



# Model Curriculum

**QP Name: Community Sports Coach**

**QP Code: SPF/Q1106**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 2.0**

Sports, Physical Education, Fitness and Leisure Sector Skill Council  
207, DLF Tower, Galleria Mall, Mayur Vihar Extension, Delhi  
E: [priya.dwivedi@sportsskills.in](mailto:priya.dwivedi@sportsskills.in)

# Table of Contents

Program Overview .....	4
Training Outcomes .....	4
Compulsory Modules .....	4
Module Details .....	6
Module 1: Bridge Module: Introduction to Community Sports Coaching .....	6
Module 2: Design sports coaching programme for the community .....	7
Module 3: Prepare for sports coaching sessions .....	8
Module 4: Conduct sports coaching sessions .....	9
Module 5: Evaluate the participants' progress .....	10
Module 6: Evaluate the effectiveness of the programme .....	11
Module 7: Ways to make the workplace environmentally sustainable .....	12
Module 8: Employability Skills .....	13
On-the-job training .....	14
Annexure .....	15
Trainer Requirements .....	15
Assessor Requirements .....	16
Assessment Strategy .....	17
References .....	19
Glossary .....	20
Acronyms and Abbreviations .....	21

## Training 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>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	Aligned to NCO-2015/3422.9900
<b>Minimum Educational Qualification and Experience</b>	Completed 2nd year of diploma (after 12th) OR Pursuing 2nd year of 2-year diploma after 12th OR 12th Class pass with 2 Years of experience in sports coaching in school/ colleges, sports academies, NGO working in the field of sports OR 10th Class pass with 4 Years of experience in sports coaching in school/ colleges, sports academies, NGO working in the field of sports OR Certificate-NSQF (Level 4 - Fitness Trainer) with 3 Years of experience in fitness and sports coaching in school/ colleges, sports academies, NGO working in the field of sports
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20
<b>Last Reviewed On</b>	20/11/2020
<b>Next Review Date</b>	20/11/2023
<b>NSQC Approval Date</b>	20/11/2020
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Up to Date</b>	20/11/2023
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	570 Hours
<b>Maximum Duration of the Course</b>	570 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.

- identify manpower, infrastructure and other resources required to run a community level sports coaching programme
- develop a sports coaching programme at a community level
- create need-based assessments for participants
- identify and report all emergencies/accidents/safety breaches
- create safety plans for prevention of injuries
- plan daily sports coaching sessions
- deliver coaching sessions
- conduct sports skill and fitness assessments
- create assessment reports of the participants
- monitor and evaluate coaching sessions
- create programme reports
- evaluate coaching programme

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>SPF/N1114 – Plan Sports Coaching Programme</b> NOS Version No. 2.0 NSQF Level 5	45:00	45:00	00:00	00:00	90:00
<b>(Bridge Module)</b> Module 1: Introduction to Community Sports Coaching	15:00	00:00	00:00	00:00	15:00
Module 2: Design sports coaching programme for the community	30:00	45:00	00:00	00:00	75:00
<b>SPF/N1115: Deliver sports coaching sessions</b> NOS Version No. 2.0 NSQF Level 5	60:00	120:00	30:00	00:00	210:00
Module 3: Prepare for sports coaching sessions	30:00	60:00	15:00	00:00	105:00
Module 4: Conduct sports coaching sessions	30:00	60:00	15:00	00:00	105:00

<b>SPF/N1116: Review the sports coaching programme NOS Version No. 2.0 NSQF Level 5</b>	<b>30:00</b>	<b>90:00</b>	<b>30:00</b>	<b>00:00</b>	<b>150:00</b>
Module 5: Evaluate the participants' progress	15:00	45:00	15:00	00:00	75:00
Module 6: Evaluate the effectiveness of the program	15:00	45:00	15:00	00:00	75:00
<b>SGJ/N1702: Optimize resource utilization at workplace NOS Version No. 1.0 NSQF Level 5</b>	<b>15:00</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: ways to make the workplace environmentally sustainable	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0103: Employability skills (90 Hours) NOS Version No-1.0 NSQF Level: 5</b>	<b>45:00</b>	<b>45:00</b>	<b>00:00</b>	<b>00:00</b>	<b>90:00</b>
Module 8: Employability skills	45:00	45:00	00:00	00:00	90:00
<b>Total Duration</b>	<b>195:00</b>	<b>315:00</b>	<b>60:00</b>	<b>00:00</b>	<b>570:00</b>

## Module Details

### Module 1: Introduction to Community Sports Coaching

#### Bridge Module

#### Mapped to SPF/N1114, v2.0

#### Terminal Outcomes:

- Explain the role and responsibilities of a Community Sports Coach.
- Describe the role of sports associations and federations in governance of various sports
- Identify the career opportunities of a community sports coach

<b>Duration: 15:00</b>	<b>Duration: 00:00</b>
<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 a community sports coach.</li> <li>• Describe the qualities of a good sports coach</li> <li>• Explain the difference between a community sports coach and a sports coach.</li> <li>• List the career opportunities of a community sports coach.</li> <li>• Identify the sports associations and the federations governing laws of various sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career progression chart for a community sports coach.</li> <li>• Create hierarchy chart of a Sports Federation that governs the laws and regulations of sports.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Design sports coaching programme for the community

*Mapped to SPF/N1114, v2.0*

### Terminal Outcomes:

- Design an outcome-based sports coaching programme for the community.

<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>Explain the key factors to be considered while designing a sports coaching programme for the community.</li> <li>Explain the steps to be followed during medical emergencies.</li> <li>Discuss the parameters to be considered while setting goals with participants with specific need.</li> <li>Describe the procedures for regular inspection of play space, facilities and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a sample plan taking into consideration equipment, manpower support and play spaces required to execute the community sports coaching programme.</li> <li>Draft a sample agreement/MoU with the nearby medical facility to address any emergency situations during sports coaching sessions.</li> <li>Classify training plan to enhance the participant's sports skills and fitness levels</li> <li>Prepare sports activities appropriate for participants with special needs and disabilities.</li> <li>Prepare a plan for sports facility inspection.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Measuring tape, chalk powder, popular sports equipment, first aid kit	

## Module 3: Prepare for sports coaching sessions

*Mapped to SPF/N1115, v2.0*

### Terminal Outcomes:

- Prepare for the delivery of a sports coaching programme.

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Identify various types of sports equipment, accessories and their usage for conducting sports coaching sessions.</li> <li>• Describe age-appropriate skills and techniques of sports to be taught to the participants.</li> <li>• Explain what individual goals and session goals of a sports coaching session are and how to develop them.</li> <li>• Describe the protocols to be followed in case of medical emergency during sports coaching sessions.</li> <li>• Discuss the significance of educating participants on maintaining hygiene and sanitation at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of sports equipment and accessories in various play areas.</li> <li>• Prepare an activity plan (session plan) for different age group participants and for different sports.</li> <li>• Demonstrate examples of individual and session goals within an activity.</li> <li>• Demonstrate the process of administering First aid for common sports injuries.</li> <li>• Demonstrate hygiene and sanitation checks of work area and equipment.</li> <li>• Prepare a sample of daily report on maintenance of hygiene and sanitation at workplace.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Measuring tape, chalk powder, sport equipment, first aid kit, sport laws handbook	



## Module 4: Conduct sports coaching sessions

*Mapped to SPF/N1115, v2.0*

### Terminal Outcomes:

- Deliver a series of sports coaching sessions with specific learning outcomes.

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Recognize the basic, intermediate and advanced techniques of popular sports.</li> <li>Explain the laws and rules of the popular sports.</li> <li>Explain the elements of a structured coaching session.</li> <li>Recall the policies governing the protection of children and vulnerable adults from abuse.</li> <li>Describe the process of identifying and recommending suitable sports for people with disabilities.</li> <li>Discuss the ways to maintain personal hygiene before and after session.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare drills and activities to teach sports techniques.</li> <li>Create a tabular representation of the laws and rules of popular sports.</li> <li>Demonstrate age-appropriate warm up and cool down activities.</li> <li>Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.</li> <li>Prepare a sports coaching session for participants with special needs.</li> <li>Prepare a checklist to ensure personal hygiene is maintained before and after session.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Whistle, popular sport equipment, first aid kit, sport laws handbook, team uniform/bibs	

## Module 5: Evaluate the participants' progress

*Mapped to SPF/N1116, v2.0*

### Terminal Outcomes:

- Identify participant's areas of strength and weaknesses.
- Determine progress of each participant against the goals.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the components of fitness assessment and skill assessment.</li> <li>• Explain the elements in fitness report.</li> <li>• Discuss the ways to prepare for a personal feedback session.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample set of assessment drills to identify fitness and skills level of participants</li> <li>• Prepare a sample fitness report.</li> <li>• Demonstrate the ways of giving personal feedback to participants.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Whistle, popular sport equipment, fitness assessment kit, first aid kit, sport laws handbook, team uniform/bibs	

## Module 6: Evaluate the effectiveness of the programme

*Mapped to SPF/N1116, v2.0*

### Terminal Outcomes:

- Analyze the effectiveness of the programme to meet community's goal.

<b>Duration:</b> 15:00	<b>Duration:</b> 45:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss the steps of collecting data from appropriate sources on the effectiveness of the coaching methodology.</li> <li>Explain the elements of a programme report.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a sample questionnaire to collect information on programme effectiveness.</li> <li>Prepare a sample programme report.</li> <li>Prepare plan of collection of attendance of all participants.</li> <li>Demonstrate recording of action and outcomes listed out during the planning phase of the community sports coaching programme.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Printer	

## Module 7: Ways to make the workplace environmentally sustainable

*Mapped to SGJ/N1702, v1.0*

### Terminal Outcomes:

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

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognize the environment-friendly materials available to replace conventional materials.</li> <li>• Discuss ways of disposing non-recyclable waste appropriately.</li> <li>• Explain common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare statutory documents relevant to safety and hygiene.</li> <li>• Demonstrate the methods of disposing of 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 8: 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

Duration: 45:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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 Community Sports Coach

<b>Mandatory Duration:</b> 60:00	<b>Recommended Duration:</b> 00:00
<b>Module Name:</b> On-the-Job Training	
<b>Location:</b> On Site	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• identify manpower, infrastructure and other resources required to run a community level sports coaching programme</li> <li>• demonstrate sports activities appropriate for participants with special needs and disabilities</li> <li>• prepare a plan for sports facility inspection</li> <li>• demonstrate drills and activities to teach sports techniques</li> <li>• demonstrate age-appropriate warm up and cool down sessions</li> <li>• demonstrate how to conduct sports skill and fitness assessments</li> <li>• prepare a sample fitness report</li> <li>• demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language</li> <li>• Identify effective waste management techniques at the workplace</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10 <sup>th</sup> Class Pass	Popular sports or indigenous games or fitness and conditioning	Minimum of 1 years	Must be current or past participants in the team or individual sports at a minimum of District level. Should produce 1 participation certificates	Minimum of 1 years	Sports coaching in school/ colleges, sports academies, NGO working in the field of sports	The individual should be patient and a good listener. The person should have a basic understanding of all major sports and a good level of physical fitness. The individual should have good decision making, communication and supervisory skills.

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role "Community Sports Coach" mapped to QP "SPF/Q1106, v2.0" Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role "Trainer" (VET and skills), mapped to Qualification Pack: MEP/Q2601, v2.0" Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
BPED/BPE/ Graduate/ NIS Diploma	Sports Coaching	Minimum of 2 years	Must be current or past participants in the team or individual sports at a minimum of State level. Should produce 1 participation certificates	Minimum of 1 years	Sports coaching in school/ colleges, sports academies, NGO working in the field of sports	All empaneled Assessors would have to undergo <b>“Train the Assessor”</b> Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “Community Sports Coach” mapped to QP “SPF/Q1106, v2.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor” (VET and skills) mapped to the Qualification Pack: MEP/Q2701, v2.0” Minimum accepted score is 80%



## Assessment Strategy

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Recommended Pass % aggregate for QP: 70

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.
2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment and equipment's 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 in expansion of the questionnaire.

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<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>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<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