

Qualification Pack



Store Sales Executive-Sports

QP Code: SPF/Q9101

Version: 1.0

NSQF Level: 4

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SPF/Q9101: Store Sales Executive-Sports

Brief Job Description

A store sales executive-sports is primarily responsible for selling sports products to customers. Their focus is on achieving sales target and providing excellent customer service. They engage directly with customers and contribute to the overall sales performance of the store.

Personal Attributes

A successful store sales executive-sports has excellent communication and interpersonal skills, a sales-driven mindset with a genuine passion for sports. They engage effectively with customers, meet sales targets, and deliver exceptional customer service.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N9101: Prepare for sales at sports store](#)
2. [SPF/N9102: Conduct sales at the sports store](#)
3. [SPF/N9103: Perform post-sales activities](#)
4. [SPF/N1169: Improve workplace resource usage](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
Country	India
NSQF Level	4
Credits	15
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2434.0202

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Minimum Educational Qualification & Experience	12th Class with 1 Year of experience relevant OR 10th Class with 2 Years of experience relevant OR 10th grade pass (with two years of any combination of NTC/NAC/CITS or equivalent) OR Certificate-NSQF (Level 3- Store Sales Associate-Sports) with 3 Years of experience relevant
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	31/08/2026
NSQF Approval Date	31/08/2023
Version	1.0
Reference code on NQR	QG-04-SP-00923-2023-V1-SPEFLSC
NQR Version	1

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SPF/N9101: Prepare for sales at sports store

Description

This unit is about engaging in pre-sales planning at the sports store.

Scope

The scope covers the following :

- Gather product knowledge
- Prepare for store setup and visual merchandising
- Prepare for own sales target analysis
- Prepare for sales pitch

Elements and Performance Criteria

Gather product knowledge

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

- PC1.** check new product releases, features, and trends
- PC2.** learn about product specifications and variations
- PC3.** analyze previous customer reviews and feedback
- PC4.** collaborate with colleagues to share insights and recommendations

Prepare for store setup and visual merchandising

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

- PC5.** arrange and maintain appealing product displays
- PC6.** check and restock inventory levels
- PC7.** check the product information display
- PC8.** create attractive and logical product arrangements
- PC9.** keep the store clean and organized

Prepare for own sales target analysis

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

- PC10.** track daily or weekly sales performance to check own progress towards set targets
- PC11.** identify areas of improvement based on sales trends and customer feedback
- PC12.** set individual goals aligned with overall sales targets
- PC13.** analyze customer preferences and purchasing patterns to identify potential upselling or cross-selling opportunities
- PC14.** seek guidance from sports store manager to develop strategies for achieving sales targets

Prepare for sales pitch

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

- PC15.** familiarize with the key features and benefits of the products to be promoted
- PC16.** practice delivering a concise and engaging sales pitch that highlights the value and relevance of the products to customers

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- PC17.** prepare a list of common customer questions and practice providing clear and confident responses
- PC18.** identify and highlight any special promotions, discounts, or offers that can be included in sales pitch

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** quality standards of the brand/company
- KU2.** various tools to arrange products
- KU3.** sports store policies and procedure
- KU4.** latest trends and developments in the sports industry
- KU5.** new product releases, popular brands, and competitive offering
- KU6.** store's layout, organization, and product placement
- KU7.** store's POS systems for processing transactions, handling cash, and generating receipts, if required

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly in a polite manner
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes
- GS4.** address issues and challenges
- GS5.** demonstrate empathy
- GS6.** maintain detailed records
- GS7.** evaluate the effectiveness of sales strategies and adjust them as needed

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Gather product knowledge</i>	8	12	-	-
PC1. check new product releases, features, and trends	2	3	-	-
PC2. learn about product specifications and variations	2	3	-	-
PC3. analyze previous customer reviews and feedback	2	3	-	-
PC4. collaborate with colleagues to share insights and recommendations	2	3	-	-
<i>Prepare for store setup and visual merchandising</i>	10	16	-	-
PC5. arrange and maintain appealing product displays	2	3	-	-
PC6. check and restock inventory levels	2	3	-	-
PC7. check the product information display	2	3	-	-
PC8. create attractive and logical product arrangements	2	3	-	-
PC9. keep the store clean and organized	2	4	-	-
<i>Prepare for own sales target analysis</i>	10	20	-	-
PC10. track daily or weekly sales performance to check own progress towards set targets	2	4	-	-
PC11. identify areas of improvement based on sales trends and customer feedback	2	4	-	-
PC12. set individual goals aligned with overall sales targets	2	4	-	-
PC13. analyze customer preferences and purchasing patterns to identify potential upselling or cross-selling opportunities	2	4	-	-
PC14. seek guidance from sports store manager to develop strategies for achieving sales targets	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for sales pitch</i>	8	16	-	-
PC15. familiarize with the key features and benefits of the products to be promoted	2	4	-	-
PC16. practice delivering a concise and engaging sales pitch that highlights the value and relevance of the products to customers	2	4	-	-
PC17. prepare a list of common customer questions and practice providing clear and confident responses	2	4	-	-
PC18. identify and highlight any special promotions, discounts, or offers that can be included in sales pitch	2	4	-	-
NOS Total	36	64	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9101
NOS Name	Prepare for sales at sports store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	4
Credits	1
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/N9102: Conduct sales at the sports store

Description

This unit is about conducting sales at the sports store

Scope

The scope covers the following :

- Engage customers and perform sales
- Maintain personal hygiene and safety at the store
- Work effectively with others

Elements and Performance Criteria

Engage customers and perform sales

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

- PC1.** greet customers with a warm and friendly demeanour to create a positive first impression
- PC2.** engage customers in conversation to understand their needs, preferences, and budget
- PC3.** recommend suitable products based on customer requirements, highlighting their features and benefits
- PC4.** demonstrate product usage, if necessary, to showcase its functionality and enhance customer understanding
- PC5.** assist customers in trying on or testing products
- PC6.** provide guidance, and ensure a comfortable shopping experience
- PC7.** handle customer inquiries, provide accurate information, and address any concerns or objections they may have
- PC8.** create a sense of urgency by highlighting limited-time promotions or special offers
- PC9.** maintain a positive and customer-centric attitude throughout the sales process
- PC10.** process sales transactions efficiently and accurately using the store's point of sale (POS) system, if required
- PC11.** adhere to cash management procedures and maintain cash register accuracy
- PC12.** upsell and cross-sell additional products or accessories that complement customers' original purchases
- PC13.** offer promotional deals, discounts, or loyalty programs to encourage customer loyalty and repeat business

Maintain personal hygiene and safety at the store

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

- PC14.** create effective routines to ensure healthy and hygienic conditions at the store
- PC15.** ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures
- PC16.** perform safety checks before operation of any electrical equipment

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- PC17.** wear protective clothing and gear as and when required and ensure adherence to safety guidelines
- PC18.** report potential hazards to the manager immediately
- PC19.** follow standard procedures to deal with accidents and emergency situations
- PC20.** use first aid kit as and when required and provide appropriate treatment in case of any injuries
- PC21.** perform Cardiopulmonary Resuscitation (CPR)

Work effectively with others

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

- PC22.** interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner
- PC23.** promote a safe and interactive environment
- PC24.** identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority
- PC25.** share product knowledge and best practices with team members

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** products available in the store, including their features, specifications, uses, and benefits
- KU2.** store's target market, including the demographics, preferences
- KU3.** sales techniques
- KU4.** buying behaviors of customers interested in sports products
- KU5.** the professional standards and ethical guidelines
- KU6.** store's policies regarding returns, exchanges, warranties, and pricing
- KU7.** procedures for sales transactions, handling cash or credit card payments
- KU8.** industry trends, upcoming sports events, and popular sports personalities to initiate conversations
- KU9.** the importance of creating a supportive and inclusive environment
- KU10.** application of first aid
- KU11.** how and when to perform CPR
- KU12.** potential hazards at workplace
- KU13.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU14.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly in a polite manner
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes

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- GS4.** address issues and challenges
- GS5.** demonstrate professionalism
- GS6.** maintain detailed records
- GS7.** evaluate the effectiveness of sales strategies and adjust them as needed

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Engage customers and perform sales</i>	13	39	-	-
PC1. greet customers with a warm and friendly demeanour to create a positive first impression	1	3	-	-
PC2. engage customers in conversation to understand their needs, preferences, and budget	1	3	-	-
PC3. recommend suitable products based on customer requirements, highlighting their features and benefits	1	3	-	-
PC4. demonstrate product usage, if necessary, to showcase its functionality and enhance customer understanding	1	3	-	-
PC5. assist customers in trying on or testing products	1	3	-	-
PC6. provide guidance, and ensure a comfortable shopping experience	1	3	-	-
PC7. handle customer inquiries, provide accurate information, and address any concerns or objections they may have	1	3	-	-
PC8. create a sense of urgency by highlighting limited-time promotions or special offers	1	3	-	-
PC9. maintain a positive and customer-centric attitude throughout the sales process	1	3	-	-
PC10. process sales transactions efficiently and accurately using the store's point of sale (POS) system, if required	1	3	-	-
PC11. adhere to cash management procedures and maintain cash register accuracy	1	3	-	-
PC12. upsell and cross-sell additional products or accessories that complement customers' original purchases	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. offer promotional deals, discounts, or loyalty programs to encourage customer loyalty and repeat business	1	3	-	-
<i>Maintain personal hygiene and safety at the store</i>	8	24	-	-
PC14. create effective routines to ensure healthy and hygienic conditions at the store	1	3	-	-
PC15. ensure work premises are constantly monitored/inspected for undesirable breaches in health and hygiene measures	1	3	-	-
PC16. perform safety checks before operation of any electrical equipment	1	3	-	-
PC17. wear protective clothing and gear as and when required and ensure adherence to safety guidelines	1	3	-	-
PC18. report potential hazards to the manager immediately	1	3	-	-
PC19. follow standard procedures to deal with accidents and emergency situations	1	3	-	-
PC20. use first aid kit as and when required and provide appropriate treatment in case of any injuries	1	3	-	-
PC21. perform Cardiopulmonary Resuscitation (CPR)	1	3	-	-
<i>Work effectively with others</i>	4	12	-	-
PC22. interact (verbal, non-verbal and written) in a gender, disability, and culturally sensitive manner	1	3	-	-
PC23. promote a safe and interactive environment	1	3	-	-
PC24. identify and report inappropriate behavior (e.g. sexual harassment) to appropriate authority	1	3	-	-
PC25. share product knowledge and best practices with team members	1	3	-	-
NOS Total	25	75	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9102
NOS Name	Conduct sales at the sports store
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	4
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/N9103: Perform post-sales activities

Description

This unit is about performing post-sales activities at the sports store.

Scope

The scope covers the following :

- Carry out order processing
- Carry out customer follow up and other activities

Elements and Performance Criteria

Carry out order processing

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

- PC1.** process customer orders accurately and efficiently and ensure all necessary details are recorded
- PC2.** coordinate with the inventory team to check product availability for timely fulfillment
- PC3.** ensure that products are packaged securely and presented in an aesthetically pleasing manner
- PC4.** ensure customer focused packaging orders, including adding personalized touches, gift wrapping options
- PC5.** provide customers with return and exchange policies

Carry out customer follow-up and other activities

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

- PC6.** initiate post-sales follow-up with customers to ensure their satisfaction with the purchased products
- PC7.** address any concerns or issues that may have arisen after the sale and resolve them promptly
- PC8.** seek feedback from customers to gain insights and identify opportunities for improvement
- PC9.** engage with customers after the sale to request referrals or online reviews
- PC10.** assist management in executing loyalty programs to encourage repeat business

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** store's target market, including the demographics, preferences
- KU2.** sales techniques
- KU3.** loyalty and promotional programs
- KU4.** buying behaviors of customers interested in sports products
- KU5.** the professional standards and ethical guidelines

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- KU6.** store's policies regarding returns, exchanges, warranties, and pricing
- KU7.** industry trends, upcoming sports events, and popular sports personalities to initiate conversations
- KU8.** the importance of creating a supportive and inclusive environment
- KU9.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU10.** POSH (Prevention of Sexual Harassment) Act

Generic Skills (GS)

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

- GS1.** communicate effectively and clearly in a polite manner
- GS2.** build rapport
- GS3.** optimize the time available to achieve the desired outcomes
- GS4.** address issues and challenges
- GS5.** demonstrate professionalism
- GS6.** maintain detailed records
- GS7.** evaluate the effectiveness of sales strategies and adjust them as needed

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out order processing</i>	15	35	-	-
PC1. process customer orders accurately and efficiently and ensure all necessary details are recorded	3	7	-	-
PC2. coordinate with the inventory team to check product availability for timely fulfillment	3	7	-	-
PC3. ensure that products are packaged securely and presented in an aesthetically pleasing manner	3	7	-	-
PC4. ensure customer focused packaging orders, including adding personalized touches, gift wrapping options	3	7	-	-
PC5. provide customers with return and exchange policies	3	7	-	-
<i>Carry out customer follow-up and other activities</i>	15	35	-	-
PC6. initiate post-sales follow-up with customers to ensure their satisfaction with the purchased products	3	7	-	-
PC7. address any concerns or issues that may have arisen after the sale and resolve them promptly	3	7	-	-
PC8. seek feedback from customers to gain insights and identify opportunities for improvement	3	7	-	-
PC9. engage with customers after the sale to request referrals or online reviews	3	7	-	-
PC10. assist management in executing loyalty programs to encourage repeat business	3	7	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N9103
NOS Name	Perform post-sales activities
Sector	Sports
Sub-Sector	Sports Retail Management
Occupation	Sports Retail
NSQF Level	4
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/N1169: Improve workplace resource usage

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

conservation procedures for materials

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

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

power conservation practices

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

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

waste management/recycling procedures

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

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Assessment Criteria

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

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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

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DGT/VSQ/N0102: Employability Skills (60 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

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

- PC3.** 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.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** 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

Basic English Skills

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

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** 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:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** 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:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** 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:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** 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:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. 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. 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 and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. 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

GS2. communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- 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. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
PC3. 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.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. 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	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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/N9101.Prepare for sales at sports store	36	64	-	-	100	25
SPF/N9102.Conduct sales at the sports store	25	75	-	-	100	25
SPF/N9103.Perform post-sales activities	30	70	-	-	100	25
SPF/N1169.Improve workplace resource usage	20	30	-	-	50	12
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	13
Total	131	269	-	-	400	100

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Acronyms

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

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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.