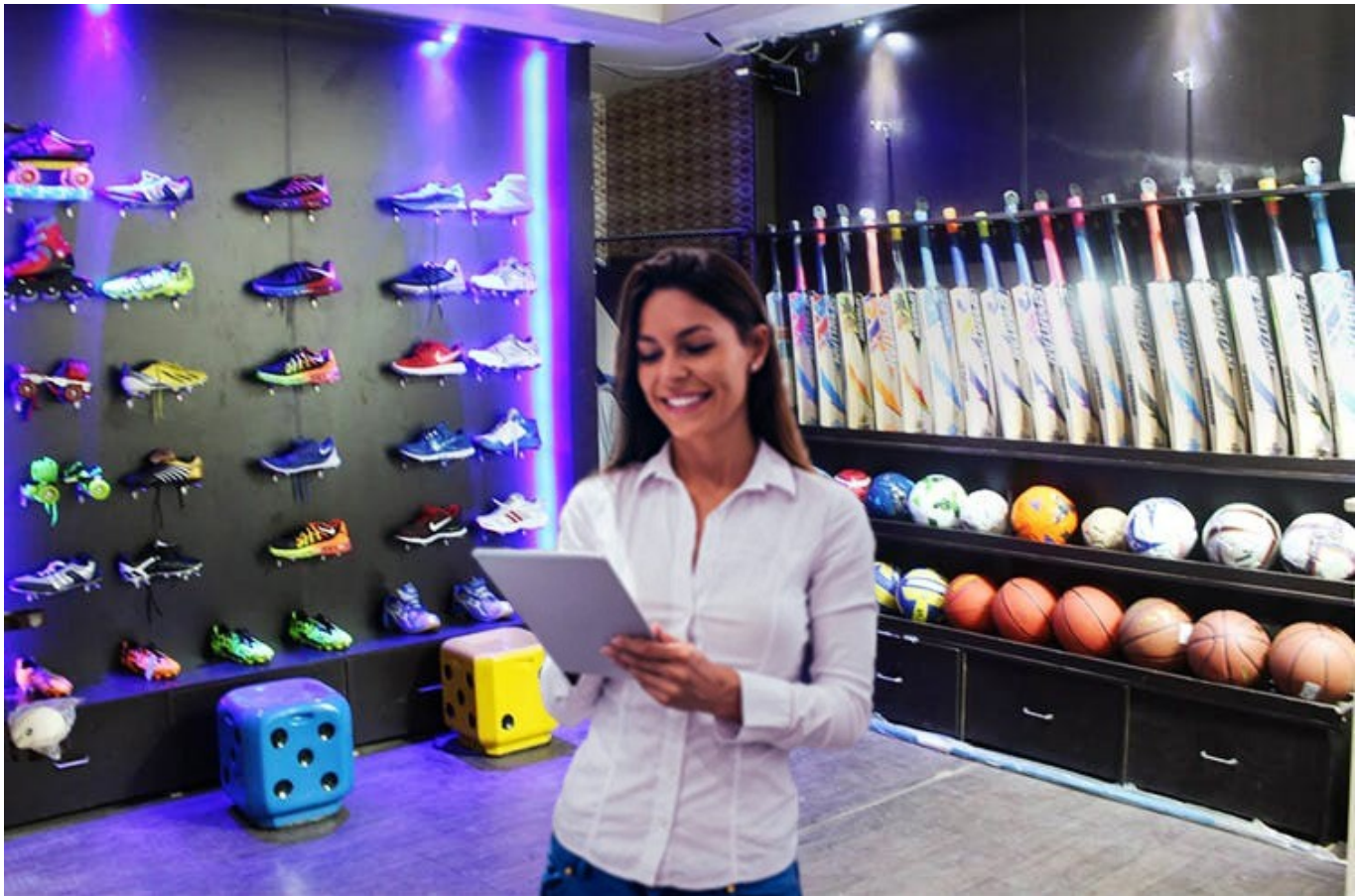# Store Manager-Sports

QP Code: SPF/Q9103

Version: 1.0

NSQF Level: 6

Sports, Physical Education, Fitness and Leisure Sector Skill Council || 207, 2nd floor DLF Tower, Galleria Mall, Mayur Vihar Extension
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Contents

SPF/Q9103: Store Manager-Sports

Brief Job Description

The Store Manager-Sports is responsible for overseeing the day-to-day operations of a retail store that sells sports-related products. This job role involves managing a team of sales associates, ensuring that the store meets sales goals, and providing excellent customer service to customers.

Personal Attributes

A store manager-Sports exhibits strong leadership, communication, and problem-solving skills. They prioritize exceptional customer service, have a passion for sports, and possess a deep understanding of the industry. Organizational abilities, attention to detail, and a proactive mindset are also key attributes for effective management.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. SPF/N9107: Develop recruitment and sales plan for sports retail store

2. SPF/N9108: Manage the operations of a sports retail store

3. SPF/N8126: Manage Supply Chain of the sports retail store

4. SPF/N9109: Implement health & safety measures at sports retail store

5. SPF/N1169: Improve workplace resource usage

6. 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	6
Credits	22

Aligned to NCO/ISCO/ISIC Code	NCO-2015/2434.0204
Minimum Educational Qualification & Experience	Pursuing first year of 2-year PG program after completing 3 year UG degree OR Not Applicable (Pursuing 1-year PG diploma after 3-year UG degree) OR Completed 4 year UG program 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- Sports Gear Specialist) 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
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-00925-2023-V1-SPEFLSC
NQR Version	1

SPF/N9107: Develop recruitment and sales plan for sports retail store

Description

This unit is about developing a recruitment and sales plan for a sports retail store.

Scope

The scope covers the following :

- Set goals and analyze performance data
- Develop sales marketing strategies
- Develop inventory management plan
- Plan and recruit sales team for the sports store
- Develop sales team training plan

Elements and Performance Criteria

Set sales goals and analyze performance data

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

PC1.   utilize historical data, market research, and industry insights for accurate sales forecasting

PC2.   adjust forecasts based on seasonality, trends, and external factors that may influence sales

PC3.   establish specific and measurable sales targets for revenue, units sold, or average transaction value

PC4.   break down the annual sales goal into smaller, time-bound targets for better tracking and evaluation

PC5.   consider market conditions and industry trends when setting sales goals to align with customer demand

PC6.   analyze sales data to identify strengths, weaknesses, and opportunities

PC7.   evaluate product performance, customer behavior, and sales trends for informed decision-making

Develop sales marketing strategies

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

PC8.   identify and define target customer segments based on preferences, needs, and purchasing patterns

PC9.   tailor sales strategies to effectively attract and retain the identified target markets

PC10.   create impactful marketing initiatives aligned with sales goals

PC11.   utilize various channels such as social media, email marketing, and partnerships to reach target customers

PC12.   develop compelling promotional campaigns to drive engagement and increase

PC13.   determine competitive pricing strategies that maximize revenue and profitability

PC14.   develop discount strategies to drive sales during peak periods or for specific products

PC15.   regularly analyze pricing data, market trends, and customer behavior to adjust pricing and discounting approaches

Develop inventory management plan

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

PC16. analyze product performance to identify top-selling items and prioritize their availability

PC17. plan inventory levels to ensure optimal stock availability while minimizing excess inventory

PC18. monitor market trends and customer preferences to adjust product assortment and make informed inventory purchasing decisions

PC19. review slow-moving or outdated inventory and develop strategies to clear or reposition those products

PC20. coordinate with suppliers to ensure timely delivery and maintain a balance between inventory turnover and availability of popular products

Plan and recruit sales team for the sports store

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

PC21. determine the staffing needs and roles required to achieve the goals of the sports store

PC22. develop a recruitment plan to attract the right workforce for the sports store using internal and external sources

PC23. determine the suitable mix of full-time, part-time, temporary, and contractual workers based on the store's needs

PC24. ensure a fair and unbiased recruitment process for all candidates

PC25. promote diversity by actively seeking a workforce with diverse backgrounds and perspectives for the sports store

Develop sales team training plan

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

PC26. provide comprehensive product training to equip the sports store sales team and consultants with in-depth knowledge

PC27. offer ongoing sales technique training to enhance the team's selling skills and customer interaction

PC28. implement a performance-based incentive program to motivate and reward high-performing sales team members

PC29. conduct regular coaching and feedback sessions to support individual growth and improvement

PC30. foster a collaborative team environment that encourages knowledge sharing and best practices

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. market trends and customer preferences in the sports industry

KU2. historical sales data and performance metrics Marketing strategies and promotional tactics

KU3. the principles of marketing

KU4. evaluation methods to assess the efficiency of promotional activity and marketing plan

KU5. financial analysis and budgeting to align sales goals with business objectives

KU6. sales forecasting techniques

KU7. stay updated with current research, trends, and best practices in sports retail

KU8. administrative aspects related to the sports retail management

Generic Skills (GS)

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

GS1. communicate in a polite and professional manner

GS2. seek input from team members and stakeholders

GS3. analyze and solve problems

GS4. optimize the time available to achieve the desired outcomes

GS5. demonstrate empathy

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Set sales goals and analyze performance data	**14**	**35**	**-**	**-**
PC1. utilize historical data, market research, and industry insights for accurate sales forecasting	2	5	-	-
PC2. adjust forecasts based on seasonality, trends, and external factors that may influence sales	2	5	-	-
PC3. establish specific and measurable sales targets for revenue, units sold, or average transaction value	2	5	-	-
PC4. break down the annual sales goal into smaller, time-bound targets for better tracking and evaluation	2	5	-	-
PC5. consider market conditions and industry trends when setting sales goals to align with customer demand	2	5	-	-
PC6. analyze sales data to identify strengths, weaknesses, and opportunities	2	5	-	-
PC7. evaluate product performance, customer behavior, and sales trends for informed decision-making	2	5	-	-
Develop sales marketing strategies	**16**	**40**	**-**	**-**
PC8. identify and define target customer segments based on preferences, needs, and purchasing patterns	2	5	-	-
PC9. tailor sales strategies to effectively attract and retain the identified target markets	2	5	-	-
PC10. create impactful marketing initiatives aligned with sales goals	2	5	-	-
PC11. utilize various channels such as social media, email marketing, and partnerships to reach target customers	2	5	-	-
PC12. develop compelling promotional campaigns to drive engagement and increase	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. determine competitive pricing strategies that maximize revenue and profitability	2	5	-	-
PC14. develop discount strategies to drive sales during peak periods or for specific products	2	5	-	-
PC15. regularly analyze pricing data, market trends, and customer behavior to adjust pricing and discounting approaches	2	5	-	-
Develop inventory management plan	**10**	**25**	**-**	**-**
PC16. analyze product performance to identify top-selling items and prioritize their availability	2	5	-	-
PC17. plan inventory levels to ensure optimal stock availability while minimizing excess inventory	2	5	-	-
PC18. monitor market trends and customer preferences to adjust product assortment and make informed inventory purchasing decisions	2	5	-	-
PC19. review slow-moving or outdated inventory and develop strategies to clear or reposition those products	2	5	-	-
PC20. coordinate with suppliers to ensure timely delivery and maintain a balance between inventory turnover and availability of popular products	2	5	-	-
Plan and recruit sales team for the sports store	**10**	**20**	**-**	**-**
PC21. determine the staffing needs and roles required to achieve the goals of the sports store	2	4	-	-
PC22. develop a recruitment plan to attract the right workforce for the sports store using internal and external sources	2	4	-	-
PC23. determine the suitable mix of full-time, part-time, temporary, and contractual workers based on the store's needs	2	4	-	-
PC24. ensure a fair and unbiased recruitment process for all candidates	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC25. promote diversity by actively seeking a workforce with diverse backgrounds and perspectives for the sports store	2	4	-	-
Develop sales team training plan	**10**	**20**	**-**	**-**
PC26. provide comprehensive product training to equip the sports store sales team and consultants with in-depth knowledge	2	4	-	-
PC27. offer ongoing sales technique training to enhance the team's selling skills and customer interaction	2	4	-	-
PC28. implement a performance-based incentive program to motivate and reward high-performing sales team members	2	4	-	-
PC29. conduct regular coaching and feedback sessions to support individual growth and improvement	2	4	-	-
PC30. foster a collaborative team environment that encourages knowledge sharing and best practices	2	4	-	-
NOS Total	**60**	**140**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9107
NOS Name	Develop recruitment and sales plan for sports retail store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	6
Credits	6.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

SPF/N9108: Manage the operations of a sports retail store

Description

This unit is about managing the operations of a sports retail store

Scope

The scope covers the following :

- Enhance store Layout and merchandising
- Enhance customer service
- Implement systems for cash and data management
- Implement systems for security and loss prevention
- Implement sales analysis and performance tracking

Elements and Performance Criteria

Enhance Store Layout and Merchandising

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

PC1. strategize product placement to optimize store layout and maximize visibility

PC2. utilize advanced visual merchandising techniques to enhance product presentation and drive sales

PC3. analyze customer flow patterns to inform layout adjustments and improve the shopping experience

PC4. implement digital signage and interactive displays to create an engaging and immersive environment

PC5. collaborate with suppliers and brands to curate appealing product displays aligned with the store's branding and target audience

Enhance customer service

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

PC6. implement a personalized customer service approach to exceed expectations and build strong customer relationships

PC7. develop advanced training programs to equip staff with in-depth product knowledge, return and exchange processes and exceptional sales techniques

PC8. implement advanced customer feedback mechanisms to gather insights and continuously improve service quality

PC9. establish clear and customer-friendly return and exchange policies to facilitate hassle-free customer experiences

PC10. review and update return and exchange policies to align with industry standards and customer expectations

Implement systems for cash & data management

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

PC11. implement modern POS systems to streamline transactions and improve efficiency

PC12. integrate inventory management software with the POS system for real-time stock tracking and accurate product availability

PC13. utilize mobile payment options to offer convenient and seamless checkout experiences for customers

PC14. regularly update and maintain POS hardware and software to ensure smooth operations and data security

PC15. leverage customer relationship management (CRM) tools to capture and analyze customer data for targeted marketing and personalized service

Implement systems for security and loss prevention

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

PC16. implement security protocols to protect the store's assets, including surveillance systems, access control measures, and alarm systems

PC17. train staff on loss prevention techniques, such as identifying and addressing potential theft or fraud incidents

PC18. conduct regular inventory audits to detect and address any discrepancies or potential inventory shrinkage

PC19. implement secure cash handling procedures

PC20. collaborate with local law enforcement and security agencies to ensure a swift response in case of security breaches or emergencies

Implement sales analysis and performance tracking

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

PC21. analyze sales data to identify trends, patterns, and areas of opportunity

PC22. monitor key performance indicators (KPIs) such as sales revenue, conversion rates, and average transaction value

PC23. conduct sales performance evaluations to assess individual and team performance

PC24. identify top-performing products, categories, or customer segments to inform sales strategies and promotions

PC25. implement sales tracking tools and systems to capture and analyze sales data accurately

PC26. generate regular sales reports and dashboards to communicate performance metrics and insights to stakeholders

PC27. identify factors influencing sales performance, such as seasonality, marketing campaigns, or external market conditions

PC28. utilize customer feedback and satisfaction surveys to evaluate the effectiveness of sales strategies and identify areas for improvement

PC29. collaborate with sales team members to establish sales targets, goals, and action plans

PC30. monitor and adjust sales strategies based on data-driven insights and market dynamics

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. budgeting principles and skill in allocating financial resources effectively

KU2. understanding of possible regulatory and legal requirements and standards to be followed

KU3. tools and mechanisms to track operational efficiency and other metrics

KU4. principles of inventory management

KU5. manufacturers' instructions related to equipment and other sports related product usage and cleaning procedures

KU6. work on office tools like word, excel, power point, etc.

KU7. current research, trends, new training methodologies, emerging technologies, or evidence-based strategies and best practices

Generic Skills (GS)

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

GS1. maintain a positive and professional demeanor

GS2. write memos and e-mail to team, authorities and vendors to provide them with work updates and to request appropriate information

GS3. discuss task lists, schedules, and workloads

GS4. resolve conflicts or issues that may arise

GS5. promoting a positive and supportive work environment

GS6. utilize the strengths of team members to achieve sales goals

GS7. make strategic decisions, and adapt strategies to meet changing needs and goals

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Enhance Store Layout and Merchandising	**10**	**25**	-	-
PC1. strategize product placement to optimize store layout and maximize visibility	2	5	-	-
PC2. utilize advanced visual merchandising techniques to enhance product presentation and drive sales	2	5	-	-
PC3. analyze customer flow patterns to inform layout adjustments and improve the shopping experience	2	5	-	-
PC4. implement digital signage and interactive displays to create an engaging and immersive environment	2	5	-	-
PC5. collaborate with suppliers and brands to curate appealing product displays aligned with the store's branding and target audience	2	5	-	-
Enhance customer service	**10**	**25**	-	-
PC6. implement a personalized customer service approach to exceed expectations and build strong customer relationships	2	5	-	-
PC7. develop advanced training programs to equip staff with in-depth product knowledge, return and exchange processes and exceptional sales techniques	2	5	-	-
PC8. implement advanced customer feedback mechanisms to gather insights and continuously improve service quality	2	5	-	-
PC9. establish clear and customer-friendly return and exchange policies to facilitate hassle-free customer experiences	2	5	-	-
PC10. review and update return and exchange policies to align with industry standards and customer expectations	2	5	-	-
Implement systems for cash & data management	**10**	**25**	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. implement modern POS systems to streamline transactions and improve efficiency	2	5	-	-
PC12. integrate inventory management software with the POS system for real-time stock tracking and accurate product availability	2	5	-	-
PC13. utilize mobile payment options to offer convenient and seamless checkout experiences for customers	2	5	-	-
PC14. regularly update and maintain POS hardware and software to ensure smooth operations and data security	2	5	-	-
PC15. leverage customer relationship management (CRM) tools to capture and analyze customer data for targeted marketing and personalized service	2	5	-	-
Implement systems for security and loss prevention	**10**	**25**	**-**	**-**
PC16. implement security protocols to protect the store's assets, including surveillance systems, access control measures, and alarm systems	2	5	-	-
PC17. train staff on loss prevention techniques, such as identifying and addressing potential theft or fraud incidents	2	5	-	-
PC18. conduct regular inventory audits to detect and address any discrepancies or potential inventory shrinkage	2	5	-	-
PC19. implement secure cash handling procedures	2	5	-	-
PC20. collaborate with local law enforcement and security agencies to ensure a swift response in case of security breaches or emergencies	2	5	-	-
Implement sales analysis and performance tracking	**20**	**40**	**-**	**-**
PC21. analyze sales data to identify trends, patterns, and areas of opportunity	2	4	-	-
PC22. monitor key performance indicators (KPIs) such as sales revenue, conversion rates, and average transaction value	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC23. conduct sales performance evaluations to assess individual and team performance	2	4	-	-
PC24. identify top-performing products, categories, or customer segments to inform sales strategies and promotions	2	4	-	-
PC25. implement sales tracking tools and systems to capture and analyze sales data accurately	2	4	-	-
PC26. generate regular sales reports and dashboards to communicate performance metrics and insights to stakeholders	2	4	-	-
PC27. identify factors influencing sales performance, such as seasonality, marketing campaigns, or external market conditions	2	4	-	-
PC28. utilize customer feedback and satisfaction surveys to evaluate the effectiveness of sales strategies and identify areas for improvement	2	4	-	-
PC29. collaborate with sales team members to establish sales targets, goals, and action plans	2	4	-	-
PC30. monitor and adjust sales strategies based on data-driven insights and market dynamics	2	4	-	-
NOS Total	**60**	**140**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9108
NOS Name	Manage the operations of a sports retail store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	6
Credits	4.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

SPF/N8126: Manage Supply Chain of the sports retail store

Description

This unit is about managing supply chain of the sports store

Scope

The scope covers the following :

- Vendor selection and evaluation
- Supply Chain, logistics and Inventory Management

Elements and Performance Criteria

Vendor selection and evaluation

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

PC1.   identify and select reliable vendors based on product quality, pricing, and delivery capabilities

PC2.   evaluate vendor performance through metrics such as on-time delivery, product quality, and customer satisfaction

PC3.   negotiate contracts, terms, and conditions with vendors to ensure mutually beneficial agreements

PC4.   collaborate with vendors to address any product quality issues or non-compliance concerns

Supply Chain, logistics and Inventory Management

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

PC5.   formulate a logistics planning framework to address the demands of the logistics processes

PC6.   create an integrated logistics network plan within the logistics management and organisation structure

PC7.   decide different inventory requirements in the supply chain

PC8.   set the procurement objectives

PC9.   determine collaborative planning, forecasting and replenishment techniques

PC10.   optimize inventory replenishment processes, including setting reorder points, safety stock levels, and lead times

PC11.   conduct regular inventory audits and implementing effective stock rotation strategies

PC12.   analyze market trends, customer demands, and sales data to make informed procurement decisions

PC13.   monitor supply chain performance to identify vulnerabilities, and implement contingency plans

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. inventory control principles and techniques to manage stock levels and minimize carrying costs

KU2. logistics principles and transportation management to ensure efficient and cost-effective distribution of goods

KU3. freight forwarding, customs regulations, and shipping processes to facilitate smooth import and export operations

KU4. continuity plans to minimize disruptions caused by unforeseen events

KU5. lean principles, process automation, and technology solutions to enhance efficiency and reduce costs

Generic Skills (GS)

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

GS1. read and interpret information documents sent by internal teams

GS2. read equipment manuals and process documents

GS3. read requisitions to procurement/stores on the requirement of apparatus, tools etc.

GS4. read lean systems thinking documents and its impact on productivity

GS5. note down observations (if any) related to operating systems

GS6. prepare report

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Vendor selection and evaluation	**8**	**24**	**-**	**-**
PC1. identify and select reliable vendors based on product quality, pricing, and delivery capabilities	2	6	-	-
PC2. evaluate vendor performance through metrics such as on-time delivery, product quality, and customer satisfaction	2	6	-	-
PC3. negotiate contracts, terms, and conditions with vendors to ensure mutually beneficial agreements	2	6	-	-
PC4. collaborate with vendors to address any product quality issues or non-compliance concerns	2	6	-	-
Supply Chain, logistics and Inventory Management	**24**	**44**	**-**	**-**
PC5. formulate a logistics planning framework to address the demands of the logistics processes	4	4	-	-
PC6. create an integrated logistics network plan within the logistics management and organisation structure	2	6	-	-
PC7. decide different inventory requirements in the supply chain	2	6	-	-
PC8. set the procurement objectives	2	6	-	-
PC9. determine collaborative planning, forecasting and replenishment techniques	2	6	-	-
PC10. optimize inventory replenishment processes, including setting reorder points, safety stock levels, and lead times	2	6	-	-
PC11. conduct regular inventory audits and implementing effective stock rotation strategies	4	4	-	-
PC12. analyze market trends, customer demands, and sales data to make informed procurement decisions	4	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. monitor supply chain performance to identify vulnerabilities, and implement contingency plans	2	2	-	-
NOS Total	**32**	**68**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N8126
NOS Name	Manage Supply Chain of the sports retail store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	6
Credits	4.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

SPF/N9109: Implement health & safety measures at sports retail store

Description

This unit is about maintaining health & safety standards at sports retail store

Scope

The scope covers the following :

- Conduct risk assessment at retail store
- Maintain safety of sports related products

Elements and Performance Criteria

conduct risk assessment at retail store

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

PC1. identify and assess potential hazards in the sports store environment

PC2. prioritize risks based on likelihood and severity

PC3. involve staff members and safety experts, in the risk assessment process to gather insights and perspectives

PC4. develop a comprehensive risk assessment plan

PC5. document findings and recommendations

PC6. implement control measures to mitigate risks

PC7. review and update assessments regularly

PC8. communicate findings and preventive measures to employees

PC9. monitor and evaluate risk controls for effectiveness

PC10. maintain records for future reference and compliance

Maintain safety of sports related products

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

PC11. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction

PC12. implement proper storage and display techniques to prevent accidents and injuries caused by falling or mishandled products

PC13. ensure there is clear and visible safety instructions and warnings on products to educate customers about proper usage and potential risks

PC14. establish procedures for handling and reporting any safety concerns

PC15. examine all equipment, products and tools used so that they are decontaminated, cleaned and switched off after use

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. accessibility requirements to ensure an inclusive and safe environment for all customers and employees

KU2. potential hazards, risks and threats based on the nature of work

KU3. good hygiene practices among employees and ensuring cleanliness throughout the store

KU4. personal hygiene

KU5. personal protective equipment and clothing to be used

KU6. safe methods to use in materials and equipment handling

KU7. housekeeping methods and importance

KU8. safe disposal methods of hazardous materials, relevant to the store operations

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. make timely decisions for efficient utilization of resources

GS5. complete tasks efficiently and accurately within stipulated time

GS6. work with staff members to carry out work related tasks

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
conduct risk assessment at retail store	**20**	**45**	-	-
PC1. identify and assess potential hazards in the sports store environment	2	4	-	-
PC2. prioritize risks based on likelihood and severity	2	4	-	-
PC3. involve staff members and safety experts, in the risk assessment process to gather insights and perspectives	2	4	-	-
PC4. develop a comprehensive risk assessment plan	2	4	-	-
PC5. document findings and recommendations	2	4	-	-
PC6. implement control measures to mitigate risks	2	5	-	-
PC7. review and update assessments regularly	2	5	-	-
PC8. communicate findings and preventive measures to employees	2	5	-	-
PC9. monitor and evaluate risk controls for effectiveness	2	5	-	-
PC10. maintain records for future reference and compliance	2	5	-	-
Maintain safety of sports related products	**10**	**25**	-	-
PC11. conduct routine inspections of sports equipment to identify any signs of damage, wear, or malfunction	2	5	-	-
PC12. implement proper storage and display techniques to prevent accidents and injuries caused by falling or mishandled products	2	5	-	-
PC13. ensure there is clear and visible safety instructions and warnings on products to educate customers about proper usage and potential risks	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. establish procedures for handling and reporting any safety concerns	2	5	-	-
PC15. examine all equipment, products and tools used so that they are decontaminated, cleaned and switched off after use	2	5	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9109
NOS Name	Implement health & safety measures at sports retail store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	6
Credits	2.5
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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. seperate 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:

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
conservation procedures for materials	**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	-	-
power conservation practices	**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	-	-
waste management/recycling procedures	**8**	**8**	**-**	**-**
PC9. determine recyclable and non-recyclable, and hazardous waste generated	2	2	-	-
PC10. seperate 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**	**-**	**-**

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

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

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

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	**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	-	-	-	-
Constitutional values – Citizenship	**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	-	-	-	-
Becoming a Professional in the 21st Century	**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	-	-	-	-
Basic English Skills	**3**	**4**	**-**	**-**
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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	-	-	-	-
Career Development & Goal Setting	**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	-	-	-	-
Communication Skills	**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	-	-	-	-
Diversity & Inclusion	**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	-	-	-	-
Financial and Legal Literacy	**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	-	-	-	-

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	-	-	-	-
Essential Digital Skills	**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	-	-	-	-
Entrepreneurship	**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	-	-	-	-
Customer Service	**1**	**2**	**-**	**-**
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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	-	-	-	-
Getting ready for apprenticeship & Jobs	**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**	**-**	**-**

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.

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/N9107.Develop recruitment and sales plan for sports retail store	60	140	-	-	200	28
SPF/N9108.Manage the operations of a sports retail store	60	140	-	-	200	28
SPF/N8126.Manage Supply Chain of the sports retail store	32	68	-	-	100	14
SPF/N9109.Implement health & safety measures at sports retail store	30	70	-	-	100	14
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	8
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	8
Total	**222**	**478**	**-**	**-**	**700**	**100**

Acronyms

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

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.

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.