Model Curriculum

QP Name: Beach Captain

QP Code: SPF/Q1116

QP Version: 2.0

NSQF Level: 6

Model Curriculum Version: 2.0

Sports, Physical Education, Fitness and Leisure Sector Skill Council
207, DLF Tower, Galleria Mall, Mayur Vihar Extension, Delhi
E: priya.dwivedi@sportsskills.in

Table of Contents

Training Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0501
Minimum Educational Qualification and Experience	Pursuing first year of 2-year PG program after completing 3 year UG degree OR Pursuing PG diploma after 3 year UG degree OR Completed 4 year UG (in case of 4-year UG) OR 12th class pass with 4 years of experience working in the aquatic facility as a lifeguard/swimming instructor/ rescue crew OR Certificate-NSQF (Level 5- lifeguard Open Water) with 3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew
Pre-Requisite License or Training	
Minimum Job Entry Age	21 years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2025
NSQC Approval Date	27/01/2022
QP Version	2.0
Model Curriculum Creation Date	27/01/2022
Model Curriculum Valid Up to Date	27/01/2025
Model Curriculum Version	2.0
Minimum Duration of the Course	810 Hours
Maximum Duration of the Course	810 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Develop and maintain lifeguards at the beach.
- Plan for operations at the beach.
- Conduct daily risk assessment and duty allocation.
- Manage safety standards at the beach.
- Manage rescue operations.
- Manage hygiene and sanitation standards at the beach.
- Manage and lead the team.
- Manage conflict.
- Work effectively with others.

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N1150: Plan human resource and operations at a beach **NOS Version No. 2.0** **NSQF Level: 6**	*45:00*	*90:00*	*30:00*	*00:00*	*165:00*
(Bridge Module) Module 1: Introduction to aquatic industry	*15:00*	*00:00*	*00:00*	*00:00*	*15:00*
Module 2: Plan manpower and operational requirement at a beach	*30:00*	*90:00*	*30:00*	*00:00*	*150:00*
SPF/N1151: Manage operations of a beach **NOS Version No. 2.0** **NSQF Level: 6**	*60:00*	*150:00*	*120:00*	*00:00*	*330:00*
Module 3: Operate beach efficiently to meet safety standards	*30:00*	*75:00*	*60:00*	*00:00*	*165:00*
Module 4: Manage and supervise rescue operations at the beach	*30:00*	*75:00*	*60:00*	*00:00*	*165:00*

SPF/N1152 – Manage team and general public **NOS Version No. 2.0** **NSQF Level: 6**	*30:00*	*105:00*	*60:00*	*00:00*	*195:00*
Module 5: Manage and lead the team	*30:00*	*105:00*	*60:00*	*00:00*	*195:00*
SGJ/N1702 - Optimize resource utilization at the workplace **NOS Version No. 1.0** **NSQF Level: 3**	*15:00*	*15:00*	*00:00*	*00:00*	*30:00*
Module 6: Create an environmentally sustainable workplace	*15:00*	*15:00*	*00:00*	*00:00*	*30:00*
DGT/VSQ/N0103- Employability skills (90 Hours) **NOS Version No-1.0** **NSQF Level: 5**	*45:00*	*45:00*	*00:00*	*00:00*	*90:00*
Module 7: Employability skills	*45:00*	*45:00*	*00:00*	*00:00*	*90:00*
Total Duration	*195:00*	*405:00*	*210:00*	*00:00*	*810:00*

Module Details

Module 1: Introduction to aquatic industry
Bridge Module
Mapped to SPF/N1150, v2.0

Terminal Outcomes:

- Describe the aquatic industry.
- Identify the career opportunities in an aquatic industry.

Duration: *15:00*	**Duration**: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the aquatic industry and its scope. - State the role and responsibilities of a beach captain	Create a career progression chart of a aquatic professional.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
NA	

Module 2: Plan manpower and operational requirement at a beach
Mapped to SPF/N1150, v2.0

Terminal Outcomes:

- Develop a plan to operate the activities of a beach.
- Identify and define the role and responsibilities of each employee.

Duration: 30:00	Duration: 90:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the significance of recruiting the right professionals to operate the beach efficiently. - Explain recruitment practices, working conditions and terms of employment applicable to the aquatic industry. - Classify the employment agreements typically used within the aquatic industry. - Discuss the benefits of having multicultural workforce. - Discuss the beach facility standards to be maintained in compliance to laws. - Summarize the SOP (standard operating procedure) to be followed to achieve efficiency, quality output and uniformity of performance.	- Prepare a detailed certification and physical fitness requirement for each job role to operate a beach. - Demonstrate the process of assessing strength and weakness of the employees and plan training, if required. - Create a sample work agreement of full-time, part-time employees. - Draft a sample SOP (standard operating procedure) of the beach operation. - Create a watercrafts, rescue equipment audit plan. - Demonstrate how to capture attendance through biometric machine.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Biometric attendance machine	

Module 3: Operate beach efficiently to meet safety standards
Mapped to SPF/N1151, v2.0

Terminal Outcomes:

- Prepare beach facilities for the day
- Allocate duties to staff and rescue professionals
- Audit rescue equipment and their readiness for deployment
- Develop safety protocols
- Promote hygiene and sanitation standards at the beach

Duration: *30:00*	Duration: *75:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Recall the natural factors affecting the safety at the beach. - Explain the roles and responsibilities of rescue and non-rescue professionals. - Explain the importance of demarcating swimming and non-swimming zones. - Discuss the key elements of crowd management. - Explain the safety requirements for at the beach as per the law. - Discuss the significance of examining rescue equipment, machinery and communication devices for any kind of malfunction. - Explain the steps to be followed during medical emergencies. - Outline the importance of regular meeting, briefing/ debriefing with all employees on safety protocols. - Recall the importance of hygiene and sanitation regulatory at the beach - Discuss the ways to maintain personal hygiene. - Identify the sanitizing agents which are safe for both machinery and equipment. - Identify the sanitizing agents safe for beach visitors. - Discuss the impact of littering and other environmental pollutions to the beach and its ecosystem.	- Demonstrate ways to obtaining weather forecast, tidal/surf conditions. - Create duty and placement allotment sheet for rescue and non-rescue team members. - Demonstrate ways to warn public on dangers associated with the beach (flags, sign-boards, etc.) - Develop a crowd management strategy. - Demonstrate ways to prevent movements of watercrafts near swimming area. - Demonstrate emergency evacuation procedure and protocol in case of man-made or natural disaster. - Prepare a sample report on maintenance of rescue equipment, machinery and communication devices. - Demonstrate hygiene and sanitation checks at the beach. - Prepare a sample report on maintenance of hygiene and sanitation at the beach. - Demonstrate ways to sanitize equipment and machinery before and after the usage. Draft a sample report for advanced hygiene and sanitation issues to appropriate authority.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Motorized watercraft, non-motorized watercraft, flags, throw-bags, inflatable tubes, jackets, poles, rope, oxygen mask, reservoir bag, radio, mobile phones, binoculars, first aid kit	

Module 4: Manage and supervise rescue operations at the beach
Mapped to SPF/N1151, v2.0

Terminal Outcomes:

- Deploy rescue professionals during emergencies at the beach
- Oversee rescue operations

Duration: *30:00*	Duration: *75:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Recall the types of aquatic emergencies at the beach. - Discuss the ways to gather information on sea/ocean conditions (rips, tows, etc.) and prepare lifeguards for emergencies. - Discuss the steps to be followed during emergency rescue operations at the beach. - Recall the ways to identify the need for additional lifeguards, reinforcements during multiple victims' rescue. - Explain emergency protocols to be followed for shifting victims to nearby medical facilities.	- Demonstrate ways to obtain weather forecast, tidal/surf conditions. - List the steps of preparing a team for emergencyoperation. - Demonstrate the process of administering first aid for common injuries - Perform CPR (Cardio-Pulmonary Resuscitation). - Prepare a sample incident report (rescue and casualty)
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Motor-watercraft, surfboard, whistle, ring buoy, tubes, reaching pole, throw-bags, inflatable tubes, jackets, poles, rope, reservoir bag, radio, mobile phones, oxygen mask, artificial resuscitation kit, first aid box, binocular, loudspeaker.	

Module 5: Manage and lead the team
Mapped to SPF/N1152, v2.0

Terminal Outcomes:

- Create a conducive environment to promote teamwork.
- Train and develop team members.
- Communicate effectively with a group.

Duration: *30:00*	Duration: *105:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the traits of leadership of a good manager. - Define the process of goal setting for a team in an organisation. - Explain the importance of following work ethics for achieving organisational goals. - Explain the recommended process of conflict management - Recall the importance of collecting feedback from the beach visitors for the improving the services at the beach. - Identify efficient platforms to communicate efficiently with the general public (loudspeakers, mics, whistle, siren, etc.) - Discuss the importance of having appropriate entry-exit, changing facilities, for people with different abilities. - Explain the significance and the process of reporting inappropriate behaviour and sexual harassment. - Discuss inappropriate behaviour and sexual harassment at workplace.	- Demonstrate the process of assessing the strengthand weakness of a given team. - Demonstrate ways to handle conflicts in different situations. - Apply gender-sensitive, non-discriminatory language. - Demonstrate effective team mentorship. - Create sample customer feedback form. - Draft a public communication note to update general public. - Apply gender-sensitive, non-discriminatory language.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Mic, loudspeaker, binoculars, copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts, IPC book	

Module 6: Create an environmentally sustainable workplace
Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

- Identify effective waste management techniques at the workplace.
- Ways to make the workplace environmentally sustainable.

Duration: *15:00*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Recognize the environment-friendly materials available to replace conventional materials. • Discuss ways of disposing non-recyclable waste appropriately. • Explain common sources of pollution and ways to minimize it.	• Prepare statutory documents relevant to safety and hygiene. • Demonstrate the methods of disposing non-recyclable waste. • Report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Gloves, safety goggles, ladder	

Module 7: Employability Skills
Mapped to DGT/VSQ/N0103, v1.0

Terminal Outcomes:
- Understand Employability skills along with communication skills and constitutional values
- Able to set a goal and create a career plan, along with knowledge financial and legal knowledge

Duration: 45:00	Duration: 45:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the Employability Skills required for jobs in various industries. • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Describe the role of digital technology in today's life • Explain entrepreneurship and opportunities available • Identify different types of customers and their needs • Explain skills required to become a 21st century professional • Teach to read and write basic English • Explain effective communication skills • Teach basic financial and legal knowledge	• Create a career plan • Implement Self-awareness, time management, critical thinking, problem solving • Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary • Implement communication skills while handling different customers •Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers. • Create a biodata. • Use various sources to search and apply for jobs.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

On-the-Job Training

Mapped to Beach Captain

Mandatory Duration: 210:00	Recommended Duration: 00:00
Location: On Site	
Terminal Outcomes	

- Develop a plan to operate the activities of a beach.
- Identify and define the role and responsibilities of each employee.
- Allocate duties to staff and rescue professionals
- Audit rescue equipment and their readiness for deployment
- Develop safety protocols
- Promote hygiene and sanitation standards at the beach
- Deploy rescue professionals during emergencies at the beach
- Oversee rescue operations
- Create conducive environment to promote teamwork.
- Train and develop team members.
- Communicate effectivity to a group.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	
12th Pass	Lifeguard – Open Water	Minimum of 2 years	Must have worked in aquatic facility as a lifeguard/swimming instructor/ rescue crew	Minimum of 2 years	Rescue professional in aquatic facility as a lifeguard/swimming instructor/ rescue crew	The beach captain must be physically fit and a good swimmer. Individual also requires high level of strength, endurance, and presence of mind. Individual must possess good eyesight and hearing.

Trainer Certification	
Domain Certification	**Platform Certification**
Certified ToT for job role "Beach Captain" mapped to QP "SPF/Q1116, v2.0" Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role "Trainer" (VET and skills), mapped to Qualification Pack: MEP/Q2601, v2.0" Minimum accepted score is 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
12th Pass	Lifeguard – Open Water	Minimum 2 years	Must have worked in aquatic facility as a lifeguard/swimming instructor/ rescue crew	Minimum 2 years	Rescue professional in aquatic facility as a lifeguard/swimming instructor/ rescue crew	All empaneled Assessors would have to undergo **"Train the Assessor"** Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	**Platform Certification**
Certified ToA for job role "Beach Captain" mapped to QP "SPF/Q1116, v2.0" Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role "Assessor" (VET and skills) mapped to the Qualification Pack: MEP/Q2701, v2.0" Minimum accepted score is 80%

Assessment Strategy

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - 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 centre as per assessment criteria below.

5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre 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.

Recommended Pass % aggregate for QP: 70

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack.
   Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.

2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment, and equipment, etc.

3. **Written Test:** Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of:
   i. True / False Statements
   ii Multiple Choice Questions
   iii Matching Type Questions.
   iv Fill in the blanks

Accreditation of Assessing Body:

The SPEFL SC's Accreditation process is divided into two steps:

1. **Pre-accreditation process:**
   - Apply for Accreditation: Application form with desired documents in prescribed format to be sent.
   - Document Compliance: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.
   - Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.
   - Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.

2. **Post-accreditation process:** Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:
   - All Empanelled Assessors would have to undergo **"Train the Assessor"** Program conducted by SPEFL SC for each job role time to time.
   - Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
   - Accredited Assessing Body with times would have to contribute to expansion of the questionnaire.

Glossary

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards