



# GRAPHIC DESIGNER

QP Code: MES/Q0601

Version: 3.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
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## Qualification Pack

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## Qualification Pack

### MES/Q0601: GRAPHIC DESIGNER

#### Brief Job Description

Graphic designer creates visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for various applications such as advertisements, brochures, magazines, and corporate reports etc. with high visual impact.

#### Personal Attributes

The individual in this role must be creative with high degree of professional responsibility and timeliness with deadlines. He/she in this role has to be open-minded, willing to try new things and comfortable taking advice from unexpected sources. Individual must not be colour blind at any stage.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N0104: Maintain Workplace Health & Safety](#)
2. [MES/N0601: Interpret graphic visualisation brief](#)
3. [MES/N0602: Manage graphic tools](#)
4. [MES/N0603: Visualise and generate design](#)
5. [MES/N0604: Create and edit graphic design](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Advertising, Print, Out-of-home, Digital
<b>Occupation</b>	Art and Design
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	18

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<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015-2166.0501
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class with 1 Year of experience Relevant Experience OR 10th Class with 3 Years of experience Relevant Experience OR 10th Class + I.T.I with 1 Year of experience Relevant Experience
<b>Minimum Level of Education for Training in School</b>	9th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQC Approval Date</b>	24/02/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/ME/MESC/06898
<b>NQR Version</b>	3.0

### Remarks:

Next Review Date 25/01/2027

## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

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

#### Elements and Performance Criteria

##### *Understanding the health, safety and security risks prevalent in the workplace*

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

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

##### *Knowing the people responsible for health and safety and the resources available*

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

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

##### *Identifying and reporting risks*

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

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

##### *Complying with procedures in the event of an emergency*

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

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

## Generic Skills (GS)

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

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority



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

## Assessment Criteria

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



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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Qualification Pack

### MES/N0601: Interpret graphic visualisation brief

#### Description

This OS unit is about understanding the production requirements and planning the process and workflow

#### Elements and Performance Criteria

##### *Create the visual concept as per assignments*

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

- PC1.** create design layout based on job brief (dimensions, operating platforms, etc.)
- PC2.** sketch visual themes as per project requirement and relate the base idea, theme and concept
- PC3.** identify client branding (color scheme, logo, target audience, etc.)
- PC4.** evaluate brand value and competitors

##### *Constructing an approach and planning the process*

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

- PC5.** construct the visual platform as per project indicators (television, film, print, gaming etc.)
- PC6.** prepare graphics of theme based on project relevant to his / her job role (format, number, types, duplicates etc.)
- PC7.** combine images using layer masks and add text to designs

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the project pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose of the design that needs to be created
- KU4.** how to maintain consistency with idea, theme, style and concept defined in the brief
- KU5.** the technique and workflow followed in the organization
- KU6.** how to source materials for research and reference
- KU7.** how to express ideas using techniques like mind maps, moodboards, storyboards, etc.
- KU8.** applicable copyright norms and intellectual property rights
- KU9.** applicable health and safety guidelines pertaining to working for long periods on edit machines

#### Generic Skills (GS)

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

- GS1.** document decisions on the processes involved and techniques to be used with reasons
- GS2.** document other areas (e.g. requirements of the target audience, market, end-product, reference links and videos) that may be relevant for the team

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- GS3.** read and understand the script and determine requirements
- GS4.** read about emerging techniques in production
- GS5.** read user manuals for equipment and software
- GS6.** read about the tastes and preferences of the target audience and the market where the end-product intends to be distributed
- GS7.** understand the creative vision of the brief and work to resolve any issues
- GS8.** communicate with team members, relay instructions, collaborate and resolve issues with members of the post-production team handling different aspects/processes to determine the effort involved for the activities that would need to be performed.
- GS9.** manage decision on suitable course of action
- GS10.** plan the activities, workflow, resourcing and timelines in accordance with the creative and technical requirements
- GS11.** manage deadlines successfully on time
- GS12.** work well in a fast-paced environment
- GS13.** check that their own work meets customer requirements
- GS14.** identify any issues that may arise during post-production and find solutions to address them
- GS15.** how to have a keen eye for detail and maintain an aesthetic sense towards the final output
- GS16.** appraise the quality of the raw footage gathered to ensure it is in line with the initial concept and quality standards

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create the visual concept as per assignments</i>	<b>20</b>	<b>50</b>	-	-
<b>PC1.</b> create design layout based on job brief (dimensions, operating platforms, etc.)	5	15	-	-
<b>PC2.</b> sketch visual themes as per project requirement and relate the base idea, theme and concept	5	15	-	-
<b>PC3.</b> identify client branding (color scheme, logo, target audience, etc.)	5	15	-	-
<b>PC4.</b> evaluate brand value and competitors	5	5	-	-
<i>Constructing an approach and planning the process</i>	<b>15</b>	<b>15</b>	-	-
<b>PC5.</b> construct the visual platform as per project indicators (television, film, print, gaming etc.)	5	5	-	-
<b>PC6.</b> prepare graphics of theme based on project relevant to his / her job role (format, number, types, duplicates etc.)	5	5	-	-
<b>PC7.</b> combine images using layer masks and add text to designs	5	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0601
<b>NOS Name</b>	Interpret graphic visualisation brief
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Advertising, Print, Out-of-home, Digital
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0602: Manage graphic tools

#### Description

This OS unit is about managing equipment and material throughout the design process.

#### Elements and Performance Criteria

##### *Preparing tools for the designing process*

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

- PC1.** gather rawstock imageries/material (e.g. photographs, clipart, image filters) and select relevant material that can be used for designing.
- PC2.** sort and keep the material ready for the production process.
- PC3.** ensure software / equipment is ready for use (e.g. photoshop, scanner, etc.)

##### *Managing interim work-products during production*

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

- PC4.** create tools in line with pictorial representations (brush, pickers of different size and colors)
- PC5.** save back-ups for interim work-products in the appropriate file formats

##### *Ensuring work-products are ready to display as per requirements*

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

- PC6.** ensure final work-products are prepared in appropriate file formats (e.g. psd, .ai, .cdr, etc.) and appropriate medium (e.g. dvd, cd and digital flash drives)
- PC7.** clear logs/data and keep the software and equipment ready for future use

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the purpose and intended use of the end-product
- KU2.** the creative and technical specifications of the work-product, including the quality standards expected of the final output
- KU3.** the intended distribution/exhibition mediums for the production
- KU4.** establish data management and work flow systems
- KU5.** how to maintain quality control as production scales
- KU6.** how to work on relevant equipment and software e.g. photoshop, illustrator, coreldraw, indesign, printer, scanner, etc.
- KU7.** the format, resolution and quality in which the material would be needed
- KU8.** the storage media relevant to the type of production
- KU9.** file-naming conventions appropriate to the production
- KU10.** how to keep abreast of changes in technology and update skills accordingly
- KU11.** applicable health and safety guidelines

#### Generic Skills (GS)

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

- GS1.** prepare documentation, including charts, to accompany the work-product
- GS2.** read and understand the user and technical specifications of equipment and software
- GS3.** discuss and understand requirements and specifications by the supervisor
- GS4.** discuss any problems with the brief that could impact the production process and solicit suggestions for resolving them
- GS5.** plan and prioritize work according to the requirements
- GS6.** understand upcoming technical advancement on the quality aspects for equipment uses, the resources and services.
- GS7.** manage decision on suitable course of action
- GS8.** check that own and/or peer's work meets customer requirements.
- GS9.** undertake troubleshooting the problems of computer system.
- GS10.** monitor the nature and quality of vendor materials, tools and equipment



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparing tools for the designing process</i>	<b>15</b>	<b>35</b>	-	-
<b>PC1.</b> gather rawstock imageries/material (e.g. photographs, clipart, image filters) and select relevant material that can be used for designing.	5	15	-	-
<b>PC2.</b> sort and keep the material ready for the production process.	5	15	-	-
<b>PC3.</b> ensure software / equipment is ready for use (e.g. photoshop, scanner, etc.)	5	5	-	-
<i>Managing interim work-products during production</i>	<b>10</b>	<b>20</b>	-	-
<b>PC4.</b> create tools in line with pictorial representations (brush, pickers of different size and colors)	5	10	-	-
<b>PC5.</b> save back-ups for interim work-products in the appropriate file formats	5	10	-	-
<i>Ensuring work-products are ready to display as per requirements</i>	<b>10</b>	<b>10</b>	-	-
<b>PC6.</b> ensure final work-products are prepared in appropriate file formats (e.g. psd, .ai, .cdr, etc.) and appropriate medium (e.g. dvd, cd and digital flash drives)	5	5	-	-
<b>PC7.</b> clear logs/data and keep the software and equipment ready for future use	5	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0602
<b>NOS Name</b>	Manage graphic tools
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Advertising, Print, Out-of-home, Digital
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0603: Visualise and generate design

#### Description

This OS unit is about cutting down the production of raw material and arranging them on a timeline to create a sequential output that meets production requirements

#### Elements and Performance Criteria

*Generate visuals and design ideas appropriate for the brief*

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

- PC1.** collect relevant data to support design
- PC2.** list the design concept to be conceptualized
- PC3.** relate the concept with meaningful graphics
- PC4.** illuminate the design with indicative messages accurately
- PC5.** identify the elements of production which are relevant as per the creative brief and inputs provided
- PC6.** present the idea, theme and concept to the peers
- PC7.** configure exact vocal representation relevant to the data to support design

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the production process followed by the organization
- KU2.** the creative vision and elements of production relevant to his/her job role
- KU3.** the project pipeline/schedule and timelines relevant to their work
- KU4.** the intended purpose of the design that need to be created
- KU5.** how to organize the collected data
- KU6.** how to present the visualized data and collect feedback
- KU7.** the elements and principles of design
- KU8.** how to create digital design layouts
- KU9.** the implication of the format on the quality of the end-product
- KU10.** applicable copyright norms and Intellectual Property Rights

#### Generic Skills (GS)

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

- GS1.** document notes on the process and arranging them in a professional manner
- GS2.** document notes and project specifications for guidance and reference
- GS3.** read and understand the script and determine requirements
- GS4.** gather, organize and store stock images, cliparts, photographs for use in projects

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- GS5.** gather suitable references from various sources for use during production
- GS6.** research attributes of the genre, language, culture, region of the production to determine aspects that may need to be reflected in the final output
- GS7.** understand the creative vision and technical requirements that need to be complied with the brief
- GS8.** discuss interim/final work with peers and superiors and solicit their feedback on
- GS9.** liaise with relevant people in a way that supports the production process
- GS10.** plan and prioritize work according to the requirements
- GS11.** finalize the design as per the project requirement
- GS12.** check that own and/or peer's work meets customer requirements.
- GS13.** work effectively in a customer facing environment.
- GS14.** address comments on the interim/final work-products and make changes accordingly
- GS15.** have a keen eye for detail and maintain an aesthetic sense towards colour, shapes, forms and software capabilities of the final output while planning the workflow and tools required.
- GS16.** appraise the quality of own work to ensure it is inline with the expected quality standards

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Generate visuals and design ideas appropriate for the brief</i>	<b>35</b>	<b>65</b>	-	-
<b>PC1.</b> collect relevant data to support design	5	15	-	-
<b>PC2.</b> list the design concept to be conceptualized	5	15	-	-
<b>PC3.</b> relate the concept with meaningful graphics	5	5	-	-
<b>PC4.</b> illuminate the design with indicative messages accurately	5	15	-	-
<b>PC5.</b> identify the elements of production which are relevant as per the creative brief and inputs provided	5	5	-	-
<b>PC6.</b> present the idea, theme and concept to the peers	5	5	-	-
<b>PC7.</b> configure exact vocal representation relevant to the data to support design	5	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0603
<b>NOS Name</b>	Visualise and generate design
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Advertising, Print, Out-of-home, Digital
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0604: Create and edit graphic design

#### Description

This OS unit is about creating original graphic illustrations and visuals that meets production requirements.

#### Elements and Performance Criteria

##### *Create & edit raster images independently*

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

- PC1.** select graphic elements in accordance with the design idea
- PC2.** freeze the color choice based on the design idea
- PC3.** create graphics according to the design idea, requirements, specifications

##### *Create & edit vector images independently*

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

- PC4.** create vector artworks and illustrations
- PC5.** select the color output based on the final style required

##### *Create & edit digital design independently*

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

- PC6.** create single/multi page documents appropriate to the designs specification
- PC7.** prepare the final document as per the target platform specification

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the project pipeline/schedule and timelines relevant
- KU3.** the intended purpose of the design that needs to be created
- KU4.** how to select the right editing/drawing software tools required for the job
- KU5.** how to source images
- KU6.** techniques like image restoration and retouching techniques
- KU7.** how to design vector graphics that is consistent with design idea
- KU8.** how to create graphics that is consistent with the creative look of the project
- KU9.** how to design the layout appropriate for the given product specification (website, game, animation, film, advertising, television, etc.)
- KU10.** how to design single page and multipage documents that convey structured information
- KU11.** applicable copyright norms and intellectual property rights

#### Generic Skills (GS)

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

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- GS1.** document notes on the process and arranging them in a professional manner
- GS2.** document notes and specifications for guidance and reference
- GS3.** read and understand the script and determine requirements
- GS4.** gather, organize and store stock images, cliparts, photographs for use in projects
- GS5.** gather suitable references from various sources for use during production
- GS6.** research attributes of the genre, language, culture, region of the production to determine aspects that may need to be reflected in the final output
- GS7.** understand the creative vision and technical requirements that need to be complied with the brief
- GS8.** discuss interim/final workpeers and superiors and solicit their feedback on improvements
- GS9.** liaise with relevant people in a way that supports the production process
- GS10.** manage creative decisions as per the client inputs
- GS11.** plan and prioritise work as per the client requirements.
- GS12.** work under the deadline provided by client
- GS13.** have a keen eye for detail and maintain an aesthetic sense towards colour shapes, forms and software capabilities of the final output
- GS14.** plan and prioritize work according to the requirements
- GS15.** plan and prioritize work according to the requirements
- GS16.** manage deadlines successfully on time
- GS17.** work well in a fast-paced environment
- GS18.** address comments on the interim / final work-products and make changes accordingly
- GS19.** appraise the quality of own work to ensure it is inline with the expected quality standards



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create &amp; edit raster images independently</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> select graphic elements in accordance with the design idea	5	5	-	-
<b>PC2.</b> freeze the color choice based on the design idea	5	5	-	-
<b>PC3.</b> create graphics according to the design idea, requirements, specifications	5	5	-	-
<i>Create &amp; edit vector images independently</i>	<b>10</b>	<b>25</b>	-	-
<b>PC4.</b> create vector artworks and illustrations	5	15	-	-
<b>PC5.</b> select the color output based on the final style required	5	10	-	-
<i>Create &amp; edit digital design independently</i>	<b>10</b>	<b>25</b>	-	-
<b>PC6.</b> create single/multi page documents appropriate to the designs specification	5	10	-	-
<b>PC7.</b> prepare the final document as per the target platform specification	5	15	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0604
<b>NOS Name</b>	Create and edit graphic design
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Advertising, Print, Out-of-home, Digital
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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

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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

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

### *Financial and Legal Literacy*

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

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

### *Essential Digital Skills*

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

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

### *Entrepreneurship*

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

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

### *Customer Service*

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

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

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**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings



## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

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

## Qualification Pack

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



## Qualification Pack

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

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	5
MES/N0601.Interpret graphic visualisation brief	35	65	-	-	100	15
MES/N0602.Manage graphic tools	35	65	-	-	100	15
MES/N0603.Visualise and generate design	35	65	-	-	100	15
MES/N0604.Create and edit graphic design	35	65	-	-	100	40
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>210</b>	<b>340</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>100</b>



## Acronyms

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

## Qualification Pack

### Glossary

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

## Qualification Pack

<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
<b>BUDGET</b>	Budget is an estimate of the total cost of production that may include a break-up of cost components
<b>CONTINUITY</b>	Continuity represents the seamless transition from one shot to another
<b>COPYRIGHT LAWS</b>	A legal framework linked to intellectual property and the rights given to creators of original products/ concepts
<b>SCREENPLAY</b>	Screenplay is the script coupled with key characteristics of the scene and directions for acting
<b>SCRIPT</b>	Script is a structured narrative of a story
<b>SECTOR</b>	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.
<b>SUB-SECTOR</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>TARGET AUDIENCE</b>	Group of people at who content/ advertising is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters

## Qualification Pack

<b>VERTICAL</b>	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
<b>OCCUPATION</b>	Occupation is a set of job roles, which perform similar/related set of functions in an industry
<b>FUNCTION</b>	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
<b>SUB-FUNCTION</b>	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
<b>JOB ROLE</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>OCCUPATIONAL STANDARDS (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>PERFORMANCE CRITERIA</b>	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
<b>NATIONAL OCCUPATIONAL STANDARDS (NOS)</b>	NOS are Occupational Standards which apply uniquely in the Indian context.
<b>QUALIFICATION PACK CODE</b>	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
<b>QUALIFICATION PACK (QP)</b>	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
<b>UNIT CODE</b>	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an alphanumeric™.
<b>UNIT TITLE</b>	Unit Title gives a clear overall statement about what the incumbent should be able to do.
<b>DESCRIPTION</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>SCOPE</b>	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.

## Qualification Pack

<p><b>KNOWLEDGE AND UNDERSTANDING</b></p>	<p>Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.</p>
<p><b>ORGANIZATIONAL CONTEXT</b></p>	<p>Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.</p>
<p><b>TECHNICAL KNOWLEDGE</b></p>	<p>Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>CORE SKILLS/GENERIC SKILLS</b></p>	<p>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.</p>