

Qualification Pack



Music Producer

QP Code: MES/Q1502

Version: 2.0

NSQF Level: 6

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

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MES/Q1502: Music Producer

Brief Job Description

The role of the Music Producer is to arrange music under the direction of the Music Director/Composer and to lead and manage the production of original music based on the music arrangements approved by the Music Director/Composer.

Personal Attributes

A Music Producer must be proactive in taking initiatives to constantly expand his/her professional domain awareness. The person must adapt quickly to rapidly changing music industry trends, and demonstrate resilience and motivation to consistently deliver high quality creative work in a demanding and competitive environment. The music producer must assume full responsibility for delivering agreed work outputs, and must maintain honesty and reliability while dealing with clients, musicians and technicians.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0104: Maintain workplace health and safety](#)
2. [MES/N1505: Notate and prepare music scores](#)
3. [MES/N1506: Arrange music in a range of styles](#)
4. [MES/N1507: Produce recordings](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television, Music, Radio, Animation, Gaming, Advertising
Occupation	Music Production
Country	India
NSQF Level	6
Credits	28
Aligned to NCO/ISCO/ISIC Code	NCO- 2015/2654.0700



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Minimum Educational Qualification & Experience	Graduate with 3 Years of experience OR Diploma (Three years diploma (after Class 12th)) with 3 Years of experience OR Certificate-NSQF (Music Programmer at NSQF Level-5) with 2 Years of experience
Minimum Level of Education for Training in School	12th Class
Pre-Requisite License or Training	1) Knowledge of Digital Audio Workstations.2) Familiarity with western and Indian music theory and performance.
Minimum Job Entry Age	22 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQF Approval Date	24/02/2022
Version	2.0
Reference code on NQR	2022/ME/MESC/05448
NQR Version	2.0



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

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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>	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	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	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	-	-
<i>Identifying and reporting risks</i>	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 through precautionary measures	5	5	-	-
PC9. 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
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	-	-
<i>Complying with procedures in the event of an emergency</i>	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	-	-



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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	27/01/2027
NSQC Clearance Date	27/01/2022

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MES/N1505: Notate and prepare music scores

Description

This OS unit covers notation of music material and preparation of professional music scores to guide the session musicians during music recording.

Elements and Performance Criteria

Notating music for various instruments

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

- PC1.** transcribe music arrangements (melody, harmony & rhythm) using standard music notation.
- PC2.** choose appropriate music clef to notate each instrument.
- PC3.** notate the different musical parameters for every instrument (key signature, meter, tempo, rhythm, chords and notes) accurately.
- PC4.** notate the required playing techniques (dynamics, bowing, pizzicato, arco, palm mute, slide, breath marks, etc.) for each instrument on the score.
- PC5.** transpose the music score correctly while arranging for instruments requiring transposition (trumpet in bb, horn in f, clarinet in a etc.)

Preparing music scores using notation software

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

- PC6.** design music score templates using music notation software.
- PC7.** prepare master scores showing all instruments and voices used in the music arrangement.
- PC8.** supervise the creation of individual instrument/voice notation from the master score for individual musicians by the music programmer/arranger.
- PC9.** approve scores prepared by the music programmer/arranger for recording sessions (without repetitions, attention to turning pages, etc.)
- PC10.** supervise the export and import of music notation files (Musical Instrument Digital Interface (MIDI) or Music Extensible Mark-up Language (XML)) between the notation software and the Digital Audio Workstation (DAW).

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to prepare for pre-production and production meetings with music composers, music programmers, session musicians, etc.
- KU2.** the roles and responsibilities of the team members involved in music score preparation.
- KU3.** the budget and timelines associated with the project.
- KU4.** how to allocate resources efficiently to prepare music scores.
- KU5.** music notation functions available in the Digital Audio Workstation.
- KU6.** technical parameters, operational settings and functions of music notation software.
- KU7.** how to set-up a MIDI keyboard to enter notes efficiently to the notation software.
- KU8.** how to assign suitable sound banks / patches to the music score for reference playback.



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KU9. how to export music XML, MIDI and printable files of music scores with the correct settings.

Generic Skills (GS)

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

- GS1.** take detailed and specific notes about the music arrangement during discussions in order to prepare scores correctly.
- GS2.** provide clear written guidelines, expectations and feedback to assistants, music programmers and session musicians.
- GS3.** document and communicate approval of music scores and parts.
- GS4.** interpret music and creative briefs received from the music composer/director or clients
- GS5.** interpret technical specifications, features, functions, and operational guidelines of music notation software, Digital Audio Workstation (DAW) and any related hardware from their user guides or operation manuals
- GS6.** identify music score requirements during discussions with music composers/directors, music programmers and session musicians.
- GS7.** use the correct music notation and score terminologies while giving instructions to assistants, music programmers and session musicians.
- GS8.** present/solicit feedback on work and identify modifications required where applicable.
- GS9.** plan score templates and file organization structure according to the production requirements.
- GS10.** plan the work allocation and schedule for the team to meet agreed deliverables
- GS11.** manage the completion of all music scores within the agreed budget and schedule.
- GS12.** assess the impact of the information included in music scores on the actual recording or programming of music.
- GS13.** guide the team to identify and resolve technical and creative challenges while preparing music scores.
- GS14.** evaluate the quality of music scores using established criteria and recommend enhancements where required.
- GS15.** choose the correct conventions of music notation while notating each instrument.
- GS16.** assess and approve music scores for use by session musicians to program and record music.
- GS17.** review music scores at every stage to ensure that they fully meet the requirements laid out by the music composer/director.
- GS18.** ensure that the music scores contain all necessary details to guide session musicians during recording

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Notating music for various instruments</i>	20	30	-	-
PC1. transcribe music arrangements (melody, harmony & rhythm) using standard music notation.	4	6	-	-
PC2. choose appropriate music clef to notate each instrument.	4	6	-	-
PC3. notate the different musical parameters for every instrument (key signature, meter, tempo, rhythm, chords and notes) accurately.	4	6	-	-
PC4. notate the required playing techniques (dynamics, bowing, pizzicato, arco, palm mute, slide, breath marks, etc.) for each instrument on the score.	4	6	-	-
PC5. transpose the music score correctly while arranging for instruments requiring transposition (trumpet in bb, horn in f, clarinet in a etc.)	4	6	-	-
<i>Preparing music scores using notation software</i>	20	30	-	-
PC6. design music score templates using music notation software.	4	6	-	-
PC7. prepare master scores showing all instruments and voices used in the music arrangement.	4	6	-	-
PC8. supervise the creation of individual instrument/voice notation from the master score for individual musicians by the music programmer/arranger.	4	6	-	-
PC9. approve scores prepared by the music programmer/arranger for recording sessions (without repetitions, attention to turning pages, etc.)	4	6	-	-
PC10. supervise the export and import of music notation files (Musical Instrument Digital Interface (MIDI) or Music Extensible Mark-up Language (XML)) between the notation software and the Digital Audio Workstation (DAW).	4	6	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	40	60	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1505
NOS Name	Notate and prepare music scores
Sector	Media & Entertainment
Sub-Sector	Film, Television, Music, Radio, Animation, Gaming, Advertising
Occupation	Music Production
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N1506: Arrange music in a range of styles

Description

This OS unit covers arrangement of music compositions (songs, themes, etc.) in different genres and styles using music technology and the knowledge of stylistic and socio-cultural characteristics of music.

Elements and Performance Criteria

Arranging music compositions

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

- PC1.** arrange music using appropriate style elements (instrumentation, rhythm, sounds, etc.) according to the creative direction set by the music director/composer.
- PC2.** apply musical elements of cultural and historical relevance (instruments, performance styles, rhythmic patterns, vocal styles, etc.) in music arrangements to meet the creative requirements.
- PC3.** determine the most appropriate key (pitch) for a song arrangement that suits the chosen singers and the mood of the composition.
- PC4.** add harmonies to melodies using chords that suit the style of the composition.
- PC5.** arrange or compose original melodies based on a specified chord progression.
- PC6.** approve the form and structure of music compositions (intro, verse, chorus, reprise, etc.) prepared by the music programmer/arranger in accordance with the creative requirements.

Use of instruments in arrangements

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

- PC7.** supervise the arrangement of music for a rhythm section (drums/percussions, keys/guitar and bass) based on a given melody.
- PC8.** arrange music for acoustic instruments and instrument groups (e.g. strings, woodwinds, brass, etc.) adhering to their useable range and performance techniques.

Arranging music using technology

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

- PC9.** use Musical Instrument Digital Interface (MIDI) keyboards or controllers to arrange music on a Digital Audio Workstation (DAW)
- PC10.** supervise the simulation / mock-up of music arrangements on a Digital Audio Workstation (DAW) by the music programmer for review and reference.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** budget and timelines available for arranging music according to requirements.
- KU2.** Intellectual Property Rights, copyright, fair use and confidentiality policies applicable to the organisations business.
- KU3.** roles and responsibilities of the music arranging team.

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- KU4.** how to present arrangements for review and approval by music composer/director or clients when necessary.
- KU5.** the format and limitations of the playback or distribution medium for which the music arrangement is made.
- KU6.** the playable range, limitations and physical properties of musical instruments used in the arrangements.
- KU7.** technical parameters and settings of Digital Audio Workstations, virtual instruments, etc. required to arrange music efficiently.
- KU8.** how to export high quality demo audio files of music arrangements for review.
- KU9.** how to use tools such as video conferencing, screen sharing, etc. to present/review music arrangements remotely with composers, musicians and clients.

Generic Skills (GS)

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

- GS1.** prepare detailed notes during discussions with the music composer/director, clients, etc. to aid the arrangement of music.
- GS2.** provide clear written guidelines, expectations, deliverables and feedback to the arranging team.
- GS3.** write detailed descriptions and creative context of the music arrangements while sending them for review and approval.
- GS4.** interpret creative briefs, scripts, storyboards, etc. to determine the requirements for music arrangement.
- GS5.** research and gather relevant stylistic, cultural and genre specific details required to arrange music according to the creative needs.
- GS6.** identify specific music requirements and preferences during discussions with the music composer/director, clients, etc.
- GS7.** use the correct terms, terminologies and references to articulate the creative vision for the music arrangement to the music team.
- GS8.** provide clear, concise and actionable feedback while reviewing music arrangements with the team, composer/director, clients, etc.
- GS9.** schedule own work to meet agreed music arrangement deliverables.
- GS10.** organise the work of the team according to the project schedule.
- GS11.** conduct regular reviews with the various stakeholders to ensure timely work progress meeting quality standards and budget.
- GS12.** analyse the impact of instrumentation, harmony and performance style on the music arrangement while making creative choices.
- GS13.** guide the team to identify and resolve any technical issues with music technology resources used for arranging music.
- GS14.** address any potential music arrangement delays adequately to minimize its impact on the overall project.
- GS15.** appraise the quality of music arrangements objectively using established criteria to ensure that they meet expectations.
- GS16.** provide constructive feedback for improvement when necessary.



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- GS17.** allocate budget and resources to complete music arrangements on schedule.
- GS18.** assess and approve music arrangements for production.
- GS19.** relate to, and incorporate musical preferences of target audience and clients while arranging music.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Arranging music compositions</i>	24	36	-	-
PC1. arrange music using appropriate style elements (instrumentation, rhythm, sounds, etc.) according to the creative direction set by the music director/composer.	4	6	-	-
PC2. apply musical elements of cultural and historical relevance (instruments, performance styles, rhythmic patterns, vocal styles, etc.) in music arrangements to meet the creative requirements.	4	6	-	-
PC3. determine the most appropriate key (pitch) for a song arrangement that suits the chosen singers and the mood of the composition.	4	6	-	-
PC4. add harmonies to melodies using chords that suit the style of the composition.	4	6	-	-
PC5. arrange or compose original melodies based on a specified chord progression.	4	6	-	-
PC6. approve the form and structure of music compositions (intro, verse, chorus, reprise, etc.) prepared by the music programmer/arranger in accordance with the creative requirements.	4	6	-	-
<i>Use of instruments in arrangements</i>	8	12	-	-
PC7. supervise the arrangement of music for a rhythm section (drums/percussions, keys/guitar and bass) based on a given melody.	4	6	-	-
PC8. arrange music for acoustic instruments and instrument groups (e.g. strings, woodwinds, brass, etc.) adhering to their useable range and performance techniques.	4	6	-	-
<i>Arranging music using technology</i>	8	12	-	-
PC9. use Musical Instrument Digital Interface (MIDI) keyboards or controllers to arrange music on a Digital Audio Workstation (DAW)	4	6	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. supervise the simulation / mock-up of music arrangements on a Digital Audio Workstation (DAW) by the music programmer for review and reference.	4	6	-	-
NOS Total	40	60	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1506
NOS Name	Arrange music in a range of styles
Sector	Media & Entertainment
Sub-Sector	Film, Television, Music, Radio, Animation, Gaming, Advertising
Occupation	Music Production
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022



Qualification Pack

MES/N1507: Produce recordings

Description

This OS unit defines the skills required to produce recordings using techniques such as electronic programming, live recording, mixing of multitrack material and mastering of the final mix. The unit also covers the development of planning, organization and managerial skills necessary to lead and accomplish music production tasks efficiently.

Elements and Performance Criteria

Scheduling and managing music production

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

- PC1.** recommend and/or select suitable programmers, musicians, and sound engineers to meet the production requirements.
- PC2.** schedule music programming and recording sessions.
- PC3.** manage the different stages of the music production process .

Producing music using Digital Audio Workstations (DAW)

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

- PC4.** determine appropriate production techniques (synthesis, sampling, layering, etc.) according to the music genre and stylistic needs.
- PC5.** approve appropriate sounds or samples used for programming the different instruments in the music arrangement
- PC6.** employ music performance techniques and attributes included in the arrangement while programming music tracks.
- PC7.** apply sound processing techniques to make digitally programmed music sound as close as possible to real instruments.

Producing music in a recording studio

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

- PC8.** operate professional sound recording equipment (microphones, mixers, multitrack recording systems, etc.) to record music.
- PC9.** determine appropriate techniques to record instruments and voices according to the stylistic considerations of the music genre.
- PC10.** direct and guide the performance of musicians during recording sessions according to the music arrangement.

Mixing and mastering music for release

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

- PC11.** supervise the mix-down of multi-track music recordings.
- PC12.** perform mastering of demo mixes for presentation to the music composer/director, clients, etc. for review.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** budget and timelines for producing music according to clients requirements.
- KU2.** the roles and responsibilities of the music production team.
- KU3.** how to appoint programmers, musicians, and sound engineers to produce music.
- KU4.** the process of releasing demo and final material to clients.
- KU5.** the use of planning and scheduling tools such as calendars, to-do-lists, Google docs, etc.
- KU6.** the formats, specifications and limitations of the playback or distribution medium for which the music is produced.
- KU7.** the operational settings and workflow of digital audio workstations, virtual instruments, samplers, etc.
- KU8.** the operational parameters of sound recording equipment, recording studio workflow, connections, and signal flow.
- KU9.** audio processing technologies and file formats commonly used in the music industry.
- KU10.** the technical specifications and operational limitations of computing systems used for music production.

Generic Skills (GS)

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

- GS1.** make detailed notes during discussions with the music composer/director, clients, etc. regarding production requirements.
- GS2.** provide written guidelines, expectations, deliverables and feedback to music programmers, musicians and sound engineers.
- GS3.** maintain accurate and clear log of recording studio usage, musicians time, etc. for each track.
- GS4.** interpret creative briefs, scripts, storyboards, etc. to determine the production requirements for each music piece.
- GS5.** interpret music arrangements by reading music scores
- GS6.** research and gather relevant cultural, stylistic and genre specific details required to produce music according to the creative needs.
- GS7.** research and gather consumer preferences and trends in the consumption of commercial music to aid production decisions.
- GS8.** interpret feedback received through email, text messages, etc. from the music composer/director and clients.
- GS9.** identify stylistic requirements of music during discussions with the music composer/director, clients, etc.
- GS10.** give clear instructions and feedback to musicians during recording sessions.
- GS11.** provide clear and actionable feedback to music programmers and sound engineers while reviewing music tracks.
- GS12.** plan production tasks for each music piece according to the music arrangement.
- GS13.** organise the work of the music production team according to the production schedule.
- GS14.** schedule and manage recording sessions according to the production plan.
- GS15.** conduct regular reviews with the various stakeholders to ensure timely work progress meeting quality standards and budget.



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- GS16.** analyse the impact of sounds and samples, recording techniques, performance styles, and sound processing and mixing decisions on music while making creative choices.
- GS17.** address any unforeseen issues with the music arrangement that are identified during the recording session.
- GS18.** devise innovative solutions to any music performance challenges or limitations that arise during the recording.
- GS19.** resolve any technical issues associated with programming, recording, mixing and mastering of music.
- GS20.** address any potential delays or schedule conflicts adequately to minimize its impact on the overall production.
- GS21.** ascertain the quality of programmed and recorded music using established criteria to ensure that they meet agreed quality standards.
- GS22.** suggest corrective actions where necessary to enhance the quality of the music being produced.
- GS23.** choose musicians, singers and technicians according to the production needs.
- GS24.** allocate sufficient budget and resources to achieve the music production objectives.
- GS25.** determine appropriate music production techniques that help meet the creative requirements
- GS26.** assess and approve programmed music tracks, recordings and final mixes.
- GS27.** incorporate innovative musical elements that appeal to the current and emerging preferences of a diverse range of target audience.
- GS28.** maintain authenticity and originality while adhering closely to customer preferences of musical styles and sounds.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Scheduling and managing music production</i>	6	9	-	-
PC1. recommend and/or select suitable programmers, musicians, and sound engineers to meet the production requirements.	2	3	-	-
PC2. schedule music programming and recording sessions.	2	3	-	-
PC3. manage the different stages of the music production process .	2	3	-	-
<i>Producing music using Digital Audio Workstations (DAW)</i>	14	21	-	-
PC4. determine appropriate production techniques (synthesis, sampling, layering, etc.) according to the music genre and stylistic needs.	2	3	-	-
PC5. approve appropriate sounds or samples used for programming the different instruments in the music arrangement	4	6	-	-
PC6. employ music performance techniques and attributes included in the arrangement while programming music tracks.	4	6	-	-
PC7. apply sound processing techniques to make digitally programmed music sound as close as possible to real instruments.	4	6	-	-
<i>Producing music in a recording studio</i>	12	18	-	-
PC8. operate professional sound recording equipment (microphones, mixers, multitrack recording systems, etc.) to record music.	4	6	-	-
PC9. determine appropriate techniques to record instruments and voices according to the stylistic considerations of the music genre.	4	6	-	-
PC10. direct and guide the performance of musicians during recording sessions according to the music arrangement.	4	6	-	-
<i>Mixing and mastering music for release</i>	8	12	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. supervise the mix-down of multi-track music recordings.	4	6	-	-
PC12. perform mastering of demo mixes for presentation to the music composer/director, clients, etc. for review.	4	6	-	-
NOS Total	40	60	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1507
NOS Name	Produce recordings
Sector	Media & Entertainment
Sub-Sector	Film, Television, Music, Radio, Animation, Gaming, Advertising
Occupation	Music Production
NSQF Level	6
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
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NSQC Clearance Date	24/02/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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



Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0104.Maintain workplace health and safety	46	54	-	-	100	10
MES/N1505.Note and prepare music scores	40	60	-	-	100	25
MES/N1506.Arrange music in a range of styles	40	60	-	-	100	30
MES/N1507.Produce recordings	40	60	-	-	100	35
Total	166	234	-	-	400	100



Qualification Pack

Acronyms

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

Qualification Pack

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.

Qualification Pack

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.
VISUAL STYLE	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.
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.
SHOOT SCHEDULE	Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day
MULTI CAMERA	Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
CONTINUITY	Continuity represents the seamless transition from one shot to another
SCRIPT	Script is a structured narrative of a story

Qualification Pack

SCREENPLAY	Screenplay is the script coupled with key characteristics of the scene and directions for acting
POST-PRODUCTION	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.
COLOUR GRADING	Colour grading is the process of enhancing and correcting the colours of the final production
DIGITAL INTERMEDIATE	Digital intermediate is the process where a film is digitised and the colour and image characteristics are modified
RECCE	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
GRIPS	Grips is the department that specialises in mounting the camera on to tripods, dollies, cranes and other platforms for shoots
JIB	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
LENSES	Lenses are used to capture images and are attached on to the body of the camera
FILTERS	Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects
DOLLY	Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots
MAGAZINES	Magazines are compartments within a camera that are used to hold the film tape
CLAPPER BOARDS	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
FOCUS LENGTH	Focus length is the angle of view from the lens
FRAMING	Framing is how the artists, objects, sets, locations etc. are positioned within the camera view for a single shot
MASTER SHOT	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