CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE

Name and address of submitting body:
Media and Entertainment Skill Council
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Name and contact details of individual dealing with the submission
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List of documents submitted in support of the Qualifications File

1. Occupational Map
2. Qualification Pack
3. Progression matrix
4. Protocol for Affiliation of Assessment

Model Curriculum to be added which will include the following:
- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

SUMMARY

1	Qualification Title	Character designer
2	Qualification Code, if any	MES/Q0502
3	NCO code and occupation	NCO 2015- 2166.0206 Character Designer
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	Nature of qualification is Creative Art and purpose is to provide job and freelance opportunity as Character Designer in M&E Industry (This qualification is Short Term Course)
5	Body/bodies which will award the qualification	MESC – Media & Entertainment Skill Council
6	Body which will accredit providers to offer courses leading to the qualification	MESC – Media & Entertainment Skill Council
7	Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)	YES
8	Occupation(s) to which the qualification gives access	Character designer
9	Job description of the occupation	The job holder needs to design the character pack including the look, expressions, poses, gestures, turnarounds, personality traits of characters for a production and include life drawing skills including an understanding of human anatomy, behaviour, facial expressions, emotions, actions.
10	Licensing requirements	NO
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	NO
12	Level of the qualification in the NSQF	NSQF LEVEL 4
13	Anticipated volume of training/learning required to complete the qualification	240 hours
14	Indicative list of training tools required to deliver this qualification	
15	Entry requirements and/or recommendations and minimum age	Class XII/Graduate

16	**Progression from the qualification (Please show Professional and academic progression)**	Senior Character designer (NSQF Level 5)	
17	**Arrangements for the Recognition of Prior learning (RPL)**	RPL with prominent players in the Film, Television, Gaming, Animation and Advertising industry are in progress	
18	**International comparability Where known (research evidence to be provided)**	Creative Skills Set (United Kingdom) & IBSA (Australian Business Skill Council)	
19	**Date of planned review of the qualification**	20/06/2021	
20	**Formal structure of the qualification** **Mandatory components**		
	Title of component and identification code/NOSs/Learning outcomes	**Estimated size (learning hours)**	**Level**
	MES / N 0501 (Understanding the scrip	48	4
	MES / N 0502 (Ensuring consistency across all scenes)	48	4
	MES / N 0503 (Design Characters)	72	4
	MES / N 0513 (Manage and store assets)	48	4
	MES / N 0514 (Maintain workplace health and safety)	24	4
	Sub Total (A)	**240**	**4**
	Optional component		
	Title of component and identification code/NOSs/Learning outcomes	**Estimated size (learning hours)**	**Level**
(i)			
	Sub Total (B)		

Total A+B	240	LEVEL 4

SECTION 1
ASSESSMENT

21	**Body/Bodies which will carry out assessment:** MESC will conduct assessment through its empanelled assessment agency and through certified assessors.
22	**How will RPL assessment be managed and who will carry it out?** Yes. The RPL assessment will be carried out through screening, identifying skills gaps through NOS level assessment issuing NOS level scores sheets providing ridge training to cover competency gaps and conduct final assessment of the candidates
23	**Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable 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.

ASSESSMENT EVIDENCE

Grid for each component as listed in "Formal structure of the qualification" in the Summary.

24. Assessment evidences Title of Component:

Outcomes to be assessed / NOSs to be assessed	Assessment criteria for the outcome
Understanding the script	PC1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role
	PC2. Be aware of the intended medium and target audience, and how this may affect animation processes
	PC3.Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)
	PC4.Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements
	PC5.Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements
	PC6.Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)
	PC7. Understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc

	PC8. Liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc.) to better understand script elements, as appropriate
Ensure consistency across all scenes	PC1. Record continuity-related details e.g. position, placement, color etc. as required
	PC2.Ensure that the final look is consistent with the creative requirements agreed upon, and continuity is maintained throughout the production
	PC3. Ensure that designs, layouts and templates are uniform across the production, as required
	PC4. Ensure that lighting, color formats and effects are consistent across the production
	PC5. Check the resolution of scenes to ensure that they match the production requirements
	PC6. Alert relevant personnel (Art Director, Animation Supervisor, Producer) if continuity is not being maintained, and rectify the situation as appropriate
Design Characters	PC1.Gather character references to help conceptualize designs for primary and secondary characters References may include: Photographs, films, Images, paintings, prints, murals, miniature art, sculptures, previously executed animation work products, animations products available in the public domain, pre-production design work
	PC2. Study the movement of characters and suggest characteristics by shooting videos or acting
	PC3. Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc.
	PC4. Develop the character line-up and size relationship chart
	PC5. Visualize character expressions and attitude poses for each characters and create a character pack in line with requirements This may include: construction detail, prop details, character dos and don'ts, attitude, poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, hand gestures group behavior etc.
Manage and store assets	PC1. Understand and research appropriate tools, techniques, technologies and procedures for effective asset storage
	PC2. Saving the work with appropriate names and/or naming conventions so that it can be identified easily

	PC3. Storing the work in an appropriate place using appropriate storage techniques to ensure it is protected from damage.
	PC4. Making backup copies at appropriate time intervals of any digital files
	PC5. Routinely archive any work and store it securely in a second location, if required
	PC6. identify and retrieve previous work from storage, as required
Maintain workplace health and safety Description	PC1. Understand and comply with the organization's 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
	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
	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 individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected
	PC11. Follow organization's 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 individual's authority
Means of assessment 1	Online (Multiple choice questions) Offline (Practical)
Means of assessment 2 Add boxes as required.	
Pass/Fail	**Pass : Above 70%**

SECTION 2
25. EVIDENCE OF LEVEL
OPTION A

Title/Name of qualification/component : CHARACTER DESIGNER (MES/Q0502) Level : 4			
NSQF Domain	**Outcome of the qualification/component**	**How the outcomes relates to the NSQF level descriptors**	**NSQF Level**
Process	1.Understanding the script 2. Ensure consistency across all scenes 3. Design Characters 4. Manage and store assets 5. Maintain workplace health and safety Description	Job holder is expected to understand the script and Storyboard in brief by application of basic creative principles and processes for digital asset creation by interpreting script and storyboard. Considering the core skills, which, an Character Designer possesses in terms to creative style properties to this outcome is pegged at Level 4.	**Level 4**
Professional knowledge	1.Understanding the script 2. Ensure consistency across all scenes 3. Design Characters 4. Manage and store assets 5. Maintain workplace health and safety Description	Jobholder is expected to have knowledge of the script understanding needs to meet the standards of the storyboard, in terms of their technical, generic, professional and organizational specific knowledge of the Life drawing including human anatomy, emotions, actions, expressions, mannerisms, behaviour, facial expressions, walking style, animal anatomy, Mannerisms etc. Understanding the production specifics from the Director by mimic any given character style as per the Director, also to design and develop character designs consistent with the creative look of the production and in accordance to the script and design	**Level 4**

		Considering the in depth professional and factual knowledge which a Character Designer outcome is pegged at Level 4.	
Professional skills	1.Understanding the script 2. Ensure consistency across all scenes 3. Design Characters 4. Manage and store assets 5. Maintain workplace health and safety Description	The Character Designer has to actively engage with Script and Storyboard. Also actively engage with Director. Jobholder is expected to conduct themselves in ways, where they plan individual timelines and deliver on schedule. Identify any creative problems that may arise during the production and find Solutions to address them, Finalize the look and feel for the entire show in consultation with the Director Hence Outcome is pegged at Level 4	**Level 4**
Core skills	1.Understanding the script 2. Ensure consistency across all scenes 3. Design Characters 4. Manage and store assets 5. Maintain workplace health and safety Description	The jobholder is needs to have Generic Skills of Reading writing, Oral Skills An Jobholder Document character descriptions to help present to the Director and Producer which guide the production, The jobholder need to accordingly plan his task , Collaborate with the script team to design the characters, take feedbacks from the producer and director also culture/location specific attributes that would need to be factored into the designing style requirements involved in this outcome this is pegged at level 4	**Level 4**
Responsibility	1.Understanding the script 2. Ensure consistency across all scenes 3. Design Characters	An Character Designer carries out his assigned functions like Character design, character construction detail, character line-up, character dos and don'ts, size relationship chart, attitude poses, hand gestures, basic	**Level 4**

| | 4. Manage and store assets
5. Maintain workplace health and safety Description | walk poses, prop details, character turnarounds, mouth chart, facial expressions

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. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing also Ensure that the work-products meet quality standards Therefore this is pegged at level 4. | |

<u>**SECTION 3**</u> **EVIDENCE OF NEED**

26	What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?		
	Basic	**In case of SSC**	**In case of other Awarding Bodies (Institutes under Central Ministries and states departments)**
	Need of the qualification	As per the 2019 FICCI report the Entertainment industry is growing at a very significant rate and to cater the demand of the industry we need to skill our youth. As per the report its evident that the qualification is needed.	
	Industry Relevance	The MESC has undertaken validation of the job roles with actual end-user industry and association where such employment is going to be generated and absorbed instead of generic validation of industry. The MESC submitted the endorsements from users/intended users of the qualification clearly supporting need for trained people against specific job role.	
	Usage of the qualification	MESC prepared this on the basis of requirement from industry and demand raised by various association. The qualification will be used both for new inductees as well as RPL of	

		working actors in the industry.	
	Estimated uptake	MESC has conducted skill gap study in consultation with FICCI (KPMG and EY) and interaction with the industry. The skill gap study and industry interaction says huge demand of manpower for this qualification. MESC will share the tentative demand sheet whenever desired.	
27	**Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences** MESC has approached the line Ministry (Ministry of information and broadcasting) and submitted detail Qualification for their concurrence. Response is yet to be received.		
28	**What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification** 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		
29	**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? Specify the review process here** The qualification 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 30% of the certified candidates get employed **3.** When there is significant improvement in technology/processes for executing the job role		

SECTION 4
EVIDENCE OF PROGRESSION

30	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? *Show the career map here to reflect the clear progression*