



# Social Media Executive

QP Code: MES/Q0702

Version: 3.0

NSQF Level: 4

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

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## MES/Q0702: Social Media Executive

### Brief Job Description

Individual in this job will handle all the social media activities for their company/multiple clients in order to create brand awareness. It comprises of ideating, coordinating, executing social media campaigns, promotions and advertisements. The individual is responsible for the regular posting, sharing and updating the social media activities on all the major social media networks.

### Personal Attributes

The individual must have good written and oral communication skills. The person should be a quick learner with an ability to comprehend and communicate information effectively. The individual is also required to have good analytical and quantitative skills to be able to interpret and analyze the campaign results.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [MES/N0104: Maintain workplace health and safety](#)
2. [MES/N0707: Create work flow for social media](#)
3. [MES/N0708: Plan and organize work to meet expected outcome](#)
4. [MES/N0709: Manage online tools](#)
5. [MES/N0710: Design the content for social media](#)
6. [MES/N0711: Implement the social media strategy](#)
7. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing/Advertising Sales/Traffic
<b>Country</b>	India
<b>NSQF Level</b>	4

## Qualification Pack

<b>Credits</b>	17
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2432.0201
<b>Minimum Educational Qualification &amp; Experience</b>	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience
<b>Minimum Level of Education for Training in School</b>	12th 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/06908
<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>	-	-

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### 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/N0707: Create work flow for social media

#### Description

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

#### Elements and Performance Criteria

##### *Manage all social media channels and designing related campaigns to engage customers*

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

- PC1.** make daily work plan as per social media strategy of the organization
- PC2.** seed content into social networks
- PC3.** identify client branding (color scheme, logo, target audience, etc.)
- PC4.** manage blogger and other influencer outreach program
- PC5.** manage graphic designers for generating online graphical posts / infographics.

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

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

- PC6.** create social media marketing goals
- PC7.** research about social media audience
- PC8.** establish most important metrics (reach, clicks, engagement, hashtag performance etc.)
- PC9.** research about social competitive landscape
- PC10.** track performance of the campaigns

#### 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.** project pipeline/schedule and timelines relevant to their work
- KU3.** company's website analysis
- KU4.** market positioning and competition analysis
- KU5.** technique and workflow followed in the organization
- KU6.** writing and editing
- KU7.** designing and photo editing
- KU8.** applicable copyright norms and Intellectual Property Rights (IPR)
- 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.** write for the purpose of engaging customers

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- GS2.** copy write and edit
- GS3.** write with hyper-focus and use of pictures against words
- GS4.** create the summary report for the performance of campaigns for the stakeholders
- GS5.** read policies and regulations pertinent to the job
- GS6.** read various social media trends
- GS7.** communicate with the product manager or social media manager to understand the requirements of online media
- GS8.** analyse the needs of online media and social networking sites to design proper campaign
- GS9.** plan the activities, workflow, resourcing and timelines in accordance with the creative and technical requirements
- GS10.** manage deadlines successfully on time
- GS11.** plan work assigned on a daily basis
- GS12.** ensure proper implementation of defined social media strategies
- GS13.** check that their own work meets customer requirements
- GS14.** ensure that organizations needs and requirements are assessed
- GS15.** critically analyse the response of their campaign and work for the improvement
- GS16.** handle unfavourable comparisons of the online marketing strategies with competitors products
- GS17.** ensure that the social media strategies are hurdle-free for the potential customer
- GS18.** how to have a keen eye for detail and maintain an aesthetic sense towards the final output
- GS19.** identify trends in hashtags and keywords
- GS20.** analyze unique social media tools that are required in the organization
- GS21.** evaluate the information gathered from the online consumers for the effectiveness of online marketing campaigns

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage all social media channels and designing related campaigns to engage customers</i>	<b>35</b>	<b>15</b>	-	-
<b>PC1.</b> make daily work plan as per social media strategy of the organization	5	5	-	-
<b>PC2.</b> seed content into social networks	5	5	-	-
<b>PC3.</b> identify client branding (color scheme, logo, target audience, etc.)	5	5	-	-
<b>PC4.</b> manage blogger and other influencer outreach program	10	-	-	-
<b>PC5.</b> manage graphic designers for generating online graphical posts / infographics.	10	-	-	-
<i>Constructing an approach and planning the process</i>	<b>30</b>	<b>20</b>	-	-
<b>PC6.</b> create social media marketing goals	5	5	-	-
<b>PC7.</b> research about social media audience	10	-	-	-
<b>PC8.</b> establish most important metrics (reach, clicks, engagement, hashtag performance etc.)	5	5	-	-
<b>PC9.</b> research about social competitive landscape	5	5	-	-
<b>PC10.</b> track performance of the campaigns	5	5	-	-
<b>NOS Total</b>	<b>65</b>	<b>35</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0707
<b>NOS Name</b>	Create work flow for social media
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing /Advertising Sales /Traffic
<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/N0708: Plan and organize work to meet expected outcome

#### Description

This OS unit is about planning and organizing work in order to complete it to the required standards on time.

#### Elements and Performance Criteria

##### *Work scheduling as per deliverable requirements*

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

- PC1.** arrange all files and folders neatly in the computer
- PC2.** keep immediate work area clean and tidy
- PC3.** treat confidential information as per the organisations guidelines
- PC4.** work in line with organisations policies and procedures
- PC5.** work within the limits of job role
- PC6.** obtain guidance from appropriate people, where necessary
- PC7.** ensure work meets the agreed requirements

##### *Appropriate use of resources*

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

- PC8.** establish and agree on work requirements with appropriate people
- PC9.** manage time, materials and cost effectively
- PC10.** use resources in a responsible manner

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** creative vision and elements of production relevant to his/her job role
- KU2.** project pipeline/schedule and timelines for the campaign
- KU3.** intended purpose of the design that needs to be created
- KU4.** right editing/drawing software tools required for the online post
- KU5.** Selecting tools from online resources for social media posts
- KU6.** trend hashtags
- KU7.** designing of single page and multipage documents that convey structured information
- KU8.** applicable copyright norms and Intellectual Property Rights (IPR)

#### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** document notes and project specifications for guidance and reference

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- GS3.** write clearly in at least one language
- GS4.** use keywords, hashtags and trends
- GS5.** engage graphic designers for the appropriate work
- GS6.** read and understand the description of the product/campaign before making strategies
- GS7.** gather and organize copyright free images, cliparts, photographs for use in projects
- GS8.** regularly update his knowledge through surfing the internet with latest trends, keywords, hashtags etc
- GS9.** understand the creative vision and technical requirements that need to be complied with the brief
- GS10.** discuss interim/finalwork with peers and superiors and solicit their feedback on improvements
- GS11.** plan and prioritize work according to the scheduled target
- GS12.** finalize the design as per the project requirement
- GS13.** check that own and/or peer's work meets customer requirements.
- GS14.** work effectively in a customer centric environment
- GS15.** address comments on the interim/final work-products and make changes accordingly
- GS16.** have an aesthetic sense towards colour shapes, forms , templates and content creation for any social media platform.
- GS17.** appraise the quality of own work to ensure it is inline with the expected quality standards



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Work scheduling as per deliverable requirements</i>	<b>50</b>	<b>20</b>	-	-
<b>PC1.</b> arrange all files and folders neatly in the computer	5	5	-	-
<b>PC2.</b> keep immediate work area clean and tidy	5	5	-	-
<b>PC3.</b> treat confidential information as per the organisations guidelines	5	5	-	-
<b>PC4.</b> work in line with organisations policies and procedures	10	-	-	-
<b>PC5.</b> work within the limits of job role	10	-	-	-
<b>PC6.</b> obtain guidance from appropriate people, where necessary	5	5	-	-
<b>PC7.</b> ensure work meets the agreed requirements	10	-	-	-
<i>Appropriate use of resources</i>	<b>15</b>	<b>15</b>	-	-
<b>PC8.</b> establish and agree on work requirements with appropriate people	5	5	-	-
<b>PC9.</b> manage time, materials and cost effectively	5	5	-	-
<b>PC10.</b> use resources in a responsible manner	5	5	-	-
<b>NOS Total</b>	<b>65</b>	<b>35</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0708
<b>NOS Name</b>	Plan and organize work to meet expected outcome
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing /Advertising Sales /Traffic
<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/N0709: Manage online tools

#### Description

This OS unit is about managing online tools for handling multiple accounts

#### Elements and Performance Criteria

##### *Selecting tools from online resources for social media posts*

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

- PC1.** select appropriate tools from the various social media tools available for posts, scheduling and reach.
- PC2.** implement, analyze, and optimize organic and paid search engine marketing activities
- PC3.** track and report metrics around social posts and fan engagement

##### *Monitor and analyze performance of the campaigns using online tools*

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

- PC4.** analyze and provide weekly & monthly social media metrics status reports to senior level management
- PC5.** monitor trends in social media tools, applications, channels, design and strategy and quantifying it ensuring a sound and efficient website
- PC6.** monitor effective benchmarks for measuring the impact of social media programs
- PC7.** analyze, review, and report on effectiveness of campaigns in an effort to maximize results

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standard operating procedures of the organisation about tools and techniques of online media
- KU2.** organizational and professional code of ethics and standards of practice
- KU3.** safety and health policies and regulations for the work place
- KU4.** implementation and optimization of organic and paid social media marketing activities
- KU5.** creatives and content requirement for all marketing material
- KU6.** how to prepare weekly and monthly social media reports
- KU7.** effective benchmarks for measuring the impact of social media programs
- KU8.** how to use social media techniques and tools

#### Generic Skills (GS)

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

- GS1.** write for the purpose to engage with customers
- GS2.** copywrite and edit the advertising copies
- GS3.** write to make the reader feel feel engaged

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- GS4.** write with hyper- focus and use of pictures against words
- GS5.** read policies and regulations pertinent to the job
- GS6.** read in detail about various social media tools available online
- GS7.** interact with employees to ensure proper usage of designed online marketing strategies where the end-product intends to be distributed
- GS8.** speak to the customer care services of various online tools companies.
- GS9.** select tools that are cost effective and user friendly
- GS10.** analyze the needs of online media and social networking sites to design proper strategy
- GS11.** plan the activities, workflow, resourcing and timelines in accordance with the creative and technical requirements
- GS12.** manage deadlines successfully on time
- GS13.** plan work assigned on a daily basis
- GS14.** ensure proper implementation of social media strategies designed
- GS15.** check that their work meets customer requirements
- GS16.** ensure that organizations needs and requirements are assessed
- GS17.** critically analyze the response of their campaign and work for the improvement
- GS18.** handle unfavourable comparisons of the online marketing strategies with competitors products
- GS19.** ensure that the social media strategies are hurdle-free for the potential customer
- GS20.** how to have a keen eye for detail and maintain an aesthetic sense towards the final output
- GS21.** how to effectively use the hashtags and keywords
- GS22.** evaluate the information gathered from the online resources

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Selecting tools from online resources for social media posts</i>	<b>35</b>	<b>25</b>	-	-
<b>PC1.</b> select appropriate tools from the various social media tools available for posts, scheduling and reach.	15	5	-	-
<b>PC2.</b> implement, analyze, and optimize organic and paid search engine marketing activities	10	10	-	-
<b>PC3.</b> track and report metrics around social posts and fan engagement	10	10	-	-
<i>Monitor and analyze performance of the campaigns using online tools</i>	<b>20</b>	<b>20</b>	-	-
<b>PC4.</b> analyze and provide weekly & monthly social media metrics status reports to senior level management	5	5	-	-
<b>PC5.</b> monitor trends in social media tools, applications, channels, design and strategy and quantifying it ensuring a sound and efficient website	5	5	-	-
<b>PC6.</b> monitor effective benchmarks for measuring the impact of social media programs	5	5	-	-
<b>PC7.</b> analyze, review, and report on effectiveness of campaigns in an effort to maximize results	5	5	-	-
<b>NOS Total</b>	<b>55</b>	<b>45</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0709
<b>NOS Name</b>	Manage online tools
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing /Advertising Sales /Traffic
<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/N0710: Design the content for social media

#### Description

This OS unit is about effectively designing the creatives and images for social media marketing campaigns

#### Elements and Performance Criteria

*Generate visuals and design concept appropriate for the brief*

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

- PC1.** audit the current social media approach
- PC2.** research about customers/ companys base
- PC3.** identify which audience is on what social media platform
- PC4.** list the design concepts
- PC5.** set measurable goals
- PC6.** relate the concept with meaningful graphics/ videos/ clippings/ pictures
- PC7.** present the idea, theme and concept to the peers
- PC8.** monitor and adjust the creatives as per the requirements

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

#### Generic Skills (GS)

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

- GS1.** document notes on the process and arrange 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.** research attributes of the genre, language,culture, region of the production to determine aspects that need to be reflected in the final output

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- GS5.** understand the creative vision and technical requirements that need to be complied with the brief
- GS6.** discuss interim/final work with peers and superiors and solicit their feedback
- GS7.** liaise with relevant people in a way that supports the production process
- GS8.** plan and prioritize work according to the requirements
- GS9.** finalize the design as per the project requirement
- GS10.** check that own and/or peer's work meets customer requirements.
- GS11.** work effectively in a customer facing environment.
- GS12.** address comments on the interim/final work-products and make changes accordingly
- GS13.** 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.
- GS14.** appraise the quality of own work to ensure it is in line with the expected quality standards



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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Generate visuals and design concept appropriate for the brief</i>	<b>35</b>	<b>65</b>	-	-
<b>PC1.</b> audit the current social media approach	5	5	-	-
<b>PC2.</b> research about customers/ companys base	5	5	-	-
<b>PC3.</b> identify which audience is on what social media platform	5	15	-	-
<b>PC4.</b> list the design concepts	5	15	-	-
<b>PC5.</b> set measurable goals	5	5	-	-
<b>PC6.</b> relate the concept with meaningful graphics/ videos/ clippings/ pictures	-	10	-	-
<b>PC7.</b> present the idea, theme and concept to the peers	5	5	-	-
<b>PC8.</b> monitor and adjust the creatives as per the requirements	5	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0710
<b>NOS Name</b>	Design the content for social media
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing /Advertising Sales /Traffic
<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/N0711: Implement the social media strategy

#### Description

This OS unit is about effectively implementing the social media strategy

#### Elements and Performance Criteria

##### *Work requirements for implementing the campaigns based on the defined social media strategy*

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

- PC1.** set S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, Time-bond)
- PC2.** identify everything about your audience (create target audience ideal profile like age, gender, location, interests etc.)
- PC3.** research about campaign of the competitors by conducting comparative analysis
- PC4.** set up accounts and improve existing profiles
- PC5.** ensure work meets the agreed requirements

##### *Appropriate use of Resources*

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

- PC6.** establish and agree on work requirements with appropriate people
- PC7.** manage time, materials and cost effectively
- PC8.** use resources in a responsible manner

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations policies and procedures for dealing with confidential information
- KU2.** assign the limits of responsibilities and when to involve others
- KU3.** how to prioritize workload according to urgency and importance
- KU4.** purpose and value of being flexible and adapting work plans
- KU5.** creative vision and elements of production relevant to his/her job role
- KU6.** project pipeline/schedule and timelines relevant to their work
- KU7.** intended purpose of the design that needs to be created
- KU8.** how to organize the collected data
- KU9.** how to present the visualized data and collect feedback
- KU10.** elements and principles of designing the online campaign
- KU11.** how to create digital design layouts
- KU12.** implications of the format on the quality of the end-product
- KU13.** applicable copyright norms and Intellectual Property Rights (IPR)

#### Generic Skills (GS)

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

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- GS1.** document notes on the process and arrange them in a professional manner
- GS2.** document notes and project specifications for guidance and reference
- GS3.** write copies in at least one language
- GS4.** read and understand the description of the product/campaign before making strategies
- GS5.** gather and organize copyright free images, cliparts, photographs for use in projects
- GS6.** regularly update his/her knowledge by surfing the internet with its latest trends, keywords, hashtags etc
- 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 improvements
- GS9.** plan and prioritize work according to the priorities
- GS10.** finalize the design as per the project requirement
- GS11.** check that own and/or peer's work meets customer requirements.
- GS12.** work effectively in a customer facing environment.
- GS13.** address comments on the interim/final work-products and make changes accordingly
- GS14.** analyze unique social media tools that are required in the organization
- GS15.** appraise the quality of own work to ensure it is in line with the expected quality standards

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Work requirements for implementing the campaigns based on the defined social media strategy</i>	<b>25</b>	<b>45</b>	-	-
<b>PC1.</b> set S.M.A.R.T. goals (Specific, Measurable, Attainable, Relevant, Time-bond)	5	15	-	-
<b>PC2.</b> identify everything about your audience (create target audience ideal profile like age, gender, location, interests etc.)	5	15	-	-
<b>PC3.</b> research about campaign of the competitors by conducting comparative analysis	5	5	-	-
<b>PC4.</b> set up accounts and improve existing profiles	5	5	-	-
<b>PC5.</b> ensure work meets the agreed requirements	5	5	-	-
<i>Appropriate use of Resources</i>	<b>17</b>	<b>13</b>	-	-
<b>PC6.</b> establish and agree on work requirements with appropriate people	5	5	-	-
<b>PC7.</b> manage time, materials and cost effectively	5	-	-	-
<b>PC8.</b> use resources in a responsible manner	7	8	-	-
<b>NOS Total</b>	<b>42</b>	<b>58</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0711
<b>NOS Name</b>	Implement the social media strategy
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Digital
<b>Occupation</b>	Marketing /Advertising Sales /Traffic
<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



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

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<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.

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### 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 and safety	46	54	-	-	100	10
MES/N0707.Create work flow for social media	65	35	-	-	100	15
MES/N0708.Plan and organize work to meet expected outcome	65	35	-	-	100	20
MES/N0709.Manage online tools	55	45	-	-	100	15
MES/N0710.Design the content for social media	35	65	-	-	100	15
MES/N0711.Implement the social media strategy	42	58	-	-	100	15
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>328</b>	<b>322</b>	<b>-</b>	<b>-</b>	<b>650</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.

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<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>VISUAL STYLE</b>	Visual style comprises the look or appearance of the production including the lighting, colours, shadows, sets, costumes, locations and the way they will be captured on screen.
<b>CREATIVE BRIEF</b>	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.
<b>SHOOT SCHEDULE</b>	Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day
<b>MULTI CAMERA</b>	Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images
<b>BUDGET</b>	Budget is an estimate of the total cost of production that may include a break-up of cost components
<b>TIMELINES</b>	Timelines is a listing of dates by which the production milestones/stages need to be completed
<b>CONTINUITY</b>	Continuity represents the seamless transition from one shot to another
<b>SCRIPT</b>	Script is a structured narrative of a story

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<b>SCREENPLAY</b>	Screenplay is the script coupled with key characteristics of the scene and directions for acting
<b>POST-PRODUCTION</b>	Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc.
<b>COLOUR GRADING</b>	Colour grading is the process of enhancing and correcting the colours of the final production
<b>DIGITAL INTERMEDIATE</b>	Digital intermediate is the process where a film is digitised and the colour and image characteristics are modified
<b>RECCE</b>	Recce is a detailed visual and technical assessment of the attributes and suitability of a particular location for the shoot, usually through a personal visit
<b>GRIPS</b>	Grips is the department that specialises in mounting the camera on to tripods, dollies, cranes and other platforms for shoots
<b>JIB</b>	Jib is a device used for the movement of camera and operates like a see-saw, with the camera at one end and the camera controls at the other
<b>LENSES</b>	Lenses are used to capture images and are attached on to the body of the camera
<b>FILTERS</b>	Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects
<b>DOLLY</b>	Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots
<b>MAGAZINES</b>	Magazines are compartments within a camera that are used to hold the film tape
<b>CLAPPER BOARDS</b>	Clapper board is a slate that has information pertaining to each shot, used as a guide to mark shots and aid matching image with sounds
<b>FOCUS LENGTH</b>	Focus length is the angle of view from the lens
<b>FRAMING</b>	Framing is how the artists, objects, sets, locations etc. are positioned within the camera view for a single shot
<b>MASTER SHOT</b>	Also known as a cover shot, this shot is a long sequence that establishes an overview and aids assembly of smaller, closer shots with details