



Model Curriculum

QP Name: Physical Education Assistant (Early Years)

QP Code: SPF/Q4004

QP Version: 3.0

NSQF Level: 2

Model Curriculum Version: 3.0

Sports, Physical Education, Fitness and Leisure Sector Skill Council
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Training Parameters

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Physical Education Assistant (Early Years)
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification and Experience	8 th class pass and pursuing regular continuous schooling
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	27/04/2022
Next Review Date	27/04/2026
NSQC Approval Date	27/04/2022
QP Version	3.0
Model Curriculum Creation Date	01/03/2022
Model Curriculum Valid Up to Date	27/04/2026
Model Curriculum Version	3.0
Minimum Duration of the Course	300 Hours
Maximum Duration of the Course	300 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner will be able to:

- Plan and conduct age-appropriate physical activities to early years children
- Plan and conduct competitive physical activity events
- Plan for a safe learning environment
- Conduct assessments to evaluate skill learnings
- Create skill assessment reports of the children
- Create programme reports
- Maintain hygiene and sanitation
- Identify and report all emergencies/accidents/safety breaches

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N1157 Plan activities for the year NOS Version No. 2.0 NSQF Level: 2	15:00	30:00	15:00	00:00	60:00
(Bridge Module) Module 1: Introduction to physical education assistant (early years) job role	05:00	00:00	00:00	00:00	05:00
Module 2: Identify age-appropriate activities, equipment and events for children	10:00	30:00	15:00	00:00	55:00
SPF/N1158: Conduct physical activities planned for the year NOS Version No. 2.0 NSQF Level: 2	30:00	60:00	30:00	00:00	120:00
Module 3: Deliver a series of age-appropriate physical activities for children	30:00	60:00	30:00	00:00	120:00
SPF/N1159: Conduct assessments NOS Version No. 2.0 NSQF Level: 2	15:00	60:00	15:00	00:00	90:00

Module 4: Evaluate children's progress and program effectiveness	15:00	60:00	15:00	00:00	90:00
DGT/VSQ/N0101- Employability skills (30 Hours) NOS Version No. 1.0 NSQF Level: 2	15:00	15:00	00:00	00:00	30:00
Module 5: Employability skills	15:00	15:00	00:00	00:00	30:00
Total Duration	75:00	165:00	60:00	00:00	300:00

Module Details

Module 1: Introduction to the physical education assistant (early years) job role

Bridge Module

Mapped to SPF/N1157, v2.0

Terminal Outcomes:

- Describe the role and career opportunities of physical education assistant (early years).

Duration: 05:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> State the role and responsibilities of an physical education assistant (early years) 	<ul style="list-style-type: none"> Create a career progression chart of an physical education assistant (early years)
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment, and Other Requirements	
NA	

Module 2: Identify age-appropriate activities, equipment and events for early years children

Mapped to SPF/N1157, v2.0

Terminal Outcomes:

- Plan physical activities which are age appropriate for children
- Plan for a safe learning environment
- Plan competitive physical activity events

Duration: 10:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the key factors to be considered while planning an age-appropriate physical activity program. • Describe the procedures for regular inspection of the play space, equipment, and the facilities. • Discuss the parameters to be considered while planning activities for participants with specific need • Explain the types of physical competitive events for children. • Explain the steps to be followed during medical emergencies. 	<ul style="list-style-type: none"> • Prepare a sample plan taking into consideration equipment and play spaces required to execute an age-appropriate physical activity program for children. • Classify training plan to develop Fundamental Movement Skills in children. • Prepare a list of physical activities appropriate for children with special needs and disabilities. • Prepare a plan for equipment and facility inspection • Create a detailed plan to execute competitive events for children.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, height & weight chart	
Too, Equipment and Other Requirements	
Measuring tape, chalk powder, age-appropriate physical activity equipment, first aid kit	

Module 3: Deliver a series of age-appropriate physical activities for early years children

Mapped to SPF/N1158, v2.0

Terminal Outcomes:

- Conduct a series of physical activities to develop fundamental movement skills
- Conduct physical competitive events
- Identify and maintain age-appropriate activities equipment

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify various types of age-appropriate equipment and their usage for conducting physical activities. • Describe Fundamental movement Skills to be taught to children. • Explain session learning outcomes for different age group children and how to develop them. • Recognize the need to develop all aspects of skill and fitness, play, exercise, hygiene, good eating habits. • Discuss ways to engage all children during physical activities. • Describe the process of identifying participants with special needs. • Describe the protocols to be followed in case of medical emergency during physical activity sessions. • Discuss the ways to maintain personal hygiene before and after the physical activity session. • List the contents of a basic first aid kit. • Recall the policies governing the protection of children and vulnerable adults from abuse. • Discuss inappropriate behaviour and sexual harassment in the workplace. 	<ul style="list-style-type: none"> • Demonstrate the usage of age-appropriate equipment. • Prepare an activity plan (session plan) for different age group children to develop Fundamental Movement Skills. • Demonstrate examples of learning outcomes within an activity. • Prepare drills and activities to engage all the children. • Demonstrate age-appropriate warm up and cool down activities. • Prepare activities which are safe for participants with special needs. • Demonstrate ways to incorporate teach hygiene, good eating habits in children. • drills to teach survival techniques without equipment (sidestroke, logroll, etc.) • Prepare a checklist to ensure personal hygiene are maintained before and during the physical activity sessions. • Demonstrate the process of administering First aid for common sports injuries. • Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, physical activities book for children	
Tools, Equipment and Other Requirements	
Whistle, set of age-appropriate equipment (soft balls, foam paddles, bean bags, balloons, cones) first aid kit, sport	

Module 4: Evaluate children's progress and program effectiveness

Mapped to SPF/N1159, v2.0

Terminal Outcomes:

- Identify children's improvement, areas of strength and weaknesses.
- Create progress report
- Analyze the effectiveness of the physical activity program.

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recall the tests to be conducted to assess the Fundamental Movement Skills in children. • List the equipment used to assess skill levels in children. • Explain the elements in skills assessment report. Discuss the ways to prepare for a personal feedback session. • Discuss the steps of collecting data from appropriate sources on the effectiveness of the teaching methodology. 	<ul style="list-style-type: none"> • Prepare a sample set of assessment drills to identify Fundamental Movement Skills. • Demonstrate how to record grades during the on-ground assessment. • Prepare a sample skill assessment report. • Create a sample remedial training plan for those who need improvement. • Prepare a sample questionnaire to collect information on program effectiveness.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample assessment report	
Tools, Equipment and Other Requirements	
Stopwatch, whistle, assessment equipment (marking cones, saucer cones, poly spots, low hurdles, flat ring) first aid kit, assessment input sheet	

Module 7: Employability Skills

Mapped to DGT/VSQ/N0101, v1.0

Terminal Outcomes:

- Understand Employability skills along with communication skills and constitutional values
- Able to set a goal and create a career plan, along with knowledge financial and legal knowledge

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the Employability Skills required for jobs in various industries. • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Describe the role of digital technology in today's life • Explain entrepreneurship and opportunities available • Identify different types of customers and their needs • Explain skills required to become a 21st century professional • Teach to read and write basic English • Explain effective communication skills • Teach basic financial and legal knowledge 	<ul style="list-style-type: none"> • Create a career plan • Implement Self-awareness, time management, critical thinking, problem solving • Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary • Implement communication skills while handling different customers • Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers. • Create a biodata. • Use various sources to search and apply for jobs.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum printer	

On-the-Job Training

Mapped to Physical Education Assistant (Early Years)

Mandatory Duration: 60:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes	
<ul style="list-style-type: none">• Identify age-appropriate physical activities and their outcomes• Conduct age-appropriate physical activities safely• Conduct competitive physical activity events• Create a safe learning environment• Conduct assessments of children• Create skill assessment reports• Maintain hygiene and sanitation• Apply first aid to minor injuries	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation/ BPED or equivalent	Physical education/ sports teacher	Minimum of 1 years	Must have worked as a physical education, sports teacher/trainer in schools/ colleges	Minimum of 1 years	Physical education/ sports teacher	All empaneled Assessors would have to undergo “Train the Trainer” program conducted by SPEFL SC for each job role time to time

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role “Physical Education Assistant(Early Years)” mapped to QP “SPF/Q4004, v3.0” Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role “Trainer” (VET and skills), mapped to Qualification Pack: MEP/Q2601, v2.0” Minimum accepted score is 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation/ BPED or equivalent	Physical education/ sports teacher	Minimum of 2 years	Must have worked as a physical education, sports teacher/trainer in schools/ colleges	Minimum of 2 years	Physical education/ sports teacher	All empaneled Assessors would have to undergo “Train the Assessor” Program conducted by SPEFL SC for each job role time to time

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “Physical Education Assistant(Early Years)” mapped to QP “SPF/Q4004, v3.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor” (VET and skills) mapped to the Qualification Pack: MEP/Q2701, v2.0” Minimum accepted score is 80%

Assessment Strategy

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - 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 centre as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 50% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Recommended Pass % aggregate for QP: 50

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.
2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment, and equipment, etc.
3. **Written Test:** Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of:
 - i. True / False Statements
 - ii Multiple Choice Questions
 - iii Matching Type Questions.
 - iv Fill in the blanks

Accreditation of Assessing Body:

The SPEFL SC's Accreditation process is divided into two steps:

1. Pre-accreditation process:

- Apply for Accreditation: Application form with desired documents in prescribed format to be sent.

- Document Compliance: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.
 - Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.
 - Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.
2. **Post-accreditation process:** Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:
- All Empanelled Assessors would have to undergo “**Train the Assessor**” Program conducted by SPEFL SC for each job role time to time.
 - Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
 - Accredited Assessing Body with times would have to contribute to expansion of the questionnaire.

Glossary

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards