



# Advance Lifeguard-Open Water

Electives: Perform rescue at beach

QP Code: SPF/Q1113

Version: 2.0

NSQF Level: 5

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## SPF/Q1113: Advance Lifeguard-Open Water

### Brief Job Description

Advance lifeguard - open water works at lakes, rivers, beach and any open water body facility to rescue swimmers from drowning and any other aquatic emergencies. He/She in this role would observe and supervise waterfront and swimming areas to prevent accidents. He/She should know about rescue techniques with and without equipment in open water, navigate water-crafts and follow instructions. The responsibilities also include making swimmers aware of dangerous situations.

### Personal Attributes

Individual should be physically fit and a good swimmer. He/She requires high level of strength, endurance, and presence of mind.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [SPF/N1140: Prepare for emergencies at waterfronts](#)
2. [SPF/N1141: Supervise waterfronts & swimming area](#)
3. [SPF/N1142: Perform rescue in open water](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)
5. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

#### Electives (mandatory to select at least one):

Elective : Perform rescue at beach

This unit is about conducting various techniques to rescue swimmers from sea and ocean water.

### Qualification Pack (QP) Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India

<b>NSQF Level</b>	5
<b>Credits</b>	19
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.0501
<b>Minimum Educational Qualification &amp; Experience</b>	<p>Completed 2nd year of UG (UG Diploma) OR Pursuing 2nd year of UG (and continuing education) OR Completed 2nd year diploma after 12th OR 12th grade Pass with 2 Years of experience as a lifeguard/swimming instructor/ rescue crew. Live demonstration is mandatory OR 10th grade pass with 4 Years of experience as a lifeguard/swimming instructor/ rescue crew. Live demonstration is mandatory OR Certificate-NSQF (Level 4- lifeguard Pool) with 3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew. Live demonstration is mandatory</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	2.0

## SPF/N1140: Prepare for emergencies at waterfronts

### Description

This unit is about preparing the water fronts and swimming area for safe swimming experience and taking measures for any potential emergencies.

### Scope

The scope covers the following :

- Inspect the waterfront and swimming area
- Inspect and prepare the rescue equipment
- Improve fitness to perform rescue

### Elements and Performance Criteria

#### *Inspect the waterfront and swimming area*

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

- PC1.** identify potential hazards and environmental conditions around waterfronts and take safety measures
- PC2.** ensure non-swimming area is demarcated and warning signs are displayed in the form of sign boards, flags, buoys, etc.
- PC3.** ensure sign boards and other pictorial depictions cater to women swimmers as well
- PC4.** Check for any sign of discoloration, contamination of water (in case of still water like lakes, ponds, reservoirs) and demarcate the area as non-swimming zone
- PC5.** inspect and identify any floating or submerged hazards in the water (sharp objects, logs, etc.) and alert the swimmers
- PC6.** assess if the weather condition is suitable for swimming
- PC7.** check if there are any machinery movement, motor equipment, fishing nets, etc. present in the water

#### *Inspect and prepare the rescue equipment*

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

- PC8.** ensure inflatable boats, surfing boards, watercraft are in working condition and within reach
- PC9.** set up reach rescue equipment (throw-bags, inflatable tubes, jackets, poles, rope, etc.) and place within reach
- PC10.** ensure resuscitation equipment such as oxygen mask, reservoir bag, etc. are available and within reach
- PC11.** ensure public address equipment such as loud speakers, mics, whistle are within reach
- PC12.** ensure communication devices such as radio, mobile phones, are in working condition
- PC13.** stock first aid adequately

#### *Improve fitness to perform rescue*

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

- PC14.** perform compound exercise such as dips, pull-ups and dead-lifts
- PC15.** perform 400m swim and return to shore drills without equipment

- PC16.** perform 100m swim drill with lifesaving equipment (life jacket, floaters, wave board, etc.)
- PC17.** perform shallow water running drill
- PC18.** perform 30m sprint drill
- PC19.** perform 400m return rowing drill

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** factors leading to unsafe situations
- KU2.** potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities
- KU3.** appropriate course of action to minimise risks to swimmers
- KU4.** emergency response skills appropriate to the location and personal health care
- KU5.** types of mass communication devices and radio communications
- KU6.** types of water contamination and their effects of human
- KU7.** types of rescue equipment and their usage
- KU8.** laws and regulations with regard to water safety

## **Generic Skills (GS)**

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

- GS1.** read radio frequencies
- GS2.** comprehend weather forecast
- GS3.** communicate effectively to a group
- GS4.** monitor client behaviour and activities
- GS5.** resolve conflicts
- GS6.** report and record incidents and emergency situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Inspect the waterfront and swimming area</i>	<b>14</b>	<b>28</b>	-	-
<b>PC1.</b> identify potential hazards and environmental conditions around waterfronts and take safety measures	2	4	-	-
<b>PC2.</b> ensure non-swimming area is demarcated and warning signs are displayed in the form of sign boards, flags, buoys, etc.	2	4	-	-
<b>PC3.</b> ensure sign boards and other pictorial depictions cater to women swimmers as well	2	4	-	-
<b>PC4.</b> Check for any sign of discoloration, contamination of water (in case of still water like lakes, ponds, reservoirs) and demarcate the area as non-swimming zone	2	4	-	-
<b>PC5.</b> inspect and identify any floating or submerged hazards in the water (sharp objects, logs, etc.) and alert the swimmers	2	4	-	-
<b>PC6.</b> assess if the weather condition is suitable for swimming	2	4	-	-
<b>PC7.</b> check if there are any machinery movement, motor equipment, fishing nets, etc. present in the water	2	4	-	-
<i>Inspect and prepare the rescue equipment</i>	<b>12</b>	<b>30</b>	-	-
<b>PC8.</b> ensure inflatable boats, surfing boards, watercraft are in working condition and within reach	2	5	-	-
<b>PC9.</b> set up reach rescue equipment (throw-bags, inflatable tubes, jackets, poles, rope, etc.) and place within reach	2	5	-	-
<b>PC10.</b> ensure resuscitation equipment such as oxygen mask, reservoir bag, etc. are available and within reach	2	5	-	-
<b>PC11.</b> ensure public address equipment such as loud speakers, mics, whistle are within reach	2	5	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC12.</b> ensure communication devices such as radio, mobile phones, are in working condition	2	5	-	-
<b>PC13.</b> stock first aid adequately	2	5	-	-
<i>Improve fitness to perform rescue</i>	<b>12</b>	<b>30</b>	-	-
<b>PC14.</b> perform compound exercise such as dips, pull-ups and dead-lifts	2	5	-	-
<b>PC15.</b> perform 400m swim and return to shore drills without equipment	2	5	-	-
<b>PC16.</b> perform 100m swim drill with lifesaving equipment (life jacket, floaters, wave board, etc.)	2	5	-	-
<b>PC17.</b> perform shallow water running drill	2	5	-	-
<b>PC18.</b> perform 30m sprint drill	2	5	-	-
<b>PC19.</b> perform 400m return rowing drill	2	5	-	-
<b>NOS Total</b>	<b>38</b>	<b>88</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1140
<b>NOS Name</b>	Prepare for emergencies at waterfronts
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	5
<b>Credits</b>	3.5
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SPF/N1141: Supervise waterfronts & swimming area

### Description

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

### Scope

The scope covers the following :

- Supervise swimmers in open water
- Assess situations endangering swimmers in open water

### Elements and Performance Criteria

#### *Supervise swimmers in open water*

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

- PC1.** set up a monitoring positioning such that the entire swimming area is in field of view
- PC2.** set supervision provisions for blind spots, if any
- PC3.** ensure swimmers understand the meaning of signboards and colors of the flag
- PC4.** ensure motor boats, watercrafts are away from the swimming area
- PC5.** ensure swimmers are not diving from the shallow side of the water
- PC6.** ensure swimmers do not cross the designated swimming distance or enter demarcated areas
- PC7.** monitor swimmers behaviour and identify situations that pose a risk to the individual or others
- PC8.** ensure there is no harassment, bullying, etc. and report to higher authority, if required
- PC9.** ensure women, particularly, feel welcomed, comfortable and safe
- PC10.** ensure there is provision for appropriate entry-exit, changing facilities, for people with different abilities
- PC11.** ensure personal space of all clients is maintained
- PC12.** ensure swimmers who are intoxicated do not enter the water
- PC13.** remove swimmers who persist in unsafe behaviour
- PC14.** help swimmers at risk or those who have specific needs
- PC15.** use communication and conflict resolution techniques that maximise the chance of positive outcomes
- PC16.** use loudspeakers, whistle, etc. to address the swimmers

#### *Assess situations endangering swimmers in open water*

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

- PC17.** identify abnormal rip currents, undertows, undercurrent, rip tides, if any (in case of sea/ocean) and alert the swimmers to leave swimming area
- PC18.** inspect if there is any sudden bloating or increase in water volume and levels (in case of river) and alert the swimmers to leave swimming area
- PC19.** spot signs of secondary factors which contribute to drowning (exertion, intoxication, etc.)
- PC20.** respond to signs and signals by swimmer in difficulty

- PC21.** organize additional rescue lifeguards in case of multiple drowning
- PC22.** respond quickly to injuries like cramp, collision, etc.
- PC23.** warn others in time about the abnormal movements of watercrafts near swimming area
- PC24.** refrain swimmers from using swimming/floating aids inappropriately
- PC25.** conduct emergency evacuation in case of any emergency broadcast by safety authorities, warning sirens, calls, news, etc.

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** ways to promote compliance with safety rules and regulations
- KU2.** types of aquatic emergencies
- KU3.** types of disabilities in people which are prone to high risk in aquatic environment
- KU4.** laws governing to discrimination with respect to gender, abilities, etc.
- KU5.** emergency evacuation protocols
- KU6.** external factors that influence vigilance among lifeguards
- KU7.** ways to inform clients of unacceptable behaviour or actions
- KU8.** how to deal with potential conflict
- KU9.** watercraft navigation techniques
- KU10.** water facilities usage rights of the public as per the law

### **Generic Skills (GS)**

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

- GS1.** monitor client behaviour and activities
- GS2.** resolve conflicts
- GS3.** read radio frequencies
- GS4.** comprehend weather forecast
- GS5.** communicate effectively to a group
- GS6.** report and record incidents and emergency situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Supervise swimmers in open water</i>	<b>32</b>	<b>65</b>	-	-
<b>PC1.</b> set up a monitoring positioning such that the entire swimming area is in field of view	2	5	-	-
<b>PC2.</b> set supervision provisions for blind spots, if any	2	4	-	-
<b>PC3.</b> ensure swimmers understand the meaning of signboards and colors of the flag	2	4	-	-
<b>PC4.</b> ensure motor boats, watercrafts are away from the swimming area	2	4	-	-
<b>PC5.</b> ensure swimmers are not diving from the shallow side of the water	2	4	-	-
<b>PC6.</b> ensure swimmers do not cross the designated swimming distance or enter demarcated areas	2	4	-	-
<b>PC7.</b> monitor swimmers behaviour and identify situations that pose a risk to the individual or others	2	4	-	-
<b>PC8.</b> ensure there is no harassment, bullying, etc. and report to higher authority, if required	2	4	-	-
<b>PC9.</b> ensure women, particularly, feel welcomed, comfortable and safe	2	4	-	-
<b>PC10.</b> ensure there is provision for appropriate entry-exit, changing facilities, for people with different abilities	2	4	-	-
<b>PC11.</b> ensure personal space of all clients is maintained	2	4	-	-
<b>PC12.</b> ensure swimmers who are intoxicated do not enter the water	2	4	-	-
<b>PC13.</b> remove swimmers who persist in unsafe behaviour	2	4	-	-
<b>PC14.</b> help swimmers at risk or those who have specific needs	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> use communication and conflict resolution techniques that maximise the chance of positive outcomes	2	4	-	-
<b>PC16.</b> use loudspeakers, whistle, etc. to address the swimmers	2	4	-	-
<i>Assess situations endangering swimmers in open water</i>	<b>18</b>	<b>45</b>	-	-
<b>PC17.</b> identify abnormal rip currents, undertows, undercurrent, rip tides, if any (in case of sea/ocean) and alert the swimmers to leave swimming area	2	5	-	-
<b>PC18.</b> inspect if there is any sudden bloating or increase in water volume and levels (in case of river) and alert the swimmers to leave swimming area	2	5	-	-
<b>PC19.</b> spot signs of secondary factors which contribute to drowning (exertion, intoxication, etc.)	2	5	-	-
<b>PC20.</b> respond to signs and signals by swimmer in difficulty	2	5	-	-
<b>PC21.</b> organize additional rescue lifeguards in case of multiple drowning	2	5	-	-
<b>PC22.</b> respond quickly to injuries like cramp, collision, etc.	2	5	-	-
<b>PC23.</b> warn others in time about the abnormal movements of watercrafts near swimming area	2	5	-	-
<b>PC24.</b> refrain swimmers from using swimming/floating aids inappropriately	2	5	-	-
<b>PC25.</b> conduct emergency evacuation in case of any emergency broadcast by safety authorities, warning sirens, calls, news, etc.	2	5	-	-
<b>NOS Total</b>	<b>50</b>	<b>110</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1141
<b>NOS Name</b>	Supervise waterfronts & swimming area
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	5
<b>Credits</b>	5
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SPF/N1142: Perform rescue in open water

### Description

This unit is about conducting various techniques to rescue swimmers from a still and swift moving water.

### Scope

The scope covers the following :

- Perform rescue in still water
- Perform rescue in swift moving water
- Perform first aid and report the incident

### Elements and Performance Criteria

#### *Perform rescue in still water*

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

- PC1.** assess the emergency and decide on the type of rescue and equipment
- PC2.** use sightings and cross bearings clue to keep track of where the victim went underwater
- PC3.** execute run and swim entry for rescue (with and without rescue equipment)
- PC4.** perform water entry using masks and fins
- PC5.** carry out swimming rescues demonstrating the fitness and strength to tow the victim at least 20 metres (accompanied, wade, contact tow, non-contact tow)
- PC6.** conduct active drowning victim rear rescue
- PC7.** conduct passive drowning victim rear rescue
- PC8.** carry out shallow water passive submerged victim rescue
- PC9.** carry out deep water active and passive submerged victim rescue
- PC10.** perform front or rear head-hold escapes
- PC11.** carry out multiple victims' rescue
- PC12.** perform platform rescue from the watercraft using throw assist technique with ring buoy, tubes, throw bags etc.
- PC13.** perform rescue using rescue board and return to the shore
- PC14.** remove victims from water in various ways (beach drag, front and back carry, walking assist, etc.)
- PC15.** perform escapes technique from distressed/ frightened victim and apply rescue technique in such situations

#### *Perform rescue in swift moving water*

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

- PC16.** apply defensive swimming technique in shallow rocky swift water
- PC17.** apply aggressive swimming technique in deep water
- PC18.** use drill to avoid strainer
- PC19.** cross river using shallow water wading technique
- PC20.** use ferry angle technique to reach the target

- PC21.** conduct rope throw technique to reach a moving target
- PC22.** use wading rescue technique to an entrapped victim
- PC23.** perform sequence of contact rescue technique
- PC24.** carry out riverboard rescue
- PC25.** apply tethered swimmer or live bait rescue technique
- PC26.** carry out successful exits from current to eddies
- PC27.** conduct drill to rescue as a team (line abreast, line astern, wedge, tensional diagonal, continuous loop)

*Perform first aid and report the incident*

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

- PC28.** perform CPR (Cardio Pulmonary Resuscitation) or artificial resuscitation depending on the severity of the situation
- PC29.** perform first aid in case of any physical injury
- PC30.** monitor the condition of the casualty and plan course of action
- PC31.** record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures
- PC32.** report details of incident to higher authorities as appropriate

## **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** types of rescue and equipment to be deployed
- KU2.** types of water current
- KU3.** factors contributing to water contamination
- KU4.** swift water hydraulics/hydrology and river dynamics
- KU5.** difference between laminar flow, helical flow
- KU6.** difference between haystack or standing waves
- KU7.** types of obstacles in swift water (strainer, entrapments)
- KU8.** current vector, eddies and eddy lines
- KU9.** usage of personal swift water rescue equipment
- KU10.** buoyancy and its effect on human body
- KU11.** characteristics of throw ropes: rope diameter, length, construction material, and bag design
- KU12.** types of rope knots (rescue knots and hitches, including figure 8, water knot, munter, butterfly and prussic)
- KU13.** self-rescue techniques and boat handling
- KU14.** causes and prevention of foot entrapment
- KU15.** formal vs. informal wading techniques
- KU16.** strategies to prevent or minimize incidents
- KU17.** hand/paddle and whistle signals to communicate
- KU18.** effects of intoxication on human body
- KU19.** weather forecast and its effect in water bodies
- KU20.** strategies to conserve energy during rescue



## **Generic Skills (GS)**

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

- GS1.** identify waterproof radio communications
- GS2.** use communication devices and their frequencies
- GS3.** read lifeguard manual and seasonal employee manual
- GS4.** apply verbal and non-verbal communication techniques
- GS5.** motivate distressed victims
- GS6.** apply first aid
- GS7.** work as a team

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform rescue in still water</i>	<b>30</b>	<b>75</b>	-	-
<b>PC1.</b> assess the emergency and decide on the type of rescue and equipment	2	5	-	-
<b>PC2.</b> use sightings and cross bearings clue to keep track of where the victim went underwater	2	5	-	-
<b>PC3.</b> execute run and swim entry for rescue (with and without rescue equipment)	2	5	-	-
<b>PC4.</b> perform water entry using masks and fins	2	5	-	-
<b>PC5.</b> carry out swimming rescues demonstrating the fitness and strength to tow the victim at least 20 metres (accompanied, wade, contact tow, non-contact tow)	2	5	-	-
<b>PC6.</b> conduct active drowning victim rear rescue	2	5	-	-
<b>PC7.</b> conduct passive drowning victim rear rescue	2	5	-	-
<b>PC8.</b> carry out shallow water passive submerged victim rescue	2	5	-	-
<b>PC9.</b> carry out deep water active and passive submerged victim rescue	2	5	-	-
<b>PC10.</b> perform front or rear head-hold escapes	2	5	-	-
<b>PC11.</b> carry out multiple victims' rescue	2	5	-	-
<b>PC12.</b> perform platform rescue from the watercraft using throw assist technique with ring buoy, tubes, throw bags etc.	2	5	-	-
<b>PC13.</b> perform rescue using rescue board and return to the shore	2	5	-	-
<b>PC14.</b> remove victims from water in various ways (beach drag, front and back carry, walking assist, etc.)	2	5	-	-
<b>PC15.</b> perform escapes technique from distressed/ frightened victim and apply rescue technique in such situations	2	5	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<i>Perform rescue in swift moving water</i>	<b>24</b>	<b>60</b>	-	-
<b>PC16.</b> apply defensive swimming technique in shallow rocky swift water	2	5	-	-
<b>PC17.</b> apply aggressive swimming technique in deep water	2	5	-	-
<b>PC18.</b> use drill to avoid strainer	2	5	-	-
<b>PC19.</b> cross river using shallow water wading technique	2	5	-	-
<b>PC20.</b> use ferry angle technique to reach the target	2	5	-	-
<b>PC21.</b> conduct rope throw technique to reach a moving target	2	5	-	-
<b>PC22.</b> use wading rescue technique to an entrapped victim	2	5	-	-
<b>PC23.</b> perform sequence of contact rescue technique	2	5	-	-
<b>PC24.</b> carry out riverboard rescue	2	5	-	-
<b>PC25.</b> apply tethered swimmer or live bait rescue technique	2	5	-	-
<b>PC26.</b> carry out successful exits from current to eddies	2	5	-	-
<b>PC27.</b> conduct drill to rescue as a team (line abreast, line astern, wedge, tensional diagonal, continuous loop)	2	5	-	-
<i>Perform first aid and report the incident</i>	<b>11</b>	<b>25</b>	-	-
<b>PC28.</b> perform CPR (Cardio Pulmonary Resuscitation) or artificial resuscitation depending on the severity of the situation	2	6	-	-
<b>PC29.</b> perform first aid in case of any physical injury	2	5	-	-
<b>PC30.</b> monitor the condition of the casualty and plan course of action	2	5	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC31.</b> record details of the incident and the action taken using appropriate forms, according to organisational policies and procedures	3	5	-	-
<b>PC32.</b> report details of incident to higher authorities as appropriate	2	4	-	-
<b>NOS Total</b>	<b>65</b>	<b>160</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1142
<b>NOS Name</b>	Perform rescue in open water
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	5
<b>Credits</b>	6.5
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

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



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SGJ/N1702
<b>NOS Name</b>	Optimize resource utilization at workplace
<b>Sector</b>	Green Jobs
<b>Sub-Sector</b>	Other Green Jobs
<b>Occupation</b>	Resource Optimization
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	10/08/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## **DGT/VSQ/N0103: Employability Skills (90 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.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

#### *Constitutional values - Citizenship*

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

- PC4.** 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.
- PC5.** follow environmentally sustainable practices

#### *Becoming a Professional in the 21st Century*

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

- PC6.** recognize the significance of 21st Century Skills for employment
- PC7.** 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

**PC8.** adopt a continuous learning mindset for personal and professional development

*Basic English Skills*

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

**PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone

**PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English

**PC11.** write short messages, notes, letters, e-mails etc. in English

*Career Development & Goal Setting*

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

**PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes

**PC13.** prepare a career development plan with short- and long-term goals

*Communication Skills*

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

**PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings

**PC15.** use active listening techniques for effective communication

**PC16.** communicate in writing using appropriate style and format based on formal or informal requirements

**PC17.** work collaboratively with others in a team

*Diversity & Inclusion*

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

**PC18.** communicate and behave appropriately with all genders and PwD

**PC19.** 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:

**PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

**PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

**PC22.** identify common components of salary and compute income, expenses, taxes, investments etc

**PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

*Essential Digital Skills*

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

**PC24.** operate digital devices and use their features and applications securely and safely

**PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.

**PC26.** display responsible online behaviour while using various social media platforms

**PC27.** create a personal email account, send and process received messages as per requirement

**PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications

**PC29.** utilize virtual collaboration tools to work effectively

### *Entrepreneurship*

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## **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.** components of salary and 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

- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** 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 in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- 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
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> 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.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> 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	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-



<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## 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% 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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
SPF/N1140.Prepare for emergencies at waterfronts	38	88	-	-	126	21
SPF/N1141.Supervise waterfronts & swimming area	50	110	-	-	160	27
SPF/N1142.Perform rescue in open water	65	160	-	-	225	37
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	7
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	8
<b>Total</b>	<b>186</b>	<b>414</b>	<b>-</b>	<b>-</b>	<b>600</b>	<b>100</b>

## Acronyms

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

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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.

<p><b>Organisational Context</b></p>	<p>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.</p>
<p><b>Technical Knowledge</b></p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>Core Skills/ Generic Skills (GS)</b></p>	<p>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.</p>
<p><b>Electives</b></p>	<p>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.</p>
<p><b>Options</b></p>	<p>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.</p>