



BASICS OF EMERGENCY RESPONSE AND EVACUATION PREPAREDNESS

Be Prepared. Act Quickly. Stay Safe.



BE AWARE

Know the risks
and your surroundings.



BE READY

Prepare plans,
know procedures.



BE SAFE

Take action,
help others.



Assessment Guide

Basics of Emergency Response and Evacuation Preparedness

NSQF Level – 3

Sector: Cross Sectoral

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

MC Code: SSD/M0107

Version: 1.0



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Micro Credentials Structure

To achieve full certification as Basics of Emergency Response and Evacuation Preparedness, trainees must complete all 2 units and pass assessments. The assessments will comprise of theory & practical tests.

Sl. no	Unit No.	Title	Assessment method
001	Module 1	Emergency Preparedness and Planning	The assessment will be conducted to evaluate the competencies acquired by the trainee in terms of skills, knowledge, and understanding related to emergency preparedness and planning in industrial and workplace settings. It will focus on the trainee's ability to identify potential emergency situations, understand emergency response procedures, develop preparedness measures, and implement effective evacuation and communication protocols. The assessment will be based on theory, viva- voice or practical.
002	Module 2	Emergency Response and Evacuation Measures	The assessment will be conducted to evaluate the competencies acquired by the trainee in terms of skills, knowledge, and understanding related to emergency response and evacuation measures in workplace and industrial environments. It will focus on the trainee's ability to respond effectively to various emergency situations, follow established emergency response



			procedures, and implement safe evacuation practices. The assessment will be based on theory, viva- voice or practical.
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Guidance for assessors

This Micro Credential provides the performance criteria, skills and knowledge required to perform for the job role of Basics of Emergency Response and Evacuation Preparedness at NSQF Level 3. The role is referred to as 'Basics of Emergency Response and Evacuation Preparedness'

Brief MC description: This Micro credential is designed to provide individuals with the necessary knowledge & skills to efficiently handle and address emergencies & evacuations in various situations at workplaces. The main objective is to provide a thorough understanding to effectively manage critical situations, ensuring the safety of individuals, records and assets during emergency situations.

Personal attributes: He/She should be physically & mentally fit and should be able to provide design advice on the suitability of specialized scaffolds to meet the health and safety requirements regarding design and technical advice on scaffolding works.

Introduction to assessments:

The assessment will be made based on the competencies required by the trainees to perform the job role of Basics of Emergency Response and Evacuation Preparedness. 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 Micro Credential. 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. Performance Criteria (PC) has been assigned marks proportional to its importance. Proportion of marks for Theory and Practical has been marked PC wise.
4. Questions on practical & theory will be formed in such a way as to provide an outcome on maximum Performance Criteria and in proportional way within the MC.
5. The assessment for the theory part will be based on written questions (short questions, 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 certificate on MC will be issued to successful candidates who score 50% or more than 50%
8. Any candidate can ask for re-assessment in the MC 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 the micro credential.

2.1 Performance/Skill Assessments

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

Module1: Emergency Preparedness and Planning

The trainee should demonstrate the ability to understand and implement emergency preparedness and response measures to ensure safety during workplace emergencies. The trainee must identify potential emergency situations such as fire, chemical spills, gas leaks, medical emergencies, and natural disasters, and respond appropriately in accordance with established emergency response procedures and evacuation plans.



The trainee should ensure effective emergency preparedness by following emergency protocols, understanding alarm systems and emergency communication methods, identifying evacuation routes and assembly points, and participating in mock drills and emergency exercises.

Module 2: Emergency Response and Evacuation Measures

The trainee should demonstrate the ability to respond effectively to workplace emergencies and implement appropriate evacuation measures to ensure the safety of all personnel. The trainee must identify different types of emergencies, such as fire, chemical spills, gas leaks, explosions, and medical emergencies, and follow the established emergency response procedures accordingly.

The trainee should ensure safe and orderly evacuation practices by recognizing emergency alarms and signals, identifying emergency exits and assembly points, and following designated evacuation routes without causing panic.

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 Performance/Skill Assessments

MC No.	Title	Performance & Knowledge Assessment	Assessment Marks	Min. Passing marks	Assessment Result (Total Passing Marks)
SSD/M0103	Basics of Emergency Response and Evacuation Preparedness	0.5 hours	100	50%	50 marks or more than 50 marks- Pass; Less than 50 marks- Fail

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, Micro Credential 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 Micro Credential.

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 Basics of Emergency Response and Evacuation Preparedness 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 Basics of Emergency Response and Evacuation Preparedness

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 Micro Credential. They will be graded for all their assessments based on the approved assessment strategy of the Micro Credential. The performance criteria checklist as a guide for all Micro Credential is given in Practical Observation Checklist. Assessment tools and sample set of practical, theory & viva questions for each MC, assessment evidence, overall summary, and MC wise summary are also listed.

Practical Observation Checklist

Basics of Emergency Response and Evacuation Preparedness		
1. Learner Name: _____	2. Enrolment No: _____	3. Centre: _____



Guidance to assessors:

1. 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.
2. 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.

Performance Criteria	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC-1: Recognize and classify emergency situations, considering factors such as their characteristics, seriousness, and immediate potential impact	5	5	-	-
PC-2: Assess the potential outcomes of emergencies, with a focus on possible injury, damage, and effects.	5	5	-	-
PC-3: Understand the specific risks associated with the working condition & industries and plan emergency communications and response accordingly	5	5	-	-
PC-4: Workout emergency arrangements, PPEs, medical assistance and communication protocols	5	5	-	-
PC-5: Execute emergency response procedures, evacuation procedures, marking of routes, identification of assembly	5	5	-	-



areas & correct utilization of emergency equipment, and effective coordination				
PC-6: Implement training on emergency drills for emergency situations and responses including fire, natural disasters; industrial accidents; Hazardous Material (HAZMAT) incidents and threat from enemy action etc.	5	5	-	-
PC-7 Analyze responses following emergencies to enhance protocols, with focus on improving efficiency, communication effectiveness, and overall capability to respond.	5	5	-	-
PC-8: Analyze ability to adapt emergency response strategies based on evolving circumstances, demonstrating flexibility and agility in addressing various emergency scenarios.	5	5	-	-
PC-9: Check readiness of emergency preparedness and availability of equipment's & PPEs, evaluate the adequacy, accessibility, and proper utilization of personal protective equipment (PPE) during emergency.	5	5	-	-



PC-10: Carry out reviews and audits of emergency response plans, lessons to continuously enhance and optimize emergency protocol. Comply with regulations & guidelines on emergency responses.	5	5		
MC Total Marks	50	50	-	-

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	2
2.	Full face shield	Nos	1
3.	Leather gloves	Nos	2
4.	Puncture resistant gloves	Nos	2
5.	Chemical resistant gloves	Nos	2
6.	Electrically insulated latex gloves	Nos	2
7.	Safety helmets/hard hats	Nos	2
8.	Ear plugs	Nos	2
9.	Safety shoes	Nos	2
10.	Safety gumboots	Nos	2
11.	High visibility jackets	Nos	2
12.	N95 masks	Nos	2



13.	Double filter half face mask	Nos	2
14.	Double filter full face mask	Nos	2
15.	SCBA – Self-contained breathing apparatus	Nos	1
16.	Safety harness	Nos	1
17.	Lanyard	Nos	1
18.	Fall arrestor	Nos	1
19.	CO2 Fire extinguisher	Nos	1
20.	Dry Chemical Powder Fire extinguisher	Nos	1
21.	Fire hydrant system	Nos	1
22.	Multiple gas detector	Nos	1
23.	TDS Meter	Nos	1

Classroom Aids:

The aids required to conduct sessions in the classroom are:

1. Black/White board
2. Marker
3. Projector
4. Computer with relevant software



Assessment Method/Tools

SECTION: PRACTICAL (50 Marks)

- 1 **Practical Task**
- The trainee is required to demonstrate emergency response and evacuation preparedness procedures in a simulated workplace emergency scenario. The trainee must identify hazards, respond appropriately to emergency alarms, follow evacuation procedures, and ensure safe movement to the designated assembly point while complying with workplace safety protocols.

S. No.	Practical Activity	Marks
1	Identify the type of emergency situation (fire, chemical spill, gas leak, medical emergency, etc.) and report it appropriately	5
2	Demonstrate correct response to emergency alarm and communication procedures	5
3	Identify emergency exits, evacuation routes, and assembly points correctly	10
4	Demonstrate safe and orderly evacuation without panic and follow designated evacuation procedures	10
5	Demonstrate correct use of basic emergency equipment (fire extinguisher, emergency alarm, first aid kit, etc.)	10
6	Assist co-workers/other personnel during evacuation while maintaining safety protocols	5
7	Follow post-evacuation procedures such as headcount/reporting at assembly point	5



SECTION: B [Multiple Choice Questions (50*1=50)]

PC-1: Recognize and classify emergency situations, considering factors such as their characteristics, seriousness, and immediate potential impact. (5 Marks)

01	Which of the following is considered a workplace emergency?			
	<input type="checkbox"/>	A. Scheduled maintenance work	<input type="checkbox"/>	B. Fire outbreak in a storage area
	<input type="checkbox"/>	C. Routine equipment inspection	<input type="checkbox"/>	D. Employee lunch break
02	A chemical spill causing harmful fumes should be classified as:			
	<input type="checkbox"/>	A. Minor housekeeping issue	<input type="checkbox"/>	B. Emergency situation
	<input type="checkbox"/>	C. Routine operation	<input type="checkbox"/>	D. Administrative activity
03	Which factor should be considered while assessing the seriousness of an emergency?			
	<input type="checkbox"/>	A. Colour of equipment	<input type="checkbox"/>	B. Potential impact on people and property
	<input type="checkbox"/>	C. Employee attendance	<input type="checkbox"/>	D. Office layout design
04	What is the first step after identifying an emergency situation?			
	<input type="checkbox"/>	A. Ignore the situation	<input type="checkbox"/>	B. Continue normal work
	<input type="checkbox"/>	C. Report and respond according to emergency procedures	<input type="checkbox"/>	D. Leave the workplace without informing anyone
05	Which of the following emergencies may require immediate evacuation?			
	<input type="checkbox"/>	A. Small stationery shortage	<input type="checkbox"/>	B. Gas leak in the workplace



	<input type="checkbox"/>	C. Routine safety meeting	<input type="checkbox"/>	D. Internet connectivity issue
PC-2: Assess the potential outcomes of emergencies, with a focus on possible injury, damage, and effects. (5 Marks)				
06	What is the primary purpose of assessing the potential outcomes of an emergency?			
	<input type="checkbox"/>	A. To delay emergency response	<input type="checkbox"/>	B. To identify possible injuries, damage, and impact
	<input type="checkbox"/>	C. To increase production activities	<input type="checkbox"/>	D. To avoid reporting incidents
07	A fire in a chemical storage area may result in:			
	<input type="checkbox"/>	A. Improved workplace conditions	<input type="checkbox"/>	B. Injuries, property damage, and environmental impact
	<input type="checkbox"/>	C. Reduced safety concerns	<input type="checkbox"/>	D. Increased office space
08	Which of the following is a possible effect of a gas leak emergency?			
	<input type="checkbox"/>	A. Better air quality	<input type="checkbox"/>	B. Health hazards and breathing difficulties
	<input type="checkbox"/>	C. Reduced workplace risk	<input type="checkbox"/>	D. Increased employee comfort
09	During an emergency, assessing the number of people exposed helps determine:			
	<input type="checkbox"/>	A. Cafeteria requirements	<input type="checkbox"/>	B. Potential severity of injuries and impact
	<input type="checkbox"/>	C. Employee attendance records	<input type="checkbox"/>	D. Office maintenance schedules



10	Structural damage caused by an explosion can lead to:			
	<input type="checkbox"/>	A. Safer evacuation routes	<input type="checkbox"/>	B. Increased workplace productivity
	<input type="checkbox"/>	C. Collapse risks and serious injuries	<input type="checkbox"/>	D. Reduced emergency response needs
PC-3: Understand the specific risks associated with the working condition & industries and plan emergency communications and response accordingly (5 Marks)				
11	Which industry is most likely to have risks related to chemical spills and toxic gas leaks?			
	<input type="checkbox"/>	A. Chemical manufacturing industry	<input type="checkbox"/>	B. Retail clothing store
	<input type="checkbox"/>	C. Library services	<input type="checkbox"/>	D. Banking sector
12	Why is emergency communication important during workplace emergencies?			
	<input type="checkbox"/>	A. To increase workload	<input type="checkbox"/>	B. To provide timely information and instructions for safety
	<input type="checkbox"/>	C. To delay evacuation	<input type="checkbox"/>	D. To reduce employee participation
13	In a construction site emergency, which hazard is most commonly associated with working at height?			
	<input type="checkbox"/>	A. Slips and falls	<input type="checkbox"/>	B. Data loss
	<input type="checkbox"/>	C. Food contamination	<input type="checkbox"/>	D. Noise reduction
14	Which of the following should be included in an emergency response plan?			
	<input type="checkbox"/>	A. Emergency contact numbers and evacuation procedures	<input type="checkbox"/>	B. Employee salary records



	<input type="checkbox"/>	C. Marketing strategies	<input type="checkbox"/>	D. Office decoration plans
15	The most appropriate action during an emergency communication process is to:			
	<input type="checkbox"/>	A. Spread rumours among employees	<input type="checkbox"/>	B. Ignore emergency alarms
	<input type="checkbox"/>	C. Follow official instructions and communication channels	<input type="checkbox"/>	D. Wait for others to respond first
PC-4: Workout emergency arrangements, PPEs, medical assistance and communication protocols. (5*1=5 Marks)				
16	What is the primary purpose of Personal Protective Equipment (PPE) during an emergency?			
	<input type="checkbox"/>	A. To improve production speed	<input type="checkbox"/>	B. To protect individuals from hazards and injuries
	<input type="checkbox"/>	C. To reduce paperwork	<input type="checkbox"/>	D. To replace emergency procedures
17	Which of the following is an example of emergency medical assistance equipment?			
	<input type="checkbox"/>	A. First aid kit	<input type="checkbox"/>	B. Attendance register
	<input type="checkbox"/>	C. Office furniture	<input type="checkbox"/>	D. Stationery box
18	During an emergency, communication protocols help to:			
	<input type="checkbox"/>	A. Create confusion among workers	<input type="checkbox"/>	B. Ensure clear and timely exchange of information
	<input type="checkbox"/>	C. Delay evacuation procedures	<input type="checkbox"/>	D. Avoid reporting incidents
19	Which PPE is most suitable while responding to a chemical spill emergency?			



	<input type="checkbox"/>	A. Safety goggles and chemical-resistant gloves	<input type="checkbox"/>	B. Sports shoes
	<input type="checkbox"/>	C. Cotton scarf only	<input type="checkbox"/>	D. Earphones
20	What should be checked regularly as part of emergency arrangements in the workplace?			
	<input type="checkbox"/>	A. Emergency exits, alarms, and medical facilities	<input type="checkbox"/>	B. Employee social media accounts
	<input type="checkbox"/>	C. Cafeteria menu	<input type="checkbox"/>	D. Office decoration items
PC-5: Execute emergency response procedures, evacuation procedures, marking of routes, identification of assembly areas & correct utilization of emergency equipment, and effective coordination (5*1=5 Marks)				
21	What is the first action to take upon hearing an emergency alarm?			
	<input type="checkbox"/>	A. Ignore the alarm	<input type="checkbox"/>	B. Continue working
	<input type="checkbox"/>	C. Follow emergency response procedures immediately	<input type="checkbox"/>	D. Leave without informing anyone
22	Why is proper marking of evacuation routes important?			
	<input type="checkbox"/>	A. For decoration purposes	<input type="checkbox"/>	B. To ensure safe and quick exit during emergencies
	<input type="checkbox"/>	C. To increase workload	<input type="checkbox"/>	D. To reduce visibility
23	What is the purpose of an assembly area during evacuation?			



	<input type="checkbox"/>	A. To resume work	<input type="checkbox"/>	B. To gather safely and account for all personnel
	<input type="checkbox"/>	C. To store equipment	<input type="checkbox"/>	D. To conduct meetings
24	Which of the following demonstrates correct use of emergency equipment?			
	<input type="checkbox"/>	A. Using a fire extinguisher only after fire spreads widely	<input type="checkbox"/>	B. Ignoring equipment instructions
	<input type="checkbox"/>	C. Using appropriate equipment as per the type of emergency	<input type="checkbox"/>	D. Using any equipment without training
25	Effective coordination during an emergency helps to:			
	<input type="checkbox"/>	A. Create confusion	<input type="checkbox"/>	B. Delay evacuation
	<input type="checkbox"/>	C. Ensure smooth and safe response among all personnel	<input type="checkbox"/>	D. Increase risk
PC-6: Implement training on emergency drills for emergency situations and responses including fire, natural disasters; industrial Accidents; Hazardous Material (HAZMAT) incidents and threat from enemy action etc. (5*1=5 Marks)				
26	What is the primary purpose of conducting emergency drills?			
	<input type="checkbox"/>	A. To increase workload	<input type="checkbox"/>	B. To practice and prepare employees for real emergency situations
	<input type="checkbox"/>	C. To delay work activities	<input type="checkbox"/>	D. To replace safety procedures
27	Fire drills help employees to:			



	<input type="checkbox"/>	A. Learn cooking methods	<input type="checkbox"/>	B. Practice safe evacuation and use of fire safety equipment
	<input type="checkbox"/>	C. Increase office productivity	<input type="checkbox"/>	D. Avoid safety training
28	HAZMAT emergency drills are conducted to:			
	<input type="checkbox"/>	A. Improve office decoration	<input type="checkbox"/>	B. Train employees in handling hazardous material incidents safely
	<input type="checkbox"/>	C. Reduce communication	<input type="checkbox"/>	D. Increase risk exposure
29	During a natural disaster drill (e.g., earthquake), employees should:			
	<input type="checkbox"/>	A. Panic and run randomly	<input type="checkbox"/>	B. Ignore instructions
	<input type="checkbox"/>	C. Follow established safety procedures and evacuation plans	<input type="checkbox"/>	D. Continue working normally
30	Regular emergency drills help in:			
	<input type="checkbox"/>	A. Reducing preparedness	<input type="checkbox"/>	B. Creating confusion
	<input type="checkbox"/>	C. Improving response time and coordination during real emergencies	<input type="checkbox"/>	D. Avoiding safety responsibilities
PC-7 Analyse responses following emergencies to enhance protocols, with focus on improving efficiency, communication effectiveness, and overall capability to respond. (5*1=5)				
31	What is the main purpose of analysing responses after an emergency?			



	<input type="checkbox"/>	A. To assign blame	<input type="checkbox"/>	B. To improve future emergency response and preparedness
	<input type="checkbox"/>	C. To increase workload	<input type="checkbox"/>	D. To ignore past incidents
32	Which of the following is an important aspect of post-emergency analysis?			
	<input type="checkbox"/>	A. Ignoring communication gaps	<input type="checkbox"/>	B. Reviewing response time and actions taken
	<input type="checkbox"/>	C. Avoiding documentation	<input type="checkbox"/>	D. Skipping feedback
33	Identifying communication gaps after an emergency helps to:			
	<input type="checkbox"/>	A. Reduce safety measures	<input type="checkbox"/>	B. Improve clarity and effectiveness of future communication
	<input type="checkbox"/>	C. Delay response actions	<input type="checkbox"/>	D. Increase confusion
34	What tool is commonly used to analyse emergency response performance?			
	<input type="checkbox"/>	A. Incident reports and debrief meetings	<input type="checkbox"/>	B. Attendance sheets
	<input type="checkbox"/>	C. Marketing plans	<input type="checkbox"/>	D. Payroll records
35	Improving emergency protocols after analysis ensures:			
	<input type="checkbox"/>	A. Repetition of the same mistakes	<input type="checkbox"/>	B. Reduced preparedness
	<input type="checkbox"/>	C. Better efficiency and response capability in future emergencies	<input type="checkbox"/>	D. Increased risk exposure
PC-8: Analyse ability to adapt emergency response strategies based on evolving circumstances, demonstrating flexibility and agility in addressing various emergency scenarios. (5*1=5 Marks)				
36	Why is adaptability important during an emergency situation?			

	<input type="checkbox"/>	A. To follow only fixed procedures without change	<input type="checkbox"/>	B. To respond effectively to changing conditions and unexpected challenges
	<input type="checkbox"/>	C. To delay decision-making	<input type="checkbox"/>	D. To avoid taking responsibility
37	If an evacuation route is blocked during an emergency, what should be done?			
	<input type="checkbox"/>	A. Wait at the same place	<input type="checkbox"/>	B. Panic and run randomly
	<input type="checkbox"/>	C. Use an alternative safe evacuation route as per the plan	<input type="checkbox"/>	D. Ignore the situation
38	Flexibility in emergency response means:			
	<input type="checkbox"/>	A. Ignoring safety procedures	<input type="checkbox"/>	B. Changing strategies based on the situation while ensuring safety
	<input type="checkbox"/>	C. Avoiding communication	<input type="checkbox"/>	D. Delaying evacuation
39	Which of the following demonstrates agility during an emergency?			
	<input type="checkbox"/>	A. Taking no action	<input type="checkbox"/>	B. Quickly assessing the situation and modifying response actions
	<input type="checkbox"/>	C. Waiting for others to act	<input type="checkbox"/>	D. Ignoring instructions
40	Adapting emergency strategies helps to:			
	<input type="checkbox"/>	A. Increase confusion	<input type="checkbox"/>	B. Reduce effectiveness of response
	<input type="checkbox"/>	C. Ensure better safety outcomes in dynamic situations	<input type="checkbox"/>	D. Avoid responsibility



PC-9: Check readiness of emergency preparedness and availability of equipment's & PPEs, evaluate the adequacy, accessibility, and proper utilization of personal protective equipment (PPE) during emergency. (5*1=5 Marks)			
41	What is the purpose of checking emergency preparedness regularly?		
	<input type="checkbox"/> A. To delay emergency response	<input type="checkbox"/>	B. To ensure readiness and availability of resources during emergencies
	<input type="checkbox"/> C. To increase workload	<input type="checkbox"/>	D. To avoid safety procedure
42	Which of the following is important while evaluating PPE during an emergency?		
	<input type="checkbox"/> A. Colour and design	<input type="checkbox"/>	B. Adequacy, accessibility, and proper usage
	<input type="checkbox"/> C. Cost of PPE only	<input type="checkbox"/>	D. Brand popularity
43	What should be ensured about emergency equipment?		
	<input type="checkbox"/> A. It is locked and not accessible	<input type="checkbox"/>	B. It is available, functional, and easily accessible
	<input type="checkbox"/> C. It is used only for display	<input type="checkbox"/>	D. It is outdated
44	Which action ensures proper utilization of PPE?		
	<input type="checkbox"/> A. Wearing PPE incorrectly	<input type="checkbox"/>	B. Using PPE without training
	<input type="checkbox"/> C. Using PPE as per guidelines and training	<input type="checkbox"/>	D. Avoiding PPE use
45	Regular inspection of PPE helps to:		



	<input type="checkbox"/>	A. Reduce safety	<input type="checkbox"/>	B. Identify damage and ensure effectiveness
	<input type="checkbox"/>	C. Increase risk	<input type="checkbox"/>	D. Avoid responsibility
PC-10: Carry out reviews and audits of emergency response plans, lessons to continuously enhance and optimize emergency protocol. Comply with regulations & guidelines on emergency responses. (5*1=5 Marks)				
46	What is the purpose of conducting audits of emergency response plans?			
	<input type="checkbox"/>	A. To ignore safety procedures	<input type="checkbox"/>	B. To identify gaps and improve emergency preparedness
	<input type="checkbox"/>	C. To increase paperwork only	<input type="checkbox"/>	D. To delay response actions
47	Reviewing past emergency incidents helps to:			
	<input type="checkbox"/>	A. Repeat the same mistakes	<input type="checkbox"/>	B. Learn lessons and improve future response
	<input type="checkbox"/>	C. Avoid documentation	<input type="checkbox"/>	D. Reduce safety awareness
48	Compliance with emergency regulations ensures:			
	<input type="checkbox"/>	A. Increased risk	<input type="checkbox"/>	B. Legal and safe workplace practices
	<input type="checkbox"/>	C. Avoidance of safety measures	<input type="checkbox"/>	D. Delay in emergency response
49	Which of the following is part of an effective emergency audit?			
	<input type="checkbox"/>	A. Ignoring findings	<input type="checkbox"/>	B. Documenting observations and recommending improvements



	<input type="checkbox"/>	C. Avoiding feedback	<input type="checkbox"/>	D. Skipping inspections
50	Continuous improvement of emergency protocols leads to:			
	<input type="checkbox"/>	A. Reduced preparedness	<input type="checkbox"/>	B. Better efficiency and safer response during emergencies
	<input type="checkbox"/>	C. Increased confusion	<input type="checkbox"/>	D. Higher risk exposure

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).

Trainee's signature:

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

Trainee's name (please print):



Assessor's signature:

Assessor's name (please print):

Centre Head's seal and signature:



Assessment summary

Assessor's comments

.....

.....

.....

This is to confirm that the trainee has undertaken the assessment for the job role of Basics of Emergency Response and Evacuation Preparedness

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

Safety Skill Development Foundation Result Analysis Summary						
Batch ID						
Micro Credential Code						
Micro Credential/Code Name						
Training Centre Name & Address:						
Program Date						
Master Trainer/SME Name						
Master Assessor/SME Name						
S. No.	Candidate Name	Roll No.	Theory (50 Marks)	Skills (Practical) (50 Marks)	Total (Theory + skills)	Result
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

(Note: Passing Criteria will be overall 90% and above for Master Trainer / Master Assessor).