

**NSDA Reference**  
*To be added by NSDA*

Revised Application Documentation: Version 5 /22 May, 2015

### **QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY**

#### **Name and address of submitting body:**

**Media and Entertainment Skill Council**

**2nd Floor, FICCI Federation House**

**Tansen Marg, New Delhi 110001**

#### **Name and contact details of individual dealing with the submission**

**Name: SonalMathur**

**Position in the organization: Project Manager**

**Address if different from above**

**Same as above**

**Tel number(s) + 91 11 2348 7352**

**E-mail address: sonal.mathur@ficci.com**

#### **List of documents submitted in support of the Qualifications File**

- 1. Skill Gap Study**
- 2. Occupational Map**
- 3. Qualification Pack**
- 4. Validation of Occupational Standards by Industry**
- 5. Progression matrix**
- 6. Protocol for Affiliation of Assessment Bodies and Assessment Framework**

## QUALIFICATION FILE SUMMARY

<b>Qualification Title</b>	Art Director (MES/ Q 3102)		
<b>Body/bodies which will assess candidates</b>	MESC – Media & Entertainment Skill Council		
<b>Body/bodies which will award the certificate for the qualification.</b>	MESC – Media & Entertainment Skill Council		
<b>Body which will accredit providers to offer the qualification.</b>	MESC – Media & Entertainment Skill Council		
<b>Occupation(s) to which the qualification gives access</b>	<p>Art Director</p> <p>Individuals in this job need to determine the visual appearance of the set. The art director designs all the key elements of the set and co-ordinates the construction/ execution of this creative vision</p>		
<b>Proposed level of the qualification in the NSQF.</b>	NSQF Level 6		
<b>Anticipated volume of training/learning required to complete the qualification.</b>	720 hours		
<b>Entry requirements / recommendations.</b>	<p>Minimum: Graduate</p> <p>Preferred: Post-Graduate in Fine Arts, Art Design</p>		
<b>Progression from the qualification.</b>	N.A.		
<b>Planned arrangements for RPL.</b>	RPL with prominent players in the Animation industry are in progress.		
<b>International Comparability</b>	Creative Skills Set , United Kingdom , IBSA 9 Australian Business Skills council)		
<b>Formal structure of the qualification</b>			
<b>Title of unit or other component</b> (include any identification code used)	<b>Mandatory/ Optional</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
MES/ N 3101 (Develop the Set Design)	Mandatory	180	6
MES/ N 3102 (Prepare a Set Construction Plan)	Mandatory	144	6
MES/ N 3103 (Commission and Supervise Set Construction)	Mandatory	144	6
MES/ N 3104 (Check Set Completion prior to Shoot)	Mandatory	108	6

MES/ N 3105 (Wrap-up Set and Return or Dispose of Items)	Mandatory	72	6
MES/ N 3127 (Maintain workplace health and safety)	Mandatory	72	6

Please attach any document giving further detail about the structure of the qualification – e.g. a Curriculum or Qualification Pack.

Give details of the document here:

Kindly refer:

- Qualification Pack

## **SECTION 1** **ASSESSMENT**

### **Name of assessment body:**

If there will be more than one assessment body for this qualification, give details.

Aspiring Minds  
Navriti Technologies  
Manipal Technologies

### **Will the assessment body be responsible for RPL assessment?**

Yes. The RPL assessment will be carried out through screening, identifying skills gaps through NOS level assessment issuing NOS level scores sheets providing bridge training to cover competency gaps and conduct final assessment of the candidates.

### **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, consistent and fair and show that these are in line with the requirements of the NSQF:**

Assessment is done through third parties who are affiliated to MESC as Assessment Body. Assessors are trained & certified by MESC through Training of Trainers program. The assessment involves two processes. The first process is gathering the evidence of the competency of individuals. The second part of the assessment process is the judgement as to whether a person is competent or not. The assessment plan contains the following information:

- What will be assessed, i.e. the competency based on each NOS
- How assessment will occur i.e. methods of assessment
- When the assessment will occur
- Where the assessment will take place i.e. context of the assessment (workplace/simulation)
- The criteria for decision making i.e. those aspects that will guide judgements and

The assessment is conducted through theory, viva voce and practical.

Please attach any documents giving further information about assessment and/or RPL.

Give details of the document(s) here:

Kindly refer:

- Protocol for Affiliation of Assessment Bodies and Assessment Framework
- Validation of Occupational Standards by Industry

**ASSESSMENT EVIDENCE**

Complete the following grid for each grouping of NOS, assessment unit or other component as per the assessment criteria. Insert the required number of rows.

**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Art Director**

**MES/ Q 3102**

**MESC – Media & Entertainment Skill Council**

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 PC.
2. The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% cumulatively (Theory and Practical)

Assessment Outcome	Assessment Criteria	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
<b>Develop Set Design</b>	PC1. Correctly interpret the script and creative brief, and visualize the sets that need to be created	<b>100</b>	25	10	<b>50</b>
	PC2. Carry out research and provide visual references to support specific visualizations of set construction, which may include: Hand drawings Graphic designs Computer aided designs (CAD) Physical models		25	15	
	PC3. Understand measurements and space requirements, and use this effectively to develop set visualizations (both to		25	15	

	scale and otherwise)				
	PC4. Effectively communicate designs to key members of the creative team (Production Designer, Director, Producers) and agree upon a final design		25	10	
		<b>Total</b>	100	50	50
<b>Prepare a Set Construction Plan</b>	PC1. Correctly interpret the script, creative brief and set visualization – in order to create a comprehensive set requirement	<b>100</b>	25	10	<b>50</b>
	PC2. Take measurements on location and detail out different aspects of each set through scale drawings, blueprints (by hand or CAD) or physical models		25	15	
	PC3. Research and understand construction techniques including painting, carpentry and plasterwork to accurately specify requirements		25	15	
	PC4. Develop a construction schedule and budget for each set – detailing out the time, material and resources require to complete the project)		25	10	
		<b>Total</b>	100	50	50
<b>Commission and Supervise Set Construction</b>	PC1. Recruit the right construction team	<b>100</b>	25	10	<b>50</b>
	PC2. Procure materials and tools, in a cost-effective and timely manner		25	15	
	PC3. Provide instructions and guidance on the key tasks to be carried out by the set construction team, and ensuring items are transported safely and securely to the location of the set		25	15	
	PC4. Closely monitor the construction schedule and budget, to ensure that the project is delivered on time and within the agreed budget		25	10	
<b>Check Set Completion prior to Shoot</b>		<b>Total</b>	100	50	50
	PC1. Correctly interpret set drawings/ designs and the list of items	<b>100</b>	25	10	<b>50</b>
	PC2. Confirm that the dressed set is in line with the requirements set out in the brief, including: Elements of set construction (to be completed by the construction team) Set furnishings (to be completed by		25	15	

	the Set Decorator) Props (to be completed by the Props Master				
	PC3. Prepare a plan, as appropriate, of necessary changes to the set which may be executed in the required schedules and budget		25	15	
	PC4. Supervise the construction and set design team to make any changes that are required in order to complete dressing the set, which may include: Installation/placement based on the design brief Availability of items		25	10	
		<b>Total</b>	100	50	50
<b>Wrap-up Set and Return/ Dispose of Items</b>	PC1. Based on the script and production schedule prepare a schedule or to-do list summarizing key activities relating to pack-up/ striking the set, as appropriate to the role	<b>100</b>	25	10	<b>50</b>
	PC2. Supervise, or assist, support staff in striking the set, which may include: Furniture, Soft furnishings, Wallpaper, Lighting fixtures, Decorative items, Hand props and featured props, Any other elements of the set that are not being struck by other teams		25	15	
	PC3. Ensure, personally or in a supervisory capacity, that all set items are returned or disposed of as planned		25	15	
	PC4. Ensure, personally or in a supervisory capacity, that necessary documentation, refunds, payments etc. are maintained		25	10	
			<b>Total</b>	100	
<b>Maintain workplace health and safety Description</b>	PC1. Understand and comply with the organization's current health, safety and security policies and procedures	<b>100</b>	10	5	<b>50</b>
	PC2. Understand the safe working practices pertaining to own occupation		10	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		5	3	
	PC4. Participate in organization health and safety knowledge sessions and drills		5	2	
	PC5. Identify the people responsible for health and safety in the workplace,		10	5	

	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		10	5	
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety		10	5	
	PC8. Ensure own personal health and safety, and that of others in the workplace though precautionary measures		10	5	
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	3	
	PC10. Report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected		10	5	
	PC11. Follow organization's emergency procedures for accidents, fires or any other natural calamity in case of a hazard		10	5	
	PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority		5	2	
		<b>Total</b>	100	50	50

## SECTION 2

### **EVIDENCE OF NEED**

**What evidence is there that the qualification is needed?**

In early 2013 MESC commissioned E & Y to conduct a survey to understand the various sectorial needs in media and entertainment that is Film, Television, Print , Animation , Gaming, Digital , OOH and Advertising.

After extensive interviewing with the media and entertainment community across India, it was evident that this qualification pack is highly in demand for entry level as well as aspirational for people who are currently employed as Assistant Directors in the industry.

**What is the estimated uptake of this qualification and what is the basis of this estimate?**

There is a demand for ~15,000 Directors across the media industry (Rough estimate)

**What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**

As part of the skilled Gap Survey we have done functional mapping for all the job roles ,ensuring there is no duplications in the in the planned qualifications in NSQF through vertical career progression and horizontal multiskilling.

What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?

The qualifications will be revised and updated when any one of the below instances occur

1. 24 months from the approval of the NSQC
2. If less than 50% of the certified candidates get employed.
3. When there is significant improvement in technology/ processes for executing the job role.

Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here:

Kindly refer:

- MESC Skill Gap Study

### SECTION 3

#### SUMMARY EVIDENCE OF LEVEL

Summary of Direct Evidence:

Justify the NSQF level allocated to the QP by building upon the five descriptors of NSQF. Explain the reasons for allocating the level to the QP.

Generic NOS is/are linked to the overall authority attached to the job role.

<b>Art Director ( MES/ Q 1302)</b>					
<b>Process required</b>	<b>Professional Knowledge</b>	<b>Professional Skills</b>	<b>Core Skills</b>	<b>Responsibility</b>	<b>Level</b>
Job holder is expected to understand the script in brief requires the individual to have a good understanding of all visual concepts for sets also know how to use design tools and concepts	Jobholder is expected to have knowledge of the script understanding The fundamentals and principles film-making and The creative vision of the Director and Producer also; Needs to meet creative vision and elements of	Art Director has to actively engage with the production team and also actively engage with Director and producer, Jobholder is expected to plan an organize and work according to the requirements and agreed timeline, also	The jobholder is needs to have Generic Skills of Writing, Reading, and Oral Skills. Job role needs Understand the creative vision of the Director and Producer Understand any constraints/ limitations that affect the set design.	Art Director carries out his job role Developing designs/ visual representations for sets, interpret the script, creative brief and set visualization – in order to create a comprehensive set requirement,Take measurements on location and detail out different	6



<p>to visualize the set, including the time period and location where the film is based</p> <p>Art Director possesses in terms to creative style as an individual should be technically qualified and/ or have an understanding of the technical aspects and the construction technique this outcome is pegged at Level 6.</p>	<p>production. The Job holder needs to know where sets are expected to be installed, and how to account for additional space required for filming, workspaces and storage also</p> <p>The use of hand drawing and computer design techniques to create detailed set with a proper budget consulting the producer and the Director. This Outcome is pegged at Level 6.</p>	<p>Make relevant decisions related to the area of work e.g. choice of visual references, set construction techniques</p> <p>Identify any creative problems that may arise and resolve them during with Production Designer and find solutions to address them,. Hence Outcome is pegged at Level 6.</p>	<p>The Job Holder Jobholder needs Prepare set and items lists based on the requirements of the script this is pegged at level 6</p>	<p>aspects of each set through scale drawings, also Commissioning a construction team and procuring materials and tools</p> <p>Briefing the construction supervisors</p> <p>Monitoring the progress of set construction</p> <p>Responsible for carrying out his/her job, some of which will require them to make choices about the approaches they adopt. They also require to constantly improvising their approach based on their experience.</p> <p>Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing also</p> <p>Ensure that the work-products meet quality standards</p> <p>Therefore this is pegged at level 6.</p>	
<b>LEVEL-6</b>	<b>LEVEL-6</b>	<b>LEVEL-6</b>	<b>LEVEL-6</b>	<b>LEVEL-6</b>	<b>LEVEL-6</b>

**OTHER EVIDENCE OF LEVEL** [This need only be filled in where evidence other than primary outcomes was used to allocate a level] (**Optional**)

Kindly refer:

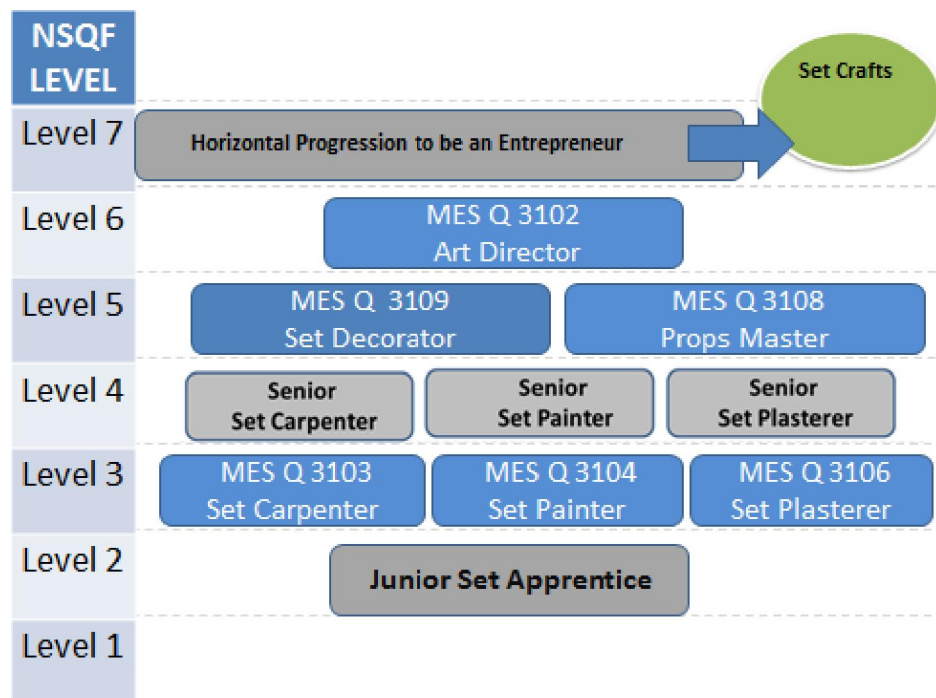
- Occupational Map

Summary of other evidence (if used):

## SECTION 4

### EVIDENCE OF RECOGNITION OR PROGRESSION

What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?



Please attach any documents giving further information about any of the topics above.

Give details of the document(s) here:

Kindly refer:

- NSQF Progression Matrices