



QUALIFICATION FILE

Caddie Master

☒ 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: 4

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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Section 1: Basic Details

1.	Qualification Name	Caddie Master														
2.	Sector/s	Sports														
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>		Qualification Name of existing/previous version:												
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA														
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-04-SP-00604-2023-V1-SPEFLSC	6. NCrF/NSQF Level: 4													
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate														
8.	Brief Description of the Qualification	Caddie Master oversees the planning, coordination, and supervision of the activities of the caddies. Individuals in this role should proactively manage daily workflow on the golf course and first tee to maximize efficiency and productivity of caddies as well as other support staff.														
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>12th grade pass</td> <td>1 Year of relevant experience</td> </tr> <tr> <td>2.</td> <td>10th grade pass</td> <td>2 Year of relevant experience</td> </tr> <tr> <td>3.</td> <td>Certificate-NSQF, Level 3- Golf Caddie</td> <td>3 Years of relevant experience</td> </tr> </tbody> </table> b. Age: 18			S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	12th grade pass	1 Year of relevant experience	2.	10th grade pass	2 Year of relevant experience	3.	Certificate-NSQF, Level 3- Golf Caddie	3 Years of relevant experience
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3.	Certificate-NSQF, Level 3- Golf Caddie	3 Years of relevant experience														
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	14	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable): NA</i>													
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	Certified Golf Caddie														

13.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	<div> <input checked="" type="checkbox"/>Offline <input type="checkbox"/>Online <input type="checkbox"/>Blended <i>(Refer Blended Learning Annexure for details)</i> </div> <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Man. (Hours)</th> <th>OJT Rec. (Hours)</th> <th>ES (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>90</td> <td>180</td> <td>90</td> <td>-</td> <td>60</td> <td>420</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	90	180	90	-	60	420	Online						
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Classroom (offline)	90	180	90	-	60	420																	
Online																							
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO-2015/3423.0101																					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	Level-5 (Vertical)- Golf Instructor																					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If “Yes”, specify applicable type of Disability:																					
19.	How Participation of Women will be Encouraged	<p>Encouraging the participation of women in the caddie master 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 caddie masters:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's golf organizations, golf clubs, and local communities to promote the caddie master job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the caddie master role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position. 3. Establish mentorship programs that pair aspiring female caddie masters 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. 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. 																					

20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in	
23.	Final Approval Date by NSQC: 23/06/2023	24. Validity Duration: 3 Years	25. Next Review Date: 23/06/2026

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

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

SPF/N1174: Manage caddie operations

SPF/N1175: Supervise the maintenance of equipment and facilities

SPF/N1169: Improve workplace resource usage

DGT/VSQ/N0102: Employability Skills (60 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/NSQF 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 effective workforce for caddying at a golf course	SPF/N1173	Core	4	3	20	40	30	-	90	50	100			150	27
2.	Manage caddie operations	SPF/N1174	Core	4	4.5	45	60	30	-	135	50	100			150	27
3.	Supervise the maintenance of equipment and facilities	SPF/N1175	Core	4	3.5	15	60	30	-	105	50	100			150	27
4.	Improve workplace resource usage	SPF/N1169	Non-core	3	1	10	20	-	-	30	20	30			50	9
5.	Employability Skills (60 Hours)	DGT/VSQ/N0102	Non-core	4	2	30	30	-	-	60	20	30			50	10
Duration (in Hours) / Total Marks				4	14	120	210	90		420	190	360			550	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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in Golf caddie/caddie master instructor/coach with 1 years of academic/industry experience and 1 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduation with specialization in Golf caddie/caddie master instructor/coach with 3 years of academic/industry experience and 2 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12th Class with specialization in Golf caddie/caddie master instructor/coach with 2 years of academic/industry experience and 1 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<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.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes

4.	Number of Industry validation provided: 11
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If “No”, why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

Annexure: Evidence of Level

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
Professional Theoretical Knowledge/Process	The Caddie Master must be able to oversee the planning, coordination, and supervision of the activities of the caddies. They should proactively manage daily workflow on the golf course and first tee to maximize efficiency and productivity of caddies as well as other support staff	The job requires well developed skills, with clear choice of procedures in familiar context which involves the inspection and assistance to the clients. The Caddie Master requires knowledge, skills and aptitudes that are needed to carry out fitness sessions and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients. Caddie master's must be able to make choices about the best procedures to address problems.	4

Professional and Technical Skills/ Expertise/ Professional Knowledge	The Caddie Master needs to know and have a thorough understanding of the factors leading to unsafe situations in a golf course and its surrounding. They should also have a professional knowledge and understanding of conditions and external influences which can affect golf sessions: environmental/ weather conditions, golf course access, cost to participate, etc.	The Caddie Master must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Caddie Master 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 creating training schedules based on the age, abilities and skill levels of the clients. They may also have some responsibility for others' work and learning like those of the clients and sometimes the PATs who might be assisting them.	4
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	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	Recall and demonstrate practical skill, routine and repetitive in a narrow range of application, using appropriate tools.	4

Broad Learning Outcomes/Core Skill	The Caddie Master should be able to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner with golf players and maintain good working relationship with players, other Caddie Masteres, administrators.	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 the social and political environment.	4
Responsibility	The Caddie Master must be able to oversee the planning, coordination, and supervision of the activities of the caddies. They should proactively manage daily workflow on the golf course and first tee to maximize efficiency and productivity of caddies as well as other support staff.	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.	4

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
1	Golf club set	Standard set of clubs	2
2	Golf balls	Standard	10
3	Golf Cart	Electric, 2-seater	1
4	Equipment carrying bag	Durable, waterproof	2
5	Towels	Absorbent, soft	30
6	Sun Cap	Adjustable, UV-protected	30
7	Water Bottles	BPA-free, 500ml	30
8	First aid kit	Basic essentials	1
9	Sanitizing agents	Hand sanitizer, disinfecting wipes	1 litre
10	Flags	Markers for holes	18
11	Gloves	Non-slip, breathable	30
12	Safety goggles	Impact-resistant	30
13	Ladder	Portable, adjustable	1

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	LinkedIn Profile (if available)
1	Capacita Connect	Sandeep Kumar	Business Development Manager	223, Pratap Nagar society, Vaishali Nagar, Jaipur	8750220812	Capacitaconnect.com	
2	EduSports	H. Noori	Manager, Training	HSR Layout, Bangalore-560102	8800963127	Hassan.noori@edusports.in	
3	India Hub E-Governance Pvt. Ltd.	Mipandeep Singh	Director	Sector 41, Noida-201301	8826886990	Mipandeep.singh@indiahub.com	
4.	ACME India	Santosh P. Channalwar	Director	Acme India Microsys Pvt Ltd, 1st Floor, Zunjarrao Building, Above Deccan Tailor, Zunjarrao Market, Kalyan West, Dist : Thane, Maharashtra, www.acmeskillsindia.com	9987933332	director@acmeskillsindia.com	
5	Proskills Global Skill Developers Pvt Ltd	Supriya Mishra	Operations Head	Proskills Global Skill Developers Pvt Ltd, A 005,004 Shree Krishna Villa, Near Durga Nagar Complex , Chinchpada, Kalyan East, Dist : Thane, Maharashtra, www.proskillsindia.com	7777052578	proskillsindia@gmail.com	
6	Royal Garah Golf Club	M Ziaullah	President	Royal graham glf club, Indore, MP	7389786221	ziz@garah.org	

7	SportZVillage	Javed Khan	Head-Products & Training	SportzVillage, Brigade Mane Court, Koramangala Industrial Layout, Koramangala, Bangalore -560034, Karnataka	6363622556	javed.khan@sportzvillage.com	
8	The Bombay Presidency Golf Club Limited	Anant Hazra	Business Development Manager	Chembur, Bombay-400074	+022-50965000	info@bpgc-golf.com	
9	Eagleton	Chetan Meda	Managing Director	The Golf Resort , Banagalore-karnataka	8022631212	academy@eagletonindia.com	
10	Protouch Sports	Siya Manna	COO	Protouch Sports	9836508218/8420240000	coo@protouchsports.net / siyamanna04@gmail.com	
11	Boulder Hills Golf and Club	Kevin Kiran	Course Manager	Opp. ISB, Hyderabad, Telangana		playatbouldershyd@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
1	50	50	10	10	-	-
2	75	75	15	15	-	-
3	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:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Develop and maintain Caddies at a golf course</i>	18	33	-	-
PC1: recommend workforce requirements for caddying at the golf course.	2	4	-	-
PC2: plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement.	4	8	-	-

PC3: ensure all caddies have required certifications and experience	2	4	-	-
PC4: ensure that caddies meet the required level of physical fitness	2	1	-	-
PC5: identify training needs of the team members and recommend developmental requirements	4	8	-	-
PC6: ensure a diverse workforce is recruited	4	8	-	-
<i>Plan for caddying</i>	24	48		
PC7: ensure team members comply to the safety and legal requirements	2	4	-	-
PC8: create SOP (standard operating procedure) of the golf course applicable to caddies	4	8	-	-
PC9: plan how the attendance and identification of the team members are recorded	4	8	-	-
PC10: create roster of all caddies and support staff to assign them on daily duties	4	8	-	-
PC11: ensure golf cart are adequate and in working condition	2	4	-	-
PC12: record the maintenance schedule of golf cart and equipment as per the safety standards	2	4		
PC13: ensure adequate medical equipment are readily available (first aid kit, oxygen mask, stretcher, etc.)	2	4		
PC14: ensure public address equipment such as loudspeakers, mics, whistle are functional	2	4		
PC15: ensure communication devices such as radio, mobile phones, are adequate for the team	4	4		
<i>Maintain hygiene and sanitation</i>	8	19		

PC16: ensure personal hygiene	2	3		
PC17: ensure equipment, golf course, common area, etc. are sanitized before and after the usage	2	4		
PC18: guide others about hygiene and sanitation workplace requirements	2	4		
PC19: report advanced hygiene and sanitation issues to appropriate authority	2	8		
NOS Total	50	100		

SPF/N1174: Manage Caddie Operations

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct golf course and caddies' readiness check</i>	16	32		
PC1: confirm work requirement for the day as per the bookings made by the golfers	2	4	-	-
PC2: obtain weather forecast, golf course conditions and plan for the day	2	4	-	-
PC3: ensure golf cart, equipment, caddies are adequate to the requirement for the day	2	4	-	-
PC4: identify supervision requirements for the day	2	4	-	-
PC5: identify different game, competition format, categories i.e., men, women, junior and senior for the day	2	4	-	-
PC6: prepare the golf playing environment for both individuals and groups	2	4		
PC7: ensure requirements for health and safety that are relevant to the activities which are being planned	2	4		
PC8: check if caddies have the correct equipment and clothing for golf sessions				

	2	4		
<i>Allocate duties and monitor caddies for the day</i>	28	56	-	-
PC9: allocated caddies based on their skills and experience required by the golfer	2	4	-	-
PC10: ensure caddies are briefed on allocated work, and the standard or level of expected performance	2	4	-	-
PC11: identify differences in expectations and working methods of any team members	2	4	-	-
PC12: monitor the progress and quality of the work of team members on a regular and fair basis	2	5	-	-
PC13: monitor for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively	2	5	-	-
PC14: identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members	3	4	-	-
PC15: recognize successful completion of work by team members	5	10		
PC16: use information collected on the performance of team members in any formal appraisals of performance	5	10		
PC18: review and update plans of work for your area, clearly communicating any changes to those affected	5	10		
<i>Work effectively with others</i>	6	12	-	-
PC19: interact (verbal, non-verbal and written) with everyone in a gender, disability, and culturally sensitive manner	2	4	-	-
PC20: promote a safe and interactive environment	2	4	-	-
PC21: identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-

NOS Total	50	100		
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SPF/N1175: Supervise the maintenance of equipment and facilities

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>	22	44		
PC1: ensure staff in your area of responsibility understand and support agreed standards for the condition of equipment and facilities	3	6	-	-
PC2: ensure equipment maintenance records are updated regularly	3	6	-	-
PC3: ensure staff have the necessary resources and skills to monitor and maintain the condition of facilities and equipment	3	6	-	-
PC4: check if facilities and equipment follows the agreed schedule and health and safety requirements	3	6	-	-
PC5: carry out spot checks to make sure that facilities and equipment are up to agreed standards	3	6	-	-
PC6: encourage staff to report any problems with facilities and equipment when they occur	3	7	-	-
PC7: 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>	28	56	-	-
PC8: ensure repair of any equipment are done within the timeline and a closure report is sent to the appropriate authority	4	8		
PC9: collect feedback from the golf course users seeking areas of improvement	4	8		
PC10: give relevant staff and users information about the work being carried out and any arrangements that affect them	4	8		

PC11: monitor the work and provide support to make sure it meets the agreed specification and schedule	4	8		
PC12: refer any problems beyond your level of responsibility to an appropriate authority	4	8		
PC13: ensure that work when completed meets the agreed specification	4	8		
PC14: complete records of the work which has been done and store them in the correct location	4	8		
NOS Total	50	100		

SPF/N1169: Improve workplace resource usage

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	2	-	-
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	-	-
Total Marks	20	30	-	-

DGT/VSQ/N0102: Employability Skills (60 Hours)

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	-	-	-	-
PC2. identify and explore learning and employability portals				
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment				
PC6. 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	-	-
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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2		
PC10. understand the difference between job and career				
PC11. prepare a career development plan with short- and long-term goals, based on aptitude				
<i>Communication Skills</i>	2	2		
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-		
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3		
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				
<i>Essential Digital Skills</i>	3	4		
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	2	3		
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	1	2		
PC26. identify different types of customers	-	-		
PC27. identify and respond to customer requests and needs in a professional manner.	-	-		
PC28. follow appropriate hygiene and grooming standards	-	-		
Getting ready for apprenticeship & Jobs	2	3		
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				
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
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf