



## QUALIFICATION FILE

### Beach Captain

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 6

Submitted By:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)  
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

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1.	<b>Qualification Name</b>	<b>Beach Captain</b>	
2.	<b>Sector/s</b>	<b>Sports</b>	
3.	<b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i>	<b>Qualification Name of existing/previous version:</b>
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>	NA	
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> <i>(Will be issued after NSQC approval)</i>	QG-06-SP-00677-2023-V1.1-SPEFLSC	<b>6. NCrF/NSQF Level:</b> 6
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate	
8.	<b>Brief Description of the Qualification</b>	The beach captain oversees the planning, coordination, and supervision of the activities of the beach lifeguard units to ensure public safety. The individual should possess skills, knowledge and experience required to manage a beach and a team during emergency and non-emergency situations.	
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b>	

		<b>S. No.</b>	<b>Academic/Skill Qualification (with Specialization - if applicable)</b>			<b>Required Experience (with Specialization - if applicable)</b>								
		1.	Pursuing first year of 2-year PG program after completing 3-year UG degree											
		2.	Pursuing PG diploma after 3-year UG degree											
		3.	Completed 4-year UG (in case of 4-year UG)											
		4.	12th class pass			4 years of experience working in the aquatic facility as a lifeguard/swimming instructor/rescue crew								
		5.	Certificate-NSQF, (Level 5- lifeguard Open Water			3 Years of experience working in an aquatic facility as a lifeguard/swimming instructor/rescue crew								
<b>b. Age: 18</b>														
<b>10.</b>	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	27				<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): NA								
<b>12.</b>	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA												
<b>13.</b>	<b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended (Refer Blended Learning Annexure for details)												
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Man. (Hours)</b>	<b>OJT Rec. (Hours)</b>	<b>ES (Hours)</b>	<b>Total (Hours)</b>						
		Classroom (offline)	150	360	210	-	90	810						
		Online												
<b>14.</b>	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/3423.0501												
<b>15.</b>	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Level-7 (Vertical)- Rescue Operation Head												

16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	<b>Hindi</b>	
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>URLs of similar Qualifications:</b>	
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If "Yes", specify applicable type of Disability:</b>	
19.	<b>How Participation of Women will be Encouraged</b>	<p>Encouraging the participation of women in the beach Captain job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as Beach Captain:</p> <ol style="list-style-type: none"> <li>1. Actively reach out to women's clubs, academies, and local communities to promote the Beach Captain job role. Participate in career fairs, networking events, and beaches to engage with potential candidates.</li> <li>2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the beach Captain job-role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position.</li> <li>3. Establish mentorship programs that pair aspiring female Beach Captains with experienced professionals who can provide guidance, support, and career advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others.</li> <li>4. Collaborate with organizations that promote women's empowerment and gender equality in sports. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation as caddie masters, such as scholarships or mentorship programs.</li> </ol>	
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	<b>Schools</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Colleges</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> <i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i>	<b>Name:</b> Priya Dwivedi <b>Email:</b> Priya.dwivedi@sportsskills.in <b>Contact No.:</b> 011-47563351 <b>Website:</b> www.sportsskills.in	
23.	<b>Final Approval Date by NSQC:</b> 27th January 2022	<b>24. Validity Duration:</b> 3 Years	<b>25. Next Review Date:</b> 27th January 2025

## Section 2: Module Summary

## NOS/s of Qualifications

*(In exceptional cases these could be described as components)*

SPF/N1150: Plan human resource and operations of a beach

SPF/N1151: Manage operations at the beach

SPF/N1152: Manage team and general public at the beach

SGJ/N1702: Optimize resource utilization at workplace

DGT/VSQ/N0103: Employability Skills (90 Hours)

## Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project**

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/N SQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Plan human resource and operations of a beach	SPF/N1150, v2.0	Core	6	5.5	45	90	30	-	165	70	60			130	19
2.	Manage operations at the beach	SPF/N1151, v2.0	Core	6	11	60	150	120	-	330	60	140			200	29
3.	Manage team and general public at the beach	SPF/N1152, v2.0	Core	6	6.5	30	105	60	-	195	55	210			265	39
4.	Optimize resource utilization at workplace	SGJ/N1702, v1.0	Non-core	3	1	15	15	-	-	30	13	26			39	6
5.	Employability Skills (90 Hours)	DGT/VSQ/N 0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	7
<b>Duration (in Hours) / Total Marks</b>				6	27	195	405	210		810	218	466			684	100

## Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: 70 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	12th Class with specialization in lifeguard open-water with 2 years of academic/industry experience and 2 year of training experience.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	12 <sup>th</sup> Class with specialization in lifeguard open-water with 3 years of academic/industry experience and 2 year of training experience.
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	NA

### Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	12th Class with specialization in lifeguard open-water with 2 years of academic/industry experience and 2 year of training experience.
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)	
4.	<b>Assessment Mode</b> (Specify the assessment mode)	<b>Theoretical and Practical Assessment</b>
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

### Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Work in Progress
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b>
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 11
5.	<b>Estimated nos. of persons to be trained and employed:</b> 200 in three years
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If “No”, why: SPEFL-SC submitted the qualification for the line ministry concurrence.

## Section 6: Annexure &amp; Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	Yes
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	Yes
5.	<b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	-
6.	<b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
7.	<b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>	Yes
8.	<b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	<b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>	Yes
10.	<b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>	Yes
11.	<b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>	Yes
12.	<b>Any other document you wish to submit:</b>	



NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	A Beach Captain must be able to engage in planning, coordination, and supervision of the activities of the beach lifeguard units to ensure public safety. The individual should possess skills, knowledge and experience required to manage a beach and a team during emergency and non-emergency situations.	A job requires well-developed skill, with a clear choice of procedures in a familiar context which involves inspection of the beach. A Beach Captain must be able to make choices about the best procedures to address problems.	6

<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	A Beach Captain needs to know how to develop and maintain lifeguards at the beach. They need to be able to conduct daily risk assessment and duty allocation and manage safety standards at beach.	A Beach Captain must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Beach Captain is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work such as responding to emergencies to save lives.	6
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	1.speak with others using some basic English phrases or sentences. 2. follow good manners while communicating with others 3. communicate and behave appropriately with all genders and PwD 4. calculate income, expenses, savings etc. use internet and social media platforms securely and safely 5.identify customer needs and address them appropriately	A Beach Captain must possess a range of cognitive and practical skills required to give assistance to the swimmers and solve problems by selecting and applying basic methods, tools, materials and information. Individuals employed to carry out these jobs will be expected to be able to communicate clearly	6
<b>Broad Learning Outcomes/Core Skill</b>	A Beach Captain on the job needs to document call logs, reports, task lists, and schedules with co-workers. They need to know how to guide on job specific dress code, grooming, and personal hygiene	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know the application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of	6

		the social and political environment.	
<b>Responsibility</b>	A Beach Captain is responsible for the planning, coordination, and supervision of the activities of the beach lifeguard units to ensure public safety.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.	6

## Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size:**

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size	Mandatory Equipment
1	Kayak with Oars	Standard	1	Yes
2	Spine Board	Standard	1	Yes
3	Ladder	Standard	2	Yes
4	Safety goggles	Standard	30	Yes
5	Safety Gloves (nitrile)	Standard	30	Yes
6	IPC book	Standard	1	Yes
7	Copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts	Digital & hard copy	1	Yes
8	Reaching pole	Standard	6	Yes
9	Loudspeaker/Mic	Standard	3	Yes
10	Artificial resuscitation kit	Standard	2	Yes
11	throw-bags	Standard	10	Yes
12	Rescue board	Standard	5	Yes
13	Ring buoy	Standard	6	Yes
14	Whistle	Standard	15	Yes
15	First aid kit	Standard	5	Yes
16	Binoculars	Standard	2	Yes
17	Mobile phones	Standard	2	Yes
18	Radio	Standard	1	No
19	Reservoir bag	Standard	5	Yes
20	Oxygen mask	Standard	5	Yes
21	Rope	Standard	15	Yes
22	Poles	Standard	10	Yes
23	Jackets	Standard	30	
24	Inflatable tubes	Standard	20	Yes
25	Throw-bags	Standard	10	Yes
26	Flags (set)	Standard	2	Yes
27	Non-motorized watercraft	Standard	2	No
28	Motorized watercraft	Standard	1	Yes

## Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard

3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

## Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID
1	WaterWorld	Vijay Kumar Sah	Founder Director	Maharashtra	9970005500	waterworldpune@gmail.com
2	Aquatic & Life Saving Association	Shekhar Batham	President	Madhya Pradesh	9229851833	shekharbatham049@gmail.com
3	AK Group Griffines	Jerry John Murphy	Manager	Maharashtra	9923095825	marketinggriffines@gmail.com
4	Youngistaan Global Foundation	Mehul Mistry	Director	Gujarat	8128896979	mehul12678@gmail.com
5	Karve Nagar-Artemes Swimming Club	Pooja Chavan	Manager	Maharashtra	8379813693	artimespool58@gmail.com
6	Spectro Aqua Engineering	Ashok G	Manager	Telangana	9347426572	spectro_venu@rediffmail.com
7	Vadgaon Budruk- Artemes Swimming Club	Suraj Pardeshi	Manager	Maharashtra	8668964136	artimespool41@gmail.com
8	Kalinga Surf Life Saving Society	Harry Rao	Founder Secretary	Odisha	8260777771	harry@kslss.com
9	Warje Artemes Club	Rohan Joshi	Manager	Maharashtra	9028940108	artimespool5@gmail.com
10	Tamilnadu Life Saving Association	Sebastian Raj	Founder Trustee & Secretary	Tamilnadu	7397360089	irdmschennai@gmail.com
11	Blue Marine Aquatics Mumbai	Palany Samy	Owner & Manager	Maharashtra	9029556999	bmgroup99@gmail.com
12	Crystal Pools	Akshay Neelakanta	Manager	Maharashtra	9866494664	crystalpool@gmail.com
13	JD Sports Youth Foundation	Jayant J. Duble	Founder President	Maharashtra	9975590227	jdsportsfoundation@gmail.com
14	Rescue INDIA Sports & Safety Pvt Ltd	Rajesh Kale	Manager	Telangana	8143602229	rajkale29@gmail.com
15	Kavya Swimming Pool	Satish Murmure	Manager	Maharashtra	9860864318	kavyaswimming1@gmail.com

<Approved in 15th NSQC Meeting & Dated 27th January 2022>

<Rationalized in 33rd NSQC Meeting & Dated 01st Nov 2023>

Qualification File-STT

<NCVET- QG-06-SP-00677-2023-V1.1-SPEFLSC >

16	Learn 2 Swim	Kishor Mudliyar	Training Manager	Maharashtra	9356849516	learntoswim@gmail.com
17	Life Saving Telangana	Mahesh Vinod	Founder Director	Telangana	8146602229	lifesavingtelangana@gmail.com
18	Life Saving Palghar Mumbai	Dhananjay Navale	Founder & Director	Maharashtra	9167005962	lifesavingdomain@gmail.com
19	Quest Academy	Jehan Driver	Director	Tamilnadu	9820367412	info@quest-asia.com
20	Manchar Swimming Pool	Akshay Gujar	Manager	Maharashtra	9822752621	mancharpool07@gmail.com
21	National Institute of Swimming	Dr. Jayprakash S. Duble	Founder	Maharashtra	9975590226	aish.duble@gmail.com
22	Rahul Swimming Academy	Rahul Narwaria	Founder	Telangana	8374360078	rahulswimacademy@gmail.com
23	Pegasus Health Club	Rajesh Sharma	Manager	Maharashtra	7875819422	pegasusclub@mail.com
24	Olympus Swimming Pool	Akash Dhebe	Manager	Maharashtra	9922045453	Olympuspool01@gmail.com
25	Quest Expeditions Pvt Ltd	Upasana Mody	CEO	Tamilnadu	8879995551	upasna@questasia.com
26	Shree Gym & Swimming Pool	Swami Narayan	Manager	Maharashtra	8208912734	shreegym111@gmail.com
27	SKM Pool & Club	Suraj Kishore Mudliyar	Founder & CEO	Maharashtra	9307762528	skmpoolandclub@gmail.com
28	Life Saving Tamilnadu	P Raja	Founder	Tamilnadu	8148800004	rajalilifesavingindia@gmail.com
29	Wadia Park Swimming Pool	Sarvesh Deshmukh	Manager	Maharashtra	8623095825	wadiaparkpool@gmail.com
30	Indian Lifesaving & Lifesaving Sports Federation	Marie Wilson	General Secretary	Tamilnadu	9890145325	illsftraining@gmail.com

#### Annexure: Training & Employment Details

#### Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	50	50	10	10	-	-
2024	75	75	15	15	-	-
2025	75	75	15	15	-	-

Data to be provided year-wise for next 3 years

**Training, Assessment, Certification, and Placement Data for previous versions of qualifications:**

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented:**

- 1.
- 2.

**Content availability for previous versions of qualifications:**

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

**Languages in which Content is available:**

**Blended Learning Estimated Ratio & Recommended Tools:**

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling”**

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

[Annexure: Detailed Assessment Criteria](#)

Detailed assessment criteria for each NOS/Module are as follows:



**SPF/N1150: Plan human resource and operations of a beach**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Develop and maintain lifeguards at the beach</i>	<b>30</b>	<b>28</b>	-	-
PC1. recommend workforce requirements for rescue and operations at the beach	4	4	-	-
PC2. plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement at the beach	5	4	-	-
PC3. ensure all lifeguards have required and updated certifications as life savers	4	4	-	-
PC4. ensure that lifeguards meet the required level of physical fitness	4	4	-	-
PC5. identify training needs of the team members and recommend development requirements	4	4	-	-
PC6. ensure a diverse workforce is recruited	4	4	-	-
PC7. conduct mock-drills of rescue operation in a simulated environment	5	4	-	-
<i>Plan the operations of the beach</i>	<b>40</b>	<b>32</b>	-	-
PC8. ensure beach area and facilities comply to the safety and legal requirements	4	4	-	-
PC9. create SOP (standard operating procedure) of the beach	5	4	-	-
PC10. plan how the attendance and identification of the team members are recorded	5	4	-	-
PC11. create roster of all lifeguards and support staff to assign them to their designated places	5	4	-	-
PC12. ensure watercrafts, rescue equipment are adequate and in working condition for immediate rescue response	5	4	-	-

PC13. record the maintenance schedule of equipment and machinery as per the safety standards	5	3	-	-
PC14. ensure adequate medical equipment are readily available (artificial resuscitation, oxygen mask, stretcher, etc.)	4	3	-	-
PC15. ensure public address equipment such as loudspeakers, mics, whistle are within reach	4	3	-	-
PC16. ensure communication devices such as radio, GPS units, mobile phones, are adequate for the team	3	3	-	-
NOS Total	<b>70</b>	<b>60</b>	-	-

***SPF/N1151: Manage operations at the beach***

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct daily risk assessment and duty allocation</i>	<b>13</b>	<b>28</b>	<b>-</b>	<b>-</b>
PC1. obtain weather forecast, tidal/surf conditions and plan for the day	2	4	-	-
PC2. identify supervision requirements for the day	2	4	-	-
PC3. carry out risk analysis	2	4	-	-
PC4. confirm and document report on demarcation of swimming and non-swimming zones	2	4	-	-
PC5. assign watersport teams to their designated area	2	4	-	-
PC6. conduct briefing for the day and confirm understanding by each team member	2	4	-	-
PC7. ensure all communication broadcasting is functional	1	4	-	-
<i>Manage safety standards at the beach</i>	<b>16</b>	<b>32</b>	<b>-</b>	<b>-</b>

PC8. ensure people adhere to safety guidelines	2	4	-	-
PC9. apply crowd management strategies at places that are overcrowded	2	4	-	-
PC10. ensure entry-exit, changing facilities, for people with different abilities are not misused	2	4	-	-
PC11. ensure any signs of harassment, bullying, etc. and immediately report for prompt action	2	4	-	-
PC12. verify non-movement of any vehicles at the beach and ensure they are removed	2	4	-	-
PC13. broadcast swimmers, lifeguards in time about the abnormal movements of watercrafts near swimming area	2	4	-	-
PC14. conduct emergency evacuation in case of any emergency broadcast by safety authorities, warning sirens, calls, news, etc.	2	4	-	-
PC15. perform CPR when required	2	4	-	-
<i>Manage rescue operations</i>	<b>16</b>	<b>36</b>	<b>-</b>	<b>-</b>
PC16. advise team members on the emergency procedures during rescue operations	1	4	-	-
PC17. ensure swimmers in distress are identified and/or information about distress is received from team members	2	4	-	-
PC18. recognize the need for additional lifeguards in case of multiple victims and reinforce promptly	2	4	-	-
PC19. ensure first aid is applied for minor injuries	2	4	-	-
PC20. monitor the condition of the casualty and plan course of action	2	4	-	-
PC21. report and prepare medical team for en- route and arrival of survivors or casualties, if any	2	4	-	-

PC22. assess the level of emergency and initiate emergency protocols with nearby hospitals and authorities as per the policy	2	4	-	-
PC23. conduct the process of deep sea search and rescue operation in case of missing of the victim/s in the water	1	4	-	-
PC24. record details of the incident and the action taken using appropriate forms, according to organizational policies and procedures	2	4	-	-
<i>Maintain hygiene and sanitation standards at the beach</i>	<b>15</b>	<b>44</b>	-	-
PC25. ensure personal hygiene	2	4	-	-
PC26. ensure rescue equipment, personal safety gears, etc. are sanitized before and after the usage	2	5	-	-
PC27. guide others about hygiene and sanitation requirements	2	5	-	-
PC28. ensure availability of running water, hand wash and alcohol-based sanitizers	2	5	-	-
PC29. ensure everyone cleans hands with soap or alcohol-based sanitizer	2	5	-	-
PC30. ensure team members who are ill are not deployed for supervision and rescue	1	5	-	-
PC31. conduct routine hygiene and sanitation checks of equipment and beach area	2	5	-	-
PC32. ensure support staff controls littering and pollution at the beach	1	5	-	-
PC33. report advanced hygiene and sanitation issues to appropriate authority	1	5	-	-
NOS Total	<b>60</b>	<b>140</b>	-	-

### ***SPF/N1152: Manage team and general public at the beach***

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage and lead the team</i>	<b>25</b>	<b>88</b>	-	-
PC1. assess the strength and weakness of team members	2	8	-	-
PC2. communicate the task guidelines effectively	2	8	-	-
PC3. ensure tasks are assigned to the team members based on their competency and expertise	2	8	-	-
PC4. ensure the task goals are met	2	8	-	-
PC5. evaluate when to intervene and assist the team	2	8	-	-
PC6. provide clear feedback to the team	3	8	-	-
PC7. recognize exemplary team members	2	8	-	-
PC8. ensure implementation of plans for personnel development	4	8	-	-
PC9. promote a safe, interactive and supportive work environment	2	8	-	-
PC10. ensure fair and unbiased appraisal	2	8	-	-
PC11. model and promote ethical practices	2	8	-	-
<i>Manage Conflict</i>	<b>12</b>	<b>50</b>	-	-
PC12. recognize the signs, stages and causes of conflict	2	10	-	-

PC13. promote self and contextual awareness to deal with various situations	2	10	-	-
PC14. treat all points of view and parties with respect	2	10	-	-
PC15. use communication and conflict resolution techniques that maximise the chance of positive outcomes	2	10	-	-
PC16. maintain records as per organisational procedures	4	10	-	-
<i>Work effectively with others</i>	<b>18</b>	<b>72</b>	-	-
PC17. interact with others in a gender, disability, and culturally sensitive manner	2	10	-	-
PC18. conduct safety awareness, beach environmental awareness, aquatic preservation program for beach visitors	4	10	-	-
PC19. encourage beach visitors to give feedback on beach facility and services	2	10	-	-
PC20. understand visitor's requirement carefully to suggest relevant services	2	10	-	-
PC21. promote a safe and interactive environment	2	8	-	-
PC22. ensure women, particularly, feel welcomed, comfortable and safe	2	8	-	-
PC23. address visitors dissatisfaction promptly and effectively	2	8	-	-
PC24. encourage team members to develop empathy, respect, and a collaborative attitude	2	8	-	-
<b>NOS Total</b>	<b>55</b>	<b>210</b>	-	-

***SGJ/N1702: Optimize resource utilization at workplace***

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	4	8		

PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<b><i>Energy/electricity conservation practices</i></b>	<b>4</b>	<b>8</b>		
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<b><i>Effective waste management/recycling practices</i></b>	<b>5</b>	<b>10</b>		
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2		
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS TOTAL</b>	<b>13</b>	<b>26</b>	<b>-</b>	<b>-</b>

## DGT/VSQ/N0103: Employability Skills (90 Hours)

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b><i>Introduction to Employability Skills</i></b>	<b>1</b>	<b>1</b>		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<b><i>Constitutional values – Citizenship</i></b>	<b>1</b>	<b>1</b>	-	-
PC4. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC5. follow environmentally sustainable practices				
<b><i>Becoming a Professional in the 21st Century</i></b>	<b>1</b>	<b>3</b>	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self Awareness, Behavior 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	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development				
<b><i>Basic English Skills</i></b>	<b>3</b>	<b>4</b>	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<b><i>Career Development &amp; Goal Setting</i></b>	<b>1</b>	<b>2</b>	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<b><i>Communication Skills</i></b>	<b>2</b>	<b>2</b>	-	-
PC14. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-



PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<b>Diversity &amp; Inclusion</b>	<b>3</b>	<b>5</b>	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<b>Financial and Legal Literacy</b>	<b>2</b>	<b>3</b>		
PC20. identify and select reliable institutions for various financial products and services such as bank account, de	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation			-	-
<b>Essential Digital Skills</b>	<b>3</b>	<b>5</b>	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<b>Entrepreneurship</b>	<b>2</b>	<b>3</b>	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<b>Customer Service</b>	<b>1</b>	<b>2</b>	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-

PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<b>Getting ready for apprenticeship &amp; Jobs</b>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS TOTAL	20	30	-	-

#### Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

#### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

#### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

#### 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

#### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

#### 5. Method of verification or validation:

- Surprise visit to the assessment location
- 6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored

**On the Job:**

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment

## Annexure: Acronym and Glossary

## Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

## Glossary

Term	Description
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<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>