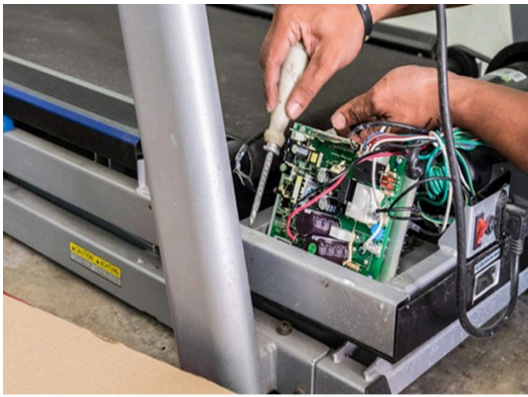


Qualification Pack



Gym Equipment Service Technician

QP Code: SPF/Q8108

Version: 1.0

NSQF Level: 4

Sports, Physical Education, Fitness and Leisure Sector Skill Council || 207, 2nd floor DLF Tower,
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Qualification Pack

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SPF/Q8108: Gym Equipment Service Technician

Brief Job Description

Gym equipment service technician is the advance support professional to the junior/field technicians who cater to the day-to-day gym equipment repair requirement of various customers. Individuals in this role defines work processes and provides regular advice and guidance. They are also required to perform advance and complex equipment related issues including installing, configuring, diagnosing, repairing, and upgrading all organizational hardware and equipment ensuring optimal customer satisfaction. They also troubleshoot problem areas in a timely and accurate fashion and provide end-user training and assistance where required.

Personal Attributes

Individuals in this role should have an excellent interpersonal skills and relationship-building skill. A very good communication and patience is a must have quality in addition to the technical skills. They must be efficient with the ability to work on strict timelines.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N8121: Support in planning and scheduling junior field Service Technicians to the task](#)
2. [SPF/N8122: Support junior field technicians for complex equipment repair issues](#)
3. [SPF/N1169: Improve workplace resource usage](#)
4. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Manufacturing
Occupation	Sports Manufacturing
Country	India
NSQF Level	4
Credits	15

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Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification & Experience	12th grade Pass with 1 Year of experience OR 10th grade pass with 2 Years of experience OR 10th grade pass (with two years of any combination of NTC/NAC/CITS or equivalent) OR Certificate-NSQF (Level 3- Gym Equipment Service Technician-Junior) with 3 Years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	31/08/2026
NSQC Approval Date	31/08/2023
Version	1.0
Reference code on NQR	QG-04-SP-00926-2023-V1-SPEFLSC
NQR Version	1

Qualification Pack

SPF/N8121: Support in planning and scheduling junior field Service Technicians to the task

Description

This unit is about preparing for maintenance and repair of fitness equipment

Scope

The scope covers the following :

- Maintain effective scheduling process to meet customer demand
- Promote field technician productivity and efficiency
- Maintain hygiene and sanitation

Elements and Performance Criteria

Maintain effective scheduling process to meet customer demand

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

- PC1.** categorize field service technicians based on their experience and skill-sets
- PC2.** conduct job analysis and determine the expertise required for each job
- PC3.** track time to complete specific tasks and work orders
- PC4.** commit to delivering work orders depending on technician availability
- PC5.** set technical standards to ensure high quality of service
- PC6.** create monitoring KPIs (Key Performance Indicators) such as first call resolution, back jobs, average response time, average resolution time, etc.
- PC7.** classify jobs based on the priority and nature of each job, eg. urgency, scope of work, regular maintenance, etc.
- PC8.** ensure push notifications are sent to inform customers and other stakeholders on planned maintenance

Promote field technician productivity and efficiency

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

- PC9.** match technician's skills and expertise with the job
- PC10.** assist novice technicians remotely for minor tasks
- PC11.** cluster assignments by geographical area to reduce the time technicians spend on the road
- PC12.** maintain real-time updates with field technicians soon as they encounter any issue, enabling prompt resolution
- PC13.** track the activities of field technicians for timely intervention
- PC14.** ensure the scheduling does not cause frustration or stress for employees to avoid burnout
- PC15.** support the technician to deliver optimal output by rewarding for prompt completion of tasks
- PC16.** develop performance standards by rewarding top performers
- PC17.** develop an action plan to boost productivity, taking the technician into confidence

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PC18. involve the technician as part of the process, feedback and consider their suggestions on scheduling standards

PC19. offer skill refresher courses, to update technicians on the latest technologies

Maintain hygiene and sanitation

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

PC20. ensure personal hygiene

PC21. ensure equipment, workshop, etc. are sanitized before and after the usage

PC22. guide others about hygiene and sanitation workplace requirements

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. strategies for establishing and maintaining business relationships

KU2. methods of engaging with business contacts including through participation in professional networks and associations

KU3. relevant networks, organisations, agencies, associations or individuals

KU4. principles and techniques needed to negotiate positive outcomes

KU5. organisational policies, plans and procedures relevant to business relationships

KU6. methods for obtaining feedback on business relationships

KU7. how to check equipment against your organisation's maintenance schedule and manufacturer's guidelines

KU8. the types of maintenance which you are authorised to carry out safely

KU9. how to remove and or isolate unsafe equipment from use and the consequences of not doing so

KU10. how to report maintenance which needs to be carried out by a technical expert to the responsible person in your organisation

KU11. how to make sure the equipment in your work area is in a safe condition for maintenance

KU12. the right tools and materials needed for maintaining the equipment, how to use them and the importance of using the right ones

KU13. how to complete the maintenance work on the equipment causing as little disruption as possible to normal activities

KU14. how to identify and report any problems to the responsible person in your organisation

KU15. how to carry out final checks, before the equipment is put back into use and the consequences of not doing so

KU16. how to complete records of equipment maintenance, in accordance with legal requirements and your organisational policies and procedures

KU17. methods for maintaining equipment and machines

KU18. the reasons for maintaining equipment and machinery and the possible consequences of not maintaining legislative requirements relating to the maintenance of equipment and machinery

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- KU19.** health and safety in relation to the maintenance of equipment and machines and the usage of the work area
- KU20.** hazardous chemicals and substances which may be present and ways of minimising leakage machines
- KU21.** safe and correct methods for disposing of waste materials
- KU22.** levels of responsibility in relation to the maintenance of equipment and machinery and whom to go to for advice
- KU23.** safe and suitable methods of storing tools, equipment and machinery

Generic Skills (GS)

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

- GS1.** read and understand all usage and safety manuals for exercise equipment
- GS2.** report faults
- GS3.** follow instructions
- GS4.** document and summarize maintenance reports
- GS5.** differentiate different metrics like, kilogram, pound, etc.
- GS6.** identify toxic and non-toxic materials

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain effective scheduling process to meet customer demand</i>	8	24	-	-
PC1. categorize field service technicians based on their experience and skill-sets	1	3	-	-
PC2. conduct job analysis and determine the expertise required for each job	1	3	-	-
PC3. track time to complete specific tasks and work orders	1	3	-	-
PC4. commit to delivering work orders depending on technician availability	1	3	-	-
PC5. set technical standards to ensure high quality of service	1	3	-	-
PC6. create monitoring KPIs (Key Performance Indicators) such as first call resolution, back jobs, average response time, average resolution time, etc.	1	3	-	-
PC7. classify jobs based on the priority and nature of each job, eg. urgency, scope of work, regular maintenance, etc.	1	3	-	-
PC8. ensure push notifications are sent to inform customers and other stakeholders on planned maintenance	1	3	-	-
<i>Promote field technician productivity and efficiency</i>	11	33	-	-
PC9. match technician's skills and expertise with the job	1	3	-	-
PC10. assist novice technicians remotely for minor tasks	1	3	-	-
PC11. cluster assignments by geographical area to reduce the time technicians spend on the road	1	3	-	-
PC12. maintain real-time updates with field technicians soon as they encounter any issue, enabling prompt resolution	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. track the activities of field technicians for timely intervention	1	3	-	-
PC14. ensure the scheduling does not cause frustration or stress for employees to avoid burnout	1	3	-	-
PC15. support the technician to deliver optimal output by rewarding for prompt completion of tasks	1	3	-	-
PC16. develop performance standards by rewarding top performers	1	3	-	-
PC17. develop an action plan to boost productivity, taking the technician into confidence	1	3	-	-
PC18. involve the technician as part of the process, feedback and consider their suggestions on scheduling standards	1	3	-	-
PC19. offer skill refresher courses, to update technicians on the latest technologies	1	3	-	-
<i>Maintain hygiene and sanitation</i>	6	18	-	-
PC20. ensure personal hygiene	1	3	-	-
PC21. ensure equipment, workshop, etc. are sanitized before and after the usage	1	4	-	-
PC22. guide others about hygiene and sanitation workplace requirements	1	4	-	-
PC23. report advanced hygiene and sanitation issues to appropriate authority	3	7	-	-
NOS Total	25	75	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N8121
NOS Name	Support in planning and scheduling junior field Service Technicians to the task
Sector	Sports
Sub-Sector	Sports Manufacturing
Occupation	Sports Manufacturing
NSQF Level	4
Credits	6.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N8122: Support junior field technicians for complex equipment repair issues

Description

This unit is about performing equipment maintenance.

Scope

The scope covers the following :

- Repair cable motion weight machines parts and attachments
- Repair treadmill S-drive treadmill, and climb-mill
- Repair cardio bikes, elliptical/ascent
- Repair cardio stepper, rower
- Work effectively with others

Elements and Performance Criteria

Repair cable motion weight machines parts and attachments

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

- PC1.** inspect cables, pulleys, crimps, thimbles, stake-eyes, ball stops, and weight pins should show no visible signs of wear or misalignment
- PC2.** inspect the rubber grips on the equipment and all attachments for wear and slippage
- PC3.** adjust the belts and cables for proper tension and damage
- PC4.** fix any adjustable seat/pad mechanism for proper locking pin operation
- PC5.** align improper frame movement
- PC6.** change pulleys if there are visible sign of wear or damage
- PC7.** flip the pulley to correct belt position if a belt is rubbing against the sides of the pulley
- PC8.** loosen bolts on 'fold over' clamp or 'barrel' clamp
- PC9.** pull any slack out of the belt using pliers on the cut end of the belt pull to remove the slack
- PC10.** inspect the attachment hardware for the bars and other pieces to the cable
- PC11.** replace worn and non-functioning snap hook links, s and c hooks
- PC12.** adjust seat/pad mechanism for proper locking pin operation
- PC13.** adjust magnet and/or replace batteries (2 aa) if the rep counter reading are incorrect
- PC14.** clean and lubricate guide rods using aerosol on the glute, leg press, calf extension
- PC15.** clean and lubricate the seat guide rails
- PC16.** loosen/loosen the jam nut using wrench and remove the weight stack pin
- PC17.** tighten cable bolt until head plate begins to move (lifts up)
- PC18.** perform exercise to set cable, put as much weight on as possible
- PC19.** check cable tension with your finger pushing the cable from side to side to check if the tension is proper (weight stack lifts (moves) when pushing the cable no more than 1 inch from the center the cable is tensioned properly)

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PC20. adjust to make sure weight stack pin goes into every hole without hitting the bayonet

PC21. document any instances of frayed cables, misaligned pulleys, loose cable crimps. etc., and the unit close until repairs and/or replacement is complete

Repair treadmill S-drive treadmill, and climb-mill

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

PC22. run routine troubleshoot

PC23. check the unit for level

PC24. inspect the power cord and power cord bracket for damage (bracket only on 5 & 7 series frame)

PC25. test the emergency stop and tether

PC26. check the tension and alignment of the running belt

PC27. check all connecting joint areas for hardware tightness

PC28. wipe down the exposed sides of the running deck with a microfiber cloth

PC29. wipe down the motor cover and console area including the hand grips using a recommended cleaner

PC30. clean the touch screen consoles using a microfiber cloth and recommended screen cleaner

PC31. clean vacuum motor cover, including the fan on the bottom, under and around the unit while unplugged

PC32. test the safety features (control zone, frame ir sensor and proximity sensor)

PC33. check sled and parachute levers for resistance

PC34. inspect running belt and deck for damage and/or wear

PC35. test running belt/deck for proper lubrication

PC36. replace damaged belt

PC37. replace damaged motor

Repair cardio bikes, elliptical/ascent

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

PC38. run routine troubleshoot

PC39. check the unit for stability and adjust the levelling

PC40. check all connecting joint areas for hardware tightness including the pedals

PC41. clean and grease the seat guide rods using super lube aerosol (hybrid only)

PC42. inspect and tighten all hardware, protective covers, straps, seats, handle bars, etc.

PC43. examine the pull pins in the frame for marring and excessive wear (to adjust the seat, handle bars, and even the resistance for the bike)

PC44. remove the flywheel cover and inspect the resistance pads for debris and wear

PC45. use a silicon lubricant per the manufacturers' suggested maintenance guide for the pads

PC46. wipe down the entire unit including the footpads so it is free of dust, dirt and sweat (units with rubber footpad inserts, remove and clean underneath)

PC47. clean the touch screen consoles using a microfiber cloth and recommended screen cleaner

PC48. vacuum under and around the unit. if you need to move it, make sure to unplug the unit first

PC49. check the unit for stability and adjust the levelling feet if necessary

PC50. check all connecting joint areas for hardware tightness

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PC51. remove the service shrouds (hub) and vacuum out the entire area and inspect for belt damage

PC52. replace damaged or malfunctioning belt

Repair cardio stepper, rower

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

PC53. run routine troubleshoot

PC54. check the unit for stability and adjust the levelling feet if necessary

PC55. check all connecting joint areas for hardware tightness

PC56. check the unit for stability and adjust the levelling feet if necessary

PC57. check all connecting joint areas for hardware tightness

PC58. remove the shrouds and vacuum out the entire area

PC59. inspect rower handle and rope for damage

PC60. inspect shrouds for damage

PC61. repair maged or malfunctioning shrouds

Work effectively with others

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

PC62. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner

PC63. promote a safe and interactive environment

PC64. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the types and use of fixings used in the assembly of equipment and components

KU2. types of gym equipment such as electrical, non-electrical

KU3. parts of gym equipment

KU4. methods of checking quality and quantity of components

KU5. how to interpret manufacturers' instructions and specifications

KU6. safe working methods and relevant industry codes of practice

KU7. methods of lifting, handling and transferring assembled equipment

KU8. methods of supporting and protecting unfixed equipment

KU9. methods of handling and positioning structures

KU10. methods of providing temporary supports for structures

KU11. methods of aligning and levelling gym equipment

KU12. factors affecting the positioning and method of fixing equipment

KU13. relevant statutory regulations handling

KU14. types and methods of fixing structures to foundations

KU15. how to select the correct items of machinery equipment

KU16. how to check the equipment and machinery and the types of pre- operational maintenance

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- KU17.** the health and safety requirements that govern the use of the equipment and machinery in your area of responsibility
- KU18.** the main hazards associated with using the equipment and machinery in your area of responsibility
- KU19.** the types of problems that may occur with the equipment and machinery you work with and how to deal with each of these correctly
- KU20.** the principles of lines of drive such as clutch, v-belts, chains
- KU21.** types of protective clothing and the reasons why it must be worn
- KU22.** the correct ways of wearing personal protective equipment
- KU23.** the legal and regulatory requirements that govern the use of the equipment and machinery in your area of responsibility
- KU24.** appropriate use of equipment in compliance to the law
- KU25.** organizational procedure for accidents, safety
- KU26.** basics of human anatomy, physiology, and biomechanics
- KU27.** technical specification and instructional guidance of all electrical gym equipment
- KU28.** assembling and dismantling of weights
- KU29.** difference between different units of measurements like kilograms, pounds, etc.
- KU30.** communicable diseases and their prevention
- KU31.** importance of hygiene and sanitation
- KU32.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU33.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** monitor client behaviour and activities
- GS2.** resolve conflicts
- GS3.** report and record incidents and emergency situations at workplace
- GS4.** read and understand all usage and safety manuals for exercise equipment
- GS5.** report faults
- GS6.** follow instructions
- GS7.** document and summarize maintenance reports
- GS8.** differentiate different metrics like, kilogram, pound, etc.
- GS9.** identify toxic and non-toxic materials
- GS10.** convert metrics of measurements (feet, meter, millimeter, etc.)

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Repair cable motion weight machines parts and attachments</i>	21	53	-	-
PC1. inspect cables, pulleys, crimps, thimbles, stake-eyes, ball stops, and weight pins should show no visible signs of wear or misalignment	1	2	-	-
PC2. inspect the rubber grips on the equipment and all attachments for wear and slippage	1	2	-	-
PC3. adjust the belts and cables for proper tension and damage	1	2	-	-
PC4. fix any adjustable seat/pad mechanism for proper locking pin operation	1	2	-	-
PC5. align improper frame movement	1	2	-	-
PC6. change pulleys if there are visible sign of wear or damage	1	2	-	-
PC7. flip the pulley to correct belt position if a belt is rubbing against the sides of the pulley	1	2	-	-
PC8. loosen bolts on 'fold over' clamp or 'barrel' clamp	1	2	-	-
PC9. pull any slack out of the belt using pliers on the cut end of the belt pull to remove the slack	1	2	-	-
PC10. inspect the attachment hardware for the bars and other pieces to the cable	1	2	-	-
PC11. replace worn and non-functioning snap hook links, s and c hooks	1	3	-	-
PC12. adjust seat/pad mechanism for proper locking pin operation	1	3	-	-
PC13. adjust magnet and/or replace batteries (2 aa) if the rep counter reading are incorrect	1	3	-	-
PC14. clean and lubricate guide rods using aerosol on the glute, leg press, calf extension	1	3	-	-
PC15. clean and lubricate the seat guide rails	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC16. loosen/loosen the jam nut using wrench and remove the weight stack pin	1	3	-	-
PC17. tighten cable bolt until head plate begins to move (lifts up)	1	3	-	-
PC18. perform exercise to set cable, put as much weight on as possible	1	3	-	-
PC19. check cable tension with your finger pushing the cable from side to side to check if the tension is proper (weight stack lifts (moves) when pushing the cable no more than 1 inch from the center the cable is tensioned properly)	1	3	-	-
PC20. adjust to make sure weight stack pin goes into every hole without hitting the bayonet	1	3	-	-
PC21. document any instances of frayed cables, misaligned pulleys, loose cable crimps. etc., and the unit close until repairs and/or replacement is complete	1	3	-	-
<i>Repair treadmill S-drive treadmill, and climb-mill</i>	16	48	-	-
PC22. run routine troubleshoot	1	3	-	-
PC23. check the unit for level	1	3	-	-
PC24. inspect the power cord and power cord bracket for damage (bracket only on 5 & 7 series frame)	1	3	-	-
PC25. test the emergency stop and tether	1	3	-	-
PC26. check the tension and alignment of the running belt	1	3	-	-
PC27. check all connecting joint areas for hardware tightness	1	3	-	-
PC28. wipe down the exposed sides of the running deck with a microfiber cloth	1	3	-	-
PC29. wipe down the motor cover and console area including the hand grips using a recommended cleaner	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC30. clean the touch screen consoles using a microfiber cloth and recommended screen cleaner	1	3	-	-
PC31. clean vacuum motor cover, including the fan on the bottom, under and around the unit while unplugged	1	3	-	-
PC32. test the safety features (control zone, frame ir sensor and proximity sensor)	1	3	-	-
PC33. check sled and parachute levers for resistance	1	3	-	-
PC34. inspect running belt and deck for damage and/or wear	1	3	-	-
PC35. test running belt/deck for proper lubrication	1	3	-	-
PC36. replace damaged belt	1	3	-	-
PC37. replace damaged motor	1	3	-	-
<i>Repair cardio bikes, elliptical/ascent</i>	15	45	-	-
PC38. run routine troubleshoot	1	3	-	-
PC39. check the unit for stability and adjust the levelling	1	3	-	-
PC40. check all connecting joint areas for hardware tightness including the pedals	1	3	-	-
PC41. clean and grease the seat guide rods using super lube aerosol (hybrid only)	1	3	-	-
PC42. inspect and tighten all hardware, protective covers, straps, seats, handle bars, etc.	1	3	-	-
PC43. examine the pull pins in the frame for marring and excessive wear (to adjust the seat, handle bars, and even the resistance for the bike)	1	3	-	-
PC44. remove the flywheel cover and inspect the resistance pads for debris and wear	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC45. use a silicon lubricant per the manufacturers' suggested maintenance guide for the pads	1	3	-	-
PC46. wipe down the entire unit including the footpads so it is free of dust, dirt and sweat (units with rubber footpad inserts, remove and clean underneath)	1	3	-	-
PC47. clean the touch screen consoles using a microfiber cloth and recommended screen cleaner	1	3	-	-
PC48. vacuum under and around the unit. if you need to move it, make sure to unplug the unit first	1	3	-	-
PC49. check the unit for stability and adjust the levelling feet if necessary	1	3	-	-
PC50. check all connecting joint areas for hardware tightness	1	3	-	-
PC51. remove the service shrouds (hub) and vacuum out the entire area and inspect for belt damage	1	3	-	-
PC52. replace damaged or malfunctioning belt	1	3	-	-
<i>Repair cardio stepper, rower</i>	9	27	-	-
PC53. run routine troubleshoot	1	3	-	-
PC54. check the unit for stability and adjust the levelling feet if necessary	1	3	-	-
PC55. check all connecting joint areas for hardware tightness	1	3	-	-
PC56. check the unit for stability and adjust the levelling feet if necessary	1	3	-	-
PC57. check all connecting joint areas for hardware tightness	1	3	-	-
PC58. remove the shrouds and vacuum out the entire area	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC59. inspect rower handle and rope for damage	1	3	-	-
PC60. inspect shrouds for damage	1	3	-	-
PC61. repair maged or malfunctioning shrouds	1	3	-	-
<i>Work effectively with others</i>	6	10	-	-
PC62. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC63. promote a safe and interactive environment	2	3	-	-
PC64. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
NOS Total	67	183	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N8122
NOS Name	Support junior field technicians for complex equipment repair issues
Sector	Sports
Sub-Sector	Sports Manufacturing
Occupation	Sports Manufacturing
NSQF Level	4
Credits	5.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N1169: Improve workplace resource usage

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

conservation procedures for materials

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

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

power conservation practices

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

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

waste management/recycling procedures

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

Qualification Pack

Assessment Criteria

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

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1169
NOS Name	Improve workplace resource usage
Sector	Sports
Sub-Sector	Sports
Occupation	Sports Coaching
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

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

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

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

Qualification Pack

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

Qualification Pack

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

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

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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/N8121.Support in planning and scheduling junior field Service Technicians to the task	25	75	-	-	100	22
SPF/N8122.Support junior field technicians for complex equipment repair issues	67	183	-	-	250	56
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	11
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	11
Total	132	318	-	-	450	100

Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

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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.