



# Swimming Instructor

QP Code: SPF/Q1115

Version: 2.0

NSQF Level: 4

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## SPF/Q1115: Swimming Instructor

### Brief Job Description

Swimming instructor, also known as a swimming teacher, helps children and adults develop proper swimming techniques. The individual plans and organizes swimming sessions and activities to improve skill and fitness levels of participants. The individual ensures that safety standards are followed at all times and also deals with minor injuries of participants.

### Personal Attributes

The individual should be physically fit, demonstrate patience, enthusiasm and should be motivated. The individual should communicate effectively with participants and possess good listening skills.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [SPF/N1147: Plan a swimming program](#)
2. [SPF/N1148: Conduct swimming sessions](#)
3. [SPF/N1149: Review the swimming program](#)
4. [SGJ/N1702: Optimize resource utilization at workplace](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	24
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.0501

<p><b>Minimum Educational Qualification &amp; Experience</b></p>	<p>11th grade pass with 1 Year of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports OR 10th Class with 2 Years of experience as a lifeguard, swimming coach in schools/ colleges, sports academies, NGO working in the field of sports OR Certificate-NSQF (Level 3-Pool Maintenance Worker) with 3 Years of experience working in aquatic facility as a lifeguard/swimming instructor/ rescue crew</p>
<p><b>Minimum Level of Education for Training in School</b></p>	
<p><b>Pre-Requisite License or Training</b></p>	<p>NA</p>
<p><b>Minimum Job Entry Age</b></p>	<p>18 Years</p>
<p><b>Last Reviewed On</b></p>	<p>NA</p>
<p><b>Next Review Date</b></p>	<p>NA</p>
<p><b>NSQC Approval Date</b></p>	
<p><b>Version</b></p>	<p>2.0</p>

## SPF/N1147: Plan a swimming program

### Description

This unit is about planning a swimming program for the different participants.

### Scope

The scope covers the following :

- Determine participants need
- Design swimming program
- Plan for a safe learning environment
- Maintain hygiene and sanitation

### Elements and Performance Criteria

#### *Determine participant needs*

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

- PC1.** collect health/medical data of the participants
- PC2.** conduct physical fitness assessment of participants and maintain record
- PC3.** identify participants' needs and potential
- PC4.** maintain confidential information, following legal and organizational procedures

#### *Design swimming program*

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

- PC5.** establish appropriate goals for each participant
- PC6.** categorize group members based on their goal and abilities
- PC7.** develop program structures that encourage participants' development and retention
- PC8.** develop training plan to enhance the participant's swimming skills and fitness levels
- PC9.** plan equipment and support staff required to execute the program
- PC10.** identify appropriate equipment and support system for participants with special needs
- PC11.** ensure session plans are inclusive and progressive

#### *Plan for a safe learning environment*

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

- PC12.** ensure pool, surrounding area, facilities and equipment are regularly inspected for cleanliness, safety and usage
- PC13.** ensure the protocols are set for any medical emergencies
- PC14.** establish an agreement with the nearby medical facility for emergency situations
- PC15.** identify methods to minimize potential risks which may arise during the swimming program

#### *Maintain hygiene and sanitation*

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

- PC16.** ensure personal hygiene
- PC17.** ensure equipment, pool area, common area, etc. are sanitized before and after the usage
- PC18.** report advanced hygiene and sanitation issues to appropriate authority

**PC19.** ensure everyone practices hygiene and sanitation requirements at workplace

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

The individual on the job needs to know and understand:

- KU1.** swimming pool specifications as per facility (length, breadth, size etc.)
- KU2.** guidelines for scheduling training sessions
- KU3.** procedure for training for the swimming sessions
- KU4.** emergency response to injury / accident
- KU5.** emergency evacuation procedure/ protocol
- KU6.** various swimming strokes and techniques
- KU7.** need-based training schedules
- KU8.** how to conduct skill and fitness drills
- KU9.** usage of swimming aids and equipment
- KU10.** different types of disabilities
- KU11.** safety acts and measures for activities
- KU12.** basic first aid practices
- KU13.** types of emergency equipment such as self-breathing equipment, personal safety devices
- KU14.** roles and responsibilities of all individuals/teams relevant to the pool facility
- KU15.** guest rules/ rights for usage of pool/swimming facility
- KU16.** how to operate and maintain aquatic equipment such as water filtration, sanitation equipment etc.
- KU17.** safety signs and instructions for swimmers/pool users

## **Generic Skills (GS)**

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

- GS1.** create annual training plan
- GS2.** prepare a questionnaire for the need-based assessments
- GS3.** inform about an event, an incident, report a grievance
- GS4.** seek permission for help and support via written communication
- GS5.** read and comprehend all job-related documents like policy, code of conduct, curriculum, etc.
- GS6.** incorporate feedback
- GS7.** implement and follow policies governing the protection of children and vulnerable adults from abuse
- GS8.** use appropriate swimming related vocabulary
- GS9.** use age-appropriate language
- GS10.** listen to and understand any challenges faced by participants
- GS11.** interact with all relevant stakeholders- parents, sporting officials, athletes in an open and patient manner
- GS12.** address any deviation in the yearly plan and change it accordingly to meet the desired goal

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine participant needs</i>	<b>16</b>	<b>31</b>	-	-
<b>PC1.</b> collect health/medical data of the participants	4	7	-	-
<b>PC2.</b> conduct physical fitness assessment of participants and maintain record	4	8	-	-
<b>PC3.</b> identify participants' needs and potential	4	8	-	-
<b>PC4.</b> maintain confidential information, following legal and organizational procedures	4	8	-	-
<i>Design swimming program</i>	<b>24</b>	<b>50</b>	-	-
<b>PC5.</b> establish appropriate goals for each participant	3	7	-	-
<b>PC6.</b> categorize group members based on their goal and abilities	3	7	-	-
<b>PC7.</b> develop program structures that encourage participants' development and retention	4	9	-	-
<b>PC8.</b> develop training plan to enhance the participant's swimming skills and fitness levels	4	9	-	-
<b>PC9.</b> plan equipment and support staff required to execute the program	4	6	-	-
<b>PC10.</b> identify appropriate equipment and support system for participants with special needs	3	6	-	-
<b>PC11.</b> ensure session plans are inclusive and progressive	3	6	-	-
<i>Plan for a safe learning environment</i>	<b>16</b>	<b>36</b>	-	-
<b>PC12.</b> ensure pool, surrounding area, facilities and equipment are regularly inspected for cleanliness, safety and usage	4	9	-	-
<b>PC13.</b> ensure the protocols are set for any medical emergencies	4	9	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC14.</b> establish an agreement with the nearby medical facility for emergency situations	4	9	-	-
<b>PC15.</b> identify methods to minimize potential risks which may arise during the swimming program	4	9	-	-
<i>Maintain hygiene and sanitation</i>	<b>16</b>	<b>32</b>	-	-
<b>PC16.</b> ensure personal hygiene	4	8	-	-
<b>PC17.</b> ensure equipment, pool area, common area, etc. are sanitized before and after the usage	4	8	-	-
<b>PC18.</b> report advanced hygiene and sanitation issues to appropriate authority	4	8	-	-
<b>PC19.</b> ensure everyone practices hygiene and sanitation requirements at workplace	4	8	-	-
<b>NOS Total</b>	<b>72</b>	<b>149</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1147
<b>NOS Name</b>	Plan a swimming program
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	6.5
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SPF/N1148: Conduct swimming sessions

### Description

This unit is about understanding how to instruct effective swimming sessions

### Scope

The scope covers the following :

- Prepare to conduct swimming sessions
- Teach water familiarization, buoyance and mobility skills
- Teach swimming strokes
- Guide on water safety and survival skills

### Elements and Performance Criteria

#### *Prepare to instruct swimming sessions*

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

- PC1.** undertake safety checks to ensure the training environment meets the required standards
- PC2.** ensure lifeguards are stationed at their designated places during the sessions
- PC3.** confirm water temperature, pH and chlorine levels as per the standards
- PC4.** confirm all safety checks for hazards, electrical components, etc. are done before the session
- PC5.** ensure the required floating aids, equipment and accessories are available
- PC6.** set up equipment safely for the planned activity(s)
- PC7.** explain the emergency procedures to the participants
- PC8.** ensure first aid kit is complete and easily accessible
- PC9.** inform participants of individual and session goals
- PC10.** check if participants' outfits, gears are appropriate for swimming activities
- PC11.** document key instructional information to be incorporated during the session

#### *Teach water familiarisation, buoyancy and mobility skills*

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

- PC12.** introduce participants to the water (entering, leaving and moving through the water)
- PC13.** allocate sufficient space and assemble floating aids, equipment for the drills, activities or games
- PC14.** determine appropriate drills, activities and or games for the participant group
- PC15.** conduct drills, activities and games which incorporate water familiarisation, buoyancy and mobility skills
- PC16.** ensure drills, activities and or games are age-appropriate
- PC17.** provide clear and accurate instruction during drills, activities or games
- PC18.** modify the activity as required according to participant needs and factors which affect skills acquisition
- PC19.** monitor the performance of each swimmer and provide feedback as required
- PC20.** respond to the concerns and questions of the participants

### *Teach swimming strokes*

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

- PC21.** conduct appropriate warm-up and lead-up activities
- PC22.** ensure participants have understood the instructions on session and safety
- PC23.** identify the basic biomechanical principles of the strokes and break each part into its components
- PC24.** conduct drills to teach freestyle, backstroke, breaststroke and butterfly stroke
- PC25.** teach breathing techniques associated with each type of stroke
- PC26.** identify and document technique checklist
- PC27.** introduce one stroke at a time depending on the level of the participants
- PC28.** change the delivery plans as per the circumstances/needs
- PC29.** apply instructing techniques and strategies as per the training plan
- PC30.** provide opportunities for the active involvement of all participants
- PC31.** ensure participants respect the opposite gender
- PC32.** use gender-sensitive, non-discriminatory language
- PC33.** provide equal opportunities to all participants irrespective of gender and disability
- PC34.** identify alternative activities as appropriate to meet changing needs of participants
- PC35.** use appropriate cool down activities to end the sessions
- PC36.** conclude every session summarizing participants' progress and areas of improvement

### *Guide on water safety and survival skills*

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

- PC37.** conduct water entry and exit drills
- PC38.** teach breathing techniques to preserve oxygen levels
- PC39.** teach survival techniques without flotation equipment such as survival backstroke, sidestroke, logroll technique, etc.
- PC40.** teach survival and rescue techniques using flotation equipment
- PC41.** teach hand signals and other clues to attract attention for support during emergencies

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

The individual on the job needs to know and understand:

- KU1.** buoyancy, center of gravity, lift force, water friction, etc.
- KU2.** type of learners (auditory, visual, kinesthetic, etc.)
- KU3.** principles of aquatic training
- KU4.** principles of session planning to develop activity-specific plans
- KU5.** guidelines for scheduling training sessions
- KU6.** forces effecting movement in water and the factors that affect each force
- KU7.** stages of skill development and skill acquisition
- KU8.** motivational techniques to encourage slow learners, reluctant learners, etc.
- KU9.** various types and techniques of swimming strokes
- KU10.** need-based training schedules

- KU11.** how to conduct skill and fitness drills
- KU12.** usage of pool equipment
- KU13.** types of disabilities
- KU14.** importance of gender sensitivity and respecting personal space
- KU15.** types of misbehavior behaviour as per organizational policy
- KU16.** safety acts and safety measures during activities
- KU17.** emergency evacuation procedure/ protocol (during fire, earthquake, etc.)
- KU18.** basic first aid practices

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

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

- GS1.** document sessions
- GS2.** work with checklist
- GS3.** communicate effectively
- GS4.** incorporate feedback
- GS5.** implement and follow organizational policies
- GS6.** explain rights of pool users
- GS7.** use appropriate language in accordance to the age group
- GS8.** listen to and understand any challenges faced by participants
- GS9.** determine the type of technical training in swimming
- GS10.** identify and plan activities for the participants based on their capabilities and inclinations
- GS11.** determine the corrective actions for slow and fast learners
- GS12.** organize and conduct the sessions and meetings
- GS13.** maintain a count of equipment, machinery etc.
- GS14.** resolve conflicts during coaching sessions
- GS15.** interact with all relevant stakeholders- parents, sporting officials in an open and patient manner
- GS16.** address any deviation in the yearly plan and change it accordingly to meet the desired goal
- GS17.** implement remedial plans
- GS18.** set achievable challenges

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare to instruct swimming sessions</i>	<b>37</b>	<b>74</b>	-	-
<b>PC1.</b> undertake safety checks to ensure the training environment meets the required standards	4	8	-	-
<b>PC2.</b> ensure lifeguards are stationed at their designated places during the sessions	4	8	-	-
<b>PC3.</b> confirm water temperature, pH and chlorine levels as per the standards	4	8	-	-
<b>PC4.</b> confirm all safety checks for hazards, electrical components, etc. are done before the session	4	8	-	-
<b>PC5.</b> ensure the required floating aids, equipment and accessories are available	3	6	-	-
<b>PC6.</b> set up equipment safely for the planned activity(s)	3	6	-	-
<b>PC7.</b> explain the emergency procedures to the participants	3	6	-	-
<b>PC8.</b> ensure first aid kit is complete and easily accessible	3	6	-	-
<b>PC9.</b> inform participants of individual and session goals	3	6	-	-
<b>PC10.</b> check if participants' outfits, gears are appropriate for swimming activities	3	6	-	-
<b>PC11.</b> document key instructional information to be incorporated during the session	3	6	-	-
<i>Teach water familiarisation, buoyancy and mobility skills</i>	<b>35</b>	<b>64</b>	-	-
<b>PC12.</b> introduce participants to the water (entering, leaving and moving through the water)	4	7	-	-
<b>PC13.</b> allocate sufficient space and assemble floating aids, equipment for the drills, activities or games	4	7	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC14.</b> determine appropriate drills, activities and or games for the participant group	4	7	-	-
<b>PC15.</b> conduct drills, activities and games which incorporate water familiarisation, buoyancy and mobility skills	4	7	-	-
<b>PC16.</b> ensure drills, activities and or games are age-appropriate	4	7	-	-
<b>PC17.</b> provide clear and accurate instruction during drills, activities or games	4	7	-	-
<b>PC18.</b> modify the activity as required according to participant needs and factors which affect skills acquisition	4	7	-	-
<b>PC19.</b> monitor the performance of each swimmer and provide feedback as required	3	7	-	-
<b>PC20.</b> respond to the concerns and questions of the participants	4	8	-	-
<i>Teach swimming strokes</i>	<b>57</b>	<b>120</b>	-	-
<b>PC21.</b> conduct appropriate warm-up and lead-up activities	3	8	-	-
<b>PC22.</b> ensure participants have understood the instructions on session and safety	3	8	-	-
<b>PC23.</b> identify the basic biomechanical principles of the strokes and break each part into its components	4	8	-	-
<b>PC24.</b> conduct drills to teach freestyle, backstroke, breaststroke and butterfly stroke	4	8	-	-
<b>PC25.</b> teach breathing techniques associated with each type of stroke	4	8	-	-
<b>PC26.</b> identify and document technique checklist	4	8	-	-
<b>PC27.</b> introduce one stroke at a time depending on the level of the participants	4	8	-	-
<b>PC28.</b> change the delivery plans as per the circumstances/needs	4	8	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC29.</b> apply instructing techniques and strategies as per the training plan	4	8	-	-
<b>PC30.</b> provide opportunities for the active involvement of all participants	4	8	-	-
<b>PC31.</b> ensure participants respect the opposite gender	4	8	-	-
<b>PC32.</b> use gender-sensitive, non-discriminatory language	3	8	-	-
<b>PC33.</b> provide equal opportunities to all participants irrespective of gender and disability	3	6	-	-
<b>PC34.</b> identify alternative activities as appropriate to meet changing needs of participants	3	6	-	-
<b>PC35.</b> use appropriate cool down activities to end the sessions	3	6	-	-
<b>PC36.</b> conclude every session summarizing participants' progress and areas of improvement	3	6	-	-
<i>Guide on water safety and survival skills</i>	<b>24</b>	<b>48</b>	-	-
<b>PC37.</b> conduct water entry and exit drills	4	10	-	-
<b>PC38.</b> teach breathing techniques to preserve oxygen levels	5	10	-	-
<b>PC39.</b> teach survival techniques without flotation equipment such as survival backstroke, sidestroke, logroll technique, etc.	5	10	-	-
<b>PC40.</b> teach survival and rescue techniques using flotation equipment	5	10	-	-
<b>PC41.</b> teach hand signals and other clues to attract attention for support during emergencies	5	8	-	-
<b>NOS Total</b>	<b>153</b>	<b>306</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1148
<b>NOS Name</b>	Conduct swimming sessions
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	8
<b>Version</b>	2.0
<b>Next Review Date</b>	NA



## SPF/N1149: Review the swimming program

### Description

This unit is about understanding how to review the swimming program

### Scope

The scope covers the following :

- Evaluate the participants' progress
- Evaluate the effectiveness of the program
- Work effectively with others

### Elements and Performance Criteria

#### *Evaluate the participants' progress*

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

- PC1.** identify the assessment metrics to conduct assessment for endurance and speed
- PC2.** conduct technique assessments for all strokes
- PC3.** assess knowledge of the application of the principles of movement in water
- PC4.** prepare the assessment report for each participant which summarizes their performance, progress, achievements and areas of improvement
- PC5.** conduct personal feedback session for all participants
- PC6.** set achievable goals of improvement for each participant
- PC7.** design strategies and training methods to address areas of development

#### *Evaluate the effectiveness of the program*

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

- PC8.** collect information from appropriate sources on the effectiveness of the program
- PC9.** analyze the findings to make modifications to the training program
- PC10.** review the data on retention of participants
- PC11.** identify aspects needing further emphasis or attention in future sessions
- PC12.** review own performance and identify areas of improvement

#### *Work effectively with others*

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

- PC13.** interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner
- PC14.** promote safe and interactive environment by educating participants on rules of safety
- PC15.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority
- PC16.** create participants' feedback form on the sessions conducted

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** methods of fitness assessment in swimming
- KU2.** pros and cons of various methods of fitness assessments and their suitability for clients
- KU3.** methods to analyse the outcomes assessments
- KU4.** policies and procedures to enable ethical and compliant collection, use and storage of client information
- KU5.** usage of various floating aids and equipment
- KU6.** methods of collecting information about participants
- KU7.** various health screening procedures, metrics, equipment
- KU8.** guidelines on safe and effective program design
- KU9.** key health hazards, barriers to swimming program
- KU10.** methods to improve the validity and reliability of testing for exercise clients
- KU11.** basic principles of project planning (SMART, Plan-Check-Act, etc.)
- KU12.** types of behaviour which are outside the scope of participant-trainer relationship

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

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

- GS1.** document medical and fitness history of participants
- GS2.** read and understand the needs of participants
- GS3.** read and understand all usage and safety manuals for pool equipment
- GS4.** read and learn about latest nutritional updates
- GS5.** communicate in a clear and polite manner with others when receiving enquiries, clarifications or feedback on performance
- GS6.** explain the training schedule and effects
- GS7.** ensure participants adhere to safety guideline
- GS8.** decide if training should be terminated or altered in special circumstances
- GS9.** discuss sensitive health issues with participants in an open and understanding manner
- GS10.** treat clients with care and follow organizational policy in case of conflicts
- GS11.** ensure clients are physically comfortable during training
- GS12.** identify problems and apply solutions
- GS13.** assess the situation and provide instructions/follow directions to deal with emergency situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the participants' progress</i>	<b>24</b>	<b>42</b>	-	-
<b>PC1.</b> identify the assessment metrics to conduct assessment for endurance and speed	4	6	-	-
<b>PC2.</b> conduct technique assessments for all strokes	4	6	-	-
<b>PC3.</b> assess knowledge of the application of the principles of movement in water	4	6	-	-
<b>PC4.</b> prepare the assessment report for each participant which summarizes their performance, progress, achievements and areas of improvement	4	6	-	-
<b>PC5.</b> conduct personal feedback session for all participants	2	6	-	-
<b>PC6.</b> set achievable goals of improvement for each participant	2	6	-	-
<b>PC7.</b> design strategies and training methods to address areas of development	4	6	-	-
<i>Evaluate the effectiveness of the program</i>	<b>20</b>	<b>30</b>	-	-
<b>PC8.</b> collect information from appropriate sources on the effectiveness of the program	4	6	-	-
<b>PC9.</b> analyze the findings to make modifications to the training program	4	6	-	-
<b>PC10.</b> review the data on retention of participants	4	6	-	-
<b>PC11.</b> identify aspects needing further emphasis or attention in future sessions	4	6	-	-
<b>PC12.</b> review own performance and identify areas of improvement	4	6	-	-
<i>Work effectively with others</i>	<b>8</b>	<b>16</b>	-	-
<b>PC13.</b> interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner	2	4	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC14.</b> promote safe and interactive environment by educating participants on rules of safety	2	4	-	-
<b>PC15.</b> identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
<b>PC16.</b> create participants' feedback form on the sessions conducted	2	4	-	-
<b>NOS Total</b>	<b>52</b>	<b>88</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1149
<b>NOS Name</b>	Review the swimming program
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	6.5
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

## SGJ/N1702: Optimize resource utilization at workplace

### Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

### Scope

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

### Elements and Performance Criteria

#### *Material conservation practices*

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

- PC1.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** check for spills/leakages in various tasks/activities/processes
- PC3.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4.** carry out routine cleaning of tools, machines and equipment

#### *Energy/electricity conservation practices*

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

- PC5.** identify ways to optimize usage of electricity/energy in various tasks/activities/processes
- PC6.** check if the equipment/machine is functioning normally before commencing work and rectify wherever required
- PC7.** report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment
- PC8.** ensure electrical equipment and appliances are properly connected and turned off when not in use

#### *Effective waste management/recycling practices*

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

- PC9.** identify recyclable and non-recyclable, and hazardous waste generated
- PC10.** segregate waste into different categories
- PC11.** dispose non-recyclable waste appropriately
- PC12.** deposit recyclable and reusable material at identified location
- PC13.** follow processes specified for disposal of hazardous waste

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** potential hazards, risks and threats based on the nature of work
- KU2.** layout of the workstation and electrical and thermal equipment used
- KU3.** organizations procedures for minimizing waste
- KU4.** efficient and inefficient utilization of material and water
- KU5.** ways of efficiently managing material and water in the process
- KU6.** basics of electricity and prevalent energy efficient devices
- KU7.** ways to recognize common electrical problems
- KU8.** common practices of conserving electricity
- KU9.** usage of different colours of dustbins
- KU10.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics
- KU11.** waste management and methods of waste disposal
- KU12.** common sources of pollution and ways to minimize it

### Generic Skills (GS)

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

- GS1.** record data on waste disposal at workplace
- GS2.** complete statutory documents relevant to safety and hygiene
- GS3.** read Standard Operating Practices (SOP) documents
- GS4.** communicate with colleagues on the significance of greening of jobs
- GS5.** make timely decisions for efficient utilization of resources
- GS6.** complete tasks efficiently and accurately within stipulated time
- GS7.** work with supervisors/team members to carry out work related tasks
- GS8.** identify cause and effect of greening of jobs

## Assessment Criteria

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



## National Occupational Standards (NOS) Parameters

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

## **DGT/VSQ/N0102: Employability Skills (60 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

#### *Constitutional values - Citizenship*

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

- PC3.** 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.
- PC4.** follow environmentally sustainable practices

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

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** 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

#### *Basic English Skills*

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

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** 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:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

#### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

#### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** 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:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** 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:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

#### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** 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:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.
- PC28.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

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

- PC29.** create a professional Curriculum vitae (Résumé)
- PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC31.** apply to identified job openings using offline /online methods as per requirement
- PC32.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC33.** 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.** 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 and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** 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
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode

- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	23/06/2023
<b>Next Review Date</b>	23/06/2026
<b>NSQC Clearance Date</b>	23/06/2023

## 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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
SPF/N1147.Plan a swimming program	72	149	-	-	221	24
SPF/N1148.Conduct swimming sessions	153	306	-	-	459	50
SPF/N1149.Review the swimming program	52	88	-	-	140	15
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	6
<b>Total</b>	<b>310</b>	<b>599</b>	<b>-</b>	<b>-</b>	<b>909</b>	<b>100</b>

## Acronyms

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

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

<p><b>Organisational Context</b></p>	<p>Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.</p>
<p><b>Technical Knowledge</b></p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>Core Skills/ Generic Skills (GS)</b></p>	<p>Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.</p>
<p><b>Electives</b></p>	<p>Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.</p>
<p><b>Options</b></p>	<p>Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.</p>