

Qualification Pack



Physical Education Trainer

QP Code: SPF/Q1125

Version: 1.0

NSQF Level: 4

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SPF/Q1125: Physical Education Trainer

Brief Job Description

Physical Education Trainer is responsible for planning, organizing, and delivering physical education programs to students of all ages, with the goal of promoting physical fitness, health, and overall wellness. They design and implement lesson plans that include a range of physical activities and sports, and work to create a safe, inclusive, and positive learning environment that fosters student growth and development.

Personal Attributes

Physical Education Trainer should be a strong communicator, patient, enthusiastic, and creative, able to develop innovative and engaging lesson plans that capture the interest of their students. They should be adaptable, maintaining a positive attitude that motivates students and creates a positive learning environment.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1191: Plan a physical education program](#)
2. [SPF/N1192: Implement a physical education program](#)
3. [SPF/N1193: Conduct sports events](#)
4. [SPF/N1194: Maintain health & safety standards at playfield](#)
5. [SPF/N1169: Improve workplace resource usage](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	4

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Credits	17
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0206
Minimum Educational Qualification & Experience	12th Class with 1 Year of experience relevant OR 10th Class with 2 Years of experience relevant OR 10th grade pass (with two years of any combination of NTC/NAC/CITS or equivalent) OR Certificate-NSQF (Level 3- Physical Education Assistant-Primary Years) 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-00916-2023-V1-SPEFLSC
NQR Version	1

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SPF/N1191: Plan a physical education program

Description

This unit is about planning and designing a physical education program for students.

Scope

The scope covers the following :

- Plan physical education curriculum for the year
- Plan for student's assessment

Elements and Performance Criteria

Plan physical education curriculum 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.** evaluate the alignment of program objectives with current educational standards and guidelines
- PC3.** integrate the physical education curriculum with the school timetable
- PC4.** analyze the sequencing and progression of skills and concepts within the curriculum
- PC5.** identify opportunities to integrate technology and digital resources to enhance learning experiences
- PC6.** plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage
- PC7.** plan for first aid and medical facilities required in case of emergency
- PC8.** review the inclusion of diverse and culturally relevant content in the curriculum
- PC9.** evaluate the balance between individual skill development and cooperative learning experiences
- PC10.** identify areas where interdisciplinary connections can be fostered with other subjects
- PC11.** identify the incorporation of inclusive practices for students with varying abilities and needs
- PC12.** analyze the utilization of student-centered and inquiry-based instructional approaches
- PC13.** determine if the curriculum promotes physical literacy and lifelong participation in physical activity

Plan for student's assessment

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

- PC14.** gather information about students' current fitness levels, skills, interests, and preferences in physical activities
- PC15.** use appropriate tools and techniques to evaluate students' sports skills, fitness levels and knowledge on physical education
- PC16.** interview to gather subjective information about students' motivations, past experiences in physical activities, and their perceived strengths and weaknesses

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- PC17.** conduct surveys, questionnaires, to assess students' participation, technique, effort, and engagement levels in physical activities during class
- PC18.** assess the effectiveness of assessment strategies in measuring student learning and progress
- PC19.** collaborate with teachers, parents, and other relevant stakeholders to gain insights into students' individual needs, interests, and any health or medical conditions that may require special attention

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the characteristics and needs of the participants who will be engaging in the PE program
- KU2.** pedagogical theories and practices
- KU3.** the human body, including the musculoskeletal system, cardiovascular system, and respiratory system
- KU4.** the principles of exercise science
- KU5.** ways to analyze psychology of the students including motivation and behavior management
- KU6.** health education and be able to teach students about important health topics
- KU7.** the ways to maintain confidentiality and personal health information of students
- KU8.** local and national standards for physical education
- KU9.** the professional standards and ethical guidelines for physical education
- KU10.** current research, trends, new training methodologies and best practices in physical education
- KU11.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly in a polite manner with all the stakeholder
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes
- GS4.** address issues and challenges that arise during physical activities
- GS5.** demonstrate empathy
- GS6.** maintain detailed records
- GS7.** evaluate the effectiveness of teaching strategies and adjust them as needed
- GS8.** lead and motivate students in creating a positive learning environment and promote physical fitness

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan physical education curriculum for the year</i>	26	39	-	-
PC1. identify the overall goals and objectives of the PE program	2	3	-	-
PC2. evaluate the alignment of program objectives with current educational standards and guidelines	2	3	-	-
PC3. integrate the physical education curriculum with the school timetable	2	3	-	-
PC4. analyze the sequencing and progression of skills and concepts within the curriculum	2	3	-	-
PC5. identify opportunities to integrate technology and digital resources to enhance learning experiences	2	3	-	-
PC6. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	2	3	-	-
PC7. plan for first aid and medical facilities required in case of emergency	2	3	-	-
PC8. review the inclusion of diverse and culturally relevant content in the curriculum	2	3	-	-
PC9. evaluate the balance between individual skill development and cooperative learning experiences	2	3	-	-
PC10. identify areas where interdisciplinary connections can be fostered with other subjects	2	3	-	-
PC11. identify the incorporation of inclusive practices for students with varying abilities and needs	2	3	-	-
PC12. analyze the utilization of student-centered and inquiry-based instructional approaches	2	3	-	-
PC13. determine if the curriculum promotes physical literacy and lifelong participation in physical activity	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan for student's assessment</i>	14	21	-	-
PC14. gather information about students' current fitness levels, skills, interests, and preferences in physical activities	2	3	-	-
PC15. use appropriate tools and techniques to evaluate students' sports skills, fitness levels and knowledge on physical education	2	3	-	-
PC16. interview to gather subjective information about students' motivations, past experiences in physical activities, and their perceived strengths and weaknesses	2	3	-	-
PC17. conduct surveys, questionnaires, to assess students' participation, technique, effort, and engagement levels in physical activities during class	2	3	-	-
PC18. assess the effectiveness of assessment strategies in measuring student learning and progress	2	3	-	-
PC19. collaborate with teachers, parents, and other relevant stakeholders to gain insights into students' individual needs, interests, and any health or medical conditions that may require special attention	4	6	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1191
NOS Name	Plan a physical education program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
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

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SPF/N1192: Implement a physical education program

Description

This unit is about implementing a physical education program.

Scope

The scope covers the following :

- Conduct everyday physical activities
- Conduct assessments
- Document and generate reports

Elements and Performance Criteria

Conduct everyday physical activities

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

- PC1.** establish clear expectations for behavior and participation from the beginning of each class
- PC2.** develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program
- PC3.** carry out a variety of engaging physical education activities and lessons that align with program goals and standards
- PC4.** ensure the availability and proper maintenance of equipment and resources needed for program implementation
- PC5.** carry out variety of engaging and age-appropriate activities to promote active participation and skill development
- PC6.** establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency
- PC7.** use proximity and nonverbal cues to redirect off-task behavior and maintain focus
- PC8.** demonstrate proper techniques and movements to teach fundamental skills effectively
- PC9.** utilize interactive warm-up activities to engage students and prepare them for physical activity
- PC10.** incorporate a variety of instructional strategies, such as direct instruction, guided practice, and peer learning
- PC11.** incorporate technology tools and apps to enhance instruction and provide visual demonstrations
- PC12.** utilize visual aids, such as posters or diagrams, to illustrate key concepts or movement patterns
- PC13.** carry out physical activities and exercises to accommodate students with different abilities, providing variations or alternatives to ensure active participation
- PC14.** adjust the size, weight, or structure of equipment to make it accessible and suitable for students with diverse abilities
- PC15.** modify activities by providing individualized support, and creating inclusive learning opportunities

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Conduct assessments

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

- PC16.** implement appropriate protocols and safety measures during fitness assessments
- PC17.** administer fitness assessments to measure cardiovascular endurance, such as the mile run or pacer test
- PC18.** evaluate muscular strength and endurance through exercises like push-ups, sit-ups, or plank holds
- PC19.** assess flexibility using tests like the sit-and-reach or shoulder stretch
- PC20.** measure body composition through techniques like skinfold caliper measurements or bioelectrical impedance analysis
- PC21.** conduct agility assessments using drills like shuttle runs or ladder drills
- PC22.** assess coordination and balance through activities like balancing on one leg or completing an obstacle course
- PC23.** evaluate students' speed and sprinting ability through timed sprints or agility ladder drills
- PC24.** measure power and explosiveness using tests like vertical jump or standing long jump
- PC25.** assess muscular endurance through activities like timed circuit training or bodyweight exercises
- PC26.** administer skill assessments to evaluate students' performance in various physical activities, such as running, jumping, throwing, and catching
- PC27.** observe and assess students' technique and form in specific sports or activities
- PC28.** measure students' proficiency in sport-specific skills, such as shooting in basketball
- PC29.** evaluate students' coordination and balance through activities that require body control and movement precision
- PC30.** utilize video analysis tools to review and assess students' performances
- PC31.** administer timed skill assessments to measure students' speed and agility in various physical tasks

Document and generate reports

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

- PC32.** document skill & fitness assessment results using structured rubrics or checklists
- PC33.** evaluate skill & fitness assessment results to identify strengths and areas for improvement for individual students and the overall group
- PC34.** compile formative & summative assessment data, including observation notes, self-assessment feedback, and student work samples
- PC35.** organize assessment data in a systematic manner for easy retrieval and analysis
- PC36.** examine formative assessment data to monitor students' ongoing progress, identifying learning gaps and areas requiring additional support
- PC37.** compare summative assessment data to establish a comprehensive picture of students' performance and growth over time
- PC38.** observe students' performance during physical activities and provide immediate feedback for improvement
- PC39.** engage in ongoing discussions to assess students' understanding of key concepts
- PC40.** utilize self-assessment and peer assessment strategies to encourage students' reflection and self-evaluation

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- PC41.** use checklists and rubrics to systematically assess students' progress and mastery of specific skills
- PC42.** implement informal quizzes or quick assessments to gauge students' comprehension of rules, techniques, or tactics
- PC43.** conduct written exams or tests to assess students' knowledge of use data visualization tools and statistical analysis
- PC44.** teach theoretical concepts
- PC45.** organize and oversee structured competitions or tournaments to assess students' performance in game-based settings
- PC46.** use performance portfolios to assess students' application of physical education concepts
- PC47.** collaborate with students to establish personalized fitness and skill development goals based on assessment results
- PC48.** guide students in setting relevant, and time-bound (SMART) goals to track progress
- PC49.** identify areas of improvement from the assessment data and create action plans to target those areas
- PC50.** provide ongoing support, guidance, and feedback to students

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.** health and wellness principles, including nutrition, stress management, and overall well-being
- KU7.** skill progression of different sports
- KU8.** stages of skill acquisition in sports
- KU9.** procedure for training for the relevant sport
- KU10.** guidelines for scheduling training sessions
- KU11.** emergency response to injury / accident
- KU12.** emergency evacuation procedure/ protocol
- KU13.** laws and rules of popular sports
- KU14.** various techniques of the sport
- KU15.** need-based training schedules
- KU16.** how to conduct skill and fitness drills
- KU17.** usage of sports equipment
- KU18.** ground/court markings for various sports
- KU19.** methods of creating competition schedules, fixtures

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- KU20.** different types of disabilities
- KU21.** safe acts and safety measures during activities
- KU22.** maintenance of play space and sports equipment
- KU23.** how to administer basic first aid
- KU24.** make changes in the sessions based on weather conditions
- KU25.** maintenance of play space
- KU26.** maintenance of props and equipment
- KU27.** first aid techniques including CPR
- KU28.** factors leading to disengagement of children with the activity
- KU29.** types of learners
- KU30.** corrective actions for slow learners

Generic Skills (GS)

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

- GS1.** monitor students/participants
- 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
- GS11.** optimize the time available to achieve the desired outcomes
- GS12.** seek input and feedback from students/participants
- GS13.** include regular check-ins and feedback sessions to monitor progress and make necessary adjustments
- GS14.** maintain previous records of students/participants
- GS15.** remain emphatic and sensitive towards students/participants

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct everyday physical activities</i>	15	45	-	-
PC1. establish clear expectations for behavior and participation from the beginning of each class	1	3	-	-
PC2. develop a detailed implementation plan outlining objectives, activities, and timelines for the physical education program	1	3	-	-
PC3. carry out a variety of engaging physical education activities and lessons that align with program goals and standards	1	3	-	-
PC4. ensure the availability and proper maintenance of equipment and resources needed for program implementation	1	3	-	-
PC5. carry out variety of engaging and age-appropriate activities to promote active participation and skill development	1	3	-	-
PC6. establish routines and procedures for equipment setup, cleanup, and storage to promote efficiency	1	3	-	-
PC7. use proximity and nonverbal cues to redirect off-task behavior and maintain focus	1	3	-	-
PC8. demonstrate proper techniques and movements to teach fundamental skills effectively	1	3	-	-
PC9. utilize interactive warm-up activities to engage students and prepare them for physical activity	1	3	-	-
PC10. incorporate a variety of instructional strategies, such as direct instruction, guided practice, and peer learning	1	3	-	-
PC11. incorporate technology tools and apps to enhance instruction and provide visual demonstrations	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. utilize visual aids, such as posters or diagrams, to illustrate key concepts or movement patterns	1	3	-	-
PC13. carry out physical activities and exercises to accommodate students with different abilities, providing variations or alternatives to ensure active participation	1	3	-	-
PC14. adjust the size, weight, or structure of equipment to make it accessible and suitable for students with diverse abilities	1	3	-	-
PC15. modify activities by providing individualized support, and creating inclusive learning opportunities	1	3	-	-
<i>Conduct assessments</i>	16	48	-	-
PC16. implement appropriate protocols and safety measures during fitness assessments	1	3	-	-
PC17. administer fitness assessments to measure cardiovascular endurance, such as the mile run or pacer test	1	3	-	-
PC18. evaluate muscular strength and endurance through exercises like push-ups, sit-ups, or plank holds	1	3	-	-
PC19. assess flexibility using tests like the sit-and-reach or shoulder stretch	1	3	-	-
PC20. measure body composition through techniques like skinfold caliper measurements or bioelectrical impedance analysis	1	3	-	-
PC21. conduct agility assessments using drills like shuttle runs or ladder drills	1	3	-	-
PC22. assess coordination and balance through activities like balancing on one leg or completing an obstacle course	1	3	-	-
PC23. evaluate students' speed and sprinting ability through timed sprints or agility ladder drills	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. measure power and explosiveness using tests like vertical jump or standing long jump	1	3	-	-
PC25. assess muscular endurance through activities like timed circuit training or bodyweight exercises	1	3	-	-
PC26. administer skill assessments to evaluate students' performance in various physical activities, such as running, jumping, throwing, and catching	1	3	-	-
PC27. observe and assess students' technique and form in specific sports or activities	1	3	-	-
PC28. measure students' proficiency in sport-specific skills, such as shooting in basketball	1	3	-	-
PC29. evaluate students' coordination and balance through activities that require body control and movement precision	1	3	-	-
PC30. utilize video analysis tools to review and assess students' performances	1	3	-	-
PC31. administer timed skill assessments to measure students' speed and agility in various physical tasks	1	3	-	-
<i>Document and generate reports</i>	19	57	-	-
PC32. document skill & fitness assessment results using structured rubrics or checklists	1	3	-	-
PC33. evaluate skill & fitness assessment results to identify strengths and areas for improvement for individual students and the overall group	1	3	-	-
PC34. compile formative & summative assessment data, including observation notes, self-assessment feedback, and student work samples	1	3	-	-
PC35. organize assessment data in a systematic manner for easy retrieval and analysis	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC36. examine formative assessment data to monitor students' ongoing progress, identifying learning gaps and areas requiring additional support	1	3	-	-
PC37. compare summative assessment data to establish a comprehensive picture of students' performance and growth over time	1	3	-	-
PC38. observe students' performance during physical activities and provide immediate feedback for improvement	1	3	-	-
PC39. engage in ongoing discussions to assess students' understanding of key concepts	1	3	-	-
PC40. utilize self-assessment and peer assessment strategies to encourage students' reflection and self-evaluation	1	3	-	-
PC41. use checklists and rubrics to systematically assess students' progress and mastery of specific skills	1	3	-	-
PC42. implement informal quizzes or quick assessments to gauge students' comprehension of rules, techniques, or tactics	1	3	-	-
PC43. conduct written exams or tests to assess students' knowledge of use data visualization tools and statistical analysis	1	3	-	-
PC44. teach theoretical concepts	1	3	-	-
PC45. organize and oversee structured competitions or tournaments to assess students' performance in game-based settings	1	3	-	-
PC46. use performance portfolios to assess students' application of physical education concepts	1	3	-	-
PC47. collaborate with students to establish personalized fitness and skill development goals based on assessment results	1	3	-	-
PC48. guide students in setting relevant, and time-bound (SMART) goals to track progress	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC49. identify areas of improvement from the assessment data and create action plans to target those areas	1	3	-	-
PC50. provide ongoing support, guidance, and feedback to students	1	3	-	-
NOS Total	50	150	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1192
NOS Name	Implement a physical education program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	3
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/N1193: Conduct sports events

Description

This unit is about conducting sports events.

Scope

The scope covers the following :

- Conduct sports tournaments and competitions
- Conduct annual sports day
- Work effectively with others

Elements and Performance Criteria

Conduct sports tournaments and competitions

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

- PC1.** create checklist for the competition
- PC2.** create fixtures for the competition
- PC3.** create teams for the competition for different age groups
- PC4.** create registration form for individual and team sport competition
- PC5.** officiate the matches during the competition
- PC6.** create event completion report

Conduct annual sports day

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

- PC7.** conduct a school sports day including creating event schedules, coordinating logistics, and ensure the smooth flow of activities
- PC8.** prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place
- PC9.** ensure fair play
- PC10.** prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.
- PC11.** collect feedback from participants, staff, and stakeholders, and using this information to improve future events

Work effectively with others

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

- PC12.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC13.** promote a safe and interactive environment
- PC14.** identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority
- PC15.** build professional relationships with colleagues and other stakeholders

Knowledge and Understanding (KU)

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The individual on the job needs to know and understand:

- KU1.** types of events in a sports day
- KU2.** venue operation management
- KU3.** macro budgeting
- KU4.** calculation of manpower
- KU5.** competition structure and rules
- KU6.** awards and recognition ins sports competition
- KU7.** public address systems
- KU8.** crowd management
- KU9.** the importance of creating a supportive and inclusive environment
- KU10.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

Generic Skills (GS)

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

- GS1.** maintain a positive and professional demeanor
- GS2.** make timely decisions for potential issues
- GS3.** provide comprehensive information about the test procedures
- GS4.** maintain accurate and organized records of the individual's assessment data
- GS5.** keep track of the individual's progress, including improvements in performance
- GS6.** stay updated with the latest research, advancements, and controversies in the field of nutritional supplementation
- GS7.** ensure clients adhere to safety guidelines
- GS8.** seek input and feedback from students/participants
- GS9.** provide counselling
- GS10.** remain emphatic and sensitive towards athletes

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct sports tournaments and competitions</i>	12	24	-	-
PC1. create checklist for the competition	2	4	-	-
PC2. create fixtures for the competition	2	4	-	-
PC3. create teams for the competition for different age groups	2	4	-	-
PC4. create registration form for individual and team sport competition	2	4	-	-
PC5. officiate the matches during the competition	2	4	-	-
PC6. create event completion report	2	4	-	-
<i>Conduct annual sports day</i>	10	30	-	-
PC7. conduct a school sports day including creating event schedules, coordinating logistics, and ensure the smooth flow of activities	2	6	-	-
PC8. prepare and setting up the sports day venue, including fields or tracks, boundaries, and ensuring proper equipment and facilities are in place	2	6	-	-
PC9. ensure fair play	2	6	-	-
PC10. prepare equipment required during the practice leading to sports day, including inventory management, distribution, etc.	2	6	-	-
PC11. collect feedback from participants, staff, and stakeholders, and using this information to improve future events	2	6	-	-
<i>Work effectively with others</i>	8	16	-	-
PC12. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. promote a safe and interactive environment	2	4	-	-
PC14. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC15. build professional relationships with colleagues and other stakeholders	2	4	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1193
NOS Name	Conduct sports events
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

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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

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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/N1191.Plan a physical education program	40	60	-	-	100	17
SPF/N1192.Implement a physical education program	50	150	-	-	200	33
SPF/N1193.Conduct sports events	30	70	-	-	100	17
SPF/N1194.Maintain health & safety standards at playfield	30	70	-	-	100	17
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	8
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	8
Total	190	410	-	-	600	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.