

Qualification Pack



Sports Gear Specialist

QP Code: SPF/Q9102

Version: 1.0

NSQF Level: 5

Sports, Physical Education, Fitness and Leisure Sector Skill Council || 207, 2nd floor DLF Tower,
Galleria Mall, Mayur Vihar Extension
Delhi 110091 || email:arjun.kumar@sportsskills.in

Qualification Pack

Contents

SPF/Q9102: Sports Gear Specialist	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
SPF/N9104: Understand developments in sports gear product and business	5
SPF/N9105: Provide need-based consultancy on sports gear selection	10
SPF/N9106: Provide follow-up consultancy to the user	16
SPF/N1169: Improve workplace resource usage	21
DGT/VSQ/N0103: Employability Skills (90 Hours)	25
Assessment Guidelines and Weightage	33
<i>Assessment Guidelines</i>	33
<i>Assessment Weightage</i>	34
Acronyms	35
Glossary	36

Qualification Pack

SPF/Q9102: Sports Gear Specialist

Brief Job Description

The sports gear specialist is a specialized job role that involves providing expert advice and guidance on sports equipment, apparel, and accessories to individuals, teams, or organizations involved in sports activities. Their primary responsibility is to assist users in selecting the right sports gear that suits their needs and enhances their performance.

Personal Attributes

The sports gear specialists have excellent communication and interpersonal skills, which enables them to understand users' need and provide tailored recommendations. They exhibit strong attention to detail, ensuring that users receive the right gear for optimal performance and comfort. Their passion for sports, professionalism, and ability to build trust make them valuable assets in assisting athletes and sports enthusiasts in finding the perfect gear for their needs.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N9104: Understand developments in sports gear product and business](#)
2. [SPF/N9105: Provide need-based consultancy on sports gear selection](#)
3. [SPF/N9106: Provide follow-up consultancy to the user](#)
4. [SPF/N1169: Improve workplace resource usage](#)
5. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
Country	India
NSQF Level	5
Credits	18

Qualification Pack

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2434.0203
Minimum Educational Qualification & Experience	<p>Completed 2nd year of UG (UG Diploma) (3-year/ 4-years UG)</p> <p>OR</p> <p>Not Applicable (Pursuing 2nd year of 3-year/ 4-years UG and continuing education)</p> <p>OR</p> <p>12th grade Pass with 2 Years of experience relevant</p> <p>OR</p> <p>12th grade pass with 2 year NTC/ CITS/NAC (or equivalent)</p> <p>OR</p> <p>10th grade pass with 4 Years of experience relevant</p> <p>OR</p> <p>Certificate-NSQF (Level 4- Store Sales Executive-Sports) 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
NSQC Approval Date	31/08/2023
Version	1.0
Reference code on NQR	QG-05-SP-00924-2023-V1-SPEFLSC
NQR Version	1

Qualification Pack

SPF/N9104: Understand developments in sports gear product and business

Description

This unit is about understanding the developments in sports gear product and business.

Scope

The scope covers the following :

- Analyze technical aspects of a sports gear
- Conduct market research and trend analysis
- Assist in managing sports gear inventory

Elements and Performance Criteria

Analyze technical aspects of a sports gear

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

- PC1.** identify materials used in sports gear: fabrics, leathers, metals, plastics, composites
- PC2.** assess durability for gear that withstands rigorous use
- PC3.** identify performance-enhancing technologies: moisture-wicking fabrics, shock absorption, aerodynamic designs
- PC4.** evaluate weight's impact on performance and recommend optimal gear
- PC5.** evaluate right size, considering brand and model variations
- PC6.** identify safety features: impact resistance, padding, protective elements
- PC7.** explain gear adjustments and customization options for personalized fit
- PC8.** compare gear options based on specifications, highlighting performance differences
- PC9.** communicate maintenance requirements: cleaning, storage, maintenance intervals

Conduct market research and trend analysis

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

- PC10.** conduct market research to identify current and emerging trends in the sports gear industry
- PC11.** identify niche markets or untapped opportunities within the sports gear industry
- PC12.** track and analyze previous sales data to identify popular gear categories, best-selling products, and user preferences
- PC13.** collaborate with suppliers and manufacturers to gain insights into upcoming product releases and innovation
- PC14.** identify and anticipate future market trends to guide product selection
- PC15.** assess the impact of external factors like fashion trends, sports events, and cultural influences on sports gear preferences

Assist in managing sports gear inventory

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

Qualification Pack

- PC16.** organize sports gear inventory based on product types, sizes, and brands for efficient management
- PC17.** implement stock rotation strategies to ensure the freshness and quality of sports gear items
- PC18.** conduct regular competitor analysis to identify gaps in product assortment
- PC19.** check sales data and user preferences to forecast demand and communicate to sports store manager

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different materials used in sports gear
- KU2.** different types of sports gear, including equipment, apparel, and accessories, specific to various sports and activities
- KU3.** specific gear features and technologies
- KU4.** customization options, such as strap tightening, lace systems, and adjustable components
- KU5.** latest trends and developments in the sports industry
- KU6.** new product releases, popular brands, and competitive offering
- KU7.** industry standards and certifications for sports gear, ensuring users choose products that meet the required safety and quality standards

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly in a polite manner
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes
- GS4.** address issues and challenges
- GS5.** maintain detailed records
- GS6.** evaluate the effectiveness of strategies and adjust them as needed

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyze technical aspects of a sports gear</i>	27	63	-	-
PC1. identify materials used in sports gear: fabrics, leathers, metals, plastics, composites	3	7	-	-
PC2. assess durability for gear that withstands rigorous use	3	7	-	-
PC3. identify performance-enhancing technologies: moisture-wicking fabrics, shock absorption, aerodynamic designs	3	7	-	-
PC4. evaluate weight's impact on performance and recommend optimal gear	3	7	-	-
PC5. evaluate right size, considering brand and model variations	3	7	-	-
PC6. identify safety features: impact resistance, padding, protective elements	3	7	-	-
PC7. explain gear adjustments and customization options for personalized fit	3	7	-	-
PC8. compare gear options based on specifications, highlighting performance differences	3	7	-	-
PC9. communicate maintenance requirements: cleaning, storage, maintenance intervals	3	7	-	-
<i>Conduct market research and trend analysis</i>	18	45	-	-
PC10. conduct market research to identify current and emerging trends in the sports gear industry	3	7	-	-
PC11. identify niche markets or untapped opportunities within the sports gear industry	3	7	-	-
PC12. track and analyze previous sales data to identify popular gear categories, best-selling products, and user preferences	3	7	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. collaborate with suppliers and manufacturers to gain insights into upcoming product releases and innovation	3	8	-	-
PC14. identify and anticipate future market trends to guide product selection	3	8	-	-
PC15. assess the impact of external factors like fashion trends, sports events, and cultural influences on sports gear preferences	3	8	-	-
<i>Assist in managing sports gear inventory</i>	15	32	-	-
PC16. organize sports gear inventory based on product types, sizes, and brands for efficient management	3	8	-	-
PC17. implement stock rotation strategies to ensure the freshness and quality of sports gear items	4	8	-	-
PC18. conduct regular competitor analysis to identify gaps in product assortment	4	8	-	-
PC19. check sales data and user preferences to forecast demand and communicate to sports store manager	4	8	-	-
NOS Total	60	140	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9104
NOS Name	Understand developments in sports gear product and business
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	5
Credits	6
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N9105: Provide need-based consultancy on sports gear selection

Description

This unit is about providing consultancy on sports gears to the users on sports gear

Scope

The scope covers the following :

- Conduct user need analysis
- Recommend sports gear
- Maintain personal hygiene and safety at workplace

Elements and Performance Criteria

Conduct user need analysis

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

- PC1.** engage with users to understand their specific requirements, preferences, and goals for sports gear
- PC2.** ask targeted questions to gather information about the user's sport, skill level, frequency of use, and any specific needs or challenges they may have
- PC3.** utilize effective listening skills to actively understand and clarify user needs related to sports gear
- PC4.** conduct thorough discussions with users to identify their desired performance, comfort, and safety features in sports gear
- PC5.** assess the user's budget constraints
- PC6.** evaluate the user's body type, size, and any unique considerations to suggest sports gear options that provide an optimal fit
- PC7.** analyze the user's previous experiences with sports gear to gain insights into their preferences and potential areas for improvement

Recommend sports gear

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

- PC8.** suggest sports gear options that align with their desired level of performance enhancement.
- PC9.** provide gear recommendations that offer the best value for their investment without compromising quality
- PC10.** consider the user's comfort preferences and recommend sports gear that offers the desired level of comfort and fit
- PC11.** propose gear options that provide the necessary protective features for their sport or activity
- PC12.** provide personalized gear recommendations by taking into account the user's specific body type, playing style, and any other individual considerations

Maintain personal hygiene and safety at the workplace

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

- PC13.** create effective routines to ensure healthy and hygienic conditions at the store

Qualification Pack

- PC14.** ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures
- PC15.** perform safety checks before operation of any electrical equipment
- PC16.** wear protective clothing and gear as and when required and ensure adherence to safety guidelines
- PC17.** report potential hazards to the manager immediately
- PC18.** follow standard procedures to deal with accidents and emergency situations
- PC19.** use first aid kit as and when required and provide appropriate treatment in case of any injuries
- PC20.** perform Cardiopulmonary Resuscitation (CPR)

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different types of sports gear, including equipment, apparel, and accessories, specific to various sports and activities
- KU2.** outdoor and indoor sports
- KU3.** types of adventure sports and the gear required
- KU4.** features, functionalities, and technical specifications of different sports gear items, including their impact on performance, comfort, durability, and safety
- KU5.** proper fitting techniques and sizing standards for different types of sports gear
- KU6.** consultancy techniques
- KU7.** buying behaviors of users interested in sports products
- KU8.** the professional standards and ethical guidelines
- KU9.** store's policies regarding returns, exchanges, warranties, and pricing
- KU10.** procedures for sales transactions, handling cash or credit card payments
- KU11.** industry trends, upcoming sports events, and popular sports personalities to initiate conversations
- KU12.** the importance of creating a supportive and inclusive environment
- KU13.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc
- KU14.** 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
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes
- GS4.** address issues and challenges
- GS5.** demonstrate professionalism

Qualification Pack

GS6. maintain detailed records

GS7. evaluate the effectiveness of sales strategies and adjust them as needed

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct user need analysis</i>	14	21	-	-
PC1. engage with users to understand their specific requirements, preferences, and goals for sports gear	2	3	-	-
PC2. ask targeted questions to gather information about the user's sport, skill level, frequency of use, and any specific needs or challenges they may have	2	3	-	-
PC3. utilize effective listening skills to actively understand and clarify user needs related to sports gear	2	3	-	-
PC4. conduct thorough discussions with users to identify their desired performance, comfort, and safety features in sports gear	2	3	-	-
PC5. assess the user's budget constraints	2	3	-	-
PC6. evaluate the user's body type, size, and any unique considerations to suggest sports gear options that provide an optimal fit	2	3	-	-
PC7. analyze the user's previous experiences with sports gear to gain insights into their preferences and potential areas for improvement	2	3	-	-
<i>Recommend sports gear</i>	10	15	-	-
PC8. suggest sports gear options that align with their desired level of performance enhancement.	2	3	-	-
PC9. provide gear recommendations that offer the best value for their investment without compromising quality	2	3	-	-
PC10. consider the user's comfort preferences and recommend sports gear that offers the desired level of comfort and fit	2	3	-	-
PC11. propose gear options that provide the necessary protective features for their sport or activity	2	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC12. provide personalized gear recommendations by taking into account the user's specific body type, playing style, and any other individual considerations	2	3	-	-
<i>Maintain personal hygiene and safety at the workplace</i>	16	24	-	-
PC13. create effective routines to ensure healthy and hygienic conditions at the store	2	3	-	-
PC14. ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures	2	3	-	-
PC15. perform safety checks before operation of any electrical equipment	2	3	-	-
PC16. wear protective clothing and gear as and when required and ensure adherence to safety guidelines	2	3	-	-
PC17. report potential hazards to the manager immediately	2	3	-	-
PC18. follow standard procedures to deal with accidents and emergency situations	2	3	-	-
PC19. use first aid kit as and when required and provide appropriate treatment in case of any injuries	2	3	-	-
PC20. perform Cardiopulmonary Resuscitation (CPR)	2	3	-	-
NOS Total	40	60	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9105
NOS Name	Provide need-based consultancy on sports gear selection
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	5
Credits	5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N9106: Provide follow-up consultancy to the user

Description

This unit is about providing follow up consultancy to the user.

Scope

The scope covers the following :

- Evaluate the effectiveness of the consultancy
- Work effectively with others

Elements and Performance Criteria

Evaluate the effectiveness of the consultancy

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

- PC1.** collect feedback from users regarding their satisfaction with the sports gear consultation
- PC2.** analyze the outcomes and impact of the recommended sports gear on users' performance and satisfaction levels
- PC3.** review user testimonials to gauge the effectiveness of the consultation process
- PC4.** identify areas of improvement based on feedback received from users
- PC5.** assess the extent to which user needs were met during the consultation
- PC6.** determine the success of post-purchase support and assistance provided
- PC7.** assess the level of engagement and rapport-building achieved during the consultation
- PC8.** identify any gaps in product knowledge or expertise that could be addressed for future consultations
- PC9.** evaluate the efficiency and effectiveness of the post-consultancy follow-up process
- PC10.** assess the impact of the consultation on user loyalty and likelihood of repeat business
- PC11.** identify opportunities for upselling or cross-selling based on user feedback and preferences
- PC12.** evaluate the accuracy and relevance of the product recommendations provided
- PC13.** identify any challenges or issues faced by users and evaluate how they were resolved
- PC14.** determine the overall user experience and identify opportunities for improvement

Work effectively with others

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

- PC15.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC16.** promote a safe and interactive environment
- PC17.** identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority
- PC18.** share product knowledge and best practices with team members
- PC19.** assist and support team members during peak times or as required

Knowledge and Understanding (KU)

Qualification Pack

The individual on the job needs to know and understand:

- KU1.** evaluation metrics and key criteria
- KU2.** goals and objectives set for the consultancy process
- KU3.** mechanism for performance tracking
- KU4.** analytical methods and tools to interpret the collected data and draw meaningful insights
- KU5.** industry benchmarks or previous performance to assess the degree of improvement
- KU6.** loyalty and promotional programs
- KU7.** the professional standards and ethical guidelines
- KU8.** store's policies regarding returns, exchanges, warranties, and pricing
- KU9.** industry trends, upcoming sports events, and popular sports personalities to initiate conversations
- KU10.** the importance of creating a supportive and inclusive environment

Generic Skills (GS)

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

- GS1.** engage in effective communication with users
- GS2.** be open to adapt the consultancy approach based on feedback
- GS3.** build rapport
- GS4.** optimize the time available to achieve the desired outcomes
- GS5.** address issues and challenges
- GS6.** demonstrate professionalism
- GS7.** maintain detailed records
- GS8.** preparing comprehensive reports to share findings and recommendations
- GS9.** involve stakeholder in the evaluation process to gain diverse perspectives
- GS10.** evaluate the effectiveness of sales strategies and adjust them as needed

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the effectiveness of the consultancy</i>	28	42	-	-
PC1. collect feedback from users regarding their satisfaction with the sports gear consultation	2	3	-	-
PC2. analyze the outcomes and impact of the recommended sports gear on users' performance and satisfaction levels	2	3	-	-
PC3. review user testimonials to gauge the effectiveness of the consultation process	2	3	-	-
PC4. identify areas of improvement based on feedback received from users	2	3	-	-
PC5. assess the extent to which user needs were met during the consultation	2	3	-	-
PC6. determine the success of post-purchase support and assistance provided	2	3	-	-
PC7. assess the level of engagement and rapport-building achieved during the consultation	2	3	-	-
PC8. identify any gaps in product knowledge or expertise that could be addressed for future consultations	2	3	-	-
PC9. evaluate the efficiency and effectiveness of the post-consultancy follow-up process	2	3	-	-
PC10. assess the impact of the consultation on user loyalty and likelihood of repeat business	2	3	-	-
PC11. identify opportunities for upselling or cross-selling based on user feedback and preferences	2	3	-	-
PC12. evaluate the accuracy and relevance of the product recommendations provided	2	3	-	-
PC13. identify any challenges or issues faced by users and evaluate how they were resolved	2	3	-	-
PC14. determine the overall user experience and identify opportunities for improvement	2	3	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Work effectively with others</i>	12	18	-	-
PC15. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC16. promote a safe and interactive environment	2	3	-	-
PC17. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	3	-	-
PC18. share product knowledge and best practices with team members	3	4	-	-
PC19. assist and support team members during peak times or as required	3	5	-	-
NOS Total	40	60	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9106
NOS Name	Provide follow-up consultancy to the user
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
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

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:

Qualification Pack

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

Generic Skills (GS)

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

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

Qualification Pack

Assessment Criteria

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

Qualification Pack

National Occupational Standards (NOS) Parameters

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

Qualification Pack

DGT/VSQ/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

Qualification Pack

- 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

Qualification Pack

- 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

Qualification Pack

- 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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. 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	-	-	-	-

Qualification Pack

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	-	-	-	-

Qualification Pack

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	-	-	-	-

Qualification Pack

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.

Qualification Pack

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/N9104.Understand developments in sports gear product and business	60	140	-	-	200	40
SPF/N9105.Provide need-based consultancy on sports gear selection	40	60	-	-	100	20
SPF/N9106.Provide follow-up consultancy to the user	40	60	-	-	100	20
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	10
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	10
Total	180	320	-	-	500	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.