



QP Name: Swimming Instructor

QP Code: SPF/Q1115

QP Version: 2.0

NSQF Level: 4

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

| | |
|--|----|
| Program Overview | 4 |
| Training Outcomes | 4 |
| Module 1: Introduction to the swimming instructor job role | 6 |
| Module 2: Design swimming teaching program..... | 7 |
| Module 3: Deliver swimming sessions | 8 |
| Module 4: Evaluate swimming program | 9 |
| Module 5: Create an environmentally sustainable workplace | 10 |
| Module 6: Employability Skills..... | 11 |
| On-the-Job Training..... | 12 |
| Annexure | 13 |
| Trainer Requirements | 13 |
| Assessor Requirements | 14 |
| Assessment Strategy | 15 |
| Glossary | 17 |
| Acronyms and Abbreviations | 17 |

Training Parameters

| | |
|---|--|
| Sector | Sports |
| Sub-Sector | Sports Coaching and Fitness |
| Occupation | Swimming Instructor |
| Country | India |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/3423.0501 |
| Minimum Educational Qualification and Experience | <p>11th Class pass with 1 year of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports</p> <p style="text-align: center;">OR</p> <p>10th Class with 2 Years of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports</p> <p style="text-align: center;">OR</p> <p>Certificate-NSQF (Level 3-Pool Maintenance Worker) with 3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew</p> |
| Pre-Requisite License or Training | |
| Minimum Job Entry Age | 18 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 | 720 Hours |
| Maximum Duration of the Course | 720 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:

- Create need based assessments for participants.
- Develop a swimming programme for different age group learners.
- Create safety plans for prevention of injuries.
- Establish hygiene and sanitation standards at swimming pool and surrounding area.
- Identify and use swim assist equipment.
- Teach swimming strokes for different age groups and types of learners.
- Teach swimming survival techniques in water.
- Conduct swimming techniques and fitness assessments.
- Create assessment reports of the participants.
- Monitor and evaluate training sessions.
- Create programme reports.
- Evaluate swimming programme.

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/N1147: Plan a swimming program NOS Version No. 2.0 NSQF Level: 4 | <i>75:00</i> | <i>90:00</i> | <i>30:00</i> | <i>00:00</i> | <i>195:00</i> |
| (Bridge Module) Module 1: Introduction to swimming instructor job role | <i>15:00</i> | <i>00:00</i> | <i>00:00</i> | <i>00:00</i> | <i>15:00</i> |
| Module 2: Design swimming teaching program | <i>60:00</i> | <i>90:00</i> | <i>30:00</i> | <i>00:00</i> | <i>180:00</i> |
| SPF/N1148: Conduct swimming sessions NOS Version No. 2.0 NSQF Level: 4 | <i>60:00</i> | <i>150:00</i> | <i>30:00</i> | <i>00:00</i> | <i>240:00</i> |



| | | | | | |
|---|---------------|---------------|--------------|--------------|---------------|
| Module 3: Deliver swimming session | 60:00 | 150:00 | 30:00 | 00:00 | 240:00 |
| SPF/N1149: Review the swimming program NOS Version No. 2.0 NSQF Level: 4 | 60:00 | 105:00 | 30:00 | 00:00 | 195:00 |
| Module 4: Evaluate swimming program | 60:00 | 105:00 | 30:00 | 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 5: Create an environmentally sustainable workplace | 15:00 | 15:00 | 00:00 | 00:00 | 30:00 |
| DGT/VSQ/N0102- Employability skills (60 Hours) NOS Version No-1.0 NSQF Level: 4 | 30:00 | 30:00 | 00:00 | 00:00 | 60:00 |
| Module 6: Employability skills | 30:00 | 30:00 | 00:00 | 00:00 | 60:00 |
| Total Duration | 240:00 | 390:00 | 90:00 | 00:00 | 720:00 |

Module Details

Module 1: Introduction to the swimming instructor job role

Bridge Module

Mapped to SPF/N1147, v2.0

Terminal Outcomes:

- Describe the role and career opportunities of a swimming instructor.

| | |
|--|---|
| Duration: 15:00 | Duration: 00:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> State the role and responsibilities of a strength and conditioning coach. Discuss how a swimming instructor is different from a lifeguard. List the career opportunities of a swimming instructor. | <ul style="list-style-type: none"> Role-play to highlight the specific technical responsibilities of a swimming instructor in comparison to a lifeguard. |
| Classroom Aids: | |
| Laptop, whiteboard, marker, projector, chart paper, clipboards | |
| Tools, Equipment, and Other Requirements | |
| NA | |

Module 2: Design swimming teaching program

Mapped to SPF/N1147, v2.0

Terminal Outcomes:

- Create need-based assessments for participants
- Develop a swimming programme for different age group learners
- Create safety plans for prevention of injuries
- Establish hygiene and sanitation standards at swimming pool are surrounding area

| Duration: 60:00 | Duration: 90:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the key factors to be considered while designing a swimming teaching program. • Explain the types of assessments to be conducted before planning a swimming teaching program. • Discuss the importance of maintaining the participants' information confidential. • Explain the steps to be followed during medical emergencies. • Discuss the parameters to be considered while setting goals with participants with specific need. • Describe the procedures for regular inspection of the pool, equipment, and the facilities. • Recall the importance of hygiene and sanitation at workplace. | <ul style="list-style-type: none"> • Prepare a sample plan taking into consideration equipment, manpower support staff required to execute the swimming teaching program. • Demonstrate how to evaluate the physical fitness of the participants before designing the swimming teaching program. • Classify training plan to enhance the participant's swimming skills and fitness levels. • Prepare swimming teaching activities appropriate for participants with special needs and disabilities. • Prepare a plan for swimming pool facility inspection. • Demonstrate hygiene and sanitation checks at the workplace. |
| Classroom Aids: | |
| Laptop, whiteboard, marker, projector, chart paper, clipboards, height & weight chart | |
| Too, Equipment and Other Requirements | |
| Stopwatch, whistle, floating devices/equipment (floats, shoulder pad, neck pad, kickboards, noodles, balls), first aid kit | |

Module 3: Deliver swimming sessions

Mapped to SPF/N1148, v2.0

Terminal Outcomes:

- Identify and use swim assist equipment
- Teach swimming strokes for different age groups and types of learner
- Teach survival techniques in water

| Duration: 60:00 | Duration: 150:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Identify various types of aquatic equipment, accessories and their usage for conducting swimming sessions. • Describe age-appropriate skill and techniques of sports to be taught to the participants. • Explain what individual goals and session goals of a swimming sessions are and how to develop them. • Recognize the need for water familiarization, pool entry-exit drills, breathing techniques before teaching swimming techniques and strokes. • Explain the types of swimming strokes. • Recall the techniques and equipment used for survival during emergencies in swimming pool like drowning, accidents, etc. • Describe the protocols to be followed in case of medical emergency during swimming teaching sessions • Describe the process of identifying participants with special needs. • Discuss the ways to maintain personal hygiene before and after the sports coaching session. | <ul style="list-style-type: none"> • Demonstrate the usage of aquatic equipment and accessories. • Prepare an activity plan (session plan) for different age group participants to teach swimming strokes. • Demonstrate examples of individual and session goals within an activity. • Prepare drills and activities to teach water familiarization. • Demonstrate age-appropriate warm up and cool down activities. • Demonstrate drills to teach all four strokes of swimming (freestyle, backstroke, breaststroke and butterfly stroke). • Demonstrate drills to develop endurance and speed. • Demonstrate drills to teach survival techniques without equipment (sidestroke, logroll, etc.) • Demonstrate drills to teach survivals techniques using floating devices and equipment. • Prepare activities which are safe for participants with special needs. • Prepare a checklist to ensure personal hygiene are maintained before and during the sports coaching session • Demonstrate the process of administering First aid for common sports injuries |
| Classroom Aids: | |
| Laptop, whiteboard, marker, projector, chart paper, clipboards | |
| Tools, Equipment and Other Requirements | |
| Stopwatch, whistle, floating devices/equipment (floats, shoulder pad, neck pad, kickboards, noodles, balls), first aid kit | |

Module 4: Evaluate swimming program

Mapped to SPF/N1149, v2.0

Terminal Outcomes:

- Conduct swimming techniques and fitness assessments.
- Create assessment and program reports.
- Evaluate the swimming program.

| Duration: 60:00 | Duration: 105:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Recall the tests to be conducted to assess swimming techniques and fitness. • Explain the elements in performance report. Discuss the ways to prepare for a personal feedback session. • Discuss the steps of collecting data from appropriate sources on the effectiveness of the teaching methodology. Recall the policies governing the protection of children and vulnerable adults from abuse. • Discuss inappropriate behaviour and sexual harassment in the workplace. • Explain the elements of a program report. | <ul style="list-style-type: none"> • Prepare a sample set of assessment drills to identify fitness and swimming techniques of participants. • Prepare a sample progress report. • Create a sample remedial training plan for those who need improvement. • Demonstrate the ways of giving personal feedback to participants. • Prepare a sample questionnaire to collect information on program effectiveness. • Demonstrate recording of action and outcomes listed out during the planning phase of the swimming teaching program. • Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language. • Prepare a sample program report. |
| Classroom Aids: | |
| Laptop, whiteboard, marker, projector, chart paper, clipboards, sample performance report | |
| Tools, Equipment and Other Requirements | |
| Stopwatch, whistle, floating devices/equipment (floats, shoulder pad, neck pad, kickboards, noodles, balls), first aid kit | |

Module 5: Create an environmentally sustainable workplace

Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

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

| Duration: 15:00 | Duration: 15:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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 them. | <ul style="list-style-type: none"> • 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 6: Employability Skills

Mapped to DGT/VSQ/N0102, 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: 30:00 | Duration: 30:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • 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 • Understanding different types of customers and their needs • Explain skills required to become a 21st century professional • Understand to read and write basic English • Understand how to create a career plan • Explain effective communication skills • Understand basic financial and legal knowledge | <ul style="list-style-type: none"> • 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 |
| 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 Swimming Instructor

| | |
|--|------------------------------------|
| Mandatory Duration: 90:00 | Recommended Duration: 00:00 |
| Location: On-Site | |
| Terminal Outcomes <ul style="list-style-type: none">• Create need-based assessments for participants.• Develop a swimming programme for different age group learners.• Create safety plans for prevention of injuries.• Establish hygiene and sanitation standards at swimming pool and surrounding area.• Identify and use swim assist equipment.• Teach swimming strokes for different age groups and types of learners.• Teach swimming survival techniques in water.• Conduct swimming techniques and fitness assessments.• Create assessment reports of the participants.• Monitor and evaluate training sessions.• Create programme reports.• Evaluate swimming programme. | |

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|---------------------------|------------------------------|--|---------------------|--|---|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 12 th Class | Swimming Instructor/Coach | Minimum 1 year | Must have worked as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports | Minimum 1 year | Course instructor of swimming instructor/coach | All empaneled Trainers would have to undergo “Train the Trainer” Program conducted by SPEFL-SC for each job role time to time |

| Trainer Certification | |
|--|--|
| Domain Certification | Platform Certification |
| Certified ToT for job role “Swimming Instructor” mapped to QP “SPF/Q1115, 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 | |
| 12 th Class | Swimming Instructor/Coach | Minimum 2 years | Must have worked as a lifeguard, swimming coach in schools/colleges, sports academies, NGO working in the field of sports | Minimum 1 year | Course instructor of swimming instructor/coach | 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 ToT for job role “Swimming Instructor” mapped to QP “SPF/Q1115, 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 behavioural 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 |