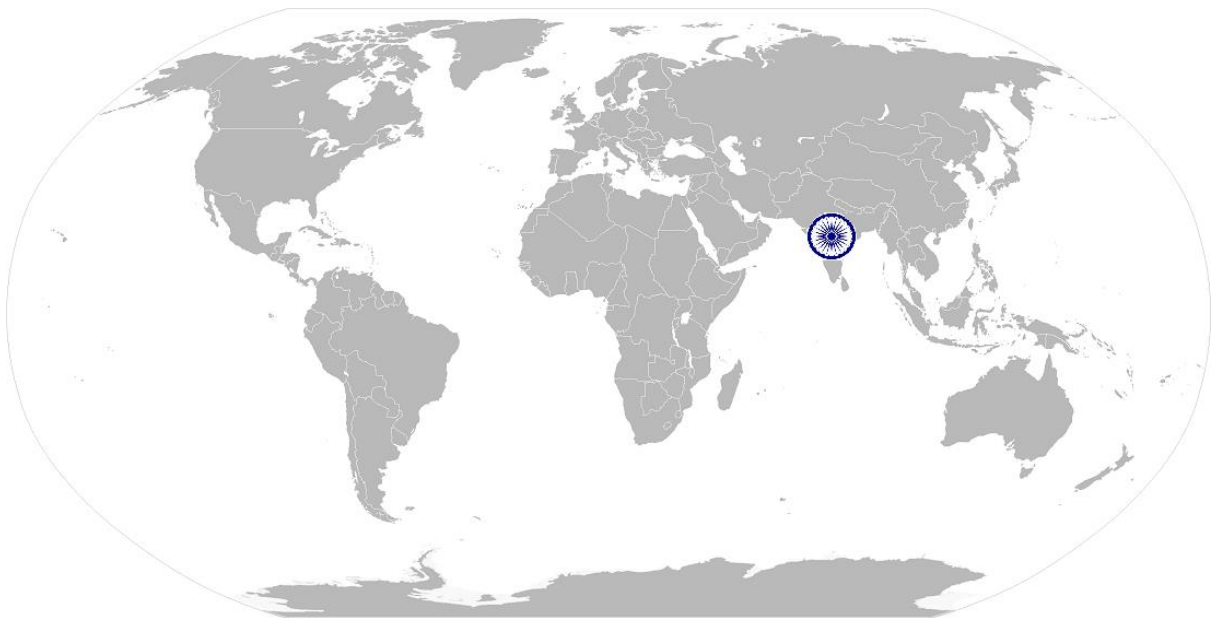
<b>Unit Code</b>	MES/ N 1902
<b>Unit Title (Task)</b>	Undertake Research for Journalism Projects
<b>Description</b>	This unit is about undertaking research, collecting background information and conducting accuracy checks for journalism projects
<b>Scope</b>	<ul style="list-style-type: none"> <li>This 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>

## Undertake Research for Journalism Projects

	KB7. How to evaluate a story/ idea/ concept for risks including those to the 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 tracking news stories/ upcoming events, preparing a daily coverage plan and assigning stories to reporters and correspondents

<b>Unit Code</b>	<b>MES/ N 1903</b>
<b>Unit Title (Task)</b>	<b>Work on the Assignment Desk</b>
<b>Description</b>	This unit is about tracking news stories/ upcoming events, preparing a daily coverage plan and assigning stories to reporters and correspondents
<b>Scope</b>	<ul style="list-style-type: none"> <li>Work on the Assignment Desk, which is often known as the “nerve center” of a news organization. It constantly tracks news flow and developments (often on a 24x7 basis) and is also responsible for resource allocation to different stories.</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Work on the assignment desk</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Track news flow and events from a range of sources and maintain a running list/ diary of events/ stories that can be covered</p> <p>PC2. Understand the suitability of different events/ stories to the organization and prioritize them for coverage</p> <p>PC3. Assess the resources available for coverage (e.g. reporters, camerapersons, equipment and connectivity) – and allocate them appropriately</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 – this is especially important as staff on the assignment desk need to continuously check and verify facts with their sources</p> <p>KB3. How to verify information, undertake background checks and confirm the accuracy of any facts that are gathered. The assignment editor has an important role as a fact checker in the newsroom, especially in the case of breaking news, live telecasts and news bulletins</p> <p>KB4. How to prepare and maintain an ongoing diary of events/ story tracker</p> <p>KB5. How to compile different story ideas (anticipated events, ideas sent by reporters, developing stories etc.) and prepare a daily coverage plan (also called a “day plan”). This document is often used as a base document to conduct editorial meetings</p> <p>KB6. Resources available for news coverage at the organization – e.g. reporters, camera crew, equipment (e.g. cameras, microphones), news vans (OB vans), satellite phones, transport options and available budgets</p>



	<p>KB7. How to prioritize stories and allocate resources to them – based on a range of criteria such as importance, urgency, relevance to target audience, staff strengths and resource/ budget constraints</p> <p>KB8. In the case of broadcast and digital media – how to identify stories that require live coverage and allocate resources and equipment accordingly</p> <p>KB9. In cases of conflict/ breaking news – how to prioritize and divert resources to more important stories</p> <p>KB10. How to evaluate a story/ idea/ concept 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 story trackers and coverage plans
	SA2. Prepare resource allocation lists
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to:
	SA1. Undertake background research, gather references and collect information
	SA2. 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:
	SA3. Undertake background research and collect information by conversing with people
	SA4. Effectively communicate with other people in the newsroom on story prioritization and resource allocation
<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
	SB2. How to prioritize stories and allocate resources based on a range of factors
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to:
	SB3. Allocate limited resources to a range of different stories
	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>Problem Solving</b>
	The user/individual on the job needs to know and understand:
	SB6. How to prioritize stories and allocate limited resources based on a set of decision-making criteria
	SB7. How to manage conflict/ breaking news situations, including diverting resources to more important stories

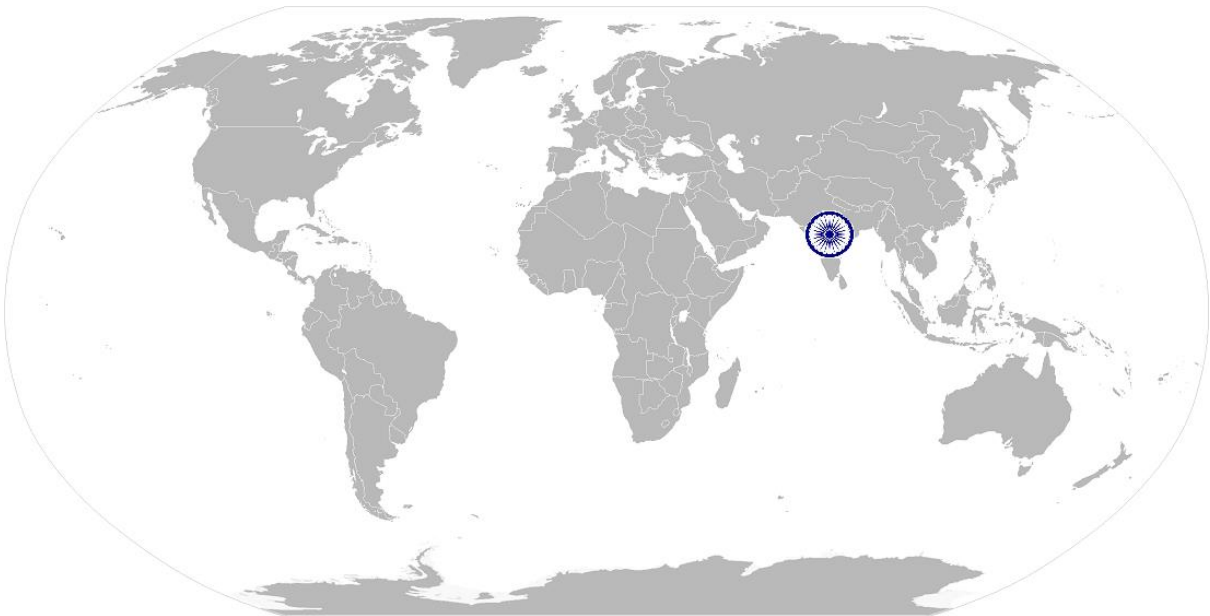
## NOS Version Control

NOS Code	MES / N 1903		
Credits (NSQF)	TBD	Version number	01
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Industry Sub-sector	Television, Print, Radio, Digital	Last reviewed on	16/03/15
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# National Occupational Standard



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## Overview

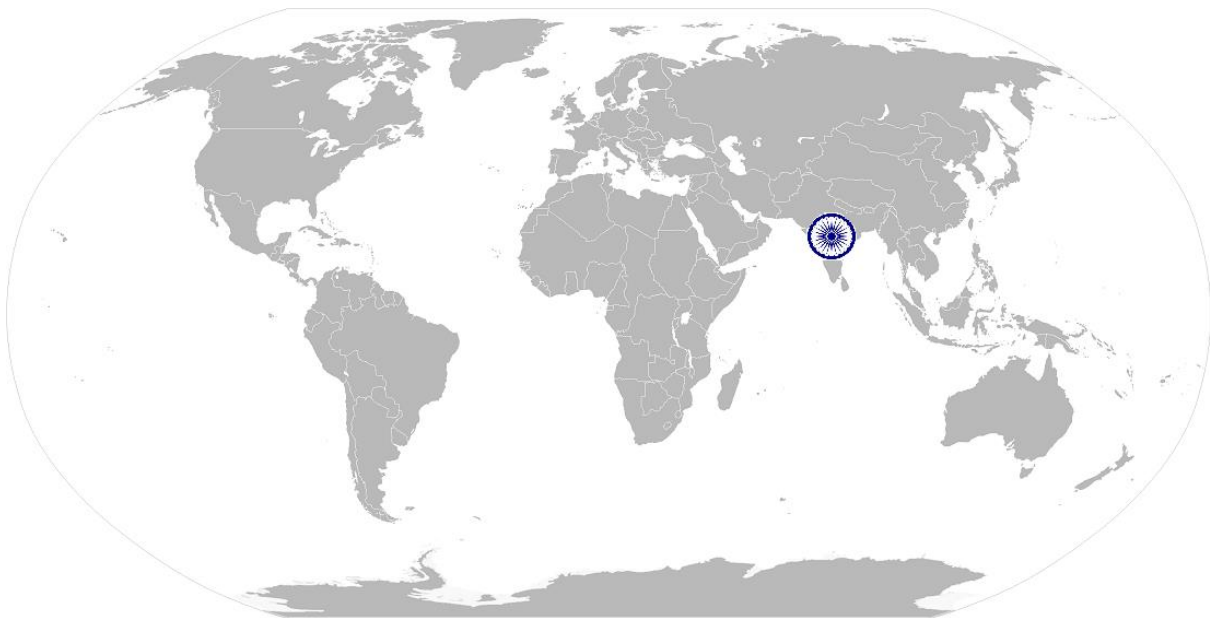
This unit is about identifying different types of audio visual aids and evaluating their suitability based on the story and medium

<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>

	<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

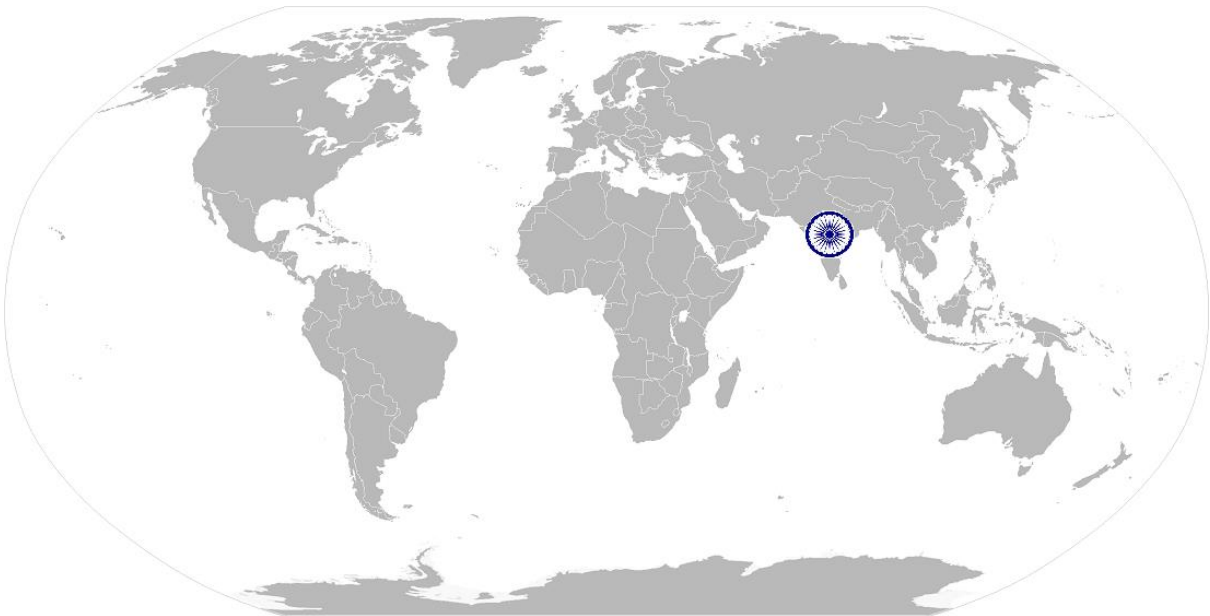
<b>NOS Code</b>	<b>MES / N 1907</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>01</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>16/03/15</b>
<b>Industry Sub-sector</b>	<b>Television, Print, Radio, Digital</b>	<b>Last reviewed on</b>	<b>16/03/15</b>
<b>Occupation</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 operating and functional knowledge of various computer applications and software used in the journalism industry

## Computer Skills for Journalism and Media

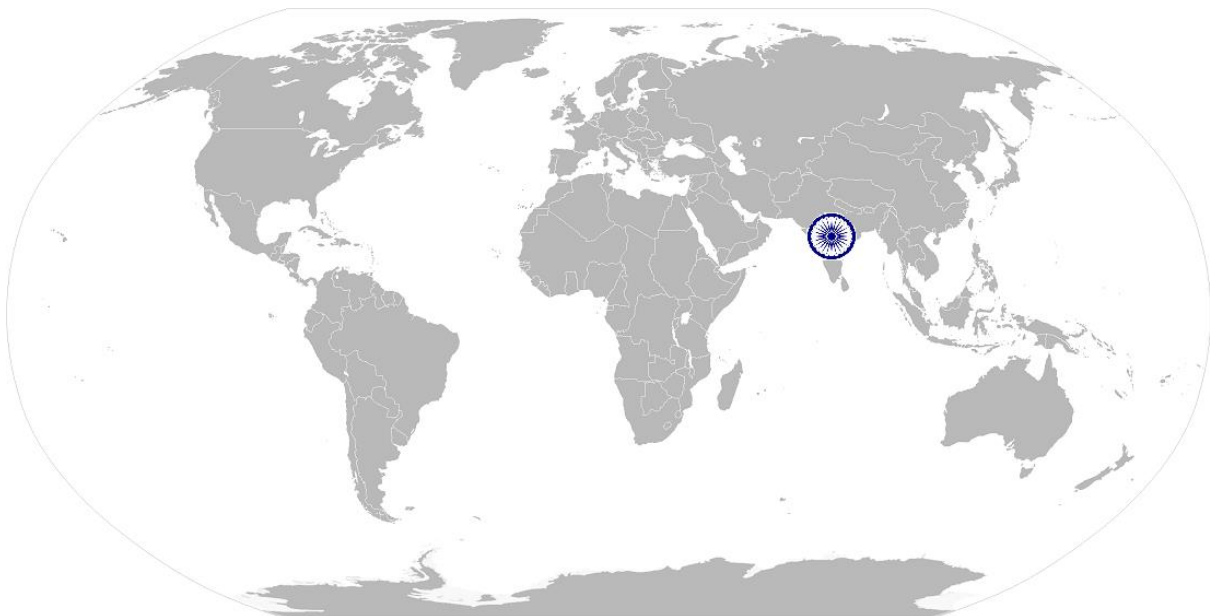
National Occupational Standard

<b>Unit Code</b>	MES/ N 1908
<b>Unit Title (Task)</b>	<b>Computer Skills for Journalism and Media</b>
<b>Description</b>	This unit is about operating and functional knowledge of various computer applications and software used in the journalism industry
<b>Scope</b>	<ul style="list-style-type: none"> <li>This unit covers computer applications, software and computing skills needed for various roles in the news/ journalism environment, including: news room control systems, pagination and layout, graphic design, audio and video editing, word processing</li> <li>Each of these software/ computing skills can be taught separately at various degrees of advancement. At this stage the attempt is to set an overarching standard and provide a comprehensive list of tools in use, 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>Computer skills for journalism and media</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand which software, application and/ or tool is most relevant to the task at hand</p> <p>PC2. Correctly operate the software, possess knowledge of the various functionalities and have the necessary skills to deliver end products</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. The computing tools that are used by the organization/ individual that is commissioning the content</p> <p>KA3. Any pre-requisites/ constraints under which the computing tools must be used – e.g. channel branding, publication dimensions and specifications etc.</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 computing applications, software and/ or tools:</p> <p>KB1. News room control systems (NRCS) – e.g. iNews (Avid), Octopus, EMPS and Inception (Ross)</p> <p>KB2. Pagination and layout software – e.g. Quark Xpress, Adobe InDesign, Adobe Pagemaker, Adobe Acrobat, Pagemaker (Aldus) and Page Plus</p> <p>KB3. Audio and Video Editing software – Avid, Final Cut Pro (Apple), Adobe Premier and Windows Movie Maker</p> <p>KB4. Graphic Design, Illustration and Image Editing – Adobe Photoshop, Adobe Illustrator, Corel Draw etc. (Note: this is a specialized skill and may require knowledge of separate standards under the occupation cluster of Art &amp; Design for Print &amp; Advertising)</p> <p>KB5. Microsoft Office tools – MS Word, MS Powerpoint and MS Excel</p> <p>KB6. How to evaluate any risks 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>
	The user/ individual on the job needs to know and understand how to: SA1. Write/ input commands into the computing tool
	<b>Reading Skills</b>
	The user/individual on the job needs to know and understand how to: SA2. Read/ comprehend prompts from the computing tool
<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 computing tool, functionalities 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 associated with delivering different types of end products using the computing tool SB3. Plan own work and work for additional staff according to deadlines SB4. Manage within the agreed budget and minimize overruns
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand: SB5. The typical concern areas, error messages and troubleshooting tips for the computing tool

## NOS Version Control

<b>NOS Code</b>	<b>MES / N 1908</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>	MES/ N 1911
<b>Unit Title (Task)</b>	Comply with Applicable Law and Regulation
<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>

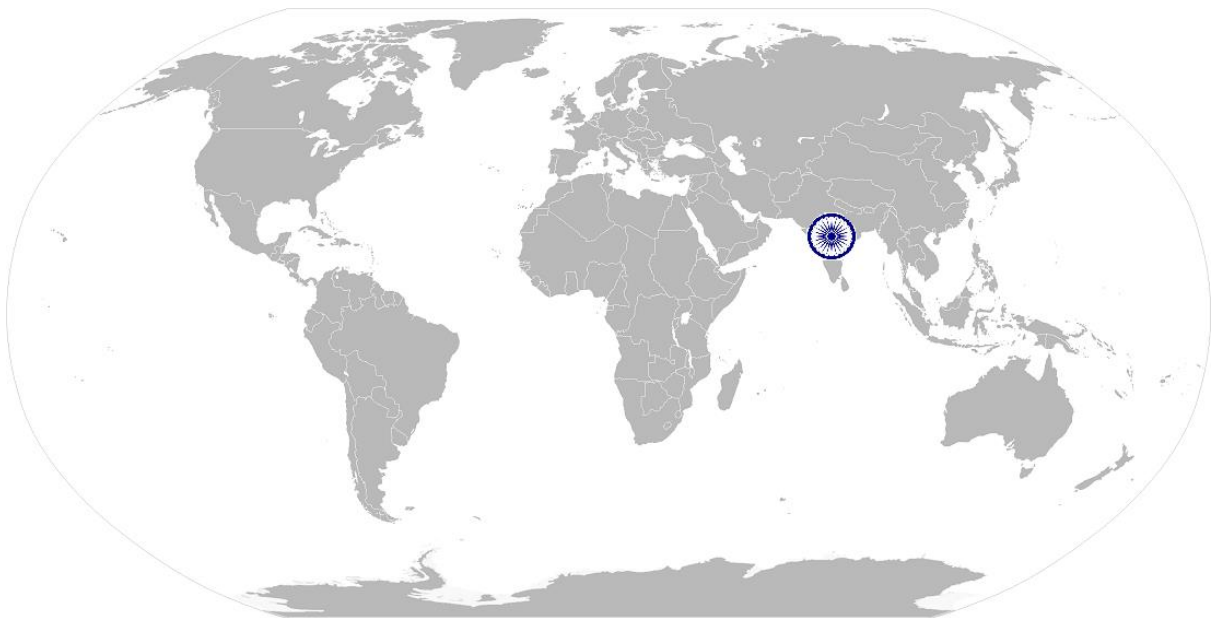


**Comply with Applicable Law and Regulation**

	<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

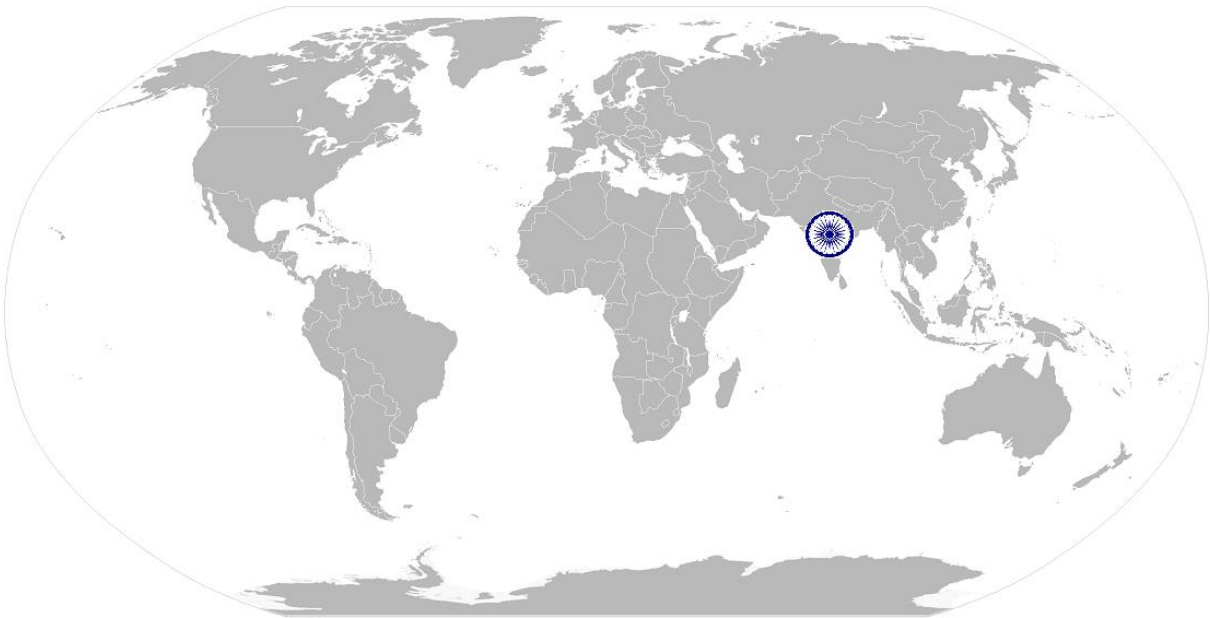
## NOS Version Control

<b>NOS Code</b>	<b>MES / N 1911</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 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

