



Primary Years Physical Activity Facilitator

QP Code: SPF/Q4005

Version: 1.0

NSQF Level: 4

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



Qualification Pack

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SPF/Q4005: Primary Years Physical Activity Facilitator

Brief Job Description

Primary Years Physical Activity Facilitator works in primary schools, apartments and clubs to teach basics of sports to build sports skills and fitness in children above the age of 12 years

Personal Attributes

Individuals should possess the passion for playing with children and be physically fit themselves. They should have basic knowledge of popular sports. 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/N0406: Plan a yearly calendar of sports and fitness activities](#)
2. [SPF/N0407: Teach popular sports skills and develop fitness levels](#)
3. [SPF/N0408: Conduct skill and fitness assessment](#)
4. [SPF/N0409: Provide safe environment to protect and safeguard children](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports, Fitness and Leisure
Occupation	Physical Training
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification & Experience	10th Class

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Minimum Level of Education for Training in School	
Pre-Requisite License or Training	Level 2 Early Years Physical Activity Facilitator
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	1.0

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SPF/N0406: Plan a yearly calendar of sports and fitness activities

Description

This unit specifies performance criteria, knowledge and understanding, skills and abilities for planning a physical activity program for younger children

Scope

This unit covers the following

- Plan infrastructure to teach different sports
- Plan sports teaching sessions for the year
- Plan Skill and Fitness Assessment

Elements and Performance Criteria

Plan infrastructure to teach different sports skills

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

- PC1.** identify and allocate safe place to conduct different sports sessions
- PC2.** know which props / equipment is used for which sport and what age group.
- PC3.** plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage
- PC4.** plan for first aid and medical facilities required in case of emergency

Plan sports teaching and fitness building sessions for the year

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

- PC5.** identify the sports that need to be covered in a year
- PC6.** create a yearly plan to teach identified sports
- PC7.** create session plans to teach basics of each sport
- PC8.** plan sports rotation for each child
- PC9.** plan regular interaction with parents

Plan skill and fitness assessment

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

- PC10.** plan when the assessments are to be conducted in a year
- PC11.** plan for skill and fitness assessment separately
- PC12.** plan when to collect students/ childrens data height, weight, age upfront
- PC13.** plan the time and resources required for assessments
- PC14.** plan the area where the assessments would be conducted
- PC15.** publish the assessment dates to students and their parents
- PC16.** check safety and cleanliness
- PC17.** plan and procure the props and equipment to be used and create ground markings as required

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the philosophy and requirements of the school, academy regarding assessments and feedback
- KU2.** the procedures to take permission for assessment and informing students and parents.
- KU3.** the procedure for taking an approval for the design of a report card.
- KU4.** the approvals required to engage other Facilitators/ coaches to help during assessments.
- KU5.** key dates for which the report cards need to be available (parent meetings)
- KU6.** policies and expectations regarding recognition of top performers
- KU7.** reporting and documentation requirement of the school.
- KU8.** emergency response to injury / accident
- KU9.** emergency evacuation procedure/ protocol followed by organization
- KU10.** the battery of tests to be done for the various age groups in skill and fitness assessment.
- KU11.** norms to be used to qualify the level of performance of each student
- KU12.** the correct method of performing each test
- KU13.** the props, equipment and markings required for each test
- KU14.** time taken for each test to estimate time required for the entire class
- KU15.** ground markings for various tests
- KU16.** check lists for the entire day and various tests
- KU17.** safety during assessment
- KU18.** basic first aid
- KU19.** how to take care of a medical emergency

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 feedbacks
- 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

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- GS13.** identify and plan sessions 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.** handle a change in plan with respect to school time table in case of adverse weather or other events.
- GS18.** create checklist
- GS19.** organize special events like friendly matches, intramural, tournaments etc.
- GS20.** plan for skill and fitness assessments
- GS21.** organize parent's meeting and orientation
- GS22.** attend to children who are not engaged
- GS23.** ensure children eat and drink well
- GS24.** report to parents, the progress of their children
- GS25.** report to authorities and parents of any unusual event
- GS26.** ensure children are enjoying the activities
- GS27.** ensure that children are fit and healthy
- GS28.** address any deviation on yearly plan and change the plan accordingly to meet the desired goal of the year
- GS29.** 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
- GS30.** adapt session creatively when children seem bored
- GS31.** notice non-participating children and act
- GS32.** focus on the session and not be distracted during session
- GS33.** map skill and fitness levels of each children to sports
- GS34.** in case of situations that are different from plan, ability to assess situation and act accordingly
- GS35.** 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>Plan infrastructure to teach different sports skills</i>	16	14	-	-
PC1. identify and allocate safe place to conduct different sports sessions	3	7	-	-
PC2. know which props / equipment is used for which sport and what age group.	7	3	-	-
PC3. plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage	4	1	-	-
PC4. plan for first aid and medical facilities required in case of emergency	2	3	-	-
<i>Plan sports teaching and fitness building sessions for the year</i>	28	7	-	-
PC5. identify the sports that need to be covered in a year	4	1	-	-
PC6. create a yearly plan to teach identified sports	8	2	-	-
PC7. create session plans to teach basics of each sport	8	2	-	-
PC8. plan sports rotation for each child	4	1	-	-
PC9. plan regular interaction with parents	4	1	-	-
<i>Plan skill and fitness assessment</i>	23	17	-	-
PC10. plan when the assessments are to be conducted in a year	4	1	-	-
PC11. plan for skill and fitness assessment separately	4	1	-	-
PC12. plan when to collect students/ childrens data height, weight, age upfront	3	2	-	-
PC13. plan the time and resources required for assessments	4	1	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. plan the area where the assessments would be conducted	1	4	-	-
PC15. publish the assessment dates to students and their parents	3	2	-	-
PC16. check safety and cleanliness	1	4	-	-
PC17. plan and procure the props and equipment to be used and create ground markings as required	3	2	-	-
NOS Total	67	38	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0406
NOS Name	Plan a yearly calendar of sports and fitness activities
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

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SPF/N0407: Teach popular sports skills and develop fitness levels

Description

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

Scope

This unit covers the following

- Conduct everyday sports and fitness sessions planned for the year
- Facilitate play, skill learning and fitness activity
- Provide first aid and response to emergency during play sessions

Elements and Performance Criteria

Conduct everyday sports and fitness sessions planned for the year

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

- PC1.** assess readiness of participants and select activities and drills with consideration to stage of physical growth and maturity (age and understanding).
- PC2.** identify and assess constraints and risks associated with delivering the training session.
- PC3.** incorporate inclusive practices in session design.
- PC4.** identify and confirm resources and specific learner support requirements for the training.
- PC5.** develop delivery methods and practice schedules appropriate for learning a sports skill and needs of different participants.
- PC6.** keep activities aligned to the yearly objectives of the academic session

Facilitate play, skill learning and fitness activity

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

- PC7.** follow child's lead in play and participate when invited.
- PC8.** initiate play, motivate and invite the child to participate.
- PC9.** interact with children showing enthusiasm, playfulness and enjoyment.
- PC10.** respond to children's reactions to play environments to ensure each child remains motivated, interested and positively challenged.
- PC11.** establish routine with children to support them in remaining safe.
- PC12.** identify skill learning patterns of each child and help them accordingly when introducing new skill
- PC13.** be cautious when introducing a fitness session based on children's physical ability and age
- PC14.** identify modifications to future sessions based on observation, self-analysis and feedback

Provide first aid and response to emergency during play sessions

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

- PC15.** recognize an emergency and respond
- PC16.** identify, assess and manage immediate hazards to health and safety of self and others
- PC17.** assess the casualty and recognise the need for first aid response

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- PC18.** provide first aid in accordance with established first aid principles
- PC19.** obtain consent from casualty where possible and display respectful behaviour towards casualty
- PC20.** use available resources and equipment to make the casualty as comfortable as possible
- PC21.** operate first aid equipment according to manufacturers instructions
- PC22.** monitor the casualty's condition and respond in accordance with first aid principles
- PC23.** perform Cardiopulmonary Resuscitation (CPR) if required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** vision, mission and values of the organization (institute/ organization/club/school).
- KU2.** goals and objectives of the organization in general and in the specific context of fitness, Physical Education and Sports
- KU3.** reporting structure of the organization
- KU4.** the roles and responsibilities of activity teacher, physical education and sports staff.
- KU5.** the working culture in the organization
- 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

Generic Skills (GS)

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

- GS1.** prepare a yearly plan of physical activities
- GS2.** document children's 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

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- 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 feedbacks
- 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
- 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 sports and fitness sessions planned for the year</i>	23	27	-	-
PC1. assess readiness of participants and select activities and drills with consideration to stage of physical growth and maturity (age and understanding).	3	2	-	-
PC2. identify and assess constraints and risks associated with delivering the training session.	4	1	-	-
PC3. incorporate inclusive practices in session design.	2	8	-	-
PC4. identify and confirm resources and specific learner support requirements for the training.	8	2	-	-
PC5. develop delivery methods and practice schedules appropriate for learning a sports skill and needs of different participants.	4	6	-	-
PC6. keep activities aligned to the yearly objectives of the academic session	2	8	-	-
<i>Facilitate play, skill learning and fitness activity</i>	16	39	-	-
PC7. follow child's lead in play and participate when invited.	2	8	-	-
PC8. initiate play, motivate and invite the child to participate.	2	8	-	-
PC9. interact with children showing enthusiasm, playfulness and enjoyment.	1	4	-	-
PC10. respond to children's reactions to play environments to ensure each child remains motivated, interested and positively challenged.	2	8	-	-
PC11. establish routine with children to support them in remaining safe.	2	3	-	-
PC12. identify skill learning patterns of each child and help them accordingly when introducing new skill	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. be cautious when introducing a fitness session based on childrens physical ability and age	3	2	-	-
PC14. identify modifications to future sessions based on observation, self-analysis and feedback	2	3	-	-
<i>Provide first aid and response to emergency during play sessions</i>	16	29	-	-
PC15. recognize an emergency and respond	2	3	-	-
PC16. identify, assess and manage immediate hazards to health and safety of self and others	1	4	-	-
PC17. assess the casualty and recognise the need for first aid response	4	1	-	-
PC18. provide first aid in accordance with established first aid principles	2	3	-	-
PC19. obtain consent from casualty where possible and display respectful behaviour towards casualty	2	3	-	-
PC20. use available resources and equipment to make the casualty as comfortable as possible	1	4	-	-
PC21. operate first aid equipment according to manufacturers instructions	1	4	-	-
PC22. monitor the casualty's condition and respond in accordance with first aid principles	2	4	-	-
PC23. perform Cardiopulmonary Resuscitation (CPR) if required	1	3	-	-
NOS Total	55	95	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0407
NOS Name	Teach popular sports skills and develop fitness levels
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

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SPF/N0408: Conduct skill and fitness assessment

Description

This unit specifies performance criteria, knowledge and understanding and skills and abilities for planning, conducting and creating a report card on assessments

Scope

This unit covers the following

- Planning assessment activities
- Conducting assessments
- Documenting assessments in a report card

Elements and Performance Criteria

Planning assessment activities

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

- PC1.** plan the time and resources required for assessments
- PC2.** get the plan approved by the school/academy/coaching centre principal and publish the dates to the class teachers, students and their parents
- PC3.** plan the area where the assessments would be conducted
- PC4.** check safety and cleanliness
- PC5.** plan and procure the props and equipment to be used and create ground markings as required

Conduct assessments

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

- PC6.** create skill assessment and fitness assessment circuits, area
- PC7.** call every child systematically and conduct the assessment
- PC8.** deal with any medical emergency

Document assessments in a report card

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

- PC9.** input assessment results into an excel file
- PC10.** validate the results
- PC11.** upload the excel into the system, if an automated system is available
- PC12.** fill in the results in a school/academy/coaching centre report card, if no automated system is available
- PC13.** ensure that report card reaches the parents

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** the philosophy and requirements of the school/academy/coaching centre regarding assessments and feedback (Knowledge of the company / organization and processes)
- KU2.** the procedures to take permission for assessment and informing students and parents.
- KU3.** the procedure for taking an approval for the design of a report card.
- KU4.** the approvals required to engage other teachers to help during assessments.
- KU5.** key dates for which the report cards need to be available (Parent Teacher Meetings)
- KU6.** policies and expectations regarding recognition of top performers
- KU7.** reporting and documentation requirement of the school/academy/coaching centre
- 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 student
- KU10.** the correct method of performing each test
- KU11.** the props, equipment and markings required for each test
- KU12.** time taken for each test to estimate time required for the entire class
- KU13.** safety during assessment
- KU14.** how to take care of a medical emergency

Generic Skills (GS)

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

- GS1.** communicate effectively
- GS2.** draft parent and student information letters
- GS3.** seek permission for resources and timings through written communication to school/academy/coaching centre principal
- GS4.** basic computer and excel skills to input assessment data
- GS5.** handle a parent interaction after the reports are given to parents
- GS6.** propose a plan for assessments based on resource and time availability
- GS7.** handle a change in plan with respect to school/academy/coaching centre time table in case of adverse weather or other events
- GS8.** handle a medical emergency
- GS9.** inform on any unusual happening in the school/academy/coaching centre
- GS10.** the amount of time and effort required to conduct assessments based on which he/she can propose a plan.
- GS11.** all requirements on the day of assessment like resources, props and equipment, water, medical help etc.
- GS12.** motivate children to do their best
- GS13.** give positive and motivating feedback to children and parents
- GS14.** care for students who are injured or perform poorly

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Planning assessment activities</i>	20	15	-	-
PC1. plan the time and resources required for assessments	8	2	-	-
PC2. get the plan approved by the school/academy/coaching centre principal and publish the dates to the class teachers, students and their parents	4	1	-	-
PC3. plan the area where the assessments would be conducted	3	2	-	-
PC4. check safety and cleanliness	2	3	-	-
PC5. plan and procure the props and equipment to be used and create ground markings as required	3	7	-	-
<i>Conduct assessments</i>	8	22	-	-
PC6. create skill assessment and fitness assessment circuits, area	4	16	-	-
PC7. call every child systematically and conduct the assessment	2	3	-	-
PC8. deal with any medical emergency	2	3	-	-
<i>Document assessments in a report card</i>	12	23	-	-
PC9. input assessment results into an excel file	2	8	-	-
PC10. validate the results	2	8	-	-
PC11. upload the excel into the system, if an automated system is available	2	3	-	-
PC12. fill in the results in a school/academy/coaching centre report card, if no automated system is available	2	3	-	-
PC13. ensure that report card reaches the parents	4	1	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0408
NOS Name	Conduct skill and fitness assessment
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/05/2019
Next Review Date	01/05/2021
NSQC Clearance Date	19/12/2018

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SPF/N0409: Provide safe environment to protect and safeguard children

Description

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

Scope

This unit covers the following

- Create a safe environment for play
- Implement principles of child protection
- Travel with children safely

Elements and Performance Criteria

Create a safe environment

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

- PC1.** assist in the provision of safe areas, resources and materials for facilitating play
- PC2.** set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging
- PC3.** assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors
- PC4.** implement sun protection procedures
- PC5.** ensure tools, equipment, toys and games are appropriate to the age of the child
- PC6.** select, check and maintain equipment to ensure safety
- PC7.** set up the environment to ensure safety
- PC8.** check area for hazards and implement risk reduction strategies
- PC9.** ensure fire exits are kept unobstructed
- PC10.** ensure disposal of waste materials occurs in a safe and hygienic way
- PC11.** ensure cleaning materials are stored safely
- PC12.** implement infection control procedures where required
- PC13.** ensure adequate food and drinks are served appropriate to age and developmental status and as per organisations mandate

Implement principles of child protection

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

- PC14.** perform work requirements according to legal, political and community expectations of child protection work
- PC15.** demonstrate understanding of the child protection system, roles and responsibilities of key agencies and stakeholders
- PC16.** recognize if the child is subject to abuse or neglect
- PC17.** include all young people in the activity without any biases

Travel with children safely

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

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- PC18.** implement procedures for safety on excursions/day trips/competitions
- PC19.** supervise children as closely as required for their ages, abilities, the contexts
- PC20.** monitor children's behaviour during travel and reinforce safe, appropriate behaviour
- PC21.** ensure same sex teacher/trainer must accompany children
- PC22.** operate first aid equipment according to manufacturers instructions

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations child protection policy
- KU2.** basic first aid and CPR
- KU3.** organizational policies and procedures to enable conduct of safe work activities and reporting of unsafe practices or equipment
- KU4.** consultative processes to manage and monitor health and safety issues to enable active participation in maintaining a safe environment for children and young people
- KU5.** risk-assessment and identifying potential hazards processes to enable contribution to a safe workplace
- KU6.** designing tools and methodology to understand the specific learning needs, abilities, IQ, quantitative and qualitative aptitude
- KU7.** application of first aid and CPR
- KU8.** standard practices for ensuring safety for all the participants, self and staff
- KU9.** availability and usage of emergency equipment like fire extinguishers, AEDs and first-aid box etc.
- KU10.** precautionary rules to follow for conducting a safe play environment
- KU11.** preparing grids and playing areas for various games and activities
- KU12.** marking of safe and unsafe zones
- KU13.** well versed with rules of the planned activities
- KU14.** groups management skills
- KU15.** how to plan a session considering physical and emotional safety of all participants
- KU16.** use of emergency and communication equipment

Generic Skills (GS)

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

- GS1.** seek permission for help and support required through written communication
- GS2.** write application letter
- GS3.** prepare travel report
- GS4.** update oneself on organisational safety program, policies and procedures
- GS5.** read and understand child protection policy of the organisation
- GS6.** read travel itinerary
- GS7.** give clear instructions to the participants to avoid any confusion

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- GS8.** alert relevant personnel during emergencies
- GS9.** report actual or potential hazards and incidents
- GS10.** report about unsafe or damaged equipment
- GS11.** talk to children in appropriate tone, volume and positive body language
- GS12.** decide if the activity area is conducive for organizing activities for children
- GS13.** decide on activities that promote a child's learning and experience
- GS14.** decide on age appropriate activities
- GS15.** organize safe equipment and other resources for the conduct of the session
- GS16.** organize children in group sizes appropriate for a safe session
- GS17.** identify safe place to take children for ant outings
- GS18.** identify safe mode of transport
- GS19.** keep track on timelines
- GS20.** attend to children who are not engaged
- GS21.** ensure children eat and drink well
- GS22.** report to parents the progress of their children
- GS23.** report to authorities and parents of any unusual event
- GS24.** ensure children are enjoying the activities
- GS25.** ensure that children are fit and healthy
- GS26.** listen patiently to children's feedback, complaints or remarks
- GS27.** ensure the session planning considers physical, emotional, social and psychological safety aspects
- GS28.** ensure children adhere to rules and respect each other during the play
- GS29.** find indoor space to conduct classes in case of bad weather
- GS30.** interrupt in session if the safety of any participant is compromised
- GS31.** apply strategies for a safe play environment
- GS32.** keep reserve props in case of any damages before/ during the event
- GS33.** keep buffer time in between the competition to meet the extra time elapsed due to delay in planned activity
- GS34.** adapt classes creatively when children seem bored
- GS35.** notice non-participating children and take action
- GS36.** focus on the class and not be distracted during class.
- GS37.** plan the session to achieve the objective in the stipulated time available
- GS38.** in case of situations that are different from plan, ability to assess situation and act accordingly
- GS39.** think of ways to reduce any kind of threat or challenge in the activity area
- GS40.** ensure all people, staff and volunteers, adhere to the child protection policy

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create a safe environment</i>	25	37	-	-
PC1. assist in the provision of safe areas, resources and materials for facilitating play	1	2	-	-
PC2. set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging	2	3	-	-
PC3. assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors	2	3	-	-
PC4. implement sun protection procedures	2	2	-	-
PC5. ensure tools, equipment, toys and games are appropriate to the age of the child	2	3	-	-
PC6. select, check and maintain equipment to ensure safety	2	3	-	-
PC7. set up the environment to ensure safety	2	3	-	-
PC8. check area for hazards and implement risk reduction strategies	2	3	-	-
PC9. ensure fire exits are kept unobstructed	2	3	-	-
PC10. ensure disposal of waste materials occurs in a safe and hygienic way	2	3	-	-
PC11. ensure cleaning materials are stored safely	2	3	-	-
PC12. implement infection control procedures where required	2	3	-	-
PC13. ensure adequate food and drinks are served appropriate to age and developmental status and as per organisations mandate	2	3	-	-
<i>Implement principles of child protection</i>	6	9	-	-
PC14. perform work requirements according to legal, political and community expectations of child protection work	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. demonstrate understanding of the child protection system, roles and responsibilities of key agencies and stakeholders	2	3	-	-
PC16. recognize if the child is subject to abuse or neglect	1	2	-	-
PC17. include all young people in the activity without any biases	1	1	-	-
<i>Travel with children safely</i>	9	14	-	-
PC18. implement procedures for safety on excursions/day trips/competitions	1	2	-	-
PC19. supervise children as closely as required for their ages, abilities, the contexts	2	3	-	-
PC20. monitor children's behaviour during travel and reinforce safe, appropriate behaviour	2	3	-	-
PC21. ensure same sex teacher/trainer must accompany children	2	3	-	-
PC22. operate first aid equipment according to manufacturers instructions	2	3	-	-
NOS Total	40	60	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	SPF/N0409
NOS Name	Provide safe environment to protect and safeguard children
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Physical Training
NSQF Level	4
Credits	TBD
Version	1.0
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/N0406.Plan a yearly calendar of sports and fitness activities	67	38	-	-	105	23
SPF/N0407.Teach popular sports skills and develop fitness levels	55	95	-	-	150	33
SPF/N0408.Conduct skill and fitness assessment	40	60	-	-	100	22
SPF/N0409.Provide safe environment to protect and safeguard children	40	60	-	-	100	22
Total	202	253	-	-	455	100

Acronyms

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

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

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Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.