



# Strength and Conditioning Coach

QP Code: SPF/Q1111

Version: 2.0

NSQF Level: 6

Sports, Physical Education, Fitness and Leisure Sector Skill Council || 207, 2nd floor DLF Tower,  
Galleria Mall, Mayur Vihar Extension  
Delhi 110091 || email:arjun.kumar@sportsskills.in

## Contents

SPF/Q1111: Strength and Conditioning Coach .....	3
<i>Brief Job Description</i> .....	3
Applicable National Occupational Standards (NOS) .....	3
<i>Compulsory NOS</i> .....	3
<i>Qualification Pack (QP) Parameters</i> .....	3
SPF/N1134: Plan strength and conditioning program to improve athletic performance .....	5
SPF/N1135: Implement strength and conditioning training to improve athletic performance .....	10
SPF/N1136: Evaluate athletic performance and create profile .....	17
SPF/N1122: Maintain health and safety standards .....	22
SGJ/N1702: Optimize resource utilization at workplace .....	26
DGT/VSQ/N0103: Employability Skills (90 Hours) .....	30
Assessment Guidelines and Weightage .....	38
<i>Assessment Guidelines</i> .....	38
<i>Assessment Weightage</i> .....	39
Acronyms .....	40
Glossary .....	41

## SPF/Q1111: Strength and Conditioning Coach

### Brief Job Description

A strength and conditioning coach is a fitness and physical performance professional who uses exercise as a tool to specifically improve performances in sport.

### Personal Attributes

Strength and conditioning coach should possess the passion for fitness, sports 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/N1134: Plan strength and conditioning program to improve athletic performance](#)
2. [SPF/N1135: Implement strength and conditioning training to improve athletic performance](#)
3. [SPF/N1136: Evaluate athletic performance and create profile](#)
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

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Credits</b>	22
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3422.9900

<p><b>Minimum Educational Qualification &amp; Experience</b></p>	<p>Pursuing first year of 2-year PG program after completing 3 year UG degree OR Pursuing PG diploma after 3 year UG degree OR Completed 4 year UG program OR Not Applicable (Pursuing 4th year UG (in case of 4-year and continuing education) with NA of experience OR 12th grade Pass with 4 Years of experience working in the gym, sports academy as a trainer/coach OR Certificate-NSQF (Level 5 (Personal Fitness Trainer/Group Fitness Trainer &amp; Community Sports Coach) with 3 Years of experience working in the gym, sports academy as a trainer/coach</p>
<p><b>Minimum Level of Education for Training in School</b></p>	
<p><b>Pre-Requisite License or Training</b></p>	<p>NA</p>
<p><b>Minimum Job Entry Age</b></p>	<p>21 Years</p>
<p><b>Last Reviewed On</b></p>	<p>NA</p>
<p><b>Next Review Date</b></p>	<p>NA</p>
<p><b>NSQC Approval Date</b></p>	
<p><b>Version</b></p>	<p>2.0</p>

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

### Description

This unit is about designing a strength and conditioning program for the development of athletic performance.

### Scope

The scope covers the following :

- Conduct need analysis of athletes
- Develop a strength and conditioning plan for the year

### Elements and Performance Criteria

#### *Conduct need analysis of athletes*

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

- PC1.** analyse the performance requirement of the athletes highlighted by the sports coach/manager
- PC2.** record the personal, medical and training history of athletes
- PC3.** conduct movement analysis (body and limb movement patterns and muscular involvement) of athletes
- PC4.** conduct physiological analysis (strength, power, hypertrophy, and muscular endurance priorities) of athletes
- PC5.** injury analysis (common sites for joint and muscle injury and causative factors) of athletes
- PC6.** conduct speed, agility and quickness (SAQ) tests
- PC7.** conduct functional performance tests (FPT)
- PC8.** analyse the information collected (training history, skill, knowledge, etc) and fitness reports to identify the needs of the athletes
- PC9.** maintain confidential information as per legal and organizational procedures

#### *Develop a strength and conditioning plan for the year*

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

- PC10.** plan training goals in conjunction with the sports coaching staff/ team manager
- PC11.** plan an integrated training year incorporating stages of periodization (preparation phase, competition phase, and recovery phase) in conjunction with the sports coaching staff
- PC12.** create training timetable for each phase (preparation, competition, and recovery) based on the training goals
- PC13.** plan performance enhancement nutritional supplements with the help of a qualified nutritionist
- PC14.** identify and plan for training space and equipment in the strength and conditioning facility

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** periodization and its cycles
- KU2.** principles of sports planning
- KU3.** application of load and overload in performance training
- KU4.** season and off-season in sports
- KU5.** best exercise combinations based on need for athletes
- KU6.** basics of popular sports
- KU7.** basic anatomy, physiology and biomechanics
- KU8.** types of fitness tests and administering protocols
- KU9.** methods of collecting all the relevant health and fitness information
- KU10.** various elements of PAR-Q (Physical Activity Readiness Questionnaire)
- KU11.** types of sports injuries and recovery plans
- KU12.** ways to analyse the result of the collected information
- KU13.** policies to maintain athletes confidentiality and storage of information
- KU14.** code, policies and regulations of WADA (World Anti-Doping Agency)
- KU15.** difference between permitted and banned drugs/ supplements
- KU16.** factors affecting training program

### **Generic Skills (GS)**

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

- GS1.** analyze the needs, expectation and limitation of athletes
- GS2.** build rapport
- GS3.** maintain professional boundaries
- GS4.** learn the fitness and sports related policies
- GS5.** document health and fitness information
- GS6.** communicate in a clear and polite manner
- GS7.** distinguish between serious problem and smaller issues
- GS8.** learn about the latest nutritional updates
- GS9.** remain updated about developments in sports and fitness
- GS10.** educate athletes about health and fitness related topics

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct need analysis of athletes</i>	<b>26</b>	<b>36</b>	-	-
<b>PC1.</b> analyse the performance requirement of the athletes highlighted by the sports coach/manager	6	4	-	-
<b>PC2.</b> record the personal, medical and training history of athletes	2	4	-	-
<b>PC3.</b> conduct movement analysis (body and limb movement patterns and muscular involvement) of athletes	2	4	-	-
<b>PC4.</b> conduct physiological analysis (strength, power, hypertrophy, and muscular endurance priorities) of athletes	2	4	-	-
<b>PC5.</b> injury analysis (common sites for joint and muscle injury and causative factors) of athletes	2	4	-	-
<b>PC6.</b> conduct speed, agility and quickness (SAQ) tests	2	4	-	-
<b>PC7.</b> conduct functional performance tests (FPT)	2	4	-	-
<b>PC8.</b> analyse the information collected (training history, skill, knowledge, etc) and fitness reports to identify the needs of the athletes	4	4	-	-
<b>PC9.</b> maintain confidential information as per legal and organizational procedures	4	4	-	-
<i>Develop a strength and conditioning plan for the year</i>	<b>30</b>	<b>10</b>	-	-
<b>PC10.</b> plan training goals in conjunction with the sports coaching staff/ team manager	6	2	-	-
<b>PC11.</b> 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	-	-
<b>PC12.</b> create training timetable for each phase (preparation, competition, and recovery) based on the training goals	6	2	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC13.</b> plan performance enhancement nutritional supplements with the help of a qualified nutritionist	6	2	-	-
<b>PC14.</b> identify and plan for training space and equipment in the strength and conditioning facility	6	2	-	-
<b>NOS Total</b>	<b>56</b>	<b>46</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1134
<b>NOS Name</b>	Plan strength and conditioning program to improve athletic performance
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	6
<b>Credits</b>	3
<b>Version</b>	2.0
<b>Next Review Date</b>	NA

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

### Description

This unit is about conducting personalized training for the athletes

### Scope

The scope covers the following :

- Prepare for the training
- Monitor the training
- Conduct training to develop anaerobic performance
- Conduct training to develop aerobic performance
- Conduct resistance training to develop strength and power
- Work effectively with others

### Elements and Performance Criteria

#### *Prepare for the training*

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

- PC1.** determine the volume and intensity of the training based on the training phase (preparation, competition, and recovery phase)
- PC2.** assign load and repetitions based on the training goal
- PC3.** determine training frequency, rest period lengths based on the training goal
- PC4.** guide athletes on use of proper equipment and clothing to prevent injuries
- PC5.** conduct advance warm up and cool down exercises with dynamic and static stretching
- PC6.** conduct lead up exercises specific to the activity

#### *Monitor the training*

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

- PC7.** monitor hydration and energy imbalances during the training session
- PC8.** monitor and give feedback during and after training session
- PC9.** record timings and benchmark performance to set improvement goals
- PC10.** engage the athletes on aspects of fitness which shows slow improvement through activity-based motivation techniques
- PC11.** implement training protocols

#### *Conduct training to develop anaerobic performance*

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

- PC12.** ensure proper equipment is used during plyometric exercise
- PC13.** conduct lower body plyometric exercises (vertical jumps, bounds, box drills, depth jumps, barrier jumps, etc.)
- PC14.** conduct upper body plyometric exercises (medicine ball throws, catches, push-ups, etc.)
- PC15.** guide athletes for correct execution of lower and upper body plyometric exercises
- PC16.** conduct speed development exercises using Acceleration Run Method

- PC17.** conduct high intensity shuttle run
- PC18.** conduct speed training using resistance (parachute, terra band, ankle weights, etc.)
- PC19.** conduct drills to develop agility (such as Figure-8, Star drill, Speed Ladder, Partner Mirror, etc.)

*Conduct training to develop aerobic performance*

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

- PC20.** set aerobic endurance training frequency based on training status, sport season, and recovery requirements
- PC21.** calculate Maximum Heart Rate (MHR) for each athlete to identify recovery rate and avoid exertion
- PC22.** calculate VO<sub>2</sub> max (maximum rate of oxygen consumption) for each athlete and set targets
- PC23.** set aerobic endurance training duration and intensity
- PC24.** select aerobic endurance exercise intensity and the various methods used to monitor intensity
- PC25.** conduct various stages of Continuous Training (Long Slow Distance training) such as swimming, jogging, cycling, rowing, etc.
- PC26.** conduct Interval Training (Short Duration, High Intensity training) such as Fartlek, Pace/Tempo or Threshold, Repetition Training, etc.
- PC27.** conduct circuit training to develop aerobic performance

*Conduct resistance training to develop strength and power*

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

- PC28.** conduct resistance training with free weights (dumbbells, barbells, etc.)
- PC29.** conduct resistance training using machine-assisted weights
- PC30.** conduct resistance training using exercise bands/tubes
- PC31.** conduct resistance training using body weight
- PC32.** conduct aquatic resistance training
- PC33.** conduct ground based (sand/ uphill) resistance training

*Work effectively with others*

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

- PC34.** interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner
- PC35.** promote a safe and interactive environment
- PC36.** identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority
- PC37.** give athletes 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.** methods of physical training
- KU2.** needs, expectation and limitation of athletes
- KU3.** energy systems and metabolic pathways
- KU4.** VO<sub>2</sub> and VO<sub>2</sub> Max calculations

- KU5.** resting and maximal heart rate calculations
- KU6.** Lactate Threshold (TL)
- KU7.** relationship between heart rate and exercise
- KU8.** effect of exercise on human systems
- KU9.** fluid replenishment guidelines-before, during and after the training sessions
- KU10.** sports specific fitness and general fitness
- KU11.** importance of warm-up, stretching and cool down
- KU12.** types and components of aerobic training
- KU13.** types and components anaerobic training
- KU14.** types and components resistance training
- KU15.** administration of aerobic, anaerobic and resistance training drills
- KU16.** rest period, training load and repetitions of each training type
- KU17.** principles of velocity, acceleration and deceleration
- KU18.** laws of motion and its applicability in sports and fitness
- KU19.** water based resistance training equipment
- KU20.** scientific equipment and gadgets used to measure and monitor performance
- KU21.** use of equipment that meets the industry standards
- KU22.** appropriate use of equipment in compliance with the operating manual
- KU23.** basics of human anatomy, physiology, and biomechanics
- KU24.** key health hazards, barriers for an outdoor and indoor training
- KU25.** use of motivational strategies
- KU26.** ways of making athletes feel at ease prior to training session
- KU27.** ways to develop self-efficacy of the athletes
- KU28.** behaviour change and psychology of the athletes to ensure adherence
- KU29.** ways to explain to athletes how the session links with their goals
- KU30.** POSH (Prevention of Sexual Harassment) Act
- KU31.** importance of gender and its related concepts such as gender roles, gender equality, gender power relations etc.

## **Generic Skills (GS)**

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

- GS1.** be punctual for the personal fitness sessions
- GS2.** comprehend all usage and safety manuals for exercise equipment
- GS3.** communicate in a clear and polite manner

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for the training</i>	<b>18</b>	<b>36</b>	-	-
<b>PC1.</b> determine the volume and intensity of the training based on the training phase (preparation, competition, and recovery phase)	3	6	-	-
<b>PC2.</b> assign load and repetitions based on the training goal	3	6	-	-
<b>PC3.</b> determine training frequency, rest period lengths based on the training goal	3	6	-	-
<b>PC4.</b> guide athletes on use of proper equipment and clothing to prevent injuries	3	6	-	-
<b>PC5.</b> conduct advance warm up and cool down exercises with dynamic and static stretching	3	6	-	-
<b>PC6.</b> conduct lead up exercises specific to the activity	3	6	-	-
<i>Monitor the training</i>	<b>10</b>	<b>20</b>	-	-
<b>PC7.</b> monitor hydration and energy imbalances during the training session	2	4	-	-
<b>PC8.</b> monitor and give feedback during and after training session	2	4	-	-
<b>PC9.</b> record timings and benchmark performance to set improvement goals	2	4	-	-
<b>PC10.</b> engage the athletes on aspects of fitness which shows slow improvement through activity-based motivation techniques	2	4	-	-
<b>PC11.</b> implement training protocols	2	4	-	-
<i>Conduct training to develop anaerobic performance</i>	<b>16</b>	<b>32</b>	-	-
<b>PC12.</b> ensure proper equipment is used during plyometric exercise	2	4	-	-
<b>PC13.</b> conduct lower body plyometric exercises (vertical jumps, bounds, box drills, depth jumps, barrier jumps, etc.)	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> conduct upper body plyometric exercises (medicine ball throws, catches, push-ups, etc.)	2	4	-	-
<b>PC15.</b> guide athletes for correct execution of lower and upper body plyometric exercises	2	4	-	-
<b>PC16.</b> conduct speed development exercises using Acceleration Run Method	2	4	-	-
<b>PC17.</b> conduct high intensity shuttle run	2	4	-	-
<b>PC18.</b> conduct speed training using resistance (parachute, terra band, ankle weights, etc.)	2	4	-	-
<b>PC19.</b> 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>	<b>16</b>	<b>32</b>	-	-
<b>PC20.</b> set aerobic endurance training frequency based on training status, sport season, and recovery requirements	2	4	-	-
<b>PC21.</b> calculate Maximum Heart Rate (MHR) for each athlete to identify recovery rate and avoid exertion	2	4	-	-
<b>PC22.</b> calculate VO2 max (maximum rate of oxygen consumption) for each athlete and set targets	2	4	-	-
<b>PC23.</b> set aerobic endurance training duration and intensity	2	4	-	-
<b>PC24.</b> select aerobic endurance exercise intensity and the various methods used to monitor intensity	2	4	-	-
<b>PC25.</b> conduct various stages of Continuous Training (Long Slow Distance training) such as swimming, jogging, cycling, rowing, etc.	2	4	-	-
<b>PC26.</b> conduct Interval Training (Short Duration, High Intensity training) such as Fartlek, Pace/Tempo or Threshold, Repetition Training, etc.	2	4	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC27.</b> conduct circuit training to develop aerobic performance	2	4	-	-
<i>Conduct resistance training to develop strength and power</i>	<b>12</b>	<b>36</b>	-	-
<b>PC28.</b> conduct resistance training with free weights (dumbbells, barbells, etc.)	2	6	-	-
<b>PC29.</b> conduct resistance training using machine-assisted weights	2	6	-	-
<b>PC30.</b> conduct resistance training using exercise bands/tubes	2	6	-	-
<b>PC31.</b> conduct resistance training using body weight	2	6	-	-
<b>PC32.</b> conduct aquatic resistance training	2	6	-	-
<b>PC33.</b> conduct ground based (sand/ uphill) resistance training	2	6	-	-
<i>Work effectively with others</i>	<b>8</b>	<b>16</b>	-	-
<b>PC34.</b> interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner	2	4	-	-
<b>PC35.</b> promote a safe and interactive environment	2	4	-	-
<b>PC36.</b> identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	4	-	-
<b>PC37.</b> give athletes the opportunity to reflect on the session and provide feedback	2	4	-	-
<b>NOS Total</b>	<b>80</b>	<b>172</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1135
<b>NOS Name</b>	Implement strength and conditioning training to improve athletic performance
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	6
<b>Credits</b>	7
<b>Version</b>	2.0
<b>Next Review Date</b>	NA



## **SPF/N1136: Evaluate athletic performance and create profile**

### **Description**

This unit is about understanding how to evaluate performance of athletes.

### **Scope**

The scope covers the following :

- Conduct performance tests
- Develop athlete profile

### **Elements and Performance Criteria**

#### *Conduct performance test*

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

- PC1.** guide athletes on preparation for the tests
- PC2.** select appropriate tests, rubrics and protocols for each test
- PC3.** select props and equipment required to conduct performance tests
- 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
- PC5.** conduct tests to measure aerobic performance (VO2Max)- cooper test, multistage beep test, harvard step test, etc.
- PC6.** conduct tests to measure anaerobic capacity – running-based anaerobic sprint test (RAST), maximal anaerobic running test (MART), etc.
- PC7.** conduct tests to measure anaerobic power – vertical jump, three modified box long jump (MBLJ), etc.
- PC8.** conduct SAQ (speed, agility, quickness) tests-Illinois agility run test, t-test, LEFT-test, etc.
- PC9.** ensure the assessment is fair, valid, reliable, and practical as per athlete’s ability

#### *Develop athlete profile*

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

- PC10.** evaluate and analyze test data and make normative comparisons
- PC11.** create performance report with reference to national/international benchmarks
- PC12.** combine the results of selected tests to generate an athletic profile for each athlete
- PC13.** refer athletes to other professionals (nutritionist, psychologist, performance councillor, etc.) for specific requirement
- PC14.** identify rehabilitation, reconditioning needs of athletes, if any, and refer them to the other medical professionals (physiotherapist, sports doctor, etc.)

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** principles of test selection

- KU2.** types of tests and their administration
- KU3.** protocols of various exercise tests and their associated procedure
- KU4.** physical readiness of athletes before/during the training
- KU5.** ground marking for circuit, drill based tests
- KU6.** equipment selection for machine based tests
- KU7.** metrics, rubrics and benchmarking of different tests
- KU8.** statistical evaluation of test data
- KU9.** methods and elements of creating an athlete profile
- KU10.** rehabilitation and recovery requirement of athletes
- KU11.** policies and procedures to enable ethical and compliant collection, use and storage of personal information
- KU12.** impact of exercises on body

### Generic Skills (GS)

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

- GS1.** record and document test results
- GS2.** document training, injury, medical history of athletes
- GS3.** comprehend national/international benchmarks of tests
- GS4.** identify and understand the needs of athletes
- GS5.** understand all usage and safety manuals for exercise equipment
- GS6.** learn about latest sports, injury prevention and nutritional updates
- GS7.** communicate in a clear and polite manner
- GS8.** give feedback on performance
- GS9.** explain the exercise schedule and effects
- GS10.** treat athletes with care and follow organizational policy in case of conflicts
- GS11.** identify problems and apply solutions
- GS12.** assess the situation and provide instructions/follow directions to deal with emergency situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct performance test</i>	<b>20</b>	<b>40</b>	-	-
<b>PC1.</b> guide athletes on preparation for the tests	2	4	-	-
<b>PC2.</b> select appropriate tests, rubrics and protocols for each test	2	4	-	-
<b>PC3.</b> select props and equipment required to conduct performance tests	2	4	-	-
<b>PC4.</b> 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	-	-
<b>PC5.</b> conduct tests to measure aerobic performance (VO2Max)- cooper test, multistage beep test, harvard step test, etc.	2	6	-	-
<b>PC6.</b> conduct tests to measure anaerobic capacity - running-based anaerobic sprint test (RAST), maximal anaerobic running test (MART), etc.	2	6	-	-
<b>PC7.</b> conduct tests to measure anaerobic power - vertical jump, three modified box long jump (MBLJ), etc.	2	6	-	-
<b>PC8.</b> conduct SAQ (speed, agility, quickness) tests- Illinois agility run test, t-test, LEFT-test, etc.	2	6	-	-
<b>PC9.</b> ensure the assessment is fair, valid, reliable, and practical as per athlete's ability	2	2	-	-
<i>Develop athlete profile</i>	<b>10</b>	<b>20</b>	-	-
<b>PC10.</b> evaluate and analyze test data and make normative comparisons	2	4	-	-
<b>PC11.</b> create performance report with reference to national/international benchmarks	2	4	-	-
<b>PC12.</b> combine the results of selected tests to generate an athletic profile for each athlete	2	4	-	-
<b>PC13.</b> refer athletes to other professionals (nutritionist, psychologist, performance councillor, etc.) for specific requirement	2	4	-	-

<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>PC14.</b> identify rehabilitation, reconditioning needs of athletes, if any, and refer them to the other medical professionals (physiotherapist, sports doctor, etc.)	2	4	-	-
<b>NOS Total</b>	<b>30</b>	<b>60</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1136
<b>NOS Name</b>	Evaluate athletic performance and create profile
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Fitness And Leisure
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	6
<b>Credits</b>	6
<b>Version</b>	2.0
<b>Next Review Date</b>	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>	<b>17</b>	<b>58</b>	-	-
<b>PC1.</b> ensure personal hygiene	2	8	-	-
<b>PC2.</b> ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-
<b>PC3.</b> guide others about hygiene and sanitation workplace requirements	2	8	-	-
<b>PC4.</b> check availability of running water, hand wash and alcohol-based sanitizers	2	6	-	-
<b>PC5.</b> ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	2	6	-	-
<b>PC6.</b> ensure that clients who are ill do not attend the workout session	2	6	-	-
<b>PC7.</b> conduct routine hygiene and sanitation checks of gym area and equipment	3	8	-	-
<b>PC8.</b> report advanced hygiene and sanitation issues to appropriate authority	2	8	-	-
<i>Maintain safety</i>	<b>10</b>	<b>32</b>	-	-
<b>PC9.</b> advise clients of the facility's emergency procedures	2	6	-	-
<b>PC10.</b> ensure clients adhere to safety guidelines	2	6	-	-
<b>PC11.</b> provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	3	10	-	-
<b>PC12.</b> perform Cardiopulmonary Resuscitation (CPR) when required	3	10	-	-
<b>NOS Total</b>	<b>27</b>	<b>90</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SPF/N1122
<b>NOS Name</b>	Maintain health and safety standards
<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	27/05/2024
<b>NSQC Clearance Date</b>	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>	<b>4</b>	<b>8</b>	-	-
<b>PC1.</b> identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-
<b>PC2.</b> check for spills/leakages in various tasks/activities/processes	1	2	-	-
<b>PC3.</b> plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
<b>PC4.</b> carry out routine cleaning of tools, machines and equipment	1	2	-	-
<i>Energy/electricity conservation practices</i>	<b>4</b>	<b>8</b>	-	-
<b>PC5.</b> identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
<b>PC6.</b> check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
<b>PC7.</b> report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2	-	-
<b>PC8.</b> ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2	-	-
<i>Effective waste management/recycling practices</i>	<b>5</b>	<b>10</b>	-	-
<b>PC9.</b> identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
<b>PC10.</b> segregate waste into different categories	1	2	-	-
<b>PC11.</b> dispose non-recyclable waste appropriately	1	2	-	-
<b>PC12.</b> deposit recyclable and reusable material at identified location	1	2	-	-
<b>PC13.</b> follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS Total</b>	<b>13</b>	<b>26</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	SGJ/N1702
<b>NOS Name</b>	Optimize resource utilization at workplace
<b>Sector</b>	Green Jobs
<b>Sub-Sector</b>	Other Green Jobs
<b>Occupation</b>	Resource Optimization
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	10/08/2022
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	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>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> 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.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> 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	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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

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

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

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	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 athletes should score a minimum of 70% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the athletes 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

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
SPF/N1134.Plan strength and conditioning program to improve athletic performance	56	46	-	-	102	16
SPF/N1135.Implement strength and conditioning training to improve athletic performance	80	172	-	-	252	39
SPF/N1136.Evaluate athletic performance and create profile	30	60	-	-	90	14
SPF/N1122.Maintain health and safety standards	27	90	-	-	117	18
SGJ/N1702.Optimize resource utilization at workplace	13	26	-	-	39	6
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	7
<b>Total</b>	<b>226</b>	<b>424</b>	<b>-</b>	<b>-</b>	<b>650</b>	<b>100</b>

## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training



## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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><b>Organisational Context</b></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><b>Technical Knowledge</b></p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p><b>Core Skills/ Generic Skills (GS)</b></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><b>Electives</b></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><b>Options</b></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>