

## Qualification Pack



# Caddie Master

QP Code: SPF/Q1123

Version: 1.0

NSQF Level: 4

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## Qualification Pack

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## Qualification Pack

### SPF/Q1123: Caddie Master

#### Brief Job Description

Caddie Master oversees the planning, coordination, and supervision of the activities of the caddies. He/She in this role proactively manages daily workflow on the golf course and first tee to maximize efficiency and productivity of caddies as well as other support staff.

#### Personal Attributes

Individuals in this role should have a good understanding and passion for the game of golf. They should have an excellent leadership, people management and interpersonal skill.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [SPF/N1173: Plan effective workforce for caddying at a golf course](#)
2. [SPF/N1174: Manage Caddie Operations](#)
3. [SPF/N1175: Supervise the maintenance of equipment and facilities](#)
4. [SPF/N1169: Improve workplace resource usage](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	14
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.0101

## Qualification Pack

<b>Minimum Educational Qualification &amp; Experience</b>	12th grade Pass with 1 Year of experience OR 10th grade pass with 2 Years of experience OR Certificate-NSQF (Level 3- Golf Caddie) with 3 Years of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	Certified Golf Caddie
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Approval Date</b>	23/06/2023
<b>Version</b>	1.0
<b>Reference code on NQR</b>	QG-04-SP-00604-2023-V1-SPEFLSC
<b>NQR Version</b>	1

## Qualification Pack

### SPF/N1173: Plan effective workforce for caddying at a golf course

#### Description

This unit is about preparing the for the golf game.

#### Scope

The scope covers the following :

- Develop and maintain caddies at a golf course
- Plan for caddying
- Maintain hygiene and sanitation

#### Elements and Performance Criteria

##### *Develop and maintain caddies at a golf course*

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

- PC1.** recommend workforce requirements for caddying at the golf course
- PC2.** plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement
- PC3.** ensure all caddies have required certifications and experience
- PC4.** ensure that caddies meet the required level of physical fitness
- PC5.** identify training needs of the team members and recommend developmental requirements
- PC6.** ensure a diverse workforce is recruited

##### *Plan for caddying*

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

- PC7.** ensure team members comply to the safety and legal requirements
- PC8.** create SOP (standard operating procedure) of the golf course applicable to caddies
- PC9.** plan how the attendance and identification of the team members are recorded
- PC10.** create roster of all caddies and support staff to assign them on daily duties
- PC11.** ensure golf cart are adequate and in working condition
- PC12.** record the maintenance schedule of golf cart and equipment as per the safety standards
- PC13.** ensure adequate medical equipment are readily available (first aid kit, oxygen mask, stretcher, etc.)
- PC14.** ensure public address equipment such as loudspeakers, mics, whistle are functional
- PC15.** ensure communication devices such as radio, mobile phones, are adequate for the team

##### *Maintain hygiene and sanitation*

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

- PC16.** ensure personal hygiene
- PC17.** ensure equipment, golf course, common area, etc. are sanitized before and after the usage
- PC18.** guide others about hygiene and sanitation workplace requirements
- PC19.** report advanced hygiene and sanitation issues to appropriate authority

## Qualification Pack

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational procedure for accidents, safety response
- KU2.** information required to undertake workforce planning
- KU3.** relevant labour laws
- KU4.** guidelines to consider equality and diversity in workforce planning
- KU5.** benefits of a multicultural workforce
- KU6.** types of employment agreements typically used within the industry/sector
- KU7.** ways of employing, recruiting, and keeping people in the industry/sector
- KU8.** trends and developments in the sector which are relevant to workforce planning
- KU9.** working culture and practices of the industry/sector
- KU10.** the capacity and capability of the current workforce
- KU11.** local employment market conditions
- KU12.** health and safety requirements as per law
- KU13.** required qualification, skills, fitness levels of caddies
- KU14.** training and assessments of caddies and support staff
- KU15.** courses and opportunities for training and development
- KU16.** types of medical equipment used during emergency
- KU17.** maintenance and safe practices while servicing, testing of cart, golf course
- KU18.** principles of planning

### Generic Skills (GS)

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

- GS1.** read and understand golf manuals
- GS2.** develop golf course usage guidelines/instructions
- GS3.** fill in insurance forms etc
- GS4.** ready and verify guest credentials for golf course usage
- GS5.** communicate in a clear and polite manner
- GS6.** instruct team members with clear and easy to understand instructions
- GS7.** assess equipment quality, maintenance required

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Develop and maintain caddies at a golf course</i>	<b>18</b>	<b>33</b>	-	-
<b>PC1.</b> recommend workforce requirements for caddying at the golf course	2	4	-	-
<b>PC2.</b> plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement	4	8	-	-
<b>PC3.</b> ensure all caddies have required certifications and experience	2	4	-	-
<b>PC4.</b> ensure that caddies meet the required level of physical fitness	2	1	-	-
<b>PC5.</b> identify training needs of the team members and recommend developmental requirements	4	8	-	-
<b>PC6.</b> ensure a diverse workforce is recruited	4	8	-	-
<i>Plan for caddying</i>	<b>24</b>	<b>48</b>	-	-
<b>PC7.</b> ensure team members comply to the safety and legal requirements	2	4	-	-
<b>PC8.</b> create SOP (standard operating procedure) of the golf course applicable to caddies	4	8	-	-
<b>PC9.</b> plan how the attendance and identification of the team members are recorded	4	8	-	-
<b>PC10.</b> create roster of all caddies and support staff to assign them on daily duties	4	8	-	-
<b>PC11.</b> ensure golf cart are adequate and in working condition	2	4	-	-
<b>PC12.</b> record the maintenance schedule of golf cart and equipment as per the safety standards	2	4	-	-
<b>PC13.</b> ensure adequate medical equipment are readily available (first aid kit, oxygen mask, stretcher, etc.)	2	4	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> ensure public address equipment such as loudspeakers, mics, whistle are functional	2	4	-	-
<b>PC15.</b> ensure communication devices such as radio, mobile phones, are adequate for the team	2	4	-	-
<i>Maintain hygiene and sanitation</i>	<b>8</b>	<b>19</b>	-	-
<b>PC16.</b> ensure personal hygiene	2	2	-	-
<b>PC17.</b> ensure equipment, golf course, common area, etc. are sanitized before and after the usage	2	4	-	-
<b>PC18.</b> guide others about hygiene and sanitation workplace requirements	2	4	-	-
<b>PC19.</b> report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-
<b>NOS Total</b>	<b>50</b>	<b>100</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1173
<b>NOS Name</b>	Plan effective workforce for caddying at a golf course
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## Qualification Pack

### SPF/N1174: Manage Caddie Operations

#### Description

This unit is about managing the operations of caddies.

#### Scope

The scope covers the following :

- Conduct golf course and caddies readiness check
- Allocate duties and monitor caddies for the day
- Work effectively with others

#### Elements and Performance Criteria

##### *Conduct golf course and caddies' readiness check*

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

- PC1.** conduct golf course and caddies' readiness check
- PC2.** obtain weather forecast, golf course conditions and plan for the day
- PC3.** ensure golf cart, equipment, caddies are adequate to the requirement for the day
- PC4.** identify supervision requirements for the day
- PC5.** identify different game, competition format, categories i.e., men, women, junior and senior for the day
- PC6.** prepare the golf playing environment for both individuals and groups
- PC7.** ensure requirements for health and safety that are relevant to the activities which are being planned
- PC8.** check if caddies have the correct equipment and clothing for golf sessions

##### *Allocate duties and monitor caddies for the day*

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

- PC9.** allocated caddies based on their skills and experience required by the golfer
- PC10.** ensure caddies are briefed on allocated work, and the standard or level of expected performance
- PC11.** identify differences in expectations and working methods of any team members
- PC12.** monitor the progress and quality of the work of team members on a regular and fair basis
- PC13.** monitor for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively
- PC14.** identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members
- PC15.** recognize successful completion of work by team members
- PC16.** use information collected on the performance of team members in any formal appraisals of performance
- PC17.** review and update plans of work for your area, clearly communicating any changes to those affected

## Qualification Pack

### *Work effectively with others*

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

- PC18.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC19.** promote a safe and interactive environment
- PC20.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** ways to promote compliance with safety rules and regulations
- KU2.** rights of people, especially women, to use golf course facilities
- KU3.** laws governing to discrimination with respect to gender, abilities, etc.
- KU4.** laws governing rights of permanent and part time labours
- KU5.** emergency evacuation protocols
- KU6.** ways to inform visitors of unacceptable behaviour or actions
- KU7.** how to deal with potential conflict
- KU8.** types of unacceptable behavior
- KU9.** POSH (Prevention of Sexual Harassment) Act
- KU10.** factors affecting group dynamics and conflict resolution strategies

## Generic Skills (GS)

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

- GS1.** monitor client behaviour and activities
- GS2.** resolve conflicts
- GS3.** communicate effectively to a group
- GS4.** report and record incidents and emergency situations
- GS5.** apply verbal and non-verbal communication techniques
- GS6.** apply first aid
- GS7.** work as a team

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct golf course and caddies' readiness check</i>	<b>16</b>	<b>32</b>	-	-
<b>PC1.</b> conduct golf course and caddies' readiness check	2	4	-	-
<b>PC2.</b> obtain weather forecast, golf course conditions and plan for the day	2	4	-	-
<b>PC3.</b> ensure golf cart, equipment, caddies are adequate to the requirement for the day	2	4	-	-
<b>PC4.</b> identify supervision requirements for the day	2	4	-	-
<b>PC5.</b> identify different game, competition format, categories i.e., men, women, junior and senior for the day	2	4	-	-
<b>PC6.</b> prepare the golf playing environment for both individuals and groups	2	4	-	-
<b>PC7.</b> ensure requirements for health and safety that are relevant to the activities which are being planned	2	4	-	-
<b>PC8.</b> check if caddies have the correct equipment and clothing for golf sessions	2	4	-	-
<i>Allocate duties and monitor caddies for the day</i>	<b>28</b>	<b>56</b>	-	-
<b>PC9.</b> allocated caddies based on their skills and experience required by the golfer	2	4	-	-
<b>PC10.</b> ensure caddies are briefed on allocated work, and the standard or level of expected performance	2	4	-	-
<b>PC11.</b> identify differences in expectations and working methods of any team members	2	4	-	-
<b>PC12.</b> monitor the progress and quality of the work of team members on a regular and fair basis	2	5	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> monitor for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively	2	5	-	-
<b>PC14.</b> identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members	3	4	-	-
<b>PC15.</b> recognize successful completion of work by team members	5	10	-	-
<b>PC16.</b> use information collected on the performance of team members in any formal appraisals of performance	5	10	-	-
<b>PC17.</b> review and update plans of work for your area, clearly communicating any changes to those affected	5	10	-	-
<i>Work effectively with others</i>	<b>6</b>	<b>12</b>	-	-
<b>PC18.</b> interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	4	-	-
<b>PC19.</b> promote a safe and interactive environment	2	4	-	-
<b>PC20.</b> identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
<b>NOS Total</b>	<b>50</b>	<b>100</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1174
<b>NOS Name</b>	Manage Caddie Operations
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	4.5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## Qualification Pack

### SPF/N1175: Supervise the maintenance of equipment and facilities

#### Description

This unit is about supervising and maintaining golf equipment and facilities.

#### Scope

The scope covers the following :

- Supervise the maintenance of facilities and equipment in your area of responsibility
- Supervise repairs and improvements to facilities and equipment

#### Elements and Performance Criteria

##### *Supervise the maintenance of facilities and equipment in your area of responsibility*

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

- PC1.** ensure staff in your area of responsibility understand and support agreed standards for the condition of equipment and facilities
- PC2.** ensure equipment maintenance records are updated regularly
- PC3.** ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment
- PC4.** check if facilities and equipment follows the agreed schedule and health and safety requirements
- PC5.** carry out spot checks to make sure that facilities and equipment are up to agreed standards
- PC6.** encourage staff to report any problems with facilities and equipment when they occur
- PC7.** maintain records to do with checking and maintenance and store them in the correct location.

##### *Supervise repairs and improvements to facilities and equipment*

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

- PC8.** ensure repair of any equipment are done within the timeline and a closure report is sent to the appropriate authority
- PC9.** collect feedback from the golf course users seeking areas of improvement
- PC10.** give relevant staff and users information about the work being carried out and any arrangements that affect them
- PC11.** monitor the work and provide support to make sure it meets the agreed specification and schedule
- PC12.** refer any problems beyond your level of responsibility to an appropriate authority
- PC13.** ensure that work when completed meets the agreed specification
- PC14.** complete records of the work which has been done and store them in the correct location

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

## Qualification Pack

- KU1.** How to assist with implementing strategy for golf operations
- KU2.** How to manage a budget
- KU3.** Health and safety of customers and staff
- KU4.** Efficient use of resources
- KU5.** Equality and diversity in golf operations
- KU6.** How to plan, market and sell services
- KU7.** How to work with others to improve customer service
- KU8.** How to manage a project
- KU9.** The market and customers of the golf business
- KU10.** types of golf clubs and their specific usage
- KU11.** location for storage of safety equipment
- KU12.** the types of mobility equipment used in golf
- KU13.** organizational procedure for accidents, safety response
- KU14.** relevant coaching resources from the National PGA / Federation or other coach related organisations
- KU15.** the types of information which can be collected from participants
- KU16.** types of resources required for golf coaching sessions. e.g. equipment, clothing, teaching aids
- KU17.** emergency response procedures on how to provide CPR, use artificial breathing devices to resuscitate
- KU18.** difference between personal safety equipment and rescue equipment

## Generic Skills (GS)

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

- GS1.** monitor client behaviour and activities
- GS2.** monitor staff effectively
- GS3.** resolve conflicts
- GS4.** communicate effectively to a group
- GS5.** report and record incidents and emergency situations
- GS6.** apply verbal and non-verbal communication techniques
- GS7.** apply first aid
- GS8.** work as a team



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Supervise the maintenance of facilities and equipment in your area of responsibility</i>	<b>22</b>	<b>44</b>	-	-
<b>PC1.</b> ensure staff in your area of responsibility understand and support agreed standards for the condition of equipment and facilities	3	6	-	-
<b>PC2.</b> ensure equipment maintenance records are updated regularly	3	6	-	-
<b>PC3.</b> ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment	3	6	-	-
<b>PC4.</b> check if facilities and equipment follows the agreed schedule and health and safety requirements	3	6	-	-
<b>PC5.</b> carry out spot checks to make sure that facilities and equipment are up to agreed standards	3	6	-	-
<b>PC6.</b> encourage staff to report any problems with facilities and equipment when they occur	3	7	-	-
<b>PC7.</b> maintain records to do with checking and maintenance and store them in the correct location.	4	7	-	-
<i>Supervise repairs and improvements to facilities and equipment</i>	<b>28</b>	<b>56</b>	-	-
<b>PC8.</b> ensure repair of any equipment are done within the timeline and a closure report is sent to the appropriate authority	4	8	-	-
<b>PC9.</b> collect feedback from the golf course users seeking areas of improvement	4	8	-	-
<b>PC10.</b> give relevant staff and users information about the work being carried out and any arrangements that affect them	4	8	-	-
<b>PC11.</b> monitor the work and provide support to make sure it meets the agreed specification and schedule	4	8	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> refer any problems beyond your level of responsibility to an appropriate authority	4	8	-	-
<b>PC13.</b> ensure that work when completed meets the agreed specification	4	8	-	-
<b>PC14.</b> complete records of the work which has been done and store them in the correct location	4	8	-	-
<b>NOS Total</b>	<b>50</b>	<b>100</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1175
<b>NOS Name</b>	Supervise the maintenance of equipment and facilities
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	3.5
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## Qualification Pack

### SPF/N1169: Improve workplace resource usage

#### Description

This unit is about increasing efficiencies and maximizing the use of materials, particularly resources, energy, and trash, in workplace operations.

#### Scope

The scope covers the following :

- conservation procedures for materials
- power conservation methods
- waste management/recycling procedures

#### Elements and Performance Criteria

##### *conservation procedures for materials*

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

- PC1.** determine ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** examine various tasks/activities/processes for spills/leaks
- PC3.** eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected
- PC4.** conduct routine cleaning of tools, machines, and equipment

##### *power conservation practices*

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

- PC5.** determine ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6.** ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7.** report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance
- PC8.** ensure that all electrical equipment and appliances are correctly connected and turned off when not in use

##### *waste management/recycling procedures*

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

- PC9.** determine recyclable and non-recyclable, and hazardous waste generated
- PC10.** separate waste into different categories
- PC11.** discard non-recyclable waste appropriately
- PC12.** store recyclable and reusable materials in a designated spot

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

## Qualification Pack

- KU1.** potential hazards, risks and threats based on the nature of work
- KU2.** layout of the workstation and electrical and thermal equipment used
- KU3.** organizations' procedures for minimizing waste
- KU4.** efficient and inefficient utilization of material and water
- KU5.** ways of efficiently managing material and water in the process
- KU6.** basics of electricity and prevalent energy efficient devices
- KU7.** ways to recognize common electrical problems
- KU8.** common practices of conserving electricity
- KU9.** usage of different colours of dustbins
- KU10.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11.** waste management and methods of waste disposal
- KU12.** common sources of pollution and ways to minimize it

## Generic Skills (GS)

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

- GS1.** record data on waste disposal at workplace
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** read Standard Operating Practices (SOP) documents
- GS4.** communicate with colleagues on the significance of greening of jobs
- GS5.** make timely decisions for efficient utilization of resources
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** work with supervisors/team members to carry out work related tasks
- GS8.** identify cause and effect of greening of jobs

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	<b>4</b>	<b>12</b>	-	-
<b>PC1.</b> determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
<b>PC2.</b> examine various tasks/activities/processes for spills/leaks	1	3	-	-
<b>PC3.</b> eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
<b>PC4.</b> conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	<b>8</b>	<b>10</b>	-	-
<b>PC5.</b> determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
<b>PC6.</b> ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	3	-	-
<b>PC7.</b> report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
<b>PC8.</b> ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	<b>8</b>	<b>8</b>	-	-
<b>PC9.</b> determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
<b>PC10.</b> separate waste into different categories	2	2	-	-
<b>PC11.</b> discard non-recyclable waste appropriately	2	2	-	-
<b>PC12.</b> store recyclable and reusable materials in a designated spot	2	2	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1169
<b>NOS Name</b>	Improve workplace resource usage
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 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
- Career Development & Goal Setting
- 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values – Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

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

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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



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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**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 English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### 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> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## 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) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.

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7. 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
SPF/N1173.Plan effective workforce for caddying at a golf course	50	100	-	-	150	27
SPF/N1174.Manage Caddie Operations	50	100	-	-	150	27
SPF/N1175.Supervise the maintenance of equipment and facilities	50	100	-	-	150	27
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	9
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>190</b>	<b>360</b>	<b>-</b>	<b>-</b>	<b>550</b>	<b>100</b>



## Qualification Pack

### 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

## Qualification Pack

### 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.

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<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.
<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.