



## QUALIFICATION FILE

### Swimming Instructor

☒ 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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1.	<b>Qualification Name</b>	<b>Swimming Instructor</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-04-SP-00676-2023-V1.1-SPEFLSC	6. NCrf/NSQF Level: 4
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>	Swimming instructor, also known as a swimming teacher, helps children and adults develop proper swimming techniques. The individual plans and organizes swimming sessions and activities to improve the skill and fitness levels of participants. The individual ensures that safety standards are followed at all times and also deals with minor injuries of participants.	
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b>	

		<table border="1"> <tr> <th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Required Experience (with Specialization - if applicable)</th></tr> <tr> <td>1.</td><td>11th grade pass</td><td>1 year of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports</td></tr> <tr> <td>2.</td><td>10th grade pass</td><td>2 Years of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports</td></tr> <tr> <td>3.</td><td>Certificate-NSQF, Level 3- Pool Maintenance Worker</td><td>3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew</td></tr> </table>							S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1.	11th grade pass	1 year of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports	2.	10th grade pass	2 Years of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports	3.	Certificate-NSQF, Level 3- Pool Maintenance Worker	3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew									
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3.	Certificate-NSQF, Level 3- Pool Maintenance Worker	3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew																											
		<b>b. Age: 18</b>																											
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	24	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): NA																										
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA																											
13.	<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) <table border="1"> <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> <tr> <td>Classroom (offline)</td><td>210</td><td>360</td><td>90</td><td>-</td><td>60</td><td>720</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>							Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)	Classroom (offline)	210	360	90	-	60	720	Online						
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Classroom (offline)	210	360	90	-	60	720																							
Online																													
14.	<b>Aligned to NCO/ISCO Code/s</b> (if no code is available mention the same)	NCO-2015/3423.0501																											
15.	<b>Progression path after attaining the qualification</b> (Please show Professional and Academic progression)	Level-5 (Vertical)- Advance Life-Guard Open Water																											

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 Swimming Instructor 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 Swimming Instructor:</p> <ol style="list-style-type: none"> <li>1. Actively reach out to women's clubs, academies, and local communities to promote the Swimming Instructor job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates.</li> <li>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.</li> <li>3. Establish mentorship programs that pair aspiring female Swimming Instructor 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> 27/01/2021	<b>24. Validity Duration:</b> 3 Years	<b>25. Next Review Date:</b> 27/01/2024

## Section 2: Module Summary

## NOS/s of Qualifications

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

SPF/N1147: Plan a swimming program

SPF/N1148: Conduct swimming sessions

SPF/N1149: Review the swimming program

SGJ/N1702: Optimize resource utilization at workplace

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/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 a swimming program	SPF/N1147, v2.0	Core	4	6.5	75	90	30	-	195	72	149			221	24
2.	Conduct swimming sessions	SPF/N1148, v2.0	Core	4	8	60	150	30	-	240	153	306			459	50
3.	Review the swimming program	SPF/N1149, v2.0	Core	4	6.5	60	105	30	-	195	52	88			140	15
4.	Optimize resource utilization at workplace	SGJ/N1702, v1.0	Non-core	3	1	15	15	-	-	30	13	26			39	5
5.	Employability Skills (60 Hours)	DGT/VSQ/N0102, v1.0	Non-core	4	2	30	30	-	-	60	20	30			50	6
<b>Duration (in Hours) / Total Marks</b>				4	24	240	390	90		720	310	599			909	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 Swimming instructor/coach with 1 years of academic/industry experience and 1 year of training experience.
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (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.	<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 Swimming instructor/coach with 2 years of academic/industry experience and 1 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>	

## 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
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<b>Professional Theoretical Knowledge/Process</b>	<p>A Swimming Instructor must be able to establish key performance factors such as planning and organizing swimming sessions.</p> <p>A Swimming Instructor need to ensure that all the safety checks are done to ensure a safe environment.</p>	<p>The job requires well developed skill, with clear choice of procedures in familiar context which involves inspection of pool and identify any floating or submerged hazards in the water</p> <p>The Swimming Instructor requires knowledge, skills and aptitudes that are needed to carry out lifeguarding sessions and maintain health and safety to prevent the issues that may arise due to negligence. Swimming Instructor must be able to make choices about the best procedures to address problems.</p>	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	<p>The Swimming Instructor needs to know and have a thorough understanding of imparting swimming techniques. He/She should be able to identify participants' needs and potential.</p> <p>He/ She should be aware of the types of emergency equipment such as self-breathing equipment, personal safety devices. He/She should know about the swimming pool specifications as per facility (length, breadth, size etc.)</p> <p>He/She should be able to introduce participants to the water (entering, leaving and moving through the water.</p>	<p>The Swimming Instructor must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Swimming Instructor 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.</p>	4

<b>Employment Readiness &amp; Entrepreneurship</b> <b>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	The Swimming Instructor 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 .	4
<b>Broad Learning Outcomes/Core Skill</b>	The Swimming Instructor on the job needs to monitor client behaviour and activities. He/She needs to know as to how to resolve conflicts, communicate effectively to a group.	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

<b>Responsibility</b>	<p>A Swimming Instructor provides direction, instruction and training to swimmers. Ensure the safety of the swimmers participating in his sessions and provide first aid as and when needed.</p> <p>A Swimming Instructor must adhere to child protection legislation of the state and policies of the government.</p>	<p>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.</p>	4
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## 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	Fins	Standard	2	No
2	Hand Paddles	Standard	2	No
3	Sample performance report	Digital & hard copy	30	Yes
4	First aid kit	Essentials	1	Yes
5	Floating devices/equipment (floats, shoulder pad, neck pad, kickboards, noodles, balls)	Standard	15	Yes
6	Whistle	Standard	6	Yes
7	Stopwatch	Standard	5	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
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 &amp; 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/N1147: Plan a swimming program**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine participant needs</i>	<b>16</b>	<b>31</b>	-	-
PC1. collect health/medical data of the participants	4	7	-	-
PC2. conduct physical fitness assessment of participants and maintain record	4	8	-	-
PC3. identify participants' needs and potential	4	8	-	-
PC4. maintain confidential information, following legal and organizational procedures	4	8	-	-
<i>Design swimming program</i>	<b>24</b>	<b>50</b>	-	-
PC5. establish appropriate goals for each participant	3	7	-	-
PC6. categorize group members based on their goal and abilities	3	7	-	-
PC7. develop program structures that encourage participants' development and retention	4	9	-	-
PC8. develop training plan to enhance the participant's swimming skills and fitness levels	4	9	-	-
PC9. plan equipment and support staff required to execute the program	4	6	-	-
PC10. identify appropriate equipment and support system for participants with special needs	3	6	-	-
PC11. ensure session plans are inclusive and progressive	3	6	-	-
<i>Plan for a safe learning environment</i>	<b>16</b>	<b>36</b>	-	-



PC12. ensure pool, surrounding area, facilities and equipment are regularly inspected for cleanliness, safety and usage	4	9	-	-
PC13. ensure the protocols are set for any medical emergencies	4	9	-	-
PC14. establish an agreement with the nearby medical facility for emergency situations	4	9	-	-
PC15. identify methods to minimize potential risks which may arise during the swimming program	4	9	-	-
<i>Maintain hygiene and sanitation</i>	<b>16</b>	<b>32</b>	-	-
PC16. ensure personal hygiene	4	8	-	-
PC17. ensure equipment, pool area, common area, etc. are sanitized before and after the usage	4	8	-	-
PC18. report advanced hygiene and sanitation issues to appropriate authority	4	8	-	-
PC19. ensure everyone practices hygiene and sanitation requirements at workplace	4	8	-	-
<b>NOS Total</b>	<b>72</b>	<b>149</b>	-	-

## SPF/N1148: Conduct swimming sessions

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

<i>Prepare to instruct swimming sessions</i>	<b>37</b>	<b>74</b>	-	-
PC1. undertake safety checks to ensure the training environment meets the required standards	4	8	-	-
PC2. ensure lifeguards are stationed at their designated places during the sessions	4	8	-	-
PC3. confirm water temperature, pH and chlorine levels as per the standards	4	8	-	-
PC4. confirm all safety checks for hazards, electrical components, etc. are done before the session	4	8	-	-
PC5. ensure the required floating aids, equipment and accessories are available	3	6	-	-
PC6. set up equipment safely for the planned activity(s)	3	6	-	-
PC7. explain the emergency procedures to the participants	3	6	-	-
PC8. ensure first aid kit is complete and easily accessible	3	6	-	-
PC9. inform participants of individual and session goals	3	6	-	-
PC10. check if participants' outfits, gears are appropriate for swimming activities	3	6	-	-
PC11. document key instructional information to be incorporated during the session	3	6	-	-
<i>Teach water familiarisation, buoyancy and mobility skills</i>	<b>35</b>	<b>64</b>	-	-
PC12. introduce participants to the water (entering, leaving and moving through the water)	4	7	-	-
PC13. allocate sufficient space and assemble floating aids, equipment for the drills, activities or games	4	7	-	-
PC14. determine appropriate drills, activities and or games for the participant group	4	7	-	-

PC15. conduct drills, activities and games which incorporate water familiarisation, buoyancy and mobility skills	4	7	-	-
PC16. ensure drills, activities and or games are age-appropriate	4	7	-	-
PC17. provide clear and accurate instruction during drills, activities or games	4	7	-	-
PC18. modify the activity as required according to participant needs and factors which affect skills acquisition	4	7	-	-
PC19. monitor the performance of each swimmer and provide feedback as required	3	7	-	-
PC20. respond to the concerns and questions of the participants	4	8	-	-
<i>Teach swimming strokes</i>	<b>57</b>	<b>120</b>	<b>-</b>	<b>-</b>
PC21. conduct appropriate warm-up and lead-up activities	3	8	-	-
PC22. ensure participants have understood the instructions on session and safety	3	8	-	-
PC23. identify the basic biomechanical principles of the strokes and break each part into its components	4	8	-	-
PC24. conduct drills to teach freestyle, backstroke, breaststroke and butterfly stroke	4	8	-	-
PC25. teach breathing techniques associated with each type of stroke	4	8	-	-
PC26. identify and document technique checklist	4	8	-	-
PC27. introduce one stroke at a time depending on the level of the participants	4	8	-	-
PC28. change the delivery plans as per the circumstances/needs	4	8	-	-

PC29. apply instructing techniques and strategies as per the training plan	4	8	-	-
PC30. provide opportunities for the active involvement of all participants	4	8	-	-
PC31. ensure participants respect the opposite gender	4	8	-	-
PC32. use gender-sensitive, non-discriminatory language	3	8	-	-
PC33. provide equal opportunities to all participants irrespective of gender and disability	3	6	-	-
PC34. identify alternative activities as appropriate to meet changing needs of participants	3	6	-	-
PC35. use appropriate cool down activities to end the sessions	3	6	-	-
PC36. conclude every session summarizing participants' progress and areas of improvement	3	6	-	-
<i>Guide on water safety and survival skills</i>	<b>24</b>	<b>48</b>	-	-
PC37. conduct water entry and exit drills	4	10	-	-
PC38. teach breathing techniques to preserve oxygen levels	5	10	-	-
PC39. teach survival techniques without flotation equipment such as survival backstroke, sidestroke, logroll technique, etc.	5	10	-	-
PC40. teach survival and rescue techniques using flotation equipment	5	10	-	-
PC41. teach hand signals and other clues to attract attention for support during emergencies	5	8	-	-
<b>NOS Total</b>	<b>153</b>	<b>306</b>	-	-

## SPF/N1149: Review the swimming program

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the participants' progress</i>	<b>24</b>	<b>42</b>	-	-
PC1. identify the assessment metrics to conduct assessment for endurance and speed	4	6	-	-
PC2. conduct technique assessments for all strokes	4	6	-	-
PC3. assess knowledge of the application of the principles of movement in water	4	6	-	-
PC4. prepare the assessment report for each participant which summarizes their performance, progress, achievements and areas of improvement	4	6	-	-
PC5. conduct personal feedback session for all participants	2	6	-	-
PC6. set achievable goals of improvement for each participant	2	6	-	-
PC7. design strategies and training methods to address areas of development	4	6	-	-
<i>Evaluate the effectiveness of the program</i>	<b>20</b>	<b>30</b>	-	-
PC8. collect information from appropriate sources on the effectiveness of the program	4	6	-	-
PC9. analyze the findings to make modifications to the training program	4	6	-	-
PC10. review the data on retention of participants	4	6	-	-
PC11. identify aspects needing further emphasis or attention in future sessions	4	6	-	-
PC12. review own performance and identify areas of improvement	4	6	-	-
<i>Work effectively with others</i>	<b>8</b>	<b>16</b>	-	-

PC13. interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner	2	4	-	-
PC14. promote safe and interactive environment by educating participants on rules of safety	2	4	-	-
PC15. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC16. create participants' feedback form on the sessions conducted	2	4	-	-
<b>NOS Total</b>	<b>52</b>	<b>88</b>	<b>-</b>	<b>-</b>

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b><i>Material conservation practices</i></b>	<b>4</b>	<b>8</b>		
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>Effective waste management/recycling practices</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>	-	-

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

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>Introduction to Employability Skills</b>	1	1		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals				
<b>Constitutional values – Citizenship</b>	1	1	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
<b>Becoming a Professional in the 21st Century</b>	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				
<b>Basic English Skills</b>	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	-	-	-	-
<b>Career Development &amp; Goal Setting</b>	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				
<b>Communication Skills</b>	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	-	-	-	-
<b>Diversity &amp; Inclusion</b>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>Financial and Legal Literacy</b>	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				
<b>Essential Digital Skills</b>	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				
<b>Entrepreneurship</b>	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				
<b>Customer Service</b>	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	-	-		
<b>Getting ready for apprenticeship &amp; Jobs</b>	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				
<b>NOS TOTAL</b>	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
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training

## Glossary

Term	Description
<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>