



Fitness Centre Head

QP Code: SPF/Q1108

Version: 2.0

NSQF Level: 7

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Contents

SPF/Q1108: Fitness Centre Head	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/N1125: Plan human resources and operations to run a fitness centre	5
SPF/N1123: Develop sales and marketing plan	9
SPF/N1124: Manage the operations of a fitness centre	14
SPF/N1132: Manage team and customers	19
SGJ/N1702: Optimize resource utilization at workplace	26
DGT/VSQ/N0104: Employability Skills (120 Hours)	30
Assessment Guidelines and Weightage	38
<i>Assessment Guidelines</i>	38
<i>Assessment Weightage</i>	39
Acronyms	40
Glossary	41

SPF/Q1108: Fitness Centre Head

Brief Job Description

A fitness centre head oversees the daily operations of the fitness centre. The person is in charge of marketing, maintaining profitability, managing staff and ensuring customer satisfaction.

Personal Attributes

The individual must have excellent communication skills in addition to an aptitude for team management, leadership, and finance.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1125: Plan human resources and operations to run a fitness centre](#)
2. [SPF/N1123: Develop sales and marketing plan](#)
3. [SPF/N1124: Manage the operations of a fitness centre](#)
4. [SPF/N1132: Manage team and customers](#)
5. [SGJ/N1702: Optimize resource utilization at workplace](#)
6. [DGT/VSQ/N0104: Employability Skills \(120 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	7
Credits	29
Aligned to NCO/ISCO/ISIC Code	NCO-2015/1219.0200

Minimum Educational Qualification & Experience	Completed 4 year UG program with 2 Years of experience in fitness industry as a trainer/business development executive OR Completed 3 year UG degree with 3 Years of experience in fitness industry as a trainer/business development executive OR Certificate-NSQF (Level 6- Strength & Conditioning Coach)
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	2.0

SPF/N1125: Plan human resources and operations to run a fitness centre

Description

This unit is about planning human resources and operations of a fitness centre.

Scope

The scope covers the following :

- Plan and recruit human resources for the fitness centre
- Plan the operations of the fitness centre

Elements and Performance Criteria

Plan and recruit human resources for the fitness centre

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

- PC1.** specify workforce requirements that can achieve the goals of the fitness centre
- PC2.** prepare a detailed plan for recruiting the manpower
- PC3.** plan a mix of full-time, part-time, temporary, and contractual workers appropriate to the needs of the fitness centre
- PC4.** ensure recruitment process is impartial
- PC5.** ensure a diverse workforce is recruited

Plan the operations of the fitness centre

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

- PC6.** ensure fitness centre facilities are in compliance to the standards of the industry and to the laws
- PC7.** create SOP (standard operating procedure) of the fitness centre
- PC8.** plan how the attendance of employees and customers are recorded, e.g. biometric scan, id tags, facial scan, etc.
- PC9.** research and identify the best practices in the fitness industry and apply the same to the centre
- PC10.** create roster of all employees to assign them to their designated places
- PC11.** prepare a facility audit plan

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** information required to undertake workforce planning
- KU2.** sources of specialist expertise in relation to workforce planning and how to make use of them
- KU3.** relevant labour laws
- KU4.** how to take into account equality and diversity in workforce planning
- KU5.** the importance of putting contingency arrangements in place and how to do so effectively

- KU6.** how a multicultural workforce can benefit the organization
- KU7.** the different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits
- KU8.** types of employment agreements typically used within the industry/sector
- KU9.** patterns for employing, recruiting, and keeping people in the industry/sector
- KU10.** trends and developments in the sector which are relevant to workforce planning
- KU11.** working culture and practices of the industry/sector
- KU12.** the organizations' vision, strategic objectives and associated plans, structure, values, and culture
- KU13.** the capacity and capability of the current workforce
- KU14.** factors affecting workforce planning in the organization
- KU15.** local employment market conditions
- KU16.** employment policies and practices of the organization
- KU17.** health and safety requirements as per law
- KU18.** types of products, materials and equipment required for the fitness centre
- KU19.** manufacturers' instructions related to equipment

Generic Skills (GS)

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

- GS1.** recognize the opportunities presented by the diversity of people
- GS2.** identify ways of working in a new environment
- GS3.** identify legal requirements, industry regulations, organisational policies and professional codes.
- GS4.** show integrity, fairness and consistency in decision-making
- GS5.** understand when confidentiality is to be maintained and when it cannot be guaranteed
- GS6.** reflect on their own practice and always seek ways to improve their ability
- GS7.** think outside the box and develop contingencies
- GS8.** be confident and resilient

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan and recruit human resources for the fitness centre</i>	5	14	-	-
PC1. specify workforce requirements that can achieve the goals of the fitness centre	1	2	-	-
PC2. prepare a detailed plan for recruiting the manpower	1	3	-	-
PC3. plan a mix of full-time, part-time, temporary, and contractual workers appropriate to the needs of the fitness centre	1	3	-	-
PC4. ensure recruitment process is impartial	1	3	-	-
PC5. ensure a diverse workforce is recruited	1	3	-	-
<i>Plan the operations of the fitness centre</i>	6	16	-	-
PC6. ensure fitness centre facilities are in compliance to the standards of the industry and to the laws	1	2	-	-
PC7. create SOP (standard operating procedure) of the fitness centre	1	2	-	-
PC8. plan how the attendance of employees and customers are recorded, e.g. biometric scan, id tags, facial scan, etc.	1	3	-	-
PC9. research and identify the best practices in the fitness industry and apply the same to the centre	1	3	-	-
PC10. create roster of all employees to assign them to their designated places	1	3	-	-
PC11. prepare a facility audit plan	1	3	-	-
NOS Total	11	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1125
NOS Name	Plan human resources and operations to run a fitness centre
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	6
Version	2.0
Next Review Date	NA

SPF/N1123: Develop sales and marketing plan

Description

This unit is about developing marketing and generating sales for the fitness centre.

Scope

The scope covers the following :

- Create sales plan to meet the revenue goal of the fitness centre
- Develop marketing and promotional activities for customer acquisition

Elements and Performance Criteria

Create sales plan to meet the revenue goal of the fitness centre

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

- PC1.** create overall sales goal
- PC2.** create roadmap and strategy to meet the sales target of the fitness centre
- PC3.** create B2B (Business to Business) sales strategy
- PC4.** create B2C (Business to Customer) sales strategy
- PC5.** create lead development strategy for the fitness centre as per annual business plan
- PC6.** define lead, qualified lead and prospect as per the business
- PC7.** develop various channels to establish touch points with the targeted customer segment
- PC8.** identify affiliates and partners on a commission basis to support sales
- PC9.** create customer database

Develop marketing and promotional activities for client acquisition

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

- PC10.** conduct market research to capture competitive intelligence
- PC11.** capture information on market trends and changing customer preferences
- PC12.** develop branding, marketing, promotional and CRM strategies as per best practices
- PC13.** create marketing collaterals such as brochures, presentations, videos, etc.
- PC14.** develop social media marketing plan
- PC15.** develop short term promotional offers (special tariffs, promotional material, gift voucher, etc.)
- PC16.** identify channels and right media mix for brand building and communication
- PC17.** create a PR campaign with a clear understanding of target sector and audience

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the principles of marketing
- KU2.** various methods to carry out market research

- KU3.** customers, competitors, and evolving market space
- KU4.** methods of analyzing data collected from market research
- KU5.** creating a marketing plan that will promote and improve the business understanding of branding, advertisement and media strategies
- KU6.** communication methods when promoting product and service
- KU7.** evaluation methods to assess the efficiency of promotional activity and marketing plan
- KU8.** current national & international fitness business norms
- KU9.** the basic mapping of the requirements with the products and services
- KU10.** various products offered by the fitness company
- KU11.** the features and benefits of the company's loyalty scheme
- KU12.** the basic procedure for making reports and maintaining the inventory and client database
range of services and products offered by the organization
- KU13.** range of services and products offered by the organization

Generic Skills (GS)

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

- GS1.** make decisions pertaining to the concerned area of work
- GS2.** plan and organize service feedback files/documents
- GS3.** use data to arrive at specific insight
- GS4.** use the existing data points to generate required reports for business
- GS5.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning or communication, as a guide for further marketing strategies

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create sales plan to meet the revenue goal of the fitness centre</i>	24	76	-	-
PC1. create overall sales goal	3	8	-	-
PC2. create roadmap and strategy to meet the sales target of the fitness centre	3	10	-	-
PC3. create B2B (Business to Business) sales strategy	3	8	-	-
PC4. create B2C (Business to Customer) sales strategy	3	8	-	-
PC5. create lead development strategy for the fitness centre as per annual business plan	3	8	-	-
PC6. define lead, qualified lead and prospect as per the business	3	10	-	-
PC7. develop various channels to establish touch points with the targeted customer segment	2	8	-	-
PC8. identify affiliates and partners on a commission basis to support sales	2	8	-	-
PC9. create customer database	2	8	-	-
<i>Develop marketing and promotional activities for client acquisition</i>	16	64	-	-
PC10. conduct market research to capture competitive intelligence	2	8	-	-
PC11. capture information on market trends and changing customer preferences	2	8	-	-
PC12. develop branding, marketing, promotional and CRM strategies as per best practices	2	8	-	-
PC13. create marketing collaterals such as brochures, presentations, videos, etc.	2	8	-	-
PC14. develop social media marketing plan	2	8	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. develop short term promotional offers (special tariffs, promotional material, gift voucher, etc.)	2	8	-	-
PC16. identify channels and right media mix for brand building and communication	2	8	-	-
PC17. create a PR campaign with a clear understanding of target sector and audience	2	8	-	-
NOS Total	40	140	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1123
NOS Name	Develop sales and marketing plan
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	5.5
Version	2.0
Next Review Date	NA

SPF/N1124: Manage the operations of a fitness centre

Description

This unit is about understanding how to manage operations of a fitness centre.

Scope

The scope covers the following :

- Manage data and finances of the fitness centre
- Maintain safety standards of the fitness centre
- Maintain hygiene and sanitation standards of the fitness centre

Elements and Performance Criteria

Manage data and finances of the fitness centre

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

- PC1.** manage overall MIS (Management Information System) of the fitness centre
- PC2.** maintain and update customer database and their history of engagement with the fitness centre
- PC3.** ensure the personal information data of the customers is protected
- PC4.** respond to enquiries by the potential customers
- PC5.** manage P&L sheet (Profit and Loss) and financials for the centre in adherence to the allocated budget
- PC6.** ensure financial and business performance is reported appropriately to all stakeholders, including the local regulatory bodies
- PC7.** draft notices and guidelines to be published on the fitness centre noticeboard
- PC8.** generate invoices and receipts

Maintain safety standards of the fitness centre

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

- PC9.** record the maintenance schedule of equipment and machinery as per the manufacturer's instructions
- PC10.** isolate any unsafe equipment and machinery
- PC11.** conduct regular safety checks of the equipment and machines
- PC12.** report any issues related to workout equipment and activity area to the concerned personnel or appropriate authority
- PC13.** provide first aid for minor injuries and refer severe injuries to qualified medical practitioner
- PC14.** conduct random checks of the security camera footages
- PC15.** conduct briefings everyday with the team and set/ reset expectations for coming week

Maintain hygiene and sanitation standards of the fitness centre

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

- PC16.** ensure personal hygiene
- PC17.** ensure equipment, work area, restrooms etc. are sanitized before and after sessions
- PC18.** educate others about hygiene and sanitation regulatory at workplace requirements

- PC19.** check availability of running water, hand wash and alcohol-based sanitizers at work area
- PC20.** ensure everyone (self, customers, assistants etc.) clean hands before and after session
- PC21.** ensure that customers who are ill do not attend the sessions
- PC22.** conduct routine hygiene and sanitation checks of work area and equipment
- PC23.** report advanced hygiene and sanitation issues to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** financial management tenets and principles
- KU2.** recent developments in the area of respective products and services globally
- KU3.** various aspects of employee lifecycle and their effective deployment towards centres' efficient operations
- KU4.** understanding of possible regulatory and legal requirements and standards to be followed
- KU5.** tools and mechanisms to track operational efficiency and other metrics
- KU6.** principles of inventory management
- KU7.** principles of facility management
- KU8.** types of products, materials and equipment required process and products to sterilize and disinfect equipment/ tools
- KU9.** manufacturers' instructions related to equipment, product usage and cleaning procedures
- KU10.** sources of information to find out about customers and their expectations
- KU11.** work on office tools like word, excel, power point, etc.
- KU12.** the health and safety requirements in the organization

Generic Skills (GS)

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

- GS1.** document call logs, reports, task lists, and schedules with co-workers
- GS2.** prepare status and progress reports
- GS3.** record customer's discussions in the call logs
- GS4.** write memos and e-mail to customers, co-workers, and vendors to provide them with work updates and to request appropriate information
- GS5.** identify grammar errors or proper sentence construction
- GS6.** discuss task lists, schedules, and workloads with co-workers
- GS7.** question customers appropriately to understand the nature of the problem and make a diagnosis
- GS8.** identify hazardous and non-hazardous materials in workplace
- GS9.** types of sanitizing agents
- GS10.** grooming and personal hygiene

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage data and finances of the fitness centre</i>	11	34	-	-
PC1. manage overall MIS (Management Information System) of the fitness centre	2	4	-	-
PC2. maintain and update customer database and their history of engagement with the fitness centre	2	5	-	-
PC3. ensure the personal information data of the customers is protected	1	4	-	-
PC4. respond to enquiries by the potential customers	1	4	-	-
PC5. manage P&L sheet (Profit and Loss) and financials for the centre in adherence to the allocated budget	2	5	-	-
PC6. ensure financial and business performance is reported appropriately to all stakeholders, including the local regulatory bodies	1	4	-	-
PC7. draft notices and guidelines to be published on the fitness centre noticeboard	1	4	-	-
PC8. generate invoices and receipts	1	4	-	-
<i>Maintain safety standards of the fitness centre</i>	7	28	-	-
PC9. record the maintenance schedule of equipment and machinery as per the manufacturer's instructions	1	4	-	-
PC10. isolate any unsafe equipment and machinery	1	4	-	-
PC11. conduct regular safety checks of the equipment and machines	1	4	-	-
PC12. report any issues related to workout equipment and activity area to the concerned personnel or appropriate authority	1	4	-	-
PC13. provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	1	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. conduct random checks of the security camera footages	1	4	-	-
PC15. conduct briefings everyday with the team and set/ reset expectations for coming week	1	4	-	-
<i>Maintain hygiene and sanitation standards of the fitness centre</i>	8	32	-	-
PC16. ensure personal hygiene	1	4	-	-
PC17. ensure equipment, work area, restrooms etc. are sanitized before and after sessions	1	4	-	-
PC18. educate others about hygiene and sanitation regulatory at workplace requirements	1	4	-	-
PC19. check availability of running water, hand wash and alcohol-based sanitizers at work area	1	4	-	-
PC20. ensure everyone (self, customers, assistants etc.) clean hands before and after session	1	4	-	-
PC21. ensure that customers who are ill do not attend the sessions	1	4	-	-
PC22. conduct routine hygiene and sanitation checks of work area and equipment	1	4	-	-
PC23. report advanced hygiene and sanitation issues to appropriate authority	1	4	-	-
NOS Total	26	94	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1124
NOS Name	Manage the operations of a fitness centre
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	7
Version	2.0
Next Review Date	NA

SPF/N1132: Manage team and customers

Description

This unit is about understanding how to manage team and the customers of a fitness centre.

Scope

The scope covers the following :

- Manage and lead the team
- Conflict management
- Manage customer relationship
- Work effectively with others

Elements and Performance Criteria

Manage and lead the team

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

- PC1.** assess the strength and weakness of team members
- PC2.** communicate the task guidelines effectively
- PC3.** ensure tasks are assigned to the team members based on competence and expertise
- PC4.** plan and allocate the available personnel to maximize the efficiency
- PC5.** ensure the task goals are met
- PC6.** evaluate when to intervene and assist the team
- PC7.** provide clear feedback to the team
- PC8.** recognize exemplary employees
- PC9.** ensure implementation of plans for personnel development
- PC10.** promote a safe, interactive and supportive work climate
- PC11.** ensure fair and unbiased appraisal
- PC12.** model and promote ethical practices

Conflict Management

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

- PC13.** recognize the signs, stages and causes of conflict
- PC14.** promote self and contextual awareness to deal with various situations
- PC15.** identify and confirm factors relevant to the issue
- PC16.** evaluate appropriate strategies against organisational procedures and legal requirements
- PC17.** treat all points of view and parties with respect
- PC18.** apply negotiation techniques to maintain positive interaction
- PC19.** seek assistance where necessary
- PC20.** resolve situation in consultation with conflicting parties
- PC21.** maintain records as per organisational procedures

Work effectively with others

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

- PC22.** interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner
- PC23.** promote a safe and interactive environment
- PC24.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority
- PC25.** encourage team members to develop empathy, respect, and a collaborative attitude

Manage customer relationship

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

- PC26.** understand customer's requirement carefully to suggest relevant services
- PC27.** set realistic service and facilities expectations with the customers
- PC28.** promote professional relationship with customers
- PC29.** ensure all employees are courteous with customers
- PC30.** ensure all the customers are attended to without prejudices with respect to cultural and social differences
- PC31.** create customer feedback form
- PC32.** analyze customer feedback and complaints to review customer experience
- PC33.** address customer dissatisfaction promptly and effectively
- PC34.** maintain a repository of customer complaints, issues and action taken
- PC35.** create personal and mass communication channels to keep customers updated

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how and when to measure performance of the team members
- KU2.** appraisal cycles
- KU3.** how to share feedback with team members
- KU4.** applicable policies relating to the workplace
- KU5.** importance of training and development to improve the efficiency of the workforce
- KU6.** the organization's standards performance evaluation
- KU7.** various gender concepts such as gender roles, gender power relations, gender as a social construct etc.
- KU8.** how to respect gender differences and gender diversity
- KU9.** importance of work ethics and its impact on the organization
- KU10.** types of challenges faced by persons with disability
- KU11.** how to assist people with special needs at workplace
- KU12.** the key differences between managing and leading
- KU13.** different models and styles of leadership and how to select and successfully apply these to different people and situations
- KU14.** how to select and successfully apply different methods and techniques for motivating, influencing and supporting people
- KU15.** customer relationship management system and procedures
- KU16.** types and usage of CRM (Customer Relationship Management) software

KU17. the importance of customer loyalty and customer service practices that can help to retain loyalty

Generic Skills (GS)

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

- GS1.** express statements, opinions or information clearly and appropriately
- GS2.** follow rule-based decision-making processes
- GS3.** act objectively, rather than impulsively or emotionally when faced with difficult/ stressful or emotional situations
- GS4.** recognise barriers and solutions to participation in group activity/ meetings
- GS5.** instill peer to peer help and teamwork
- GS6.** demonstrate diplomacy when challenging any behaviour and discriminatory issues
- GS7.** empower and include employees in all organizational activities
- GS8.** empower employees to become risk aware by involving them in practical risk assessment and decision-making
- GS9.** explain employee benefits as per labour law
- GS10.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS11.** build customer relationships and use customer centric approach
- GS12.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Manage and lead the team</i>	12	24	-	-
PC1. assess the strength and weakness of team members	1	2	-	-
PC2. communicate the task guidelines effectively	1	2	-	-
PC3. ensure tasks are assigned to the team members based on competence and expertise	1	2	-	-
PC4. plan and allocate the available personnel to maximize the efficiency	1	2	-	-
PC5. ensure the task goals are met	1	2	-	-
PC6. evaluate when to intervene and assist the team	1	2	-	-
PC7. provide clear feedback to the team	1	2	-	-
PC8. recognize exemplary employees	1	2	-	-
PC9. ensure implementation of plans for personnel development	1	2	-	-
PC10. promote a safe, interactive and supportive work climate	1	2	-	-
PC11. ensure fair and unbiased appraisal	1	2	-	-
PC12. model and promote ethical practices	1	2	-	-
<i>Conflict Management</i>	9	18	-	-
PC13. recognize the signs, stages and causes of conflict	1	2	-	-
PC14. promote self and contextual awareness to deal with various situations	1	2	-	-
PC15. identify and confirm factors relevant to the issue	1	2	-	-
PC16. evaluate appropriate strategies against organisational procedures and legal requirements	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC17. treat all points of view and parties with respect	1	2	-	-
PC18. apply negotiation techniques to maintain positive interaction	1	2	-	-
PC19. seek assistance where necessary	1	2	-	-
PC20. resolve situation in consultation with conflicting parties	1	2	-	-
PC21. maintain records as per organisational procedures	1	2	-	-
<i>Work effectively with others</i>	4	8	-	-
PC22. interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner	1	2	-	-
PC23. promote a safe and interactive environment	1	2	-	-
PC24. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	1	2	-	-
PC25. encourage team members to develop empathy, respect, and a collaborative attitude	1	2	-	-
<i>Manage customer relationship</i>	10	15	-	-
PC26. understand customer's requirement carefully to suggest relevant services	1	2	-	-
PC27. set realistic service and facilities expectations with the customers	1	2	-	-
PC28. promote professional relationship with customers	1	2	-	-
PC29. ensure all employees are courteous with customers	1	2	-	-
PC30. ensure all the customers are attended to without prejudices with respect to cultural and social differences	1	2	-	-
PC31. create customer feedback form	1	1	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC32. analyze customer feedback and complaints to review customer experience	1	1	-	-
PC33. address customer dissatisfaction promptly and effectively	1	1	-	-
PC34. maintain a repository of customer complaints, issues and action taken	1	1	-	-
PC35. create personal and mass communication channels to keep customers updated	1	1	-	-
NOS Total	35	65	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1132
NOS Name	Manage team and customers
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	5.5
Version	2.0
Next Review Date	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>	4	8	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	4	8	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2	-	-
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS Total	13	26	-	-

National Occupational Standards (NOS) Parameters

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

DGT/VSQ/N0104: Employability Skills (120 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.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

Constitutional values - Citizenship

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

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. for personal growth and the nation's progress
- PC5.** follow personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC6.** follow and promote environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC7.** recognize the significance of 21st Century Skills for employment

PC8. 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

PC9. adopt a continuous learning mindset for personal and professional development

Basic English Skills

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

PC10. use English as a medium of formal and informal communication while dealing with topics of everyday conversation in different contexts

PC11. speak over the phone in English, in an audible manner, using appropriate greetings, opening, and closing statements both on personal and work front

PC12. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC13. write short messages, notes, letters, e-mails etc., using accurate English

Career Development & Goal Setting

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

PC14. identify career goals based on the skills, interests, knowledge, and personal attributes

PC15. prepare a career development plan with short- and long-term goals

Communication Skills

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

PC16. follow verbal and non-verbal communication etiquette while communicating in professional and public settings

PC17. use active listening techniques for effective communication

PC18. communicate in writing using appropriate style and format based on formal or informal requirements

PC19. work collaboratively with others in a team

Diversity & Inclusion

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

PC20. • ensure personal behaviour, conduct, and use appropriate communication by taking gender into consideration

PC21. empathize with a PwD and aid a PwD, if asked

PC22. escalate any issues related to sexual harassment at the workplace in accordance with the POSH Act

Financial and Legal Literacy

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

PC23. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

PC24. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

PC25. identify common components of salary and compute income, expenses, taxes, investments etc

PC26. 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:

- PC27.** operate digital devices and use their features and applications securely and safely
- PC28.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC29.** display responsible online behaviour while using various social media platforms
- PC30.** create a personal email account, send and process received messages as per requirement
- PC31.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC32.** utilize virtual collaboration tools to work effectively

Entrepreneurship

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

- PC33.** identify different types of Entrepreneurship and Enterprises
- PC34.** use research and networking skills to identify and assess opportunities for potential business
- PC35.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC36.** 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:

- PC37.** identify different types of customers
- PC38.** identify and respond to customer requests and needs in a professional manner
- PC39.** use appropriate tools to collect customer feedback
- PC40.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC41.** create a professional Curriculum vitae (Résumé)
- PC42.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC43.** apply to identified job openings using offline /online methods as per requirement
- PC44.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC45.** 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
- KU2.** different learning and employability related portals
- KU3.** various constitutional and personal values
- KU4.** different environmentally sustainable practices and their importance
- KU5.** Twenty first (21st) century skills and their importance
- KU6.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU7.** importance of career development and setting long- and short-term goals

- KU8.** Do's and don'ts of effective communication
- KU9.** POSH Act
- KU10.** inclusivity and its importance
- KU11.** different types of disabilities and appropriate verbal and non-verbal communication and behaviour towards PwD
- KU12.** different types of financial institutes, products, and services
- KU13.** components of salary and how to compute income and expenditure
- KU14.** importance of maintaining safety and security in offline and online financial transactions
- KU15.** different legal rights and laws
- KU16.** different types of digital devices and the procedure to operate them safely and securely
- KU17.** how to create and operate an e- mail account
- KU18.** use applications such as word processors, spreadsheets etc.
- KU19.** different types of Enterprises and ways to identify business opportunities
- KU20.** types and needs of customers
- KU21.** how to apply for a job and prepare for an interview
- KU22.** 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 in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- 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>	1	1	-	-
PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	2	1	-	-
PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. for personal growth and the nation's progress	-	-	-	-
PC5. follow personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC6. follow and promote environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	3	-	-
PC7. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC8. 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	-	-	-	-
PC9. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. use English as a medium of formal and informal communication while dealing with topics of everyday conversation in different contexts	-	-	-	-
PC11. speak over the phone in English, in an audible manner, using appropriate greetings, opening, and closing statements both on personal and work front	-	-	-	-
PC12. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC13. write short messages, notes, letters, e-mails etc., using accurate English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC14. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC15. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	3	-	-
PC16. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
PC17. use active listening techniques for effective communication	-	-	-	-
PC18. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC19. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC20. • ensure personal behaviour, conduct, and use appropriate communication by taking gender into • consideration	-	-	-	-
PC21. empathize with a PwD and aid a PwD, if asked	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. escalate any issues related to sexual harassment at the workplace in accordance with the POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC23. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC24. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
PC25. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC26. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	2	3	-	-
PC27. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC28. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC29. display responsible online behaviour while using various social media platforms	-	-	-	-
PC30. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC31. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC32. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC33. identify different types of Entrepreneurship and Enterprises	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. use research and networking skills to identify and assess opportunities for potential business	-	-	-	-
PC35. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC36. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC37. identify different types of customers	-	-	-	-
PC38. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC39. use appropriate tools to collect customer feedback	-	-	-	-
PC40. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	4	-	-
PC41. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC42. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC43. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC44. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC45. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0104
NOS Name	Employability Skills (120 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	6
Credits	4
Version	1.0
Last Reviewed Date	30/06/2022
Next Review Date	31/03/2025
NSQC Clearance Date	31/03/2022

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 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.

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

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1125.Plan human resources and operations to run a fitness centre	11	30	-	-	41	7
SPF/N1123.Develop sales and marketing plan	40	140	-	-	180	34
SPF/N1124.Manage the operations of a fitness centre	26	94	-	-	120	23
SPF/N1132.Manage team and customers	35	65	-	-	100	19
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	7
DGT/VSQ/N0104.Employability Skills (120 Hours)	20	30	-	-	50	10
Total	145	385	-	-	530	100

Acronyms

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

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.
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.