



QUALIFICATION FILE

Strength and Conditioning Coach

- Short Term Training (STT) Long Term Training (LTT) Apprenticeship
 Upskilling Dual/Flexi Qualification For ToT For ToA
- General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: 6

Submitted By:

Sports, Physical Education, Fitness and Leisure Sector Skill Council (SPEFL-SC)
207, DLF Galleria Mall, Mayur Vihar Extension, Delhi- 110091

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Section 1: Basic Details

1.	Qualification Name	Strength and Conditioning Coach	
2.	Sector/s	Sports	
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i>	Qualification Name of existing/previous version:
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA	
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>		6. NCrF/NSQF Level: 6
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate	
8.	Brief Description of the Qualification	A strength and conditioning coach is a fitness and physical performance professional who uses exercise as a tool to specifically improve performances in sport.	
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience:	
		S. No.	Academic/Skill Qualification (with Specialization - if applicable)
		1.	Pursuing first year of 2-year PG program after completing 3-year UG degree
		2.	Pursuing PG diploma after 3-year UG degree
		3.	Completed 4-year UG (in case of 4-year UG)
		4.	Pursuing 4th year UG (in case of 4-year and continuing education)
		5.	12th class pass
		6.	Certificate-NSQF (Level 5 (Personal Fitness Trainer/Group Fitness Trainer & Community Sports Coach)
			4 years of experience working in the gym, sports academy as a trainer/coach
			3 Years of experience working in the gym, sports academy as a trainer/coach

		b. Age: 18						
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	22	11. Common Cost Norm Category (I/II/III) (wherever applicable): NA					
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA						
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended (Refer Blended Learning Annexure for details)						
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Man. (Hours)	OJT Rec. (Hours)	ES (Hours)	Total (Hours)
		Classroom (offline)	150	360	60	-	90	660
		Online						
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/3422.9900						
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Level-7 (Vertical)- Fitness Centre Head						
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi						
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:						
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:						
19.	How Participation of Women will be Encouraged	<p>Encouraging the participation of women in the Strength and Conditioning Coach job role can be achieved through several strategies aimed at creating an inclusive and welcoming environment. Here are some ways to promote and support the participation of women as a Strength and Conditioning Coach:</p> <ol style="list-style-type: none"> 1. Actively reach out to women's fitness academies, clubs to promote the Strength and Conditioning Coach job role. Participate in career fairs, networking events, and sports clubs to engage with potential candidates. 						

		<p>2. Offer training and development programs specifically designed to enhance the skills and knowledge required for the Strength and Conditioning Coach role. Provide equal opportunities for women to participate in these programs, ensuring they have the necessary expertise to excel in the position.</p> <p>3. Establish mentorship programs that pair aspiring female Strength and Conditioning Coach with experienced professionals who can provide guidance, support, and career advice. Highlight successful women who have excelled in the field as role models and showcase their achievements to inspire and motivate others.</p> <p>4. Collaborate with organizations that promote women's empowerment and gender equality. Seek sponsorship and funding to support initiatives aimed at encouraging women's participation such as scholarships or mentorship programs.</p>
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Priya Dwivedi Email: Priya.dwivedi@sportsskills.in Contact No.: 011-47563351 Website: www.sportsskills.in
23.	Final Approval Date by NSQC: 27/05/2021	24. Validity Duration: 3 Years 25. Next Review Date: 27/05/2024

Section 2: Module Summary

NOS/s of Qualifications*(In exceptional cases these could be described as components)*

SPF/N1134: Plan strength and conditioning program to improve athletic performance

SPF/N1135: Implement strength and conditioning training to improve athletic performance

SPF/N1136: Evaluate athletic performance and create profile

SPF/N1122: Maintain health and safety standards

SGJ/N1702: Optimize resource utilization at workplace

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

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

S. No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Plan strength and conditioning program to improve athletic performance	SPF/N1134 , v2.0	Core	6	3	45	45	-	-	90	56	46			102	16
2.	Implement strength and conditioning training to improve athletic performance	SPF/N1135 , v2.0	Core	6	7	30	150	30	-	210	80	172			252	39
3.	Evaluate athletic performance and create profile	SPF/N1136 , v2.0	Core	6	6	30	120	30	-	180	30	60			90	14
4.	Maintain health and safety standards	SPF/N1122 , v2.0	Core	4	2	30	30	-	-	60	27	90			117	18
5.	Optimize resource utilization at workplace	SGJ/N1702 , v1.0	Non-core	3	1	15	15	-	-	30	13	26			39	6

S. No.	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
6.	Employability Skills (90 Hours)	DGT/VSQ/N0103, v1.0	Non-core	5	3	45	45	-	-	90	20	30			50	7
Duration (in Hours) / Total Marks					22	195	405	60		660	226	424			650	100

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Class 12 th pass with specialization in fitness & conditioning with 1 year of academic/industry experience and 1 year of training experience.
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduation with specialization in fitness & conditioning with 2 year of academic/industry experience and 1 year of training experience.
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Class 12 th pass with specialization in fitness & conditioning with 2 years of academic/industry experience and 1 year of training experience.
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	
4.	Assessment Mode (Specify the assessment mode)	Theoretical and Practical Assessment
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification


Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Work in Progress
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be trained and employed: 200 in three years
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why: SPEFL-SC submitted the qualification for the line ministry concurrence.

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Yes
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2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	Yes
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	Yes
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	Yes
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	-
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	-
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	Yes
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Yes
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	 <p>The diagram illustrates the career progression for a Strength and Conditioning Coach. On the left, four boxes represent qualification levels: Level 7 (grey), Level 6 (orange), Level 5 (blue), and Level 4 (green). On the right, a vertical flow of roles is shown: Fitness Trainer (green box) at the bottom, followed by Personal Fitness Trainer (blue box), Group Exercise Trainer (blue box), Strength and Conditioning Coach (orange box), and Fitness Center Head (grey box) at the top. A Sports Facility Officer (grey box) is positioned to the right of the Fitness Center Head. Blue arrows indicate the progression: from Fitness Trainer to Personal Fitness Trainer, from Personal Fitness Trainer to Group Exercise Trainer, from Group Exercise Trainer to Strength and Conditioning Coach, and from Strength and Conditioning Coach to Fitness Center Head. A horizontal double-headed arrow connects the Fitness Center Head and the Sports Facility Officer.</p>
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	Yes
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	Yes

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12.	Any other document you wish to submit:	
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Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	A strength and conditioning coach must be able to establish key performance factors such as postural and fitness assessment, collect and analyze information and prepare a personal fitness training plan to help them achieve desired goal.	The job requires well developed skills, with clear choice of procedures in familiar context which involves the inspection and assistance to the clients. The strength and conditioning coach require knowledge, skills and aptitudes that are needed to carry out fitness sessions and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients. Personal Fitness Trainers must be able to make choices about the best procedures to address problems.	6

Professional and Technical Skills/ Expertise/ Professional Knowledge	<p>The job requires well developed skill, with clear choice of procedures in familiar context which involves the inspection and assistance to the clients. The strength and conditioning coach require knowledge, skills and aptitudes that are needed to carry out fitness sessions and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients. Personal Fitness Trainers must be able to make choices about the best procedures to address problems.</p>	<p>The strength and conditioning coach must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Personal Fitness Trainer is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well-developed practical and cognitive skills to complete their work such as creating training schedules based on age, abilities and skill levels of the clients. They may also have some responsibility for others' work and learning like those of the clients and sometimes the PATs who might be assisting them.</p>	6
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>The strength and conditioning coach need to analyze the needs, expectations and limitations of clients. He needs to comprehend all usage and safety manuals for exercise equipment. He needs to know the hazards associated with specific activities and equipment and document and summarize maintenance reports</p>	<p>The strength and conditioning coach must possess a range of cognitive and practical skills required to solve problems by selecting and applying methods, tools, materials and information. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.</p>	6
Broad Learning Outcomes/Core Skill	<p>The strength and conditioning coach on the job needs to know and understand how to prepare concise analytical reports for clients. He/she should be able to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner with clients and have the ability Listen to and understand any challenges faced by them.</p>	<p>Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know the application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of the social and political environment.</p>	6

Responsibility	A strength and conditioning coach provide direction, instruction and training to clients. Ensure safety of the clients participating in his sessions and provides first aid as and when needed. A strength and conditioning coach must adhere to the legislation of the state and policies of the government.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.	6
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size:

Sno.	Name of Equipment	Minimum No.of Equipment required (per batch of 30)	Specification	Mandatory Equipment
1	Surface disinfectant	1	Litres	Yes
2	Alcohol-Based sanitizer	1	Litres	Yes
3	First aid kit	1	Assorted bandages, antiseptic wipes, adhesive tape, scissors, tweezers, sterile gauze, instant cold packs, gloves, CPR mask, pain relievers, first aid manual	Yes
4	Bibs	30	Standard	No

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5	Clapper	1	Standard	Yes
6	Swiss ball	1	Standard	Yes
7	Medicine ball	1	Standard	Yes
8	Wearable weights	2	Standard	Yes
9	machine-assisted weights	1	Standard	No
10	Free weights	10	Standard	Yes
11	Stationary bikes	1	Standard	No
12	Treadmill	1	Standard	Yes
13	Gym mats	5	Standard	Yes
14	Skipping Rope	5	Standard	Yes
15	Heart-Rate monitor	1	Standard	Yes
		1		Yes
16	Speed-Chute	10	Standard	No
17	Flexi Poles	2	Standard	Yes
18	Agility Ladder	2	Standard	Yes
19	Plyometric boxes	10	Standard	Yes
20	Training Hurdles	30	Standard	Yes
21	Marking Cones	30	Standard	Yes
22	Stopwatch	2	Standard	Yes

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptop
2. Whiteboard

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3. Marker
4. Projector
5. Chart paper
6. Clipboards
7. Height & Weight chart

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Anytime Fitness India	Kushal Pal Singh	Fitness Consultant	New Delhi	8860390123	kushal.singh@anytimefitness.in	
2	Golds Gym	Dishant Dutt	Club Manager	Uttar Pradesh	9899430264	dishantdutt090@gmail.com	
3	ELITE FITNESS	Sandeep	Gym Owner	Karnataka	98455-52624	sandeep_4543@yahoo.co.in	
4	Ian Fitness	Srinivas Priyanka	Gym Manager	Karnataka	9739100962	Srinivas.priyanka@ianfitnessventure.com	
5	ZABT Fitness Club	Vikram	Gym Manager	Karnataka	8762883999	infor@zabtfitness.com	
6	ZUESE Fitness Club	Adithya Pai	Gym Manager	Karnataka	9164973777	info@zuesefitness.in	
7	Absolute Fitness	Hari Prakash	Gym Manager	Tamil Nadu	9150418332	hariprakashdb@gmail.com	
8	Aesthetic Fitness	Ajilan H	Gym Manager	Karnataka	7411847765	astheticfitness@gmail.com	
9	Anis Gym	Imran Daroji	Gym Manager	Karnataka	8951714318	aneeschampion@gmail.com	
10	Anis Gym	Anis Ahmed	Gym Manager	Karnataka	9986141522	aneeschampion@gmail.com	
11	Anytime Fitness	Mukesh Samal	Club Manager	Delhi	7838640414	malviyanagar.delhi@anytimefitness.in	
12	Fit Map	Satish	Gym Manager	Telangana	081213 30777	regionalmanager@fitmap.in	
13	Fast Fitness	Amal Kumar roy	Gym Owner	West Bengal	9831234454	sales@fastfitnessindia.com	
14	Fitness Zone	Yogbal Anima	Gym Manager	Tamil Nadu	99523 23339	Yogbal88.fitnesszones@gmail.com	
15	GM Group of companies	Charles Raj	General Manager	Punjab	98761-01067	Charles@gurumann.com	
16	Grit Fitness	Pompy Rao	Gym Owner	Kolkata	9831883716	gritfitnesskolkata@gmail.com	

17	Groundsport Fitness	Royster Dsouza	Gym Manager	Karnataka	81054 22 007	info.groundsport@gmail.com
18	Health dot com	Saranraj N	Gym Manager	Tamil Nadu	094424 37327	info@healthdotcom.in
19	IBIS Educational services	Sandheep R Menon	Executive Director Compliance	kerala	9656078888	sandheep.r.menon@gmail.com
20	Kahlian Technology PVT.ltd.	Kumari Manorma	HR head	Maharashtra	7715800004	help@skilladvisor.in
21	New Karisidheshwar gym	Maltesh Kurubar	Manager	Karnataka	9901129869	mddilshad9806@gmail.com
22	Mettle The Gym	Bharat Kumar	Gym Manager	Telangana	9030555533	mettlethegym@gmail.com
23	My choice Gym-Fitness centre	Mohammed saleem gaur	Manager	Karnataka	9480073559	aneeschampion@gmail.com
24	Nuclear Fitness	Pawan Kumar	Manager	Karnataka	8212565786	nuclear.fitness@gmail.com
25	O2 Gym	Harsha	Manager	Telangana	7287020202	myo2gym@gmail.com
26	Physique Gym	Yunus Jamadar	Manager	Karnataka	9620057340	Gym-vijaykumersh1993@gmail.com
27	Politechno	Aniruddh tiwari	Director	Maharashtra	9819482231	aniruddh@politechno.in
28	Pulse 8 Elite	David	Functional Trainer	Hyderabad	7032936695	pulse8gym@gmail.com
29	New Siddheshwar Gym	Sadanand G	Manager	Karnataka	7975930627	Gym-vivansahil13@gmail.com
30	Shri Sai Gym	Vinod Jadhav	Manager	Karnataka	9611110899	sudip.79das2014@gmail.com
31	Steel Gym	Kunal	Fitness Trainer	Telangana	9542999999	info.steelgym@gmail.com
32	Xtreme Fitness	Prakash Pujari	Managing partner	Karnataka	9886201037	xtremefitnesshubli.prakash@gmail.com
33	Fit Villa Center Pvt. Ltd.	Apurva Gaurav	Administrator	Uttar Pradesh	7503677206	fitvillafitness@gmail.com
34	Fitness Mandi	Shabishta Ansari	Fitness Center Head	Uttar Pradesh	8882686122	info@fitnessmandi.com

**Annexure: Training & Employment Details
Training and Employment Projections:**

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2023	50	50	10	10	-	-
2024	75	75	15	15	-	-
2025	75	75	15	15	-	-

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling”**

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge		
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners		
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training		
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice		
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training		

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Conduct need analysis of athletes	26	36	-	-
PC1: analyse the performance requirement of the athletes highlighted by the sports coach/manager	6	4	-	-
PC2: record the personal, medical and training history of athletes	2	4	-	-

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PC3: identify the skill execution and knowledge competence of each athlete	2	4	-	-
PC4: conduct movement analysis (body and limb movement patterns and muscular involvement) of athletes	2	4	-	-
PC5: conduct physiological analysis (strength, power, hypertrophy, and muscular endurance priorities) of athletes	2	4	-	-
PC6: conduct injury analysis (common sites for joint and muscle injury and causative factors) of athletes	2	4	-	-
PC7: conduct speed, agility and quickness (SAQ) tests	2	4		
PC8: conduct functional performance tests (FPT)	4	4		
PC9: analyse the information collected (training history, skill, knowledge, etc) and fitness reports to identify the needs of the athletes	4	4	-	
<i>Develop a strength and conditioning plan for the year</i>	30	10	-	-
PC10: plan training goals in conjunction with the sports coaching staff/ team manager	6	2	-	-
PC11: plan an integrated training year incorporating stages of periodization (preparation phase, competition phase, and recovery phase) in conjunction with the sports coaching staff	6	2	-	-
PC12: create training timetable for each phase (preparation, competition, and recovery) based on the training goals	6	2	-	-
PC13: plan performance enhancement nutritional supplements with the help of a qualified nutritionist	6	2	-	-
PC14: identify and plan for training space and equipment in the strength and conditioning facility	6	2	-	-

NOS Total	56	46	-	-
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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for the training</i>	18	66		
PC1. determine the volume and intensity of the training based on the training phase (preparation, competition, and recovery phase)	3	6	-	-
PC2. assign load and repetitions based on the training goal	3	6	-	-
PC3. determine training frequency, rest period lengths based on the training goal	3	6	-	
PC4. guide athletes on use of proper equipment and clothing to prevent injuries	3	6	-	-
PC5. conduct advance warm up and cool down exercises with dynamic and static stretching	3	6	-	-
PC6. conduct lead up exercises specific to the activity	3	6	-	-
<i>Monitor the training</i>	10	20	-	-
PC7. monitor hydration and energy imbalances during the training session	2	4	-	-
PC8. monitor and give feedback during and after training session	2	4	-	-
PC9. record timings and benchmark performance to set improvement goals	2	4	-	-
PC10. engage the athletes on aspects of fitness which shows slow improvement through activity- based motivation techniques	2	4	-	-
PC11. implement training protocols	2	4	-	-

<i>Conduct training to develop anaerobic performance</i>	16	32	-	-
PC12. ensure proper equipment is used during plyometric exercise	2	4	-	-
PC13. conduct lower body plyometric exercises (vertical jumps, bounds, box drills, depth jumps, barrier jumps, etc.)	2	4	-	-
PC14. conduct upper body plyometric exercises (medicine ball throws, catches, push-ups, etc.)	2	4	-	-
PC15. guide athletes for correct execution of lower and upper body plyometric exercises	2	4	-	-
PC16. conduct speed development exercises using Acceleration Run Method	2	4	-	-
PC17. conduct high intensity shuttle run	2	4	-	-
PC18. conduct speed training using resistance (parachute, terra band, ankle weights, etc.)	2	4	-	-
PC19. conduct drills to develop agility (such as Figure-8, Star drill, Speed Ladder, Partner Mirror, etc.)	2	4	-	-
<i>Conduct training to develop aerobic performance</i>	16	32	-	-
PC20. set aerobic endurance training frequency based on training status, sport season, and recovery requirements	2	4	-	-
PC21. calculate Maximum Heart Rate (MHR) for each athlete to identify recovery rate and avoid exertion	2	4	-	-
PC22. calculate VO ₂ max (maximum rate of oxygen consumption) for each athlete and set targets	2	4	-	-
PC23. set aerobic endurance training duration and intensity	2	4	-	-
PC24. select aerobic endurance exercise intensity and the various methods used to monitor intensity	2	4	-	-

PC25. conduct various stages of Continuous Training (Long Slow Distance training) such as swimming, jogging, cycling, rowing, etc.	2	4	-	-
PC26. conduct Interval Training (Short Duration, High Intensity training) such as Fartlek, Pace/Tempo or Threshold, Repetition Training, etc.	2	4	-	-
PC27. conduct circuit training to develop aerobic performance	2	4	-	-
<i>Conduct resistance training to develop strength and power</i>	12	36	-	-
PC28. conduct resistance training with free weights (dumbbells, barbells, etc.)	2	6	-	-
PC29. conduct resistance training using machine- assisted weights	2	6	-	-
PC30. conduct resistance training using exercise bands/tubes	2	6	-	-
PC31. conduct resistance training using body weight	2	6	-	-
PC32. conduct aquatic resistance training	2	6	-	-
PC33. conduct ground based (sand/ uphill) resistance training	2	6	-	-
<i>Work effectively with others</i>	8	16	-	-
PC34. interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner	2	4	-	-
PC35. promote a safe and interactive environment	2	4	-	-
PC36. identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
PC37. give athletes the opportunity to reflect on the session and provide feedback				

	2	4	-	-
NOS Total	80	172	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct performance test</i>	20	40	-	-
PC1: guide athletes on preparation for the tests	2	4	-	-
PC2: select appropriate tests, rubrics and protocols for each test	2	4	-	-
PC3: select props and equipment required to conduct performance tests	2	4	-	-
PC4: plan the timings of the tests as per the stages of periodization (preparation phase, competition phase, and recovery phase) in conjunction with the sports coaching staff	4	2	-	-
PC5: conduct tests to measure aerobic performance (VO2Max)- Cooper Test, Multistage Beep Test, Harvard Step Test, etc.	2	6	-	-
PC6: conduct tests to measure anaerobic capacity– running-based Anaerobic Sprint Test (RAST), Maximal Anaerobic Running Test (MART), etc.	2	6	-	-
PC7: conduct tests to measure anaerobic power-vertical Jump, Three Modified Box Long Jump (MBLJ), etc.	2	6	-	-
PC8: conduct SAQ (speed, agility, quickness) tests-illinois agility run test, t-test, LEFT-test, etc.	2	6	-	-
PC9: ensure the assessment is fair, valid, reliable, and practical as per athlete's ability	2	2	-	-

<i>Develop athlete profile</i>	10	20	-	-
PC10. evaluate and analyze test data and make normative comparisons	2	4	-	-
PC11. create performance report with reference to national/international benchmarks	2	4	-	-
PC12. combine the results of selected tests to generate an athletic profile for each athlete	2	4	-	-
PC13. refer athletes to other professional for specific requirement (nutritionist, psychologist, performance counsellor, etc.) for specific requirement	2	4	-	-
PC14. identify rehabilitation, reconditioning needs of athletes, if any, and refer them to the other professionals (physiotherapist, sports doctor, etc.)	2	4	-	-
NOS Total	30	60	-	-

SPF/N1122: Maintain health and safety standards

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	-	-
Maintain safety	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		

SGJ/N1702: Optimize resource utilization at workplace

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Material conservation practices	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	-	-
Energy/electricity conservation practices	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	-	-

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

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 job requirements	-	-	-	-
PC2. identify and explore learning and employability 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. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
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, Behavior 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	-	-	-	-
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 and active listening techniques in various 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>	3	5	-	-
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, de	-	-	-	-
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			-	-
<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	-	-	-	-
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	-	-



Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT

-
- 4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf