



# EHS Steward

QP Code: CON/Q1401

Version: 3.0

NSQF Level: 3.5

Construction Skill Development Council of India || CPB 103 & 104 (1st Floor), Block 4B, DLF Corporate Park, Phase III, MG Road  
Gurgaon-122002 || email:standards@csdcindia.org



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## CON/Q1401: EHS Steward

### Brief Job Description

An EHS Steward is responsible for ensuring the correct use of PPEs and safety devices, conducting regular and daily safety inspections, identifying job hazards, and creating safety awareness at construction sites.

### Personal Attributes

The individual should be physically fit to work in varying sites and conditions. The person should be organized, methodical and safety-conscious. They person should have verbal and written communication skills.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [CON/N1401: Evaluate and create awareness for site EHS \(Environment, Health and Safety\) procedures](#)
2. [CON/N1402: Carry out checks and provide assistance to supervisor in implementing site safety norms](#)
3. [CON/N8001: Work effectively in a team to deliver desired results at the workplace](#)
4. [CON/N8002: Plan and organize work to meet expected outcomes](#)
5. [CON/N9001: Work according to personal health, safety and environment protocols at construction site](#)
6. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Construction
<b>Sub-Sector</b>	Construction
<b>Occupation</b>	Environment, Health and Safety
<b>Country</b>	India
<b>NSQF Level</b>	3.5
<b>Credits</b>	15



## Qualification Pack



<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3257.9900
<b>Minimum Educational Qualification &amp; Experience</b>	<p>11th grade pass OR Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass and pursuing continuous schooling OR 8th grade pass with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (2.5) with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (3) with 1.5 Years of experience in the relevant field)</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/04/2025
<b>Deactivation Date</b>	30/04/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-3.5-CO-03379-2024-V1.1-CSDCI
<b>NQR Version</b>	3.0



# CON/N1401: Evaluate and create awareness for site EHS (Environment, Health and Safety) procedures

## Description

This unit describes the skills and knowledge required to evaluate and create awareness for site EHS procedures.

## Scope

The scope covers the following :

- Create awareness for and evaluate site EHS procedures

## Elements and Performance Criteria

### *Create awareness for and evaluate site EHS procedures*

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

- PC1.** read and interpret standards pertaining to construction site safety, environmental norms and organizational safety norms
- PC2.** evaluate workplace environment, equipment and overall practices for safety standards compliances.
- PC3.** conduct a preliminary hazard identification before commencing any physical construction activity
- PC4.** evaluate the safety risks associated with the works to be performed
- PC5.** put up all site safety communication boards and posters on-site at appropriate locations for safety awareness
- PC6.** check for all safety precautions like guard rails, safety nets, fall protection, etc. for all site works
- PC7.** identify and report potential hazards and potential major incidents that may occur at a construction site

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standard practices for implementation of Environment, Health, and Safety (EHS) compliances.
- KU2.** importance of personal protection including the use of related safety gears & equipment in accordance with organizational norms
- KU3.** parameter for evaluating construction works/ processes in relation to safety compliances as per hazards, accidents, and emergencies
- KU4.** types of EHS hazards associated with workplace
- KU5.** EHS risk assessment procedures
- KU6.** parameter for evaluation of EHS procedures on site
- KU7.** compliance and regulatory requirements relating to site EHS



## Qualification Pack



### Generic Skills (GS)

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

- GS1.** write in one or more language, preferably in the local language of the site
- GS2.** read guidelines, instructions provided for the work, and various signboards, safety rules, safety tags, exit route information in one or more languages, preferably in the local language of the site
- GS3.** speak in one or more language, preferably in one of the local language of the site
- GS4.** communicate orally and effectively with team members
- GS5.** analyze the safety aspect of the workplace
- GS6.** plan work and organize required resource effectively
- GS7.** complete work as per agreed time schedule and quality parameters
- GS8.** evaluate the complexity of the tasks
- GS9.** identify any violation of safety norms during the work



**Assessment Criteria**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create awareness for and evaluate site EHS procedures</i>	<b>30</b>	<b>70</b>	-	-
<b>PC1.</b> read and interpret standards pertaining to construction site safety, environmental norms and organizational safety norms	-	-	-	-
<b>PC2.</b> evaluate workplace environment, equipment and overall practices for safety standards compliances.	-	-	-	-
<b>PC3.</b> conduct a preliminary hazard identification before commencing any physical construction activity	-	-	-	-
<b>PC4.</b> evaluate the safety risks associated with the works to be performed	-	-	-	-
<b>PC5.</b> put up all site safety communication boards and posters on-site at appropriate locations for safety awareness	-	-	-	-
<b>PC6.</b> check for all safety precautions like guard rails, safety nets, fall protection, etc. for all site works	-	-	-	-
<b>PC7.</b> identify and report potential hazards and potential major incidents that may occur at a construction site	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack



### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N1401
<b>NOS Name</b>	Evaluate and create awareness for site EHS (Environment, Health and Safety) procedures
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Environment, Health and Safety
<b>NSQF Level</b>	3.5
<b>Credits</b>	5
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQF Clearance Date</b>	31/03/2022



# CON/N1402: Carry out checks and provide assistance to supervisor in implementing site safety norms

## Description

This unit describes the skills and knowledge required to carry out checks and provide assistance in implementing safety norms at the construction site.

## Scope

The scope covers the following :

- Ensure adherence to EHS procedures
- Carry out checks and assist the supervisor in implementing EHS procedures

## Elements and Performance Criteria

### *Ensure adherence to EHS procedures*

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

- PC1.** explain the rules and standards that pertain to construction safety to all the site workers
- PC2.** inform and instruct workers about any hazard and the related work procedures before commencement of any work
- PC3.** provide first aid training to workers
- PC4.** ensure standard safety procedures are followed during work
- PC5.** check and ensure appropriate PPEs are used by workers

### *Carry out checks and assist the supervisor in implementing EHS procedures*

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

- PC6.** check workplace environment, equipment and work practices to ensure compliance with safety standards
- PC7.** check safety and accessibility of access road at the workplace
- PC8.** check that proper handling procedures are employed for lifting and shifting of the construction materials/ equipment
- PC9.** demonstrate safety aspects during mock drill, fire drills and site evacuation
- PC10.** assess the potential hazards at the work place
- PC11.** report near miss, fatal conditions and hazardous condition to superiors
- PC12.** check and ensure proper housekeeping is employed at site and labour camp
- PC13.** check and ensure proper disposal of waste as per organisational and environmental norms
- PC14.** provide assistance in collecting data for environmental projects at site such as waste recycling works, sewerage treatment ,rain water harvesting etc

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standard practices for environment, health and safety works



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- KU2.** importance of personal protection including the use of related safety gears & equipment in accordance with organizational norms
- KU3.** disposal of waste as per organizational and environmental norms
- KU4.** EHS maintenance procedures in case of hazards, accidents and emergencies
- KU5.** types of EHS hazards associated with workplace
- KU6.** the importance of informing site workers about maintaining site EHS works
- KU7.** mock drill and fire drills
- KU8.** first aid training
- KU9.** how to collect data for environmental projects
- KU10.** reporting procedure for fatal accidents

### Generic Skills (GS)

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

- GS1.** write in one or more language, preferably in the local language of the site
- GS2.** read guidelines, instructions provided for the work, and various signboards, safety rules, safety tags, exit route information in one or more languages, preferably in the local language of the site
- GS3.** speak in one or more language, preferably in one of the local language of the site
- GS4.** communicate orally and effectively with team members
- GS5.** analyze the safety aspect of the workplace
- GS6.** plan work and organize required resource effectively
- GS7.** complete work as per agreed time schedule and quality parameters
- GS8.** evaluate the complexity of the tasks
- GS9.** identify any violation of safety norms during the work



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Ensure adherence to EHS procedures</i>	<b>15</b>	<b>30</b>	-	-
<b>PC1.</b> explain the rules and standards that pertain to construction safety to all the site workers	-	-	-	-
<b>PC2.</b> inform and instruct workers about any hazard and the related work procedures before commencement of any work	-	-	-	-
<b>PC3.</b> provide first aid training to workers	-	-	-	-
<b>PC4.</b> ensure standard safety procedures are followed during work	-	-	-	-
<b>PC5.</b> check and ensure appropriate PPEs are used by workers	-	-	-	-
<i>Carry out checks and assist the supervisor in implementing EHS procedures</i>	<b>15</b>	<b>40</b>	-	-
<b>PC6.</b> check workplace environment, equipment and work practices to ensure compliance with safety standards	-	-	-	-
<b>PC7.</b> check safety and accessibility of access road at the workplace	-	-	-	-
<b>PC8.</b> check that proper handling procedures are employed for lifting and shifting of the construction materials/ equipment	-	-	-	-
<b>PC9.</b> demonstrate safety aspects during mock drill, fire drills and site evacuation	-	-	-	-
<b>PC10.</b> assess the potential hazards at the work place	-	-	-	-
<b>PC11.</b> report near miss, fatal conditions and hazardous condition to superiors	-	-	-	-
<b>PC12.</b> check and ensure proper housekeeping is employed at site and labour camp	-	-	-	-
<b>PC13.</b> check and ensure proper disposal of waste as per organisational and environmental norms	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> provide assistance in collecting data for environmental projects at site such as waste recycling works, sewerage treatment ,rain water harvesting etc	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack



### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	CON/N1402
<b>NOS Name</b>	Carry out checks and provide assistance to supervisor in implementing site safety norms
<b>Sector</b>	Construction
<b>Sub-Sector</b>	Real Estate and Infrastructure construction
<b>Occupation</b>	Environment, Health and Safety
<b>NSQF Level</b>	3.5
<b>Credits</b>	6
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQF Clearance Date</b>	31/03/2022



### DGT/VSQ/N0101: Employability Skills (30 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

**PC1.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

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

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

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

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

##### *Basic English Skills*

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

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

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

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

##### *Diversity & Inclusion*



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

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

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

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

### *Essential Digital Skills*

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

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

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

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

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

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

**KU10.** how to compute income and expenses

**KU11.** importance of maintaining safety and security in financial transactions



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- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

### Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection



Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	16/04/2026
<b>Next Review Date</b>	16/04/2029
<b>NSQC Clearance Date</b>	16/04/2026

### 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)/ Elements 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/ Elements.
2. The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment Bodies subject to approval by SSC.
3. Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5. The passing percentage for each QP will be 70%. To pass the Qualification Pack, every trainee should score a minimum of 70% individually in each NOS.
6. The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome.
7. The trainee shall be provided with a chance to repeat the test to correct his procedures in case of



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improper performance, with a deduction of marks for each iteration.

8. After the certain number of iterations as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.

9. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified time frame set by SSC.

10. Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

### 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.)

### Minimum Passing % at NOS Level: 70

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
CON/N1401. Evaluate and create awareness for site EHS (Environment, Health and Safety) procedures	30	70	-	-	100	30
CON/N1402. Carry out checks and provide assistance to supervisor in implementing site safety norms	30	70	-	-	100	35
CON/N8001. Work effectively in a team to deliver desired results at the workplace	30	70	-	-	100	5
CON/N8002. Plan and organize work to meet expected outcomes	30	70	-	-	100	10
CON/N9001. Work according to personal health, safety and environment protocols at construction site	30	70	-	-	100	15



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<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>170</b>	<b>380</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>100</b>



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### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>MCQ</b>	Multiple Choice Question
<b>EHS</b>	Environment Health and Safety
<b>PPE</b>	Personal Protective Equipment



### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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.



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<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.