

Survey Supervisor

QP Code: MEP/Q0208

Version: 1.0

NSQF Level: 5

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MEP/Q0208: Survey Supervisor

Brief Job Description

The Survey Supervisor is responsible for managing and implementing a work plan to facilitate the surveys. The person supervises the collection of data from households/enterprises/ establishments through socio-economic surveys. The individual plans survey schedules and procedures, provides instructions, conducts quality checks etc. to ensure accuracy in data collected. Survey Supervisor also supervises and mentors all enumerators.

Personal Attributes

The individual must be well groomed, attentive, and comfortable with multi- tasking. The person should be disciplined, have good communication and coordination skills, positive attitude, and should possess basic statistical knowledge. The individual should have the capacity for team building and be able to motivate enumerators to complete the activities in the given time.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MEP/N0231: Execute the planning and preparation of the field survey](#)
2. [MEP/N0232: Manage data through survey supervision](#)
3. [MEP/N0233: Perform quality check and reporting of the survey](#)
4. [MEP/N9903: Apply health and safety practices at the workplace](#)
5. [MEP/N9912: Apply principles of professional practice at the workplace](#)
6. [MEP/N9915: Communicate with clients and colleagues effectively](#)

Qualification Pack (QP) Parameters

Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
Country	India
NSQF Level	5

Credits	NA
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4227.9900
Minimum Educational Qualification & Experience	Graduate with 1-2 Years of experience in data collection or similar activities
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	License to drive a vehicle is desirable
Minimum Job Entry Age	20 Years
Last Reviewed On	04/11/2019
Next Review Date	27/02/2023
Deactivation Date	27/02/2023
NSQC Approval Date	12/12/2019
Version	1.0
Reference code on NQR	2020/OAFM/MEPSC/03610
NQR Version	1.0

Remarks:

This QP has been granted Provisional approval by competent authority for initiation of training subject to subsequent ratification in NSQC.

MEP/N0231: Execute the planning and preparation of the field survey

Description

This unit is about supervision of planning and preparation for field survey.

Scope

This unit/tasks covers the following:

- shorthand skills
- taking dictation & recording shorthand
- documentation from transcript
- knowledge & use of appropriate symbols

Elements and Performance Criteria

Identify field survey details

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

- PC1.** Identify the relevant survey area boundaries
- PC2.** estimate survey population or number of units/persons
- PC3.** divide the survey area into operational sub units.
- PC4.** prepare instructions about field work and its conduct, data transportation and storage

Prepare plan for conducting field survey

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

- PC5.** compile data for all fieldwork tasks to be completed in a specific time period
- PC6.** prepare a priority list based on timelines, and return on investment
- PC7.** undertake travel to survey areas including remote places to supervise survey
- PC8.** ensure availability of personal protective equipment appropriate for work activities

Assign targets to the enumerators

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

- PC9.** identify the team size to assign the field work, to meet the timelines
- PC10.** plan for contingencies in terms of manpower and resources
- PC11.** assign survey area sub-units to separate teams

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standards, policies and procedures followed in the company relevant to own employment and performance conditions
- KU2.** organisations relevant departments and respective roles and responsibilities
- KU3.** organisations required authorisation procedures
- KU4.** organisations policies for recording and storing data

- KU5.** organisations procedures for maintaining the security and confidentiality of information
- KU6.** importance of planning and preparing before starting a job
- KU7.** survey concepts like perception-based surveys, operational guidelines, population, and sample
- KU8.** significance of survey data for policy and national development
- KU9.** local conditions for mapping, and preparation of schedules.
- KU10.** relevant data collection software like CAPI
- KU11.** consents and permissions that may be required for site access and field work, document storage in physical and digital formats
- KU12.** lists and maps to check survey area boundaries for listing the households/enterprises /establishments

Generic Skills (GS)

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

- GS1.** document tour reports for the survey task list etc.
- GS2.** record time schedules with co workers when working in teams
- GS3.** prepare status and progress reports of the quality checks, referred back cases etc.
- GS4.** prepare log files of participants in the survey, number of visits to the respondents that were carried out and other relevant information.
- GS5.** read forms and applications
- GS6.** read instructions and queries
- GS7.** communicate effectively with client and staff as well as people met during the fieldwork tasks and respond to their queries
- GS8.** elicit correct information from respondent by probing
- GS9.** spot discrepancies such as missing information, unacceptable documents, etc. as per pre-established norms
- GS10.** recognise what queries can be answered and what should be referred to supervisors.
- GS11.** plan listing and administration of questionnaires/schedules
- GS12.** manage distractions
- GS13.** listen to client instructions carefully and follow them
- GS14.** demonstrate courtesy to client at all times
- GS15.** identify problems that may arise during the course of work, their source and impact
- GS16.** identify various approaches to resolve the problem and the pros and cons of each approach
- GS17.** select and implement the approach that resolves the problem with maximum benefit and least cost
- GS18.** review the problem at various stages of implementation of the solution and course correct as required
- GS19.** breakdown relevant work process into its constituent activities for ease of analysis
- GS20.** analyse the inter block consistencies and frequency distribution of errors
- GS21.** identify ways to increase productivity and reduce errors
- GS22.** review trends of important parameters in the region and reasons for deviations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify field survey details</i>	12	24	-	-
PC1. Identify the relevant survey area boundaries	3	6	-	-
PC2. estimate survey population or number of units/persons	3	6	-	-
PC3. divide the survey area into operational sub units.	3	6	-	-
PC4. prepare instructions about field work and its conduct, data transportation and storage	3	6	-	-
<i>Prepare plan for conducting field survey</i>	12	24	-	-
PC5. compile data for all fieldwork tasks to be completed in a specific time period	3	6	-	-
PC6. prepare a priority list based on timelines, and return on investment	3	6	-	-
PC7. undertake travel to survey areas including remote places to supervise survey	3	6	-	-
PC8. ensure availability of personal protective equipment appropriate for work activities	3	6	-	-
<i>Assign targets to the enumerators</i>	16	12	-	-
PC9. identify the team size to assign the field work, to meet the timelines	6	5	-	-
PC10. plan for contingencies in terms of manpower and resources	6	2	-	-
PC11. assign survey area sub-units to separate teams	4	5	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0231
NOS Name	Execute the planning and preparation of the field survey
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	12/12/2020

MEP/N0232: Manage data through survey supervision

Description

This unit is about supervising data collection through field surveys as per requirement and managing collected data so that accurate survey data is delivered to clients.

Scope

This unit/tasks covers the following:

- shorthand skills
- taking dictation & recording shorthand
- documentation from transcript
- knowledge & use of appropriate symbols

Elements and Performance Criteria

Check data quality

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

- PC1.** monitor process of data collection and recording
- PC2.** verify the accuracy, validity and appropriateness of collected data
- PC3.** check for inconsistencies in the data and rectify them, if any
- PC4.** seek clarification where data is unclear or difficult to interpret

Retrieve and manage data collected

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

- PC5.** store data safely in physical and electronic formats
- PC6.** retrieve collected data, corrected data and assembled data efficiently as required
- PC7.** present data using appropriate graphical aids and techniques
- PC8.** collate data and provide to the appropriate people within the specified time
- PC9.** maintain confidentiality of information

Resolve difficult and complex field surveying problems

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

- PC10.** identify and rectify issues in establishing survey boundaries, target population and definitions in instructions
- PC11.** report problems and issues to concerned client representative, following organisational protocols
- PC12.** tackle difficult respondents/situations

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations standards, policies, procedures, guidelines and service level agreements for dealing with queries and your role and responsibilities in relation to these

- KU2.** organisations policies for recording and storing data
- KU3.** organisations procedures for maintaining the security and confidentiality of information
- KU4.** organisations policies for resolving discrepancies
- KU5.** organisational, external agency and employee requirements for information
- KU6.** data collection techniques and procedures including perception-based surveys, operational guidelines, etc.
- KU7.** maps and lists to identify the survey area boundaries
- KU8.** software like CAPI, entry of data in the hand-held devices/laptops
- KU9.** monitoring mechanisms and preparation of log files about data collection
- KU10.** how to evaluate validity of data
- KU11.** Importance of keeping client informed of issues and problems encountered during field work
- KU12.** importance of following communication protocols and developing rapport while communicating with clients and target audiences
- KU13.** how to handle data and maintain consistency

Generic Skills (GS)

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

- GS1.** record clarifications against the entries which appear to be abnormally high/low
- GS2.** reply to compliances sought in respect of schedules/questionnaires compiled/scrutinized by them
- GS3.** read forms and applications
- GS4.** read instructions and queries
- GS5.** communicate effectively with client and staff as well as people met during the fieldwork tasks and respond to their queries
- GS6.** elicit correct information from respondent by deep probing
- GS7.** spot discrepancies such as missing information, unacceptable documents, etc. as per pre-established norms
- GS8.** plan listing and administration of questionnaires/schedules
- GS9.** manage distractions
- GS10.** listen to client instructions carefully and follow them
- GS11.** demonstrate courtesy to client at all times
- GS12.** identify problems that may arise during the course of work, their source and impact
- GS13.** identify various approaches to resolve the problem and the pros and cons of each approach
- GS14.** select and implement the approach that resolves the problem with maximum benefit and least cost
- GS15.** review the problem at various stages of implementation of the solution and course correct as required
- GS16.** breakdown relevant work process into its constituent activities for ease of analysis
- GS17.** identify ways to increase productivity and reduce errors
- GS18.** analyse the inter block consistencies and frequency distribution of errors

GS19. review trends of important parameters in the region and reasons for deviations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Check data quality</i>	12	19	-	-
PC1. monitor process of data collection and recording	3	5	-	-
PC2. verify the accuracy, validity and appropriateness of collected data	3	5	-	-
PC3. check for inconsistencies in the data and rectify them, if any	3	5	-	-
PC4. seek clarification where data is unclear or difficult to interpret	3	4	-	-
<i>Retrieve and manage data collected</i>	19	26	-	-
PC5. store data safely in physical and electronic formats	3	6	-	-
PC6. retrieve collected data, corrected data and assembled data efficiently as required	4	5	-	-
PC7. present data using appropriate graphical aids and techniques	3	5	-	-
PC8. collate data and provide to the appropriate people within the specified time	3	5	-	-
PC9. maintain confidentiality of information	6	5	-	-
<i>Resolve difficult and complex field surveying problems</i>	9	15	-	-
PC10. identify and rectify issues in establishing survey boundaries, target population and definitions in instructions	3	5	-	-
PC11. report problems and issues to concerned client representative, following organisational protocols	3	5	-	-
PC12. tackle difficult respondents/situations	3	5	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0232
NOS Name	Manage data through survey supervision
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	12/12/2020

MEP/N0233: Perform quality check and reporting of the survey

Description

This unit deals in detail on performing quality checks on collected data and reporting of survey findings.

Scope

This unit/ task covers the following:

- Carry out data quality check post survey
- Report the survey findings

Elements and Performance Criteria

Carry out data quality check post survey

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

- PC1.** ensure received data is checked and scrutinised
- PC2.** analyse the quality check report on the dashboard
- PC3.** examine associated reports including map reports/geo-tagging reports
- PC4.** raise alarm or flag insufficiency when verification is successful or more details are required as per established process of the client

Report the survey findings

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

- PC5.** prepare status report in written as well as digital formats as required by the client
- PC6.** prepare and share progress reports with survey managers as necessary
- PC7.** submit survey reports, supporting documents and evidence to the client as per the established process
- PC8.** provide suggestions to the authorities (e.g. senior management, clients, etc.) to improve data/document collection, storage, transmission and disposal process.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standards, policies, and procedures followed in the company relevant to own employment and performance conditions
- KU2.** organizations departments, hierarchy, products, services, operations
- KU3.** organisational norms and professional protocol for communication, escalation and documentation
- KU4.** inbuilt validations, their limitations and suggestions for improvement
- KU5.** importance of data enrichment
- KU6.** importance of status report in field verification work as well as various written and digital modes and formats used for the same
- KU7.** importance of submission of reports as per requirement within stipulated timelines

- KU8.** data privacy norms with respect to data/ document collection, storage, transmission and disposal
- KU9.** health, safety and security precautions to be taken while doing field verification work
- KU10.** how to handle data and maintain consistency

Generic Skills (GS)

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

- GS1.** record clarifications against the entries which appear to be abnormally high/low
- GS2.** reply to compliances sought in respect of schedules/questionnaires compiled/scrutinized by them
- GS3.** keep abreast with the latest operational guidelines and Instructions
- GS4.** read frequently asked questions (FAQS) and consolidated field queries (CFQ)
- GS5.** communicate effectively with client and staff as well as people met during the fieldwork tasks and respond to their queries
- GS6.** elicit correct information from respondent by probing
- GS7.** spot discrepancies such as missing information, unacceptable documents, etc. as per pre-established norms
- GS8.** present data in the report.
- GS9.** plan of listing and administration of questionnaires/schedules
- GS10.** manage distractions
- GS11.** listen to client instructions carefully and follow them
- GS12.** demonstrate courtesy to customers at all times
- GS13.** identify problems that may arise during the course of work, their source and impact
- GS14.** identify various approaches to resolve the problem and the pros and cons of each approach
- GS15.** analyse the inter block consistencies
- GS16.** identify ways to increase productivity and reduce errors
- GS17.** breakdown relevant work process into its constituent activities for ease of analysis
- GS18.** review trends of important parameters in the region and reasons for deviations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out data quality check post survey</i>	23	32	-	-
PC1. ensure received data is checked and scrutinised	8	8	-	-
PC2. analyse the quality check report on the dashboard	5	9	-	-
PC3. examine associated reports including map reports/geo-tagging reports	5	9	-	-
PC4. raise alarm or flag insufficiency when verification is successful or more details are required as per established process of the client	5	6	-	-
<i>Report the survey findings</i>	16	29	-	-
PC5. prepare status report in written as well as digital formats as required by the client	5	6	-	-
PC6. prepare and share progress reports with survey managers as necessary	5	6	-	-
PC7. submit survey reports, supporting documents and evidence to the client as per the established process	3	9	-	-
PC8. provide suggestions to the authorities (e.g. senior management, clients, etc.) to improve data/document collection, storage, transmission and disposal process.	3	8	-	-
NOS Total	39	61	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N0233
NOS Name	Perform quality check and reporting of the survey
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	12/12/2020

MEP/N9903: Apply health and safety practices at the workplace

Description

This unit deals in detail with application of health and safety practices in a training and assessment environment

Elements and Performance Criteria

Apply relevant health and safety practices at the workplace

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

- PC1.** identify, control and report health and safety issues relating to immediate work environment according to procedures
- PC2.** work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required
- PC3.** follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies
- PC4.** document and report all hazards, accidents and near-miss incidents as per set process
- PC5.** document safety records according to organisational policies

Maintain a healthy and hygienic environment

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

- PC6.** maintain the work area in a clean and tidy condition
- PC7.** maintain personal hygiene
- PC8.** report hygiene related concerns promptly to the relevant authority

Emergencies, rescue and first-aid procedures

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

- PC9.** demonstrate how to free a person from electrocution
- PC10.** administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.
- PC11.** demonstrate basic techniques of bandaging
- PC12.** respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments
- PC13.** perform and organize loss minimization or rescue activity during an accident in real or simulated environments
- PC14.** administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases
- PC15.** demonstrate the artificial respiration and the CPR Process
- PC16.** participate in emergency procedures
Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work
- PC17.** complete a written accident/incident report or dictate a report to another person, and send report to person responsible
Incident Report includes details of: name, date/time of incident, date/time of report, location, environment conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified

PC18. demonstrate correct method to move injured people and others during an emergency

Follow fire safety requirements

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

PC19. use the various appropriate fire extinguishers on different types of fires correctly
Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)

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

PC20. demonstrate rescue techniques applied during fire hazard

PC21. demonstrate good housekeeping in order to prevent fire hazards

PC22. demonstrate the correct use of a fire extinguisher

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Health Safety and Environment (HSE) practices including the appropriate use of personal protective equipment- hand gloves, safety shoes, safety goggles, masks, apron, Safe use of tools and equipment, taking action and reporting hazardous events, Communication protocols for reporting risks and hazardous events
- KU2.** relevant Occupational Health and Safety (OHS) regulations
- KU3.** relevant statutory legislation
- KU4.** relevant enterprise/site safety procedures
- KU5.** enterprise /site emergency procedures and techniques
- KU6.** waste and dangerous materials disposal procedures and practices
- KU7.** procedures for the recording, reporting and maintenance of workplace safety and hygiene
- KU8.** meaning of hazards and risks
- KU9.** health and safety hazards commonly present in the work environment and related precautions
- KU10.** possible causes of risk, hazard or accident in the workplace and why risk and/or accidents are possible
possible causes of risk and accident: physical actions; reading; listening to and giving instructions; inattention; sickness and incapacity (such as drunkenness); health hazards (such as untreated injuries and contagious illness)
- KU11.** methods of accident prevention
Methods of accident prevention: training in health and safety procedures; using health and safety procedures; use of equipment and working practices (such as safe carrying procedures); safety notices, advice; instruction from colleagues and supervisors
- KU12.** safe working practices when working with tools and machines
- KU13.** safe working practices while working at various hazardous sites
- KU14.** where to find all the general health and safety equipment in the workplace
- KU15.** various dangers associated with the use of electrical equipment

- KU16.** preventative and remedial actions to be taken in the case of exposure to toxic materials
Exposure: ingested, contact with skin, inhaled
Preventative action: ventilation, masks, protective clothing/ equipment); Remedial action: immediate first aid, report to supervisor
Toxic materials: solvents, flux, lead
- KU17.** importance of using protective clothing/equipment while working
- KU18.** precautionary activities to prevent the fire accident
- KU19.** various causes of fire
Causes of fires: heating of metal; spontaneous ignition; sparking; electrical heating; loose fires (smoking, welding, etc.); chemical fires; etc.
- KU20.** techniques of using the different fire extinguishers
- KU21.** different methods of extinguishing fire
- KU22.** different materials used for extinguishing fire
Materials: sand, water, foam, CO2, dry powder
- KU23.** rescue techniques applied during a fire hazard
- KU24.** various types of safety signs and what they mean
- KU25.** appropriate basic first aid treatment relevant to the condition eg. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries
- KU26.** content of written accident report
- KU27.** potential injuries and ill health associated with incorrect manual handling
- KU28.** safe lifting and carrying practices
- KU29.** personal safety, health and dignity issues relating to the movement of a person by others
- KU30.** potential impact to a person who is moved incorrectly

Generic Skills (GS)

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

- GS1.** write Health and safety compliance report
- GS2.** interpret general health and safety guidelines
- GS3.** communicate general health and safety guidelines to learners
- GS4.** act in case of any potential hazards observed in the work place
- GS5.** take adequate measures to ensure the safety of students and visitors to training venue
- GS6.** provide assistance with the general care and wellbeing of learners
- GS7.** analyse what could constitute a health and safety Risk or Hazard
- GS8.** recognise emergency and potential emergency situations
- GS9.** identify what should or should not be done to protect from a health and safety risk or hazard

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply relevant health and safety practices at the workplace</i>	9	11	-	-
PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures	2	2	-	-
PC2. work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required	2	2	-	-
PC3. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	2	2	-	-
PC4. document and report all hazards, accidents and near-miss incidents as per set process	2	2	-	-
PC5. document safety records according to organisational policies	1	3	-	-
<i>Maintain a healthy and hygienic environment</i>	4	8	-	-
PC6. maintain the work area in a clean and tidy condition	1	3	-	-
PC7. maintain personal hygiene	1	3	-	-
PC8. report hygiene related concerns promptly to the relevant authority	2	2	-	-
<i>Emergencies, rescue and first-aid procedures</i>	19	29	-	-
PC9. demonstrate how to free a person from electrocution	2	2	-	-
PC10. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.	2	3	-	-
PC11. demonstrate basic techniques of bandaging	1	3	-	-
PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform and organize loss minimization or rescue activity during an accident in real or simulated environments	2	3	-	-
PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases	2	3	-	-
PC15. demonstrate the artificial respiration and the CPR Process	2	3	-	-
PC16. participate in emergency procedures Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct return to work	2	3	-	-
PC17. complete a written accident/incident report or dictate a report to another person, and send report to person responsible Incident Report includes details of: name, date/time of incident, date/time of report, location, environment conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified	2	3	-	-
PC18. demonstrate correct method to move injured people and others during an emergency	2	3	-	-
<i>Follow fire safety requirements</i>	2	3	-	-
PC19. use the various appropriate fire extinguishers on different types of fires correctly Types of fires: Class A: e.g. ordinary solid combustibles, such as wood, paper, cloth, plastic, charcoal, etc.; Class B: flammable liquids and gases, such as gasoline, propane, diesel fuel, tar, cooking oil, and similar substances; Class C: e.g. electrical equipment such as appliances, wiring, breaker panels, etc. (These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity); Class D: combustible metals such as magnesium, titanium, and sodium (These fires burn at extremely high temperatures and require special suppression agents)	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	6	9	-	-
PC20. demonstrate rescue techniques applied during fire hazard	2	3	-	-
PC21. demonstrate good housekeeping in order to prevent fire hazards	2	3	-	-
PC22. demonstrate the correct use of a fire extinguisher	2	3	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9903
NOS Name	Apply health and safety practices at the workplace
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/06/2018
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

MEP/N9912: Apply principles of professional practice at the workplace

Description

This unit deals in detail with the application of principles of professional practice like professional image, professional competence, discipline, ethics and work effectiveness.

Elements and Performance Criteria

Maintain a professional image and behaviour

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

- PC1.** display appropriate professional appearance for the workplace
- PC2.** interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner

Maintain and enhance professional competence

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

- PC3.** develop personal and professional goals and objectives
- PC4.** identify strengths and weaknesses in relation to goals and objectives
- PC5.** evaluate own capacity to meet goals and objectives
- PC6.** determine personal development needs to perform role as per desired standards
- PC7.** develop a professional development plan to enhance professional capabilities
- PC8.** document a professional practice plan designed to support the achievement of goals
- PC9.** select and implement development opportunities to support continuous learning and maintain currency of professional practice
- PC10.** research developments and trends impacting on professional practice and integrate information into work performance
- PC11.** invite peers and others to observe, and provide feedback, on own performance and practices
- PC12.** use feedback from colleagues and clients to identify and introduce, improvements in work performance

Work in a disciplined and ethical manner

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

- PC13.** perform tasks to the required workplace standard
- PC14.** complete duties accurately, systematically and within required timeframes
- PC15.** follow organisational policies
- PC16.** protect the rights of the client and organisation when delivering services
- PC17.** ensure services are delivered equally to all clients regardless of personal and cultural beliefs
- PC18.** recognise potential ethical issues in the workplace and discuss with an appropriate person
- PC19.** recognise unethical conduct and report to an appropriate person
- PC20.** operate within an agreed ethical code of practice
- PC21.** apply organisational guidelines and legal requirements on disclosure and confidentiality

Work effectively with all stakeholders

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

- PC22.** identify and obtain clarity regarding organisational, team and own goals
- PC23.** prioritise tasks at work as per organisational, team and own goals
- PC24.** plan to meet team performance targets and standards
- PC25.** monitor own and team performance as per agreed plan
- PC26.** share all relevant information with stakeholders in agreed formats and as per agreed timelines
- PC27.** work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes
- PC28.** recognise, avoid and/or address any conflict of interest
- PC29.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- PC30.** recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy
Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisations HR systems, policies and procedures
- KU2.** organizational hierarchy and escalation matrix
- KU3.** organisational health safety and environment
- KU4.** work area inspection procedures and practices
- KU5.** importance of displaying professional appearance behaviour at all times
- KU6.** importance of developing personal and professional goals and objectives
- KU7.** importance of identifying strengths and weaknesses in relation to goals and objectives
- KU8.** how to identify strengths and weaknesses and evaluate own capacity to meet goals and objectives
- KU9.** how to determine personal development needs
- KU10.** importance of continuous learning and developing professional development plan
- KU11.** development opportunities to support continuous learning and maintain currency of professional practice
- KU12.** developments and trends impacting on professional practice
- KU13.** importance of taking and using feedback from colleagues and clients to identify and introduce, improvements in work performance
- KU14.** perform tasks to the required workplace standard
- KU15.** importance of discipline and ethics in a professional workplace
- KU16.** importance of recognising unethical conduct and reporting to appropriate authority
- KU17.** guidelines and legal requirements on disclosure and confidentiality
- KU18.** importance of collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes

- KU19.** how to recognise, avoid and/or address any conflict of interest
- KU20.** types of inappropriate behaviours at the workplace and how to recognize them
Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour
- KU21.** how to respond to inappropriate behaviour towards self and others in a professional manner

Generic Skills (GS)

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

- GS1.** prepare a personal development plan
- GS2.** read organisational guidelines and legal requirements
- GS3.** search and study from various information sources in order to learn about latest updates for self-development
- GS4.** read and interpret feedback received from peers
- GS5.** receive feedback from clients or concerned stake holders
- GS6.** communicate development plan with superiors
- GS7.** plan to meet own and team performance targets and standards
- GS8.** describe own role in achieving the goal
- GS9.** describe others role in achieving the goal
- GS10.** list activities, milestones and timelines
- GS11.** identify the support and resources needed to help work towards the goal.
- GS12.** plan and organise a personal development plan for self
- GS13.** provide quality services to all clients
- GS14.** display professional appearance and behaviours to all internal and external clients
- GS15.** use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours
- GS16.** recognise, avoid and/or address any conflict of interest
- GS17.** identify own strengths and weaknesses with respect achieving performance standards on the job
- GS18.** identify inappropriate behaviour and how to deal with it

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain a professional image and behaviour</i>	2	4	-	-
PC1. display appropriate professional appearance for the workplace	1	2	-	-
PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner	1	2	-	-
<i>Maintain and enhance professional competence</i>	10	21	-	-
PC3. develop personal and professional goals and objectives	1	2	-	-
PC4. identify strengths and weaknesses in relation to goals and objectives	1	2	-	-
PC5. evaluate own capacity to meet goals and objectives	1	2	-	-
PC6. determine personal development needs to perform role as per desired standards	1	2	-	-
PC7. develop a professional development plan to enhance professional capabilities	1	3	-	-
PC8. document a professional practice plan designed to support the achievement of goals	1	2	-	-
PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice	1	2	-	-
PC10. research developments and trends impacting on professional practice and integrate information into work performance	1	2	-	-
PC11. invite peers and others to observe, and provide feedback, on own performance and practices	1	2	-	-
PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance	1	2	-	-
<i>Work in a disciplined and ethical manner</i>	12	20	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. perform tasks to the required workplace standard	2	3	-	-
PC14. complete duties accurately, systematically and within required timeframes	1	2	-	-
PC15. follow organisational policies	1	2	-	-
PC16. protect the rights of the client and organisation when delivering services	1	3	-	-
PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs	1	2	-	-
PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person	2	2	-	-
PC19. recognise unethical conduct and report to an appropriate person	1	2	-	-
PC20. operate within an agreed ethical code of practice	2	2	-	-
PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality	1	2	-	-
<i>Work effectively with all stakeholders</i>	12	19	-	-
PC22. identify and obtain clarity regarding organisational, team and own goals	1	2	-	-
PC23. prioritise tasks at work as per organisational, team and own goals	2	3	-	-
PC24. plan to meet team performance targets and standards	2	2	-	-
PC25. monitor own and team performance as per agreed plan	1	2	-	-
PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines	1	2	-	-
PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes	2	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC28. recognise, avoid and/or address any conflict of interest	1	2	-	-
PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours	1	2	-	-
PC30. recognize and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour	1	2	-	-
NOS Total	36	64	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9912
NOS Name	Apply principles of professional practice at the workplace
Sector	Management
Sub-Sector	Training and Assessment
Occupation	Training Delivery
NSQF Level	5
Credits	TBD
Version	1.0
Next Review Date	29/09/2025

MEP/N9915: Communicate with clients and colleagues effectively

Description

This unit deals in detail with communicating effectively with clients and colleagues to achieve a smooth workflow.

Elements and Performance Criteria

Interact with colleagues and superiors

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

- PC1.** comprehend information and instructions received from colleagues and superiors respectively
- PC2.** consult and assist others to maximize effectiveness and efficiency in carrying out tasks
- PC3.** interact with colleagues from different functions clearly and effectively
- PC4.** explain the work to the colleagues and obtain clarification about job related requirements from superiors
- PC5.** record and report work output, exceptions and reasons for delays
- PC6.** report grievances and problems to superiors as per procedure to resolve them

Communicate effectively with client

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

- PC7.** comply with the norms followed on gender sensitivity, cultural and social differences while communicating with client
- PC8.** Identify reason for clients dissatisfaction and address their complaints effectively
- PC9.** display appropriate communication etiquette while interacting with the client
- PC10.** inform the clients about any issues or problems in advance and also about the developments involving them
- PC11.** follow appropriate dress code
- PC12.** respond to the client's e-mails and messages within timelines

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** companys policies on data management, personnel management, effective team work, reporting and documentation
- KU2.** companys human resources policies
- KU3.** companys client profile
- KU4.** various categories of people that one is required to communicate and coordinate with, in the organization
- KU5.** importance of effective communication in the workplace
- KU6.** importance of teamwork in organizational and individual success
- KU7.** difference between assertive and aggressive communication

- KU8.** importance of tone and pitch in effective communication
- KU9.** importance of ethics for professional success
- KU10.** what constitutes disciplined behaviour for a working professional
- KU11.** common reasons for interpersonal conflict
- KU12.** importance of developing effective working relationships for professional success
- KU13.** expressing and addressing grievances appropriately and effectively
- KU14.** importance and ways of managing interpersonal conflict and grievances effectively

Generic Skills (GS)

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

- GS1.** fill in relevant forms and formats clearly and accurately
- GS2.** write factual and quantitative information correctly
- GS3.** write both in English and local language about work related tasks
- GS4.** document and maintain the record as per company policy
- GS5.** read official documents in English and local language to interpret main points correctly
- GS6.** read notes from superiors, job sheets, company policy documents and information displayed at the workplace to interpret main points correctly
- GS7.** read and extract relevant information from consumer documentation including identity proofs, introductory letters, documents from or for the organisation, etc.
- GS8.** communicate effectively with clients, co-workers (seniors, peers, sub-ordinates and temporary staff) and others, responding to their queries using clear speech, professionally acceptable tone of voice, words, and phrases
- GS9.** interact in English and/ or the local language with client
- GS10.** use effective listening and probing/questioning skills to understand requirement of the client
- GS11.** spot and communicate potential areas of disruptions to work process and report the same so that customer service is smooth
- GS12.** prioritise tasks while planning and assigning work based on importance and urgency
- GS13.** plan ones day to day tasks to achieve optimum productivity
- GS14.** be punctual and work as per agreed priorities
- GS15.** plan and organise official and personal work so as to have minimum downtime at work
- GS16.** manage distractions
- GS17.** create basic work plans detailing tasks/activities, time allocations, material resources, assigned responsibilities, required to achieve desired results in a time-bound manner
- GS18.** identify potential impact of what is communicated on customer and organisation
- GS19.** listen to customers carefully and interpret their requirement and viewpoints accurately
- GS20.** maintain etiquette such as maintaining the appropriate physical distance with customers and co-worker during conversation
- GS21.** be patient and courteous with different types of customers and workers under all circumstances and situations
- GS22.** apply problem solving skills to resolve problems of a difficult nature within organisation protocols

- GS23.** take action as appropriate to requests or problems, based on company policy
- GS24.** explain matters to seniors or resolve matters by oneself, based on nature of the issue and limits of authority required to address it
- GS25.** segment client based on various factors such as needs, age, gender, area or location etc.
- GS26.** observe, record, analyse and modify work practices to achieve productivity gains
- GS27.** breakdown relevant work process into its constituent activities for ease of analysis
- GS28.** prioritise client and address their needs based on urgency and importance in various situations
- GS29.** identify and classify impact of various behaviours and practices as beneficial or damaging to organisational success
- GS30.** explain which staff behaviours and work practices need to be encouraged or discouraged, on the basis of how they contribute to development of positive or negative organisational culture

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact with colleagues and superiors</i>	24	29	-	-
PC1. comprehend information and instructions received from colleagues and superiors respectively	5	4	-	-
PC2. consult and assist others to maximize effectiveness and efficiency in carrying out tasks	3	7	-	-
PC3. interact with colleagues from different functions clearly and effectively	4	5	-	-
PC4. explain the work to the colleagues and obtain clarification about job related requirements from superiors	4	5	-	-
PC5. record and report work output, exceptions and reasons for delays	6	2	-	-
PC6. report grievances and problems to superiors as per procedure to resolve them	2	6	-	-
<i>Communicate effectively with client</i>	16	31	-	-
PC7. comply with the norms followed on gender sensitivity, cultural and social differences while communicating with client	2	6	-	-
PC8. Identify reason for clients dissatisfaction and address their complaints effectively	4	5	-	-
PC9. display appropriate communication etiquette while interacting with the client	2	4	-	-
PC10. inform the clients about any issues or problems in advance and also about the developments involving them	1	7	-	-
PC11. follow appropriate dress code	4	5	-	-
PC12. respond to the client's e-mails and messages within timelines	3	4	-	-
NOS Total	40	60	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MEP/N9915
NOS Name	Communicate with clients and colleagues effectively
Sector	Management
Sub-Sector	Office Management & Professional Skills
Occupation	Office Support
NSQF Level	4
Credits	TBD
Version	1.0
Next Review Date	25/02/2026

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

- 1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
6. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MEP/N0231.Execute the planning and preparation of the field survey	40	60	-	-	100	10
MEP/N0232.Manage data through survey supervision	40	60	-	-	100	10
MEP/N0233.Perform quality check and reporting of the survey	39	61	-	-	100	30
MEP/N9903.Apply health and safety practices at the workplace	40	60	-	-	100	30
MEP/N9912.Apply principles of professional practice at the workplace	36	64	-	-	100	10
MEP/N9915.Communicate with clients and colleagues effectively	40	60	-	-	100	10
Total	235	365	-	-	600	100

Acronyms

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

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.