Model Curriculum

QP Name: Rescue Operation Head

QP Code: SPF/Q1114

QP Version: 2.0

NSQF Level: 7

Model Curriculum Version: 2.0

Sports, Physical Education, Fitness and Leisure Sector Skill Council
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Training Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	7
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0501
Minimum Educational Qualification and Experience	Completed 4-year UG degree with 2 Years of experience working as a lifeguard – open water, beach captain, disaster management personnel, armed forces. Certification for disaster management from NDRF/any reputed organization is mandatory OR Completed 3-year UG degree with 3 Years of experience working as a lifeguard – open water, beach captain, disaster management personnel, armed forces. Certification for disaster management from NDRF/any reputed organization is mandatory OR Certificate-NSQF (Level 6-Beach Captain) with 3 Years of experience working as a lifeguard – open water, beach captain, disaster management personal, armed forces
Pre-Requisite License or Training	
Minimum Job Entry Age	23 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	1020 Hours
Maximum Duration of the Course	1020 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 will be able to:

- Train and develop rescue professionals as a team.
- Identify and define the role and responsibilities of each rescue professional.
- Estimate the quantity and quality of rescue equipment for aquatic rescue operations.
- Assess the rescue requirement.
- Maintain rescue equipment for safe and efficient use.
- Develop a rescue plan.
- Operate aquatic navigation crafts/boats for rescue.
- Use navigation equipment effectively to locate the area of rescue.
- Select rescue equipment for specific rescue requirements.
- Provide support to the aerial rescue team.
- Promote and guide hygienic practices at the workplace.
- Identify the best ways to sanitize rescue equipment and machinery.

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/N1144: Prepare for aquatic emergency NOS Version No. 2.0 NSQF Level: 7	*45:00*	*75:00*	*30:00*	*00:00*	*150:00*
(Bridge Module) Module 1: Introduction to the aquatic rescue operation	*15:00*	*00:00*	*00:00*	*00:00*	*15:00*
Module 2: Develop team and equipment plan for aquatic emergencies	*30:00*	*75:00*	*30:00*	*00:00*	*135:00*
SPF/N1145: Develop rescue strategy NOS Version No. 2.0 NSQF Level 7	*60:00*	*120:00*	*60:00*	*00:00*	*240:00*
Module 3: Collect information on rescue requirements and prepare a plan	*60:00*	*120:00*	*60:00*	*00:00*	*240:00*

SPF/N1146: Manage search and rescue operations **NOS Version No. 2.0** **NSQF Level 7**	*90:00*	*210:00*	*120:00*	*00:00*	*420:00*
Module 4: Respond to aquatic emergencies	*60:00*	*120:00*	*60:00*	*00:00*	*240:00*
Module 5: Establish teamwork	*30:00*	*90:00*	*60:00*	*00:00*	*180:00*
SPF/N1122: Maintain health and safety standards **NOS Version No. 2.0** **NSQF Level 4**	*30:00*	*30:00*	*00:00*	*00:00*	*60:00*
Module 6: Maintain hygiene and sanitation	*30:00*	*30:00*	*00:00*	*00:00*	*60:00*
SGJ/Q1702 - 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 7: Create an environmentally sustainable workplace	*15:00*	*15:00*	*00:00*	*00:00*	*30:00*
DGT/VSQ/N0104- Employability skills (120 Hours) **NOS Version No-1.0** **NSQF Level 6**	*60:00*	*60:00*	*00:00*	*00:00*	*120:00*
Module 8: Employability skills	*60:00*	*60:00*	*00:00*	*00:00*	*120:00*
Total Duration	*300:00*	*510:00*	*210:00*	*00:00*	*1020:00*

Module Details

Module 1: Introduction to the aquatic rescue operation
Bridge Module
Mapped to SPF/N1144, v2.0

Terminal Outcomes:

- Identify the qualities of a Rescue Operation Head.
- Describe the job role of a Rescue Operation Head.

Duration: *15:00*	Duration: *00:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss skill, knowledge and leadership qualities required to become a successful Rescue Operation Head. • Differentiate between lifeguards – open water, beach captain, and Rescue Operation Head.	• List the key responsible area of a Rescue Operation Head. • List the specific responsibilities of a lifeguard – open water, beach captain, and Rescue Operation Head.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
NA	

Module 2: Develop team and equipment plan for aquatic emergencies
Mapped to SPF/N1144, v2.0

Terminal Outcomes:

- Estimate the required number and type of rescue equipment.
- Train and develop rescue professionals as a team.
- Develop a plan to recruit a diversified workforce.
- Identify and define the role and responsibilities of each rescue professional.

Duration: 30:00	*Duration: 75:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the benefits of having a multicultural workforce. - Explain the safety checks before deploying any rescue equipment for use. - Recall the types of aquatic navigation equipment. - Discuss the significance of conducting mock drills in a simulated environment. - Discuss the significance of examining communication devices for any kind of malfunction.	- List the skills, certification, experience and physical fitness required to work as an aquatic rescue professional. - Demonstrate the ways of assessing strengths and weaknesses of the team members. - Prepare a list of rescue and lifesaving equipment and demonstrate their usage. - Demonstrate how to fill equipment audit sheet. - Demonstrate how to operate aquatic navigation equipment. - Demonstrate the usage of radio communication system and GPS units.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Navigation boats, GPS units, radio, throw-bags, inflatable tubes, jackets, poles, rope, oxygen mask, reservoir bag, first aid kit	

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Module 3: Collect information on rescue requirement and prepare a plan
Mapped to SPF/N1145, v2.0

Terminal Outcomes:

- Develop a rescue plan.
- Assess the rescue requirement.
- Maintain rescue equipment for safe and efficient use.

Duration: 60:00	Duration: 120:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the significance of gathering information on the scale of rescue requirement before commencing the rescue operation. • Recall the types of navigation equipment to be deployed based on the rescue condition and environment (motorized boat, inflatable mechanical boat, etc.) • Use loudspeakers, mics, whistle, siren to address/ warn victims and team members. • List the steps of emergency evacuation. • Outline the importance of briefing each member of the rescue crew before the operation. • Explain primary and secondary rescue plan. • Discuss the importance of appraising external agencies and government authorities on time on the extent of aquatic emergency. • Recall factors affecting evacuation plan of trapped/ endangered victims.	• Create a sample rescue strategy based on the gathered information. • Differentiate between mechanical and motorized navigation equipment. • Set up rescue crew group as per the requirement, skill sets, and experience. • Demonstrate the process of initiating secondary reinforcements to support rescue operations (aerial support, temporary mobility construction, etc.) • Differentiate between primary and secondary rescue plans. • Demonstrate ways to apply medical support to rescued individuals in a temporary set up.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Motorized boat, inflatable mechanical boat, whistle, mic/loudspeakers, binocular	

Module 4: Respond to aquatic emergencies
Mapped to SPF/N1146, v2.0

Terminal Outcomes:

- Operate aquatic navigation crafts/boats for rescue.
- Use navigation equipment effectively to locate the area of rescue.
- Select rescue equipment for specific rescue requirements.
- Provide support to aerial rescue teams.

Duration: *60:00*	Duration: *120:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the types of hazards in a flooded environment and how to deal with them. - Discuss the possible sources of water contamination in a flooded area. - Describe the steps to be followed before launching the flood-boat for rescue operation. - Discuss the factors affecting the choice of navigation boats. - Describe search management procedures and techniques. - Recall the significance of keeping public address equipment, binocular, torch, etc. are within reach - Explain the protocols to be followed for requesting aerial evacuation/rescue operation. - Recall the types of information to be shared with the aerial support team for efficient and timebound rescue. - Discuss the importance of servicing all rescue equipment post rescue operation.	- Create a checklist to enter an unknown aquatic environment - Demonstrate the ways to divert water from a flooded area to enable foot navigation. - Navigate safely in swiftly moving water using motorized and non-motorized flood-boats/crafts. - Demonstrate how to guide a helmsman to follow a planned route. - Use GPS to monitor the positions of the deployed flood-boats - Demonstrate the ways to establish communication between ground and aerial rescue teams. - Demonstrate ways to identify the position of the victim. - Demonstrate platform rescue techniques from the flood-boats. - Demonstrate ways to remove victims from entrapments. - Create rescue knots and hitches (figure 8, water knot, butterfly, prussic, etc.) - Demonstrate ways to find the severity of the injury. - Demonstrate the process of administering first aid for common injuries. - Demonstrate the steps of CPR (Cardio-Pulmonary Resuscitation) - Demonstrate emergency evacuation procedure and protocol in case of fire or natural disaster.

Classroom Aids:
Laptop, whiteboard, marker, projector, chart paper, clipboards

Tools, Equipment and Other Requirements
Flood-boat, motor-watercraft, riverboard, 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: Establish teamwork
Mapped to SPF/N1146, v2.0

Terminal Outcomes:

- Create a conducive environment to promote teamwork.

Duration: *30:00*	**Duration**: *90:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Discuss the behaviours which are considered harassment. • Explain the significance and the process of reporting inappropriate behaviour and sexual harassment. • Discuss inappropriate behaviour and sexual harassment at workplace.	• Apply gender-sensitive, non-discriminatory language. • Demonstrate ways to report inappropriate behaviour and sexual harassment at workplace to higher authorities.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Copy of POCSO (Protection of Children against Sexual Offences) and POSH (Prevention of Sexual Harassment) Acts, IPC book	

Module 6: Maintain hygiene and sanitation
Mapped to SPF/N1122, v2.0

Terminal Outcomes:

- Promote and guide hygienic practices at workplace.
- Identify the best ways to sanitize rescue equipment and machinery.

Duration: *30:00*	**Duration**: *30:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Recall the importance of hygiene and sanitation regulatory at workplace. - 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 the customers. - Discuss ways to promote a safe and interactive environment. - Recall ways to promote personal and environmental hygiene.	- Demonstrate hygiene and sanitation checks at the fitness centre. - Prepare a sample report on maintenance of hygiene and sanitation at the workplace. - 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. - 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	
Alcohol-based sanitizer, surface disinfectant	

Module 7: 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 of 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 8: Employability Skills
Mapped to DGT/VSQ/N0104, 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: 60:00	Duration: 60:00
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 Rescue Operation Head

Mandatory Duration: *210:00*	Recommended Duration: *00:00*
Location: On Site	

Terminal Outcomes

- Estimate the quantity and quality of rescue equipment for aquatic rescue operations.
- Assess the rescue requirement.
- Maintain rescue equipment for safe and efficient use.
- Develop rescue plan.
- Operate aquatic navigation crafts/boats for rescue.
- Use navigation equipment effectively to locate the area of rescue.
- Select rescue equipment for specific rescue requirements.
- Provide support to aerial rescue teams.
- Identify the best ways to sanitize rescue equipment and machinery.
- Create rescue reports.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Rescue Operation Head	Minimum 2 years	As a lifeguard – open water, beach captain, disaster management personal, armed forces	Minimum 2 years	As a lifeguard – open water, beach captain, disaster management personal, armed forces	Rescue Operation Head must be physically fit with good eyesight and hearing. They should be calm, possess a very good temperament to work under extreme pressure, and can take quick decisions.

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role "Rescue Operation Head" mapped to QP "SPF/Q1114, v2.0" Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role "Trainer" mapped to the QP: Master Trainer (VET and skills) 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*	
Graduate	Rescue Operation Head	Minimum 3 years	As a lifeguard – open water, beach captain, disaster management personal, armed forces	Minimum 3 years	As a lifeguard – open water, beach captain, disaster management personal, armed forces	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 "Rescue Operation Head" mapped to QP "SPF/Q1114, v2.0" Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role "Assessor" mapped to the QP: Assessor (VET and skills) 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 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.

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