



Model Curriculum

QP Name: Physical Education Assistant (Primary Years)

QP Code: SPF/Q4005

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 3.0

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

Sector	Sports
Sub-Sector	Sports Coaching and Fitness
Occupation	Physical Education Assistant (Primary Years)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/3423.0200
Minimum Educational Qualification and Experience	Class 10th pass and pursuing continuous regular education OR Certificate NSQF Level 2- Physical Education Assistant (Early Years) with 1 year of relevant experience
Pre-Requisite License or Training	NA
Minimum Age	16 years
Last Reviewed On	17/01/2022
Next Review Date	18/04/2025
NSQC Approval Date	18/04/2022
QP Version	3.0
Model Curriculum Creation Date	17/01/2022
Model Curriculum Valid Up to Date	18/04/2025
Model Curriculum Version	3.0
Minimum Duration of the Course	360 Hours
Maximum Duration of the Course	360 Hours

Program Overview

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

Training Outcomes

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

- Identify play space, ground and equipment to conduct sports teaching sessions to primary years children
- Plan and conduct sports competitions
- Plan basic sports skills and fitness assessments for primary years children
- Create sports skill and fitness assessment reports
- Plan for a safe learning environment
- Create programme reports
- Maintain hygiene and sanitation
- Create safety plans for prevention of injuries

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
SPF/N0406: Plan sports and fitness activities for the year NOS Version No. 3.0 NSQF Level 4	20:00	40:00	15:00	00:00	75:00
(Bridge Module) Module 1: Introduction to physical education assistant (primary years) job role	05:00	10:00	00:00	00:00	15:00
Module 2: Identify infrastructure and equipment to plan sports and fitness program for the year	15:00	30:00	15:00	00:00	60:00
SPF/N0407: Teach basics of popular sports and develop fitness NOS Version No. 3.0 NSQF Level 4	15:00	60:00	60:00	00:00	135:00
Module 3: Conduct sessions to develop basics of sports skills and fitness in children	15:00	60:00	60:00	00:00	135:00

SPF/N0408: Conduct multi sports assessments NOS Version No. 3.0 NSQF Level 4	15:00	60:00	15:00	00:00	90:00
Module 4: Evaluate sports skills and fitness levels of children	15:00	60:00	15:00	00:00	90:00
SGJ/N1702 - Optimize resource utilization at the workplace NOS Version No. 1.0 NSQF Level 5	10:00	20:00	00:00	00:00	30:00
Module 5: Create an environmentally sustainable workplace	10:00	20:00	00:00	00:00	30:00
Module 6: DGT/VSQ/N0102- Employability skills NOS Version No-1.0 NSQF Level 4	15:00	15:00	00:00	00:00	30:00
Total Duration	75:00	195:00	90:00	00:00	360:00

Module Details

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

Bridge Module

Mapped to SPF/N0406, v3.0

Terminal Outcomes:

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

Duration: 05:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
Identify the key difference between the early years and physical education assistant (primary years)	Create a career progression chart of a physical education assistant (primary years)
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment, and Other Requirements	
NA	

Module 2: Identify infrastructure and equipment to plan sports and fitness program for the year

Mapped to SPF/N0406, v3.0

Terminal Outcomes:

- Plan sports basics teaching program for primary years children
- Plan fitness development activities for primary years children
- Plan to conduct basic sports and fitness assessments

Duration: 15:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Explain the key factors to be considered while selecting the sports to be taught to children. • Identify various types of sports equipment, accessories and their usage for conducting basic sports coaching session. • Describe basic skills and techniques of sports to be taught to the children. • Discuss the parameters to be considered while setting goals with participants with specific need. • Explain what individual goals and session goals of a sports coaching session are and how to develop them. • Describe the procedures for regular inspection of the play space, equipment, and the facilities. • Explain the steps to be followed during medical emergencies.	• Prepare a sample plan taking into consideration equipment and play spaces required to execute the sports coaching programme for children. • Classify training plan to enhance the basics of sports skills and fitness levels in children. • Classify skill and fitness assessments with examples. • Create • Prepare sports and fitness activities appropriate for participants with special needs and disabilities. • Prepare a plan for sports facility inspection.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, height & weight chart	
Too, Equipment and Other Requirements	
Measuring tape, chalk powder, popular sports equipment for children, first aid kit	

Module 3: Conduct sessions to develop basics of sports skills and fitness in children

Mapped to SPF/N0407, v3.0

Terminal Outcomes:

- Conduct a series of sports sessions to develop basics of sports skills.
- Conduct a series of fitness sessions to develop fitness in children.

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Identify various types of age appropriate sports equipment and their usage for conducting sports teaching session to children. • Describe basic skills and techniques of sports to be taught to the children. • Explain what individual goals and session goals of a sports teaching session are and how to develop them. • Describe the protocols to be followed in case of medical emergency during sports coaching sessions. • Recall the types and formats of sports competitions. • Describe the protocols to be followed in case of medical emergency during physical activity sessions. • Recall the policies governing the protection of children and vulnerable adults from abuse. • Discuss inappropriate behaviour and sexual harassment in the workplace. • Discuss the ways to maintain personal hygiene before and after the sports coaching session.	• Demonstrate the usage of sports equipment of popular sports. • Prepare drills to develop basics of sports skills in children. • Prepare drills to develop different components of fitness in children (aerobic and anaerobic capacity, strength, flexibility, etc.) • Demonstrate examples of individual and session goals within an activity. • Prepare activities which are safe for participants with special needs. • Create sports competition fixtures for league and knockout matches. • Demonstrate the process of administering First aid for common sports injuries. • Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language. • Prepare a checklist to ensure personal hygiene are maintained before and during the physical activity sessions.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Whistle, popular sports equipment for children (football, basketball, cricket bat and ball, badminton racquets with shuttle cork, bibs, first aid kit)	

Module 4: Evaluate sports skills and fitness levels of children

Mapped to SPF/N0408, v3.0

Terminal Outcomes:

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

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Recall the tests to be conducted to assess the basics of popular sports skills in children. • Explain the different components of fitness assessment for primary years children. • Explain the elements in fitness report. • Discuss the ways to prepare for a personal feedback session. • Recall the ways to collect information of the children before the assessment starts. • List the equipment used to assess skill levels in children. • Explain the elements in sports skill and fitness assessment report. • Discuss the ways to prepare for a personal feedback session. • Discuss the steps of collecting data from appropriate sources on the effectiveness of the teaching methodology.	• Prepare a sample set of assessment drills to test basics of popular sports. • Prepare fitness assessment drills to test different components of fitness in children. • Demonstrate how to record grades during the on ground assessment. • Prepare a sample sports skill and fitness assessment report. • Create a sample remedial training plan for those who need improvement. • Prepare a sample questionnaire to collect information on program effectiveness.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample assessment report	
Tools, Equipment and Other Requirements	
Stopwatch, whistle, popular sports equipment, assessment equipment (medicine ball, sit and reach box, clapper, marking cones, saucer cones, poly spots, low hurdles, flat ring) first aid kit, assessment input sheet	

Module 5: Create an environmentally sustainable workplace

Mapped to SGJ/N1702, v1.0

Terminal Outcomes:

- Identify effective waste management techniques in the workplace.
- Ways to make the workplace environmentally sustainable.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Recognize the environment-friendly materials available to replace conventional materials. • Discuss ways of disposing non-recyclable waste appropriately. • Explain common sources of pollution and ways to minimize them.	• Prepare statutory documents relevant to safety and hygiene. • Demonstrate the methods of disposing non-recyclable waste. • Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.
Classroom Aids:	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
Tools, Equipment and Other Requirements	
Gloves, safety goggles, ladder	

Module 6: Employability Skills

Mapped to DGT/VSQ/N0102,v1.0

Terminal Outcomes:

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

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
• Discuss the Employability Skills required for jobs in various industries. • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Describe the role of digital technology in today's life • Explain entrepreneurship and opportunities available • Understanding different types of customers and their needs • Explain skills required to become a 21st century professional • Understand to read and write basic English • Understand how to create a career plan • Explain effective communication skills • Understand basic financial and legal knowledge	• Create a career plan • Implement Self-awareness, time management, critical thinking, problem solving • Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary • Implement communication skills while handling different customers • Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers. • Create a biodata. • Use various sources to search and apply for jobs.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

Module 6: On-the-Job Training

Mapped to Physical Education Assistant (Primary Years)

Mandatory Duration: 90:00	Recommended Duration: 00:00
Location: On-Site	
Terminal Outcomes • Plan and conduct basics of sports skill training for children • Plan and conduct fitness development sessions for children • Plan and conduct sports competitions • Create a safe learning environment • Conduct sports skill and fitness assessments of children • Create skill and fitness assessment reports • Maintain hygiene and sanitation • Create safety plans for prevention of injuries • Apply first aid to minor injuries	

Annexure

Trainer Requirements

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

Trainer Certification	
Domain Certification	Platform Certification
“Physical Education Assistant (Primary Years)” “SPF/Q4005, v3.0” Minimum accepted score is 80%	“Trainer” “MEP/Q2601, v1.0” Minimum accepted score is 80%

Assessor Requirements

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

Assessor Certification	
Domain Certification	Platform Certification
"Physical Education Assistant (Primary Years)" "SPF/Q4005, v3.0" Minimum accepted score is 80%	"Assessor" "MEP/Q2601, v1.0" Minimum accepted score is 80%

Assessment Strategy

Assessment Guidelines

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

Recommended Pass % aggregate for QP: 70

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

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

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

Accreditation of Assessing Body:

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

1. Pre-accreditation process:

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

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

References

Glossary

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

Acronyms and Abbreviations

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