

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR SPORTS INDUSTRY

What are Occupational Standards (OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack – 10m Air Pistol Shooting Instructor

SECTOR: SPORTS PE FITNESS AND LEISURE

SUB-SECTOR: Sports

OCCUPATION: SHOOTING INSTRUCTOR

REFERENCE ID:

ALIGNED TO: NIL

Brief Job Description: Instructs experienced and inexperienced shooters in air pistol marksmanship: Explains and demonstrates weapon safety, firing positions, sight picture, and alignment, breath and trigger control, and other specified fundamentals and techniques of marksmanship. The individual also helps the shooters in improving their target with better accuracy and performance by discussing their omits, lose points and ways to improve them.

Personal Attributes: This job requires the individual to be an experienced shooter with high moral and ethical character and a self-disciplined person. The individual must have good presentation skills, organizational skills and provide attention to detail. He should be patient and keep safety aspects on utmost priority.

Job Details	Qualifications Pack Code	SPEFL/		
	Job Role	10m Air Pistol Shooting Instructor		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Sports PE Fitness and Leisure	Drafted on	21-02-2016
	Sub-sector	Sports	Last reviewed on	21-02-2016
	Occupation	10m Air Pistol Shooting Instructor	Next review date	21-01-2018

Job Role	10m Air Pistol Shooting Instructor
Role Description	Lead and manage entire camp programs operations
NSQF level	3
Minimum Educational Qualifications*	Class 8 th pass
Maximum Educational Qualifications*	Not Applicable
Training (Suggested but not mandatory)	Basic knowledge of physical fitness and yoga
Experience	National/ State/ District Level Shooter
Minimum Job Entry Age	16 years
Applicable National Occupational Standards (NOS)	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. Plan and implement high performance shooting sport training programs 2. Support athletes to adopt principles of sports psychology 3. Use equipment and resources efficiently 4. Manage organizational risks and Follow work health and safety policies
Performance Criteria	As described in the relevant OS units

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses 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.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification 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.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization 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.

National Occupational Standard



Overview

This unit is about planning and implementing high performance shooting sport training programs.

National Occupational Standard	Unit Code	SPEFL
	Unit Title (Task)	Plan camping activities
	Description	This OS unit is about planning and implementing high performance shooting sport training programs.
	Scope	<p>The OS unit/ task covers the following:</p> <ul style="list-style-type: none"> Assess athlete's ability to meet the demands of high-level performance Plan a high-performance training program to meet athlete training requirements Implement and deliver the high-performance shooting sport training program Monitor and adjust the high-performance training program Manage competitive or performance events during the training program
	Performance Criteria (PC)	
	Element	Performance Criteria
	Assess athlete's ability to meet the demands of high-level performance	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify the requirements of high performance for the athlete in shooting</p> <p>PC2. Use approved assessment methods appropriately to assess athlete's skill levels</p> <p>PC3. Measure, record and evaluate data obtained from assessment activities according to organisational policies and procedures</p> <p>PC4. Establish the high -performance shooting athlete's aims and priorities for undertaking a training program</p> <p>PC5. Establish agreed program needs and objectives</p>
	Plan a high-performance training program to meet athlete training requirements.	<p>PC6. Select activities and training methods to meet the identified needs of the shooting athlete and the high-performance objectives of shooting sport</p> <p>PC7. Incorporate a competition or high-performance strategy into the training program, including competition cycles that need preparation</p> <p>PC8. Identify and select equipment and resource requirements for each stage of the program according to organisational policies and procedures</p> <p>PC9. Include evaluation methods to monitor the training program</p> <p>PC10. Schedule and document all aspects of the training program</p>
	Implement and deliver the high-performance shooting sport training program	<p>PC11. Demonstrate/ Shoot at targets and communicate to athlete within lesson context</p> <p>PC12. Explain and demonstrate safe performance of shooting activities</p> <p>PC13. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions</p>

	<p>PC14. Use motivation techniques to enhance athlete performance</p> <p>PC15. Ensure the weapon is safely secured once the lesson is concluded</p>
Monitor and adjust the high-performance training program	<p>PC16. Monitor and modify athlete's progress in consultation with support personnel</p> <p>PC17. Identify errors, potential problems and areas for improvement in the performance and communicate these with the athlete according to best practice principles of the shooting sport</p> <p>PC18. Monitor skill performance, physical performance and athlete well-being throughout the training program and adapt coaching methods and instructional styles where applicable</p> <p>PC19. Adjust sessions or training program according to the results of monitoring and accepted best practice principles of the shooting sport</p> <p>PC20. Provide feedback to athlete to improve performance.</p> <p>PC21. Evaluate program according to the methods outlined in the plan and in consultation with athlete and support personnel</p>
Manage competitive or performance events during the training program	<p>PC22. Address relevant competitive and or performance strategies, tactics and support needs</p> <p>PC23. Continually monitor shooting athlete's performance throughout competition events to determine factors that affect performance</p> <p>PC24. Implement changes according to the results of monitoring and accepted best-practice principles of the shooting sport</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1 Rules of the shooting range/academy</p> <p>KA2 Rules and regulations of shooting sport and the organisational policies of conducting the sport</p> <p>KA3 Appropriate etiquette associated within the shooting assistants/loaders role</p> <p>KA4 The health and safety requirements associated with the use of air pistols in the context of assisting/loading</p> <p>KA5 Must know the roles of the Range officer</p> <p>KA6 Knowledge of live firing safety procedures</p> <p>KA7 Knowledge of basic gun handling rules</p> <p>KA8 Knowing Rules and safety of International Shooting Sport Federation (ISSF)</p> <p>KA9 Should know the standard of the ammunition</p> <p>KA10 Dress code for self and athlete/ learners</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1 Knowledge of specifications of the ammunitions, pistol, scoring system</p> <p>KB2 Knowledge of all sport related specifics – body position, stance (precision position), left arm position, head position, right hand position, sighting,</p>

	<p>triggering and aiming, taking the correct shooting position, pulling the trigger, coordination between triggering and aiming, finding the final sighting area, breathing cycle</p> <p>KB3 Importance of teaching 'follow through' - after the shot has been delivered gun and the shooters concentration has to remain for the next 2-3 seconds. This secures that mental part of shot delivery is still remaining with positive energetic balance. This also ensures that neuro-muscular system and conscious part of brain are getting necessary and vital feed-back experience</p> <p>KB4 Advanced principles of skill acquisition in order to plan and deliver high-performance training programs to meet identified needs of training in shooting sport</p> <p>KB5 Knowledge and proficiency in different air pistol shooting techniques</p> <p>KB6 Knowledge of type and the standard of ammunition being used</p> <p>KB7 Possess knowledge of the</p> <p>KB8 Maintenance of sporting equipment ensuring pistols are clean, properly lubricated, and in designated operating condition each time before use</p>
Skills (S)	
<p>A. Core Skills/ Generic Skills</p>	<p>Reading and Writing Skills</p> <p>SA1 Effectively schedule, document and evaluate results of high-performance training programs</p> <p>SA2 Prepare documents/ reports</p> <p>SA3 Read and interpret organisational policies, national and international rules and regulations relating to shooting sport and follow sequenced written instructions</p> <p>SA4 Preparing health and safety checklist</p> <p>SA5 Read safety guidelines of the range</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA6 Instruct/Coach and motivate an individual in a high-performance training program</p> <p>SA7 Liaise effectively with support personnel</p>
<p>B. Professional Skills</p>	<p>Decision Making</p> <p>SB1 Decide if the equipment is safe to fire or not</p> <p>SB2 Assess and decide if the athlete is in a good state of mind to participate in a shooting sport activity/ competition</p> <p>Plan and organize</p>

SPEFL/

Plan and implement high performance shooting sport training programs

	The user/individual on the job needs to know and understand how to: SB3 Plan and organize resources and necessary equipment/ ammunition to conduct training program
	Customer Centricity
	The user/individual on the job needs to know and understand how to: SB4 Interact, prepare, train/coach the athlete effectively
	Problem Solving
	SB5 Monitor skill performance of the athlete and train effectively to bring improvement
	Analytical Thinking
SB6 Analyse athlete's performance during training and competition	



NOS Version Control

NOS Code	SPF/		
Credits(NSQF)	TBD	Version number	1.0
Industry	Sports PE Fitness and Leisure	Drafted on	21/02/2016
Industry Sub-sector	Sports	Last reviewed on	22/02/2016
Occupation	10m Air Pistol Shooting Instructor	Next review date	21/02/2018



National Occupational Standard



Overview

This unit is about supporting athletes to adopt principles of sports psychology

Unit Code	SPEFL
Unit Title (Task)	Support athletes to adopt principles of sports psychology
Description	This OS unit is about support athletes to adopt principles of sports psychology
Scope	<p>The unit/ task covers the following:</p> <ul style="list-style-type: none"> • Analyse information • Liaise with sports psychology support personnel • Provide information to athletes • Assist athletes to implement psychological approaches • Evaluate the effect of psychological approaches
Performance Criteria (PC)	
Element	Performance Criteria
Analyse Information	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Access and analyse relevant and current information from a range of sources on the application of principles of sports psychology for professional/ elite sporting performance</p> <p>PC2. Identify support personnel and resources available to assist athletes with sport psychology issues</p> <p>PC3. Assess athlete's information needs in relation to psychological approaches to enhance performance in shooting sport activity</p> <p>PC4. Maintain and update information on psychological approaches for elite performance</p>
Liaise with sports psychology support personnel	<p>PC5. Select appropriate psychological support personnel to assist Shooting sport athletes</p> <p>PC6. Consult with sport psychology support personnel to identify specific psychological approaches for elite performance in the shooting sport activity</p>
Provide information to athletes	<p>PC7. Assess individual psychological needs and preference of athletes in relation to the shooting sport activity according to organisational policies and procedures</p> <p>PC8. Explain psychological approaches for elite performance in shooting sport activity to athletes</p> <p>PC9. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting</p> <p>PC10. Check understanding of athletes regarding psychological approaches for</p>

SPEFL/

Support athletes to adopt principles of sports psychology

	<p>elite shooting sport performance using appropriate approaches and encourage athletes to clarify information</p> <p>PC11. Clarify with the athletes, the role of the support personnel, including personnel who are experts in the field of sports psychology</p> <p>PC12. Encourage athletes to seek advice and support from selected sport psychology support personnel</p>
<p>Assist athletes to implement psychological approaches</p>	<p>PC13. Select implementation strategies to enhance elite performance in shooting sport related activity in consultation with the athlete and sport psychology support personnel</p> <p>PC14. Support athletes to implement selected strategies in training and competition according to organisational policies and procedures</p> <p>PC15. Monitor implementation of psychological approaches during training or competition according to organisational policies and procedures</p> <p>PC16. Identify possible psychological symptoms that act as barriers to enhanced performance.</p> <p>PC17. Refer athletes who have psychological symptoms to psychology support personnel for assistance</p>
<p>Evaluate the effect of psychological approaches</p>	<p>PC18. Analyse the performance of athletes in competition situations against expected performance</p> <p>PC19. Evaluate the effect of psychological approaches on performance in the activity in consultation with the athlete and psychology support personnel</p> <p>PC20. Adjust psychological approaches to better assist athletes to achieve elite performance in the shooting activity in consultation with the athlete and psychology support personnel</p>
<p>Knowledge and Understanding (K)</p>	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisational policies and procedures to enable athletes to implement psychological approaches to enhance performance in a professional and supported manner</p> <p>KA2. Information sources regarding psychological approaches for peak performance to enable accuracy and currency of knowledge to be conveyed to athletes</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Psychological approaches and techniques such as mental rehearsal, goal setting and self-control strategies to assist athletes to prepare psychologically for competition and to enhance performance in a shooting sport event</p> <p>KB2. Motivational techniques to assist athletes to prepare psychologically for a</p>

SPEFL/

Support athletes to adopt principles of sports psychology

	<p>sporting event</p> <p>KB3. Psychological barriers to enable these to be recognised and addressed</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading and Writing Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA1 Create written plans and performance records</p> <p>SA2 Access and interpret information on sport psychology principles and approaches for peak performance relevant to the shooting sport</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3 Communication and interpersonal skills to enhance interaction with athletes</p> <p>SA4 Build rapport with athletes and support personnel</p> <p>SA5 Access, analyse and convey information about sport psychology principles and approaches for elite performance to athletes using appropriate communication techniques</p>
	B. Professional Skills
	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>NA</p>
	Plan and organize
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Plan and organize interaction with sports psychology expert</p>	
Customer Centricity	
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Help participants improve their efficiency</p> <p>SB3. Motivate and work on mental conditional the shooting athletes with the help of support personnel</p>	
Problem Solving	
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Assess effectiveness of psychological approaches to enhance performance and to modify accordingly</p> <p>SB5. Recognise psychological barriers to enhanced performance and refer the athlete to support personnel</p>	
Analytical Thinking	
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB6. Risk assessment of different situations and appropriate negotiation if within safety limits</p>	

NOS Version Control

NOS Code	SPF/N1112		
Credits(NSQF)	TBD	Version number	1.0
Industry	Sports PE Fitness and Leisure	Drafted on	21/02/2016
Industry Sub-sector	Sports	Last reviewed on	22/02/2016
Occupation	10m Air Pistol Shooting Instructor	Next review date	21/02/2018



National Occupational Standard



Overview

This unit is about using equipment and resources efficiently.

Unit Code	SPEFL
Unit Title (Task)	Use equipment and resources efficiently
Description	This OS unit is about using resources efficiently.
Scope	<p>The unit/ task covers the following:</p> <ul style="list-style-type: none"> • Determine resource capacity and options for use • Assess resource availability and current use • Plan efficient use of resources • Issue and set up equipment • Store equipment • Implement strategies to maximise resource usage • Monitor and review efficiency of resource usage
Performance Criteria (PC)	
Element	Performance Criteria
Determine resource capacity and options for use	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Prepare and document an inventory of resource capacity</p> <p>PC2. Undertake research on alternative and optimal use of resources according to organisation strategic plan</p> <p>PC3. Determine feasibility of opportunities and options for efficient use of resources against local and organisational constraints and capacities</p> <p>PC4. Undertake suitable cost-benefit analysis of each option</p> <p>PC5. Prioritise options in consultation with appropriate personnel according to organisational strategic plan</p>
Assess resource availability and current use	<p>PC6. Identify and analyse relevant data on availability and current use of resources</p> <p>PC7. Identify reliable indicators of resource usage to provide measurable data on it</p> <p>PC8. Undertake measurement of current resource use</p> <p>PC9. Document outcomes and make comparisons of current and potential resource use</p> <p>PC10. Identify recommendations for improved use of resources according to the organisational strategic plan</p>
Plan efficient use of resources	<p>PC11. Apply outcomes of data analysis to develop a plan to promote efficient use of resources</p> <p>PC12. Seek contribution to the plan from appropriate personnel</p>

SPEFL/

Use equipment and resources efficiently

	<p>PC13. Select and document strategies to maximise and prioritise use of resources according to outcomes of cost-benefit analysis</p> <p>PC14. Plan resource access and uses according to relevant legislation</p> <p>PC15. Establish performance measures to enable effective evaluation of resource usage</p>
<p>Issue and set up equipment</p>	<p>PC16. Issue correct and suitable equipment and provide assistance with fitting and use where necessary</p> <p>PC17. Explain the safe use of equipment to participants</p> <p>PC18. Monitor safe use of equipment for intended purposes and report problems to supervisor</p> <p>PC19. Adopt specified lifting techniques and handle equipment in a manner to avoid damage to the equipment and injury to self and other staff/ athletes</p> <p>PC20. Check the work environment and equipment for damage or deterioration and report where appropriate to supervisor</p>
<p>Store equipment</p>	<p>PC21. Place equipment in allocated storage area after usage</p> <p>PC22. Maintain storage area in a clean and tidy condition</p> <p>PC23. Maintain records of equipment handed over</p> <p>PC24. Secure equipment appropriately</p> <p>PC25. Maintain necessary access and egress to fire doors and exits in the case of an emergency</p> <p>PC26. Prepare equipment for the next session</p>
<p>Implement strategies to maximise resource usage</p>	<p>PC27. Apply identified strategies</p> <p>PC28. Confirm expenditure on resources is within organisational budgetary parameters</p> <p>PC29. Refer requests for additional expenditure outside area of responsibility promptly</p> <p>PC30. Implement recommendations for improving the efficient use of resources</p> <p>PC31. Take prompt corrective action where actual or potential significant deviations from resource-use plans are likely to have adverse effects</p>
<p>Monitor and review efficiency of resource usage</p>	<p>PC32. Maintain records of resource use and analyse data to provide measures of usage</p> <p>PC33. Provide resource users with opportunities to provide feedback on resource use</p> <p>PC34. Apply relevant performance measures and make comparisons with performance objectives to assess effectiveness of resource use</p> <p>PC35. Apply information obtained during monitoring and review to suggest changes and modify strategies for efficient resource use</p>

Knowledge and Understanding (K)	
<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Policies and procedures to enable the safe implementation of strategies to optimise resource usage including: Work Health and Safety (WHS) building codes and regulations environment protection</p> <p>KA2. Organisational policies and procedures to enable support for efficient resource planning and implementation</p> <p>KA3. Organisational recording and reporting systems for establishing and maintaining records of equipment use and maintenance</p> <p>KA4. Storage requirements for identified equipment, as specified by manufacturer or organisation to enable equipment to be stored safely and securely</p> <p>KA5. Organisational strategic plans to enable resource management plans to address organisational objectives</p> <p>KA6. Current availability and supply of resources for facility and activities</p> <p>KA7. Alternative facility and resource uses to enable viable options to be explored and assessed</p> <p>KA8. Activity-specific trends to enable the needs and expectations of resource users to be addressed through planning</p>
<p>B. Technical Knowledge</p>	<p>KB4. The user/individual on the job needs to know and understand:</p> <p>KB5. Techniques for assessing resource usage to enable the collection of data to inform resource planning</p> <p>KB6. Techniques and strategies to optimise resource usage to minimise expense and wastage</p> <p>KB7. Methods for conducting a cost-benefit analysis</p> <p>KB8. Equipment specifications and instructions for identified activities to enable the selection and use of appropriate equipment</p> <p>KB9. equipment testing and checking techniques, as specified by manufacturer or organisation, to enable confirmation of the safety of equipment</p>
Skills (S)	
<p>A. Core Skills/ Generic Skills</p>	<p>Reading and Writing Skills</p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA1 Research and assess resource usage and potential usage</p> <p>SA2 Prepare an inventory of resources</p> <p>SA3 Evaluate and analyse data</p> <p>SA4 Develop a plan to improve efficiency, drawing on data analysis</p> <p>SA5 Document ongoing resource use</p> <p>SA6 Record participant equipment issuance details</p>

SPEFL/

Use equipment and resources efficiently

	SA7 Document damaged equipment SA8 Maintain records of equipment
	Oral Communication (Listening and Speaking skills)
	The user/individual on the job needs to know and understand how to: SA9 Consult with relevant personnel to investigate options to maximise efficiency of resource use SA10 Elicit contributions and ideas from personnel in relation to planning for efficient use of resources SA11 Convey information to users about changes in resource use SA12 Convey information to participants about safe use and issue of equipment SA13 Report equipment damage and inappropriate use to supervisor
B. Professional Skills	Decision Making
	The user/individual on the job needs to know and understand how to: NA
	Plan and organize
	The user/individual on the job needs to know and understand how to: SB7. Plan efficient and optimal use of resources SB8. Confirm availability of required equipment SB9. Set up equipment for session and monitor its use SB10. Store and account for equipment
	Customer Centricity
	The user/individual on the job needs to know and understand how to: NA
	Problem Solving
	The user/individual on the job needs to know and understand how to: SB11. Identify current use of resources SB12. Develop strategies to maximise efficiency of resource use
	Analytical Thinking
	The user/individual on the job needs to know and understand how to: SB13. Carry out cost-benefit analysis to determine feasibility of options SB14. Work within organisational budgets

NOS Version Control

NOS Code	SPF/N1112		
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Industry	Sports PE Fitness and Leisure	Drafted on	21/02/2016
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Occupation	10m Air Pistol Shooting Instructor	Next review date	21/02/2018

National Occupational Standard



Overview

This unit is about managing organizational risks and following work health and safety policies.

Unit Code	SPEFL
Unit Title (Task)	Manage organizational risks and follow work health and safety policies
Description	This OS unit is about managing organizational risks and following work health and safety policies.
Scope	<p>The unit/ task covers the following:</p> <ul style="list-style-type: none"> • Determine the context of the organisation's risk-management program • Prepare and implement an organisational risk-management program • Monitor and evaluate the risk-management program • Work safely • Minimise risks to personal and public safety
Performance Criteria (PC)	
Element	Performance Criteria
Determine the context of the organisation's risk-management program	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Access and analyse the organisation's risk-management policy</p> <p>PC2. Access and evaluate current organisational risk-management programs</p> <p>PC3. Identify outcomes from organisational risk audits and identify potential areas of risk</p> <p>PC4. Analyse the organisation's capacity to reduce or control the likelihood of incidents and consequences</p> <p>PC5. Access and clarify broad risk-evaluation criteria as specified by the organisation's risk-management policy</p> <p>PC6. Identify key risk-management personnel within the organisation</p>
Prepare and implement an organisational risk-management program	<p>PC7. Identify specific risk-treatment options applicable to risks that fall outside the acceptable categories that have the potential to impact upon the organisation</p> <p>PC8. Evaluate risk-treatment options according to the organisation's risk-management policy and risk-evaluation criteria</p> <p>PC9. Prepare and document the organisation risk-management plan</p> <p>PC10. Establish strategies and procedures to implement the risk-management program.</p> <p>PC11. Monitor and review staff compliance with risk-management procedures</p>
Monitor and evaluate the risk-management program	<p>PC12. Monitor and review the effectiveness of the risk-management plan</p> <p>PC13. Periodically review acceptable or low risks to ensure they remain acceptable</p>

Manage organizational risks and follow work health and safety policies

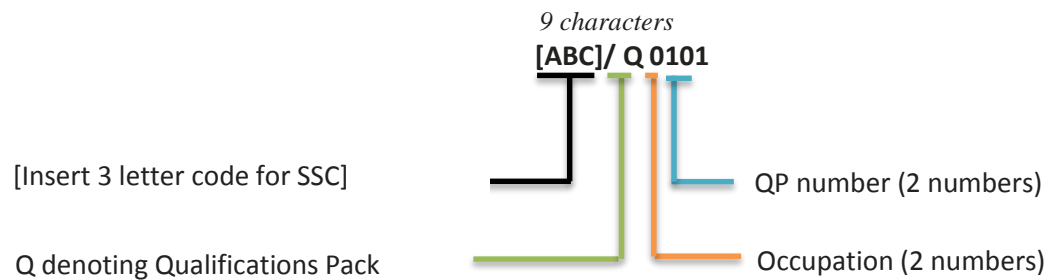
	<p>PC14. Determine and analyse activities, projects or operations which do not achieve their performance outcomes according to the risk-management program, and determine potential causes</p> <p>PC15. Analyse incidents which occur that indicate a near miss and review the risk-management plan</p> <p>PC16. Make changes to the conduct of activities or to organisation operations according to review recommendations</p> <p>PC17. Implement recommendations in future risk-analysis audits of the organisation</p>
Work safely	<p>PC18. Identify relevant organisational policies and procedures</p> <p>PC19. Carry out pre-start participant and equipment checks</p> <p>PC20. Follow established safety procedures during training activities</p> <p>PC21. Identify and report existing and potential safety issues to designated persons</p> <p>PC22. Identify and implement workplace procedures and work instructions for minimising risks</p> <p>PC23. Report any relevant work-related incidents to supervisor if attention is needed from health and safety point of view</p>
Minimise risks to personal and public safety	<p>PC24. Identify situations that may endanger the personal safety of self, staff and athletes and implement action within scope of responsibility</p> <p>PC25. Complete incident report documentation</p> <p>PC26. Take action to eliminate workplace hazards or reduce risks.</p> <p>PC27. Identify damaged items and equipment and notify supervisor</p>
Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Organisational policies and procedures</p> <p>KA2. Conduct of safe work activities and reporting of unsafe practices or equipment to seniors</p> <p>KA3. Consultative processes to manage and monitor health and safety issues to enable active participation in maintaining a safe shooting range</p> <p>KA4. Work health and safety consultative processes to enable contribution to a safe shooting range</p> <p>KA5. Any potential hazards in the range</p> <p>KB10. Commonly used hazard signs and safety symbols</p> <p>KA6. Strategic and operational plans of the organisation in relation to organisational risk-management procedures to enable organisational capability to deal with events or incidents and risks associated with activities to be assessed and addressed</p>

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB11. Risk-assessment principles and methodology</p> <p>KB12. Common risk-management terminology, such as risk, risk management, hazard, risk analysis and risk-management plan</p> <p>KB13. Risk-evaluation criteria to enable level of risk to be assessed</p> <p>KB14. Work health and safety standards</p>
Skills (S)	
A. Core Skills/ Generic Skills	Reading and Writing Skills
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA1 Identify and interpret safety signs and symbols and complete incident reports</p> <p>SA2 Access and analyse required risk-assessment information</p> <p>SA3 Document a risk-management plan for a specific organisation</p>
	Oral Communication (Listening and Speaking skills)
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA4 Report actual or potential hazards and incidents</p> <p>SA5 Participate in workplace processes to manage work health and safety</p> <p>SA6 Convey information about the organisational risk-management plan</p> <p>SA7 Conduct a risk-management review</p> <p>SA8 Consult with relevant personnel to implement review recommendations</p>
B. Professional Skills	Decision Making
	<p>The user/individual on the job needs to know and understand how to:</p> <p>NA</p>
	Plan and organize
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Develop, implement and monitor a systematic risk-management plan for an organisation</p> <p>SB2. Make changes to risk-management plan and program as required in response to review recommendations</p>
	Customer Centricity
	<p>The user/individual on the job needs to know and understand how to:</p> <p>NA</p>
	Problem Solving
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. Identify unsafe work practices and hazards</p> <p>SB4. Apply strategies for a safe work environment</p>
Analytical Thinking	
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Develop strategies to manage organisational risks</p>	

Annexure

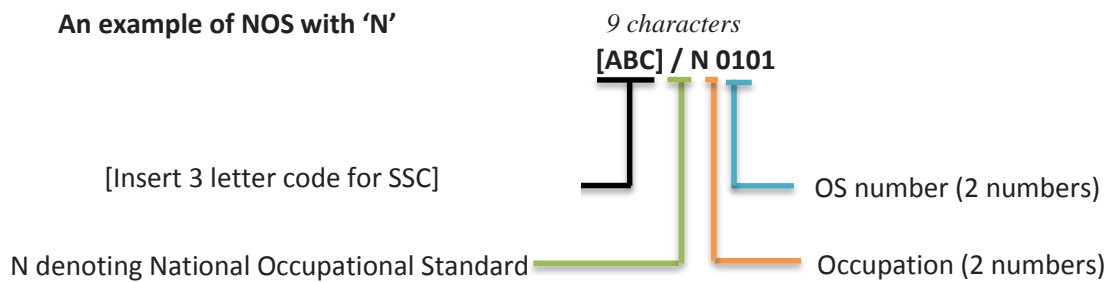
Nomenclature for QP and NOS

Qualifications Pack



Occupational Standard

An example of NOS with 'N'



The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
Sports Science and Technology	01
Sports Medicine	02
Sports Broadcasting/Communications	03
Sports Grassroots	04
Sports Facilities	05
Sports Management	06
Sports Development	07
Sports Event Management	08
Sports Coaching	09
Sports Manufacturing	10
Sports Fitness & Leisure	11

Sequence	Description	Example
Three letters	Industry name	SPF
Slash	/	/
Next letter	Whether QP or NOS	N
Next two numbers	Occupation code	01
Next two numbers	OS number	01

PERFORMANCE CRITERIA

Job Role: Shooting Instructor 10M Air Pistol

Qualification Pack: SPF/

Sector Skill Council: Sports, Physical Education, Fitness and Leisure Sector Skill Council

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 proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre.
4. To pass the Qualification Pack, every trainee should score a minimum of 40% in every NOS overall 50% pass percentage.
5. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

Assessment Strategy Marks Allocation		
NOS CODE	NOS TITLE	WEIGHTAGE
	Plan and implement high performance shooting sport training programs	40
	Support athletes to adopt principles of sports psychology	20
	Use equipment and resources efficiently	20
	Manage organizational risks and Follow work health and safety policies	20
		100

NOS CODE	Plan and implement high performance shooting sport training programs	Theory	Practical
Assess athlete's ability to meet the demands of high-level performance	PC1. Identify the requirements of high performance for the athlete in shooting	1	3
	PC2. Use approved assessment methods appropriately to assess athlete's skill levels	2	2
	PC3. Measure, record and evaluate data obtained from assessment activities according to organisational policies and procedures	1	2

	PC4. Establish the high -performance shooting athlete's aims and priorities for undertaking a training program	1	1
	PC5. Establish agreed program needs and objectives	1	1
		6	9
Plan a high-performance training program to meet athlete training requirements.	PC6. Select activities and training methods to meet the identified needs of the shooting athlete and the high-performance objectives of shooting sport	2	4
	PC7. Incorporate a competition or high-performance strategy into the training program, including competition cycles that need preparation	2	4
	PC8. Identify and select equipment and resource requirements for each stage of the program according to organisational policies and procedures	2	2
	PC9. Include evaluation methods to monitor the training program	1	3
	PC10. Schedule and document all aspects of the training program	2	2
		9	15
Implement and deliver the high-performance shooting sport training program	PC11. Demonstrate/ Shoot at targets and communicate to athlete within lesson context	1	3
	PC12. Explain and demonstrate safe performance of shooting activities	1	3
	PC13. Explain and demonstrate safe use of equipment according to organisational policies and procedures and manufacturer instructions	1	3
	PC14. Use motivation techniques to enhance athlete performance	1	3
	PC15. Ensure the weapon is safely secured once the lesson is concluded	2	2
		6	14
Monitor and adjust the high-performance training program	PC16. Monitor and modify athlete's progress in consultation with support personnel	2	3
	PC17. Identify errors, potential problems and areas for improvement in the performance and communicate these with the athlete according to best practice principles of the shooting sport	2	3
	PC18. Monitor skill performance, physical performance and athlete well-being throughout the training program and adapt coaching methods and instructional styles where applicable	1	3
	PC19. Adjust sessions or training program according to the results of monitoring and accepted best practice principles of the shooting sport	1	3
	PC20. Provide feedback to athlete to improve performance.	1	3
	PC21. Evaluate program according to the methods outlined in the plan and in consultation with athlete and support personnel	1	3
		8	18

Manage competitive or performance events during the training program	PC22. Address relevant competitive and or performance strategies, tactics and support needs	2	3
	PC23. Continually monitor shooting athlete's performance throughout competition events to determine factors that affect performance	2	3
	PC24. Implement changes according to the results of monitoring and accepted best-practice principles of the shooting sport	2	3
		6	9
	TOTAL	35	65
			100

NOS CODE	Support athletes to adopt principles of sports psychology	Theory	Practical
Analyse Information	PC1. Access and analyse relevant and current information from a range of sources on the application of principles of sports psychology for professional/ elite sporting performance	2	0
	PC2. Identify support personnel and resources available to assist athletes with sport psychology issues	2	2
	PC3. Assess athlete's information needs in relation to psychological approaches to enhance performance in shooting sport activity	2	2
	PC4. Maintain and update information on psychological approaches for elite performance	2	2
		8	6
Liaise with sports psychology support personnel	PC5. Select appropriate psychological support personnel to assist Shooting sport athletes	0	4
	PC6. Consult with sport psychology support personnel to identify specific psychological approaches for elite performance in the shooting sport activity	2	4
		2	8
Provide information to athletes	PC7. Assess individual psychological needs and preference of athletes in relation to the shooting sport activity according to organisational policies and procedures	3	3
	PC8. Explain psychological approaches for elite performance in shooting sport activity to athletes	3	3
	PC9. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting	3	3

	PC10. Check understanding of athletes regarding psychological approaches for elite shooting sport performance using appropriate approaches and encourage athletes to clarify information	3	3
	PC11. Clarify with the athletes , the role of the support personnel , including personnel who are experts in the field of sports psychology	2	2
	PC12. Encourage athletes to seek advice and support from selected sport psychology support personnel	1	3
		15	17
Assist athletes to implement psychological approaches	PC13. Select implementation strategies to enhance elite performance in shooting sport related activity in consultation with the athlete and sport psychology support personnel	3	3
	PC14. Support athletes to implement selected strategies in training and competition according to organisational policies and procedures	3	3
	PC15. Monitor implementation of psychological approaches during training or competition according to organisational policies and procedures	3	3
	PC16. Identify possible psychological symptoms that act as barriers to enhanced performance.	3	3
	PC17. Refer athletes who have psychological symptoms to psychology support personnel for assistance	1	3
		13	15
Evaluate the effect of psychological approaches	PC18. Analyse the performance of athletes in competition situations against expected performance	2	3
	PC19. Evaluate the effect of psychological approaches on performance in the activity in consultation with the athlete and psychology support personnel	2	3
	PC20. Adjust psychological approaches to better assist athletes to achieve elite performance in the shooting activity in consultation with the athlete and psychology support personnel	2	4
		6	10
	TOTAL	44	56
			100

NOS CODE	Use equipment and resources efficiently	Theory	Practical
Determine resource capacity	PC1. Prepare and document an inventory of resource capacity	1	1
	PC2. Undertake research on alternative and optimal use of resources according to organisation strategic plan	1	1

and options for use	PC3. Determine feasibility of opportunities and options for efficient use of resources against local and organisational constraints and capacities	1	1
	PC4. Undertake suitable cost-benefit analysis of each option	1	1
	PC5. Prioritise options in consultation with appropriate personnel according to organisational strategic plan	1	2
		5	6
Assess resource availability and current use	PC6. Identify and analyse relevant data on availability and current use of resources	1	1
	PC7. Identify reliable indicators of resource usage to provide measurable data on it	1	1
	PC8. Undertake measurement of current resource use	1	1
	PC9. Document outcomes and make comparisons of current and potential resource use	1	1
	PC10. Identify recommendations for improved use of resources according to the organisational strategic plan	1	1
		5	5
Plan efficient use of resources	PC11. Apply outcomes of data analysis to develop a plan to promote efficient use of resources	2	2
	PC12. Seek contribution to the plan from appropriate personnel	1	2
	PC13. Select and document strategies to maximise and prioritise use of resources according to outcomes of cost-benefit analysis	2	2
	PC14. Plan resource access and uses according to relevant legislation	2	1
	PC15. Establish performance measures to enable effective evaluation of resource usage	2	2
		9	9
Issue and set up equipment	PC16. Issue correct and suitable equipment and provide assistance with fitting and use where necessary	2	2
	PC17. Explain the safe use of equipment to participants	2	2
	PC18. Monitor safe use of equipment for intended purposes and report problems to supervisor	2	2
	PC19. Adopt specified lifting techniques and handle equipment in a manner to avoid damage to the equipment and injury to self and other staff/ athletes	2	2
	PC20. Check the work environment and equipment for damage or deterioration and report where appropriate to supervisor	2	2
		10	10
Store equipment	PC21. Place equipment in allocated storage area after usage	1	1
	PC22. Maintain storage area in a clean and tidy condition	1	1
	PC23. Maintain records of equipment handed over	1	1
	PC24. Secure equipment appropriately	1	1

	PC25. Maintain necessary access and egress to fire doors and exits in the case of an emergency	1	1
	PC26. Prepare equipment for the next session	1	1
		6	6
Implement strategies to maximise resource usage	PC27. Apply identified strategies	2	2
	PC28. Confirm expenditure on resources is within organisational budgetary parameters	2	2
	PC29. Refer requests for additional expenditure outside area of responsibility promptly	1	1
	PC30. Implement recommendations for improving the efficient use of resources	1	1
	PC31. Take prompt corrective action where actual or potential significant deviations from resource-use plans are likely to have adverse effects	1	2
		7	8
Monitor and review efficiency of resource usage	PC32. Maintain records of resource use and analyse data to provide measures of usage	2	1
	PC33. Provide resource users with opportunities to provide feedback on resource use	2	2
	PC34. Apply relevant performance measures and make comparisons with performance objectives to assess effectiveness of resource use	2	2
	PC35. Apply information obtained during monitoring and review to suggest changes and modify strategies for efficient resource use	1	2
		7	7
	TOTAL	49	51
			100

NOS CODE	Manage organizational risks and Follow work health and safety policies	Theory	Practical
Determine the context of the organisation's risk-management program	PC1. Access and analyse the organisation's risk-management policy	2	2
	PC2. Access and evaluate current organisational risk-management programs	2	2
	PC3. Identify outcomes from organisational risk audits and identify potential areas of risk	2	2
	PC4. Analyse the organisation's capacity to reduce or control the likelihood of incidents and consequences	2	2
	PC5. Access and clarify broad risk-evaluation criteria as specified by the organisation's risk-management policy	2	2
	PC6. Identify key risk-management personnel within the organisation	0	2
		10	12
Prepare and implement an organisational risk-management program	PC7. Identify specific risk-treatment options applicable to risks that fall outside the acceptable categories that have the potential to impact upon the organisation	2	2
	PC8. Evaluate risk-treatment options according to the organisation's risk-management policy and risk-evaluation criteria	2	2
	PC9. Prepare and document the organisation risk-management plan	2	1
	PC10. Establish strategies and procedures to implement the risk-management program.	2	2
	PC11. Monitor and review staff compliance with risk-management procedures	1	3
		9	10
Monitor and evaluate the risk-management program	PC12. Monitor and review the effectiveness of the risk-management plan	2	2
	PC13. Periodically review acceptable or low risks to ensure they remain acceptable	1	2
	PC14. Determine and analyse activities, projects or operations which do not achieve their performance outcomes according to the risk-management program, and determine potential causes	1	2
	PC15. Analyse incidents which occur that indicate a near miss and review the risk-management plan	1	4
	PC16. Make changes to the conduct of activities or to organisation operations according to review recommendations	2	2

	PC17. Implement recommendations in future risk-analysis audits of the organisation	2	2
		9	14
Work safely	PC18. Identify relevant organisational policies and procedures	2	2
	PC19. Carry out pre-start participant and equipment checks	1	3
	PC20. Follow established safety procedures during training activities	1	2
	PC21. Identify and report existing and potential safety issues to designated persons	1	2
	PC22. Identify and implement workplace procedures and work instructions for minimising risks	2	2
	PC23. Report any relevant work-related incidents to supervisor if attention is needed from health and safety point of view	2	2
		9	13
Minimise risks to personal and public safety	PC24. Identify situations that may endanger the personal safety of self, staff and athletes and implement action within scope of responsibility	3	3
	PC25. Complete incident report documentation	2	0
	PC26. Take action to eliminate workplace hazards or reduce risks.	1	2
	PC27. Identify damaged items and equipment and notify supervisor	1	2
		7	7
	TOTAL	44	56
			100