



# Model Curriculum

**QP Name: Sports Gear Specialist**

**QP Code: SPF/Q9102**

**QP Version: 1.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Retail Management
<b>Occupation</b>	Sports Retail
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2434.0203
<b>Minimum Educational Qualification and Experience</b>	<p>Completed 2nd year of 3-year/ 4-years UG OR Pursuing 2nd year of 3-year/ 4-years UG and continuing education OR 12th grade Pass with 2 Years of relevant experience OR 12th pass with 2 year of any combination of NTC/NAC/CITS or equivalent OR 10th grade pass with 4 Years of relevant experience OR Certificate-NSQF, Level 4- Store Sales Executive- Sports with 3 Years of relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 years
<b>Last Reviewed On</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/08/2023
<b>Model Curriculum Valid Up to Date</b>	31/08/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	540 Hours



**Maximum Duration of the Course**

**540 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 should have acquired the listed knowledge and skills.

- Analyze technical aspects of a sports gear
- Conduct market research and trend analysis
- Assist in managing sports gear inventory
- Conduct user need analysis
- provide sports gear recommendations
- Work effectively with others
- Evaluate the effectiveness of the consultancy
- Follow safety protocols for injury prevention and medical emergency.

### 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
<b>SPF/N19104 – Understand developments in sports gear product and business</b> NOS Version No. 1.0 NSQF Level 5	55:00	80:00	45:00	00:00	180:00
<b>Bridge Module</b> Module 1: Introduction to the job role of sports gear specialist	05:00	05:00	00:00	00:00	10:00
Module 2: Collect information on sports gear market, utility and trends	50:00	75:00	45:00	16:00	170:00
<b>SPF/N19105 – Provide need-based consultancy on sports gear selection</b> NOS Version No. 1.0 NSQF Level 5	30:00	90:00	30:00	00:00	150:00
Module 3: Recommend sports gear based on need analysis of the user	30:00	90:00	30:00	00:00	150:00
<b>SPF/N9106 – Provide follow up consultancy to the user</b> NOS Version No. 1.0 NSQF Level 5	30:00	45:00	15:00	00:00	90:00
Module 4: Carry out post consultancy engagements	30:00	45:00	15:00	00:00	90:00

SPF/N1169 – Improve workplace resource usage NOS Version No. 1.0 NSQF Level 3	15:00	15:00	00:00	00:00	30:00
Module 5: Build an environmental friendly workplace	15:00	15:00	00:00	00:00	30:00
DGT/VSQ/N0103- Employability skills (90 Hours) NOS Version No-1.0 NSQF Level: 5	45:00	45:00	00:00	00:00	90:00
Module 6: Employability skills	45:00	45:00	00:00	00:00	90:00
<b>Total Duration</b>	<b>165:00</b>	<b>285:00</b>	<b>90:00</b>	<b>00:00</b>	<b>540:00</b>

# Module Details

## Module 1: Introduction to the job role of sports gear specialist

### Bridge Module

Mapped to SPF/N9104, v1.0

#### Terminal Outcomes:

- Describe the job role of sports gear specialist
- Discuss the career opportunities in sports retail business as a gear expert

<b>Duration:</b> 05:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the role and responsibilities of sports gear specialist</li> <li>• List the career opportunities in sports retail business as a sports gear expert</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge of sports gear for various indoor and outdoor sports</li> <li>• Create a career progression chart of a sports gear specialist</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment, and Other Requirements</b>	
NA	

## Module 2: Collect information on sports gear market, utility and trends

### Mapped to SPF/N9104, v1.0

#### Terminal Outcomes:

- Prepare store for the sale of sports products
- Identify sports products specifications, usage, prices, etc.
- Prepare for store setup and visual merchandising

<i>Duration: 50:00</i>	<i>Duration: 75:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss materials used in sports gear: fabrics, leathers, metals, plastics, composites</li> <li>• Explain performance-enhancing technologies: moisture-wicking fabrics, shock absorption, aerodynamic designs</li> <li>• explain gear adjustments and customization options for personalized fit</li> <li>• identify niche markets or untapped opportunities within the sports gear industry</li> <li>• Discuss the ways to collaborate with suppliers and manufacturers to gain insights into upcoming product releases and innovation</li> <li>• Explain the significance of anticipating future market trends to guide product selection</li> <li>• Discuss the impact of external factors like fashion trends, sports events, and cultural influences on sports gear preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of sports gear, including equipment, apparel, and accessories, specific to various sports and activities</li> <li>• Conduct market research to identify current and emerging trends in the sports gear industry</li> <li>• Demonstrate how to analyze sales data to identify popular gear categories, best-selling products, and user preferences.</li> <li>• Demonstrate how to assess durability for gear that withstands rigorous use</li> <li>• Evaluate weight's impact on performance and recommend optimal gear</li> <li>• Evaluate right size, considering brand and model variations</li> <li>• Demonstrate safety features: impact resistance, padding, protective elements</li> <li>• Compare gear options based on specifications, highlighting performance differences</li> <li>• Organize sports gear inventory based on product types, sizes, and brands for efficient management</li> <li>• conduct regular competitor analysis to identify gaps in product assortment</li> <li>• Forecast demand using sales data and user preferences</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Too, Equipment and Other Requirements</b>	
Dummy sports gears, display racks, shelves, board with product categories, offers, barcode, price tags, mannequins, Hangers, shopping bag, basket, cart, feedback sheet, calculator, printer, printed receipts, first aid kit	





## Module 3: Recommend sports gear based on need analysis of the user

Mapped to SPF/N9105, v1.0

### Terminal Outcomes:

- Conduct user need analysis
- Recommend sports gear

Duration: 30:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the significance of collecting user's skill levels before recommending gears</li> <li>• Discuss ways to understand user's specific requirements, preferences, and goals for sports gear (sport, skill level, frequency of use, etc.)</li> <li>• Discuss the importance of having thorough discussions with users to identify their desired performance, comfort, and safety features in sports gear</li> <li>• Discuss the significance of user's budget in recommendation of sports gear</li> <li>• analyze the user's previous experiences with sports gear to gain insights into their preferences and potential areas for improvement</li> <li>• Discuss the ways to maintain personal hygiene</li> <li>• Recall the importance of hygiene and sanitation regulatory at the store</li> <li>• Identify the sanitizing agents which are safe for products for sale</li> <li>• Identify the sanitizing agents safe for the exposure to the user and self</li> <li>• Discuss ways to promote a safe and interactive environment at the store</li> <li>• Discuss the common types of health issue, injuries that might occur to the users</li> <li>• Explain the factors that lead to injuries or medical emergency at the the store</li> <li>• Explain the steps to be followed during medical emergencies.</li> <li>• List the mandatory safety equipment required to be maintained and stationed at the store</li> </ul>	<ul style="list-style-type: none"> <li>• List the popular indoor and outdoor sports activities and the gears associated with them</li> <li>• Identify gears to be used by beginners, semi-professionals, professionals for different sporting activities</li> <li>• Demonstrate ways to clarify user needs related to sports gear</li> <li>• Evaluate the user's body type, size, and any unique considerations to suggest sports gear options that provide an optimal fit</li> <li>• Create gear recommendations chart based on initial assessment of the user (sport, budget, preference, comfort and fit, etc.)</li> <li>• List gear options that provide the necessary protective features for their sport or activity.</li> <li>• Prepare a sample report on maintenance of safety at the sports store.</li> <li>• Demonstrate hygiene and sanitation checks of work area and equipment at the store</li> <li>• Demonstrate ways to sanitize products after they have tried by the user.</li> <li>• Draft a sample report for advanced hygiene and sanitation issues to appropriate authority.</li> <li>• Demonstrate the process of administering first aid for common injuries.</li> <li>• Perform CPR (Cardio-Pulmonary Resuscitation)</li> <li>• Demonstrate ways to find if the injury is major or minor.</li> <li>• Demonstrate emergency evacuation procedure and protocol in case of fire or natural disaster.</li> <li>• Demonstrate how to operate emergency equipment like fire extinguisher, alarm systems, etc.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Dummy sports gears, display racks, shelves, board with product categories, offers, barcode, price tags, mannequins, Hangers, shopping bag, basket, cart, teller machine, point of sale system, feedback sheet, calculator, printer, printed receipts, first aid kit	

## Module 4: Carry out post consultancy engagements

*Mapped to SPF/N9106, v1.0*

### Terminal Outcomes:

- Evaluate the effectiveness of the consultancy

<b>Duration: 30:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the ways to create and maintain user database</li> <li>Discuss the process of post sale follow-ups.</li> <li>Discuss the significance of collecting feedback from the users post consultancy</li> <li>Explain the ways to identify areas of improvement based on feedback received from users</li> <li>Discuss how to ascertain if user needs were met during the consultation</li> <li>Explain the ways to determine the success of post-purchase support and assistance provided</li> <li>evaluate the efficiency and effectiveness of the post-consultancy follow-up process</li> <li>identify opportunities for upselling or cross-selling based on user feedback and preferences</li> <li>Discuss ways to determine the overall user experience and identify opportunities for improvement</li> <li>Discuss inappropriate behaviour and sexual harassment at workplace.</li> <li>Explain the significance and the process of reporting appropriate behaviour and sexual harassment at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Create a sample user feedback form</li> <li>Demonstrate how to collect feedback from the users</li> <li>Collect feedback from users regarding their satisfaction with the sports gear consultation</li> <li>Analyze the outcomes and impact of the recommended sports gear on users' performance and satisfaction levels</li> <li>Review user testimonials to gauge the effectiveness of the consultation process</li> <li>identify any gaps in product knowledge or expertise that could be addressed for future consultations</li> <li>Demonstrate how to assess the impact of the consultation on user loyalty and likelihood of repeat business</li> <li>Evaluate the accuracy and relevance of the product recommendations provided</li> <li>Apply gender-sensitive, non-discriminatory language.</li> </ul>
<b>Classroom Aids:</b>	
ms Laptop, whiteboard, marker, projector, chart paper, clipboards, writing pads	
<b>Tools, Equipment and Other Requirements</b>	
Feedback form	

## Module 5: Build an environmental friendly workplace

Mapped to SPF/N1169, v1.0

### Terminal Outcomes:

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

<b>Duration:</b> 10:00	<b>Duration:</b> 20:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the environment-friendly materials available to replace conventional materials.</li> <li>• Explain ways of disposing non-recyclable waste appropriately.</li> <li>• Discuss common sources of pollution and ways to minimize them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare statutory documents relevant to safety and hygiene.</li> <li>• Exhibit the methods of disposing non-recyclable waste.</li> <li>• Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, safety goggles, ladder	

## Module 6: Employability Skills

Mapped to DGT/VSQ/N0103, 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

<b>Duration: 45:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the Employability Skills required for jobs in various industries.</li> <li>• 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</li> <li>• Describe the role of digital technology in today's life</li> <li>• Explain entrepreneurship and opportunities available</li> <li>• Identify different types of customers and their needs</li> <li>• Explain skills required to become a 21st century professional</li> <li>• Teach to read and write basic English</li> <li>• Explain effective communication skills</li> <li>• Teach basic financial and legal knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career plan</li> <li>• Implement Self-awareness, time management, critical thinking, problem solving</li> <li>• Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary</li> <li>• Implement communication skills while handling different customers</li> <li>• Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers.</li> <li>• Create a biodata.</li> <li>• Use various sources to search and apply for jobs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

## On-the-Job Training

### Mapped to Sports Gear Specialist

<b>Mandatory Duration:</b> 90:00	<b>Recommended Duration:</b> 00:00
<b>Location:</b> On-Site	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Prepare store for the sale of sports products</li> <li>• Identify sports products specifications, usage, prices, etc.</li> <li>• Prepare for store setup and visual merchandising</li> <li>• Guide users in identifying the product categories</li> <li>• Assist userd with selection and specification of products</li> <li>• Conduct activities to promote user satisfaction</li> <li>• Identify effective waste management techniques in the workplace.</li> <li>• Ways to make the workplace environmentally sustainable..</li> <li>• Follow safety protocols for injury prevention and medical emergency.</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12 <sup>th</sup> pass	Retail	Minimum of 1 year	Must have worked in a retail environment as a sports gear specialist	Minimum of 2 years	Retail	All empaneled Assessors would have to undergo <b>“Train the Trainer”</b> Program conducted by SPEFL SC for each job role time to time.

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role “Sports Gear Specialist” mapped to QP: “SPF/Q9102, v1.0” 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	
Class 12 <sup>th</sup> pass	Retail	Minimum of 2 years	Must have worked in a retail environment as a sports gear specialist	Minimum of 2 years	Retail	All empaneled Assessors would have to undergo “Train the Assessor” Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “Sports Gear Specialist” mapped to QP: “SPF/Q9102, v1.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor (VET and skills)”, mapped to 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.

## References

## Glossary

Term	Description
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . 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