

Qualification Pack

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SPF/Q1121: Golf Club Junior Technician (Fitting & Repair)

Brief Job Description

Golf Club Junior Technician (Fitting & Repair) are individuals who perform club fitting and club performance modifications. They alter, modify golf clubs as per the recommendations of the golfers or the coaches/instructors to meet their specific requirement. The individuals in this role are also required to repair golf clubs and perform maintenance.

Personal Attributes

Individuals in this role should possess the passion for golf. They should be creative, details-oriented, self motivated and energetic individuals interested in learning about repair methods, use of repair equipment and demonstrate a very good listening and comprehension skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1190: Understand the game of golf](#)
2. [SPF/N1167: Fit Golf Equipment](#)
3. [SPF/N1168: Restore Golf Equipment](#)
4. [SPF/N1169: Improve workplace resource usage](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	3
Credits	12
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200

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Minimum Educational Qualification & Experience	10th grade pass OR 9th grade pass with 1 Year of experience relevant OR 8th grade pass with 2 Years of experience relevant OR 5th grade pass with 5 Years of experience relevant
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	23/06/2026
NSQC Approval Date	23/06/2023
Version	1.0
Reference code on NQR	QG-03-SP-00602-2023-V1-SPEFLSC
NQR Version	1

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SPF/N1190: Understand the game of golf

Description

This unit is about understanding the game of golf.

Scope

The scope covers the following :

- Understand golf equipment, golf course and the game
- Develop knowledge on the rules of the game

Elements and Performance Criteria

Understand golf equipment, golf course and the game

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

- PC1.** identify the parts of a golf course – tee, fairway, green, rough, hazards, etc.
- PC2.** identify the types of golf course – links course, parkland course, championship course, etc.
- PC3.** identify numbers and significance of holes in a golf course
- PC4.** identify types and use of all golf equipment
- PC5.** identify how wind affects the flight and direction of the ball
- PC6.** classify various tasks involved during the game
- PC7.** select language and terms used in golf

Develop knowledge on the rules of the game

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

- PC8.** access and interpret the key rules of golf
- PC9.** use a range of resources to help develop knowledge of rules
- PC10.** identify different scores–pars, birdies, eagle and bogie
- PC11.** read the yardages of the course
- PC12.** identify golfer's need during the game

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** rules and regulation of golf
- KU2.** history of golf
- KU3.** handicap system
- KU4.** common game formats
- KU5.** types of golf clubs and their specific usage
- KU6.** location for storage of safety equipment
- KU7.** the types of mobility equipment used in golf

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KU8. organizational procedure for accidents, safety response

Generic Skills (GS)

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

- GS1.** read and understand all usage and safety manuals
- GS2.** develop safety guidelines/instructions
- GS3.** analyze the needs, expectation and limitation of participants
- GS4.** document health and fitness information
- GS5.** monitor participant behaviour and activities
- GS6.** maintain count of equipment, machinery, participants, etc.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understand golf equipment, golf course and the game</i>	14	21	-	-
PC1. identify the parts of a golf course – tee, fairway, green, rough, hazards, etc.	2	3	-	-
PC2. identify the types of golf course – links course, parkland course, championship course, etc.	2	3	-	-
PC3. identify numbers and significance of holes in a golf course	2	3	-	-
PC4. identify types and use of all golf equipment	2	3	-	-
PC5. identify how wind affects the flight and direction of the ball	2	3	-	-
PC6. classify various tasks involved during the game	2	3	-	-
PC7. select language and terms used in golf	2	3	-	-
<i>Develop knowledge on the rules of the game</i>	6	9	-	-
PC8. access and interpret the key rules of golf	1	2	-	-
PC9. use a range of resources to help develop knowledge of rules	1	2	-	-
PC10. identify different scores–pars, birdies, eagle and bogie	1	2	-	-
PC11. read the yardages of the course	1	1	-	-
PC12. identify golfer's need during the game	2	2	-	-
NOS Total	20	30	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1190
NOS Name	Understand the game of golf
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	0.5
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

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SPF/N1167: Fit Golf Equipment

Description

This unit is about preparing the for the golf game.

Scope

The scope covers the following :

- Assess golfer equipment requirements
- Adjust golf equipment to enhance performance
- Maintain hygiene and sanitation

Elements and Performance Criteria

Assess golfer equipment requirements

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

- PC1.** consult with golfers to identify and document preferences
- PC2.** observe golfers to identify and document ability levels
- PC3.** access and interpret golf equipment specifications to select equipment to meet golfer performance requirements
- PC4.** recommend golf equipment to golfers
- PC5.** access and interpret the key rules and etiquette requirements of golf
- PC6.** identify and assess factors which contribute to determining equipment specifications
- PC7.** identify variances in equipment design for an extensive variety of performance requirements
- PC8.** evaluate a variety of equipment designs and their suitability for a variety of swing types and golfer ability levels
- PC9.** identify preferred equipment designs and fitting techniques to enhance the advanced performance requirements of golf
- PC10.** identify and access resources required to carry out fittings

Adjust golf equipment to enhance performance

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

- PC11.** explain golf equipment fitting procedures to golfers and confirm developmental readiness for fitting
- PC12.** fit and adjust golf equipment according to manufacturer specifications
- PC13.** assess fitted golf equipment to confirm compliance with the rules of golf
- PC14.** monitor golfer performance during practice sessions to identify golfer performance problems related to equipment
- PC15.** recommend adapting, modifying and fitting golf equipment to address identified golfer performance problems
- PC16.** consult with golfers to confirm fitted golf equipment meets golfer performance requirements
- PC17.** explain fitting procedures to golfer using appropriate communication strategies and terminology

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- PC18.** assess conditions to determine they are suitable to commence the fitting session
- PC19.** conduct fittings according to organisational policies and procedures and the rules, regulations and policies of golf
- PC20.** make final equipment recommendations according to golfer ability level, performance requirements and accepted best practice

Maintain hygiene and sanitation

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

- PC21.** ensure personal hygiene
- PC22.** ensure equipment, workshop, etc. are sanitized before and after the usage
- PC23.** guide others about hygiene and sanitation workplace requirements
- PC24.** report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** policies and procedures applicable to fitting and altering golf equipment
- KU2.** cause and effect relationships and their impact on equipment and component design and fitting
- KU3.** biomechanical concepts, ball flight laws, principles and preferences in the context of golf equipment design
- KU4.** types of monitoring techniques: fitting systems and protocols, carry distance profiling, club specifications, software and technical equipment
- KU5.** types of fitting techniques: grip, lie angle, face and sole contact, ball flight
- KU6.** types of golfer attributes and impact on golf equipment fitting and alteration: athletic ability, strength, flexibility, golfing experience, physical characteristics, swing characteristics
- KU7.** procedures and protocols for fitting golfers at a range of skill levels
- KU8.** rules of golf applicable to the fitting, alteration and repair of golf equipment
- KU9.** KU9. equipment and safety requirements of golf in order to fit and alter golf equipment safely
- KU10.** terminology for selection, fitting, repair and alteration of golf equipment
- KU11.** appraisal methods used to conduct fitting sessions
- KU12.** types of tools used for alteration of equipment
- KU13.** administration of basic first aid
- KU14.** location for storage of safety equipment

Generic Skills (GS)

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

- GS1.** read and understand all usage and safety manuals of golf clubs
- GS2.** communicate in a clear and polite manner with clients
- GS3.** instruct users with clear and easy to understand instructions

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- GS4.** communicate effectively with senior citizens and young children to maintain safety
- GS5.** assess club quality, maintenance, repair required
- GS6.** convert metrics of measurements (feet, meter, millimeter, etc.)

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess golfer equipment requirements</i>	20	40	-	-
PC1. consult with golfers to identify and document preferences	2	4	-	-
PC2. observe golfers to identify and document ability levels	2	4	-	-
PC3. access and interpret golf equipment specifications to select equipment to meet golfer performance requirements	2	4	-	-
PC4. recommend golf equipment to golfers	2	4	-	-
PC5. access and interpret the key rules and etiquette requirements of golf	2	4	-	-
PC6. identify and assess factors which contribute to determining equipment specifications	2	4	-	-
PC7. identify variances in equipment design for an extensive variety of performance requirements	2	4	-	-
PC8. evaluate a variety of equipment designs and their suitability for a variety of swing types and golfer ability levels	2	4	-	-
PC9. identify preferred equipment designs and fitting techniques to enhance the advanced performance requirements of golf	2	4	-	-
PC10. identify and access resources required to carry out fittings	2	4	-	-
<i>Adjust golf equipment to enhance performance</i>	22	44	-	-
PC11. explain golf equipment fitting procedures to golfers and confirm developmental readiness for fitting	4	4	-	-
PC12. fit and adjust golf equipment according to manufacturer specifications	2	4	-	-
PC13. assess fitted golf equipment to confirm compliance with the rules of golf	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. monitor golfer performance during practice sessions to identify golfer performance problems related to equipment	2	4	-	-
PC15. recommend adapting, modifying and fitting golf equipment to address identified golfer performance problems	2	4	-	-
PC16. consult with golfers to confirm fitted golf equipment meets golfer performance requirements	2	4	-	-
PC17. explain fitting procedures to golfer using appropriate communication strategies and terminology	2	4	-	-
PC18. assess conditions to determine they are suitable to commence the fitting session	2	4	-	-
PC19. conduct fittings according to organisational policies and procedures and the rules, regulations and policies of golf	2	6	-	-
PC20. make final equipment recommendations according to golfer ability level, performance requirements and accepted best practice	2	6	-	-
<i>Maintain hygiene and sanitation</i>	8	16	-	-
PC21. ensure personal hygiene	2	4	-	-
PC22. ensure equipment, workshop, etc. are sanitized before and after the usage	2	4	-	-
PC23. guide others about hygiene and sanitation workplace requirements	2	4	-	-
PC24. report advanced hygiene and sanitation issues to appropriate authority	2	4	-	-
NOS Total	50	100	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1167
NOS Name	Fit Golf Equipment
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	4.5
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

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SPF/N1168: Restore Golf Equipment

Description

This unit is about restoring and repairing golf equipment

Scope

The scope covers the following :

- Repair and alter golf equipment
- Review equipment
- Work effectively with others

Elements and Performance Criteria

Repair and alter golf equipment

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

- PC1.** consult with golfers to identify requirements for repair and alteration of golf equipment
- PC2.** assess golf equipment to determine type and scope of equipment repairs and alterations
- PC3.** select and source components and materials required to complete repairs and alterations
- PC4.** repair and alter golf equipment according to organisational policies, procedures and manufacturer specifications

Review equipment

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

- PC5.** monitor and analyse golfer performance to identify equipment-related performance gaps
- PC6.** identify and recommend golf equipment interventions to address performance gaps
- PC7.** modify golf equipment to enhance golfer performance
- PC8.** seek and respond to golfer feedback about equipment and performance requirements
- PC9.** identify aspects needing further emphasis or attention for intervention in future sessions
- PC10.** modify the equipment as required in response to golfer preferences and ongoing monitoring of practice sessions
- PC11.** give golfer the opportunity to comment and or ask questions

Work effectively with others

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

- PC12.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC13.** promote a safe and interactive environment
- PC14.** 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:

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- KU1.** characteristics of equipment design: head design and function, shaft design and function, grip design and function, club lie and length, swing weight
- KU2.** types of repair and alteration - shaft length, shaft flex, lie angle, loft, swing weight, dead weight
- KU3.** shaft extraction methods
- KU4.** shaft types including parallel tip and taper tip and installation procedures
- KU5.** shaft lengths and alteration methods
- KU6.** cast and forged head designs and alteration procedures
- KU7.** grip types and installation methods
- KU8.** swing weight and dead weight alteration methods
- KU9.** refurbishment methods for woods and irons
- KU10.** polishing, painting, shining different materials
- KU11.** plan an appropriate response after assessing an emergency situation
- KU12.** emergency response skills appropriate to the location and personal health care
- KU13.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU14.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** monitor client behaviour and activities
- GS2.** resolve conflicts
- GS3.** report and record incidents and emergency situations
- GS4.** read and understand all usage and safety manuals of golf clubs
- GS5.** communicate in a clear and polite manner with clients
- GS6.** instruct users with clear and easy to understand instructions
- GS7.** communicate effectively with senior citizens and young children to maintain safety
- GS8.** assess club quality, maintenance, repair required
- GS9.** convert metrics of measurements (feet, meter, millimeter, etc.)

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Repair and alter golf equipment</i>	12	28	-	-
PC1. consult with golfers to identify requirements for repair and alteration of golf equipment	3	7	-	-
PC2. assess golf equipment to determine type and scope of equipment repairs and alterations	3	7	-	-
PC3. select and source components and materials required to complete repairs and alterations	3	7	-	-
PC4. repair and alter golf equipment according to organisational policies, procedures and manufacturer specifications	3	7	-	-
<i>Review equipment</i>	26	49	-	-
PC5. monitor and analyse golfer performance to identify equipment-related performance gaps	3	7	-	-
PC6. identify and recommend golf equipment interventions to address performance gaps	3	7	-	-
PC7. modify golf equipment to enhance golfer performance	4	7	-	-
PC8. seek and respond to golfer feedback about equipment and performance requirements	4	7	-	-
PC9. identify aspects needing further emphasis or attention for intervention in future sessions	4	7	-	-
PC10. modify the equipment as required in response to golfer preferences and ongoing monitoring of practice sessions	4	7	-	-
PC11. give golfer the opportunity to comment and or ask questions	4	7	-	-
<i>Work effectively with others</i>	12	23	-	-
PC12. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	4	7	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. promote a safe and interactive environment	4	8	-	-
PC14. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	4	8	-	-
NOS Total	50	100	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1168
NOS Name	Restore Golf Equipment
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	5
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

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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:

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- 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

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Assessment Criteria

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

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National Occupational Standards (NOS) Parameters

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

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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

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Diversity & Inclusion

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

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- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- 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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
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.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	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 50% of aggregate marks to successfully clear the assessment.

Qualification Pack

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 50

(**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/N1190.Understand the game of golf	20	30	-	-	50	11
SPF/N1167.Fit Golf Equipment	50	100	-	-	150	33
SPF/N1168.Restore Golf Equipment	50	100	-	-	150	33
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	11
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	12
Total	160	290	-	-	450	100

Qualification Pack

Acronyms

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

Qualification Pack

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.

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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.