Beach Captain

QP Code: SPF/Q1116

Version: 2.0

NSQF Level: 6

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Contents

SPF/Q1116: Beach Captain

Brief Job Description

Beach captain oversees the planning, coordination, and supervision of the activities of the beach lifeguard units to ensure public safety. The individual should possess skills, knowledge and experience required to manage a beach and a team during emergency and non-emergency situations.

Personal Attributes

Beach captain should 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.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. SPF/N1150: Plan human resource and operations of a beach

2. SPF/N1151: Manage operations at the beach

3. SPF/N1152: Manage team and general public at the beach

4. SGJ/N1702: Optimize resource utilization at workplace

5. DGT/VSQ/N0103: Employability Skills (90 Hours)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	6
Credits	27
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0501

Minimum Educational Qualification & 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 program (in case of 4-year UG) OR 12th grade 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
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	21 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	2.0

SPF/N1150: Plan human resource and operations of a beach

Description

This unit is about planning human resources and preparing the beach for potential emergencies.

Scope

The scope covers the following :

- Develop and maintain lifeguards at the beach
- Plan for operations at the beach

Elements and Performance Criteria

Develop and maintain lifeguards at the beach

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

PC1. recommend workforce requirements for rescue and operations at the beach

PC2. plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement at the beach

PC3. ensure all life guards have required and updated certifications as life savers

PC4. ensure that lifeguards meet the required level of physical fitness

PC5. identify training needs of the team members and recommend development requirements

PC6. ensure a diverse workforce is recruited

PC7. conduct mock-drills of rescue operation in a simulated environment

Plan the operations of the beach

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

PC8. ensure beach area and facilities comply to the safety and legal requirements

PC9. create SOP (standard operating procedure) of the beach

PC10. plan how the attendance and identification of the team members are recorded

PC11. create roster of all lifeguards and support staff to assign them to their designated places

PC12. ensure watercrafts, rescue equipment are adequate and in working condition for immediate rescue response

PC13. record the maintenance schedule of equipment and machinery as per the safety standards

PC14. ensure adequate medical equipment are readily available (artificial resuscitation, oxygen mask, stretcher, etc.)

PC15. ensure public address equipment such as loud speakers, mics, whistle are within reach

PC16. ensure communication devices such as radio, GPS units, mobile phones, are adequate for the team

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. information required to undertake workforce planning

KU2. relevant labour laws

KU3. guidelines to consider equality and diversity in workforce planning

KU4. benefits of a multicultural workforce

KU5. types of employment agreements typically used within the industry/sector

KU6. ways of employing, recruiting, and keeping people in the industry/sector

KU7. trends and developments in the sector which are relevant to workforce planning

KU8. working culture and practices of the industry/sector

KU9. the capacity and capability of the current workforce

KU10. local employment market conditions

KU11. health and safety requirements as per law

KU12. qualification, skills, fitness levels of life guards

KU13. training and assessments of lifeguards and support staff

KU14. courses and opportunities for training and development

KU15. types of aquatic rescue equipment

KU16. maintenance and safe practices while servicing, testing of rescue equipment

KU17. principles of planning

Generic Skills (GS)

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

GS1. identify ways of working in a new environment

GS2. read and interpret legal requirements, industry regulations, organisational policies and professional codes.

GS3. show integrity, fairness and consistency in decision-making

GS4. maintain confidentiality

GS5. seek ways to improve the ability, skills of team members

GS6. interview candidates

GS7. document feedbacks

GS8. prepare written question papers

GS9. communicate effectively to a group

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Develop and maintain lifeguards at the beach	**30**	**28**	**-**	**-**
PC1. recommend workforce requirements for rescue and operations at the beach	4	4	-	-
PC2. plan a mix of full-time, part-time, temporary, and contractual members appropriate to the requirement at the beach	5	4	-	-
PC3. ensure all life guards have required and updated certifications as life savers	4	4	-	-
PC4. ensure that lifeguards meet the required level of physical fitness	4	4	-	-
PC5. identify training needs of the team members and recommend development requirements	4	4	-	-
PC6. ensure a diverse workforce is recruited	4	4	-	-
PC7. conduct mock-drills of rescue operation in a simulated environment	5	4	-	-
Plan the operations of the beach	**40**	**32**	**-**	**-**
PC8. ensure beach area and facilities comply to the safety and legal requirements	4	4	-	-
PC9. create SOP (standard operating procedure) of the beach	5	4	-	-
PC10. plan how the attendance and identification of the team members are recorded	5	4	-	-
PC11. create roster of all lifeguards and support staff to assign them to their designated places	5	4	-	-
PC12. ensure watercrafts, rescue equipment are adequate and in working condition for immediate rescue response	5	4	-	-
PC13. record the maintenance schedule of equipment and machinery as per the safety standards	5	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. ensure adequate medical equipment are readily available (artificial resuscitation, oxygen mask, stretcher, etc.)	4	3	-	-
PC15. ensure public address equipment such as loud speakers, mics, whistle are within reach	4	3	-	-
PC16. ensure communication devices such as radio, GPS units, mobile phones, are adequate for the team	3	3	-	-
NOS Total	**70**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1150
NOS Name	Plan human resource and operations of a beach
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	6
Credits	5.5
Version	2.0
Next Review Date	NA

SPF/N1151: Manage operations at the beach

Description

This unit is about managing daily operations at the beach.

Scope

The scope covers the following :

- Conduct daily risk assessment and duty allocation
- Manage safety standards at the beach
- Manage rescue operations
- Manage hygiene and sanitation standards at the beach

Elements and Performance Criteria

Conduct daily risk assessment and duty allocation

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

PC1.   obtain weather forecast, tidal/surf conditions and plan for the day

PC2.   identify supervision requirements for the day

PC3.   carry out risk analysis

PC4.   confirm and document report on demarcation of swimming and non-swimming zones

PC5.   assign watersport teams to their designated area

PC6.   conduct briefing for the day and confirm understanding by each team member

PC7.   ensure all communication broadcasting is functional

Manage safety standards at the beach

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

PC8.   ensure people adhere to safety guidelines

PC9.   apply crowd management strategies at places that are overcrowded

PC10.   ensure entry-exit, changing facilities, for people with different abilities are not misused

PC11.   ensure any signs of harassment, bullying, etc. and immediately report for prompt action

PC12.   verify non-movement of any vehicles at the beach and ensure they are removed

PC13.   broadcast swimmers, lifeguards in time about the abnormal movements of watercrafts near swimming area

PC14.   conduct emergency evacuation in case of any emergency broadcast by safety authorities, warning sirens, calls, news, etc.

PC15.   perform CPR when required

Manage rescue operations

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

PC16.   advise team members on the emergency procedures during rescue operations

PC17.   ensure swimmers in distress are identified and/or information about distress is received from team members

PC18.   recognize the need for additional lifeguards in case of multiple victims and reinforce promptly

PC19. ensure first aid is applied for minor injuries

PC20. monitor the condition of the casualty and plan course of action

PC21. report and prepare medical team for en-route and arrival of survivors or casualties, if any

PC22. assess the level of emergency and initiate emergency protocols with nearby hospitals and authorities as per the policy

PC23. conduct the process of deep sea search and rescue operation in case of missing of the victim/s in the water

PC24. record details of the incident and the action taken using appropriate forms, according to organizational policies and procedures

Maintain hygiene and sanitation standards at the beach

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

PC25. ensure personal hygiene

PC26. ensure rescue equipment, personal safety gears, etc. are sanitized before and after the usage

PC27. guide others about hygiene and sanitation requirements

PC28. ensure availability of running water, hand wash and alcohol-based sanitizers

PC29. ensure everyone cleans hands with soap or alcohol-based sanitizer

PC30. ensure team members who are ill are not deployed for supervision and rescue

PC31. conduct routine hygiene and sanitation checks of equipment and beach area

PC32. ensure support staff controls littering and pollution at the beach

PC33. report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. weather forecast and its effect in water bodies

KU2. aquatic rescue guidelines

KU3. risk assessment methods

KU4. risk and safety management principles

KU5. types of aquatic emergencies

KU6. emergency management concepts, principles and response procedures

KU7. allocation of tasks and activities

KU8. types of rescue and equipment to be deployed

KU9. external factors that influence vigilance among lifeguards

KU10. types of water current

KU11. factors contributing to water contamination

KU12. self-rescue techniques and boat handling

KU13. legal procedures to report incidents relating to survivors and casualties

KU14. ways to work as part of a team and support others in the rescue operation

KU15. how to assess physical injuries

KU16. administration of basic first aid including CPR

KU17. ways to promote compliance with safety rules and regulations

KU18. tools and mechanisms to track operational efficiency and other metrics

KU19. principles of inventory management

KU20. principles of facility management

KU21. manufacturer's instructions related to equipment usage and maintenance

KU22. rights of people with different abilities

KU23. how to work on softwares like office tools like word, excel, power point, etc.

Generic Skills (GS)

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

GS1. communicate in radio and public address systems

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. document call logs, reports, task lists, and schedules with co-workers

GS7. prepare status and progress reports

GS8. write memos and e-mail to vendors on work updates and to request appropriate information

GS9. discuss task lists, schedules, and workloads with co-workers

GS10. identify hazardous and non-hazardous materials in workplace

GS11. identify types of sanitizing agents

GS12. guide on job specific dress code, grooming, and personal hygiene

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Conduct daily risk assessment and duty allocation	**13**	**28**	**-**	**-**
PC1. obtain weather forecast, tidal/surf conditions and plan for the day	2	4	-	-
PC2. identify supervision requirements for the day	2	4	-	-
PC3. carry out risk analysis	2	4	-	-
PC4. confirm and document report on demarcation of swimming and non-swimming zones	2	4	-	-
PC5. assign watersport teams to their designated area	2	4	-	-
PC6. conduct briefing for the day and confirm understanding by each team member	2	4	-	-
PC7. ensure all communication broadcasting is functional	1	4	-	-
Manage safety standards at the beach	**16**	**32**	**-**	**-**
PC8. ensure people adhere to safety guidelines	2	4	-	-
PC9. apply crowd management strategies at places that are overcrowded	2	4	-	-
PC10. ensure entry-exit, changing facilities, for people with different abilities are not misused	2	4	-	-
PC11. ensure any signs of harassment, bullying, etc. and immediately report for prompt action	2	4	-	-
PC12. verify non-movement of any vehicles at the beach and ensure they are removed	2	4	-	-
PC13. broadcast swimmers, lifeguards in time about the abnormal movements of watercrafts near swimming area	2	4	-	-
PC14. conduct emergency evacuation in case of any emergency broadcast by safety authorities, warning sirens, calls, news, etc.	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. perform CPR when required	2	4	-	-
Manage rescue operations	**16**	**36**	**-**	**-**
PC16. advise team members on the emergency procedures during rescue operations	1	4	-	-
PC17. ensure swimmers in distress are identified and/or information about distress is received from team members	2	4	-	-
PC18. recognize the need for additional lifeguards in case of multiple victims and reinforce promptly	2	4	-	-
PC19. ensure first aid is applied for minor injuries	2	4	-	-
PC20. monitor the condition of the casualty and plan course of action	2	4	-	-
PC21. report and prepare medical team for en-route and arrival of survivors or casualties, if any	2	4	-	-
PC22. assess the level of emergency and initiate emergency protocols with nearby hospitals and authorities as per the policy	2	4	-	-
PC23. conduct the process of deep sea search and rescue operation in case of missing of the victim/s in the water	1	4	-	-
PC24. record details of the incident and the action taken using appropriate forms, according to organizational policies and procedures	2	4	-	-
Maintain hygiene and sanitation standards at the beach	**15**	**44**	**-**	**-**
PC25. ensure personal hygiene	2	4	-	-
PC26. ensure rescue equipment, personal safety gears, etc. are sanitized before and after the usage	2	5	-	-
PC27. guide others about hygiene and sanitation requirements	2	5	-	-
PC28. ensure availability of running water, hand wash and alcohol-based sanitizers	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC29. ensure everyone cleans hands with soap or alcohol-based sanitizer	2	5	-	-
PC30. ensure team members who are ill are not deployed for supervision and rescue	1	5	-	-
PC31. conduct routine hygiene and sanitation checks of equipment and beach area	2	5	-	-
PC32. ensure support staff controls littering and pollution at the beach	1	5	-	-
PC33. report advanced hygiene and sanitation issues to appropriate authority	1	5	-	-
NOS Total	**60**	**140**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1151
NOS Name	Manage operations at the beach
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	6
Credits	11
Version	2.0
Next Review Date	NA

SPF/N1152: Manage team and general public at the beach

Description

This unit is about conducting various techniques to manage team and beach visitors.

Scope

The scope covers the following :

- Manage and lead the team
- Manage conflict
- Work effectively with others

Elements and Performance Criteria

Manage and lead the team

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

PC1.   assess the strength and weakness of team members

PC2.   communicate the task guidelines effectively

PC3.   ensure tasks are assigned to the team members based on their competency and expertise

PC4.   ensure the task goals are met

PC5.   evaluate when to intervene and assist the team

PC6.   provide clear feedback to the team

PC7.   recognize exemplary team members

PC8.   ensure implementation of plans for personnel development

PC9.   promote a safe, interactive and supportive work environment

PC10.   ensure fair and unbiased appraisal

PC11.   model and promote ethical practices

Manage Conflict

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

PC12.   recognize the signs, stages and causes of conflict

PC13.   promote self and contextual awareness to deal with various situations

PC14.   treat all points of view and parties with respect

PC15.   use communication and conflict resolution techniques that maximise the chance of positive outcomes

PC16.   maintain records as per organisational procedures

Work effectively with others

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

PC17.   interact with others in a gender, disability, and culturally sensitive manner

PC18.   conduct safety awareness, beach environmental awareness, aquatic preservation program for beach visitors

PC19.   encourage beach visitors to give feedback on beach facility and services

PC20.   understand visitor's requirement carefully to suggest relevant services

PC21. promote a safe and interactive environment

PC22. ensure women, particularly, feel welcomed, comfortable and safe

PC23. address visitors dissatisfaction promptly and effectively

PC24. encourage team members to develop empathy, respect, and a collaborative attitude

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. industrial awards and recognition

KU2. legislation relevant to work group activities

KU3. organisational policy relating to equal employment opportunity

KU4. organisational quality standards and values

KU5. principles of effective team operation and leadership

KU6. protocols and standards affecting work group activities

KU7. relevant training courses and development opportunities

KU8. ways to promote compliance with safety rules and regulations

KU9. rights of people, especially women, to use public facilities

KU10. laws governing to discrimination with respect to gender, abilities, etc.

KU11. emergency evacuation protocols

KU12. ways to inform visitors of unacceptable behaviour or actions

KU13. how to deal with potential conflict

KU14. beach facilities' usage rights of the public as per the law

KU15. importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc

KU16. POSH (Prevention of Sexual Harassment) Act

KU17. factors affecting group dynamics and conflict resolution strategies

Generic Skills (GS)

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

GS1. monitor visitors and team behaviour and activities

GS2. resolve conflicts

GS3. communicate effectively to a group

GS4. report and record feedbacks

GS5. work with checklist

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Manage and lead the team	**25**	**88**	**-**	**-**
PC1. assess the strength and weakness of team members	2	8	-	-
PC2. communicate the task guidelines effectively	2	8	-	-
PC3. ensure tasks are assigned to the team members based on their competency and expertise	2	8	-	-
PC4. ensure the task goals are met	2	8	-	-
PC5. evaluate when to intervene and assist the team	2	8	-	-
PC6. provide clear feedback to the team	3	8	-	-
PC7. recognize exemplary team members	2	8	-	-
PC8. ensure implementation of plans for personnel development	4	8	-	-
PC9. promote a safe, interactive and supportive work environment	2	8	-	-
PC10. ensure fair and unbiased appraisal	2	8	-	-
PC11. model and promote ethical practices	2	8	-	-
Manage Conflict	**12**	**50**	**-**	**-**
PC12. recognize the signs, stages and causes of conflict	2	10	-	-
PC13. promote self and contextual awareness to deal with various situations	2	10	-	-
PC14. treat all points of view and parties with respect	2	10	-	-
PC15. use communication and conflict resolution techniques that maximise the chance of positive outcomes	2	10	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. maintain records as per organisational procedures	4	10	-	-
Work effectively with others	**18**	**72**	**-**	**-**
PC17. interact with others in a gender, disability, and culturally sensitive manner	2	10	-	-
PC18. conduct safety awareness, beach environmental awareness, aquatic preservation program for beach visitors	4	10	-	-
PC19. encourage beach visitors to give feedback on beach facility and services	2	10	-	-
PC20. understand visitor's requirement carefully to suggest relevant services	2	10	-	-
PC21. promote a safe and interactive environment	2	8	-	-
PC22. ensure women, particularly, feel welcomed, comfortable and safe	2	8	-	-
PC23. address visitors dissatisfaction promptly and effectively	2	8	-	-
PC24. encourage team members to develop empathy, respect, and a collaborative attitude	2	8	-	-
NOS Total	**55**	**210**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1152
NOS Name	Manage team and general public at the beach
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	6
Credits	6.5
Version	2.0
Next Review Date	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
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	-	-
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	1
Version	1.0
Last Reviewed Date	10/08/2022
Next Review Date	30/12/2024
NSQC Clearance Date	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
Introduction to Employability Skills	**1**	**1**	**-**	**-**
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	**1**	**1**	**-**	**-**
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	**1**	**3**	**-**	**-**
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	**3**	**4**	**-**	**-**
PC9. 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
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	**1**	**2**	**-**	**-**
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	**2**	**2**	**-**	**-**
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	**1**	**1**	**-**	**-**
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	**2**	**3**	**-**	**-**
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	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	**3**	**5**	**-**	**-**
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	**2**	**3**	**-**	**-**
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	**1**	**2**	**-**	**-**
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	**2**	**3**	**-**	**-**
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	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/12/2024
NSQC Clearance Date	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% 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/N1150.Plan human resource and operations of a beach	70	60	-	-	130	19
SPF/N1151.Manage operations at the beach	60	140	-	-	200	29
SPF/N1152.Manage team and general public at the beach	55	210	-	-	265	39
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	6
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	7
Total	**218**	**466**	**-**	**-**	**684**	**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.