



## Assessment Guide

MANAGER (OSHE)

NSQF Level – 6

*Sector: Cross Sectoral*

*Occupation: Occupational Safety Health & Environment (OSHE) Engineering & Management*

*Qualification Pack Code: SSD/VSQ/Q0106*

*Version: 1.0*



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## Qualification Structure

To achieve full certification as Manager (OSHE), trainees must complete all eleven units (NOS) and pass assessments. The assessments will comprise of theory & practical tests.

| Sl. no | Unit No. (NOS) | Title  | Assessment method  |
|--------|----------------|--|--|
| 001    | SSD/VSQ/N0132  | Occupational Safety, Health, and Environment (OSHE) Management | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of Occupational Safety, Health, and Environment (OSHE) management principles in diverse workplace scenarios. It will focus on the candidate's ability to identify hazards, assess and control risks, implement safety measures, ensure compliance with statutory and regulatory requirements, promote environmental sustainability, and respond effectively to emergencies. The assessment will be based on theory, viva- voice or practical. |
| 002    | SSD/VSQ/N0133  | Hazard Identification & Risk Analysis.                         | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of hazard identification and risk analysis principles across varied workplace situations. It will focus on the candidate's ability to recognize different types of hazards, accurately assess associated risks using appropriate tools and techniques, recommend and implement suitable control measures in line with the hierarchy of controls, document findings in a structured  |



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|     |               |   | HIRA format, and ensure alignment with organizational, statutory, and regulatory requirements. The assessment will be based on theory, viva- voice or practical.   |
| 003 | SSD/VSQ/N0121 | Fire Safety and Emergency Management Plan | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of fire safety and emergency management principles in workplace settings. It will focus on the candidate's ability to identify fire hazards, assess associated risks, select and use appropriate firefighting equipment, implement preventive measures, develop and execute an effective emergency response plan, coordinate evacuation procedures, and ensure compliance with relevant statutory and organizational requirements. The assessment will be based on theory, viva-voice or practical. |
| 004 | SSD/VSQ/N0122 | Hazard Mitigation Methodologies           | The assessment will will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of hazard mitigation methodologies in diverse workplace contexts. It will focus on the candidate's ability to select and apply suitable mitigation techniques, implement control measures in accordance with the hierarchy of controls, integrate engineering, administrative, and procedural safeguards, ensure compliance  |



|     |               |  |   |
|-----|---------------|--|---|
|     |               |  | with statutory and organizational safety requirements, and monitor of mitigation strategies. The assessment will be based on theory, viva-voice, or practical.  |
| 005 | SSD/VSQ/N0123 | Hazards and Risk Perception                            | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of hazard and risk perception in workplace contexts. It will focus on the candidate's ability to proactively recognize potential hazards through observation and situational awareness, interpret the level of risk based on likelihood and severity, anticipate unsafe acts or conditions, and apply appropriate preventive or corrective measures. It will also assess the ability to communicate perceived risks effectively to relevant stakeholders and contribute to building a positive safety culture. The assessment will be based on theory, viva-voice, or practical. |
| 006 | SSD/VSQ/N0134 | Statutes & Legislative requirements in Health & Safety | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of statutory and legislative requirements related to workplace health and safety. It will focus on the candidate's ability to interpret and apply relevant national and international laws, codes, and standards; ensure organizational compliance with the Factories Act, BOCW  |



|     |               |   |   |
|-----|---------------|---|---|
|     |               |   | Act, OSH Code, ILO conventions, and other applicable regulations; maintain accurate records and documentation; and support enforcement of legal obligations in day-to-day operations. The assessment will be based on theory, viva- voice or practical  |
| 007 | SSD/VSQ/N0124 | Statutes and Legislative requirements in OSHE (International) | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of international statutes, conventions, codes, and legislative requirements relevant to Occupational Safety, Health, and Environment (OSHE). It will focus on the candidate's ability to interpret and apply global standards such as ILO conventions, OSHA regulations, ISO management system requirements, and other internationally recognized guidelines in diverse workplace contexts. The assessment will be based on theory, viva-voice or practical. |
| 008 | SSD/VSQ/N0125 | Safety Auditing and Inspection                                | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of safety auditing and inspection principles in diverse workplace environments. It will focus on the candidate's ability to plan and conduct systematic safety audits, carry out workplace inspections to identify non-conformities and hazards, assess  |



|     |               |  |  |
|-----|---------------|--|--|
|     |               |  | compliance with organizational, statutory, and regulatory requirements, prepare detailed audit and inspection reports with actionable recommendations, and follow up on corrective and preventive actions. The assessment will be based on theory, viva-voice or practical.  |
| 009 | SSD/VSQ/N0112 | Pollution & Environment Management, Global warming, and sustainability | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of pollution control, environmental management, climate change mitigation, and sustainability practices in diverse workplace and community contexts. The assessment will be based on theory, viva- voice or practical.  |
| 010 | SSD/VSQ/N0104 | Plan, Organize and Emergency protocols                                 | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of planning, organizing, and implementing workplace emergency protocols. It will focus on the candidate's ability to identify potential emergency situations, prepare and communicate effective emergency response plans, allocate roles and responsibilities, coordinate with relevant stakeholders, ensure readiness of emergency equipment and resources, conduct mock drills, and comply with statutory and organizational requirements. The assessment will be |



|     |               |                      |   |
|-----|---------------|----------------------|---|
|     |               |                      | based on theory, viva- voice or practical.  |
| 011 | DGT/VSQ/N0102 | Employability Skills | The assessment will evaluate the competencies of the trainee in terms of skills, knowledge, understanding, and application of employability skills required for effective workplace performance in diverse organizational contexts. It will focus on the candidate's ability to communicate clearly, work collaboratively in teams, manage time and tasks efficiently, adapt to changing work environments, solve problems, demonstrate digital literacy, maintain workplace etiquette, and uphold professional ethics. The assessment will be based on theory, viva- voice or practical. |

## Guidance for assessors

This qualification provides the performance criteria, skills and knowledge required to perform for the job role of Manager (OSHE) at NSQF Level 6. The role is referred to as 'Manager (OSHE).'

**Brief job description:** Manager (OSHE) is responsible for the implementation of health and safety policy, ensure organization's health and safety compliance as per the local/national/global legislative requirements identify and mitigate workplace hazards, suggest actionable controls, and advise the management for the steps to be taken in maintaining safe working conditions in the organization and promote positive safety culture.

**Personal attributes:** The professional should be mentally and professionally fit to take responsibility for compliances of health and safety standards, rules and meet the health and safety standards at the workplace with his/her integrity, objectivity, independence, knowledge of law, expression, and code of ethics.





## Introduction to assessments:

The assessment will be made based on the competencies required by the trainees to perform the job role of Manager (OSHE). The assessment will be based on understanding, practical demonstration and on the job training as defined in the performance criteria & practical skill defined in the qualification pack of the job role. The trainees will be required to complete a number of assignments to show their skills & understanding of the subject through theory, demonstration and practical performances.

## Grading and pass percentage

1. The assessment consists of two categories:
  - a. Practical Assessment – to assess the practical performance skills.
  - b. Theory Assessment – to assess knowledge & understanding of the domain.
2. The weightage of the assessment will be:
  - a. Practical Assessment – 50%
  - b. Theory Assessment – 50%
3. Each NOS for its Performance Criteria (PC) has been assigned marks proportional to its importance. Proportion of marks for Theory and Practical has been marked NOS wise.
4. Questions on practical & theory will be formed in such a way as to provide outcome on maximum Performance Criteria and in proportional way within the NOS.
5. The assessment for the theory part will be based on written questions (short question, multiple choice & viva, or a combination of them) created/approved by the SSDF.
6. The assessment for the practical part will be based on practical conducted for trainees. In case of remote/on-line assessments, the practical's can be carried through proctors or practical questions formulated based on pictorially represented logical questions (based on pictures of practical & logical steps) created/approved by the SSDF.
7. The passing and grading criteria of each NOS & cumulative for QP will be as follows: -
  - a. 70% or more than 70% - Grade “A”
  - b. 60% or more than 60% but less than 70% - Grade “B”
  - c. 50% or more than 50% but less than 60% - Grade “C”
  - d. Less than 50% - Grade “Fail.”
  - e. If individual gets less than 50% and 35% or more in the NOS and overall, 50% or more; individual will be considered “pass” with grade “C” only irrespective of overall marks.



- f. Individuals getting less than 50% in more than one NOS and getting overall marks 50% or more in QP will be put in grade “Fail”.
- g. Any candidate can ask for re-assessment in any of the NOSs or all the NOSs to improve his/her performance within three months from the date of publication of the results and after payment of the assessment fee. But if any candidate wants re-assessment after three months from the date of publication of results, he/she will have to appear in all the NOSs applicable for the qualification.

## 2.1 Performance/Skill Assessments

The performance/skill assessment will be conducted through demonstration/practical.

### **SSD/VSQ/N0132: Occupational Safety, Health, and Environment (OSHE) Management–Performance/Skill Assessment**

The trainee should demonstrate understanding of Occupational Safety, Health, and Environment (OSHE) management practices effectively in a workplace context. They must identify and mitigate workplace hazards, conducting risk assessments, implementing control measures, promoting a safe and healthy work culture, ensuring compliance with applicable statutory and regulatory requirements, and integrating environmental protection and sustainability measures into daily operations. Candidates will be assessed on their ability to prepare and maintain OSHE documentation, conduct safety inspections, respond to incidents and emergencies, and communicate safety-related information effectively

### **SSD/VSQ/N0133: – Hazard Identification & Risk Analysis- Performance/Skill Assessment**

The trainee should demonstrate the ability to identify physical, chemical, biological, ergonomic, and psychosocial hazards in a given work area; apply risk matrix methodology to evaluate likelihood and severity, and determining overall risk ratings; Recommend effective and feasible controls following the hierarchy of controls (elimination, substitution, engineering, administrative, PPE); Complete a HIRA form with clear, accurate, and complete details of hazards, risk scores, and control measures; Ensure alignment with organizational procedures, statutory requirements, and relevant regulatory standards; and Clearly explaining hazard findings, risk ratings, and control recommendations to team members or supervisors.



### **SSD/VSQ/N0121: – Fire Safety and Emergency Management Plan -Performance/Skill Assessment**

The trainee should demonstrate an understanding of fundamental fire safety concepts, equipment, emergency response protocols, and risk assessment methods. The assessment will test the individual's ability to recall theoretical knowledge, execute practical fire safety tasks, and plan emergency response strategies in line with applicable codes and standards. The candidate will be evaluated on their familiarity with different extinguishing media (e.g., water, foam, CO<sub>2</sub>, DCP) and when to apply each type based on the fire class.

### **SSD/VSQ/N0122: - Hazard Mitigation Methodologies -Performance/Skill Assessment**

The trainee should understand fire safety and emergency management procedures in workplace scenarios; identify fire hazards, assess associated risks, select and operate appropriate firefighting equipment, follow emergency evacuation procedures, coordinate with emergency response teams, and implement fire prevention measures in line with organizational policies and statutory requirements; and prepare, communicate, and execute an emergency management plan, including conducting mock drills, ensuring availability and maintenance of fire safety systems, and maintaining required documentation.

### **SSD/VSQ/N0123: - Hazards and Risk Perception-Performance/Skill Assessment**

The Trainee should accurately identify and interpret potential hazards in various workplace environments, assess associated levels of risk, and apply appropriate preventive and control measures in alignment with organizational and statutory requirements. Will be assessed on their situational awareness, observation skills, and ability to differentiate between varying degrees of hazard severity and likelihood. The assessment will also measure the candidate's capacity to use risk perception tools, interpret hazard signage and symbols, and document identified risks in a structured format.

### **SSD/VSQ/N0134: Statutes & Legislative requirements in Health & Safety– Performance/Skill Assessment**

The Trainee should understand and apply statutory and legislative requirements related to occupational health, safety, and environment. Candidates need to interpret and apply relevant provisions of national and international laws, codes, and standards; ensure compliance with the Factories Act, BOCW Act, OSH Code, OSHA guidelines, and other applicable legislations; maintain



required safety records and documentation; conduct workplace inspections in line with statutory norms; and communicate compliance requirements effectively to the workforce and management.

#### **SSD/VSQ/N0124: Statutes & Legislative requirements in OSHE (International) – Performance/Skill Assessment**

Trainees should understand and apply international statutes, standards, and legislative requirements related to Occupational Safety, Health, and Environment (OSHE). Candidate's need to interpret and apply relevant international conventions, codes, and guidelines such as ILO conventions, OSHA standards, ISO management system standards, and other globally recognized regulatory frameworks. The candidate will be assessed on the ability to ensure compliance in varied workplace scenarios, integrate statutory obligations into organizational safety management systems, prepare required documentation, and advise on corrective and preventive measures.

#### **SSD/VSQ/N0125: - Safety Auditing and Inspection– Performance/Skill Assessment**

The Trainee should understand and apply safety auditing and inspection principles across various workplace settings. Candidate must plan and prepare for safety audits, conduct systematic workplace inspections, identify non-conformities and potential hazards, evaluate compliance with statutory, regulatory, and organizational safety requirements, and document findings in a clear and accurate audit/inspection report. The candidate will also be assessed on their ability to recommend corrective and preventive actions, communicate findings effectively to stakeholders, and follow up on the closure of identified issues.

#### **SSD/VSQ/N0112: Pollution & Environment Management, Global warming, and sustainability- Performance/Skill Assessment**

The Trainee should identify sources and types of pollution, assess their environmental impact, implement measures to minimize emissions and waste, promote resource efficiency, and support renewable and sustainable practices. The candidate will also be assessed on their understanding of global warming causes and effects, strategies for carbon footprint reduction, compliance with environmental laws and standards, and contribution to organizational sustainability goals.

#### **SSD/VSQ/N0104: Plan, Organize and Emergency protocols– Performance/Skill Assessment**

The Trainee should understand, and apply planning, organizing, and executing emergency protocols in workplace settings. It will focus on the candidate's ability to prepare and implement emergency response plans, organize resources and personnel, coordinate communication channels, follow



established evacuation and rescue procedures, operate emergency equipment, and ensure compliance with statutory and organizational safety requirements. The assessment will also gauge the candidate's ability to remain calm under pressure, take prompt decisions, and collaborate effectively with response teams during simulated or real emergency scenarios.

### **DGT/VSQ/N0102: Employability Skills**

The Trainee should apply employability skills effectively in real or simulated workplace settings; demonstrate clear and professional communication in verbal, non-verbal, and written forms; use digital tools and basic IT applications for work-related tasks; plan and organize work to meet deadlines; collaborate productively with colleagues and stakeholders; adapt to new situations and challenges; apply problem-solving techniques; and exhibit professional conduct and ethical behavior.

### **The Performance/Skill Assessments**

The assessment will be conducted in a simulated working environment. Due to this fact, the assessors must note that the naturally occurring evidence of competence is unavailable or infrequent. Simulation must be undertaken in a Realistic Working Environment which provides an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

Scheduling the practical observations is flexible but to retain integrity of the assessment, they should be conducted as closely as possible to the written assessments.

Trainees are not permitted to use the observation checklist to work when completing the practical tasks but may familiarize themselves with it prior to an assessment.

It will be beneficial to take trainees through what is required in the practical assessments and the way in which each part will be graded. Trainees should have an opportunity to familiarize themselves with the way the tasks are graded.

Trainees may refer to their faculty for guidance on parts of the practical assignments only, though they should be aware that, especially for the practical assessments, the amount of guidance and support they are given may be reflected in the feedback and performance.

### **Knowledge Assessment**

Synoptic test is an MCQ (Multiple Choice Question) test to assess the underpinning knowledge. The synoptic MCQ tests are externally set and externally marked.



This test is to be taken by the trainee after completion of all the units under controlled and invigilated conditions as closed-book test under the supervision of an assessor. Trainees can only achieve whole marks; half marks for partially answered questions are not permitted. Selection of two or more options will be marked as wrong.

The answers should be marked by pen only. The test may be conducted by the assessor in the oral mode, if required, considering the lack of reading and comprehending acumen (skills) of trainees. In such cases, the assessor will mention it on top of the MCQ submitted.

### Grading criteria for The Performance/Skill Assessments

| NOS No.       | Title   | Performance & Knowledge Assessment | Assessment Marks | Min. Passing marks   | Assessment Result (Total  |
|---------------|---|------------------------------------|------------------|--|---|
| SSD/VSQ/N0132 | Occupational Safety, Health, and Environment (OSHE) Management. | 52                                 | 100              | 50% of individual NOS and 50% overall as per NOS weightage | 50% of total NOS weightage $\geq$ Pass<br>50% of total NOS weightage < Fail |
| SSD/VSQ/N0133 | Hazard identification & Risk Analysis                           | 52                                 | 100              |  |   |
| SSD/VSQ/N0121 | Fire Safety and Emergency Management Plan                       | 17                                 | 100              |  |   |
| SSD/VSQ/N0122 | Hazard Mitigation Methodologies                                 | 25                                 | 100              |  |   |
| SSD/VSQ/N0123 | Hazards and Risk Perception                                     | 25                                 | 100              |  |   |
| SSD/VSQ/N0134 | Statutes and Legislative requirements in Health and Safety.     | 52                                 | 100              |  |   |





|               |   |                |                   |  |  |
|---------------|---|----------------|-------------------|--|--|
| SSD/VSQ/N0124 | Statutes and Legislative requirements in OSHE (International).          | 34             | 100               |  |  |
| SSD/VSQ/N0125 | Safety Auditing and Inspection  | 17             | 100               |  |  |
| SSD/VSQ/N0112 | Pollution & Environment Management, Global warming, and sustainability. | 25             | 100               |  |  |
| SSD/VSQ/N0104 | Plan, Organize Emergency protocols                                      | 25             | 100               |  |  |
| DGT/VSQ/N0102 | Employability Skills  | 34             | 50                |  |  |
| <b>Total</b>  |   | <b>360 Min</b> | <b>1050 Marks</b> |  |  |

## 2.2 Viva Assessment

Trainees may be required to take the viva test for their theory or their practical observation test which is an extended part of the practical observation and assessment. The viva assessments are externally set and externally marked.

## 2.3 Question papers for synoptic test

The question paper of the synoptic test is a confidential document. It will be held under the custody of SSDF/Assessment Agencies. The assessment agencies can be permitted to prepare the question papers and get them approved from SSDF. The centers need to follow the indenting process to obtain the question paper to administer the test.

## 2.4 Authenticity

Centers are reminded to check for authenticity of work where trainees may be using texts and the internet to complete tasks.



## **2.5 Feedback**

Assessors must provide feedback on every occasion when a skills observation takes place. A proforma for feedback is included in this assessment guide.

## **2.6 Trainee records of coursework**

Trainees should be encouraged to keep their work carefully in a portfolio or scrapbook. This may be an unfamiliar form of record keeping for some, but it is a good discipline which will benefit them when they progress in their learning and training.

## **2.7 Assessment sheets**

The assessment records will be maintained as per the assessment sheet given in this document.

## **2.8 Codes of practice**

Safe working practices, health and safety and codes of practice associated with the industry must always be adhered to.

## **2.9 Health and safety**

The requirement to follow safe working practices is an integral part of all assessments and it is the responsibility of centers to ensure that all relevant health and safety requirements are in place before trainees start practical assessments.

Should a trainee fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped and the trainee be advised of the reasons. In case of doubts, guidance should be sought from the SSDF.

## **2.10 Verification of assignments**

By using marking checklists, verifiers can check that evidence for an assignment is complete and can ensure that allocation of marks has been fair and beyond dispute.

## **2.11 Internal quality assurance**

Approved centers must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial center approval, qualification approval and the Centre's own internal procedures for monitoring quality. Centers are responsible for internal quality assurance and SSDF and Assessment Agency are jointly responsible for external quality assurance.



Full details and guidance on the internal and external quality assurance requirements and procedures are provided by SSDF from time to time.

The Assessment Agencies are required to retain copies of trainees' assessment records and photographic evidence (in presence of trainee performing task) for three years after assessment. They can be asked by SSDF to provide these evidences as proof of assessment.

## **2.12 Evidence Collection by the Assessor**

- The assessor needs to collect a copy of the attendance for the training done. The attendance sheet needs to be signed by the Training Centre Head.
- The Centre head also needs to declare that all the students appearing in the assessments have a minimum attendance of 70% for the training.
- The assessor needs to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/ State Government.
- The same needs to be mentioned in the attendance sheet. Wherever required, the assessor can authenticate and cross verify trainee's credentials in the enrollment form.
- The assessor needs to punch the trainee's roll number on all the final job pieces of learners. Different sections can have alpha numbering such as if a student's roll number is 123 then the three pieces submitted by that student can be numbered as 123a, 123b and 123c.
- The assessor needs to take a group photograph of all the students along with the assessor standing in the middle and with the Centre name/banner at the back, as evidence.
- The assessor needs to carry a camera to click photographs of the trainees working on the job and give theory exam as evidence with geo tagged, timestamp.
- The assessor also needs to carry a photo ID card.
- In the Assessment Evidence Form (provided after the practical marks sheet), the assessor should place the final photographic evidence in the space provided as evidence, from appropriate angles/sides of the final job piece submitted.



## **Trainee Guidance**

### **Information for trainees**

The assessment requires a trainee to perform a combination of tasks as given below:

The trainee will be required to demonstrate the occupational skills, knowledge, understanding and competencies mentioned in the Qualification Pack.

### **Before the final assessments**

The training partner (TP) will ensure that the trainees are ready for the assessment. The date and time of assessment would be intimated by the SSDF.

The trainee is required to reach the assessment venue at the scheduled date and time. TP is required to circulate/download the information regarding the assessment to the trainee. Failure to reach the assessment venue for the theory or the practical test as per the schedule would be considered absent. In exceptional cases, an assessor can give a maximum of half an hour of concession time for late coming.

The trainee is required to carry their Institutes photo ID card as well as a government issued photo ID card for verification on all days of assessments.

Any misbehavior/unethical practice by a trainee would lead to disqualification of the trainee.

The first assessment will have the theory test followed by practical and may be viva in smaller batches. (20- 30 trainees).

## **Assessments**

Assessments for the job role of Manager (OSHE) are conducted to gauge and assess the trainees' competencies and professional expertise as well as their skill and knowledge in the specified job role for Manager (OSHE).

During the practical task, trainees will be assessed on their workmanship, quality of finished products, time management, etc., based on the performance criteria (PC), knowledge and understanding and their professional and soft skills as specified in the qualification pack. They will be graded for all their



assessments based on the approved assessment strategy of the Qualification Pack. The performance criteria checklist as a guide for all qualifications is given in Practical Observation Checklist. Assessment tools and sample set of practical, theory & viva questions for each NOS, assessment evidence, overall summary, and NOS wise summary are also listed.

## Practical Observation Checklist

| Manager (OSHE)  |  |                 |                    |                  |               |
|---|--|-----------------|--------------------|------------------|---------------|
| 1. Learner Name: _____ 2. Enrolment No: _____ 3. Centre: _____  |  |                 |                    |                  |               |
| <b>Guidance to assessors:</b> <ol style="list-style-type: none"> <li>The assessor must exhibit the observation checklist to the learners before the commencement of the practical and explain to them how the learners will be observed and graded during the practical assessment. However, the learners are not allowed to use the practical observation checklist during the assessment or task.</li> <li>The assessor must ensure that all the tools listed in the "List of Tools" are made available by the center to every learner being assessed.</li> </ol> |  |                 |                    |                  |               |
| NOS/<br>Module Name   | Assessment Criteria for<br>Performance<br>Criteria/Learning<br>Outcomes  | Theory<br>Marks | Practical<br>Marks | Project<br>Marks | Viva<br>Marks |
| SSD/VSQ/N0132:<br>Occupational<br>Safety, Health,<br>and Environment<br>(OSHE)<br>Management.   | PC-1 Understand the concept of Health, Safety and Environment management at the workplace, its importance and the moral, financial and legal reasons for health and safety at the workplace. | 5               | 3                  | -                | -             |
|   | PC-2 Understand "Accident Cost- Iceberg" theory of direct and indirect cost incurred from an incident.   | 5               | 3                  | -                | -             |



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|  | PC-3 Understand the employer responsibilities in providing safe working conditions and the employee rights & responsibilities at a workplace, safety culture, its indicators and role of International Labor Organization in health & safety. | 5 | 3 | - | - |
|  | PC-4 Understand safety Policy, the general statement of intent in a safety policy, its aim, objectives and “SMART” concept of goal setting.   | 3 | 3 | - | - |
|  | PC-5 Understand the requirement of Plan-Do-Check-Act (PDCA) Cycle in safety management system; understand and analyze “Plan” & “Do” stages and “Check” and “Act” stages of PDCA cycle.  | 5 | 3 | - | - |
|  | PC-6 Understand the need of training, the contents of induction training & competent persons at the workplace, carry out “Toolbox talk” and “Induction training”.   | 4 | 2 | - | - |
|  | PC-7 Learn gas testing using – LEL sensor, O2 sensor, H2S sensor, Co Sensor.  | 3 | 3 | - | - |





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|  | PC-8 Understand basic definitions- Flammable liquids, Combustible matter/liquids, Combustible gasses, combustion, oxygen percentage in air, exothermic and endothermic reactions, radiation, understand the Fire triangle and classification fire. Understand the common reason for fire accidents. | 5 | 3 | - | - |
|  | PC-9 Understand types of fire-fighting equipment, its principle of operation, components in different fire extinguishers, PASS technique & operation of fire hydrants.  | 4 | 2 | - | - |
|  | PC-10 Understand the use of smoke detectors, fire alarm, emergency lighting, flashing light, sprinklers, and pressure requirements in fire hydrants, PPE's, SCBA (Self-contained breathing apparatus) and use of SCBA.  | 3 | 3 | - | - |

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|  | PC-11 Understand the requirements of emergency evacuation – Escape route as per IS1644, emergency door, assembly point, evacuation, evacuation of differently abled, evacuation procedure, fire drills on emergency evacuation. | 2 | 2 | - | - |
|  | PC-12 Understand the role of management in an organization, role of safety supervisor, safety executive, safety officer, safety engineer, and safety manager.   | 3 | 2 | - | - |
|  | PC-13 Understand fundamentals of process safety, OSHA standards. QRA, LOPA, SIL, FERA, EERA.  | 5 | 4 | - | - |
|  | PC-14 Understand the role of occupier, controller of premise, role & need of contractors in the organization & work permit to contractors, role of safety committee.  | 4 | 2 | - | - |
|  | PC-15 Understand the selection prerequisites of a contractor, management of contractors, review meetings, safety committee  | 4 | 2 | - | - |



|  |  |           |           |          |          |
|--|--|-----------|-----------|----------|----------|
|  | meetings, method statements, accident reporting, training programs, statutory inspections, permit to work, gaps in contractor safety implementation of contractor safety.                      |           |           |          |          |
|  | <b>Total Marks</b>   | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |
| <b>SSD/VSQ/N0133: Hazard Identification &amp; Risk Analysis.</b> | PC-1 Understand hazards, unsafe conditions & acts, incidents & accidents; fatal, non-fatal, near miss incidents & accidents; lost time injury & first aid injury.                              | 6         | 4         | -        | -        |
|  | PC-2 Understand hazard categories, controls, hierarchy of controls.  | 6         | 4         | -        | -        |
|  | PC-3 Understand hazards from electricity, fire, workplace hazard - work at height, confined space, working in an excavation, lone working, slips & trips, lifting and Rigging hazards          | 6         | 4         | -        | -        |
|  | PC-4 Understand different hazard categories & control: Hazardous substances, Musculoskeletal disorders, manual handling, and load handling equipment, noise, vibration, radiation, mental ill- | 6         | 4         | -        | -        |

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|  | health, violence at work, abuse at workplace.   |   |   |   |   |
|  | PC-5 Understand basic definitions- incident, accident, Injury, lost time injury, unsafe condition, unsafe Acts, dangerous occurrences, hazards, error, near miss.   | 4 | 2 | - | - |
|  | PC-6 Understand theories of accident causation- Heinrich's Domino theory", "Heinrich 300-29-1 model, "" Ferrell's Human Factor Model", "Petersen's Accident/Incident Model " and" Reason's Swiss Cheese Model". | 4 | 2 | - | - |
|  | PC-7 Calculate "Frequency rate & Incident rate". Calculate "Lost time case rate"  | 2 | 2 | - | - |
|  | PC-8 Calculate "DART rate". Calculate "Severity rate"   | 2 | 2 | - | - |
|  | PC-9 Understand "Fault tree analysis" and "Event tree analysis", "HAZOP- Hazard, operability analysis" and "Job safety analysis".   | 6 | 4 | - | - |
|  | PC-10 Understand "Hazard Identification and risk assessment".   | 6 | 4 | - | - |
|  | PC-11 Learn the hierarchy of controls, Importance of  | 6 | 4 | - | - |

|  |   |           |           |          |          |
|--|---|-----------|-----------|----------|----------|
|  | hierarchy of control & steps in hierarchy of control  |           |           |          |          |
|  | PC-12 Understand Maslow's theory of Hierarchical Needs, Herzberg's two-factor theory and McClelland's theory of needs, Vroom's Theory of Expectancy, McGregor's theory X and theory Y and Alderfer's ERG theory | 6         | 4         | -        | -        |
|  | <b>Total Marks</b>  | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |
| <b>SSD/VSQ/N0121: Fire Safety and Emergency Management plan.</b> | PC-1 Understand basic definitions related to fire safety. Fire triangle and classification fire. Learn the science of instigation of fire. The stages of fire instigation.                                      | 6         | 4         | -        | -        |
|  | PC-2 Understand the science of fire spread and mitigation techniques.   | 6         | 4         | -        | -        |
|  | PC-3 Understand different types of extinguishing media used in firefighting equipment.  | 6         | 4         | -        | -        |
|  | PC-4 Understand types of fire-fighting equipment and their principle of operation.  | 6         | 4         | -        | -        |
|  | PC-5 Perform firefighting equipment planning and placement as per NBC   | 6         | 4         | -        | -        |



|   |  |           |           |   |   |
|---|--|-----------|-----------|---|---|
|   | (National Building Code).  |           |           |   |   |
|   | PC-6 Identify new technological interventions in fire safety.  | 6         | 4         | - | - |
|   | PC-7 Demonstrate use of PPEs in fire safety –SCBA (Self-contained breathing apparatus)   | 6         | 4         | - | - |
|   | PC-8 Plan emergency evacuation route as per IS1644.  | 6         | 4         | - | - |
|   | PC-9 Understand Fire door, emergency directional signages, assembly point, evacuation, evacuation of differently abled, evacuation procedure, role of “Fire Marshals”. Carry out fire drills on emergency evacuation and firefighting equipment. | 6         | 4         | - | - |
|   | PC-10 Perform Fire Safety Risk assessment and control (HIRAC).   | 6         | 4         | - | - |
|   | <b>Total Marks</b>   | <b>60</b> | <b>40</b> | - | - |
| <b>SSD/VSQ/N0122: Hazards Mitigation Methodologies.</b> | PC-1 Understand the terminologies/definitions in risk assessment. Identify hazard categories.  | 6         | 4         | - | - |
|   | PC-2 Understand the hierarchy of controls in safety. Importance of each hierarchy  | 6         | 4         | - | - |





|  |  |           |           |          |          |
|--|--|-----------|-----------|----------|----------|
|  | of control.  |           |           |          |          |
|  | PC-3 Understand different hazards & controls in electricity, use of tools & equipment, machinery, Work at height, confined space, working in an excavation.                              | 6         | 4         | -        | -        |
|  | PC-4 Understand different hazard & control for lone working and slips & trips, Hazardous substances, Musculoskeletal disorders, manual handling, and load handling equipment.            | 6         | 4         | -        | -        |
|  | PC-5 Understand different hazard & control for Noise, vibration, radiation, mental ill- health, violence at work, substance abuse at workplace, Lifting and Rigging hazards and control. | 12        | 8         | -        | -        |
|  | PC-6 Understand & perform Risk matrix in risk assessment.  | 12        | 8         | -        | -        |
|  | PC-7 Perform risk assessment in warehouse, construction site, manufacturing industry, process industry and oil and gas industry.   | 12        | 8         | -        | -        |
|  | <b>Total Marks</b>   | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |

|   |   |           |           |          |          |
|---|---|-----------|-----------|----------|----------|
| <b>SSD/VSQ/N0123: Hazard and risk perception.</b> | PC-1 Perform subjective evaluation of risk with the help of individuality context, risk tolerance, risk magnitude appraisal, risk acceptance and risk behavior. | 12        | 8         | -        | -        |
|   | PC-2 Analyze real modeled risk; distinguish between perceived risk and modeled risk.  | 6         | 4         | -        | -        |
|   | PC-3 Understand risk perception & attitudes.  | 6         | 4         | -        | -        |
|   | PC-4 Identify different risk communication process framework  | 6         | 4         | -        | -        |
|   | PC-5 Understand risk perception and perceived risk management.  | 6         | 4         | -        | -        |
|   | PC-6 Identify the correlation in risk perception influencing hazard mitigation methodologies.   | 12        | 8         | -        | -        |
|   | PC-7 Underlying hazards at workplace due to poor risk perception.   | 6         | 4         | -        | -        |
|   | PC-8 Understand Behavior based safety and its limitations.  | 6         | 4         | -        | -        |
|   | <b>Total Marks</b>  | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <b>SSD/VSQ/N0134: Statutes &amp; Legislative requirements in Health &amp; Safety.</b> | PC-1 Apply regulatory obligations pertaining to safety, health, and environmental compliance in accordance with the BOCW Act of 1996.  | 4 | 3 | - | - |
|   | PC-2 Apply regulatory obligations pertaining to safety, health & environment compliance as per Factories Act, 1948.  | 4 | 3 | - | - |
|   | PC-3 Apply regulatory obligations pertaining to safety, health & environment compliance as per OSH Code 2020 & Occupational Safety & Health Administration (OSHA) compliance requirements. | 4 | 3 | - | - |
|   | PC-4 Apply regulatory obligations pertaining to Environment Protection Act, 1986 & ILO Guidelines related to EHS.  | 4 | 2 | - | - |
|   | PC-5 Apply regulatory obligations pertaining to Oil Industry Safety Directorate (OSID) Guidelines  | 4 | 3 | - | - |
|   | PC-6 Apply regulatory obligations pertaining to Mines Vocational Training Rules–   | 4 | 3 | - | - |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  | DGMS   |   |   |   |   |
|  | PC-7 Apply regulatory obligations pertaining to Electricity Act 2010 & 2003  | 4 | 2 | - | - |
|  | PC-8 Apply regulatory obligations pertaining to National Building Code (NBC) – 2016  | 4 | 2 | - | - |
|  | PC-9 Apply regulatory obligations pertaining to National Fire Protection Association regulations.  | 4 | 2 | - | - |
|  | PC-10 Apply regulatory obligations pertaining to Petroleum & Explosive Safety Organization (PESO)-Explosive Act 1884.                      | 4 | 3 | - | - |
|  | PC-11 Apply regulatory obligations pertaining to Gas Cylinders Rule 2016   | 4 | 3 | - | - |
|  | PC-12 Apply regulatory obligations pertaining to The Boilers Act 1923  | 4 | 2 | - | - |
|  | PC-13 Apply regulatory obligations pertaining to Workmen Compensation Act 1923 & Employee State Insurance Act 1948 and related compliance. | 4 | 3 | - | - |
|  | PC-14 Apply regulatory obligations pertaining to Motor   | 4 | 3 | - | - |



|   |   |           |           |          |          |
|---|---|-----------|-----------|----------|----------|
|   | vehicle Act 1988  |           |           |          |          |
|   | PC-15 Apply regulatory obligations pertaining to First Aid at workplaces and training on first aid.   | 4         | 3         | -        | -        |
|   | <b>NOS Total Marks</b>  | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |
| <b>SSD/VSQ/N0124: Statutes and Legislative requirements in OSHE (International)</b> | PC-1 Understand Occupational Safety and Health Act (USA), general duty clause & hazard communication standard,  | 6         | 4         | -        | -        |
|   | PC-2 Understand record keeping and use of PPE standards as per Occupational Safety and Health Act (USA),  | 6         | 4         | -        | -        |
|   | PC-3 Understand a safe and healthy working environment, including safe equipment and machinery, safe systems of work, and adequate welfare facilities. As per Health and Safety work Act 1974(UK) | 6         | 4         | -        | -        |
|   | PC-4 Understand the European Union: Framework Directive 89/391/EEC:   | 6         | 4         | -        | -        |
|   | PC-5 The general principles of workplace health and safety that apply to all workplaces in the EU.  | 6         | 4         | -        | -        |
|   | PC-6 Understand the Gulf Countries Acts: Federal Law  | 6         | 4         | -        | -        |



|   |  |           |           |          |          |
|---|--|-----------|-----------|----------|----------|
|   | No. 8 of 1980 on Regulation of Labor Relations as in UAE.  |           |           |          |          |
|   | PC-7 Understand Royal Decree No. M/51 of 2003 as in Saudi Arabia.  | 6         | 4         | -        | -        |
|   | PC-8 Understand the Qatar Labor Law No. 14 of 2004 as in Qatar.  | 6         | 4         | -        | -        |
|   | PC-9 Understand the Labor Law No. 6 of 2010 as in Kuwait, The Labor Law No. 36 of 2012.                  | 6         | 4         | -        | -        |
|   | PC-10 Work out the framework of implementation of ILO convention C155.                                   | 6         | 4         | -        | -        |
|   | <b>NOS Total Marks</b>   | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |
| <b>SSD/VSQ/N0125: Safety Auditing and Inspection.</b> | PC-1 Understand safety audit requirements as per IS14489.  | 6         | 4         | -        | -        |
|   | PC-2 Understand roles & responsibilities of parties involved in safety audit.                            | 6         | 4         | -        | -        |
|   | PC-3 Formulate safety audit checklist as per IS14489.  | 6         | 4         | -        | -        |
|   | PC-4 Understand safety audit requirements as per ISO 45001.  | 6         | 4         | -        | -        |
|   | PC-5 Formulate safety audit checklist as per ISO 45001.  | 6         | 4         | -        | -        |
|   | PC-6 Prepare audit checklist for Construction, mining, oil & gas, manufacturing and chemical industries. | 6         | 4         | -        | -        |





|   |  |           |           |          |          |
|---|--|-----------|-----------|----------|----------|
|   | PC-7 Perform inspection of scaffolding.  | 6         | 4         | -        | -        |
|   | PC-8 Perform inspection of PPEs.   | 6         | 4         | -        | -        |
|   | PC-9 Perform inspection of Electrical protective devices like MCB, RCCB, ELCB.   | 6         | 4         | -        | -        |
|   | PC-10 Preparation of Audit reports.  | 6         | 4         | -        | -        |
|   | <b>NOS Total Marks</b>   | <b>60</b> | <b>40</b> | <b>-</b> | <b>-</b> |
| <b>SSD/VSQ/N0112: Pollution &amp; Environment Management, Global warming, and sustainability.</b> | PC-1 Understand environment & atmospheric pollution, water pollution, land pollution, noise pollution, air quality, ill effects and control.                           | 10        | 10        | -        | -        |
|   | PC-2 Understand types of waste, its disposal techniques, and concepts of effluent treatment plants.  | 10        | 10        | -        | -        |
|   | PC-3 Hazardous waste management & 6R's (Rethink, Refuse, Reduce, Reuse, Recycle, Repair).  | 5         | 5         | -        | -        |
|   | PC-4 Understand the regulatory requirements of Central Pollution Control Board & State Pollution Control Board and Environment Protection Act, 1986" & KYOTO protocol. | 5         | 5         | -        | -        |
|   | PC-5 Learn about remote sensing, air monitoring,   | 5         | 5         | -        | -        |



|  |  |           |           |          |          |
|--|--|-----------|-----------|----------|----------|
|  | biological monitoring, soil monitoring and water monitoring.   |           |           |          |          |
|  | PC-6 Understand EIA- Environmental impact assessment and LCI- Life cycle Impact assessment.  | 5         | 5         | -        | -        |
|  | PC-7 Understand global warming and climate change, greenhouse gasses & greenhouse effect, carbon cycle, carbon footprints, carbon neutrality & Carbon credits. | 4         | 4         | -        | -        |
|  | PC-8 Understand ozone layer, ozone layer depletion, elements affecting ozone layer, acid rain, wet deposition, dry deposition, and its factors.                | 3         | 3         | -        | -        |
|  | PC-9 Understand the meaning of Eco-friendly, energy conservation methods using solar, hydro, wind, biomass, water and harvesting.                              | 3         | 3         | -        | -        |
|  | <b>NOS Total Marks</b>   | <b>50</b> | <b>50</b> | <b>-</b> | <b>-</b> |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <b>SSD/VSQ/N0104: Plan, Organize and Emergency protocols.</b> | PC-1 Planning of safety resources, schedules, measures, and timelines for readiness as per overall work timelines.  | 5 | 5 | - | - |
|   | PC-2 Communication to other team members, coworkers, subordinates & superiors, and coordination with other team members.  | 5 | 5 | - | - |
|   | PC-3 Task identification and allotment to subordinates, supervision, and coordination among the team members for readiness in sync with overall task & timelines. | 5 | 5 | - | - |
|   | PC-4 Resource collection, provisioning of resources to team members as per task & timelines   | 6 | 6 | - | - |
|   | PC-5 Communicate & brief to concerned coworkers, subordinates & superiors, provide guidance to subordinate & co-workers for timely and correct completion.        | 6 | 6 | - | - |
|   | PC-6 Supervision & monitoring progress of work, reporting the progress & completion, preparation of reports & documents.  | 6 | 5 | - | - |



|  |   |           |           |          |          |
|--|---|-----------|-----------|----------|----------|
|  | PC-7 Set up medical emergency measures, in case of accidents/incidents at the workplace.  | 6         | 6         | -        | -        |
|  | PC-8 Set up fire emergency measures as per plans in case of any fire accidents at the workplace.  | 6         | 6         | -        | -        |
|  | PC-9 Set up emergency assembly area, evacuation plan, sign boards and guidance.   | 5         | 6         | -        | -        |
|  | <b>NOS Total Marks</b>  | <b>50</b> | <b>50</b> | <b>-</b> | <b>-</b> |
| <b>DGT/VSQ/N0102: Employability Skills</b> | PC- 1 Identify employability skills required for jobs in various industries   | 0.5       | 0.5       | -        | -        |
|  | PC- 2 Identify and explore learning and employability portals   | 0.5       | 0.5       | -        | -        |
|  | PC-3 Recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. | 0.5       | 0.5       | -        | -        |
|  | PC- 4 Follow environmentally sustainable practices  | 0.5       | 0.5       | -        | -        |
|  | PC-5 Recognize the significance of 21st Century Skills for  | 3         | -         | -        | -        |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | employment  |   |   |   |   |
|  | PC- 6 Practice the 21st Century Skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | 2 | 1 | - | - |
|  | PC- 7 Use basic English for everyday conversation in different contexts, in person and over the telephone   | 1 | 1 | - | - |
|  | PC- 8 Read and understand routine information, notes, instructions, mails, letters etc. written in English  | 1 | 1 | - | - |
|  | PC- 9 Write short messages, notes, letters, e-mails etc. in English   | 1 | 1 | - | - |
|  | PC- 10 Understand the difference between job and career   | 1 | - | - | - |
|  | PC-11 Prepare a career development plan with short-and long-term goals, based on aptitude   | 1 | 1 | - | - |
|  | PC- 12 Follow verbal and non-   | 2 | - | - | - |



|  |   |     |     |   |   |
|--|---|-----|-----|---|---|
|  | verbal communication etiquette and active listening techniques in various settings                |     |     |   |   |
|  | PC- 13 Work collaboratively with others in a team   | 1   | 1   | - | - |
|  | PC-14 Communicate and behave appropriately with all genders and PwD                               | 0.5 | 0.5 | - | - |
|  | PC-15 Escalate any issues related to sexual harassment at workplace according to POSH Act         | 0.5 | 0.5 | - | - |
|  | PC-16 Select financial institutions, products and services as per requirement                     | 0.5 | 0.5 | - | - |
|  | PC- 17 Carry out offline and online financial transactions, safely and securely                   | 1   | 1   | - | - |
|  | PC- 18 Identify common components of salary and compute income, expenses, taxes, investments etc. | 0.5 | 0.5 | - | - |
|  | PC- 19 Identify relevant rights and laws and use legal aids to fight against legal exploitation   | 0.5 | 0.5 | - | - |
|  | PC- 20 Operate digital devices and carry out basic internet operations securely and safely        | 1   | 1   | - | - |
|  | PC- 21 Use e- mail and social media platforms and virtual collaboration tools to work             | 2   | 2   | - | - |

|  |  |     |     |   |   |
|--|--|-----|-----|---|---|
|  | effectively  |     |     |   |   |
|  | PC- 22 Use basic features of word processor, spreadsheets, and presentations   | 1   | 1   | - | - |
|  | PC- 23 Identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | 2   | -   | - | - |
|  | PC- 24 Develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion                | 1   | 1   | - | - |
|  | PC- 25 Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity     | 1   | 1   | - | - |
|  | PC- 26 Identify different types of customers   | 0.5 | 0.5 | - | - |
|  | PC- 27 Identify and respond to customer requests and needs in a professional manner.   | 0.5 | 0.5 | - | - |
|  | PC- 28 Follow appropriate hygiene and grooming standards   |     | 0.5 | - | - |
|  | PC- 29 Create a professional Curriculum vitae (Résumé)   | 0.5 | -   | - | - |
|  | PC- 30 Search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment                   | 0.5 | 0.5 | - | - |





|                    |  |            |            |          |          |
|--------------------|--|------------|------------|----------|----------|
|                    | agencies, newspapers etc. and job portals, respectively  |            |            |          |          |
|                    | PC- 31 Apply to identified job openings using offline /online methods as per requirement           | 0.5        | 0.5        | -        | -        |
|                    | PC- 32 Answer questions politely, with clarity and confidence, during recruitment and selection    | 0.5        | -          | -        | -        |
|                    | PC- 33 Identify apprenticeship opportunities and register for it as per guidelines and requirement | 0.5        |            | -        | -        |
|                    | <b>Total Marks</b>   | <b>30</b>  | <b>20</b>  | <b>-</b> | <b>-</b> |
| <b>Grand Total</b> |  | <b>630</b> | <b>420</b> | <b>-</b> | <b>-</b> |

## Tools, materials, and consumable list

List of Tools and Equipment

Batch Size: 30

| S. No | Tools/Equipment Name                      | Specifications | Quantity for specified Batch size |
|-------|---|----------------|-----------------------------------|
| 1     | Safety goggles                            | Nos            | 15                                |
| 2     | Full face shield                          | Nos            | 10                                |
| 3     | Leather gloves                            | Nos            | 9                                 |
| 4     | Puncture resistant gloves                 | Nos            | 9                                 |
| 5     | Chemical resistant gloves                 | Nos            | 9                                 |
| 6     | Electrically insulated latex gloves       | Nos            | 9                                 |
| 7     | Safety helmets/hard hats                  | Nos            | 15                                |
| 8     | Ear plugs                                 | Nos            | 15                                |
| 9     | Ear muffs                                 | Nos            | 15                                |
| 10    | Safety shoes                              | Nos            | 15                                |
| 11    | Safety gumboots                           | Nos            | 15                                |
| 12    | High visibility jackets                   | Nos            | 15                                |
| 13    | N95 masks                                 | Nos            | 15                                |
| 14    | Double filter half face mask              | Nos            | 5                                 |
| 15    | Double filter full face mask              | Nos            | 5                                 |
| 16    | SCBA – Self-contained breathing apparatus | Nos            | 1                                 |
| 17    | Safety harness                            | Nos            | 15                                |



|    |   |     |    |
|----|---|-----|----|
| 18 | Lanyard   | Nos | 15 |
| 19 | Fall arrestor   | Nos | 15 |
| 20 | CO2 Fire extinguisher   | Nos | 25 |
| 21 | Dry Chemical Powder Fire extinguisher   | Nos | 25 |
| 22 | Fire hydrant system   | Nos | 1  |
|    | <p>Classroom Aids</p> <p>The aids required to conduct sessions in the classroom are:</p> <ol style="list-style-type: none"><li>1. Blackboard/ White board</li><li>2. Marker</li><li>3. Projector</li><li>4. Laptop with relevant software</li></ol> |     |    |



## Assessment Method/Tools

### SSD/VSQ/N0132: Occupational Safety, Health, and Environment (OSHE) Management.

#### A. Practical Questions

Total Marks:40

A small fire breaks out in the storage room due to an electrical short circuit.

Perform a role play demonstrating how to use a fire extinguisher to control the fire safely.

#### Steps

1. Quickly assess the fire type (electrical – Class C) and raise the fire alarm to alert others.
2. Wear basic PPE (gloves, fire-resistant apron, safety shoes).
3. Locate and inspect a CO<sub>2</sub> fire extinguisher (check pressure and nozzle).
4. Apply the PASS technique: Pull the pin, Aim at the base of the fire, Squeeze the handle, Sweep side to side.
5. Confirm the fire is fully extinguished and report the incident to the safety officer.

#### B. Multiple Choice Questions

(60 marks)

01 Health, Safety, and Environment management at the workplace is important for which reasons? (6 Marks)

☐

A. Financial

☐

B. Moral

☐

C. Legal

☐

D. All of the above

02 According to the “Accident Cost- Iceberg” theory, indirect costs of an accident are usually \_\_\_\_\_ than direct costs. (6 Marks)

☐

A. Equal to

☐

B. Higher

☐

C. Lower

☐

D. Unaffected

03 The "SMART" concept in goal setting for a safety policy stands for Specific, Measurable, Achievable, Relevant, and \_\_\_\_\_ (6 Marks)

☐

A. Time-bound

☐

B. Task-based

☐

C. Training-oriented

☐

D. Targeted

|    |   |                                      |                          |   |
|----|---|--------------------------------------|--------------------------|---|
| 04 | Which element is NOT part of the fire triangle? (6 Marks)   |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Heat                              | <input type="checkbox"/> | B. Fuel                                     |
|    | <input type="checkbox"/>  | C. Oxygen                            | <input type="checkbox"/> | D. Carbon dioxide                           |
| 05 | A factory is implementing a safety management system using the PDCA cycle. After identifying risks and setting objectives, they train workers and enforce new procedures. Which stage is this? (10 Marks) |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Plan                              | <input type="checkbox"/> | B. Do                                       |
|    | <input type="checkbox"/>  | C. Check                             | <input type="checkbox"/> | D. Act                                      |
| 06 | A worker enters a confined space and feels dizzy. A gas test shows O <sub>2</sub> at 16% and H <sub>2</sub> S at 15 ppm. What should be the first step? (10 Marks)  |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Continue with caution             | <input type="checkbox"/> | B. Improve ventilation and re-test          |
|    | <input type="checkbox"/>  | C. Ignore and proceed                | <input type="checkbox"/> | D. Evacuate immediately                     |
| 07 | An electrical panel catches fire, and a worker picks up a water extinguisher to extinguish it. What is the safest action? (10 Marks)  |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Use it cautiously from a distance | <input type="checkbox"/> | B. Switch to a CO <sub>2</sub> extinguisher |
|    | <input type="checkbox"/>  | C. Spray at the base of flames       | <input type="checkbox"/> | D. Proceed while calling for help           |
| 08 | Which method is used to assess the likelihood and impact of hazardous events in process safety? (6 Marks)   |                                      |                          |   |
|    | <input type="checkbox"/>  | A. LOPA                              | <input type="checkbox"/> | B. SIL                                      |
|    | <input type="checkbox"/>  | C. QRA                               | <input type="checkbox"/> | D. EERA                                     |



## SSD/VSQ/N0133: Hazard Identification & Risk Analysis.

### A. Practical Questions

**Total Marks:40**

You are working at a construction site and notice unsafe stacking of materials and exposed wires. Perform hazard identification and risk assessment.

#### Steps

1. Inspect the area for visible hazards such as unstable stacks or exposed wires.
2. Identify and categorize hazards (e.g., physical, electrical).
3. Assess the risk level based on likelihood and potential harm.
4. Record hazards and risks in a checklist or format provided.
5. Report findings and suggest control measures to the supervisor.

### B. Multiple Choice Questions

**(60 marks)**

09

An event that could have led to an accident but did not cause harm is called a \_\_\_\_\_.  
(4 Marks)

☐

A. Fatal accident

☐

B. Near miss

☐

C. Lost time injury

☐

D. Unsafe act

10

A situation with the potential to cause harm or damage is known as a \_\_\_\_\_. (4 Marks)

☐

A. Hazard

☐

B. Incident

☐

C. Injury

☐

D. First aid case

11

Which control method is most effective in the hierarchy of controls? (5 Marks)

☐

A. PPE

☐

B. Engineering controls

☐

C. Administrative controls

☐

D. Elimination

|    |   |                                |                          |  |
|----|---|--------------------------------|--------------------------|--|
| 12 | A worker in a confined space collapses due to lack of oxygen.<br>What hazard category does this fall under? (5 Marks)   |                                |                          |  |
|    | <input type="checkbox"/>  | A. Electrical hazard           | <input type="checkbox"/> | B. Physical hazard                               |
|    | <input type="checkbox"/>  | C. Ergonomic hazard            | <input type="checkbox"/> | D. Biological hazard                             |
| 13 | The process of identifying potential dangers and evaluating their risks is called _____.<br>(4 Marks)   |                                |                          |  |
|    | <input type="checkbox"/>  | A. Accident reporting          | <input type="checkbox"/> | B. Hazard Identification & Risk Assessment       |
|    | <input type="checkbox"/>  | C. Safety Audit                | <input type="checkbox"/> | D. Incident Analysis                             |
| 14 | If a company has 5 recordable incidents and 200,000 hours worked, what is the incident rate? (5 Marks)  |                                |                          |  |
|    | <input type="checkbox"/>  | A. 2.5                         | <input type="checkbox"/> | B. 5   |
|    | <input type="checkbox"/>  | C. 1                           | <input type="checkbox"/> | D. 10  |
| 15 | The DART rate measures cases involving _____. (5 Marks)   |                                |                          |  |
|    | <input type="checkbox"/>  | A. Only fatal injuries         | <input type="checkbox"/> | B. Days away, restricted work, or job transfers. |
|    | <input type="checkbox"/>  | C. Minor injuries              | <input type="checkbox"/> | D. Property damage                               |
| 16 | A worker makes multiple errors while handling machinery, but no accident occurs until a system failure happens at the same time.<br>Which accident model explains this situation? (7 Marks) |                                |                          |  |
|    | <input type="checkbox"/>  | A. Heinrich's Domino Theory    | <input type="checkbox"/> | B. Petersen's Accident Model                     |
|    | <input type="checkbox"/>  | C. Reason's Swiss Cheese Model | <input type="checkbox"/> | D. Ferrell's Human Factor Model                  |

|    |  |                                 |                          |   |
|----|--|---------------------------------|--------------------------|---|
| 17 | <p>During a risk assessment, an engineer maps out all possible failures that could lead to a chemical leak.</p> <p>This approach is based on which method? (7 Marks)</p>               |                                 |                          |   |
|    | <input type="checkbox"/>   | A. Event Tree Analysis          | <input type="checkbox"/> | B. Job Safety Analysis                    |
|    | <input type="checkbox"/>   | C. HAZOP                        | <input type="checkbox"/> | D. Fault Tree Analysis                    |
| 18 | <p>A worker enters a confined space without checking gas levels and collapses due to low oxygen.</p> <p>What should have been done first? (7 Marks)</p>                                |                                 |                          |   |
|    | <input type="checkbox"/>   | A. Ensure proper lighting       | <input type="checkbox"/> | B. Conduct gas testing before entry       |
|    | <input type="checkbox"/>   | C. Wear a harness               | <input type="checkbox"/> | D. Assign a second worker for observation |
| 19 | <p>A manager offers bonuses and financial incentives, but productivity of employees remains low.</p> <p>Which theory suggests factors like work environment matter more? (7 Marks)</p> |                                 |                          |   |
|    | <input type="checkbox"/>   | A. Herzberg's Two-Factor Theory | <input type="checkbox"/> | B. Vroom's Expectancy Theory              |
|    | <input type="checkbox"/>   | C. McClelland's Theory of Needs | <input type="checkbox"/> | D. Alderfer's ERG Theory                  |



## SSD/VSQ/N0121: Fire Safety and Emergency Management Plan

### A. Practical Questions

**Total Marks:40**

A fire has broken out in a confined space with heavy smoke.

Demonstrate the use of PPEs in fire safety and SCBA (Self-Contained Breathing Apparatus).

#### Steps

1. Inspect the SCBA unit for damage and ensure the air cylinder is fully charged.
2. Wear the harness and adjust the shoulder and waist straps for a secure fit.
3. Don the face mask properly and check for an airtight seal.
4. Open the air cylinder valve and check pressure and flow.
5. Enter the area while monitoring air supply and exit before the low-air warning alarm activates.

### B. Multiple Choice Questions

**(60 marks)**

20 Which class of fire can be extinguished by the fire extinguisher shown in the image ?  
(4 Marks)


☐

A. Class A

☐

B. Class B

☐

C. Class C


☐

D. Class D

21

Identify the image given and its function. (4 Marks)



|    |   |   |                          |  |
|----|---|---|--------------------------|--|
|    | <input type="checkbox"/>  | A. Fire extinguisher, provides safety against fire hazards      | <input type="checkbox"/> | B. Self-contained breathing apparatus, provides protection against oxygen deficiency |
|    | <input type="checkbox"/>  | C. Sanitization kit, ensures sanitization and hygiene           | <input type="checkbox"/> | D. First Aid kit, provides immediate medical care                                    |
| 22 | What is the primary purpose of a fire door in a building? (5 Marks)   |   |                          |  |
|    | <input type="checkbox"/>  | A. To provide ventilation                                       | <input type="checkbox"/> | B. To speed up evacuation  |
|    | <input type="checkbox"/>  | C. To prevent fire and smoke from spreading                     | <input type="checkbox"/> | D. To act as an emergency exit   |
| 23 | During a Fire Safety Risk Assessment (HIRAC), which factor is most important in identifying fire hazards? (5 Marks)   |   |                          |  |
|    | <input type="checkbox"/>  | A. Number of employees in the building                          | <input type="checkbox"/> | B. Color of the fire extinguishers   |
|    | <input type="checkbox"/>  | C. Presence of flammable materials and ignition sources         | <input type="checkbox"/> | D. Fire department response time   |
| 24 | Identify the signage given and what does it represent? (4 Marks)<br>                           |   |                          |  |
|    | <input type="checkbox"/>  | A. Safe Condition Signs   | <input type="checkbox"/> | B. First Aid & Emergency Equipment Signs   |
|    | <input type="checkbox"/>  | C. Emergency exits, safe evacuation of people during emergency. | <input type="checkbox"/> | D. Information & Instruction Signs (Safety Guidance)                                 |
| 25 | A warehouse storing paper and wood products catches fire. The flames are growing rapidly. Based on the fire triangle, which action is most effective to stop the fire? ( 7 Marks) |   |                          |  |

|    |  |  |                          |   |
|----|--|--|--------------------------|---|
|    | <input type="checkbox"/>   | A. Remove oxygen by using a CO <sub>2</sub> extinguisher | <input type="checkbox"/> | B. Use water to cool the materials        |
|    | <input type="checkbox"/>   | C. Increase ventilation to reduce smoke                  | <input type="checkbox"/> | D. Use sand to cover the fire             |
| 26 | A fire in an apartment spreads from the kitchen to nearby wooden furniture. (7 Marks)  |  |                          |   |
|    | <input type="checkbox"/>   | A. Use a fire blanket to cover the flames                | <input type="checkbox"/> | B. Spray water near electrical appliances |
|    | <input type="checkbox"/>   | C. Open all windows to release heat                      | <input type="checkbox"/> | D. Let the fire burn and wait for help    |
| 27 | During a fire drill, a wheelchair user is on the second floor. (7 Marks)<br>What should the fire marshal do first?                     |  |                          |   |
|    | <input type="checkbox"/>   | A. Carry the person immediately                          | <input type="checkbox"/> | B. Wait for emergency services            |
|    | <input type="checkbox"/>   | C. Use an evacuation chair or designated safe route      | <input type="checkbox"/> | D. Ask them to move quickly               |
| 28 | During a fire safety risk assessment, you identify flammable materials near an electrical panel.<br>What is the best action? (5 Marks) |  |                          |   |
|    | <input type="checkbox"/>   | A. Leave it as it is                                     | <input type="checkbox"/> | B. Ignore since no fire has occurred      |
|    | <input type="checkbox"/>   | C. Move materials and implement proper signage           | <input type="checkbox"/> | D. Increase air circulation               |
| 29 | According to the NBC (National Building Code), where should fire extinguishers be placed in a commercial building? (5 Marks)           |  |                          |   |
|    | <input type="checkbox"/>   | A. Only in stairwells                                    | <input type="checkbox"/> | B. In locked cabinets                     |
|    | <input type="checkbox"/>   | C. Near emergency exits only                             | <input type="checkbox"/> | D. At designated points with clear access |
| 30 | A Class C fire (electrical fire) breaks out in an office.<br>Which extinguisher should be used? (5 Marks)                              |  |                          |   |
|    | <input type="checkbox"/>   | A. Water extinguisher                                    | <input type="checkbox"/> | B. Wet chemical extinguisher              |



|  |   |                        |                          |                                  |
|--|---|------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/>   | <input type="checkbox"/>  | C. Foam extinguisher   | <input type="checkbox"/> | D. CO <sub>2</sub> extinguisher  |
| <b>SSD/VSQ/N0122: Hazard Mitigation Methodologies</b>  |   |                        |                          |                                  |
| <b>A. Practical Questions</b>  |   |                        | <b>Total Marks: 40</b>   |                                  |
| <p>You are working in a storage area storing cleaning chemicals and moving heavy boxes.</p> <p>Identify hazards and demonstrate suitable control measures for slips &amp; trips, hazardous substances and manual handling.</p> |   |                        |                          |                                  |
| <b>Steps</b>   |   |                        |                          |                                  |
| 1. Identify hazards such as slippery surfaces, chemical exposure, and heavy lifting.   |   |                        |                          |                                  |
| 2. Wear appropriate PPE like gloves and non-slip shoes.  |   |                        |                          |                                  |
| 3. Check chemical labels and ensure ventilation.   |   |                        |                          |                                  |
| 4. Use correct lifting techniques or equipment to move heavy loads safely.   |   |                        |                          |                                  |
| 5. Ensure team coordination.   |   |                        |                          |                                  |
| <b>B. Multiple Choice Questions</b>  |   |                        | <b>(60 marks)</b>        |                                  |
| 31   | The first step in a risk assessment process is identifying the _____. (4 Marks) |                        |                          |                                  |
|  | <input type="checkbox"/>  | A. Risks               | <input type="checkbox"/> | B. Hazards                       |
|  | <input type="checkbox"/>  | C. Outcomes            | <input type="checkbox"/> | D. Incidents                     |
| 32   | In the hierarchy of controls, the most effective method is _____. (4 Marks)     |                        |                          |                                  |
|  | <input type="checkbox"/>  | A. PPE                 | <input type="checkbox"/> | B. Substitution                  |
|  | <input type="checkbox"/>  | C. Elimination         | <input type="checkbox"/> | D. Administrative control        |
| 33   | What is an appropriate control measure for manual handling hazards? (5 Marks)   |                        |                          |                                  |
|  | <input type="checkbox"/>  | A. Increase work speed | <input type="checkbox"/> | B. Use proper lifting techniques |
|  | <input type="checkbox"/>  | C. Work in isolation   | <input type="checkbox"/> | D. Skip safety training          |

|    |  |  |                          |   |
|----|--|--|--------------------------|---|
| 34 | What is the recommended control for lone working hazards? (5 Marks)  |  |                          |   |
|    | <input type="checkbox"/>   | A. Disable emergency alarms                        | <input type="checkbox"/> | B. Provide loud music                     |
|    | <input type="checkbox"/>   | C. Use regular check-ins and lone worker protocols | <input type="checkbox"/> | D. Reduce lighting                        |
| 35 | Which control measure is suitable for noise-related hazards at the workplace? (5 Marks)  |  |                          |   |
|    | <input type="checkbox"/>   | A. Limit drinking water                            | <input type="checkbox"/> | B. Provide PPE and reduce noise at source |
|    | <input type="checkbox"/>   | C. Ban conversations                               | <input type="checkbox"/> | D. Add floor mats                         |
| 36 | What tool is used to assess the level of risk for workplace hazards? (5 Marks)   |  |                          |   |
|    | <input type="checkbox"/>   | A. Survey form                                     | <input type="checkbox"/> | B. Inventory log                          |
|    | <input type="checkbox"/>   | C. Risk matrix                                     | <input type="checkbox"/> | D. Work schedule                          |
| 37 | A confined space hazard can be controlled by _____ before entry. (4 Marks)   |  |                          |   |
|    | <input type="checkbox"/>   | A. Increasing lighting                             | <input type="checkbox"/> | B. Proper labeling                        |
|    | <input type="checkbox"/>   | C. Atmospheric testing                             | <input type="checkbox"/> | D. Using ladders                          |
| 38 | A worker develops shoulder pain after repeatedly lifting heavy boxes.<br>What type of hazard does this represent? (7 Marks)                |  |                          |   |
|    | <input type="checkbox"/>   | A. Radiation hazard                                | <input type="checkbox"/> | B. Musculoskeletal disorder               |
|    | <input type="checkbox"/>   | C. Chemical hazard                                 | <input type="checkbox"/> | D. Mental health issue                    |
| 39 | During a site inspection, you identify open containers of chemicals without labels.<br>Which hazard control is most appropriate? (7 Marks) |  |                          |   |
|    | <input type="checkbox"/>   | A. Rearranging containers                          | <input type="checkbox"/> | B. Posting warning signs nearby           |
|    | <input type="checkbox"/>   | C. Proper labeling and safe storage                | <input type="checkbox"/> | D. Keeping them in the same place         |

|   |  |  |                          |  |
|---|--|--|--------------------------|--|
| 40  | While conducting a risk assessment in a construction site, you find multiple medium-risk activities.<br>What should be your next step? (7 Marks) |  |                          |  |
|   | <input type="checkbox"/>   | A. Implement appropriate controls to reduce risk level | <input type="checkbox"/> | B. Delay action until a supervisor arrives |
|   | <input type="checkbox"/>   | C. Ignore them as they are not high risk               | <input type="checkbox"/> | D. Wait for an incident to occur           |
| <b>SSD/VSQ/N0123: Hazards and Risk Perception</b>   |  |  |                          |  |
| <b>A. Practical Questions</b>   |  |  | <b>Total Marks:40</b>    |  |
| Describe risk perception, and explain how does it affect hazard mitigation and workplace safety?  |  |  |                          |  |
| <b>Steps</b><br>Risk perception is how individuals understand or interpret the risk present in a situation. It can differ from actual risk based on personal experience, knowledge, or awareness. Poor risk perception can lead to ignoring or underestimating hazards, resulting in unsafe behaviour. This affects the choice of hazard mitigation methods and can increase the chances of incidents. Behaviour-based safety helps improve awareness, but it has limitations as it may focus only on individual behaviour and not on systemic or organizational safety issues. |  |  |                          |  |
| <b>B. Multiple Choice Questions</b>   |  |  | <b>(60 marks)</b>        |  |
| 41  | The willingness of an individual to take risks in a given situation is known as _____. (4 Marks)   |  |                          |  |
|   | <input type="checkbox"/>   | A. Risk tolerance                                      | <input type="checkbox"/> | B. Risk magnitude                          |
|   | <input type="checkbox"/>   | C. Risk behaviour                                      | <input type="checkbox"/> | D. Risk avoidance                          |
| 42  | A risk that is calculated based on data and analysis is called _____ risk. (4 Marks)   |  |                          |  |
|   | <input type="checkbox"/>   | A. Perceived   | <input type="checkbox"/> | B. Emotional                               |
|   | <input type="checkbox"/>   | C. Assumed   | <input type="checkbox"/> | D. Modeled                                 |
| 43  | What does perceived risk management mainly depend on? (5 Marks)  |  |                          |  |

|    |   |   |                          |   |
|----|---|---|--------------------------|---|
|    | <input type="checkbox"/>  | A. Risk mitigation tools                                  | <input type="checkbox"/> | B. Personal experiences and awareness                     |
|    | <input type="checkbox"/>  | C. Financial impact                                       | <input type="checkbox"/> | D. Government policies                                    |
| 44 | How does poor risk perception at the workplace typically affect safety? (5 Marks)   |   |                          |   |
|    | <input type="checkbox"/>  | A. Leads to unrecognized hazards                          | <input type="checkbox"/> | B. Reduces productivity only                              |
|    | <input type="checkbox"/>  | C. Encourages teamwork                                    | <input type="checkbox"/> | D. Increases awareness                                    |
| 45 | Which of the following best describes the role of risk perception in hazard mitigation? (5 Marks)   |   |                          |   |
|    | <input type="checkbox"/>  | A. It shapes the selection of mitigation strategies       | <input type="checkbox"/> | B. It delays hazard response                              |
|    | <input type="checkbox"/>  | C. It has no significant impact                           | <input type="checkbox"/> | D. It only affects low-risk jobs                          |
| 46 | One of the key limitations of behaviour-based safety (BBS) is that it: (5 Marks)  |   |                          |   |
|    | <input type="checkbox"/>  | A. Focuses too much on hazard controls                    | <input type="checkbox"/> | B. May ignore systemic or environmental issues            |
|    | <input type="checkbox"/>  | C. Eliminates all human error                             | <input type="checkbox"/> | D. Does not require training                              |
| 47 | Effective _____ is essential to help workers understand and respond to risks properly. (4 Marks)  |   |                          |   |
|    | <input type="checkbox"/>  | A. Timekeeping  | <input type="checkbox"/> | B. Tolerance  |
|    | <input type="checkbox"/>  | C. Risk communication                                     | <input type="checkbox"/> | D. Conflict resolution                                    |
| 48 | A warehouse manager observes a worker using an alternate method to stack heavy goods which saves time but increases the risk of injury.<br>How should the manager evaluate this risk? (7 Marks) |   |                          |   |
|    | <input type="checkbox"/>  | A. Accept the risk if no incident occurs immediately      | <input type="checkbox"/> | B. Consider the worker's intent and appreciate efficiency |
|    | <input type="checkbox"/>  | C. Assess risk magnitude and behaviour before allowing it | <input type="checkbox"/> | D. Allow it temporarily during busy periods               |

|    |  |  |                          |  |
|----|--|--|--------------------------|--|
| 49 | <p>You perceive a new pesticide storage system as highly risky due to past incidents, but data shows significant safety improvements.</p> <p>What concept does this reflect? (7 Marks)</p> |  |                          |  |
|    | <input type="checkbox"/>   | A. Modeled risk outweighs perceived risk   | <input type="checkbox"/> | B. Risk tolerance is irrelevant                        |
|    | <input type="checkbox"/>   | C. Perceived risk overrides modeled risk   | <input type="checkbox"/> | D. Real risk doesn't require evaluation                |
| 50 | <p>A new team member is overly cautious and avoids tasks with minimal risk.</p> <p>What is the likely cause of this behaviour? (7 Marks)</p>   |  |                          |  |
|    | <input type="checkbox"/>   | A. High-risk tolerance                     | <input type="checkbox"/> | B. Lack of skills                                      |
|    | <input type="checkbox"/>   | C. Personal risk perception and attitude   | <input type="checkbox"/> | D. Miscommunication from supervisor                    |
| 51 | <p>You are presenting a new warehouse safety protocol.</p> <p>Which approach is best for effective risk communication? (7 Marks)</p>   |  |                          |  |
|    | <input type="checkbox"/>   | A. Use detailed graphs and data only       | <input type="checkbox"/> | B. Follow audience's risk perception and understanding |
|    | <input type="checkbox"/>   | C. Provide only legal compliance documents | <input type="checkbox"/> | D. Avoid talking about risk to reduce fear             |





## SSD/VSQ/N0134: Statutes & Legislative requirements in Health & Safety

### A. Practical Questions

Total Marks:40

A coworker slips on a wet floor and injures his arm.

Demonstrate how to apply basic first aid and follow workplace first aid protocols as per regulatory requirements.

#### Steps

1. Ensure the scene is safe and wear disposable gloves before approaching the injured person.
2. Calm the person and assess the injury without moving them unnecessarily.
3. Provide basic first aid — clean the wound if minor, apply a sterile bandage or immobilize the arm if needed.
4. Inform the designated first aider or supervisor and record the incident in the first aid logbook.
5. Refer the person to medical help if required and follow workplace reporting procedures.

### B. Multiple Choice Questions (60 marks)

|    |   |                                 |                          |                                       |
|----|---|---------------------------------|--------------------------|---------------------------------------|
| 52 | The _____ Act of 1996 governs the health, safety, and welfare of building and construction workers. (6 Marks) |                                 |                          |                                       |
|    | <input type="checkbox"/>  | A. BOCW                         |                          | B. Labour                             |
|    | <input type="checkbox"/>  | C. Factories                    |                          | D. Industrial Safety                  |
| 53 | The _____ Act, 1948 ensures safety and welfare of workers employed in factories. (6 Marks)                    |                                 |                          |                                       |
|    | <input type="checkbox"/>  | A. Factories                    | <input type="checkbox"/> | B. ESI                                |
|    | <input type="checkbox"/>  | C. Employees' Provident Fund    | <input type="checkbox"/> | D. Mines                              |
| 54 | What is the main purpose of the OSH Code 2020 in India? (6 Marks)   |                                 |                          |                                       |
|    | <input type="checkbox"/>  | A. Promote exports              | <input type="checkbox"/> | B. Ensure workplace safety and health |
|    | <input type="checkbox"/>  | C. Provide insurance to workers | <input type="checkbox"/> | D. Regulate income tax                |

|    |   |                                      |                          |   |
|----|---|--------------------------------------|--------------------------|---|
| 55 | Which international organization provides guidelines related to Environment, Health, and Safety (EHS)? (6 Marks)  |                                      |                          |   |
|    | <input type="checkbox"/>  | A. WHO                               | <input type="checkbox"/> | B. WTO                                    |
|    | <input type="checkbox"/>  | C. ILO                               | <input type="checkbox"/> | D. IMF                                    |
| 56 | The Oil Industry Safety Directorate (OSID) primarily sets safety standards for which industry? (6 Marks)  |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Manufacturing                     | <input type="checkbox"/> | B. Oil and Gas                            |
|    | <input type="checkbox"/>  | C. Construction                      | <input type="checkbox"/> | D. Mining                                 |
| 57 | During a site inspection at a remote construction project, a supervisor notices that workers have not received any formal training in basic First Aid.<br>Which regulation is being violated? (10 Marks)    |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Mines Act, 1952                   | <input type="checkbox"/> | B. OSH Code 2020                          |
|    | <input type="checkbox"/>  | C. First Aid at Workplace Obligation | <input type="checkbox"/> | D. Electricity Act, 2010                  |
| 58 | A mining company fails to conduct vocational safety training sessions for new workers, resulting in a near-miss incident.<br>Which rule applies to this situation? (10 Marks)                               |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Factories Act, 1948               | <input type="checkbox"/> | B. Mines Vocational Training Rules – DGMS |
|    | <input type="checkbox"/>  | C. BOCW Act, 1996                    | <input type="checkbox"/> | D. OSHA Guidelines                        |
| 59 | While inspecting a plant, it is found that outdated electrical installations are still in use, and no proper grounding is followed.<br>Which of the following regulations is most relevant here? (10 Marks) |                                      |                          |   |
|    | <input type="checkbox"/>  | A. Electricity Act, 2003             | <input type="checkbox"/> | B. OSHA Regulations                       |
|    | <input type="checkbox"/>  | C. Environment Protection Act, 1986  | <input type="checkbox"/> | D. Indian Penal Code                      |



## SSD/VSQ/N0124: Statutes and Legislative requirements in OSHE (International)

### A. Practical Questions

Total Marks:40

Briefly describe the purpose of the Occupational Safety and Health Act and what does the General Duty Clause require from employers.

#### Steps

The Occupational Safety and Health Act (OSHA) ensures safe and healthful working conditions for workers in the USA by setting and enforcing standards. The General Duty Clause requires employers to provide a workplace free from recognized hazards that can cause death or serious physical harm. It means employers must proactively identify and fix such hazards even if no specific OSHA standard applies.

### B. Multiple Choice Questions

(60 marks)

|    |  |  |                          |                                      |
|----|--|--|--------------------------|--------------------------------------|
| 60 | The _____ clause of the Occupational Safety and Health Act requires employers to provide a workplace free from recognized hazards. (6 Marks) |  |                          |                                      |
|    | <input type="checkbox"/>   | A. General duty                              | <input type="checkbox"/> | B. Hazard control                    |
|    | <input type="checkbox"/>   | C. Chemical safety                           | <input type="checkbox"/> | D. Emergency exit                    |
| 61 | Under the Occupational Safety and Health Act (USA), the use of _____ is mandatory to protect workers from hazards. (6 Marks)                 |  |                          |                                      |
|    | <input type="checkbox"/>   | A. ID cards                                  | <input type="checkbox"/> | B. Lunch breaks                      |
|    | <input type="checkbox"/>   | C. PPE (Personal Protective equipments)      | <input type="checkbox"/> | D. Alarms                            |
| 62 | What does the Health and Safety at Work Act 1974 (UK) primarily ensure? (6 Marks)  |  |                          |                                      |
|    | <input type="checkbox"/>   | A. Regular salary payment                    | <input type="checkbox"/> | B. Firefighting drills only          |
|    | <input type="checkbox"/>   | C. Safe systems of work and adequate welfare | <input type="checkbox"/> | D. Business tax compliance           |
| 63 | The Framework Directive 89/391/EEC of the EU focuses on which of these? (6 Marks)  |  |                          |                                      |
|    | <input type="checkbox"/>   | A. Data protection in the workplace          | <input type="checkbox"/> | B. Setting limits on work hours only |

|    |  |  |                          |   |
|----|--|--|--------------------------|---|
|    | <input type="checkbox"/>   | C. Industrial taxation policies                                    | <input type="checkbox"/> | D. General principles for improving worker safety and health              |
| 64 | Which of the following is a general principle of workplace health and safety under EU regulations? (6 Marks)   |  |                          |   |
|    | <input type="checkbox"/>   | A. Providing incentives for overtime                               | <input type="checkbox"/> | B. Ensuring workers work longer hours                                     |
|    | <input type="checkbox"/>   | C. Increasing machine speed  | <input type="checkbox"/> | D. Risk prevention and assessment   |
| 65 | A company in Saudi Arabia employs workers in high-risk construction activities. Under Royal Decree No. M/51 of 2003, what is the employer legally required to do? (10 Marks)       |  |                          |   |
|    | <input type="checkbox"/>   | A. Allow employees to work unlimited hours                         | <input type="checkbox"/> | B. Provide only salary without health benefits                            |
|    | <input type="checkbox"/>   | C. Ensure workplace safety and adopt necessary preventive measures | <input type="checkbox"/> | D. Disclose salaries to government only                                   |
| 66 | A Qatari employer decides to withhold a worker's passport and delay salary payments. According to Qatar Labor Law No. 14 of 2004, how should this situation be handled? (10 Marks) |  |                          |   |
|    | <input type="checkbox"/>   | A. The worker must wait for government response.                   | <input type="checkbox"/> | B. The employer is acting within the law.                                 |
|    | <input type="checkbox"/>   | C. The worker should resign immediately.                           | <input type="checkbox"/> | D. The employer is violating labour rights and legal action can be taken. |
| 67 | An international company is aligning its health and safety policy with ILO Convention C155. What step best reflects compliance with the convention? (10 Marks)                     |  |                          |   |
|    | <input type="checkbox"/>   | A. Installing security cameras.                                    | <input type="checkbox"/> | B. Establishing a system for consultation with workers on OSH measures.   |
|    | <input type="checkbox"/>   | C. Limiting leave days to reduce absences.                         | <input type="checkbox"/> | D. Allowing work without PPE for faster output.                           |



## SSD/VSQ/N0125: Safety Auditing and Inspection

### A. Practical Questions

**Total Marks:40**

You are assigned to inspect a newly erected scaffolding at a construction site before use.  
Demonstrate how to perform a safe and complete inspection.

#### Steps

1. Visually inspect the scaffold structure for stability, proper assembly, and secure anchoring to the building or ground.
2. Check all components such as base plates, guardrails, planks, and access ladders for damage, corrosion, or defects.
3. Ensure that the scaffold is level, all locking mechanisms are engaged, and load limits are clearly marked.
4. Verify that there are no tools, debris, or obstructions on walking platforms.
5. Record the inspection findings and report any issues to the site supervisor for corrective action.

### B. Multiple Choice Questions

**(60 marks)**

|    |   |                |                          |                 |
|----|---|----------------|--------------------------|-----------------|
| 68 | The _____ is responsible for identifying safety issues during the audit. (4 Marks)      |                |                          |                 |
|    | <input type="checkbox"/>  | A. Supervisor  | <input type="checkbox"/> | B. Caterer      |
|    | <input type="checkbox"/>  | C. Vendor      | <input type="checkbox"/> | D. Receptionist |
| 69 | PPEs such as gloves and helmets must be inspected for _____ before use. (4 Marks)       |                |                          |                 |
|    | <input type="checkbox"/>  | A. Brand       | <input type="checkbox"/> | B. Price        |
|    | <input type="checkbox"/>  | C. Damage      | <input type="checkbox"/> | D. Style        |
| 70 | An audit report must clearly mention the _____ actions needed for compliance. (4 Marks) |                |                          |                 |
|    |   | A. Promotional |                          | B. Corrective   |
|    |   | C. Festive     |                          | D. Temporary    |

|    |   |  |                          |                              |
|----|---|--|--------------------------|------------------------------|
| 71 | What must be included when preparing an audit checklist for the chemical industry? (5 Marks)  |  |                          |                              |
|    | <input type="checkbox"/>  | A. Daily sales data                                  | <input type="checkbox"/> | B. List of all visitors      |
|    | <input type="checkbox"/>  | C. Safety data sheets and handling procedures        | <input type="checkbox"/> | D. Attendance register       |
| 72 | During scaffolding inspection, what is a critical aspect to check? (5 Marks)  |  |                          |                              |
|    | <input type="checkbox"/>  | A. Load-bearing capacity and guardrails              | <input type="checkbox"/> | B. Number of workers on-site |
|    | <input type="checkbox"/>  | C. Paint quality                                     | <input type="checkbox"/> | D. Roof type                 |
| 73 | Which device is inspected to prevent electric shock by detecting leakage currents? (5 Marks)  |  |                          |                              |
|    | <input type="checkbox"/>  | A. RCCB  | <input type="checkbox"/> | B. MCB                       |
|    | <input type="checkbox"/>  | C. Circuit breaker                                   | <input type="checkbox"/> | D. Fuse                      |
| 74 | What is the purpose of an audit report? (5 Marks)   |  |                          |                              |
|    | <input type="checkbox"/>  | A. Record holidays                                   | <input type="checkbox"/> | B. Track employee birthdays  |
|    | <input type="checkbox"/>  | C. Summarize findings and suggest corrective actions | <input type="checkbox"/> | D. Note financial gains      |
| 75 | An auditor is reviewing a factory's safety documentation and notices it lacks a structured checklist based on Indian standards.<br>Which standard should be referred to for developing a checklist? (7 Marks) |  |                          |                              |
|    | <input type="checkbox"/>  | A. ISO 14001   | <input type="checkbox"/> | B. IS14489                   |
|    | <input type="checkbox"/>  | C. OSID  | <input type="checkbox"/> | D. BOCW Act                  |
| 76 | While preparing for a safety audit in a manufacturing unit certified under ISO 45001, what should be the auditor's primary focus? (7 Marks)   |  |                          |                              |
|    | <input type="checkbox"/>  | A. Financial Compliance                              | <input type="checkbox"/> | B. Employee Grievances       |



|  |   |   |                          |                            |
|--|---|---|--------------------------|----------------------------|
|  | <input type="checkbox"/>  | C. Occupational Health & Safety Management System | <input type="checkbox"/> | D. Customer Satisfaction   |
| 77   | A team leader is asked to formulate a safety audit checklist that aligns with IS14489. What is a key component that must be included in this checklist? (7 Marks)   |   |                          |                            |
|  | <input type="checkbox"/>  | A. Branding Guidelines                            | <input type="checkbox"/> | B. Welfare Measures        |
|  | <input type="checkbox"/>  | C. Daily Sales Reports                            | <input type="checkbox"/> | D. Customer Complaint Logs |
| 78   | A multinational company wants to align its internal safety audits with global standards. Which of the following standards should they follow to comply with international safety audit protocols? (7 Marks) |   |                          |                            |
|  | <input type="checkbox"/>  | A. IS14489  | <input type="checkbox"/> | B. OSHA                    |
|  | <input type="checkbox"/>  | C. ISO 45001                                      | <input type="checkbox"/> | D. ILO C155                |
| <b>SSD/VSQ/N0112: Pollution &amp; Environment Management, Global warming, and sustainability.</b>  |   |   |                          |                            |
| <b>A. Practical Questions</b>  |   | <b>Total Marks:50</b>                             |                          |                            |
| Describe the relationship between greenhouse gases, the carbon cycle, and climate change, and how can carbon neutrality help reduce global warming.  |   |   |                          |                            |
| <b>Steps</b><br>Greenhouse gases like CO <sub>2</sub> , CH <sub>4</sub> , and N <sub>2</sub> O trap heat in the Earth's atmosphere, causing the greenhouse effect, which leads to global warming and climate change. The carbon cycle naturally regulates CO <sub>2</sub> levels through processes like photosynthesis and respiration, but human activities such as burning fossil fuels disrupt this balance. Carbon footprints measure the total greenhouse gases emitted by individuals or organizations. Carbon neutrality means balancing emissions by reducing and offsetting them, while carbon credits allow organizations to compensate for their emissions by supporting projects that reduce carbon elsewhere. |   |   |                          |                            |
| <b>B. Multiple Choice Questions</b>  |   | <b>(50 marks)</b>                                 |                          |                            |

|    |   |                   |                          |                 |
|----|---|-------------------|--------------------------|-----------------|
| 79 | _____ pollution is caused by excessive use of loudspeakers and machines. (2 Marks)  |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Water          | <input type="checkbox"/> | B. Land         |
|    | <input type="checkbox"/>  | C. Light          | <input type="checkbox"/> | D. Noise        |
| 80 | Effluent treatment plants are mainly used for treating _____ waste. (2 Marks)   |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Solid          | <input type="checkbox"/> | B. Electronic   |
|    | <input type="checkbox"/>  | C. Plastic        | <input type="checkbox"/> | D. Liquid       |
| 81 | _____ monitoring helps in assessing the quality of underground and surface water. (2 Marks)                               |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Soil           | <input type="checkbox"/> | B. Air          |
|    | <input type="checkbox"/>  | C. Noise          | <input type="checkbox"/> | D. Water        |
| 82 | Which of the following is not a part of the 6Rs of hazardous waste management? (4 Marks)                                  |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Replace        | <input type="checkbox"/> | B. Reuse        |
|    | <input type="checkbox"/>  | C. Rethink        | <input type="checkbox"/> | D. Repair       |
| 83 | The Environment Protection Act, 1986 empowers which two major regulatory bodies for pollution control in India? (4 Marks) |                   |                          |                 |
|    | <input type="checkbox"/>  | A. CPCB & SPCB    | <input type="checkbox"/> | B. WHO & UNDP   |
|    | <input type="checkbox"/>  | C. NGT & IPCC     | <input type="checkbox"/> | D. FAO & NABARD |
| 84 | Which energy source is eco-friendly and utilizes natural water flow for electricity generation? (4 Marks)                 |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Wind           | <input type="checkbox"/> | B. Biomass      |
|    | <input type="checkbox"/>  | C. Solar          | <input type="checkbox"/> | D. Hydro        |
| 85 | Which of the following substances is a major contributor to ozone layer depletion? (4 Marks)                              |                   |                          |                 |
|    | <input type="checkbox"/>  | A. Carbon dioxide | <input type="checkbox"/> | B. Methane      |



|    |  |  |                          |  |
|----|--|--|--------------------------|--|
|    | <input type="checkbox"/>   | C. Nitrogen                            | <input type="checkbox"/> | D. Chlorofluorocarbons (CFCs)            |
| 86 | <p>A factory near a river discharges waste. Over time, aquatic species start declining.</p> <p>Which technique would best help assess the environmental damage caused to living organisms? (7 Marks)</p> |  |                          |  |
|    | <input type="checkbox"/>   | A. Air quality monitoring              | <input type="checkbox"/> | B. Biological monitoring                 |
|    | <input type="checkbox"/>   | C. Noise monitoring                    | <input type="checkbox"/> | D. Soil sampling                         |
| 87 | <p>A company plans to evaluate the environmental impact of its product throughout its entire life cycle—from raw materials to disposal.</p> <p>What tool should they use? (7 Marks)</p>                  |  |                          |  |
|    | <input type="checkbox"/>   | A. Air monitoring                      | <input type="checkbox"/> | B. Environmental Impact Assessment (EIA) |
|    | <input type="checkbox"/>   | C. Life Cycle Impact Assessment (LCI)  | <input type="checkbox"/> | D. Water quality monitoring              |
| 88 | <p>A city experiences higher temperatures, unpredictable rainfall, and increased sea levels over the last decade.</p> <p>Which of the following is the most probable cause? (7 Marks)</p>                |  |                          |  |
|    | <input type="checkbox"/>   | A. Global warming due to GHG emissions | <input type="checkbox"/> | B. Normal climate variation              |
|    | <input type="checkbox"/>   | C. Temporary seasonal shift            | <input type="checkbox"/> | D. Changes in forest laws                |
| 89 | <p>An industry wants to reduce its overall environmental impact and aims to balance carbon emissions with removal.</p> <p>What approach should it adopt? (7 Marks)</p>                                   |  |                          |  |
|    | <input type="checkbox"/>   | A. Carbon neutrality                   | <input type="checkbox"/> | B. Carbon taxing                         |
|    | <input type="checkbox"/>   | C. Green product labelling             | <input type="checkbox"/> | D. Emission trading                      |

## SSD/VSQ/N0104: Plan, Organize and Emergency protocols

### A. Practical Questions

**Total Marks:50**

A worker collapses due to a suspected electric shock while operating a machine.  
Demonstrate how to implement emergency protocols for an electrical incident.

#### Steps

1. Immediately switch off the main power supply to stop the electric current and ensure the area is safe to enter.
2. Call for medical assistance and inform the site safety officer.
3. Do not touch the victim directly until the power is confirmed to be off; then check for responsiveness and breathing.
4. Provide basic first aid or CPR if trained.
5. Document the incident and support an investigation to prevent future occurrences.

90 Proper planning of \_\_\_\_\_ helps ensure the availability of PPE and emergency measures on site. (2 Marks)

- |                          |              |                          |                     |
|--------------------------|--------------|--------------------------|---------------------|
| <input type="checkbox"/> | A. Timelines | <input type="checkbox"/> | B. Safety resources |
| <input type="checkbox"/> | C. Holidays  | <input type="checkbox"/> | D. Materials        |

91 Effective work planning requires regular \_\_\_\_\_ with team members and superiors. (2 Marks)

- |                          |               |                          |                  |
|--------------------------|---------------|--------------------------|------------------|
| <input type="checkbox"/> | A. Decoration | <input type="checkbox"/> | B. Confrontation |
| <input type="checkbox"/> | C. Relaxation | <input type="checkbox"/> | D. Communication |

92 Assigning tasks to the right team members is important for timely \_\_\_\_\_ of work. (2 Marks)

- |                          |                 |                          |              |
|--------------------------|-----------------|--------------------------|--------------|
| <input type="checkbox"/> | A. Rejection    | <input type="checkbox"/> | B. Delay     |
| <input type="checkbox"/> | C. Cancellation | <input type="checkbox"/> | D. Execution |

93 What is the key objective of briefing team members before task execution? (4 Marks)

- |                          |  |                          |                       |
|--------------------------|--|--------------------------|-----------------------|
| <input type="checkbox"/> | A. To avoid supervision                    | <input type="checkbox"/> | B. To delay work      |
| <input type="checkbox"/> | C. To ensure timely and correct completion | <input type="checkbox"/> | D. To assign overtime |

|    |   |   |                          |  |
|----|---|---|--------------------------|--|
| 94 | Which of the following is essential while setting up fire emergency measures at the workplace? (4 Marks)                                |   |                          |  |
|    | <input type="checkbox"/>  | A. Regular snacks for workers                               | <input type="checkbox"/> | B. Detailed evacuation plan                |
|    | <input type="checkbox"/>  | C. Use of water for all fires                               | <input type="checkbox"/> | D. Locking emergency exits                 |
| 95 | Provisioning of required resources should be done based on which factor? (4 Marks)  |   |                          |  |
|    | <input type="checkbox"/>  | A. Availability of vendors                                  | <input type="checkbox"/> | B. Worker preference                       |
|    | <input type="checkbox"/>  | C. Task requirements and timelines                          | <input type="checkbox"/> | D. Number of supervisors                   |
| 96 | Medical emergency setup must include which of the following? (4 Marks)  |   |                          |  |
|    | <input type="checkbox"/>  | A. First-aid kits and contact list for ambulance            | <input type="checkbox"/> | B. Entertainment facilities                |
|    | <input type="checkbox"/>  | C. Annual leave calendar                                    | <input type="checkbox"/> | D. Parking plan                            |
| 97 | A fire breaks out in the storage unit.<br>As a supervisor, what should be your immediate action according to emergency plans? (7 Marks) |   |                          |  |
|    | <input type="checkbox"/>  | A. Inform the fire department and evacuate team as per plan | <input type="checkbox"/> | B. Try to extinguish the fire alone        |
|    | <input type="checkbox"/>  | C. Hide important documents                                 | <input type="checkbox"/> | D. Wait for the manager's instructions     |
| 98 | During an ongoing task, a new worker is unsure about their role. (7 Marks)  |   |                          |  |
|    | <input type="checkbox"/>  | A. Ask another worker to manage the new one                 | <input type="checkbox"/> | B. Give them a manual and leave them alone |
|    | <input type="checkbox"/>  | C. Brief the task clearly and assign a mentor               | <input type="checkbox"/> | D. Tell them to watch and learn passively  |

|   |   |  |                          |   |
|---|---|--|--------------------------|---|
| 99  | <p>Your team is consistently missing deadlines.</p> <p>What supervisory action should you take to improve outcomes? (7 Marks)</p>                     |  |                          |   |
|   | <input type="checkbox"/>  | A. Ignore the issue to avoid conflict                      | <input type="checkbox"/> | B. Conduct a performance review and give written warnings |
|   | <input type="checkbox"/>  | C. Ask the client for more time without informing the team | <input type="checkbox"/> | D. Monitor progress daily and provide regular feedback    |
| 100   | <p>During a mock emergency drill, workers seem confused about where to gather.</p> <p>What could be the best reason for this confusion? (7 Marks)</p> |  |                          |   |
|   | <input type="checkbox"/>  | A. Emergency drills are unnecessary                        | <input type="checkbox"/> | B. No fire extinguishers are available                    |
|   | <input type="checkbox"/>  | C. Staff are too new to follow instructions                | <input type="checkbox"/> | D. Assembly point is not clearly marked or communicated   |
| <b>DGT/VSQ/N0102: Employability Skills (30 marks)</b>   |   |  |                          |   |
| <b>A. Practical Questions</b>   |   |  |                          | <b>Total Marks:30</b>                                     |
| <p>A team is assigned a task on hazard control techniques.</p> <p>Perform a role play showing effective communication and teamwork to complete the task successfully.</p>   |   |  |                          |   |
| <p><b>Steps</b></p> <ol style="list-style-type: none"> <li>1. The team leader explains the task, deadline, and safety measures to all members.</li> <li>2. Team members ask clarifying questions and assign roles based on individual strengths.</li> <li>3. They maintain open communication, update each other on progress, and provide help when someone faces difficulty.</li> <li>4. Conflicts or misunderstandings are resolved calmly through discussion.</li> <li>5. The team completes the task and holds a short review meeting to reflect on collaboration and areas for improvement.</li> </ol> |   |  |                          |   |
| <b>B. Multiple Choice Questions</b>   |   |  |                          | <b>(20 marks)</b>   |
| 101   | Which of the following best describes employability skills? (10 Marks)  |  |                          |   |

|     |  |   |                          |  |
|-----|--|---|--------------------------|--|
|     | <input type="checkbox"/>   | A. Skills used only for exams               | <input type="checkbox"/> | B. Skills needed to work effectively and grow in a job |
|     | <input type="checkbox"/>   | C. Skills for playing sports                | <input type="checkbox"/> | D. Skills needed only by managers                      |
| 102 | Which of the following helps in working effectively as a team member? (10 Marks) |   |                          |  |
|     | <input type="checkbox"/>   | A. Ignoring others' ideas                   | <input type="checkbox"/> | B. Blaming others for mistakes                         |
|     | <input type="checkbox"/>   | C. Cooperating and sharing responsibilities | <input type="checkbox"/> | D. Refusing to communicate                             |



## Assessment Evidence Form

**Trainee name:**

**Trainee roll number:**

**Centre name/ Code Date**

This is to confirm that the trainee has handed over the final job to the assessor. (For each task separate sheet can be used).

Assessor to affix photographs of the practical output (end product)

**Trainee's signature:**

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**Trainee's name (please print):**

---

**Assessor's signature:**

---

**Assessor's name (please print):**

---

**Centre Head's seal and signature:**

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## Assessment summary

### Assessor's comments

.....

.....

.....

This is to confirm that the trainee has undertaken the assessment for the job role of Manager (OSHE).

Trainee's signature:

\_\_\_\_\_

Trainee's name (please print):

\_\_\_\_\_

Assessor's signature:

\_\_\_\_\_

Assessor's name (please print):

\_\_\_\_\_

Centre Head's seal and signature:

\_\_\_\_\_

Trainee's photo ID (other than the Institute ID):



\_\_\_\_\_

Assessment completion date:

\_\_\_\_\_



## Assessment Summary Sheet

|  <b>SAFETY SKILL DEVELOPMENT FOUNDATION</b><br><b>ASSESSMENT SUMMARY SHEET</b><br><b>Qualification Pack – Manager (OSHE)</b>  |                      |                                 |            |          |                   |           |         |           |                            |           |         |           |
|---|----------------------|---------------------------------|------------|----------|-------------------|-----------|---------|-----------|----------------------------|-----------|---------|-----------|
| <b>Training Provider:</b>   |                      |                                 |            |          | <b>Batch ID:</b>  |           |         |           | <b>Training Centre</b>     |           |         |           |
| <b>Affiliation No.</b>  |                      |                                 |            |          |                   |           |         |           | <b>Name &amp; Address:</b> |           |         |           |
| <b>Candidate Detail:</b>  |                      |                                 |            |          | <b>Roll No.:</b>  |           |         |           | <b>Roll No.:</b>           |           |         |           |
| <b>Name:</b>  |                      |                                 |            |          |                   |           |         |           | <b>Name:</b>               |           |         |           |
| <b>Assessment Summary:</b>  |                      |                                 |            |          |                   |           |         |           |                            |           |         |           |
| NOS No.   | Weightage of the NOS | Allotted (Marks)                |            |          | Marks Obtained    |           |         |           | Marks Obtained             |           |         |           |
|   |                      | Skill (Practical)               | Knowledge  |          | Skill (Practical) | Knowledge |         |           | Skill (Practical)          | Knowledge |         |           |
|   |                      |                                 | Theory     | Project  |                   | Theory    | Project | % per Nos |                            | Theory    | Project | % per Nos |
| SSD/VSQ/N0132   | 15%                  | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0133   | 15%                  | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0121   | 8%                   | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0122   | 7%                   | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0123   | 7%                   | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0134   | 11%                  | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0124   | 8%                   | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0125   | 8%                   | 40                              | 60         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0112   | 7%                   | 50                              | 50         | 0        |                   |           |         |           |                            |           |         |           |
| SSD/VSQ/N0104   | 7%                   | 50                              | 50         | 0        |                   |           |         |           |                            |           |         |           |
| DGT/VSQ/N0102   | 7%                   | 30                              | 20         | 0        |                   |           |         |           |                            |           |         |           |
| <b>Total Marks</b>  | <b>100</b>           | <b>450</b>                      | <b>600</b> | <b>0</b> |                   |           |         |           |                            |           |         |           |
|   |                      | <b>1050</b>                     |            |          |                   |           |         |           |                            |           |         |           |
| <b>Minimum pass % to qualify</b>  | <b>50%</b>           | 50% in each NOS and 50% overall |            |          | Pass/Fail         |           |         |           |                            |           |         |           |
| <b>Assessors Name:</b>  |                      |                                 |            |          |                   |           |         |           | <b>Signature:</b>          |           |         |           |
| <b>Assessing Body Representative Name:</b>  |                      |                                 |            |          |                   |           |         |           | <b>Signature:</b>          |           |         |           |
| <b>Assessment Agency:</b>   |                      |                                 |            |          |                   |           |         |           | <b>Signature:</b>          |           |         |           |