

Qualification Pack



Sports Nutritionist

QP Code: SPF/Q2101

Version: 1.0

NSQF Level: 6

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SPF/Q2101: Sports Nutritionist

Brief Job Description

Sports nutritionist is a specialized professional who works with athletes and fitness enthusiasts to help them optimize their diet and nutrition for peak physical performance. They also work with athletes to develop strategies for weight management and recovery after injury. They may collaborate with coaches, trainers to ensure a comprehensive approach to an athlete's overall health and performance.

Personal Attributes

A sports nutritionist should have a strong interest in sports and fitness, as they will be working closely with athletes and fitness enthusiasts to help them reach their performance goals.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N2101: Conduct Sports-Specific Nutritional analysis](#)
2. [SPF/N2102: Design a personalized sports-specific nutrition program](#)
3. [SPF/N2103: Design a supplement program](#)
4. [SPF/N2104: Review sports-nutrition program](#)
5. [SPF/N1169: Improve workplace resource usage](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Medicine
Occupation	Diet & Nutrition Consulting
Country	India
NSQF Level	6
Credits	22

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Aligned to NCO/ISCO/ISIC Code	NCO-2015/2265.9901
Minimum Educational Qualification & Experience	<p>Pursuing first year of 2-year PG program after completing 3 year UG degree OR Pursuing PG diploma after 3 year UG degree (1 year PG diploma) OR Completed 4 year UG program (in case of 4-year UG) OR Not Applicable (Pursuing 4th year UG (in case of 4-year UG) and continuing education) OR Completed 3 year UG degree with 1 Year of experience relevant OR Certificate-NSQF (Level 5- Personal Fitness Trainer/Group Fitness Trainer) with 3 Years of experience relevant OR 12th grade Pass with 4 Years of experience relevant OR 12th grade pass with 2 year NTC/ CITS/NAC</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-06-SP-00922-2023-V1-SPEFLSC
NQR Version	1

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SPF/N2101: Conduct Sports-Specific Nutritional analysis

Description

This unit is about planning a sports specific nutrition program for athletes.

Scope

The scope covers the following :

- Conduct general assessment of athletes
- Analyze and gather information about the dietary intake
- Analyze energy requirements
- Analyze hydration status
- Address individual needs and challenges

Elements and Performance Criteria

Conduct general assessment of athletes

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

- PC1.** gather detailed information about the athlete's medical history, including any allergies, intolerances, or medical conditions that may affect their nutritional needs
- PC2.** gather data on the athlete's training schedule, intensity, and duration, as well as their specific sports goals and performance objectives
- PC3.** carry out anthropometric measurements such as height, weight, body composition, and any relevant sport-specific measurements
- PC4.** ensure to utilize techniques like skinfold measurements, bioelectrical impedance analysis (BIA)
- PC5.** ensure privacy and confidentiality of athletes' personal information and health-related data

Ensure privacy and confidentiality of athletes' personal information and health-related data

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

- PC6.** conduct a thorough analysis of the athlete's current dietary intake using food diaries, recall interviews
- PC7.** analyze the adequacy and balance of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals) in their diet
- PC8.** identify any deficiencies or excesses in nutrient intake that may impact performance and recovery

Analyze energy requirements

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

- PC9.** identify the estimation of athlete's energy expenditure using appropriate formulas or validated methods
- PC10.** analyze the specific demands of their sport, training intensity, body composition goals, and any additional factors that may influence energy needs
- PC11.** compare estimated energy expenditure to actual energy intake to assess for potential energy deficits or surpluses

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Analyze hydration status

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

- PC12.** assess the athlete's hydration practices and fluid intake patterns during training and competition
- PC13.** evaluate indicators of hydration status such as urine color, body weight changes, and thirst perception.
- PC14.** identify any signs of dehydration or overhydration that may impact performance and health

Address Individual Needs and Challenges

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

- PC15.** consider the athlete's food preferences, cultural background, and any dietary restrictions or intolerances
- PC16.** identify any barriers to adherence to optimal nutrition, such as time constraints or lack of cooking skills
- PC17.** address psychological factors related to food choices, body image concerns, and disordered eating patterns, if applicable
- PC18.** carry out menu analysis in sports institutions (e.g., training centers, teams)

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the athletes' specific sport and its physical demands
- KU2.** sports nutrition principles, including macronutrients, micronutrients, hydration, and supplementation
- KU3.** the specific nutritional needs and requirements of different sports, taking into account energy demands, training intensity, and performance goals
- KU4.** legal and regulatory requirements related to sports nutrition practice
- KU5.** ways of making athletes feel at ease
- KU6.** ways to analyze psychology of the athletes
- KU7.** ethical guidelines and professional standards in providing sports nutrition services
- KU8.** the ways to refer to the medical nutrition specialist
- KU9.** the ways to maintain confidentiality and secure storage of all personal health information in compliance with privacy laws and regulations
- KU10.** the ways to enhance professional development activities, such as attending conferences, workshops, and webinars
- 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
- GS2.** maintain a positive and professional demeanor
- GS3.** build rapport

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- GS4.** make timely decisions for potential issues
- GS5.** pay attention to detail
- GS6.** demonstrate empathy
- GS7.** remain updated with the latest research, trends, and advancements
- GS8.** maintain detailed records of assessments, adjustments, and outcomes
- GS9.** foster a growth mindset
- GS10.** the use of motivational strategies

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct general assessment of athletes</i>	10	15	-	-
PC1. gather detailed information about the athlete's medical history, including any allergies, intolerances, or medical conditions that may affect their nutritional needs	2	3	-	-
PC2. gather data on the athlete's training schedule, intensity, and duration, as well as their specific sports goals and performance objectives	2	3	-	-
PC3. carry out anthropometric measurements such as height, weight, body composition, and any relevant sport-specific measurements	2	3	-	-
PC4. ensure to utilize techniques like skinfold measurements, bioelectrical impedance analysis (BIA)	2	3	-	-
PC5. ensure privacy and confidentiality of athletes' personal information and health-related data	2	3	-	-
<i>Ensure privacy and confidentiality of athletes' personal information and health-related data</i>	6	9	-	-
PC6. conduct a thorough analysis of the athlete's current dietary intake using food diaries, recall interviews	2	3	-	-
PC7. analyze the adequacy and balance of macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals) in their diet	2	3	-	-
PC8. identify any deficiencies or excesses in nutrient intake that may impact performance and recovery	2	3	-	-
<i>Analyze energy requirements</i>	6	12	-	-
PC9. identify the estimation of athlete's energy expenditure using appropriate formulas or validated methods	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. analyze the specific demands of their sport, training intensity, body composition goals, and any additional factors that may influence energy needs	2	4	-	-
PC11. compare estimated energy expenditure to actual energy intake to assess for potential energy deficits or surpluses	2	4	-	-
<i>Analyze hydration status</i>	6	12	-	-
PC12. assess the athlete's hydration practices and fluid intake patterns during training and competition	2	4	-	-
PC13. evaluate indicators of hydration status such as urine color, body weight changes, and thirst perception.	2	4	-	-
PC14. identify any signs of dehydration or overhydration that may impact performance and health	2	4	-	-
<i>Address Individual Needs and Challenges</i>	8	16	-	-
PC15. consider the athlete's food preferences, cultural background, and any dietary restrictions or intolerances	2	4	-	-
PC16. identify any barriers to adherence to optimal nutrition, such as time constraints or lack of cooking skills	2	4	-	-
PC17. address psychological factors related to food choices, body image concerns, and disordered eating patterns, if applicable	2	4	-	-
PC18. carry out menu analysis in sports institutions (e.g., training centers, teams)	2	4	-	-
NOS Total	36	64	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N2101
NOS Name	Conduct Sports-Specific Nutritional analysis
Sector	Sports
Sub-Sector	Sports Medicine
Occupation	Diet & Nutrition Consulting
NSQF Level	6
Credits	6
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/N2102: Design a personalized sports-specific nutrition program

Description

This unit is about implementing a sports specific nutrition program.

Scope

The scope covers the following :

- Develop goal-oriented sports nutrition program
- Prepare macronutrient distribution plan
- Prepare micronutrient distribution plan
- Develop pre-competition sports nutrition program
- Develop competition-day sports nutrition program
- Develop post-competition sports nutrition program
- Work effectively with others

Elements and Performance Criteria

Develop goal-oriented sports nutrition program

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

- PC1.** design personalized meal plans that align with athletes' energy requirements, training schedules, and performance goals
- PC2.** set clear and measurable performance goals with athletes to guide the nutrition planning process
- PC3.** establish realistic timelines and milestones to track progress towards achieving the nutrition goals
- PC4.** develop strategies to support weight loss or weight gain while maintaining optimal performance and health
- PC5.** ensure to incorporate periodization principles into nutrition planning to align with training cycles and competition phases
- PC6.** design nutrition plans that promote muscle hypertrophy for athletes focusing on strength and power
- PC7.** create nutrition strategies that prioritize endurance and energy availability for endurance athletes
- PC8.** ensure to align nutrition plans with specific performance factors such as speed, agility, or accuracy for sports that require precise movements
- PC9.** ensure to incorporate plan to support cognitive function and mental focus for sports that require concentration and decision-making
- PC10.** ensure to incorporate nutritional strategies to support injury prevention and recovery

Prepare macronutrient distribution plan

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

- PC11.** determine the total daily caloric intake required to support the athlete's goals, whether it is weight maintenance, weight loss, or weight gain

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- PC12.** allocate the appropriate percentage of calories to each macronutrient based on the athlete's specific needs and performance goals
- PC13.** calculate the recommended protein intake based on the athlete's body weight, training volume, and goals
- PC14.** determine the carbohydrate intake based on the athlete's training volume, intensity, and carbohydrate requirements for optimal performance
- PC15.** ensure that fat intake is moderate, accounting for approximately 20-35% of the total caloric intake
- PC16.** ensure to incorporate healthy fats from sources such as avocados, nuts, seeds, fatty fish, and plant-based oils
- PC17.** adjust macronutrient distribution accordingly, such as higher protein intake for muscle gain or adjusted calorie distribution for weight loss

Prepare micronutrient distribution plan

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

- PC18.** ensure to consider the specific micronutrients that are particularly important for athletic performance, such as iron, calcium, vitamin D, B-vitamins, and antioxidants
- PC19.** include foods rich in magnesium and potassium for proper muscle function and electrolyte balance
- PC20.** calculate the recommended daily intake of each micronutrient based on established dietary reference intakes (DRIs) or recommended dietary allowances (RDAs)
- PC21.** consider any specific micronutrient requirements or considerations based on the athlete's sport or training demands

Develop pre-competition sports nutrition program

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

- PC22.** prepare a detailed timeline leading up to the competition, outlining specific nutrition strategies to implement at different stages
- PC23.** determine the optimal timing and composition of pre-competition meals to ensure proper fueling and digestion
- PC24.** recommend appropriate hydration strategies to ensure adequate fluid balance before the competition
- PC25.** ensure to recommend consuming sports drink and carbohydrate gels, 30-60 minutes before the competition to top up glycogen stores and provide readily available energy
- PC26.** pre-competition meals that minimize digestive discomfort

Develop competition-day sports nutrition program

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

- PC27.** prepare a comprehensive nutrition plan specifically tailored for the competition day
- PC28.** ensure that the nutrition plan aligns with the athlete's goals, the duration and intensity of the competition, and any specific dietary restrictions or preferences
- PC29.** determine the optimal timing and composition of meals and snacks to support performance and sustain energy levels during the competition
- PC30.** recommend easily digestible and portable snacks or fueling options that can be consumed on the go during breaks or intervals
- PC31.** incorporate carbohydrates to maintain glycogen stores and provide readily available energy for high-intensity efforts

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Develop post competition sports nutrition program

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

- PC32.** develop a post-competition nutrition plan to support recovery, replenish glycogen stores, and promote muscle repair and growth
- PC33.** include antioxidant-rich foods to aid in reducing inflammation and oxidative stress incurred during the competition
- PC34.** incorporate quality protein sources to support muscle protein synthesis and repair
- PC35.** include healthy fats in post-competition nutrition, including their contribution to hormone regulation and nutrient absorption
- PC36.** consider the potential impact of post-competition celebrations or social events on the athlete's nutrition
- PC37.** choices and provide strategies to make balanced choices

Work effectively with others

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

- PC38.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC39.** promote a safe and interactive environment
- PC40.** identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the ways to include antioxidant-rich foods to aid in recovery and reduce inflammation
- KU2.** the ways to include foods high in omega-3 fatty acids for their anti-inflammatory benefits
- KU3.** the ways to include foods rich in iron and vitamin C for endurance athletes to support oxygen transport and utilization
- KU4.** the ways to include foods with high levels of B vitamins to support energy metabolism
- KU5.** the ways to include foods rich in magnesium and potassium for proper muscle function and electrolyte balance
- KU6.** the importance of adequate rest and sleep in the recovery process and how nutrition can complement these factors
- KU7.** the impact of event timing, warm-up protocols, and breaks between events when determining the frequency and composition of nutrition interventions
- KU8.** the ways to make adjustments as needed based on individual feedback and performance outcomes
- KU9.** alternative food options or substitutions to accommodate special dietary needs
- KU10.** training load and adjust the nutrition program accordingly
- KU11.** the ways to maintain confidentiality and secure storage of all personal health information in compliance with privacy laws and regulations
- 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.

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KU14. POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** maintain a positive and professional demeanor
- GS2.** foster a collaborative and supportive relationship with the athlete
- GS3.** foster open communication with athletes to ensure adherence
- GS4.** build rapport and trust with athletes
- GS5.** address any questions or concerns
- GS6.** be creative and innovative
- GS7.** foster interpersonal skills
- GS8.** seek input and feedback from athletes
- GS9.** stay informed about the latest research and evidence-based practices regarding nutrition strategies for competition events
- GS10.** attend conferences, workshops, or webinars related to sports nutrition and performance optimization
- GS11.**
 - include regular check-ins and feedback sessions to monitor progress and make necessary adjustments
 - maintain previous records of athletes
- GS12.** 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>Develop goal-oriented sports nutrition program</i>	20	30	-	-
PC1. design personalized meal plans that align with athletes' energy requirements, training schedules, and performance goals	2	3	-	-
PC2. set clear and measurable performance goals with athletes to guide the nutrition planning process	2	3	-	-
PC3. establish realistic timelines and milestones to track progress towards achieving the nutrition goals	2	3	-	-
PC4. develop strategies to support weight loss or weight gain while maintaining optimal performance and health	2	3	-	-
PC5. ensure to incorporate periodization principles into nutrition planning to align with training cycles and competition phases	2	3	-	-
PC6. design nutrition plans that promote muscle hypertrophy for athletes focusing on strength and power	2	3	-	-
PC7. create nutrition strategies that prioritize endurance and energy availability for endurance athletes	2	3	-	-
PC8. ensure to align nutrition plans with specific performance factors such as speed, agility, or accuracy for sports that require precise movements	2	3	-	-
PC9. ensure to incorporate plan to support cognitive function and mental focus for sports that require concentration and decision-making	2	3	-	-
PC10. ensure to incorporate nutritional strategies to support injury prevention and recovery	2	3	-	-
<i>Prepare macronutrient distribution plan</i>	14	21	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. determine the total daily caloric intake required to support the athlete's goals, whether it is weight maintenance, weight loss, or weight gain	2	3	-	-
PC12. allocate the appropriate percentage of calories to each macronutrient based on the athlete's specific needs and performance goals	2	3	-	-
PC13. calculate the recommended protein intake based on the athlete's body weight, training volume, and goals	2	3	-	-
PC14. determine the carbohydrate intake based on the athlete's training volume, intensity, and carbohydrate requirements for optimal performance	2	3	-	-
PC15. ensure that fat intake is moderate, accounting for approximately 20-35% of the total caloric intake	2	3	-	-
PC16. ensure to incorporate healthy fats from sources such as avocados, nuts, seeds, fatty fish, and plant-based oils	2	3	-	-
PC17. adjust macronutrient distribution accordingly, such as higher protein intake for muscle gain or adjusted calorie distribution for weight loss	2	3	-	-
<i>Prepare micronutrient distribution plan</i>	8	12	-	-
PC18. ensure to consider the specific micronutrients that are particularly important for athletic performance, such as iron, calcium, vitamin D, B-vitamins, and antioxidants	2	3	-	-
PC19. include foods rich in magnesium and potassium for proper muscle function and electrolyte balance	2	3	-	-
PC20. calculate the recommended daily intake of each micronutrient based on established dietary reference intakes (DRIs) or recommended dietary allowances (RDAs)	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC21. consider any specific micronutrient requirements or considerations based on the athlete's sport or training demands	2	3	-	-
<i>Develop pre-competition sports nutrition program</i>	10	15	-	-
PC22. prepare a detailed timeline leading up to the competition, outlining specific nutrition strategies to implement at different stages	2	3	-	-
PC23. determine the optimal timing and composition of pre-competition meals to ensure proper fueling and digestion	2	3	-	-
PC24. recommend appropriate hydration strategies to ensure adequate fluid balance before the competition	2	3	-	-
PC25. ensure to recommend consuming sports drink and carbohydrate gels, 30-60 minutes before the competition to top up glycogen stores and provide readily available energy	2	3	-	-
PC26. pre-competition meals that minimize digestive discomfort	2	3	-	-
<i>Develop competition-day sports nutrition program</i>	10	15	-	-
PC27. prepare a comprehensive nutrition plan specifically tailored for the competition day	2	3	-	-
PC28. ensure that the nutrition plan aligns with the athlete's goals, the duration and intensity of the competition, and any specific dietary restrictions or preferences	2	3	-	-
PC29. determine the optimal timing and composition of meals and snacks to support performance and sustain energy levels during the competition	2	3	-	-
PC30. recommend easily digestible and portable snacks or fueling options that can be consumed on the go during breaks or intervals	2	3	-	-
PC31. incorporate carbohydrates to maintain glycogen stores and provide readily available energy for high-intensity efforts	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Develop post competition sports nutrition program</i>	12	18	-	-
PC32. develop a post-competition nutrition plan to support recovery, replenish glycogen stores, and promote muscle repair and growth	2	3	-	-
PC33. include antioxidant-rich foods to aid in reducing inflammation and oxidative stress incurred during the competition	2	3	-	-
PC34. incorporate quality protein sources to support muscle protein synthesis and repair	2	3	-	-
PC35. include healthy fats in post-competition nutrition, including their contribution to hormone regulation and nutrient absorption	2	3	-	-
PC36. consider the potential impact of post-competition celebrations or social events on the athlete's nutrition	2	3	-	-
PC37. choices and provide strategies to make balanced choices	2	3	-	-
<i>Work effectively with others</i>	6	9	-	-
PC38. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	2	3	-	-
PC39. promote a safe and interactive environment	2	3	-	-
PC40. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	2	3	-	-
NOS Total	80	120	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N2102
NOS Name	Design a personalized sports-specific nutrition program
Sector	Sports
Sub-Sector	Sports Medicine
Occupation	Diet & Nutrition Consulting
NSQF Level	6
Credits	5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N2103: Design a supplement program

Description

This unit is about developing a supplement program for athletes.

Scope

The scope covers the following :

- Guide athletes for supplement selection
- Provide guidance on supplement consumption timing

Elements and Performance Criteria

Guide athletes for supplement selection

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

- PC1.** evaluate the athlete's specific nutritional requirements, training goals, and performance demands to determine the need for supplements
- PC2.** tailor supplement recommendation to the individual's specific nutritional requirements, health status, training goals
- PC3.** prioritize recommending supplements from reputable manufacturers that adhere to good manufacturing practices (GMP) and undergo third-party testing for purity, potency, and quality assurance
- PC4.** verify that the supplements' claims are supported by scientific evidence and avoid recommending products with exaggerated or unsupported marketing claims
- PC5.** identify key nutrients that are commonly deficient in athletes, such as iron, vitamin D, omega-3 fatty acids, and electrolytes, and recommend supplements to address these deficiencies when necessary
- PC6.** identify any nutritional deficiencies or areas where the athlete may benefit from targeted
- PC7.** supplementation to bridge performance gaps and optimize their training adaptations and competitive edge
- PC8.** emphasize the importance of a well-rounded diet composed of whole, nutrient-dense foods as the foundation of athletic nutrition with supplements serving as targeted additions when necessary

Provide guidance on supplement consumption timing

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

- PC9.** determine the appropriate dosage of supplements based on factors such as age, sex, body weight, and specific nutritional requirements
- PC10.** advise on the optimal timing and frequency of supplement consumption for maximum effectiveness
- PC11.** ensure compliance with recommended dosage instructions and monitor for any signs of overconsumption

Knowledge and Understanding (KU)

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The individual on the job needs to know and understand:

- KU1.** national (NADA) and international (WADA) anti-doping codes
- KU2.** myths about supplementation
- KU3.** various types of supplements available, such as vitamins, minerals, protein powders, and ergogenic aids
- KU4.** dosage recommendations, potential interactions, and contraindications for different supplements
- KU5.** the importance of creating a supportive and inclusive environment
- KU6.** principles of sports performance and the physical and mental demands that athletes face
- KU7.** the importance of nutrition and how it can impact an athlete's performance
- KU8.** current laws and regulations related to supplement use
- KU9.** the ways to maintain confidentiality and secure storage of all personal health information in compliance with privacy laws and regulations
- KU10.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU11.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** maintain a positive and professional demeanor
- GS2.** foster open communication with the athlete to track adherence
- GS3.** build rapport and trust with athletes
- GS4.** make timely decisions for potential issues
- GS5.** provide comprehensive information
- GS6.** maintain accurate and organized records of the individual's supplement program
- GS7.** keep track of the individual's progress, including improvements in performance, changes in biomarkers, or resolution of nutrient deficiencies
- GS8.** encourage the athlete to maintain a balanced and varied diet that includes a wide range of nutrient-dense foods
- GS9.** stay updated with the latest research, advancements, and controversies in the field of nutritional supplementation
- GS10.** negotiate appropriate strategies with athletes to address drug issues in sport
- GS11.** read and comprehend documents related to sports nutrition
- GS12.** seek input and feedback from athletes
- GS13.** provide counselling
- GS14.** 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>Guide athletes for supplement selection</i>	32	48	-	-
PC1. evaluate the athlete's specific nutritional requirements, training goals, and performance demands to determine the need for supplements	4	6	-	-
PC2. tailor supplement recommendation to the individual's specific nutritional requirements, health status, training goals	4	6	-	-
PC3. prioritize recommending supplements from reputable manufacturers that adhere to good manufacturing practices (GMP) and undergo third-party testing for purity, potency, and quality assurance	4	6	-	-
PC4. verify that the supplements' claims are supported by scientific evidence and avoid recommending products with exaggerated or unsupported marketing claims	4	6	-	-
PC5. identify key nutrients that are commonly deficient in athletes, such as iron, vitamin D, omega-3 fatty acids, and electrolytes, and recommend supplements to address these deficiencies when necessary	4	6	-	-
PC6. identify any nutritional deficiencies or areas where the athlete may benefit from targeted	4	6	-	-
PC7. supplementation to bridge performance gaps and optimize their training adaptations and competitive edge	4	6	-	-
PC8. emphasize the importance of a well-rounded diet composed of whole, nutrient-dense foods as the foundation of athletic nutrition with supplements serving as targeted additions when necessary	4	6	-	-
<i>Provide guidance on supplement consumption timing</i>	8	12	-	-
PC9. determine the appropriate dosage of supplements based on factors such as age, sex, body weight, and specific nutritional requirements	4	6	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. advise on the optimal timing and frequency of supplement consumption for maximum effectiveness	2	3	-	-
PC11. ensure compliance with recommended dosage instructions and monitor for any signs of overconsumption	2	3	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N2103
NOS Name	Design a supplement program
Sector	Sports
Sub-Sector	Sports Medicine
Occupation	Diet & Nutrition Consulting
NSQF Level	6
Credits	3.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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SPF/N2104: Review sports-nutrition program

Description

This unit is about reviewing the sports-nutrition program.

Scope

The scope covers the following :

- Evaluate program effectiveness
- Assess nutritional status
- Adapt and modify strategies
- Provide compliance and adherence support
- Collaboration and referral

Elements and Performance Criteria

Evaluate program effectiveness

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

- PC1.** analyse athlete performance metrics, body composition data, and dietary intake records
- PC2.** assess the impact of the nutrition program on performance outcomes and overall health
- PC3.** identify strengths and areas for improvement
- PC4.** compare the athletes' performance and progress before and after implementing the nutrition program

Assess nutritional status

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

- PC5.** conduct periodic nutritional assessments to analyze dietary intake and identify deficiencies
- PC6.** evaluate individual athletes' unique nutritional needs and physiological considerations
- PC7.** adjust the program to optimize nutrient intake and balance

Adapt and modify strategies

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

- PC8.** continuously review the program's efficacy and relevance
- PC9.** adapt and modify nutrition strategies to accommodate changes in athletes' needs and goals
- PC10.** adjust the program to align with changes in training demands and competition schedules

Provide compliance and adherence support

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

- PC11.** support athletes in establishing and maintaining a consistent nutrition program
- PC12.** help athletes to overcome barriers to enhance adherence, such as taste preferences or forgetfulness
- PC13.** assist athletes in implementing reminder systems to prompt them to take their meals/supplements at the designated times
- PC14.** identify any challenges or concerns the athlete may have regarding compliance and adherence

Qualification Pack

Collaboration and referral

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

- PC15.** collaborate with coaches, trainers, and sports medicine professionals
- PC16.** refer individuals to registered dietitians or experts for specific nutrition/supplement needs which are beyond the scope of practice
- PC17.** maintain open and professional communication with the individual's healthcare team to ensure coordinated care and avoid potential conflicts or contraindications

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the ways to gather insights and input on the nutrition program's effectiveness
- KU2.** the ways to make collaborative decisions regarding program modifications
- KU3.** the counseling methods to promote sustained behavior change
- KU4.** emerging trends and developments
- KU5.** the importance of nutrition and how it can impact an athlete's performance
- KU6.** current laws and regulations related to supplement use
- KU7.** the ways to maintain confidentiality and secure storage of all personal health information in compliance with privacy laws and regulations

Generic Skills (GS)

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

- GS1.** communicate effectively
- GS2.** solve problems quickly to address any concern
- GS3.** facilitate open and effective communication channels
- GS4.** create a safe and inclusive space for athletes
- GS5.** document the nutrition program review process for accurate tracking and reporting
- GS6.** read and comprehend documents related to sports nutrition
- GS7.** seek input and feedback from athletes
- GS8.** provide counselling
- GS9.** use motivational strategies
- GS10.** remain emphatic and sensitive towards athletes
- GS11.** uphold professional standards and ethical guidelines, including respecting athletes' privacy

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate program effectiveness</i>	8	16	-	-
PC1. analyse athlete performance metrics, body composition data, and dietary intake records	2	4	-	-
PC2. assess the impact of the nutrition program on performance outcomes and overall health	2	4	-	-
PC3. identify strengths and areas for improvement	2	4	-	-
PC4. compare the athletes' performance and progress before and after implementing the nutrition program	2	4	-	-
<i>Assess nutritional status</i>	6	12	-	-
PC5. conduct periodic nutritional assessments to analyze dietary intake and identify deficiencies	2	4	-	-
PC6. evaluate individual athletes' unique nutritional needs and physiological considerations	2	4	-	-
PC7. adjust the program to optimize nutrient intake and balance	2	4	-	-
<i>Adapt and modify strategies</i>	6	12	-	-
PC8. continuously review the program's efficacy and relevance	2	4	-	-
PC9. adapt and modify nutrition strategies to accommodate changes in athletes' needs and goals	2	4	-	-
PC10. adjust the program to align with changes in training demands and competition schedules	2	4	-	-
<i>Provide compliance and adherence support</i>	8	16	-	-
PC11. support athletes in establishing and maintaining a consistent nutrition program	2	4	-	-
PC12. help athletes to overcome barriers to enhance adherence, such as taste preferences or forgetfulness	2	4	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. assist athletes in implementing reminder systems to prompt them to take their meals/supplements at the designated times	2	4	-	-
PC14. identify any challenges or concerns the athlete may have regarding compliance and adherence	2	4	-	-
<i>Collaboration and referral</i>	6	10	-	-
PC15. collaborate with coaches, trainers, and sports medicine professionals	2	4	-	-
PC16. refer individuals to registered dietitians or experts for specific nutrition/supplement needs which are beyond the scope of practice	2	3	-	-
PC17. maintain open and professional communication with the individual's healthcare team to ensure coordinated care and avoid potential conflicts or contraindications	2	3	-	-
NOS Total	34	66	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N2104
NOS Name	Review sports-nutrition program
Sector	Sports
Sub-Sector	Sports Medicine
Occupation	Diet & Nutrition Consulting
NSQF Level	6
Credits	3.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

Qualification Pack

SPF/N1169: Improve workplace resource usage

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

conservation procedures for materials

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

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

power conservation practices

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

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

waste management/recycling procedures

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

Qualification Pack

Assessment Criteria

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

Qualification Pack

National Occupational Standards (NOS) Parameters

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

Qualification Pack

DGT/VSQ/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/N2101. Conduct Sports-Specific Nutritional analysis	36	64	-	-	100	17
SPF/N2102. Design a personalized sports-specific nutrition program	80	120	-	-	200	33
SPF/N2103. Design a supplement program	40	60	-	-	100	17
SPF/N2104. Review sports-nutrition program	34	66	-	-	100	17
SPF/N1169. Improve workplace resource usage	20	30	-	-	50	8
DGT/VSQ/N0103. Employability Skills (90 Hours)	20	30	-	-	50	8
Total	230	370	-	-	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.