

Qualification Pack



Physical Education Head

QP Code: SPF/Q1126

Version: 1.0

NSQF Level: 7

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SPF/Q1126: Physical Education Head

Brief Job Description

Physical Education Head or PE head oversees and promotes physical education and sports activities within the educational institution. They manage the curriculum, staff, programs, facilities, and student support within the domain of physical education, fostering a positive environment that encourages students to lead an active and healthy lifestyle.

Personal Attributes

Physical Education Head possesses excellent leadership skills and demonstrates the ability to inspire and motivate both students and staff members. They exhibit a passion for physical fitness and sports, promoting a culture of active participation and healthy competition within the school community. Additionally, effective communication and interpersonal skills enable them to collaborate with various stakeholders and create a positive learning environment for students in the field of physical education.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1195: Develop plan for Physical Education department](#)
2. [SPF/N1196: Manage daily routines and operations of the PE department](#)
3. [SPF/N1197: Manage sports events and field trips](#)
4. [SPF/N1198: Review performance of the PE department for the year](#)
5. [SPF/N1194: Maintain health & safety standards at playfield](#)
6. [SPF/N1169: Improve workplace resource usage](#)
7. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India

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NSQF Level	7
Credits	24
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0207
Minimum Educational Qualification & Experience	<p>Pursuing PhD OR Not Applicable (Pursuing 2nd year of 2-year PG program in the relevant field after completing 4-year UG degree) OR Not Applicable (Completed 2-year PG degree in the relevant field after 3-year U) with 1 Year of experience relevant OR Completed 4 year UG program (in the relevant field (in case of 4-year UG) with 2 Years of experience relevant OR Not Applicable (Pursuing 4th year UG in the relevant field (in case of 4-year UG) and continuing education) OR Completed 3 year UG degree (in the relevant field) with 3 Years of experience relevant OR Certificate-NSQF (Level 6- Strength and Conditioning Coach) with 3 Years of experience relevant</p>
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
NSQF Approval Date	31/08/2023
Version	1.0
Reference code on NQR	QG-07-SP-00917-2023-V1-SPEFLSC
NQR Version	1

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SPF/N1195: Develop plan for Physical Education department

Description

This unit is about planning a physical education program and other activities.

Scope

The scope covers the following :

- Plan PE teacher and coach's requirement for the year
- Plan equipment requirement for the year
- Plan curriculum for the academic session
- Plan sports events and field trips for the year

Elements and Performance Criteria

Plan PE teachers and coach's requirement for the year

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

- PC1.** identify the overall goals and objectives of the PE program
- PC2.** recommend PE teachers, coach's requirements mapped to the goals of the institution
- PC3.** calculate the number of a full-time, part-time, temporary, and contractual are required for the sports department
- PC4.** specify PE teachers, coaches' specialization, experience required
- PC5.** ensure recruitment process is impartial and a diverse workforce is recruited
- PC6.** ensure all PE teachers and coaches have relevant certifications and experience
- PC7.** identify training needs of the team members and recommend development requirements

Plan equipment requirement for the year

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

- PC8.** identify and secure necessary props and equipment, supplies, and materials within budgetary constraint
- PC9.** prioritize props and equipment allocation based on program priorities, events planned and goals of the institution
- PC10.** ensure props and equipment are age-appropriate for specific sport and activities
- PC11.** collaborate with finance or procurement departments to optimize equipment allocation strategies and maximize cost-effectiveness
- PC12.** develop and enforce protocols for equipment maintenance and repairs to ensure the longevity and functionality of departmental resources

Plan curriculum for the academic session

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

- PC13.** identify the updated guidelines and syllabus recommendation of the affiliated education board
- PC14.** evaluate the alignment of program objectives with current educational standards and guidelines

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- PC15.** integrate the physical education curriculum with the school timetable
- PC16.** integrate technology or multimedia resources to enhance engagement and learning
- PC17.** include modifications or adaptations to meet the needs of diverse learners
- PC18.** incorporate cooperative learning strategies to encourage teamwork and collaboration
- PC19.** plan cross-curricular connections to reinforce learning in other subjects
- PC20.** identify opportunities for inclusive games or activities that promote participation for all students
- PC21.** incorporate strategies for developing school teams
- PC22.** integrate opportunities for health and wellness education within the lesson
- PC23.** plan for formative and summative assessments
- PC24.** create self-assessment tools for students to track their progress and set goals
- PC25.** identify technology-based tools for accurate and efficient assessments

Plan sports events and field trips for the year

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

- PC26.** plan for the intramural and extramural competitions
- PC27.** incorporate the shortlisted competitions in the year calendar
- PC28.** plan annual sports day drills, marchpast, mass display practice sessions
- PC29.** identify suitable venues and facilities for the sports field trip
- PC30.** determine the objectives and goals of the field trip to align with the physical education curriculum
- PC31.** coordinate transportation arrangements, including buses or vans, to ensure smooth logistics
- PC32.** plan a schedule of activities and events for the field trip, considering both competitive and recreational opportunities
- PC33.** develop data collection methods and tools gather quantitative and qualitative data

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the educational standards and guidelines
- KU2.** logical curriculum design and sequencing
- KU3.** developmental stages of students and individual differences
- KU4.** strategies for differentiating instruction to meet the diverse needs and abilities
- KU5.** various assessment methods and tools
- KU6.** stay updated with current research, trends, and best practices in physical education
- KU7.** administrative aspects related to the physical education department

Generic Skills (GS)

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

- GS1.** communicate in a polite and professional manner

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- GS2.** seek input from team members and stakeholders
- GS3.** analyze and solve problems
- GS4.** optimize the time available to achieve the desired outcomes
- GS5.** demonstrate empathy

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan PE teachers and coach's requirement for the year</i>	14	28	-	-
PC1. identify the overall goals and objectives of the PE program	2	4	-	-
PC2. recommend PE teachers, coach's requirements mapped to the goals of the institution	2	4	-	-
PC3. calculate the number of a full-time, part-time, temporary, and contractual are required for the sports department	2	4	-	-
PC4. specify PE teachers, coaches' specialization, experience required	2	4	-	-
PC5. ensure recruitment process is impartial and a diverse workforce is recruited	2	4	-	-
PC6. ensure all PE teachers and coaches have relevant certifications and experience	2	4	-	-
PC7. identify training needs of the team members and recommend development requirements	2	4	-	-
<i>Plan equipment requirement for the year</i>	10	20	-	-
PC8. identify and secure necessary props and equipment, supplies, and materials within budgetary constraint	2	4	-	-
PC9. prioritize props and equipment allocation based on program priorities, events planned and goals of the institution	2	4	-	-
PC10. ensure props and equipment are age-appropriate for specific sport and activities	2	4	-	-
PC11. collaborate with finance or procurement departments to optimize equipment allocation strategies and maximize cost-effectiveness	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. develop and enforce protocols for equipment maintenance and repairs to ensure the longevity and functionality of departmental resources	2	4	-	-
<i>Plan curriculum for the academic session</i>	26	52	-	-
PC13. identify the updated guidelines and syllabus recommendation of the affiliated education board	2	4	-	-
PC14. evaluate the alignment of program objectives with current educational standards and guidelines	2	4	-	-
PC15. integrate the physical education curriculum with the school timetable	2	4	-	-
PC16. integrate technology or multimedia resources to enhance engagement and learning	2	4	-	-
PC17. include modifications or adaptations to meet the needs of diverse learners	2	4	-	-
PC18. incorporate cooperative learning strategies to encourage teamwork and collaboration	2	4	-	-
PC19. plan cross-curricular connections to reinforce learning in other subjects	2	4	-	-
PC20. identify opportunities for inclusive games or activities that promote participation for all students	2	4	-	-
PC21. incorporate strategies for developing school teams	2	4	-	-
PC22. integrate opportunities for health and wellness education within the lesson	2	4	-	-
PC23. plan for formative and summative assessments	2	4	-	-
PC24. create self-assessment tools for students to track their progress and set goals	2	4	-	-
PC25. identify technology-based tools for accurate and efficient assessments	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan sports events and field trips for the year</i>	16	34	-	-
PC26. plan for the intramural and extramural competitions	2	4	-	-
PC27. incorporate the shortlisted competitions in the year calendar	2	4	-	-
PC28. plan annual sports day drills, marchpast, mass display practice sessions	2	4	-	-
PC29. identify suitable venues and facilities for the sports field trip	2	4	-	-
PC30. determine the objectives and goals of the field trip to align with the physical education curriculum	2	4	-	-
PC31. coordinate transportation arrangements, including buses or vans, to ensure smooth logistics	2	4	-	-
PC32. plan a schedule of activities and events for the field trip, considering both competitive and recreational opportunities	2	5	-	-
PC33. develop data collection methods and tools gather quantitative and qualitative data	2	5	-	-
NOS Total	66	134	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1195
NOS Name	Develop plan for Physical Education department
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	3.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N1196: Manage daily routines and operations of the PE department

Description

This unit is about managing daily routines of a physical education department.

Scope

The scope covers the following :

- Prepare to start new academic session
- Manage PE and coaching sessions
- Collaborate and coordinate with all stakeholders

Elements and Performance Criteria

Prepare to start a new academic session

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

- PC1.** create timetables for PE teacher taking physical education classes during the class hours
- PC2.** assign timing for the after-school hours coaching
- PC3.** conduct investiture ceremony to select school captain, house captains, prefects, etc.
- PC4.** draft notices and guidelines to be published on the department's noticeboard
- PC5.** managing the day-to-day operations of the physical education department, including scheduling, equipment maintenance, and playfield management
- PC6.** develop and implement efficient systems and processes to streamline departmental operations
- PC7.** implement efficient inventory management systems to track and maintain stock levels of equipment, supplies, and materials
- PC8.** coordinate logistics for field trips, competitions, and events, including transportation, permissions, and scheduling, to ensure smooth operations

Manage PE and coaching sessions

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

- PC9.** set clear outcomes and expectations for the PE and coaching sessions
- PC10.** ensure PE teachers, coaches carry out a variety of engaging physical education activities and lessons that align with program goals and standards
- PC11.** ensure effective student engagement strategies are followed
- PC12.** establish clear expectations for behavior and participation from the beginning of each class
- PC13.** review weekly, daily plan of PE teachers, coaches and ensure they follow the same
- PC14.** develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program
- PC15.** ensure the availability and proper maintenance of equipment and resources needed for program implementation
- PC16.** carry out variety of engaging and age-appropriate activities to promote active participation and skill development

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- PC17.** oversee after school team coaching sessions for quality and engagement
- PC18.** establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency
- PC19.** use proximity and nonverbal cues to redirect off-task behavior and maintain focus
- PC20.** demonstrate proper techniques and movements to teach fundamental skills effectively
- PC21.** include opportunities for creative expression through movement or dance
- PC22.** include appropriate safety guidelines and procedures for each activity
- PC23.** provide opportunities for feedback and formative assessment throughout the lesson
- PC24.** incorporate cultural diversity and awareness into the lesson activities
- PC25.** include a cool-down routine and reflection at the end of the lesson
- PC26.** implement assessments for evaluating physical activity proficiency
- PC27.** ensure PE teachers and coaches provide clear instructions and demonstrations for each activity or skill
- PC28.** ensure progressions or variations to challenge students as they develop their skills
- PC29.** integrate opportunities for student self-assessment and reflection

Collaborate and coordinate with all stakeholders

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

- PC30.** collaborate with other faculty members, administrators, and stakeholders to integrate physical education with other academic disciplines
- PC31.** communicate the goals, objectives, and requirements of the physical education program to team members and stakeholders
- PC32.** collaborate with community organizations, sports clubs, and health professionals to expand opportunities for student participation and engagement
- PC33.** utilize various communication tools and platforms, such as newsletters, websites, and social media, to promote and share information about the physical education program
- PC34.** advocate for the importance of physical education and its benefits in the overall well-being and academic success of students
- PC35.** foster positive relationships with parents, students, and stakeholders through clear and consistent communication channels

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** various sports, activities, and movement techniques
- KU2.** instructional strategies specific to physical education, including effective lesson delivery
- KU3.** the human body, including the musculoskeletal system, cardiovascular system, and respiratory system
- KU4.** the principles of exercise science, including muscle strength and endurance, flexibility, and cardiovascular fitness
- KU5.** usage of technology tools and resources
- KU6.** budgeting principles and skill in allocating financial resources effectively to support program needs

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- KU7.** understanding of possible regulatory and legal requirements and standards to be followed
- KU8.** tools and mechanisms to track operational efficiency and other metrics
- KU9.** principles of inventory management
- KU10.** principles of playfield management
- KU11.** manufacturers' instructions related to equipment, product usage and cleaning procedures
- KU12.** work on office tools like word, excel, power point, etc.
- KU13.** current research, trends, new training methodologies, emerging technologies, or evidence-based strategies and best practices in physical education
- KU14.** administration of first-aid and CPR
- KU15.** different types of disabilities

Generic Skills (GS)

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

- GS1.** monitor students/participants behaviour
- GS2.** resolve conflicts
- GS3.** communicate effectively to students/participants
- GS4.** report and record incidents of emergency situations
- GS5.** read and comprehend feedbacks
- GS6.** maintain a positive and professional demeanor
- GS7.** foster a cordial relationship with the students/participants
- GS8.** build rapport and trust with students/participants
- GS9.** address any questions or concerns raised by the students/participants and other stakeholders
- GS10.** be creative and innovative while implementing the activity

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare to start a new academic session</i>	16	32	-	-
PC1. create timetables for PE teacher taking physical education classes during the class hours	2	4	-	-
PC2. assign timing for the after-school hours coaching	2	4	-	-
PC3. conduct investiture ceremony to select school captain, house captains, prefects, etc.	2	4	-	-
PC4. draft notices and guidelines to be published on the department's noticeboard	2	4	-	-
PC5. managing the day-to-day operations of the physical education department, including scheduling, equipment maintenance, and playfield management	2	4	-	-
PC6. develop and implement efficient systems and processes to streamline departmental operations	2	4	-	-
PC7. implement efficient inventory management systems to track and maintain stock levels of equipment, supplies, and materials	2	4	-	-
PC8. coordinate logistics for field trips, competitions, and events, including transportation, permissions, and scheduling, to ensure smooth operations	2	4	-	-
<i>Manage PE and coaching sessions</i>	42	84	-	-
PC9. set clear outcomes and expectations for the PE and coaching sessions	2	4	-	-
PC10. ensure PE teachers, coaches carry out a variety of engaging physical education activities and lessons that align with program goals and standards	2	4	-	-
PC11. ensure effective student engagement strategies are followed	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. establish clear expectations for behavior and participation from the beginning of each class	2	4	-	-
PC13. review weekly, daily plan of PE teachers, coaches and ensure they follow the same	2	4	-	-
PC14. develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program	2	4	-	-
PC15. ensure the availability and proper maintenance of equipment and resources needed for program implementation	2	4	-	-
PC16. carry out variety of engaging and age-appropriate activities to promote active participation and skill development	2	4	-	-
PC17. oversee after school team coaching sessions for quality and engagement	2	4	-	-
PC18. establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency	2	4	-	-
PC19. use proximity and nonverbal cues to redirect off-task behavior and maintain focus	2	4	-	-
PC20. demonstrate proper techniques and movements to teach fundamental skills effectively	2	4	-	-
PC21. include opportunities for creative expression through movement or dance	2	4	-	-
PC22. include appropriate safety guidelines and procedures for each activity	2	4	-	-
PC23. provide opportunities for feedback and formative assessment throughout the lesson	2	4	-	-
PC24. incorporate cultural diversity and awareness into the lesson activities	2	4	-	-
PC25. include a cool-down routine and reflection at the end of the lesson	2	4	-	-
PC26. implement assessments for evaluating physical activity proficiency	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC27. ensure PE teachers and coaches provide clear instructions and demonstrations for each activity or skill	2	4	-	-
PC28. ensure progressions or variations to challenge students as they develop their skills	2	4	-	-
PC29. integrate opportunities for student self-assessment and reflection	2	4	-	-
<i>Collaborate and coordinate with all stakeholders</i>	7	19	-	-
PC30. collaborate with other faculty members, administrators, and stakeholders to integrate physical education with other academic disciplines	2	4	-	-
PC31. communicate the goals, objectives, and requirements of the physical education program to team members and stakeholders	1	3	-	-
PC32. collaborate with community organizations, sports clubs, and health professionals to expand opportunities for student participation and engagement	1	3	-	-
PC33. utilize various communication tools and platforms, such as newsletters, websites, and social media, to promote and share information about the physical education program	1	3	-	-
PC34. advocate for the importance of physical education and its benefits in the overall well-being and academic success of students	1	3	-	-
PC35. foster positive relationships with parents, students, and stakeholders through clear and consistent communication channels	1	3	-	-
NOS Total	65	135	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1196
NOS Name	Manage daily routines and operations of the PE department
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	4
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N1197: Manage sports events and field trips

Description

This unit is about managing sports events and field trips.

Scope

The scope covers the following :

- Conduct sports tournaments and competition
- Conduct annual sports day
- Conduct sports field trips

Elements and Performance Criteria

Conduct sports tournaments and competition

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

- PC1.** conduct intramural competitions
- PC2.** form technical and non-technical teams to support in organizing the tournament
- PC3.** create checklist for the competition
- PC4.** create fixtures for the competition
- PC5.** create teams for the competition for different age groups, houses, etc.
- PC6.** create registration form for individual and team sport competition
- PC7.** officiate the matches during the competition
- PC8.** create event completion report

Conduct annual sports day

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

- PC9.** conduct a school sports day including creating event schedules, coordinating logistics, and ensuring the smooth flow of activities
- PC10.** prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place
- PC11.** ensure fair play
- PC12.** prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.
- PC13.** collect feedback from participants, staff, and stakeholders, and using this information to improve future events

Conduct sports field trips

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

- PC14.** communicate with students, parents, and staff to provide clear information about the field trip, including dates, times, and required permissions
- PC15.** create clear guidelines for the field trips and get it approved by the parents of the students
- PC16.** allocate field trip duties to the sports and non-sports teachers
- PC17.** ensure transportations, food and lodging, if required, are well arranged in advance

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PC18. incorporate field trip experience with the learnings of academic and sports subjects

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** budgeting principles and skill in allocating financial resources effectively to support program needs
- KU2.** understanding of possible regulatory and legal requirements and standards to be followed
- KU3.** tools and mechanisms to track operational efficiency and other metrics
- KU4.** principles of inventory management
- KU5.** principles of playfield management
- KU6.** manufacturers' instructions related to equipment, product usage and cleaning procedures
- KU7.** work on office tools like word, excel, power point, etc.
- KU8.** current research, trends, new training methodologies, emerging technologies, or evidence-based strategies and best practices in physical education

Generic Skills (GS)

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

- GS1.** maintain a positive and professional demeanor
- GS2.** write memos and e-mail to team, authorities and vendors to provide them with work updates and to request appropriate information
- GS3.** discuss task lists, schedules, and workloads
- GS4.** resolve conflicts or issues that may arise within the department
- GS5.** promoting a positive and supportive work environment
- GS6.** utilize the strengths of team members to achieve departmental goals
- GS7.** make strategic decisions, and adapt strategies to meet changing needs and goals

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct sports tournaments and competition</i>	16	24	-	-
PC1. conduct intramural competitions	2	3	-	-
PC2. form technical and non-technical teams to support in organizing the tournament	2	3	-	-
PC3. create checklist for the competition	2	3	-	-
PC4. create fixtures for the competition	2	3	-	-
PC5. create teams for the competition for different age groups, houses, etc.	2	3	-	-
PC6. create registration form for individual and team sport competition	2	3	-	-
PC7. officiate the matches during the competition	2	3	-	-
PC8. create event completion report	2	3	-	-
<i>Conduct annual sports day</i>	10	15	-	-
PC9. conduct a school sports day including creating event schedules, coordinating logistics, and ensuring the smooth flow of activities	2	3	-	-
PC10. prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place	2	3	-	-
PC11. ensure fair play	2	3	-	-
PC12. prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.	2	3	-	-
PC13. collect feedback from participants, staff, and stakeholders, and using this information to improve future events	2	3	-	-
<i>Conduct sports field trips</i>	14	21	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. communicate with students, parents, and staff to provide clear information about the field trip, including dates, times, and required permissions	2	3	-	-
PC15. create clear guidelines for the field trips and get it approved by the parents of the students	2	3	-	-
PC16. allocate field trip duties to the sports and non-sports teachers	3	5	-	-
PC17. ensure transportations, food and lodging, if required, are well arranged in advance	3	5	-	-
PC18. incorporate field trip experience with the learnings of academic and sports subjects	4	5	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1197
NOS Name	Manage sports events and field trips
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	4.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N1198: Review performance of the PE department for the year

Description

This unit is about reviewing the performance of the PE department for the year.

Scope

The scope covers the following :

- Monitor and evaluate the performance of physical education staff and coaches
- Evaluate the effectiveness of sports events conducted during the year

Elements and Performance Criteria

Monitor and evaluate the performance of physical education staff and coaches

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

- PC1.** establish clear performance expectations and standards for physical education teachers and coaches
- PC2.** regularly observe physical education classes and coaching sessions to assess instructional practices, student engagement, and adherence to curriculum guidelines
- PC3.** provide constructive feedback to staff members based on observations, highlighting strengths and areas for improvement
- PC4.** conduct formal performance evaluations on a regular basis, using a combination of self-assessment, peer feedback, and student feedback
- PC5.** set individualized goals for staff members and collaborate on professional development plans to support their growth and improvement
- PC6.** utilize assessment tools and rubrics to evaluate the effectiveness of physical education instruction and coaching
- PC7.** review lesson plans, unit plans, and assessments to ensure alignment with curriculum objectives and standards
- PC8.** monitor student progress and achievement in physical education, using both qualitative and quantitative measure
- PC9.** encourage self-reflection and self-assessment among staff members, promoting a culture of continuous improvement
- PC10.** recognize and celebrate the accomplishments and contributions of staff members, fostering a positive and motivating work environment

Evaluate the effectiveness of the sports events conducted during the year

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

- PC11.** assess the overall organization and execution of the sports day or athletic meet, ensuring it aligns with the planned objectives and expectations
- PC12.** analyze participant feedback and observations to evaluate the quality and effectiveness of the event, identifying areas for improvement
- PC13.** review performance data, such as timings, scores, and rankings, to assess the competitive aspect of the sports day or athletic meet

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- PC14.** gather feedback from parents, spectators, and stakeholders to gauge their satisfaction and perception of the event
- PC15.** conduct a comprehensive review of safety measures and protocols implemented during the event to ensure participant well-being
- PC16.** evaluate the adherence to event rules and regulations, addressing any instances of non-compliance or misconduct
- PC17.** assess the utilization and management of event resources, including equipment, facilities, and personnel
- PC18.** examine the event's impact on promoting sportsmanship, teamwork, and a positive school culture
- PC19.** identify areas of success and highlight noteworthy achievements or outstanding performances during the sports day or athletic meet
- PC20.** provide a detailed evaluation report to the physical education trainer, offering constructive feedback, suggestions for improvement, and recommendations for future events

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the roles, responsibilities, and expectations of the physical education staff within the department
- KU2.** effective observation and assessment techniques
- KU3.** the importance of providing constructive feedback and guidance
- KU4.** data collection and analysis methods
- KU5.** legal and ethical considerations in conducting performance evaluations and maintaining confidentiality of evaluation outcomes
- KU6.** the principles and best practices of event planning and management, specifically in the context of sports day or athletic meet
- KU7.** different sports and athletic activities, including rules, regulations, and scoring systems
- KU8.** safety guidelines and protocols related to sports events
- KU9.** event logistics, such as venue requirements, equipment needs, and scheduling considerations
- KU10.** effective communication strategies to engage participants, parents, and stakeholders in the event
- KU11.** the importance of sportsmanship, fair play, and inclusivity in fostering a positive event atmosphere

Generic Skills (GS)

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

- GS1.** assess the performance of physical education staff and identify areas of improvement or training needs
- GS2.** provide constructive feedback to staff members and effectively communicate event evaluation findings to stakeholders

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- GS3.** effectively manage the evaluation process
- GS4.** foster a culture of continuous improvement and professional growth
- GS5.** ensure accurate and comprehensive evaluation of staff performance and event outcomes
- GS6.** address any challenges or issues that arise during staff evaluation or event evaluation process
- GS7.** work closely with physical education staff, administrators, and other stakeholders to ensure a fair and comprehensive evaluation process

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Monitor and evaluate the performance of physical education staff and coaches</i>	20	30	-	-
PC1. establish clear performance expectations and standards for physical education teachers and coaches	2	3	-	-
PC2. regularly observe physical education classes and coaching sessions to assess instructional practices, student engagement, and adherence to curriculum guidelines	2	3	-	-
PC3. provide constructive feedback to staff members based on observations, highlighting strengths and areas for improvement	2	3	-	-
PC4. conduct formal performance evaluations on a regular basis, using a combination of self-assessment, peer feedback, and student feedback	2	3	-	-
PC5. set individualized goals for staff members and collaborate on professional development plans to support their growth and improvement	2	3	-	-
PC6. utilize assessment tools and rubrics to evaluate the effectiveness of physical education instruction and coaching	2	3	-	-
PC7. review lesson plans, unit plans, and assessments to ensure alignment with curriculum objectives and standards	2	3	-	-
PC8. monitor student progress and achievement in physical education, using both qualitative and quantitative measure	2	3	-	-
PC9. encourage self-reflection and self-assessment among staff members, promoting a culture of continuous improvement	2	3	-	-
PC10. recognize and celebrate the accomplishments and contributions of staff members, fostering a positive and motivating work environment	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the effectiveness of the sports events conducted during the year</i>	20	30	-	-
PC11. assess the overall organization and execution of the sports day or athletic meet, ensuring it aligns with the planned objectives and expectations	2	3	-	-
PC12. analyze participant feedback and observations to evaluate the quality and effectiveness of the event, identifying areas for improvement	2	3	-	-
PC13. review performance data, such as timings, scores, and rankings, to assess the competitive aspect of the sports day or athletic meet	2	3	-	-
PC14. gather feedback from parents, spectators, and stakeholders to gauge their satisfaction and perception of the event	2	3	-	-
PC15. conduct a comprehensive review of safety measures and protocols implemented during the event to ensure participant well-being	2	3	-	-
PC16. evaluate the adherence to event rules and regulations, addressing any instances of non-compliance or misconduct	2	3	-	-
PC17. assess the utilization and management of event resources, including equipment, facilities, and personnel	2	3	-	-
PC18. examine the event's impact on promoting sportsmanship, teamwork, and a positive school culture	2	3	-	-
PC19. identify areas of success and highlight noteworthy achievements or outstanding performances during the sports day or athletic meet	2	3	-	-
PC20. provide a detailed evaluation report to the physical education trainer, offering constructive feedback, suggestions for improvement, and recommendations for future events	2	3	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1198
NOS Name	Review performance of the PE department for the year
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	7
Credits	4
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N1194: Maintain health & safety standards at playfield

Description

This unit is about maintaining health & safety standards at playfield.

Scope

The scope covers the following :

- Conduct risk assessment
- Conduct equipment maintenance
- Implement injury prevention measures

Elements and Performance Criteria

Conduct risk assessment

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

- PC1.** conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students
- PC2.** assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety
- PC3.** develop a plan to mitigate or eliminate the risks effectively
- PC4.** implement safety signage, set up protective barriers, and provide necessary safety equipment
- PC5.** monitor and review the effectiveness of risk mitigation measures and make necessary adjustments

Conduct equipment maintenance

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

- PC6.** conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction
- PC7.** get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections
- PC8.** take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students
- PC9.** ensure proper storage of equipment when not in use
- PC10.** maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment

Implement injury prevention measures

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

- PC11.** ensure that students/participants warm up before physical activities
- PC12.** demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries
- PC13.** supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors

Qualification Pack

PC14. carry out rest and recovery session to prevent overuse injuries

PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. safety protocols, including emergency procedures, first aid, and CPR

KU2. safety rules, guidelines, and practices specific to different sports and activities to develop their awareness and adherence to safety protocols

KU3. emergency response procedures

KU4. how to assess physical injuries

KU5. administration of basic first aid including CPR

KU6. anatomy and physiology

KU7. the effect of various exercises according to physical characteristics of a person

Generic Skills (GS)

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

GS1. seek medical assistance

GS2. maintain accurate records of incidents, injuries, and safety checks

GS3. collaborate with other staff members, such as school administrators, coaches, and medical professionals, to implement and maintain health and safety protocols effectively

GS4. facilitate open and effective communication channels

GS5. create a safe and inclusive space for students/participants

GS6. read and comprehend all usage and safety manuals for exercise equipment

GS7. provide counselling

GS8. remain emphatic and sensitive towards students/participants

GS9. uphold professional standards and ethical guidelines

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct risk assessment</i>	10	20	-	-
PC1. conduct a thorough inspection of the playfield to identify any potential hazards or risks that could pose a danger to students	2	4	-	-
PC2. assess the severity and likelihood of identified hazards to determine the level of risk they pose to students' safety	2	4	-	-
PC3. develop a plan to mitigate or eliminate the risks effectively	2	4	-	-
PC4. implement safety signage, set up protective barriers, and provide necessary safety equipment	2	4	-	-
PC5. monitor and review the effectiveness of risk mitigation measures and make necessary adjustments	2	4	-	-
<i>Conduct equipment maintenance</i>	10	30	-	-
PC6. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	6	-	-
PC7. get the sports equipment clean and sanitized to maintain cleanliness, hygiene, and prevent the spread of germs or infections	2	6	-	-
PC8. take immediate action to repair or replace any equipment that is damaged, faulty, or poses a safety risk to students	2	6	-	-
PC9. ensure proper storage of equipment when not in use	2	6	-	-
PC10. maintain detailed records of equipment maintenance activities, including inspections, repairs, and replacements, to track the history and condition of equipment	2	6	-	-
<i>Implement injury prevention measures</i>	10	20	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. ensure that students/participants warm up before physical activities	2	4	-	-
PC12. demonstrate proper technique and form for different movements and exercises to minimize the risk of strains, sprains, or other musculoskeletal injuries	2	4	-	-
PC13. supervise students during physical activities to ensure they are using proper techniques, following safety guidelines, and engaging in safe behaviors	2	4	-	-
PC14. carry out rest and recovery session to prevent overuse injuries	2	4	-	-
PC15. perform first aid and Cardiopulmonary Resuscitation (CPR) when required	2	4	-	-
NOS Total	30	70	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1194
NOS Name	Maintain health & safety standards at playfield
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	4
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

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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/N0103: Employability Skills (90 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. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC6.** recognize the significance of 21st Century Skills for employment

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- PC7.** 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
- PC8.** 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:

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** 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:

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** 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:

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** 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:

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** 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:

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** 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.
- PC26.** display responsible online behaviour while using various social media platforms

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- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

Entrepreneurship

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** 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:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** 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

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- KU11.** components of salary and 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
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** 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

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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>	1	1	-	-
PC4. 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.	-	-	-	-
PC5. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. 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	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. 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.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. 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/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
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/N1195.Develop plan for Physical Education department	66	134	-	-	200	25
SPF/N1196.Manage daily routines and operations of the PE department	65	135	-	-	200	25
SPF/N1197.Manage sports events and field trips	40	60	-	-	100	12
SPF/N1198.Review performance of the PE department for the year	40	60	-	-	100	12
SPF/N1194.Maintain health & safety standards at playfield	30	70	-	-	100	12
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	7
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	7
Total	281	519	-	-	800	100

Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

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