

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR MEDIA AND ENTERTAINMENT INDUSTRY

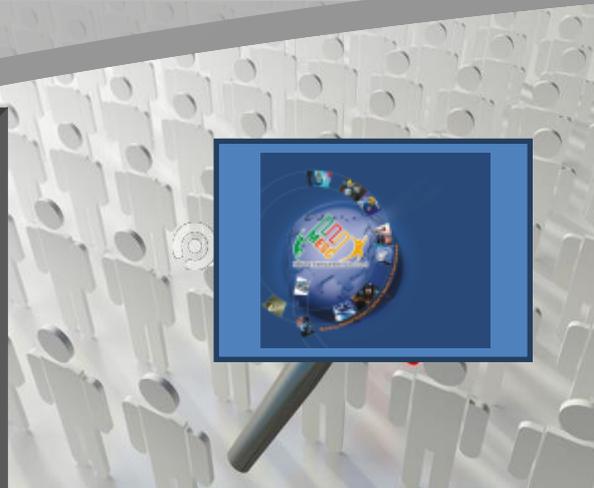
### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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## Introduction

### Qualifications Pack-Sound Editor

**SECTOR:** MEDIA AND ENTERTAINMENT

**SUB-SECTOR:** Film, Television, Radio, Animation, Advertising

**OCCUPATION:** Sound Editor

**REFERENCE ID:** MES/ Q 3404

**ALIGNED TO:** NCO-2004/Nil

**Sound Editor in the Media & Entertainment Industry is also known as a Dialogue / Sound Effects / Foley Effects Editor or Supervising Sound Editor**

***(For Film, there will be at least one of each editor- Dialogue, Effect, Foley, plus a supervising sound editor/designer to manage them and deliver the end product)***

**Brief Job Description:** Individuals at this job are responsible for preparing, organizing and editing sound sequences that meet the quality standards and requirements of production.

**Personal Attributes:** This job requires the individual to know how to operate a range of sound equipment and software. Depending on the size of the production, the individual may have to delegate to/supervise several Sound Editing Assistants or Sound Specialists. The individual must be well-versed in the principles of acoustics, psychoacoustics and aural discrimination. The individual must be able to select sound sources and apply various editing techniques and treatments to create quality end-products that meet production requirements.

|             |                                 |   |                         |                 |
|-------------|---------------------------------|---|-------------------------|-----------------|
| Job Details | <b>Qualifications Pack Code</b> | <b>MES/ Q 3404</b>  |                         |                 |
|             | <b>Job Role</b>                 | <b>Sound Editor</b><br>This job role is applicable in both national and international scenarios |                         |                 |
|             | <b>Credits (NSQF)</b>           | <b>TBD</b>  | <b>Version number</b>   | <b>1.0</b>      |
|             | <b>Sector</b>                   | <b>Media and Entertainment</b>  | <b>Drafted on</b>       | <b>10/11/14</b> |
|             | <b>Sub-sector</b>               | <b>Film, Television, Radio, Animation, Gaming, Advertising</b>                                  | <b>Last reviewed on</b> | <b>21/11/14</b> |
|             | <b>Occupation</b>               | <b>Sound</b>  | <b>Next review date</b> | <b>20/11/16</b> |

|   |   |
|---|---|
| <b>Job Role</b>   | <b>Sound editor</b>   |
| <b>Role Description</b>                                 | Edit sound sources to create required end-products  |
| <b>NSQF level</b>                                       | 4   |
| <b>Minimum Educational Qualifications</b>               | Class X, preferably with a background in physical sciences  |
| <b>Maximum Educational Qualifications</b>               | Graduation, preferably in electronics   |
| <b>Training</b><br>(Suggested but not mandatory)        | Sound mixing, editing, production and sound editing software<br>Formal film education (optional)  |
| <b>Experience</b>                                       | 3+ Years of work experience, with experience in post-production sound editing   |
| <b>Applicable National Occupational Standards (NOS)</b> | <b>Compulsory:</b><br>1. <a href="#">MES / N 3408 (Edit Sound)</a><br>2. <a href="#">MES / N 3409 (Maintain workplace health and safety)</a><br><b>Optional:</b> N.A. |
| <b>Performance Criteria</b>                             | As described in the relevant OS units   |

Definitions

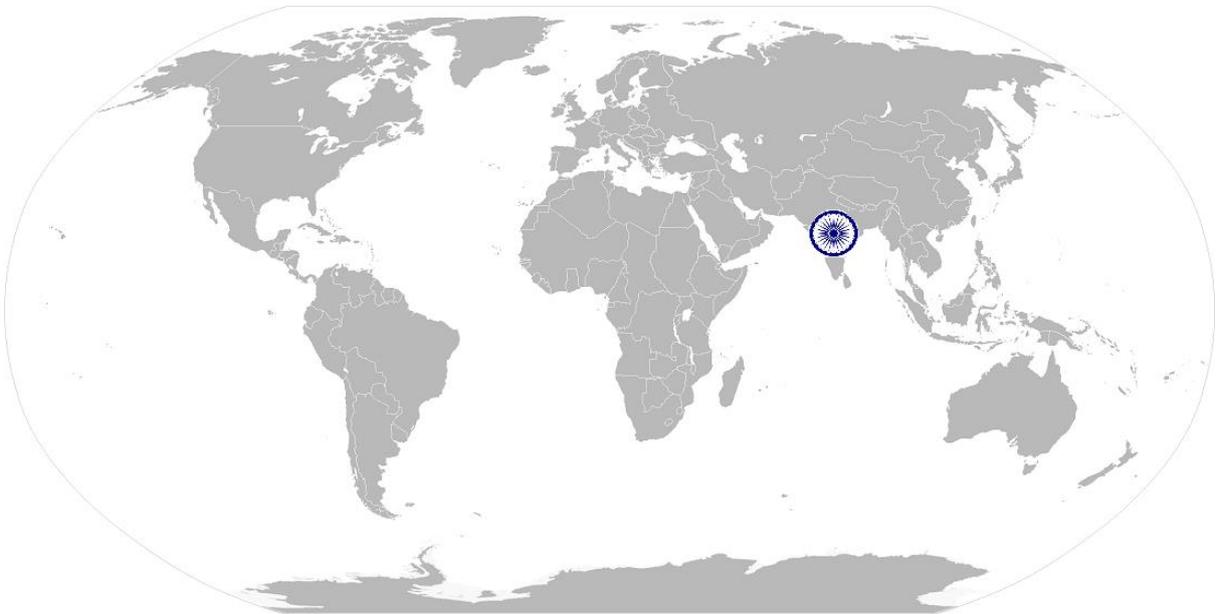
| Keywords /Terms                       | Description   |
|---------------------------------------|---|
| Acoustics                             | Acoustics is the science of sound production, creation of effects and their transmission  |
| Budget                                | Budget is an estimate of the total cost of production that may include a break-up of cost components  |
| Continuity                            | Continuity represents the seamless transition from one shot to another  |
| Copyright Laws                        | A legal framework linked to intellectual property and the rights given to creators of original products/ concepts   |
| 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.  |
| Psychoacoustics                       | Psychoacoustics is the study of the psychological and physiological responses to sound.   |
| Target Audience                       | Group of people at whom content/ advert is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters (e.g. Females, aged 25-40, average monthly household income INR 25,000-50,000, from Hindi speaking states in North India) |
| Timelines                             | Timelines is a listing of dates by which the production milestones/stages need to be completed  |
| Sector                                | Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.   |
| Sound concept                         | Sound concept is a description of the overall sound experience for the production   |
| Sub-sector                            | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.  |
| Vertical                              | Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.   |
| Occupation                            | Occupation is a set of job roles, which perform similar/related set of functions in an industry   |
| Function                              | Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.  |
| Sub-functions                         | Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.   |
| Job role                              | Job role defines a unique set of functions that together form a unique employment opportunity in an organization.   |
| Occupational Standards (OS)           | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.             |
| Performance Criteria                  | Performance Criteria are statements that together specify the standard of performance required when carrying out a task   |
| National Occupational Standards (NOS) | NOS are Occupational Standards which apply uniquely in the Indian context.  |
| Qualifications Pack Code              | Qualifications Pack Code is a unique reference code that identifies a   |

|                             |  |
|-----------------------------|--|
| Qualifications Pack(QP)     | Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.  |
| 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 the 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 the quality of performance required.  |
| Knowledge and Understanding | Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.  |
| Organizational Context      | Organizational Context includes the way the organization 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  | Core Skills or Generic Skills are a group of skills that are key to learning and working 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>Keywords /Terms</b>      | <b>Description</b>   |
| NOS                         | National Occupational Standard(s)  |
| QP                          | Qualifications Pack  |
| NSQF                        | National Skill Qualifications Framework  |
| NVEQF                       | National Vocational Education Qualifications Framework   |
| NVQF                        | National Vocational Qualifications Framework   |

Acronyms

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# National Occupational Standard



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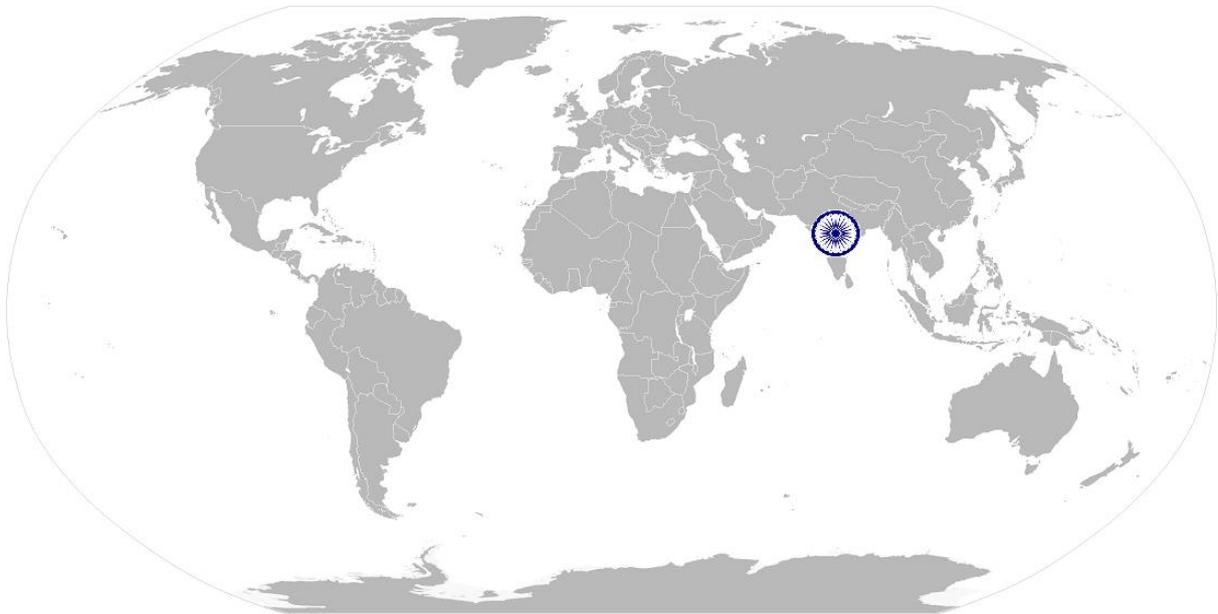
## Overview

This unit is about editing different sound sources in accordance with production requirements

|   |  |
|---|--|
| <b>Unit Code</b>  | MES/ N 3408  |
| <b>Unit Title (Task)</b>  | Edit sound   |
| <b>Description</b>  | This OS unit is about editing different sound sources in accordance with production requirements   |
| <b>Scope</b>  | <p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Edit various sound sources including live or pre-recorded music, atmosphere tracks, dialogue, foley effects, live/pre-recorded/electronic sound effects tracks <ul style="list-style-type: none"> <li>○ End-products could include sound tracks, films, interviews, documentaries, news broadcasts, radio programmes</li> </ul> </li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>   |  |
| <b>Element</b>  | <b>Performance Criteria</b>  |
| Edit various sound sources  | <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify/align/organise unedited sound materials, and check sound equipment/editing facilities in preparation for editing</p> <p>PC2. Verify the technical/creative quality of sound sources and whether they meet production standards, propose options to resolve issues as required</p> <p>PC3. Critically listen to sound sources to determine the extent and range of required edits w.r.t. the format of the end-product</p> <p>PC4. Cut and synchronise the sound sources, removing any extraneous background sounds in preparation for final sound mixing</p> <p>PC5. Manage the creative/technical quality check of the final sound edit in line with enterprise procedures and production requirements</p> <p>PC6. Organise the digitisation and transfer of sound sources to appropriate equipment, ensuring that the requirements for digital storage and formatting are met</p> |
| <b>Knowledge and Understanding (K)</b>  |  |
| <b>A. Organizational Context</b><br>(Knowledge of the company / organization and its processes) | <p>The user/individual on the job needs to know and understand:</p> <p>KA1. The technical and creative requirements of the sound edit, as agreed upon during discussions with the director and producers</p> <p>KA2. The end-use and likely output devices from which the sound would be heard</p> <p>KA3. Applicable timelines and budget for editing the required sound sequences</p>  |
| <b>B. Technical Knowledge</b>   | <p>The user/individual on the job needs to know and understand:</p> <p>KB1. Industry-standard sound editing conventions, processes and techniques – both analog and digital</p> <p>KB2. The principles of acoustics, psychoacoustics and aural discrimination, so as to critically analyse sound elements/sequences</p> <p>KB3. The principles of sonic storytelling, so as to focus attention, intensify action</p>   |

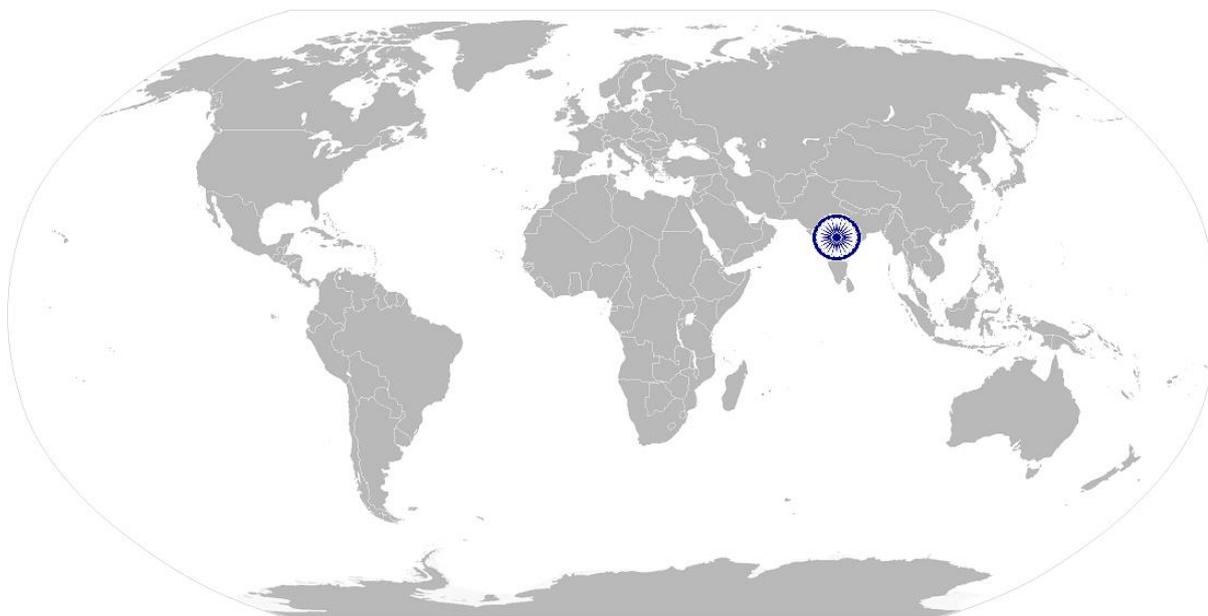
|   |  |
|---|--|
|   | <p>and set the pace/mood</p> <p>KB4. The basics of sound recording, editing and mixing equipment</p> <p>KB5. How to identify sound defects (e.g. muffled dialogue) and troubleshoot these issues</p> <p>KB6. How to digitise/change/back-up different sound materials w.r.t. file formats, compression and technical standards</p> <p>KB7. How to synchronise picture and sound using time codes, frame rates and sample rates</p> <p>KB8. How to edit a range of audio sequences/segments using various sound equipment/software (Avid, Adobe Audition, Magix Music Maker, Goldwave) to achieve the technical/creative requirements of the production</p> <p>KB9. The applicable copyright norms and intellectual property rights</p> <p>KB10. Applicable health and safety guidelines</p>  |
| <b>Skills (S) (Optional)</b>              |  |
| <b>A. Core Skills/<br/>Generic Skills</b> | <b>Writing Skills</b>  |
|   | <p>The user/individual on the job needs to know and understand how to:</p> <p>SA1. Identify/ obtain,log, label, securely store and back-up sound materials</p> <p>SA2. Accurately note sound effects on spotting sheets</p> <p>SA3. Log/assess sound sequences and submit Edit Decision Lists to relevant production personnel by the agreed deadline</p>  |
|   | <b>Reading Skills</b>  |
|   | <p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. Read and understand the creative and technical requirements for editing</p> <p>SA5. Read the script and understand the context/emotion that would need to be expressed through editing</p> <p>SA6. Keep up-to-date knowledge of editing software and equipment upgrades</p> <p>SA7. Read and interpret sound documentation and edit decision lists</p>  |
| <b>B. Professional Skills</b>             | <b>Oral Communication (Listening and Speaking skills)</b>  |
|   | <p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Participate in pre-production meetings with relevant personnel to discuss the creative/technical objectives of the sound edit, as well as post-production spotting sessions to make the appropriate adjustments</p> <p>SA9. Communicate effectively with producers/director/relevant personnel regarding the sound concept, as well as creative/technical requirements</p> <p>SA10. Collaborate with the sound designer, engineer to establish needs/ requirements throughout the production schedule and ensure that the final product meets guidelines</p> <p>SA11. Provide feedback to junior personnel regarding editing techniques, and to equipment/IT personnel regarding editing equipment/software quality</p> <p>SA12. Present and solicit feedback on the end-products and identify modifications, if required</p> |
| <b>B. Professional Skills</b>             | <b>Plan and Organize</b>   |
|   | <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Plan and delegate work (where required and as needed) so as to deliver the end-products required within timelines and within the designated budget</p>  |

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|  | <b>Problem Solving</b>  |
|  | The user/individual on the job needs to know and understand how to:<br>SB2. Identify problems with the successful execution of the task (e.g. sound defects, system failures, mechanical breakdowns) and resolve them in consultation with relevant personnel |
|  | <b>Critical Thinking</b>  |
|  | The user/individual on the job needs to know and understand how to:<br>SB3. Critically analyse the end-products to ensure they are of the optimum quality and meet the requirements of post-production  |



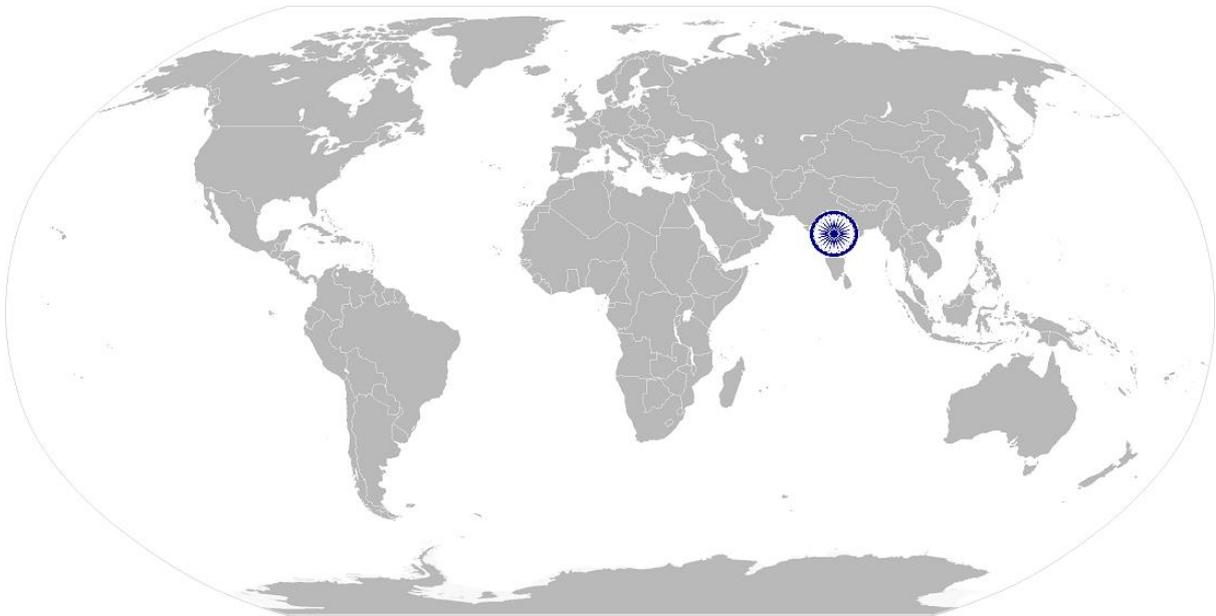
## NOS Version Control

|                       |   |                         |          |
|-----------------------|---|-------------------------|----------|
| <b>NOS Code</b>       | MES / N 3408  |                         |          |
| <b>Credits (NSQF)</b> | TBD   | <b>Version number</b>   | 1.0      |
| <b>Sector</b>         | Media and Entertainment                                 | <b>Drafted on</b>       | 10/11/14 |
| <b>Sub-sector</b>     | Film, Television, Radio, Animation, Gaming, Advertising | <b>Last reviewed on</b> | 21/11/14 |
| <b>Occupation</b>     | Sound   | <b>Next review date</b> | 20/11/16 |



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# National Occupational Standard



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## Overview

This unit is about contributing towards maintaining a healthy, safe and secure working environment

**Maintain workplace health and safety**

National Occupational Standard

|  |   |
|--|---|
| <b>Unit Code</b>   | <b>MES/ N 3409</b>  |
| <b>Unit Title (Task)</b>   | <b>Maintain workplace health and safety</b>   |
| <b>Description</b>   | This OS unit is about contributing towards maintaining a healthy, safe and secure working environment   |
| <b>Scope</b>   | <p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>Understanding the health, safety and security risks prevalent in the workplace</li> <li>Knowing the people responsible for health and safety and the resources available</li> <li>Identifying and reporting risks</li> <li>Complying with procedures in the event of an emergency</li> </ul>   |
| <b>Performance Criteria (PC) w.r.t. the Scope</b>                                |   |
| <b>Element</b>   | <b>Performance Criteria</b>   |
| Understanding the risks prevalent in the workplace                               | <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Understand and comply with the organisation's current health, safety and security policies and procedures</p> <p>PC2. Understand the safe working practices pertaining to own occupation</p> <p>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</p> <p>PC4. Participate in organization health and safety knowledge sessions and drills</p> |
| Knowing the people responsible for health and safety and the resources available | <p>PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency</p> <p>PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</p>  |
| Identifying and reporting risks  | <p>PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety</p> <p>PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures</p> <p>PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected</p>  |
| Complying with procedures in the event of an emergency                           | <p>PC11. Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard</p> <p>PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority</p>  |
| <b>Knowledge and Understanding (K)</b>   |   |
| <b>A. Organizational Context</b><br>(Knowledge of the company / organization and | <p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisation's norms and policies relating to health and safety</p> <p>KA2. Government norms and policies regarding health and safety and related emergency procedures</p> <p>KA3. Limits of authority while dealing with risks/ hazards</p> <p>KA4. The importance of maintaining high standards of health and safety at a</p>   |

|  |   |
|--|---|
| its processes)   | workplace   |
| <b>B. Technical Knowledge</b>  | <p>The user/individual on the job needs to know and understand:</p> <p>KB1. The different types of health and safety hazards in a workplace</p> <p>KB2. Safe working practices for own job role</p> <p>KB3. Evacuation procedures and other arrangements for handling risks</p> <p>KB4. Names and contact numbers of people responsible for health and safety in a workplace</p> <p>KB5. How to summon medical assistance and the emergency services, where necessary</p> <p>KB6. Vendors' or manufacturers' instructions for maintaining health and safety while using equipments, systems and/or machines</p> |
| <b>Skills (S) (Optional)</b>   |   |
| <b>A. Core Skills/ Generic Skills</b>  | <b>Writing Skills</b>   |
|  | The user/individual on the job needs to know and understand how to:   |
|  | SA1. How to write and provide feedback regarding health and safety to the concerned people  |
|  | SA2. How to write and highlight potential risks or report a hazard to the concerned people  |
|  | <b>Reading Skills</b>   |
| The user/individual on the job needs to know and understand how to:  |   |
| SA3. Read instructions, policies, procedures and norms relating to health and safety   |   |
| <b>Oral Communication (Listening and Speaking skills)</b>  |   |
| The user/individual on the job needs to know and understand how to:  |   |
| SA4. Highlight potential risks and report hazards to the designated people   |   |
| SA5. Listen and communicate information with all anyone concerned or affected  |   |
| <b>B. Professional Skills</b>  | <b>Decision making</b>  |
|  | The user/individual on the job needs to know and understand how to:   |
|  | SB1. Make decisions on a suitable course of action or plan  |
|  | <b>Plan and Organize</b>  |
|  | The user/individual on the job needs to know and understand how to:   |
| SB2. Plan and organize people and resources to deal with risks/ hazards that lie within the scope of one's individual authority      |   |
| <b>Problem Solving</b>   |   |
| The user/individual on the job needs to know and understand how to:  |   |
| SB3. Apply problem solving approaches in different situations  |   |
| <b>Critical Thinking</b>   |   |
| The user/individual on the job needs to know and understand how to:  |   |
| SB4. Understand hazards that fall within the scope of individual authority and report all hazards that may supersede one's authority |   |
| SB5. Apply balanced judgements in different situations   |   |



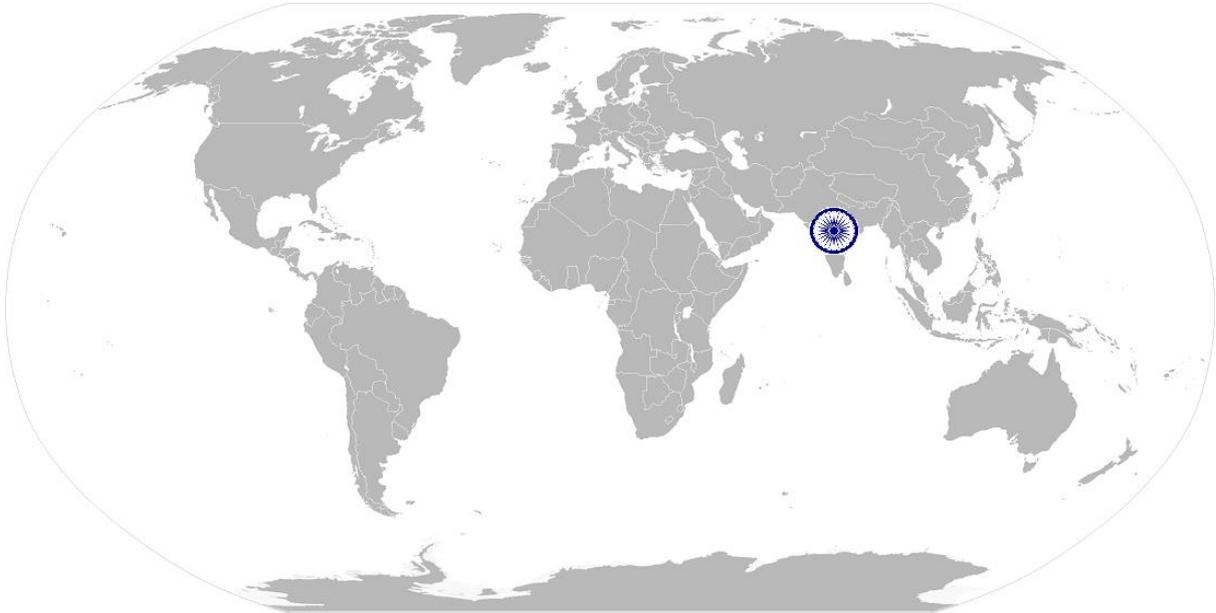
MES/ N 3409



Maintain workplace health and safety

## NOS Version Control

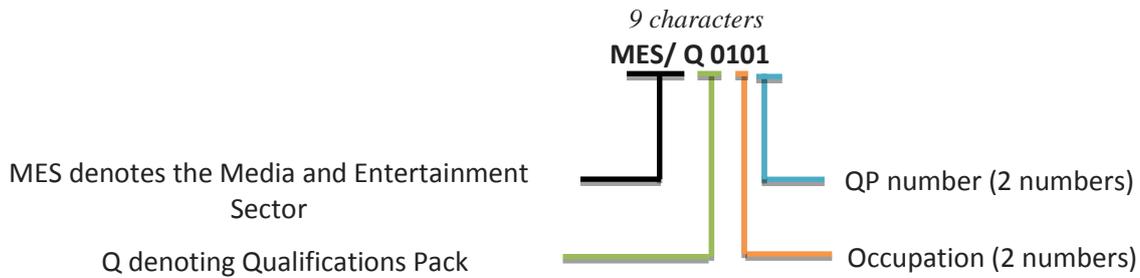
|                   |  |                         |                 |
|-------------------|--|-------------------------|-----------------|
| <b>NOS Code</b>   | <b>MES / N 3409</b>  |                         |                 |
| <b>Credits</b>    | TBD  | <b>Version number</b>   | <b>1.0</b>      |
| <b>Sector</b>     | <b>Media and Entertainment</b>                                 | <b>Drafted on</b>       | <b>10/11/14</b> |
| <b>Sub-sector</b> | <b>Film, Television, Radio, Animation, Gaming, Advertising</b> | <b>Last reviewed on</b> | <b>21/11/14</b> |
| <b>Occupation</b> | <b>Sound Effects / Audio Engineers &amp; Technicians</b>       | <b>Next review date</b> | <b>20/11/16</b> |



## Annexure

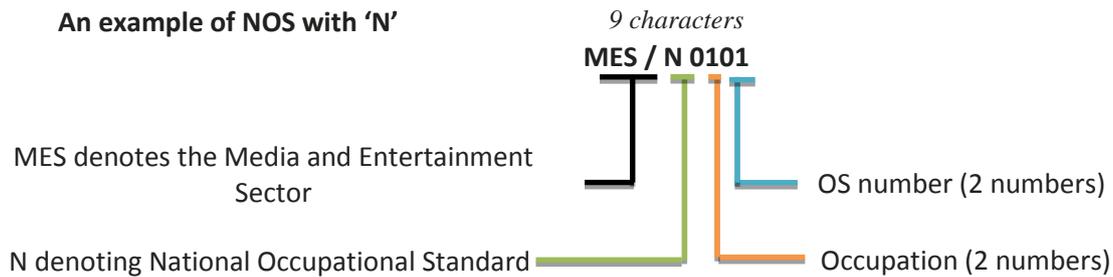
### Nomenclature for QP and NOS

#### Qualifications Pack



#### Occupational Standard

##### An example of NOS with 'N'



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The following acronyms/codes have been used in the nomenclature above:

| Sub-sector | Range of Occupation numbers |
|------------|-----------------------------|
| ...        | ...                         |

| Sequence         | Description             | Example |
|------------------|-------------------------|---------|
| Three letters    | Media and Entertainment | MES     |
| Slash            | /                       | /       |
| Next letter      | Whether QP or NOS       | Q       |
| Next two numbers | Sound                   | 34      |
| Next two numbers | QP Number               | 04      |

|                                    |             |  |           |  |  |  |
|------------------------------------|-------------|--|-----------|--|--|--|
| <b>Job Role/Qualification Pack</b> |             | <b>Sound Editor</b>                              |           |  |  |  |
| <b>QP- ID</b>                      |             | MES Q 3404                                       |           |  |  |  |
|                                    | NOS         | NOS NAME   | Weightage |  |  |  |
| 1                                  | MES/ N 3408 | Edit sound                                       | 95%       |  |  |  |
| 3                                  | MES/ N 3409 | Maintain workplace health and safety Description | 10%       |  |  |  |
|                                    |             |  | 100%      |  |  |  |

**Guidelines for Assessment:**

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

| NOS CODE    | NOS NAME   | Performance Criteria   | Total Mark   | Out Of | Marks Allocation |                  |
|-------------|------------|--|--------------|--------|------------------|------------------|
|             |            |  |              |        | Theory           | Skills Practical |
| MES/ N 3408 | Edit sound | PC1. Identify/align/organise unedited sound materials, and check sound equipment/editing facilities in preparation for editing                                   | 100          | 15     | 10               | 60               |
|             |            | PC2. Verify the technical/creative quality of sound sources and whether they meet production standards, propose options to resolve issues as required            |              | 10     | 5                |                  |
|             |            | PC3. Critically listen to sound sources to determine the extent and range of required edits w.r.t. the format of the end-product                                 |              | 10     | 5                |                  |
|             |            | PC4. Cut and synchronise the sound sources, removing any extraneous background sounds in preparation for final sound mixing                                      |              | 20     | 5                |                  |
|             |            | PC5. Manage the creative/technical quality check of the final sound edit in line with enterprise procedures and production requirements                          |              | 15     | 5                |                  |
|             |            | PC6. Organise the digitisation and transfer of sound sources to appropriate equipment, ensuring that the requirements for digital storage and formatting are met |              | 30     | 10               |                  |
|             |            |  | <b>Total</b> | 100    | 40               | 60               |

|             |   |   |              |            |           |           |
|-------------|---|---|--------------|------------|-----------|-----------|
| MES/ N 3409 | <b>Maintain workplace health and safety Description</b> | PC1. Understand and comply with the organisation'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, including those to contact in case of an emergency   |              | 10         | 5         |           |
|             |   | 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 through 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 organisational procedures and warn other people who may be affected                                 |              | 10         | 5         |           |
|             |   | PC11. Follow organisation'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> | <b>100</b> | <b>50</b> | <b>50</b> |