



Group Fitness Trainer

QP Code: SPF/Q1110

Version: 2.0

NSQF Level: 5

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SPF/Q1110: Group Fitness Trainer

Brief Job Description

The Group Fitness Trainer is responsible for providing group fitness sessions in a variety of formats that are engaging, outcome-driven and safe. The individual helps everyone in the group develop various aspects of fitness and wellness.

Personal Attributes

Individuals should possess a passion for fitness and be physically fit. They should have good crowd management and communication skills. They must be self-motivated and energetic.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1129: Develop a group fitness training program](#)
2. [SPF/N1130: Conduct group fitness training sessions](#)
3. [SPF/N1131: Evaluate the group fitness training program](#)
4. [SPF/N1122: Maintain health and safety standards](#)
5. [SGJ/N1702: Optimize resource utilization at workplace](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
Country	India
NSQF Level	5
Credits	19
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0101

Minimum Educational Qualification & Experience	<p>Completed 3 year diploma after 10th with 1 Year of experience in fitness industry OR 12th grade Pass with 2 Years of experience in fitness industry OR 10th grade pass with 4 Years of experience relevant OR Certificate-NSQF (Level 4-Fitness Trainer) with 3 Years of experience in fitness industry</p>
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	NA
Next Review Date	NA
NSQC Approval Date	
Version	2.0

SPF/N1129: Develop a group fitness training program

Description

This unit is about planning a group fitness training program

Scope

The scope covers the following :

- Identify physical activity readiness of the client
- Plan group fitness program execution

Elements and Performance Criteria

Identify physical activity readiness of the client

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

- PC1.** collect health/medical data of the clients
- PC2.** conduct fitness physical assessment (all components of fitness) and maintain record
- PC3.** analyse the information and fitness report to identify the needs of the client
- PC4.** identify when client needs referral to other health professionals
- PC5.** maintain confidential information, following legal and organizational procedures

Plan group fitness program execution

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

- PC6.** categorize group members basis their goals and abilities
- PC7.** ensure that appropriate resources (equipment etc.) and space is available as per the requirement of the group
- PC8.** prepare systematic and inclusive session blueprint with plan progressions and regressions
- PC9.** design activities to develop strength, functional movements, flexibility, and coordination
- PC10.** identify expected fitness outcomes and sessions type based on group characteristics
- PC11.** set a realistic goal achievement plan with clients as per their experience and ability
- PC12.** determine appropriate intensity, exercises, or choreography to meet group needs
- PC13.** prepare physical activity readiness chart of the clients
- PC14.** prepare a timetable for different groups
- PC15.** develop and document session plans that incorporate instructional information

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** various health screening procedures, metrics, equipment, etc. required for assessment
- KU2.** fitness industry standards and practices for health assessments
- KU3.** various outcomes of health assessments and their interpretation
- KU4.** various contraindications to physical activity and the possible response to the same

- KU5.** various techniques for gathering, storing, and disposing of client information
- KU6.** typical barriers which clients quote as impediments to their exercise goals and how to support them with the solutions
- KU7.** benefits of different fitness programs
- KU8.** the pros and cons of various methods of fitness assessments and their suitability
- KU9.** collaborative approaches to develop effective working relationships
- KU10.** methods to analyze the results of fitness assessments according to protocol and calculation requirements
- KU11.** policies and procedures to enable ethical and compliant collection, use and storage of client information

Generic Skills (GS)

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

- GS1.** plan and facilitate effective functioning of the group
- GS2.** interpret manufacturer guidelines to maintain and use equipment
- GS3.** remain updated about the latest fitness research
- GS4.** question clients appropriately to understand the nature of the problem and make a diagnosis
- GS5.** communicate in a polite and clear manner
- GS6.** maintain latest knowledge of group exercise training session methods
- GS7.** manage conflicts and behavioural concerns
- GS8.** avoid using jargon, slang or acronyms when communicating with a customer, unless it is required

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify physical activity readiness of the client</i>	13	35	-	-
PC1. collect health/medical data of the clients	3	7	-	-
PC2. conduct fitness physical assessment (all components of fitness) and maintain record	3	7	-	-
PC3. analyse the information and fitness report to identify the needs of the client	3	7	-	-
PC4. identify when client needs referral to other health professionals	2	7	-	-
PC5. maintain confidential information, following legal and organizational procedures	2	7	-	-
<i>Plan group fitness program execution</i>	27	75	-	-
PC6. categorize group members basis their goals and abilities	2	7	-	-
PC7. ensure that appropriate resources (equipment etc.) and space is available as per the requirement of the group	2	8	-	-
PC8. prepare systematic and inclusive session blueprint with plan progressions and regressions	3	8	-	-
PC9. design activities to develop strength, functional movements, flexibility, and coordination	3	8	-	-
PC10. identify expected fitness outcomes and sessions type based on group characteristics	2	8	-	-
PC11. set a realistic goal achievement plan with clients as per their experience and ability	3	7	-	-
PC12. determine appropriate intensity, exercises, or choreography to meet group needs	3	8	-	-
PC13. prepare physical activity readiness chart of the clients	3	7	-	-
PC14. prepare a timetable for different groups	3	7	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. develop and document session plans that incorporate instructional information	3	7	-	-
NOS Total	40	110	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1129
NOS Name	Develop a group fitness training program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	3
Version	2.0
Next Review Date	NA

SPF/N1130: Conduct group fitness training sessions

Description

This unit is about delivering group fitness training sessions

Scope

The scope covers the following :

- Prepare for group fitness training sessions
- Guide and supervise clients during training sessions
- Conduct group rhythmic training sessions
- Conduct group fitness training using fitness equipment
- Work effectively with others

Elements and Performance Criteria

Prepare for group fitness training sessions

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

- PC1.** set up activity areas and equipment in a safe and effective manner
- PC2.** assess if clients' level of experience and ability is relevant to the session
- PC3.** educate clients on session goals
- PC4.** ensure first aid kit is stocked

Guide and supervise clients during training sessions

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

- PC5.** guide clients on using appropriate clothing, footwear, etc. for the workout
- PC6.** guide clients on effective warm up, stretching and cool down exercises
- PC7.** guide clients on correct forms, posture, and techniques to make exercise effective and injury free
- PC8.** ensure clients understand the types of workouts, their benefits and common injuries
- PC9.** apply spotting techniques to enhance clients performance and avoid injury
- PC10.** monitor and give feedback after each workout session
- PC11.** incorporate motivational techniques to maximize exercise program adherence

Conduct group rhythmic training sessions

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

- PC12.** identify exercises suitable for groups in a dance set up
- PC13.** conduct rhythmic exercises that develops cardiovascular fitness, muscle endurance, flexibility, co-ordination, etc.
- PC14.** ensure group dances are engaging and in tune with the latest dance/ fitness trends
- PC15.** select appropriate props for conducting group dance sessions
- PC16.** ensure music selected is appropriate and maintains the decorum of a professional session
- PC17.** ensure movement sequences and steps choreography are not repeated beyond four or eight counts

PC18. use volume, pitch, and voice projection relative to the music or environment, with or without a microphone

Conduct group fitness training sessions using fitness equipment

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

PC19. ensure the clients understand how to use the fitness equipment safely and effectively

PC20. determine workout intensity (exercise duration, number of repetitions etc.) as per group's level of fitness

PC21. conduct group workout with cardio machines like treadmill, stationary bike, elliptical trainers, etc. to develop a cardiovascular capacity

PC22. conduct group workout using weights (free and machine assisted) to develop different muscles of the upper body, lower body and core muscles

PC23. conduct group workout to develop functional movements using a swiss ball, resistance band, medicine ball, battle rope, etc.

Work effectively with others

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

PC24. interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner

PC25. promote a safe and interactive environment

PC26. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority

PC27. implement appropriate intervention strategies in case of bullying, intolerance, racial comments, and behaviors

PC28. encourage group cohesion and manage conflicts if they arise

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. industry-standard practices of safe and non-discriminatory sessions

KU2. health and other factors affecting the ability to participate in the group fitness sessions

KU3. POCSO (Protection of Children against Sexual Offences) Act

KU4. POSH (Prevention of Sexual Harassment) Act

KU5. various exercises and how to break exercise/movements down to their parts

KU6. props and equipment used in group dance sessions

KU7. history, culture and origins of exercise, movement, and dance

KU8. the philosophy of the dance style

KU9. various types of music and their utility in the exercising context

KU10. methods to select tempo and type of music as appropriate to the clients and phases of the class

KU11. principles of group choreographed exercise session i.e. formulae add-ons, holding patterns, movement transitions etc.

KU12. methods of combining movements and sequencing the exercises

KU13. methods of voice projection and effective use of volume and pitch of voice

KU14. principles of effective cueing and how to work to the structure and phrase of the music

KU15. various aspects of fitness concerning the group exercises

- KU16.** the physiological, psychological, and social reasons for participation in a group exercise to enable the application of effective motivational techniques
- KU17.** group management techniques to assist individuals within the group to achieve desired outcomes
- KU18.** environmental and resource efficiency practices related to the use of activity areas and equipment
- KU19.** factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of clients
- KU20.** signs and symptoms of intolerance and management strategies
- KU21.** types of unacceptable behavior
- KU22.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

Generic Skills (GS)

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

- GS1.** understand the needs of clients
- GS2.** understand all usage and safety manuals for exercise equipment
- GS3.** document programs for a group fitness trainer
- GS4.** convey information and instructions to clients about safe participation in the program
- GS5.** correctly demonstrate exercises
- GS6.** provide clear and accurate instructions and pre-session information
- GS7.** elicit feedback
- GS8.** effectively promote group cohesion
- GS9.** read and interpret the training guidelines and plans
- GS10.** maintain records
- GS11.** apply numeracy skills to manage the time of clients and facility schedules
- GS12.** identify client problems during the program
- GS13.** write to seek permission for support, report an event, an incident, a grievance etc.
- GS14.** use positive words to encourage clients

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for group fitness training sessions</i>	6	16	-	-
PC1. set up activity areas and equipment in a safe and effective manner	1	4	-	-
PC2. assess if clients' level of experience and ability is relevant to the session	2	4	-	-
PC3. educate clients on session goals	1	4	-	-
PC4. ensure first aid kit is stocked	2	4	-	-
<i>Guide and supervise clients during training sessions</i>	11	32	-	-
PC5. guide clients on using appropriate clothing, footwear, etc. for the workout	1	4	-	-
PC6. guide clients on effective warm up, stretching and cool down exercises	2	5	-	-
PC7. guide clients on correct forms, posture, and techniques to make exercise effective and injury free	2	5	-	-
PC8. ensure clients understand the types of workouts, their benefits and common injuries	2	5	-	-
PC9. apply spotting techniques to enhance clients performance and avoid injury	1	4	-	-
PC10. monitor and give feedback after each workout session	2	5	-	-
PC11. incorporate motivational techniques to maximize exercise program adherence	1	4	-	-
<i>Conduct group rhythmic training sessions</i>	13	36	-	-
PC12. identify exercises suitable for groups in a dance set up	1	6	-	-
PC13. conduct rhythmic exercises that develops cardiovascular fitness, muscle endurance, flexibility, co-ordination, etc.	2	5	-	-
PC14. ensure group dances are engaging and in tune with the latest dance/ fitness trends	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. select appropriate props for conducting group dance sessions	2	5	-	-
PC16. ensure music selected is appropriate and maintains the decorum of a professional session	2	5	-	-
PC17. ensure movement sequences and steps choreography are not repeated beyond four or eight counts	2	5	-	-
PC18. use volume, pitch, and voice projection relative to the music or environment, with or without a microphone	2	5	-	-
<i>Conduct group fitness training sessions using fitness equipment</i>	5	25	-	-
PC19. ensure the clients understand how to use the fitness equipment safely and effectively	1	5	-	-
PC20. determine workout intensity (exercise duration, number of repetitions etc.) as per group's level of fitness	1	5	-	-
PC21. conduct group workout with cardio machines like treadmill, stationary bike, elliptical trainers, etc. to develop a cardiovascular capacity	1	5	-	-
PC22. conduct group workout using weights (free and machine assisted) to develop different muscles of the upper body, lower body and core muscles	1	5	-	-
PC23. conduct group workout to develop functional movements using a swiss ball, resistance band, medicine ball, battle rope, etc.	1	5	-	-
<i>Work effectively with others</i>	5	15	-	-
PC24. interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner	1	3	-	-
PC25. promote a safe and interactive environment	1	3	-	-
PC26. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC27. implement appropriate intervention strategies in case of bullying, intolerance, racial comments, and behaviors	1	3	-	-
PC28. encourage group cohesion and manage conflicts if they arise	1	3	-	-
NOS Total	40	124	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1130
NOS Name	Conduct group fitness training sessions
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	5
Version	2.0
Next Review Date	NA

SPF/N1131: Evaluate the group fitness training program

Description

This unit is about understanding how to review the group fitness training program

Scope

The scope covers the following :

- Evaluate the clients' progress
- Review own professional practice and methods of training

Elements and Performance Criteria

Evaluate the clients' progress

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

- PC1.** select assessment methods and processes based on the purpose and context of assessment
- PC2.** create group-based and individual assessment drills
- PC3.** ensure the assessment is fair, valid, reliable, and practical as per client's ability
- PC4.** prepare the assessment report for each client
- PC5.** evaluate the assessment report with the goals set during the start of the group fitness training
- PC6.** discuss the assessment report with each client and set achievable goals for improvement
- PC7.** encourage the client to self-evaluate the fitness goals and recommend any changes if required
- PC8.** re-group select clients, if any, to meet their identified needs
- PC9.** agree on the continuation of the pre-set plan or its modification to achieve the goals

Review own professional practice and methods of training

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

- PC10.** evaluate the program according to client's feedback and self-evaluation
- PC11.** identify, from the feedback provided, how well the instructing style matched clients' needs
- PC12.** record areas of improvements in consultation with other professionals
- PC13.** develop a personal action plan to improve one's professional practice

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** methods of physical fitness assessment
- KU2.** pros and cons of various methods of fitness assessments and their suitability for clients
- KU3.** the protocols of various exercise tests and their associated procedure
- KU4.** if training and assessments should be terminated or altered in special circumstances
- KU5.** methods to analyse the results of fitness assessments

- KU6.** policies and procedures to enable ethical and compliant collection, use and storage of client information
- KU7.** impact of exercises on body
- KU8.** methods of collecting information about participants
- KU9.** various health screening procedures in relationship with exercise programs
- KU10.** health and other factors affecting ability to participate in workout sessions
- KU11.** methods to improve the validity and reliability tests and health screening
- KU12.** basic principles of project planning (SMART, Plan-Check-Act, etc.)

Generic Skills (GS)

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

- GS1.** document medical and fitness history of guests, clients
- GS2.** communicate in a clear and polite manner with clients when receiving enquiries, clarifications or feedback on performance
- GS3.** provide clear instructions to clients, guests
- GS4.** ensure clients adhere to safety guideline
- GS5.** discuss sensitive health issues with clients in an open and understanding manner
- GS6.** follow organizational policy in case of conflicts
- GS7.** ensure clients are physically comfortable during training
- GS8.** exercise schedule and effects
- GS9.** when to terminate or alter exercise program
- GS10.** identify the needs of the client and adapt exercise schedules
- GS11.** identify problems and apply solutions
- GS12.** assess the situation and provide instructions/follow directions to deal with emergency situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Evaluate the clients' progress</i>	12	48	-	-
PC1. select assessment methods and processes based on the purpose and context of assessment	2	6	-	-
PC2. create group-based and individual assessment drills	1	5	-	-
PC3. ensure the assessment is fair, valid, reliable, and practical as per client's ability	1	5	-	-
PC4. prepare the assessment report for each client	2	6	-	-
PC5. evaluate the assessment report with the goals set during the start of the group fitness training	2	6	-	-
PC6. discuss the assessment report with each client and set achievable goals for improvement	1	5	-	-
PC7. encourage the client to self-evaluate the fitness goals and recommend any changes if required	1	5	-	-
PC8. re-group select clients, if any, to meet their identified needs	1	5	-	-
PC9. agree on the continuation of the pre-set plan or its modification to achieve the goals	1	5	-	-
<i>Review own professional practice and methods of training</i>	8	22	-	-
PC10. evaluate the program according to client's feedback and self-evaluation	2	6	-	-
PC11. identify, from the feedback provided, how well the instructing style matched clients' needs	2	6	-	-
PC12. record areas of improvements in consultation with other professionals	2	5	-	-
PC13. develop a personal action plan to improve one's professional practice	2	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	20	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1131
NOS Name	Evaluate the group fitness training program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	5
Version	2.0
Next Review Date	NA

SPF/N1122: Maintain health and safety standards

Description

This unit is about understanding how to observe and supervise the clients during workout sessions

Scope

The scope covers the following :

- Maintain hygiene and sanitation
- Maintain safety

Elements and Performance Criteria

Maintain hygiene and sanitation

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

- PC1.** ensure personal hygiene
- PC2.** ensure equipment, gym area, restrooms etc. are sanitized before and after the usage
- PC3.** guide others about hygiene and sanitation workplace requirements
- PC4.** check availability of running water, hand wash and alcohol-based sanitizers
- PC5.** ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout
- PC6.** ensure that clients who are ill do not attend the workout session
- PC7.** conduct routine hygiene and sanitation checks of gym area and equipment
- PC8.** report advanced hygiene and sanitation issues to appropriate authority

Maintain safety

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

- PC9.** advise clients of the facility's emergency procedures
- PC10.** ensure clients adhere to safety guidelines
- PC11.** provide first aid for minor injuries and refer severe injuries to qualified medical practitioner
- PC12.** perform Cardiopulmonary Resuscitation (CPR) when required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** emergency response procedures
- KU2.** how to assess physical injuries
- KU3.** administration of basic first aid including CPR
- KU4.** anatomy and physiology
- KU5.** the effect of various exercises according to physical characteristics of a person

Generic Skills (GS)

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

- GS1.** read and comprehend all usage and safety manuals for exercise equipment
- GS2.** remain updated about developments in fitness and nutrition
- GS3.** communicate in a clear and polite manner
- GS4.** discuss sensitive health issues with clients in an open and understanding manner
- GS5.** assess the emergency situations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain hygiene and sanitation</i>	17	58	-	-
PC1. ensure personal hygiene	2	8	-	-
PC2. ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-
PC3. guide others about hygiene and sanitation workplace requirements	2	8	-	-
PC4. check availability of running water, hand wash and alcohol-based sanitizers	2	6	-	-
PC5. ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	2	6	-	-
PC6. ensure that clients who are ill do not attend the workout session	2	6	-	-
PC7. conduct routine hygiene and sanitation checks of gym area and equipment	3	8	-	-
PC8. report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-
<i>Maintain safety</i>	10	32	-	-
PC9. advise clients of the facility's emergency procedures	2	6	-	-
PC10. ensure clients adhere to safety guidelines	2	6	-	-
PC11. provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	3	10	-	-
PC12. perform Cardiopulmonary Resuscitation (CPR) when required	3	10	-	-
NOS Total	27	90	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1122
NOS Name	Maintain health and safety standards
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	4
Credits	2
Version	2.0
Last Reviewed Date	NA
Next Review Date	27/05/2024
NSQC Clearance Date	27/05/2021

SGJ/N1702: Optimize resource utilization at workplace

Description

This unit is about adopting sustainable practices and optimizing use of resources, especially material, energy and waste, in day-to-day operations at work

Scope

The scope covers the following :

- Material conservation practices
- Energy/electricity conservation practices
- Effective waste management/recycling practices

Elements and Performance Criteria

Material conservation practices

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

- PC1.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC2.** check for spills/leakages in various tasks/activities/processes
- PC3.** plug spills/leakages and escalate to appropriate authority if unable to rectify
- PC4.** carry out routine cleaning of tools, machines and equipment

Energy/electricity conservation practices

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

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

Effective waste management/recycling practices

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

- PC9.** identify recyclable and non-recyclable, and hazardous waste generated
- PC10.** segregate waste into different categories
- PC11.** dispose non-recyclable waste appropriately
- PC12.** deposit recyclable and reusable material at identified location
- PC13.** follow processes specified for disposal of hazardous waste

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Material conservation practices</i>	4	8	-	-
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	4	8	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	5	10	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2	-	-
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
NOS Total	13	26	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SGJ/N1702
NOS Name	Optimize resource utilization at workplace
Sector	Green Jobs
Sub-Sector	Other Green Jobs
Occupation	Resource Optimization
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	10/08/2022
Next Review Date	30/12/2024
NSQC Clearance Date	30/12/2021

DGT/VSQ/N0103: Employability Skills (90 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

Constitutional values - Citizenship

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

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC6.** recognize the significance of 21st Century Skills for employment
- PC7.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

PC8. adopt a continuous learning mindset for personal and professional development

Basic English Skills

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

PC9. use basic English for everyday conversation in different contexts, in person and over the telephone

PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English

PC11. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

PC12. identify career goals based on the skills, interests, knowledge, and personal attributes

PC13. prepare a career development plan with short- and long-term goals

Communication Skills

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

PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings

PC15. use active listening techniques for effective communication

PC16. communicate in writing using appropriate style and format based on formal or informal requirements

PC17. work collaboratively with others in a team

Diversity & Inclusion

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

PC18. communicate and behave appropriately with all genders and PwD

PC19. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.

PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

PC22. identify common components of salary and compute income, expenses, taxes, investments etc

PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

PC24. operate digital devices and use their features and applications securely and safely

PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.

PC26. display responsible online behaviour while using various social media platforms

PC27. create a personal email account, send and process received messages as per requirement

PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications

PC29. utilize virtual collaboration tools to work effectively

Entrepreneurship

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account

- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC5. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/12/2024
NSQC Clearance Date	30/12/2021

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
SPF/N1129.Develop a group fitness training program	40	110	-	-	150	24
SPF/N1130.Conduct group fitness training sessions	40	124	-	-	164	27
SPF/N1131.Evaluate the group fitness training program	20	70	-	-	90	15
SPF/N1122.Maintain health and safety standards	27	90	-	-	117	19
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	7
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	8
Total	160	450	-	-	610	100

Acronyms

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

Glossary

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

<p>Organisational Context</p>	<p>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.</p>
<p>Technical Knowledge</p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p>Core Skills/ Generic Skills (GS)</p>	<p>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.</p>
<p>Electives</p>	<p>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.</p>
<p>Options</p>	<p>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.</p>