

Qualification Pack



Golf Caddie

QP Code: SPF/Q1122

Version: 1.0

NSQF Level: 3

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Qualification Pack

Contents

SPF/Q1122: Golf Caddie	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
SPF/N1170: Prepare for caddying	5
SPF/N1171: Undertake set of activities during the game	10
SPF/N1172: Guide golfer during the game	15
SPF/N1169: Improve workplace resource usage	20
DGT/VSQ/N0101: Employability Skills (30 Hours)	24
Assessment Guidelines and Weightage	29
<i>Assessment Guidelines</i>	29
<i>Assessment Weightage</i>	30
Acronyms	31
Glossary	32

Qualification Pack

SPF/Q1122: Golf Caddie

Brief Job Description

Golf caddies are individuals who assist golfers during the match. Unlike the common understanding, their job is not limited to only carrying bags of golf equipment. They are individuals who also advise golfers, on request, in selection of proper club for particular stroke and/or on peculiarities of course

Personal Attributes

Individuals in this role should have a good understanding and passion for the game of golf. They should be hand working, creative, self-motivated and energetic. Fitness is of the most important qualities of the individuals working as a caddie. They should be focused and possess a very good listening and comprehension skills

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1170: Prepare for caddying](#)
2. [SPF/N1171: Undertake set of activities during the game](#)
3. [SPF/N1172: Guide golfer during the game](#)
4. [SPF/N1169: Improve workplace resource usage](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	3
Credits	12
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0101

Qualification Pack

Minimum Educational Qualification & Experience	10th grade pass OR 9th grade pass with 1 Year of experience OR 8th grade pass with 2 Years of experience OR 5th grade pass with 5 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	23/06/2026
NSQC Approval Date	23/06/2023
Version	1.0
Reference code on NQR	QG-03-SP-00603-2023-V1-SPEFLSC
NQR Version	1

Qualification Pack

SPF/N1170: Prepare for caddying

Description

This unit is about preparing the for the golf game

Scope

The scope covers the following :

- Understand golf equipment, golf course and the game
- Develop knowledge on the rules of the game
- Apply golf etiquettes
- Maintain hygiene and sanitation

Elements and Performance Criteria

understand golf equipment, golf course and the game

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

- PC1.** identify the parts of a golf course – tee, fairway, green, rough, hazards, etc
- PC2.** identify the types of golf course – links course, parkland course, championship course, etc.
- PC3.** identify numbers and significance of holes in a golf course
- PC4.** identify types and use of all golf equipment
- PC5.** classify various tasks involved during the game
- PC6.** identify caddy's role in the game
- PC7.** select language and terms used in golf

develop knowledge on the rules of the game

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

- PC8.** access and interpret the key rules and etiquette requirements of golf
- PC9.** use a range of resources to help develop knowledge of rules
- PC10.** identify different scores–pars, birdies, eagle and bogie
- PC11.** read the yardages of the course
- PC12.** identify golfer's need and guide them during the game

apply golf etiquettes

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

- PC13.** confirm the interpretation of rules and etiquette is consistent with the rules of golf
- PC14.** follow appropriate dress code
- PC15.** prepare for a round, competition or tournament according to the rules and regulations of golf
- PC16.** check and confirm own score with marker according to the rules and regulations of golf
- PC17.** communicate any breach of rules to appropriate authorities of the club
- PC18.** mark partner scorecard according to the rules and regulations of golf

Maintain hygiene and sanitation

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

Qualification Pack

- PC19.** ensure personal hygiene
- PC20.** ensure equipment, golf course, common area, etc. are sanitized before and after the usage
- PC21.** guide others about hygiene and sanitation workplace requirements
- PC22.** report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** rules and regulation of golf
- KU2.** history of golf
- KU3.** handicap system
- KU4.** common game formats
- KU5.** types of golf clubs and their specific usage
- KU6.** location for storage of safety equipment
- KU7.** the types of mobility equipment used in golf
- KU8.** organizational procedure for accidents, safety response
- KU9.** relevant coaching resources from the National PGA / Federation or other coach related organisations
- KU10.** the types of information which can be collected from participants
- KU11.** types of resources required for golf coaching sessions. e.g. equipment, clothing, teaching aids

Generic Skills (GS)

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

- GS1.** read and understand all usage and safety manuals
- GS2.** develop safety guidelines/instructions
- GS3.** analyze the needs, expectation and limitation of participants
- GS4.** document health and fitness information
- GS5.** monitor participant behaviour and activities
- GS6.** maintain count of equipment, machinery, participants, etc.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>understand golf equipment, golf course and the game</i>	14	28	-	-
PC1. identify the parts of a golf course - tee, fairway, green, rough, hazards, etc	2	4	-	-
PC2. identify the types of golf course - links course, parkland course, championship course, etc.	2	4	-	-
PC3. identify numbers and significance of holes in a golf course	2	4	-	-
PC4. identify types and use of all golf equipment	2	4	-	-
PC5. classify various tasks involved during the game	2	4	-	-
PC6. identify caddy's role in the game	2	4	-	-
PC7. select language and terms used in golf	2	4	-	-
<i>develop knowledge on the rules of the game</i>	10	20	-	-
PC8. access and interpret the key rules and etiquette requirements of golf	2	4	-	-
PC9. use a range of resources to help develop knowledge of rules	2	4	-	-
PC10. identify different scores-pars, birdies, eagle and bogie	2	4	-	-
PC11. read the yardages of the course	2	4	-	-
PC12. identify golfer's need and guide them during the game	2	4	-	-
<i>apply golf etiquettes</i>	18	36	-	-
PC13. confirm the interpretation of rules and etiquette is consistent with the rules of golf	4	8	-	-
PC14. follow appropriate dress code	4	8	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. prepare for a round, competition or tournament according to the rules and regulations of golf	4	8	-	-
PC16. check and confirm own score with marker according to the rules and regulations of golf	2	4	-	-
PC17. communicate any breach of rules to appropriate authorities of the club	2	4	-	-
PC18. mark partner scorecard according to the rules and regulations of golf	2	4	-	-
<i>Maintain hygiene and sanitation</i>	8	16	-	-
PC19. ensure personal hygiene	2	4	-	-
PC20. ensure equipment, golf course, common area, etc. are sanitized before and after the usage	2	4	-	-
PC21. guide others about hygiene and sanitation workplace requirements	2	4	-	-
PC22. report advanced hygiene and sanitation issues to appropriate authority	2	4	-	-
NOS Total	50	100	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1170
NOS Name	Prepare for caddying
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	2.5
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

Qualification Pack

SPF/N1171: Undertake set of activities during the game

Description

This unit is about conducting set of activities during the game of golf

Scope

The scope covers the following :

- Carry golf bag with equipment
- Maintain equipment and golf course during the game
- Work effectively with others

Elements and Performance Criteria

Carry golf bag with equipment

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

- PC1.** carry the golf bags of golfers or push/ pull cart that holds golf bags; drive golf cart
- PC2.** identify different types of golf clubs
- PC3.** place clubs back into the bag after golfers have hit their shots after cleaning it
- PC4.** arrange the clubs in the golf bag
- PC5.** identify different clubs for various categories i.e. men, women, junior and senior

Maintain equipment and golf course during the game

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

- PC6.** clean the golf clubs and golf balls of the golfers
- PC7.** use mechanical club and ball washers
- PC8.** use towel to wipe clubs after each shot
- PC9.** ensure golf ball is cleaned and handed over to the golfer before putting
- PC10.** rake bunkers after golfers hit their shots from the bunker
- PC11.** replace divots and repair ball marks
- PC12.** retrieve the chunks of grass/ sod and place them in the spot from where it was uprooted after the shot
- PC13.** fill the divots with the help of sand
- PC14.** dispose any garbage/rubbish on the golf course

Work effectively with others

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

- PC15.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC16.** promote a safe and interactive environment
- PC17.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

Qualification Pack

The individual on the job needs to know and understand:

- KU1.** factors leading to unsafe situations in a golf course and its surrounding
- KU2.** factors leading to distraction while monitoring/ assisting golfers
- KU3.** conditions and external influences which can affect golf sessions: environmental/ weather conditions, golf course access, cost to participate, etc.
- KU4.** required resources for golf sessions, e.g. facility, equipment, etc.
- KU5.** appropriate equipment and clothing for golf sessions
- KU6.** ways to promote compliance with safety rules and regulations
- KU7.** ways to inform golfers of unacceptable behaviour
- KU8.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU9.** POSH (Prevention of Sexual Harassment) Act
- KU10.** rights of golf course users, members

Generic Skills (GS)

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

- GS1.** monitor client behaviour and activities
- GS2.** resolve conflicts
- GS3.** communicate effectively
- GS4.** report and record incidents and emergency situations
- GS5.** interpret manufacturer guidelines to maintain and use equipment
- GS6.** report and record incidents and emergency situations

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry golf bag with equipment</i>	15	30	-	-
PC1. carry the golf bags of golfers or push/ pull cart that holds golf bags; drive golf cart	3	6	-	-
PC2. identify different types of golf clubs	3	6	-	-
PC3. place clubs back into the bag after golfers have hit their shots after cleaning it	3	6	-	-
PC4. arrange the clubs in the golf bag	3	6	-	-
PC5. identify different clubs for various categories i.e. men, women, junior and senior	3	6	-	-
<i>Maintain equipment and golf course during the game</i>	27	54	-	-
PC6. clean the golf clubs and golf balls of the golfers	3	6	-	-
PC7. use mechanical club and ball washers	3	6	-	-
PC8. use towel to wipe clubs after each shot	3	6	-	-
PC9. ensure golf ball is cleaned and handed over to the golfer before putting	3	6	-	-
PC10. rake bunkers after golfers hit their shots from the bunker	3	6	-	-
PC11. replace divots and repair ball marks	3	6	-	-
PC12. retrieve the chunks of grass/ sod and place them in the spot from where it was uprooted after the shot	3	6	-	-
PC13. fill the divots with the help of sand	3	6	-	-
PC14. dispose any garbage/rubbish on the golf course	3	6	-	-
<i>Work effectively with others</i>	8	16	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	3	6	-	-
PC16. promote a safe and interactive environment	3	6	-	-
PC17. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
NOS Total	50	100	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1171
NOS Name	Undertake set of activities during the game
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	4
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

Qualification Pack

SPF/N1172: Guide golfer during the game

Description

This unit is about assisting golfer during the game.

Scope

The scope covers the following :

- Assist golfer with useful information about the game
- Read and interpret the game situations to the golfer
- Assist golfer in post-round analysis and follow-up

Elements and Performance Criteria

Assist golfer with useful information on the game

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

- PC1.** identify and assess golfer's need and characteristics
- PC2.** provide useful information in regards to club selection for the shot, if asked
- PC3.** list the difference between male clubs, female clubs and senior citizen clubs
- PC4.** locate the ball on the course
- PC5.** identify the pace of the game
- PC6.** use techniques to make the hole visible for the golfer – in case when the golfer cannot see the hole from the position of the ball
- PC7.** remove the pin before any putts are hit if the balls are near the hole
- PC8.** hold the pin or flagstick appropriately
- PC9.** identify every shot the golfer makes
- PC10.** stay out of line of putt
- PC11.** identify the distance markers located on the fairway
- PC12.** use appropriate calculation and communicate to the golfer on the distance from the green
- PC13.** use range finder/ GPS devices wherever permitted

Read and interpret the game situations to the golfer

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

- PC14.** provide golf course environmental information to the golfer
- PC15.** provide information on the parameters of the shot - the distance, wind, direction, or line of a putt
- PC16.** provide golfer with the information required to play the shot
- PC17.** maintain and optimize the golfer's mental state over the course of the entire round
- PC18.** assist the golfer to be confident enough in the decision to fully commit to its execution
- PC19.** monitor and refine plans, tactics and strategies according to the stage and situation of the round
- PC20.** maintain effective communication with golfer to enhance performance

Qualification Pack

PC21. report breaches of rules to appropriate personnel

Participate in post-round analysis and follow-up

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

PC22. check the physical condition of the golfer after the game

PC23. brief golfer on the scores of the game

PC24. provide match analysis when requested by the golfer

PC25. clean and store golf equipment safely

PC26. guide golfers to the recovery and refreshment area, lounge

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. common game formats

KU2. control of ball flight

KU3. factors associated with accuracy, distance, direction and spin

KU4. golf terminology: appropriate golf terms and their definitions

KU5. mental game factors: concentration, visualisation, emotional control etc.

KU6. tactics and playing strategy

KU7. relevant equipment and safety requirements for safe participation

KU8. golf organisation and governance

Generic Skills (GS)

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

GS1. read and interpret golf teaching manuals

GS2. brief participants in all aspects of the session

GS3. convey information about the safety aspects of the session

GS4. give and receive feedback

GS5. recognise and correct player performance errors

GS6. apply first aid and emergency response

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist golfer with useful information on the game</i>	24	48	-	-
PC1. identify and assess golfer's need and characteristics	2	4	-	-
PC2. provide useful information in regards to club selection for the shot, if asked	2	4	-	-
PC3. list the difference between male clubs, female clubs and senior citizen clubs	2	4	-	-
PC4. locate the ball on the course	1	2	-	-
PC5. identify the pace of the game	1	2	-	-
PC6. use techniques to make the hole visible for the golfer – in case when the golfer cannot see the hole from the position of the ball	2	4	-	-
PC7. remove the pin before any putts are hit if the balls are near the hole	2	4	-	-
PC8. hold the pin or flagstick appropriately	2	4	-	-
PC9. identify every shot the golfer makes	2	4	-	-
PC10. stay out of line of putt	2	4	-	-
PC11. identify the distance markers located on the fairway	2	4	-	-
PC12. use appropriate calculation and communicate to the golfer on the distance from the green	2	4	-	-
PC13. use range finder/ GPS devices wherever permitted	2	4	-	-
<i>Read and interpret the game situations to the golfer</i>	16	32	-	-
PC14. provide golf course environmental information to the golfer	2	4	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. provide information on the parameters of the shot - the distance, wind, direction, or line of a putt	2	4	-	-
PC16. provide golfer with the information required to play the shot	2	4	-	-
PC17. maintain and optimize the golfer's mental state over the course of the entire round	2	4	-	-
PC18. assist the golfer to be confident enough in the decision to fully commit to its execution	2	4	-	-
PC19. monitor and refine plans, tactics and strategies according to the stage and situation of the round	2	4	-	-
PC20. maintain effective communication with golfer to enhance performance	2	4	-	-
PC21. report breaches of rules to appropriate personnel	2	4	-	-
<i>Participate in post-round analysis and follow-up</i>	10	20	-	-
PC22. check the physical condition of the golfer after the game	2	4	-	-
PC23. brief golfer on the scores of the game	2	4	-	-
PC24. provide match analysis when requested by the golfer	2	4	-	-
PC25. clean and store golf equipment safely	2	4	-	-
PC26. guide golfers to the recovery and refreshment area, lounge	2	4	-	-
NOS Total	50	100	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1172
NOS Name	Guide golfer during the game
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	3
Credits	3.5
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	23/06/2023

Qualification Pack

SPF/N1169: Improve workplace resource usage

Description

This unit is about increasing efficiencies and maximizing the use of materials, particularly resources, energy, and trash, in workplace operations.

Scope

The scope covers the following :

- conservation procedures for materials
- power conservation methods
- waste management/recycling procedures

Elements and Performance Criteria

conservation procedures for materials

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

- PC1.** determine ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** examine various tasks/activities/processes for spills/leaks
- PC3.** eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected
- PC4.** conduct routine cleaning of tools, machines, and equipment

power conservation practices

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

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

waste management/recycling procedures

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

- PC9.** determine recyclable and non-recyclable, and hazardous waste generated
- PC10.** separate waste into different categories
- PC11.** discard non-recyclable waste appropriately
- PC12.** store recyclable and reusable materials in a designated spot

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Qualification Pack

- 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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>conservation procedures for materials</i>	4	12	-	-
PC1. determine ways to optimize usage of material including water in various tasks/activities/processes	1	3	-	-
PC2. examine various tasks/activities/processes for spills/leaks	1	3	-	-
PC3. eliminate spills/leaks and escalate to appropriate authorities if they cannot be corrected	1	3	-	-
PC4. conduct routine cleaning of tools, machines, and equipment	1	3	-	-
<i>power conservation practices</i>	8	10	-	-
PC5. determine ways to optimize usage of electricity/energy in various tasks/activities/processes	2	3	-	-
PC6. ensure if the equipment/machine is functioning normally before commencing work and rectify wherever required	2	3	-	-
PC7. report equipment malfunctions (fumes/sparks/emission/vibration/noise) and lapses in maintenance	2	2	-	-
PC8. ensure that all electrical equipment and appliances are correctly connected and turned off when not in use	2	2	-	-
<i>waste management/recycling procedures</i>	8	8	-	-
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. separate waste into different categories	2	2	-	-
PC11. discard non-recyclable waste appropriately	2	2	-	-
PC12. store recyclable and reusable materials in a designated spot	2	2	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1169
NOS Name	Improve workplace resource usage
Sector	Sports
Sub-Sector	Sports
Occupation	Sports Coaching
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQF Clearance Date	23/06/2023

Qualification Pack

DGT/VSQ/N0101: Employability Skills (30 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
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

PC1. understand the significance of employability skills in meeting the job requirements

Constitutional values - Citizenship

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

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

PC4. speak with others using some basic English phrases or sentences

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

Qualification Pack

Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

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 basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	1	1	-	-
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	3	4	-	-
PC9. use various financial products and services safely and securely	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	4	6	-	-
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	3	5	-	-
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	2	2	-	-
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	1	3	-	-
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	23/06/2026
NSQC Clearance Date	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 50% of aggregate marks to successfully clear the assessment.

Qualification Pack

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 50

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1170.Prepare for caddying	50	100	-	-	150	27
SPF/N1171.Undertake set of activities during the game	50	100	-	-	150	27
SPF/N1172.Guide golfer during the game	50	100	-	-	150	27
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	9
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
Total	190	360	-	-	550	100



Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

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