Qualification Pack

Lifeguard-Pool

QP Code: SPF/Q1112

Version: 2.0

NSQF Level: 4

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SPF/Q1112: Lifeguard-Pool

Brief Job Description

The Lifeguard - Pool will work at swimming pools to rescue swimmers from drowning and other pool related emergencies. The individual in this role would observe and supervise swimming areas to prevent accidents. The person is also responsible for making swimmers aware of dangerous situations.

Personal Attributes

Individuals should be physically fit and good swimmers. They must be calm, focused and attentive to details. Individuals also require stamina and should have good endurance in swimming.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. SPF/N1137: Prepare pool for swimming activities

2. SPF/N1138: Supervise swimmers in pool water

3. SPF/N1139: Perform rescue in a pool

4. SGJ/N1702: Optimize resource utilization at workplace

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

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	4
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0501

Minimum Educational Qualification & Experience	8th Class with 4 Years of experience working in aquatic facility with live demonstration OR 10th Class with 2 Years of experience working in aquatic facility with live demonstration
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	Swimming training
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	27/01/2025
NSQC Approval Date	27/01/2022
Version	2.0
Reference code on NQR	2022/SPEFL/SPEFLSC/06996
NQR Version	2

Remarks:

Credit 1 has been assigned to SGJ/Q1702 - Optimize resource utilization at the workplace, NOS Version No. 1.0

SPF/N1137: Prepare pool for swimming activities

Description

This unit is about preparing the swimming pool for swimming activities.

Scope

The scope covers the following :

- Inspect the pool
- inspect the rescue equipment
- Maintain hygiene and sanitation

Elements and Performance Criteria

Inspect the pool

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

PC1. inspect pool and identify any floating or submerged hazards in the water

PC2. inspect the pool liner and foundation for any leaks, cracks, or other damage

PC3. check drains, lights, handrails, and ladders to make sure they are properly installed and safely in place

PC4. ensure there is no current leakages for electrical components involved in the pool's functioning like filters, pumps, heaters, etc.

PC5. inspect if diving board is properly secured to the deck and has no signs of damage or weakening

PC6. check water temperature, pH and chlorine levels as per the standards

PC7. ensure that appropriate signage and instructions is displayed on pool site

Inspect the rescue equipment

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

PC8. set up rescue equipment (rings, jackets, poles, rope, etc.) and place within reach

PC9. ensure floating aids are available in the pool (floats, kickboards, noodles, balls, etc.)

PC10. ensure resuscitation equipment such as oxygen mask, reservoir bag, etc. are available and within reach

PC11. stock first aid adequately

Maintain hygiene and sanitation

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

PC12. ensure personal hygiene

PC13. ensure equipment, pool area, common area, etc. are sanitized before and after the usage

PC14. guide others about hygiene and sanitation workplace requirements

PC15. report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. organizational procedure for accidents, safety response

KU2. types of aquatic/pool equipment used by organization

KU3. types of emergency equipment such as self-breathing equipment, personal safety devices

KU4. escalation matrix for reporting problems

KU5. emergency response teams aligned to organization

KU6. workplace lighting, machinery and other technical requirements in swimming pool

KU7. relevant legal guidelines for rescue of persons

KU8. roles and responsibilities of all individuals/teams involved in the organizational relevant to the pool facility

KU9. guest rules/ rights for usage of pool/swimming facility

KU10. swimming pool specifications as per facility (length, breadth, size etc.)

KU11. administration of basic first aid

KU12. knowledge of operating and maintaining aquatic equipment such as water filtration equipment, sanitation equipment etc.

KU13. safety signs and instructions for swimmers/pool users

KU14. location for storage of safety equipment

Generic Skills (GS)

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

GS1. read and understand all usage and safety manuals, signs for aquatic/pool equipment

GS2. develop pool safety guidelines/instructions

GS3. fill in insurance forms etc

GS4. ready and verify guest credentials for pool usage

GS5. communicate in a clear and polite manner with pool users enquiries or clarifications

GS6. instruct users with clear and easy to understand instructions for swimming/pool usage

GS7. communicate effectively with senior citizens and young children to maintain safety

GS8. assess pool quality, maintenance required

GS9. convert metrics of measurements (feet, meter, gallons, litres, etc.)

GS10. maintain count of equipment, machinery, persons using pool etc

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Inspect the pool	**14**	**35**	**-**	**-**
PC1. inspect pool and identify any floating or submerged hazards in the water	2	5	-	-
PC2. inspect the pool liner and foundation for any leaks, cracks, or other damage	2	5	-	-
PC3. check drains, lights, handrails, and ladders to make sure they are properly installed and safely in place	2	5	-	-
PC4. ensure there is no current leakages for electrical components involved in the pool's functioning like filters, pumps, heaters, etc.	2	5	-	-
PC5. inspect if diving board is properly secured to the deck and has no signs of damage or weakening	2	5	-	-
PC6. check water temperature, pH and chlorine levels as per the standards	2	5	-	-
PC7. ensure that appropriate signage and instructions is displayed on pool site	2	5	-	-
Inspect the rescue equipment	**8**	**20**	**-**	**-**
PC8. set up rescue equipment (rings, jackets, poles, rope, etc.) and place within reach	2	5	-	-
PC9. ensure floating aids are available in the pool (floats, kickboards, noodles, balls, etc.)	2	5	-	-
PC10. ensure resuscitation equipment such as oxygen mask, reservoir bag, etc. are available and within reach	2	5	-	-
PC11. stock first aid adequately	2	5	-	-
Maintain hygiene and sanitation	**8**	**20**	**-**	**-**
PC12. ensure personal hygiene	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. ensure equipment, pool area, common area, etc. are sanitized before and after the usage	2	5	-	-
PC14. guide others about hygiene and sanitation workplace requirements	2	5	-	-
PC15. report advanced hygiene and sanitation issues to appropriate authority	2	5	-	-
NOS Total	**30**	**75**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1137
NOS Name	Prepare pool for swimming activities
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	2
Version	2.0
Last Reviewed Date	NA
Next Review Date	27/01/2025
NSQC Clearance Date	27/01/2022

SPF/N1138: Supervise swimmers in pool water

Description

This unit is about supervising the swimmers and assessing the dangers associated with swimming pool.

Scope

The scope covers the following :

- Identify potential hazardous behaviours and situations
- Assess possible emergency or rescue situations in swimming pool
- Work effectively with others

Elements and Performance Criteria

Inspect potential hazardous behaviours and situations

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

PC1. set up a monitoring position such that the entire pool is in the field of view

PC2. ensure swimmers are wearing appropriate clothing and gears as per the guidelines

PC3. identify inappropriate usage of floating aids

PC4. ensure swimmers are not diving from the shallow side of the pool

PC5. ensure personal space is maintained

PC6. ensure women, particularly, feel welcomed, comfortable, and safe

PC7. identify any signs of harassment, bullying, etc. and take appropriate action according to organisational policies

PC8. remove swimmers who persist unsafe behaviour, according to organisational policies

Assess possible emergency or rescue situations in swimming pool

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

PC9. identify and respond to swimmers with signs of exertion and secondary factors of drowning like intoxication, etc.

PC10. respond to signs and signals by swimmer in difficulty like unnatural vigorous arm movements, vertical body position, etc.

PC11. identify swimmers with injuries like cramp, collision, etc. and respond quickly

PC12. identify swimmers with excessive water inhalation and in danger of dry drowning

Work effectively with others

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

PC13. interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner

PC14. promote a safe and interactive environment

PC15. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. factors leading to unsafe situations in pool and its surrounding

KU2. factors leading to distraction while monitoring swimmers

KU3. ways to assess accurate emergency situations

KU4. appropriate course of action to minimize risks to swimmers

KU5. ways to promote compliance with safety rules and regulations

KU6. ways to inform swimmers of unacceptable behaviour

KU7. conflict resolution techniques to deal with difficult or aggressive swimmers

KU8. plan an appropriate response after assessing an emergency situation

KU9. emergency response skills appropriate to the location and personal health care

KU10. importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

KU11. POSH (Prevention of Sexual Harassment) Act

KU12. rights of pool users

Generic Skills (GS)

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

GS1. monitor client behaviour and activities

GS2. resolve conflicts

GS3. communicate effectively to a group

GS4. report and record incidents and emergency situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Inspect potential hazardous behaviours and situations	**16**	**40**	**-**	**-**
PC1. set up a monitoring position such that the entire pool is in the field of view	2	5	-	-
PC2. ensure swimmers are wearing appropriate clothing and gears as per the guidelines	2	5	-	-
PC3. identify inappropriate usage of floating aids	2	5	-	-
PC4. ensure swimmers are not diving from the shallow side of the pool	2	5	-	-
PC5. ensure personal space is maintained	2	5	-	-
PC6. ensure women, particularly, feel welcomed, comfortable, and safe	2	5	-	-
PC7. identify any signs of harassment, bullying, etc. and take appropriate action according to organisational policies	2	5	-	-
PC8. remove swimmers who persist unsafe behaviour, according to organisational policies	2	5	-	-
Assess possible emergency or rescue situations in swimming pool	**10**	**25**	**-**	**-**
PC9. identify and respond to swimmers with signs of exertion and secondary factors of drowning like intoxication, etc.	-	-	-	-
PC10. respond to signs and signals by swimmer in difficulty like unnatural vigorous arm movements, vertical body position, etc.	-	-	-	-
PC11. identify swimmers with injuries like cramp, collision, etc. and respond quickly	-	-	-	-
PC12. identify swimmers with excessive water inhalation and in danger of dry drowning	-	-	-	-
Work effectively with others	**6**	**15**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner	2	5	-	-
PC14. promote a safe and interactive environment	2	5	-	-
PC15. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	5	-	-
NOS Total	**32**	**80**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1138
NOS Name	Supervise swimmers in pool water
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	3.5
Version	2.0
Last Reviewed Date	NA
Next Review Date	27/01/2025
NSQC Clearance Date	27/01/2022

SPF/N1139: Perform rescue in a pool

Description

This unit is on performing various techniques to rescue swimmers from drowning and pool emergencies.

Scope

The scope covers the following :

- Rescue distressed swimmers
- Perform first aid and report the incident

Elements and Performance Criteria

Rescue distressed swimmers

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

PC1.   perform simple assist and extension assist rescue from the deck
PC2.   perform reaching assist rescue using reaching pole and shepherd's crook
PC3.   perform throw assist rescue using ring buoy, tubes, etc.
PC4.   perform different entry techniques to the pool (slide-in, stride jump, compact jump)
PC5.   perform swimming extension rescue
PC6.   perform active drowning victim rear rescue
PC7.   perform passive drowning victim rear rescue

Perform first aid and report the incident

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

PC8.   perform artificial resuscitation depending on the severity of the situation
PC9.   perform first aid in case of any physical injury
PC10. monitor the condition of the casualty and plan course of action
PC11. record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures
PC12. report details of incident to workplace supervisor as appropriate

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1.   various swimming techniques and strokes
KU2.   identify non-swimming rescue techniques
KU3.   physical limitations and fitness requirements for rescue operations
KU4.   accepted best practice principles of water emergencies
KU5.   emergency response procedures on how to provide CPR, use artificial breathing devices to resuscitate persons

KU6. usage of safety and flotation devices

KU7. buoyancy and its effect on human body

KU8. difference between personal safety equipment and rescue equipment

Generic Skills (GS)

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

GS1. read lifeguard manual

GS2. apply verbal and non-verbal communication techniques

GS3. motivate distressed victims

GS4. apply first aid

GS5. work as a team

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Rescue distressed swimmers	**14**	**35**	**-**	**-**
PC1. perform simple assist and extension assist rescue from the deck	2	5	-	-
PC2. perform reaching assist rescue using reaching pole and shepherd's crook	2	5	-	-
PC3. perform throw assist rescue using ring buoy, tubes, etc.	2	5	-	-
PC4. perform different entry techniques to the pool (slide-in, stride jump, compact jump)	2	5	-	-
PC5. perform swimming extension rescue	2	5	-	-
PC6. perform active drowning victim rear rescue	2	5	-	-
PC7. perform passive drowning victim rear rescue	2	5	-	-
Perform first aid and report the incident	**10**	**25**	**-**	**-**
PC8. perform artificial resuscitation depending on the severity of the situation	2	5	-	-
PC9. perform first aid in case of any physical injury	2	5	-	-
PC10. monitor the condition of the casualty and plan course of action	2	5	-	-
PC11. record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures	2	5	-	-
PC12. report details of incident to workplace supervisor as appropriate	2	5	-	-
NOS Total	**24**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1139
NOS Name	Perform rescue in a pool
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	5.5
Version	2.0
Last Reviewed Date	NA
Next Review Date	27/01/2025
NSQC Clearance Date	27/01/2022

SGJ/N1702: Optimize resource utilization at workplace

Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

Scope

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

Elements and Performance Criteria

Material conservation practices

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

PC1. identify ways to optimize usage of material including water in various tasks/activities/processes

PC2. check for spills/leakages in various tasks/activities/processes

PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify

PC4. carry out routine cleaning of tools, machines and equipment

Energy/electricity conservation practices

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

PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes

PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required

PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment

PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use

Effective waste management/recycling practices

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

PC9. identify recyclable and non-recyclable, and hazardous waste generated

PC10. segregate waste into different categories

PC11. dispose non-recyclable waste appropriately

PC12. deposit recyclable and reusable material at identified location

PC13. follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. potential hazards, risks and threats based on the nature of work

KU2. layout of the workstation and electrical and thermal equipment used

KU3. organizations procedures for minimizing waste

KU4. efficient and inefficient utilization of material and water

KU5. ways of efficiently managing material and water in the process

KU6. basics of electricity and prevalent energy efficient devices

KU7. ways to recognize common electrical problems

KU8. common practices of conserving electricity

KU9. usage of different colours of dustbins

KU10. categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics

KU11. waste management and methods of waste disposal

KU12. common sources of pollution and ways to minimize it

Generic Skills (GS)

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

GS1. record data on waste disposal at workplace

GS2. complete statutory documents relevant to safety and hygiene

GS3. read Standard Operating Practices (SOP) documents

GS4. communicate with colleagues on the significance of greening of jobs

GS5. make timely decisions for efficient utilization of resources

GS6. complete tasks efficiently and accurately within stipulated time

GS7. work with supervisors/team members to carry out work related tasks

GS8. identify cause and effect of greening of jobs

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Material conservation practices	**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	-	-
Energy/electricity conservation practices	**4**	**8**	**-**	**-**
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	-	-
Effective waste management/recycling practices	**5**	**10**	**-**	**-**
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	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	13	26	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SGJ/N1702
NOS Name	Optimize resource utilization at workplace
Sector	Green Jobs
Sub-Sector	Other Green Jobs
Occupation	Resource Optimization
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	10/08/2022
Next Review Date	24/02/2025
NSQC Clearance Date	24/02/2022

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

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1.   identify employability skills required for jobs in various industries

PC2.   identify and explore learning and employability portals

Constitutional values – Citizenship

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

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

PC4.   follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC5.   recognize the significance of 21st Century Skills for employment

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

Basic English Skills

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

PC7. use basic English for everyday conversation in different contexts, in person and over the telephone

PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC9. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

PC10. understand the difference between job and career

PC11. prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings

PC13. work collaboratively with others in a team

Diversity & Inclusion

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

PC14. communicate and behave appropriately with all genders and PwD

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC16. select financial institutions, products and services as per requirement

PC17. carry out offline and online financial transactions, safely and securely

PC18. identify common components of salary and compute income, expenses, taxes, investments etc

PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

PC20. operate digital devices and carry out basic internet operations securely and safely

PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively

PC22. use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

PC26. identify different types of customers

PC27. identify and respond to customer requests and needs in a professional manner.

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

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

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

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

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

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

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

KU11. how to compute income and expenditure

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

KU13. different legal rights and laws

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

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

KU16. how to identify business opportunities

KU17. types and needs of customers

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

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

Generic Skills (GS)

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

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

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

GS3. behave politely and appropriately with all

GS4. how to work in a virtual mode

GS5. perform calculations efficiently

GS6. solve problems effectively

GS7. pay attention to details

GS8. manage time efficiently

GS9. maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
Basic English Skills	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	-	-	-	-
Career Development & Goal Setting	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	**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	-	-	-	-
Diversity & Inclusion	**1**	**2**	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	**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	-	-	-	-
Essential Digital Skills	**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	-	-	-	-

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

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	31/03/2025
NSQC Clearance Date	31/03/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.

2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.

3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.

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

Minimum Aggregate Passing % at QP Level : 70

(**Please note**: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1137.Prepare pool for swimming activities	30	75	-	-	105	27
SPF/N1138.Supervise swimmers in pool water	32	80	-	-	112	29
SPF/N1139.Perform rescue in a pool	24	60	-	-	84	21
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	13
Total	**119**	**271**	**-**	**-**	**390**	**100**

Acronyms

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

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.