



Personal Fitness Trainer

QP Code: SPF/Q1109

Version: 2.0

NSQF Level: 5

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SPF/Q1109: Personal Fitness Trainer

Brief Job Description

The Personal Fitness Trainer is responsible for assessing the fitness levels, planning personalized workout sessions, and monitoring progress to meet the desired fitness goals of the client.

Personal Attributes

Personal Fitness Trainer should possess the passion for fitness and be physically fit. They should be self-motivated, energetic individuals and have an approachable demeanor.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [SPF/N1126: Plan personal fitness training program](#)
2. [SPF/N1127: Implement personal fitness training program](#)
3. [SPF/N1128: Evaluate personal 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-2015/3423.9900

Minimum Educational Qualification & Experience	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 in fitness industry OR Certificate-NSQF (Level 4- Fitness Trainer) with 3 Years of experience in fitness industry
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/N1126: Plan personal fitness training program

Description

This unit is about designing a personal fitness training program for the client.

Scope

The scope covers the following :

- Conduct postural and fitness assessment of the client
- Collect and analyse information about the client
- Prepare a personal fitness training plan for the client

Elements and Performance Criteria

Conduct postural and fitness assessment of the client

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

- PC1.** undertake a static postural assessment of client
- PC2.** conduct movement tests to evaluate the client's joint mobility and range of motion
- PC3.** observe the client's dynamic posture while performing simple fitness exercise
- PC4.** conduct fitness assessments for the client covering cardiovascular fitness and capacity, muscular strength, flexibility, etc.
- PC5.** conduct postural assessment of the client including anthropometrics
- PC6.** conduct BMI test (Body Mass Index)

Collect and analyse information about the client

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

- PC7.** collect and record the information about the client (medical history, past fitness program, etc.)
- PC8.** analyse the information and fitness reports collected and identify the needs of the client
- PC9.** identify when client needs referral to other professionals
- PC10.** maintain confidential information as per legal and organizational procedures

Prepare a personal fitness training plan for the client

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

- PC11.** plan a personal fitness training program consistent with the clients' ability and level of fitness
- PC12.** finalize the short and long-term fitness goals in agreement with the client
- PC13.** explain the demands of the program to the client
- PC14.** plan a progressive timetable of sessions in agreement with the client
- PC15.** include physical activities that are consistent with accepted safe practices
- PC16.** ensure client understands program content, delivery and evaluation methods
- PC17.** identify the strategies to prevent drop out or relapse
- PC18.** finalize regular review dates with client

- PC19.** create plans for clients with special abilities in consultation with the qualified medical practitioner

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** methods of collecting all the relevant health and fitness information about client
- KU2.** various health screening procedures for safe exercise participation
- KU3.** ways to analyse the collected information
- KU4.** policies to maintain client confidentiality and storage of information
- KU5.** methods of providing safe and effective instruction
- KU6.** risks and benefits associated with fitness assessments
- KU7.** the protocols of various exercise tests and their associated procedure
- KU8.** best exercise combinations to advise for clients based on need
- KU9.** methods to analyse the results of fitness assessments
- KU10.** postural deformities and corrective measures
- KU11.** basic principles of project planning (SMART, Plan-Check-Act, etc.)
- KU12.** importance of setting realistic fitness goals
- KU13.** when to refer a client to a registered dietitian for a specific nutritional plan
- KU14.** appropriate sources of nutritional & fitness information

Generic Skills (GS)

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

- GS1.** analyze the needs, expectation and limitation of clients
- GS2.** build rapport
- GS3.** maintain professional boundaries
- GS4.** document a client's health and fitness information
- GS5.** communicate in a clear and polite manner
- GS6.** distinguish between serious problems and smaller issues
- GS7.** remain updated about developments in fitness and nutrition

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct postural and fitness assessment of the client</i>	14	36	-	-
PC1. undertake a static postural assessment of client	3	6	-	-
PC2. conduct movement tests to evaluate the client's joint mobility and range of motion	2	6	-	-
PC3. observe the client's dynamic posture while performing simple fitness exercise	2	6	-	-
PC4. conduct fitness assessments for the client covering cardiovascular fitness and capacity, muscular strength, flexibility, etc.	2	6	-	-
PC5. conduct postural assessment of the client including anthropometrics	3	6	-	-
PC6. conduct BMI test (Body Mass Index)	2	6	-	-
<i>Collect and analyse information about the client</i>	8	21	-	-
PC7. collect and record the information about the client (medical history, past fitness program, etc.)	2	6	-	-
PC8. analyse the information and fitness reports collected and identify the needs of the client	2	5	-	-
PC9. identify when client needs referral to other professionals	2	5	-	-
PC10. maintain confidential information as per legal and organizational procedures	2	5	-	-
<i>Prepare a personal fitness training plan for the client</i>	18	53	-	-
PC11. plan a personal fitness training program consistent with the clients' ability and level of fitness	2	6	-	-
PC12. finalize the short and long-term fitness goals in agreement with the client	2	6	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. explain the demands of the program to the client	2	6	-	-
PC14. plan a progressive timetable of sessions in agreement with the client	2	6	-	-
PC15. include physical activities that are consistent with accepted safe practices	2	6	-	-
PC16. ensure client understands program content, delivery and evaluation methods	2	6	-	-
PC17. identify the strategies to prevent drop out or relapse	2	6	-	-
PC18. finalize regular review dates with client	2	5	-	-
PC19. create plans for clients with special abilities in consultation with the qualified medical practitioner	2	6	-	-
NOS Total	40	110	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1126
NOS Name	Plan personal 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/N1127: Implement personal fitness training program

Description

This unit is about conducting personal fitness training program for the clients.

Scope

The scope covers the following :

- Guide and supervise clients during the workout
- Conduct cardiovascular and fat loss training
- Conduct weight training to develop muscle and strength
- Conduct functional and core training
- Work effectively with others

Elements and Performance Criteria

Guide and supervise clients during the workout

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

- PC1.** guide clients on using appropriate clothing, footwear, etc. for the workout
- PC2.** guide clients on effective warm up, stretching and cool down exercises
- PC3.** guide clients on correct forms, posture, and techniques to make exercise effective and injury free
- PC4.** ensure clients understand the different types of workouts, their benefits and common injuries
- PC5.** apply spotting techniques to enhance clients performance and avoid injury
- PC6.** monitor and give feedback after each workout session

Conduct cardiovascular and fat loss training

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

- PC7.** determine workout intensity (exercise duration, number of repetitions etc.) as per fitness goals and client's ability
- PC8.** conduct workout using machines (treadmill, stationary bike, elliptical trainers, step-mill, etc.)
- PC9.** conduct calisthenics workout to develop cardiovascular capacity
- PC10.** conduct workout with skipping ropes
- PC11.** conduct HIIT (High Intensity Interval Training)

Conduct weight training to develop muscle and strength

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

- PC12.** conduct workout using weights (free and machine assisted) to develop different muscles of the upper body like - shoulder, arms, biceps, triceps, chest, etc.
- PC13.** conduct workout using weights (free and machine assisted) to develop different muscles of the lower body like - legs, glutes, etc.
- PC14.** support clients in handling heavyweights

Conduct functional and core training

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

- PC15.** conduct floor exercises, dynamic and static stretching, etc.

- PC16.** conduct exercises to help develop balance and co-ordination
- PC17.** conduct workout using weights (free, machine assisted) to develop core muscles like - abdominal muscle, etc.
- PC18.** conduct exercises using terra band/ resistance tubes to improve range of motion
- PC19.** conduct exercises using kettlebells, medicine balls, battle ropes, etc. to enhance mobility
- PC20.** conduct different types of lunges, squats, push-ups, planks, etc.

Work effectively with others

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

- PC21.** interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner
- PC22.** promote a safe and interactive environment
- PC23.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority
- PC24.** give clients the opportunity to reflect on the session and provide feedback

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** standards of equipment recommended by the industry
- KU2.** types of workouts with different machines, equipment and their benefits
- KU3.** types of weights and workouts that develops strength and muscles
- KU4.** benefits and limitations of free weights, assembled/ machine equipment
- KU5.** appropriate use of equipment in compliance to the operating manual
- KU6.** POSH (Prevention of Sexual Harassment) Act
- KU7.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.
- KU8.** basics of human anatomy, physiology, and biomechanics
- KU9.** methods of assembling and dismantling of weights
- KU10.** how timings, intensity and sequence of exercises can affect outcomes of the session
- KU11.** principals of load and overload
- KU12.** how to progress and regress exercises within the session
- KU13.** different units of measurements like kilograms, pounds, etc.
- KU14.** maintain a record of client's workout session
- KU15.** key health hazards, barriers for a personal fitness session
- KU16.** how to discuss different workout alternatives to promote adherence
- KU17.** use of motivational strategies
- KU18.** ways of making clients feel at ease prior to an exercise session
- KU19.** ways to develop self-efficacy of the clients
- KU20.** the behaviour change and psychology of the clients to ensure adherence
- KU21.** ways to explain to clients how the session links with their goals

Generic Skills (GS)

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

- GS1.** be punctual for the personal fitness sessions
- GS2.** analyze the needs, expectation and limitation of clients
- GS3.** comprehend all usage and safety manuals for exercise equipment
- GS4.** communicate in a clear and polite manner

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Guide and supervise clients during the workout</i>	9	21	-	-
PC1. guide clients on using appropriate clothing, footwear, etc. for the workout	1	3	-	-
PC2. guide clients on effective warm up, stretching and cool down exercises	2	4	-	-
PC3. guide clients on correct forms, posture, and techniques to make exercise effective and injury free	2	4	-	-
PC4. ensure clients understand the different types of workouts, their benefits and common injuries	1	3	-	-
PC5. apply spotting techniques to enhance clients performance and avoid injury	2	4	-	-
PC6. monitor and give feedback after each workout session	1	3	-	-
<i>Conduct cardiovascular and fat loss training</i>	8	20	-	-
PC7. determine workout intensity (exercise duration, number of repetitions etc.) as per fitness goals and client's ability	2	4	-	-
PC8. conduct workout using machines (treadmill, stationary bike, elliptical trainers, step-mill, etc.)	2	4	-	-
PC9. conduct calisthenics workout to develop cardiovascular capacity	1	4	-	-
PC10. conduct workout with skipping ropes	1	4	-	-
PC11. conduct HIIT (High Intensity Interval Training)	2	4	-	-
<i>Conduct weight training to develop muscle and strength</i>	5	26	-	-
PC12. conduct workout using weights (free and machine assisted) to develop different muscles of the upper body like - shoulder, arms, biceps, triceps, chest, etc.	2	10	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. conduct workout using weights (free and machine assisted) to develop different muscles of the lower body like - legs, glutes, etc.	2	10	-	-
PC14. support clients in handling heavyweights	1	6	-	-
<i>Conduct functional and core training</i>	12	44	-	-
PC15. conduct floor exercises, dynamic and static stretching, etc.	2	10	-	-
PC16. conduct exercises to help develop balance and co-ordination	2	10	-	-
PC17. conduct workout using weights (free, machine assisted) to develop core muscles like - abdominal muscle, etc.	2	10	-	-
PC18. conduct exercises using terra band/ resistance tubes to improve range of motion	2	4	-	-
PC19. conduct exercises using kettlebells, medicine balls, battle ropes, etc. to enhance mobility	2	5	-	-
PC20. conduct different types of lunges, squats, push-ups, planks, etc.	2	5	-	-
<i>Work effectively with others</i>	6	13	-	-
PC21. interact (verbal, non-verbal and written) with clients in a gender, disability, and culturally sensitive manner	2	4	-	-
PC22. promote a safe and interactive environment	1	2	-	-
PC23. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC24. give clients the opportunity to reflect on the session and provide feedback	1	3	-	-
NOS Total	40	124	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1127
NOS Name	Implement personal fitness training program
Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Sports Coaching
NSQF Level	5
Credits	6
Version	2.0
Next Review Date	NA

SPF/N1128: Evaluate personal fitness training program

Description

This unit is about understanding how to evaluate the personal fitness programme

Scope

The scope covers the following :

- Review the fitness goals of the client
- Review own professional practice and methods of training

Elements and Performance Criteria

Review the fitness goals of the client

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

- PC1.** create end-line assessment plan to identify the difference between the pre and post training condition of the client
- PC2.** conduct postural assessment to re-evaluate client's posture
- PC3.** conduct movement tests to re-evaluate the client's joint mobility and range of motion
- PC4.** ensure the assessment is fair, valid, reliable, and practical as per client's ability
- PC5.** evaluate the assessment report against the goals set during the start of the personal fitness training
- PC6.** identify the areas of fitness that needs immediate attention
- PC7.** guide client to self-evaluate the fitness goals and recommend any changes, if required
- PC8.** establish a continuation of the pre-set plan or its modification to achieve goals

Review own professional practice and methods of training

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

- PC9.** evaluate the personal fitness training program according to client's feedback and self-evaluation
- PC10.** record areas of improvements in consultation with other professionals
- PC11.** 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.** when 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
- 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 guidelines
- 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.** identify the needs of the client and adapt exercise schedules
- GS9.** identify problems and apply solutions
- GS10.** 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>Review the fitness goals of the client</i>	14	52	-	-
PC1. create end-line assessment plan to identify the difference between the pre and post training condition of the client	2	7	-	-
PC2. conduct postural assessment to re-evaluate client's posture	2	7	-	-
PC3. conduct movement tests to re-evaluate the client's joint mobility and range of motion	2	7	-	-
PC4. ensure the assessment is fair, valid, reliable, and practical as per client's ability	1	6	-	-
PC5. evaluate the assessment report against the goals set during the start of the personal fitness training	2	7	-	-
PC6. identify the areas of fitness that needs immediate attention	1	6	-	-
PC7. guide client to self-evaluate the fitness goals and recommend any changes, if required	2	6	-	-
PC8. establish a continuation of the pre-set plan or its modification to achieve goals	2	6	-	-
<i>Review own professional practice and methods of training</i>	6	18	-	-
PC9. evaluate the personal fitness training program according to client's feedback and self-evaluation	2	6	-	-
PC10. record areas of improvements in consultation with other professionals	2	6	-	-
PC11. develop a personal action plan to improve one's professional practice	2	6	-	-
NOS Total	20	70	-	-

National Occupational Standards (NOS) Parameters

NOS Code	SPF/N1128
NOS Name	Evaluate personal fitness training program
Sector	Sports
Sub-Sector	Sports Fitness And Leisure
Occupation	Sports Coaching
NSQF Level	5
Credits	4
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/workout center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ workout center based on these criteria.
6. To pass the Qualification Pack assessment, every clients should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the clients 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/N1126.Plan personal fitness training program	40	110	-	-	150	24
SPF/N1127.Implement personal fitness training program	40	124	-	-	164	27
SPF/N1128.Evaluate personal 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

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>