Make-Up Artist

QP Code: MES/Q1801

Version: 3.0

NSQF Level: 4

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

Contents

MES/Q1801: Make-Up Artist

Brief Job Description

Individuals at this job are responsible for the design and execution of make-up for artists

Personal Attributes

This job requires the individual to understand make-up requirements and identify the design and look for each artist. The individual must have a good understanding of the principles of cosmetology and theory of skin, colour, bruising etc. The individual must be able to select the appropriate make-up products and use relevant techniques to create the required look for artists. The individual must also be aware of the common diseases, allergies, disorders and reactions that could be caused by/ could impact make-up application.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N1801: Identify Hair & make Up Requirements

2. MES/N1802: Manage Hair, Make & Prosthetic supplies

3. MES/N1803: Prepare for altering the artists appperance

4. MES/N1804: Apply Make Up & Special effects

5. MES/N1807: Manage Helpers & Trainees

6. MES/N0104: Maintain Workplace Health & Safety

7. DGT/VSQ/N0102: Employability Skills (60 Hours)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair and Make-Up
Country	India
NSQF Level	4

Credits	15
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 5142.04
Minimum Educational Qualification & Experience	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQC Approval Date	24/02/2022
Version	3.0
Reference code on NQR	2022/ME/MESC/06900
NQR Version	3.0

Remarks:

MES/N1801: Identify Hair & make Up Requirements

Description

This OS unit is about understanding hair and make-up requirements to meet the demands of Director, Production Designer and/or artists

Elements and Performance Criteria

Understandingrequirements

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

PC1. understand the number of characters or artists for whom hair and/or make-up design is required, in consultation with/supervision of senior designers if necessary

PC2. understand hair and make-up requirements (e.g. natural look for anchors/ presenters, prosthetics / injuries/ stains for special effects, glamorous / period/ ageing for actors etc.) from the director/ production designer/artist and design/ continuity requirements from the script (where applicable

PC3. recognize when special requirements and effects are required to produce the design

Obtaining ideas about characters look

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

PC4. access sources needed to research the creative aspects of the look based on the requirements

Identifying the designconcept

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

PC5. produce and finalize design ideas which are consistent with the script and sensitive to its characterization, in consultation with/supervision of senior designers and artists if necessary

Determining theproductionrequirements

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

PC6. understand the creative and technical requirements required to execute the look

PC7. realistically estimate the amount of preparation time, budget and resources required for the type of production being worked on, in consultation with/supervision of senior designers and producers if necessary

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the creative and technical requirements of the production

KU2. the technical, resource, budget and time constraints applicable

KU3. the creative preferences and prejudices of the director/ production designer/artists

KU4. the role and requirements of key departments be liaised with, especially costumes, camera and lighting where the team has the maximum interaction

KU5. the principles of cosmetology and hair care

KU6. the theory of skin and hair

KU7. the human anatomy and face structure

KU8. the fundamentals and principles of drawing and colour theory

KU9. techniques of applying screen/ stage/ fashion/ corrective make-up

KU10. theory of bruising and application techniques including blood, dirt etc.

KU11. the history of make-up, including period styles and techniques

KU12. the features, advantages and disadvantages of different hair and make-up products (such as eye-liners, hair spray etc.), tools (such as combs, brushes etc.) and equipment (such as dryers, straighteners etc.)

KU13. how to assess the artists look from the script and through discussions with the producer, director/ production designer

KU14. how to estimate the cost and time it would take to create the look keeping in mind the creative requirements

KU15. health and safety guidelines, including safe usage of hair and make-up products, common allergies etc.

Generic Skills (GS)

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

GS1. make notes to capture creative requirements of the director/ production designer / artists

GS2. document estimates of time, budget and resources required to achieve creative requirements

GS3. read and understand the script and perform a break-down for hair and make-up design and continuity

GS4. research references for hair and make-up designs that can be used for production

GS5. interpret the information collected with the original design idea agreed with the director/ production designer

GS6. understand requirements from the director/ production designer and artists

GS7. finalise the design concept with the director/ production designer/artist

GS8. decide the creative look for artists keeping in mind the requirements of the script, director/ production designer and/ or artists

GS9. take appropriate action in the event of shortfalls in the availability, quantity and quality of materials, staff or facilities

GS10. find alternatives and modify facilities when what is provided is inadequate

GS11. anticipate over-spending on the budget and agree on suitable solutions

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Understandingrequirements	**15**	**40**	**-**	**-**
PC1. understand the number of characters or artists for whom hair and/or make-up design is required, in consultation with/supervision of senior designers if necessary	5	15	-	-
PC2. understand hair and make-up requirements (e.g. natural look for anchors/ presenters, prosthetics / injuries/ stains for special effects, glamorous / period/ ageing for actors etc.) from the director/ production designer/artist and design/ continuity requirements from the script (where applicable	5	15	-	-
PC3. recognize when special requirements and effects are required to produce the design	5	10	-	-
Obtaining ideas about characters look	**5**	**5**	**-**	**-**
PC4. access sources needed to research the creative aspects of the look based on the requirements	5	5	-	-
Identifying the designconcept	**10**	**5**	**-**	**-**
PC5. produce and finalize design ideas which are consistent with the script and sensitive to its characterization, in consultation with/supervision of senior designers and artists if necessary	10	5	-	-
Determining theproductionrequirements	**10**	**10**	**-**	**-**
PC6. understand the creative and technical requirements required to execute the look	5	10	-	-
PC7. realistically estimate the amount of preparation time, budget and resources required for the type of production being worked on, in consultation with/supervision of senior designers and producers if necessary	5	-	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1801
NOS Name	Identify Hair & make Up Requirements
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair & Make-up
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N1802: Manage Hair, Make & Prosthetic supplies

Description

This OS unit is about managing hair, make-up and prosthetics resources and supplies, and making purchases whenever necessary

Elements and Performance Criteria

Evaluating material and equipment

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

PC1. evaluating materials on quality, quantity, type, costs

PC2. determine the amount and quality of resources, materials, tools and equipment required to meet design specifications

PC3. determine where and how resources should be labeled, stored and arranged

Selecting and purchasing relevant products/ services

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

PC4. select the providers of materials and equipment and purchase adequate quantity and type of products, in line with creative, technical and budgetary requirements, in consultation with/supervision of senior designers and producers if necessary

Monitoring stocks

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

PC5. monitor and replenish stock of hair, make-up or prosthetics resources, as per requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the hair, make-up and prosthetics design concept agreed upon with the director/ production designer and artists

KU2. the creative and technical requirements of the production

KU3. the technical, resource, budget and time constraints applicable

KU4. the list of vendors from whom the organization has procured materials and supplies in the past

KU5. special requirements of the director/ production designer / artists (if any)

KU6. the role and requirements of key departments be liaised with, especially costumes, camera and lighting where the team has the maximum interaction

KU7. the principles of cosmetology, hair care and prosthetics application

KU8. the features, characteristics, advantages, disadvantages, costs etc. of different types of materials, tools and equipment

KU9. common skin diseases, allergies, disorders and reactions

KU10. where and how to source make up, hair and prosthetics materials, tools and equipment

KU11. how to select materials, tools and equipment that suits the artists skin type and conditions

KU12. how to obtain special materials or equipment based on artists physical needs or artistic preferences

KU13. how to handle products to avoid damage or spillages

KU14. where and how resources should be labeled, stored and arranged

KU15. health and safety guidelines, including common allergies that could occur from using materials

Generic Skills (GS)

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

GS1. make an accurate list of resources to be purchased along with details such as quantity, cost, vendor name etc

GS2. fill out a purchase order form/petty cash form and get the appropriate

GS3. keep accurate records of what you have ordered and what has been supplied

GS4. keep accurate records of expenditure and associated documents, receipts etc.

GS5. update stock records as appropriate

GS6. refer to hair, make-up or prosthetics designs, vendor catalogues, websites etc. to gather information on materials to be purchased

GS7. read the production schedules and deadlines to ensure that materials are available in advance

GS8. communicate effectively with vendors, in consultation with/supervision of senior designers and producers if necessary

GS9. discuss and agree on the final list of resources to be purchased with the director/ production designer and/ or the artists

GS10. liaise with the finance departments to receive cash for purchases

GS11. select the correct quantity and types of materials required, taking into account the design, production schedules and deadlines

GS12. select materials and equipment vendors who are able to meet the creative and budgetary requirements

GS13. ensure that the materials, tools and equipment are sourced prior to commencement of production

GS14. be creative and imaginative as per the changes or updations in the story or characters

GS15. take appropriate action in the event of shortfalls in the quantity and quality of materials, staff or facilities

GS16. monitor expenditure and anticipate budget over-spending and agree suitable solutions

GS17. deal with supply delays promptly and effectively

GS18. check products to ensure they are not damaged and arrange replacement, where required

GS19. monitor the nature and quality of vendors materials, tools and equipment for future purchases

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Evaluating material and equipment	**25**	**35**	**-**	**-**
PC1. evaluating materials on quality, quantity, type, costs	10	10	-	-
PC2. determine the amount and quality of resources, materials, tools and equipment required to meet design specifications	5	15	-	-
PC3. determine where and how resources should be labeled, stored and arranged	10	10	-	-
Selecting and purchasing relevant products/ services	**5**	**15**	**-**	**-**
PC4. select the providers of materials and equipment and purchase adequate quantity and type of products, in line with creative, technical and budgetary requirements, in consultation with/supervision of senior designers and producers if necessary	5	15	-	-
Monitoring stocks	**10**	**10**	**-**	**-**
PC5. monitor and replenish stock of hair, make-up or prosthetics resources, as per requirements	10	10	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1802
NOS Name	Manage Hair, Make & Prosthetic supplies
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair & Make-up
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N1803: Prepare for altering the artists appperance

Description

This OS unit is about preparing to alter the artists appearance in accordance with requirements

Elements and Performance Criteria

Organizing and arranging work area, materials, tools, equipment
To be competent, the user/individual on the job must be able to:

PC1. prepare, organize and keep workstation materials, equipment and on-set kit fully stocked, tidy and hygienic

PC2. explain hair and/or make up procedures to artists and invite their questions

PC3. prepare the skin and scalp appropriately for the type of contact material used

PC4. take measurements of the appropriate head and body areas for preparation of wigs, masks etc.

PC5. arrange fittings and appointments with artists within production deadlines

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the basic make up and/or hair work materials and equipment required for the workstation and on set kit

KU2. the creative and technical requirements of the production

KU3. the technical, resource, budget and time constraints applicable

KU4. the production schedules and dates on which specific looks would need to be created for artists

KU5. the principles of cosmetology and hair care

KU6. how to undertake a script breakdown and understand shot-wise hair and make-up requirements

KU7. how to interpret the look of each character accurately

KU8. how to identify whether time affects the look of the character at the beginning and as the story unfolds

KU9. how to label material containers clearly with complete information necessary for safe use.

KU10. how to carry out a skin analysis and identify potential skin allergies and reactions

KU11. how to carry out hair elasticity tests

KU12. how to clean the skin surface and apply exfoliators, creams, bleach, lotions to skin and body parts

KU13. appropriate methods of skin and scalp preparation

KU14. the techniques of removing body hair including waxing, shaving etc.

KU15. safe and hygienic methods to store, handle and dispose of make-up and/orhair equipment, tools, hazardous substances

KU16. health and safety legislation applicable to make up and/or hair equipment and hazardous substances

Generic Skills (GS)

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

GS1. label and store materials, tools and equipment, so that they are easily accessible when required

GS2. record key measurements of the head and body area for preparing wigs, masks etc.

GS3. read the script and understand hair-and make-up requirements (as applicable)

GS4. read production schedules and understand looks that would need to be maintained throughout the duration of the shoot, and dates on which specific looks would need to be created (as applicable)

GS5. check with artists about past allergies and other sensitivities

GS6. advise artists of procedures and possible discomfort that the change of appearance may cause

GS7. discuss the artists look with the costume, camera and lighting teams to ensure that the required look would meet requirements and would be appealing

GS8. organise materials, tools and equipments in advance and prior to production

GS9. recognize and deal with infectious or contagious skin and/or hair conditions that could contaminate make up and/or hair materials and equipment

GS10. identify and avoid potential infection, adverse hair and/or skin reaction and personal discomfort for artists and take appropriate action

GS11. determine if the items fit in accordance with your measurements of the artist and whether some additional trimming will be required

GS12. make sure that sufficient materials and equipment are available and in good working order, prior to the start of the shoot

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Organizing and arranging work area, materials, tools, equipment	**40**	**60**	-	-
PC1. prepare, organize and keep workstation materials, equipment and on-set kit fully stocked, tidy and hygienic	10	10	-	-
PC2. explain hair and/or make up procedures to artists and invite their questions	5	15	-	-
PC3. prepare the skin and scalp appropriately for the type of contact material used	10	10	-	-
PC4. take measurements of the appropriate head and body areas for preparation of wigs, masks etc.	10	15	-	-
PC5. arrange fittings and appointments with artists within production deadlines	5	10	-	-
NOS Total	**40**	**60**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1803
NOS Name	Prepare for altering the artists appperance
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair & Make-up
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N1804: Apply Make Up & Special effects

Description

This OS unit is about altering the artists appearance using make up and maintaining its continuity throughout the production schedule

Elements and Performance Criteria

Altering the artists look

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

PC1. apply selected make-up to achieve the desired effect on camera and maintaining continuity during shoots (where required)

PC2. assist in the maintenance of continuity of the artists appearance

PC3. remove the make-up carefully to reduce artists discomfort

Selecting appropriate techniques

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

PC4. check that the selected make-up is appropriate to the required look, need for durability, dressing techniques and is compatible with artists skin type

PC5. position artists in the most appropriate position to minimize personal discomfort

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the basic make up materials and equipment required

KU2. the creative and technical requirements of the production

KU3. the technical, resource, budget and time constraints applicable

KU4. the production schedules and dates on which specific looks would need to be created for artists

KU5. environmental factors at the shooting venue e.g. temperature, humidity etc. and lighting and camera requirements

KU6. the principles of cosmetology and hair care

KU7. the fundamentals of skin theory

KU8. the human anatomy and face structure

KU9. the fundamentals and principles of drawing and colour theory

KU10. techniques of applying screen/ stage/ fashion/ corrective make-up

KU11. theory of bruising and application techniques including blood, dirt etc.

KU12. techniques of contouring

KU13. the history of make-up, including period styles and techniques

KU14. the features, characteristics, advantages, disadvantages, costs etc. of different types of materials, tools and equipment

KU15. common skin diseases, allergies, disorders and reactions

KU16. appropriate methods of skin and scalp preparation

KU17. factors (design requirements, face and head shape of artists etc.) to be considered while applying make-up

KU18. how to handle products to avoid damage or spillages

KU19. make up & special effects application techniques and their correct sequence

KU20. how to ensure that makeup is sustained under different shooting conditions

KU21. the techniques of airbrushing

KU22. how to clean, shape and apply polish to nails

KU23. how to remove make-up safely

KU24. how to carry out the necessary tests to check for harmful reactions caused by removers, make-up etc.

KU25. health and safety guidelines, including safe usage of hair and make-up products, common allergies etc.

Generic Skills (GS)

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

GS1. keep complete and accurate records of make-up continuity details for all artists

GS2. access information to confirm complexion and resultant make-up and special effects required for artists

GS3. gather suitable references to use during application

GS4. check with artists about past allergies and other sensitivities

GS5. clearly and fully inform artists of the process of applying make-up and ensure they are positioned comfortably

GS6. advise artists how to maintain make-up throughout the production schedule as appropriate

GS7. select make-up and other material which is compatible to the artists skin type

GS8. ensure that the required look is created within the required preparation time

GS9. take action if make up causes adverse skin reactions

GS10. take appropriate action when make-up or special effects disintegrate under shooting conditions

GS11. accommodate for changes in the script or due to atmospheric/ weather changes

GS12. minimize personal discomfort to artists

GS13. check artists make-up against specifications for continuity

GS14. be creative and imaginative as per the changes or updations in the story or characters

GS15. have a keen eye for detail and maintain an aesthetic sense towards colour shapes, forms and the final output

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Altering the artists look	**25**	**45**	**-**	**-**
PC1. apply selected make-up to achieve the desired effect on camera and maintaining continuity during shoots (where required)	10	15	-	-
PC2. assist in the maintenance of continuity of the artists appearance	10	15	-	-
PC3. remove the make-up carefully to reduce artists discomfort	5	15	-	-
Selecting appropriate techniques	**15**	**15**	**-**	**-**
PC4. check that the selected make-up is appropriate to the required look, need for durability, dressing techniques and is compatible with artists skin type	10	5	-	-
PC5. position artists in the most appropriate position to minimize personal discomfort	5	10	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1804
NOS Name	Apply Make Up & Special effects
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair & Make-up
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N1807: Manage Helpers & Trainees

Description

This OS unit is about managing helpers and trainees while producing the required hair, make-up and prosthetics according to the design brief

Elements and Performance Criteria

Communicating information

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

PC1. inform, or assist in informing, trainees/helpers of the hair, make-up and prosthetics process and of their responsibilities and role in the process

PC2. ensure, or assist in ensuring, that the trainees/helpers know how to find and operate the materials, tools and equipments that will be required during the process

PC3. provide clear and precise instructions to trainees/helpers during the process and ensure they are working effectively to meet the production schedule

Ensuring that trainees/ helpers assist correctly

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

PC4. monitor and evaluate the work of trainees/helpers in an effective, unobtrusive and objective manner

PC5. provide trainees/helpers with the opportunity to contribute and try out the work for themselves

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the creative and technical requirements of production

KU2. the technical, resource, budget and time constraints applicable

KU3. the production schedules and dates by when hair, make-up or prosthetics would need to be created

KU4. the work areas, process and activities involved

KU5. how to plan the work for helpers/trainees and assign responsibilities

KU6. how to use and/or operate the materials, tools and equipments required during the hair, make-up or prosthetics process

KU7. the resources available for training helpers/trainees

KU8. how to utilize the resources available in the best possible manner

KU9. how to provide constructive feedback that could help helpers/trainees improve their performance

KU10. legislation, regulations and codes of practice that are applicable to managing other people and to the work being undertaken

KU11. how to ensure that trainees adhere to applicable health and safety requirements at all times

Generic Skills (GS)

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

GS1. document plan for workers that encapsulates their role and responsibilities in the hair, make-up or prosthetics process

GS2. advise trainees on the appropriate use of standard procedures, materials, tools and equipments

GS3. encourage trainees to ask questions regarding aspects of the design brief

GS4. provide constructive individual feedback to trainees on their work and encourage them to improve future performance

GS5. read and research any production specifications, where necessary and communicate with the team

GS6. plan the hair, make-up and prosthetics process and activities and identify activities where helpers/trainees could assist

GS7. monitor the work of trainees and demonstrate how they could address potential problems

GS8. find workable solutions promptly for any problems which could adversely impact upon the production schedule

GS9. report any problems concerning the management of trainees

GS10. evaluate own performance in the management of trainees and consult the relevant person for feedback

GS11. check that team work meets project creative requirements

GS12. identify issues that may arise during production/ probe into issues highlighted by the production team and explore options to resolve them proactively

GS13. assign action plan for all team members as per their skills

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Communicating information	**20**	**40**	-	-
PC1. inform, or assist in informing, trainees/helpers of the hair, make-up and prosthetics process and of their responsibilities and role in the process	5	10	-	-
PC2. ensure, or assist in ensuring, that the trainees/helpers know how to find and operate the materials, tools and equipments that will be required during the process	10	15	-	-
PC3. provide clear and precise instructions to trainees/helpers during the process and ensure they are working effectively to meet the production schedule	5	15	-	-
Ensuring that trainees/ helpers assist correctly	**20**	**20**	-	-
PC4. monitor and evaluate the work of trainees/helpers in an effective, unobtrusive and objective manner	10	10	-	-
PC5. provide trainees/helpers with the opportunity to contribute and try out the work for themselves	10	10	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1807
NOS Name	Manage Helpers & Trainees
Sector	Media & Entertainment
Sub-Sector	Film, Television, Advertising
Occupation	Hair & Make-up
NSQF Level	4
Credits	TBD
Version	1.0
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Qualification Pack

Transforming the skill landscape

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 though 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:

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 activites

GS21. Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority

GS22. Apply balanced judgments in different situations

Assessment Criteria

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

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

National Occupational Standards (NOS) Parameters

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

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:

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.

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

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

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

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

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

National Occupational Standards (NOS) Parameters

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

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.

2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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/N1801.Identify Hair & make Up Requirements	40	60	-	-	100	20
MES/N1802.Manage Hair, Make & Prosthetic supplies	40	60	-	-	100	20
MES/N1803.Prepare for altering the artists appperance	40	60	-	-	100	20
MES/N1804.Apply Make Up & Special effects	40	60	-	-	100	15
MES/N1807.Manage Helpers & Trainees	40	60	-	-	100	10
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	**270**	**380**	**-**	**-**	**650**	**100**

Acronyms

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

Glossary

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

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
COLOUR GRADING	Colour grading is the process of modifying/enhancing the colour of productions
COMPOSITING	Compositing is the process of combining layers of images/elements into a single frame
COMPUTER-GENERATED EFFECT	Computer-generated effects is the process of creating illusionary images for use in productions
CREATIVE BRIEF	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
DIGITAL INTERMEDIATE	Digital Intermediate is the process of altering the colour characteristics of a digital version of the production

EDITING	Editing is the process of organizing, cutting and putting together audio, visual footage to prepare an accurate, condensed and consistent final output that communicates the expected content
FOOTAGE	Recorded medium in any media
INGEST	Ingest is the process of importing the relevant audio visual files and/or images to the computer's hard disk and uploading them to the editing software
MODELING	Modeling is the process of creating three-dimensional models for animation using a specialised software application.
RENDERING	Rendering is the process of converting three-dimensional models into two-dimensional images with 3D effects
ROTOSCOPY	Rotoscopy is the process of breaking down content into individual frames, tracing out individual images and altering content according to requirements
SCREEN CONVERSION	Screen conversion is the process of conversion from 2D to 3D
SOUND EDITING	Editing of sound materials with/ without visuals
VISUAL EFFECTS	Visual effects is the process of integrating live-action footage with computer-generated effects
TIMELINES	It is a basic part of editing software to view/ cut material
SECTOR	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
SUB-SECTOR	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
VERTICAL	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
FUNCTION	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
SUB-FUNCTIONS	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.

JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OCCUPATIONAL STANDARDS (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
PERFORMANCE CRITERIA	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
NATIONAL OCCUPATIONAL STANDARDS (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
QUALIFICATION PACK CODE	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
QUALIFICATION PACK	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.