



Early Years Physical Activity Facilitator

QP Code: SPF/Q4004

Version: 2.0

NSQF Level: 2

Sports, Physical Education, Fitness and Leisure Sector Skill Council || FICCI, Federation House, Tansen Marg
New Delhi 110001

Qualification Pack

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SPF/Q4004: Early Years Physical Activity Facilitator

Brief Job Description

Early Years Physical Activity Facilitator works in play schools, day care centres, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children upto the age of 8 years.

Personal Attributes

Individuals should possess the passion for playing with children and be physically fit themselves. They should be able to work in a pre-school, day care centres and sports complex dedicated to younger children. They should be self motivated, energetic, creative, active, pleasant, calm and most importantly patient to work with this age group. They should have a positive approach, should demonstrate respect for children and commitment to their physical well being.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N0403: Plan a yearly calendar of physical activities](#)
2. [SPF/N0404: Execute the activities planned for the year](#)
3. [SPF/N0405: Student assessment, monitoring and evaluation of the program](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Physical Training
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification & Experience	8th Class
Minimum Level of Education for Training in School	



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Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	02/05/2019
Next Review Date	01/05/2021
Deactivation Date	01/05/2021
NSQC Approval Date	19/12/2018
Version	2.0

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SPF/N0403: Plan a yearly calendar of physical activities

Description

This unit specifies performance criteria, knowledge and understanding, skills and abilities for planning a Physical Activity program for the 8 year and below children.

Scope

This unit covers the following

- Design and plan physical activity session for the year
- Plan for the safety measures and maintenance of props and equipment
- Plan events for the children

Elements and Performance Criteria

Design and plan physical activity session for the year

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

- PC1.** plan age appropriate physical activity classes aligned to the yearly objectives/ goals and integrate them into the time table
- PC2.** plan the play spaces, props and equipment required to execute the physical activity sessions.
- PC3.** develop fun and recreational activities for the children focusing on fundamental movement skills

Plan for the safety measures and maintenance of props and equipment

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

- PC4.** identify and allocate safe place to conduct physical activities
- PC5.** plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage
- PC6.** check first aid and medical facilities and be made available within reach

Plan events for the children

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

- PC7.** identify the fun and recreational events that needs to be covered in a year
- PC8.** prepare a detailed plan with material, resources and venues for the events
- PC9.** prepare a detailed agenda for each of these events
- PC10.** plan regular interaction with parents

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** vision, Mission and Values of the institute/school
- KU2.** goals and objectives of the institution in general and in the specific context of fitness, physical education and sports

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- KU3.** reporting structure of the institution
- KU4.** the roles and responsibilities of the activity teacher, physical education & sports staff
- KU5.** the working culture in the institution
- KU6.** emergency response to injury / accident
- KU7.** emergency evacuation procedure/ protocol followed by organization
- KU8.** age appropriate fundamental movement skills
- KU9.** types of age appropriate recreational and competitive events for children
- KU10.** skill and fitness assessments
- KU11.** mass displays
- KU12.** ground markings for various activities
- KU13.** timetable, agenda for the activities and events
- KU14.** check lists for various events
- KU15.** safety procedures during events
- KU16.** maintenance play space
- KU17.** maintenance of props and equipment
- KU18.** first aid techniques including CPR in case of such a situation

Generic Skills (GS)

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

- GS1.** prepare a yearly plan of physical activities
- GS2.** document Childrens performance and improvement plan on a regular basis.
- GS3.** write an email to inform about an event, an incident, ask for permission, report about a grievance
- GS4.** seek permission for help and support required through written communication
- GS5.** prepare events report
- GS6.** read and comprehend all job-related documents like policy, code of conduct.
- GS7.** read and comprehend curriculum, rules of games, information of physical activities
- GS8.** read and comprehend feedback
- GS9.** instruct students during an on-ground activity
- GS10.** explain the activities and benefits to school principal, parents
- GS11.** answer any queries raised by the children, parents
- GS12.** use appropriate language in accordance with the age group
- GS13.** identify and plan activities for the children based on their capabilities and inclinations
- GS14.** determine the corrective actions for slow and fast learners.
- GS15.** decide if plans should be changed in the event of new inputs.
- GS16.** propose a plan of events based on organization goals
- GS17.** the regular physical activity classes
- GS18.** special events like Sports Day, Grandparents Day, Childrens Day etc.
- GS19.** skill and Fitness assessments

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- GS20.** parents meeting, orientation
- GS21.** attend to children who are not engaged
- GS22.** ensure children eat and drink well
- GS23.** report to parents, the progress of their children
- GS24.** report to authorities and parents, of any unusual event
- GS25.** ensure children are enjoying the activities
- GS26.** ensure that children are fit and healthy
- GS27.** address any deviation on yearly plan and change the plan accordingly to meet the desired goal of the year
- GS28.** compare the performance of children on a monthly/ quarterly basis and propose remedial classes for those who are slow in improving their skill, fitness levels
- GS29.** adapt the session creatively when children seem bored
- GS30.** notice non-participating children and act
- GS31.** focus on the class and not be distracted during session
- GS32.** in case of situations that are different from plan, ability to assess situation and act accordingly
- GS33.** quickly make changes in the sessions based on weather conditions

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Design and plan physical activity session for the year</i>	24	6	-	-
PC1. plan age appropriate physical activity classes aligned to the yearly objectives/ goals and integrate them into the time table	8	2	-	-
PC2. plan the play spaces, props and equipment required to execute the physical activity sessions.	8	2	-	-
PC3. develop fun and recreational activities for the children focusing on fundamental movement skills	8	2	-	-
<i>Plan for the safety measures and maintenance of props and equipment</i>	14	16	-	-
PC4. identify and allocate safe place to conduct physical activities	4	6	-	-
PC5. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	4	6	-	-
PC6. check first aid and medical facilities and be made available within reach	6	4	-	-
<i>Plan events for the children</i>	30	10	-	-
PC7. identify the fun and recreational events that needs to be covered in a year	8	2	-	-
PC8. prepare a detailed plan with material, resources and venues for the events	8	2	-	-
PC9. prepare a detailed agenda for each of these events	6	4	-	-
PC10. plan regular interaction with parents	8	2	-	-
NOS Total	68	32	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0403
NOS Name	Plan a yearly calendar of physical activities
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Physical Training
NSQF Level	2
Credits	TBD
Version	2.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

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SPF/N0404: Execute the activities planned for the year

Description

This unit is about executing all the activities listed in the school calendar.

Scope

This unit covers the following

- Conduct everyday physical activity sessions
- Execute all events listed in the year plan
- Maintain all facilities and take safety measure

Elements and Performance Criteria

Conduct everyday physical activity sessions

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

- PC1.** conduct sessions according to age groups with clear learning outcomes
- PC2.** focus on Fundamental Skills planned for the specific age group
- PC3.** ensure readiness, cleanliness and safety of the play area, props and equipment
- PC4.** teach children, all aspects of Skill and Fitness; Play, exercise, hygiene, good eating habits
- PC5.** engage all the children in activities

Executing all events listed in the year plan

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

- PC6.** execute fun and recreational events
- PC7.** train children for mass drills and displays
- PC8.** conduct Sports Day, Summer and Winter camps
- PC9.** execute events for Parents and Teachers

Maintain all facilities and take safety measures

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

- PC10.** conduct all physical activities session in safe place
- PC11.** arrange first aid / medical emergency services in events and be available within reach
- PC12.** inspect all sports facilities for safety
- PC13.** audit and keep track of all props and equipment documented

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** vision, Mission and Values of the institute/ organization/club/school.
- KU2.** goals and objectives of the institution in general and in the specific context of Fitness, Physical Education and Sports
- KU3.** reporting structure of the institution

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- KU4.** the roles and responsibilities of activity teacher, physical education and sports staff.
- KU5.** the working culture in the institution
- KU6.** escalation matrix for reporting problems
- KU7.** emergency response to injury / accident
- KU8.** emergency evacuation procedure/ protocol followed by organization
- KU9.** age appropriate Fundamental Movement skills
- KU10.** types of age appropriate recreational and competitive events for children
- KU11.** skill and Fitness assessments
- KU12.** mass displays
- KU13.** ground markings for various activities
- KU14.** timetable, agenda for the activities and events
- KU15.** check lists for various events
- KU16.** safety procedures during events
- KU17.** maintenance of play space
- KU18.** maintenance of props and equipment
- KU19.** first aid techniques including CPR in case of such a situation

Generic Skills (GS)

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

- GS1.** prepare a yearly plan of physical activities
- GS2.** document childrens performance and improvement plan on a regular basis.
- GS3.** write an email to inform about an event, an incident, ask for permission, report about a grievance
- GS4.** seek permission for help and support required through written communication
- GS5.** prepare events report
- GS6.** read and comprehend all job-related documents like policy, code of conduct.
- GS7.** read and comprehend curriculum, rules of games, information of physical activities
- GS8.** read and comprehend feedback
- GS9.** instruct students during an on-ground activity
- GS10.** explain the activities and benefits to school principal, parents
- GS11.** answer any queries raised by the children, parents
- GS12.** use appropriate language in accordance to the age group
- GS13.** identify and plan activities for the children based on their capabilities and inclinations
- GS14.** determine the corrective actions for slow and fast learners.
- GS15.** decide if plans should be changed in the event of new inputs.
- GS16.** propose a plan of events based on organization goals
- GS17.** the regular physical activity classes
- GS18.** special events like Sports Day, Grandparents Day, Childrens Day etc.
- GS19.** skill and Fitness assessments

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- GS20.** parents meeting, orientation
- GS21.** attend to children who are not engaged
- GS22.** ensure children eat and drink well
- GS23.** report to parents the progress of their children
- GS24.** report to authorities and parents of any unusual event
- GS25.** ensure children are enjoying the activities
- GS26.** ensure that children are fit and healthy
- GS27.** find indoor space to conduct classes in case of bad weather
- GS28.** keep reserve props in case of any damages before/ during the event
- GS29.** keep buffer time in between the competition to meet the extra time elapsed due to delay in planned activity
- GS30.** adapt classes creatively when children seem bored
- GS31.** notice non-participating children and take action
- GS32.** focus on the class and not be distracted during class.
- GS33.** in case of situations that are different from plan, ability to assess situation and act accordingly

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct everyday physical activity sessions</i>	14	36	-	-
PC1. conduct sessions according to age groups with clear learning outcomes	2	8	-	-
PC2. focus on Fundamental Skills planned for the specific age group	2	8	-	-
PC3. ensure readiness, cleanliness and safety of the play area, props and equipment	2	8	-	-
PC4. teach children, all aspects of Skill and Fitness; Play, exercise, hygiene, good eating habits	6	4	-	-
PC5. engage all the children in activities	2	8	-	-
<i>Executing all events listed in the year plan</i>	12	23	-	-
PC6. execute fun and recreational events	4	6	-	-
PC7. train children for mass drills and displays	4	6	-	-
PC8. conduct Sports Day, Summer and Winter camps	2	8	-	-
PC9. execute events for Parents and Teachers	2	3	-	-
<i>Maintain all facilities and take safety measures</i>	8	12	-	-
PC10. conduct all physical activities session in safe place	2	3	-	-
PC11. arrange first aid / medical emergency services in events and be available within reach	2	3	-	-
PC12. inspect all sports facilities for safety	2	3	-	-
PC13. audit and keep track of all props and equipment documented	2	3	-	-
NOS Total	34	71	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0404
NOS Name	Execute the activities planned for the year
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Physical Training
NSQF Level	2
Credits	TBD
Version	2.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

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SPF/N0405: Student assessment, monitoring and evaluation of the program

Description

This unit is about assessing the children's skills and fitness and also monitoring, evaluating and assessing the success of the events in the calendar.

Scope

This unit covers the following

- Assess and evaluate children's performance
- Generate skill and fitness reports
- Assessing the effectiveness of the whole program

Elements and Performance Criteria

Assess and evaluate the children's performance

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

- PC1.** educate children on battery of tests and conduct practice sessions
- PC2.** prepare the grounds and equipment for assessment
- PC3.** take care of first aid, medical emergency and safety during assessments
- PC4.** assess the students
- PC5.** prepare the remedial measure for the weak children

Generate skill and fitness reports

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

- PC6.** capture data on excel and create reports for children and parents with improvement actions
- PC7.** explain grades on the report card to the parents
- PC8.** compare the report with last year to see the progression

Assessing the effectiveness of the whole program

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

- PC9.** take feedback from Principal, colleagues, children and parents on all events
- PC10.** document feedback and discuss with organization authorities improvement actions
- PC11.** document learning outcomes of classes and share with Parents and organization authorities
- PC12.** maintain incidents report
- PC13.** generate a quarterly report for the management

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the philosophy and requirements of organization regarding assessments and feedback

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- KU2.** the procedures to take permission for assessment and informing children and parents.
- KU3.** the procedure for taking an approval for the design of a report card.
- KU4.** the approvals required to engage other teachers/staff to help during assessments.
- KU5.** key dates for which the report cards need to be available (Parent Meetings/ Orientation)
- KU6.** policies and expectations regarding recognition of top performers
- KU7.** reporting and documentation requirement of the school.
- KU8.** the battery of tests to be done for the various age groups in Skill and Fitness assessment.
- KU9.** norms to be used to qualify the level of performance of each children
- KU10.** the correct method of performing each test
- KU11.** the props, equipment and markings required for each test
- KU12.** time taken for each test so as to estimate time required for the entire class
- KU13.** safety during assessment
- KU14.** how to take care of a medical emergency
- KU15.** childrens eating habit and lifestyle habits and its effect on their health and well being
- KU16.** microsoft office

Generic Skills (GS)

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

- GS1.** maintain student records
- GS2.** maintain incident records
- GS3.** basic language and literacy skills
- GS4.** read Report Card
- GS5.** read emails
- GS6.** explain grades on the report card to the parents and management
- GS7.** explain Programme Report to the management
- GS8.** handle a change in plan with respect to the time table in case of adverse weather or other events.
- GS9.** handle a medical emergency
- GS10.** inform on any emergency in the school
- GS11.** the amount of time and effort required to conduct assessments based on which he/she can propose a plan.
- GS12.** all requirements on the day of assessment like resources, props and equipment, water, medical help etc
- GS13.** motivate children to do their best
- GS14.** give positive and motivating feedback to children and parents
- GS15.** care for students who are injured or perform poorly
- GS16.** address the gaps between planned programme and the actual report and take actions to meet what was planned
- GS17.** find ways to conduct Assessments in an efficient manner by clubbing and conducting parameters of the same nature on the same day



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- GS18.** identify the relationship between planned vs actual programme delivery
- GS19.** in case of situations that are different from plan, ability to assess situation and act accordingly

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess and evaluate the childrens performance</i>	30	29	-	-
PC1. educate children on battery of tests and conduct practice sessions	5	5	-	-
PC2. prepare the grounds and equipment for assessment	6	8	-	-
PC3. take care of first aid, medical emergency and safety during assessments	5	5	-	-
PC4. assess the students	10	10	-	-
PC5. prepare the remedial measure for the weak children	4	1	-	-
<i>Generate skill and fitness reports</i>	9	7	-	-
PC6. capture data on excel and create reports for children and parents with improvement actions	3	3	-	-
PC7. explain grades on the report card to the parents	3	2	-	-
PC8. compare the report with last year to see the progression	3	2	-	-
<i>Assessing the effectiveness of the whole program</i>	11	14	-	-
PC9. take feedback from Principal, colleagues, children and parents on all events	3	2	-	-
PC10. document feedback and discuss with organization authorities improvement actions	2	3	-	-
PC11. document learning outcomes of classes and share with Parents and organization authorities	2	3	-	-
PC12. maintain incidents report	2	3	-	-
PC13. generate a quarterly report for the management	2	3	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0405
NOS Name	Student assessment, monitoring and evaluation of the program
Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Physical Training
NSQF Level	2
Credits	TBD
Version	2.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on 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 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 the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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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/N0403.Plan a yearly calendar of physical activities	68	32	-	-	100	33
SPF/N0404.Execute the activities planned for the year	34	71	-	-	105	34
SPF/N0405.Student assessment, monitoring and evaluation of the program	50	50	-	-	100	33
Total	152	153	-	-	305	100

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.