

## NSQC QUALIFICATION FILE

Approved in 22<sup>nd</sup> NSQC Meeting, 19<sup>th</sup> December 2018

### CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE -

#### Name and address of submitting body:

Sports, Physical Education, Fitness and Leisure Skills Council (SPEFL-SC)  
FICCI, Federation House, Ground Floor, Connaught Place, New Delhi- 110001

#### Name and contact details of individual dealing with the submission

**Name:** Tahsin Zahid

**Position in the organisation:** COO

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#### List of documents submitted in support of the Qualifications File

1. Qualification Pack
2. A report on Human Resources and Skill Requirements in the Sports Sector
3. Sector Profiling
4. Protocol for Affiliation of Assessment Bodies and Assessment Framework
5. Validation of Qualification Pack by different organizations

#### Model Curriculum to be added which will include the following:


- Indicative list of tools/equipment to conduct the training
- Facilitators qualification
- Lesson Plan
- Distribution of training duration into theory/practical/OJT component

#### SUMMARY

1	<b>Qualification Title:</b> Primary Years Physical Activity Facilitator
2	<b>Qualification Code, if any:</b> SPF/Q4005
3	<b>NCO code and occupation:</b> NCO-2015/3423.0200 Physical Training
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b> The qualification aims to train the candidates on various elements and stages involved in the job of a Primary Years Physical Activity Facilitator. The primary purpose includes: <ul style="list-style-type: none"><li>• Planning Sports and Fitness activities for young children of age group 8 to 12 years old</li><li>• Teach basics of popular sports</li><li>• Identify age-appropriate props and equipment to foster growth</li></ul>

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	<ul style="list-style-type: none"> <li>• Plan and conduct skill based and fitness specific assessments</li> <li>• Conduct First Aid</li> <li>• Create safe environment in compliance to Child Safety Policies</li> <li>• Create Sports and Fitness reports</li> <li>• Conduct events for children and parents</li> </ul>
5	<b>Body/bodies which will award the qualification:</b> Sports, Physical Education, Fitness & Leisure Skills Council
6	<b>Body which will accredit providers to offer courses leading to the qualification:</b> Sports, Physical Education, Fitness & Leisure Skills Council
7	<b>Whether Accreditation / affiliation norms are already in place or not, if applicable (if yes, attach a copy):</b> Yes, same as PMKVY Guidelines, NSQF guidelines. Annexure-A ,A1, A2,A4 & A5
8	<b>Occupation(s) to which the qualification gives access:</b> PGT/TGT-School, HOD Sports-School, Lecturer/Reader in College, Professor/associate professor, Exercise Scientist
9	<b>Job description of the occupation:</b> Primary Years Physical Activity Facilitator works in a play school, day care centre, apartment and clubs to teach sports skills and develop fitness for children up to the age of 12 years.
10	<b>Licensing requirements:</b> N/A
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided):</b> N/A
12	<b>Level of the qualification in the NSQF:</b> 4
13	<b>Anticipated volume of training/learning required to complete the qualification:</b> 450 hours (Theory & Practical)
14	<b>Indicative list of training tools required to deliver this qualification:</b>  Equipment list of Physical Activity Train
15	<b>Entry requirements and/or recommendations and minimum age:</b> Class X passed and a minimum age of 16 years
16	<b>Progression from the qualification (Please show Professional and academic progression):</b> PGT/TGT-School, HOD Sports-School, Lecturer/Reader in College, Professor/associate professor, Exercise Scientist
17	<b>Arrangements for the Recognition of Prior Learning (RPL):</b> SPEFL-SC has developed RPL policy to conduct pre-assessment of students for gap analysis as per NOS, sharing the gap & final assessments of students and certification. It is explained in section 1 under Assessment, Point 2

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18	<p><b>International comparability, where known (research evidence to be provided):</b> Certificate course Early Childhood Physical Activity from ECPAI, North Carolina, US</p> <p>Also, some aspects of the qualification are covered in Early Childhood Education Course (ECE) run by IGNOU</p> <p>While writing the NOSs, the UK and Australia NOSs were also referred to, and extensive discussions were held with relevant stakeholders. Then the QP and NOSs were referred to relevant organizations in India for getting their inputs, before finalization.</p>		
19.	<b>Date of planned review of the qualification: December 2020</b>		
20.	<b>Formal structure of the qualification</b>		
	<b>Mandatory components</b>		
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	1. SPF/N0406 (Plan a Year Calendar of Sports and Fitness Activities )	Class Room and Skill Training = 100 hours	4
	2. SPF/N0407 (Teach Popular Sports Skills and Develop Fitness Levels)	Class Room and Skill Training = 150 hours	4
	3. SPF/N0408 (Conduct Skill and Fitness Assessments)	Class Room and Skill Training = 100 hours	4
	4. SPF/N0409 (Maintain an environment protecting and safeguarding children)	Class Room and Skill Training = 100 hours	4
	<b>Sub Total (A)</b>	450	
	<b>Optional components</b>		
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
	N/A		
	<b>Sub Total (B)</b>		
	<b><u>Total (A+B)</u></b>	450	4

### **SECTION 1** **ASSESSMENT**

21	<p><b>Body/Bodies which will carry out an assessment:</b></p> <ul style="list-style-type: none"> <li>➤ Skill Mantra Edutech Consulting India Pvt. Ltd.</li> <li>➤ Trendsetters Skill Assessors Pvt Ltd</li> <li>➤ SEG Educational Group Pvt Ltd</li> <li>➤ Co cubes Technologies Pvt. Ltd.</li> <li>➤ Aman Skills Programming Society</li> <li>➤ Federation of Indian Chambers of Commerce and Industry</li> <li>➤ Prima Competencies Pvt Ltd.</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Inspire Youth Development Pvt. Ltd.</li> <li>➤ Wheebox</li> <li>➤ Mettl</li> <li>➤ MSAG Skill India Llp</li> <li>➤ Radiant Infonet</li> <li>➤ Lassess</li> </ul>
<p><b>22</b></p>	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <p>SPEFL-SC conducts QP-NOS based direct three-way assessment for each candidate applying for RPL (viz. Certifying the un-certified but skilled workforce who acquired skills through the experience of years). Here, the candidates may undergo short-term training of gaps identified. The assessment is conducted via SPEFL-SC certified assessor. The assessment pattern is as follows:</p> <p><b>REGISTRATION</b></p> <p>The candidates need to submit the registration form online along with uploading of scanned copies of some mandatory documents. Based on screening of the form, the candidates would be registered on conforming following eligibility criteria.</p> <p><b>PRE-ASSESSMENT:</b> The purpose of Pre-assessment is to shortlist candidates as per prescribed limit, and also to notify gaps NOS wise to each candidate for their own self-training or opting for short-term training module before final assessment. The pre-assessment also informs about the reliability of information provided by candidates that they have experience working in the given job role. The pre-assessment is Online, Objective type, NOS based, with each compulsory NOS carrying 40% marks. No negative marking for incorrect answers. Test venue may be home/cyber café/institution/SPEFL-SC assessment centre, if the system has Google chrome (Version 41.0.2272.101) and a web camera. Timed test link which expires after 90 minutes from the time of starting / writing the test is used for the same. Result is presented with number of questions allotted and answered correctly for each NOS along with marks scored for each NOS out of 40.</p> <p><b>PORTFOLIO SCREENING</b></p> <p>Each registered candidate must prepare and submit the portfolio as per formats given by SPEFL-SC. The portfolio may be verified by SPEFL-SC or its nominated assessor during pre-assessment and scoring card is given for each portfolio.</p> <p><b>FINAL ASSESSMENT:</b> The candidates conforming to RPL guidelines based on both pre-assessment and portfolio screening are finally selected for final assessment. Final assessment is conducted through SPEFL-SC accredited Assessing body as per SPEFL-SC defined assessment criteria and NOS used for assessment of fresh entrants as described above. Final Assessment is conducted at the training site or at working place of candidates in case number of enrolled candidates from the site is more than 15. If needed, Assessment centres are arranged for assessment of candidates in cluster.</p>
<p><b>23</b></p>	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p>QA regarding accreditation of Assessing Body: The SPEFL-SC Accreditation process is divided into two steps:</p> <ol style="list-style-type: none"> <li>1. Pre-accreditation process: <ul style="list-style-type: none"> <li>• Apply for Accreditation: Application form with desired documents in prescribed format to be sent.</li> <li>• Document Compliance Check: To be done for ensuring the compliance and</li> </ul> </li> </ol>

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 shall undergo “Train the Assessor” Program conducted by SPEFL-SC for each job role from time to time.
  - Accredited Assessing Body shall abide with prescribed timelines, policies and regulations declared by SPEFL-SC.
  - Accredited Assessing Body, with times, shall contribute in expansion of the questionnaire.

*QA regarding accreditation of Assessing Body:*

The SPEFL-SC 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 Check: To be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL skill council.
  - 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 as prescribed from time to time.
2. Post-accreditation process: Post accreditation, the accredited assessing bodies needs to fulfill the following minimum prescribed eligibility criteria or requisites for implementation:
- All Empanelled Assessors shall undergo “Train the Assessor” Program conducted by SPEFL-SC for each job role organized and conducted from time to time.
  - Accredited Assessing Body shall abide with requisite time-lines, policies, and regulations declared by SPEFL-SC as prescribed from time to time.
  - Accredited Assessing Body, with times, shall contribute to the expansion of the questionnaire.

*QA Regarding Assessment Criteria & papers:*

The emphasis is on ‘learning-by-doing’ and practical demonstration of skills and knowledge based on the performance criteria. Accordingly, the assessment criteria for each job role have been set and made available in qualification pack.

The assessment papers for both theory and practical are developed by Subject Matter Experts (SME) hired by SPEFL-SC or with the SPEFL-SC accredited Assessment Agency as per the performance and assessment criteria mentioned in

the Qualification Pack. The assessments papers are also checked for the various outcome based parameters such as quality, the time taken, precision, tools & equipment requirement etc.

The assessment sets, as well as assessment criteria, are then reviewed by a panel of experts from Industry as well as SPEFL-SC official for consistency and suitability. The assessments are designed so as to assess maximum parts during the practical hands-on work. The technical limitations at the training centres are taken care in theory and viva.

All SPEFL-SC accredited Assessment Agency follow the "SPEFL-SC process of Assessment Framework" and SPEFL-SC approved assessment papers. The assessment by assessment agency shall be completely based on the assessment criteria as mentioned in the Qualification Pack developed by SPEFL-SC. Each NOS in the Qualification Pack (QP) shall be assigned a relative weightage for assessment based on the criticality of the NOS. Thereafter each Performance Criteria in the NOS shall be assigned marks for 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 a 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 end 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 behavioral 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, a 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

#### *QA Regarding Assessors:*

Assessors are selected as per the "eligibility criteria" prescribed by SPEFL-SC for assessors for each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and given an introduction to SPEFL-SC Assessment Framework, competency based assessments, assessors guide etc. SPEFL-SC conducts "Training of Assessors" program from time to time for each job role and sensitizes assessors regarding assessment process and strategy which is outlined on following mandatory parameters:

1. Guidance regarding NSQF
2. Qualification Pack Structure
3. Guidance for the assessor to conduct theory, practical and viva assessments

4. Guidance for trainees to be given by the assessor before the start of the assessments.
5. Guidance on assessments process, practical brief with steps of operations practical observation checklist and mark sheet
6. Viva guidance for uniformity and consistency across the batch.
7. Mock assessments
8. Sample question paper and practical demonstration

SPEFL-SC also conducts telephonic orientation of the assessors before each assessment for the given job role to assure quality, fairness and timely conduct of the assessment.

The assessment agencies are instructed to hire assessors with integrity, reliability, and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise the impartiality of the assessments.

*QA before, during and after Assessments:*

SPEFL-SC ensures pre-requisites of Assessment needed by training institute regarding ARTICLES, Job role related equipment; INFRASTRUCTURE like Classrooms, Skill Lab, Aids like board/marker/logistics, Furniture like display tables, chairs; STAFF like Co-ordinator from training institute, Peon, Some additional members (for simulated situations, where required); DOCUMENTS like Admit Card, Govt. validated ID proof, RECORD BOOKS like attendance, log book, internal evaluation sheets, Student Enrolment details; for CO-ORDINATION one full time co-ordination point for coordination with assessment coordinator before, during and after assessment.

SPEFL-SC ensures the three Phases of Assessment to be assured by the assessing body and the assessor for fair, consistent and quality assessment. The three phases of assessments are enlisted below:

**PREPARATORY PHASE: Documents ensured to be packed, sent and received:** Seal Pack of Sets of Papers, Invigilation Sheet/Covering letter, OMR/Answer sheet; Well **Co-ordination needs to be assured between** Assessment Co-ordinator of assessing body, SSC official, Co-ordinator from skill center and assessor.

**PHASE OF CONDUCT:**

**1) Written Examination:**

- The assessor should reach the VTP 30 minutes before the start of assessment and ensure that all the arrangements are as per the SPEFL-SC rules and regulation.
- The assessor should make seating arrangement to students leaving minimum 3 feet of space between candidates.
- The assessor should make the students sit in the order of seating arrangements.
- The enrolment numbers are to be written on the desks before the arrival of students.
- The details to be filled like assessor name, date and Qualification name should be written on the board.

- Learners should keep all their belongings outside the classroom. All mobiles should be switched off and kept on the desk in front of the Assessor.
- The seal of the assessment materials is opened in front of the students.
- OMR sheets to be distributed to all learners.
- Assessors should instruct the learners on the rules and regulation of the assessment such as the number of questions, duration of paper, disciplinary rules, administrative rules and any other rules connected to and incidental to the assessment.

**2) Attendance:**

- The assessor or the assessment coordinator, as the case may be, need to get a signature of all candidates during the theory as well as a practical examination on invigilation sheet. The sheets are signed and stamped by the In-charge or the Head of the Training Centre, as the case may be.
- The assessor or the assessment co-ordinator, as the case may be, need to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as the Aadhaar Card of the candidate or any other Photo ID card issued by the Central/Government. The details of the same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credentials in the enrolment form.
- The assessor or the assessment coordinator, as the case may be, need to punch the trainee's roll number on all the test pieces.
- The assessor or the assessment coordinator needs to take a photograph of all the students along with him or her standing in the middle and with the centre name/banner at the back as evidence.
- The assessor or the assessment coordinator, as the case may be, need to carry a camera to click a photograph of the trainees working on the job and taking the theory exam as evidence.
- The assessor or the assessment coordinator, as the case may be, also needs to carry his or her photo identification card.
- The assessor or the assessment co-ordinator, as the case may be, also needs to take the photographs as evidence from appropriate angles/sides of the final work piece/job submitted by the trainee. This evidence is signed by the trainee at the time of submission of the job piece.
- The assessor or the assessment co-ordinator, as the case may be, needs to measure the dimensions and finish of the submitted job piece as per the tolerance or standards mentioned in the assessment guide.

**3) Segregate learners into batches:**

- Assign combination of one critical and one elementary NOS along with the soft skill NOS.
- Allocate time to the learner.
- Ask learners to be present 5 minutes earlier than the time allotted in the lab.

**4) Conduct Practical Assessments:**

- Assign practical task to the learners.
- Ask the learner to collect articles and be ready for assessments.
- Observe the learner conducting the assigned task.
- Evaluate and record observations and marks in the recording sheets.
- You may ask learners question on the task being done.



**5) Conduct Viva:**

- Ask questions from the learners on the assigned task.
- Ask questions as prescribed in the assessment guide on non-prescribed tasks to ensure that the learners have complete knowledge on the assessment.

**6) Collate Results:**

- Check the written answer scripts.
- Sum up the practical NOS marks.
- Sum up the viva marks.
- Remember to sign off on all sheets where scores are mentioned.
- Submit the collated result to assessment body representative or project manager, as the case may be.

**7) Surprise Visits or Surveillance check** is kept ensuring the quality and fair assessments.

**POST-ASSESSMENT PHASE**

**1) Verify Result**

- Check for accuracy of name and date of birth.
- Check for accuracy of marks against each learner.
- Ensure that the pass percentage is correctly applied to the result.
- Ensure that the learner has cleared all sections of the assessments in line with the SPEFL-SC assessment strategy.
- Check if the excel sheet for each learner is accurately filled and is available for cross-referencing with the covering result sheet.
- Each and every result has to get cross-verified by SPEFL-SC official.

**2) Upload/Sharing of Results**

- Once the results are ready it is uploaded on the SDMS website/portal and verified on the same.
- Or the results are shared to Training institute only by SPEFL-SC.
- In case of any query or issue raised for assessment, the assessments are subjected to re-evaluation as per protocol laid down by SPEFL-SC.

**3) Documentation**

- Question papers are kept in the secure cupboard with limited and controlled access.
- Used OMR sheets are to be stored for the next ten years.
- QP should always be of the current and latest version.

Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**ASSESSMENT EVIDENCE**

**Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.**

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*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

### 24. Assessment evidence

**Title of Component:**

Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
1. SPF/N0406: Plan a Year Calendar of Sports and Fitness Activities	<ol style="list-style-type: none"><li>1. Identify and allocate safe place to conduct different sports sessions</li><li>2. Know which props / equipment is used for which sport and what age group.</li><li>3. Plan regular inspection of play space, facilities, props and equipment for cleanliness, safety and usage</li><li>4. Plan for First aid and medical facilities required in case of</li><li>5. Identify the sports that needs to be covered in a year</li><li>6. Create a year plan to teach identified sports</li><li>7. Create session plans to teach basics of each sport</li><li>8. Plan sports rotation for each child</li><li>9. Plan regular interaction with parents</li><li>10. Plan when the assessments are to be conducted in a year</li><li>11. Plan for Skill and Fitness Assessment separately</li><li>12. Plan when to collect students/ children's data – height, weight, age</li><li>13. . Plan the time and resources required for assessments</li><li>14. Plan the area where the assessments would be conducted</li><li>15. Publish the assessment dates to students and their parents</li><li>16. Check safety and cleanliness</li><li>17. Plan and procure the props and equipment to be used and create ground markings as required</li></ol>
2. SPF/N0407: Teach Popular Sports Skills and Develop Fitness Levels	<ol style="list-style-type: none"><li>1. Assess readiness of participants and select activities and drills with consideration to stage of physical</li><li>2. Identify and assess constraints and risks associated with delivering the training session</li><li>3. Incorporate inclusive practices in session design Identify and confirm resources and specific learner support requirements for the training.</li><li>4. Develop delivery methods and practice</li></ol>

	<p>schedules appropriate to learning a sports skill and to needs of different participants</p> <ol style="list-style-type: none"> <li>5. Develop delivery methods and practice schedules appropriate to learning a sports skill and to needs of different</li> <li>6. Keep activities aligned to the yearly objectives of the academic session</li> <li>7. Follow child's lead in play and participate when invited.</li> <li>8. Initiate play, motivate and invite the child to participate</li> <li>9. Interact with children showing enthusiasm, playfulness and enjoyment</li> <li>10. Respond to children's reactions to play environments to ensure each child remains motivated, interested and positively challenged.</li> <li>11. Establish routine with children to support them in remaining safe.</li> <li>12. Identify skill learning patters of each child and help them accordingly when introducing new skill</li> <li>13. Be cautious when introducing a fitness session based on children's physical ability and age</li> <li>14. Identify modifications to future sessions based on observation, self-analysis and feedback</li> <li>15. Recognize an emergency and respond</li> <li>16. Identify, assess and manage immediate hazards to health and safety of self and others</li> <li>17. Assess the casualty and recognize the need for first aid response</li> <li>18. Provide first aid in accordance with established first aid principles</li> <li>19. . Obtain consent from casualty where possible and display respectful behavior towards casualty</li> <li>20. Use available resources and equipment to make the casualty as comfortable as possible</li> <li>21. Operate first aid equipment according to manufacturer's instructions</li> <li>22. Monitor the casualty's condition and respond in accordance with first aid principles and perform cardiopulmonary resuscitation (CPR) if required</li> </ol>
<p>3. SPF/N0408: Conduct Skill and Fitness Assessments</p>	<ol style="list-style-type: none"> <li>1. Plan the time and resources required for assessments</li> <li>2. Get the plan approved by the school/academy/coaching Centre principal</li> </ol>

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	<p>and publish the dates to the class teachers, students and their parents</p> <ol style="list-style-type: none"> <li>3. . Plan the area where the assessments would be conducted</li> <li>4. Check safety and cleanliness</li> <li>5. Plan and procure the props and equipment to be used and create ground markings as required.</li> <li>6. Create Skill assessment and Fitness assessment circuits, area</li> <li>7. Systematically call every child and conduct the assessment</li> <li>8. Deal with any medical emergency</li> <li>9. Input assessment results into an excel file</li> <li>10. Validate the results</li> <li>11. If an automated system is available then upload the excel into the system</li> <li>12. If no automated system is available, then fill in the results in a school/academy/coaching center report card</li> <li>13. Ensure that report card reaches the parents.</li> </ol>
<p>4. SPF/N0409: Maintain a safe environment to protecting and safeguarding children</p>	<ol style="list-style-type: none"> <li>1. Assist in the provision of safe areas, resources and materials for facilitating play</li> <li>2. Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging</li> <li>3. Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors</li> <li>4. Implement sun protection procedures</li> <li>5. Ensure tools, equipment, toys and games are appropriate to the age of the child</li> <li>6. select, check and maintain equipment to ensure safety</li> <li>7. Set up the environment to ensure safety</li> <li>8. Check area for hazards and implement risk reduction strategies</li> <li>9. Ensure fire exits are kept unobstructed</li> <li>10. Implement infection control procedures where required</li> <li>11. ensure cleaning materials are stored safely</li> <li>12. implement infection control procedures where required</li> <li>13. Ensure adequate food and drinks are served appropriate to age and developmental status and as per organisation's mandate</li> </ol>

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	<ol style="list-style-type: none"><li>14. Perform work requirements according to legal, political and community expectations of child protection work</li><li>15. Demonstrate understanding of the child protection system, roles and responsibilities of key agencies</li><li>16. Recognise the impacts of child abuse and neglect in the processes of investigation and assessment</li><li>17. Implement procedures for safety on excursions</li><li>18. Supervise children as closely as required for their ages, abilities, the contexts</li><li>19. Monitor children's behaviour during travel and reinforce safe, appropriate behaviour</li><li>20. Ensure same gender teacher/ Facilitator must accompany children</li><li>21. Operate first aid equipment according to manufacturer's instructions</li></ol>
<b>Means of assessment 1:</b>	Theoretical Knowledge
<b>Means of assessment 2:</b>	Practical Knowledge
<b>Pass/Fail:</b> 70% passing criteria	

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### SECTION 2

#### 25. EVIDENCE OF LEVEL

##### OPTION A

Title/Name of qualification/component: Primary Years Physical Activity Facilitator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p>The key responsibility of a Primary Years Physical Activity Facilitator is to Plan physical activity class in a play-school/ school aligned to the yearly objectives/ goals of the school and integrate it into the timetable.</p> <p>Plan details of sports and fitness session plan to be executed with clear learning outcomes</p> <p>Plan the Play area where the activity should be conducted, Check safety and cleanliness.</p> <p>Plan the props and equipment to be used according to the planned lesson.</p> <p>Assimilate the school culture and show respect to all school colleagues and authorities</p>	<p>Work in familiar, predictable, routine, the situation of clear choice. Key tasks of a Primary Years Physical Activity Facilitator include setting up equipment, preparing students for exercise and demonstrating correct exercises. Other duties may include keeping the department tidy and basic administration work. This is an activity of a routine nature in a situation of clear choice as demanded by the workplace.</p>	4
Professional knowledge	<p>Create a warm, safe, inviting and fun environment for the class to be conducted</p> <p>Use props appropriately creating a colorful and energetic ambience.</p> <p>Include all children in the class, get them interested and enthusiastic about playing</p> <p>Treat children with respect and care.</p> <p>Train children in fundamental and sports skills and ensure that they improve their skills and love to play</p> <p>Observe and take corrective actions</p>	<p>The Facilitator should be aware of different types of exercises and Use various sporting equipment and maintenance of the equipment. The Facilitator should be versed with Various muscle building and fat burning techniques and also have the concept of Training combinations for athletes, regular and occasional users.</p>	4
Professional skill	<p>Hierarchy and progression of fundamental motor skills and movements going from two years to eleven years.</p> <p>How to engage children in this age group</p> <p>Age appropriate usage of Props and equipment. Which props and equipment to use for which age group.</p> <p>Teaching and learning methods for the relevant age</p>	<p>Recall and demonstrate practical skill, routine and repetitive in a narrow range of application, using appropriate rule and tool, using quality concepts.</p> <p>The fitness Facilitator should understand and determine the best exercise combinations to advise for clients based on need and also decide if training should be terminated</p>	4

## NSQF QUALIFICATION FILE

Title/Name of qualification/component: Primary Years Physical Activity Facilitator			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
	categories	or altered in special circumstances. The fitness Facilitator should also be capable of advice the client for additional physical activity along with training. The Facilitator should skill in maintaining a record of private training sessions carried out. Work effectively as a team with other Facilitators, masseurs etc.	
Core skill	<p>Document class execution and learnings.</p> <p>Document Children’s performance on a regular basis.</p> <p>Write an email to inform about an event, an incident, ask for permission, report about a grievance</p> <p>Read and comprehend the lesson plans to be executed</p> <p>Able to give concise and clear instruction to children during an on-ground activity</p> <p>Communicate with School colleagues and authorities</p> <p>Communicate with Parents</p> <p>Listen to children when they try to say something</p>	<p>The person in charge should be able to read, write and do basic arithmetic to write down play schedules and session planning. He should a good communicator and be able to explain the exercise to participants clearly and effectively. S/he should be able to read and understand all usage and safety manuals of equipment used. Read and learn about the latest developments and best practices and should understand the industrial and business policies. Communicating in a clear and polite manner with students when receiving inquiries, clarifications or feedback</p>	4
Responsibility	<p>Identify and plan activities for the children based on their capabilities and inclinations</p> <p>Handle a change in plan with respect to school time table in case of adverse weather or other events.</p> <p>Handle a medical emergency</p> <p>Inform of any unusual happening in the school</p> <p>The regular physical activity classes</p> <p>Special events like Sports Day, Grandparents Day, children’s day etc.</p> <p>Check the inventory of props and equipment. Store them in the proper place to maintain their quality</p>	<p>Responsibility for own work and learning of the young participants in the program.</p> <p>Must ensure that the activity area is free of threats and be aware of rescue skills in case of an emergency. Must possess the knowledge and application of first aid. Should ensure worker health and safety for self, colleagues, and participants.</p> <p>The person must check the equipment and postures of the same on participants.</p>	4

## NSQF QUALIFICATION FILE

### SECTION 3 EVIDENCE OF NEED

26	What is the estimated uptake of this qualification and what is the basis of this estimate?	What evidence is there that the qualification is needed?	In case of other Awarding Bodies (Institutes under Central Ministries and states departments)
	<p>Refer to E&amp;Y Skill gap analysis attached -page 24) All schools require a Primary Years Physical Activity Facilitator. There is a dire need for teachers in the pre-primary and primary segment. Most graduates of Physical education are not skilled to handle young children. There is enough research to show that Physical activity is an essential part of holistic education and that needs to begin at pre-school. This job role is focused towards this segment. All primary schools, private and government, will be primary employers. This number starts at a minimum of 100,000.</p>	<p>While collecting data from the companies for the occupational map &amp; functional analysis, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on the volume of people required, a quantitative and qualitative shortfall which the Industry feels they face. Governing council of SPEFL SC gave final approval and endorsement for the same.</p>	N/A
	<p><b>Industry Relevance</b></p>	<p>The SSC would undertake validation of the job roles with actual end-user industry where such employment is going to be generated and absorbed instead of generic validation of industry. The SSC would submit the endorsements from users/intended users of the qualification clearly supporting or otherwise the need for trained people against specific job role. (<i>The industry validation format to be used</i>)</p>	<p>The Submitting Body would submit the list of industry participation while preparation of the curriculum/course content of the qualifications. These could include minutes of the meeting/reports of these consultations</p>



## NSQF QUALIFICATION FILE

	<p><b>Usage of the qualification</b></p>	<p>The SSC would submit details of the employment generated (wherever applicable) and realise</p>	<p>The submitting body would submit the details of trained and placed data in the</p>
		<p>by virtue of training in the Qualifications of the sector earlier submitted for NSQF alignment.</p> <p>In case of unorganized sector, case studies or evidence may be given</p>	<p>proposed qualification (if an existing qualification is being proposed for NSQF alignment) Information about the success of the qualification should be given (e.g. uptake figures, examples of use in recruitment and placement rates (if known) should be given. However, many of the bodies that do not have placement tracking mechanism established in place would provide necessary endorsements by the state/ ministry stating that a tracking mechanism would be institutionalized and placement records shall be provided annually or later, depending on the length of qualification.</p>

## NSQF QUALIFICATION FILE

	<b>Estimated uptake</b>	The SSC would submit The Submitting Body the estimated uptake of and should submit the qualification and What estimated uptake by steps were carried out to reflecting the number test the likely uptake of the takers for this the qualification? The basis of this estimate qualification for at least should include data about two years from the number of jobs or submission of the places in courses of qualification learning which will be available to people who are awarded the qualification.
27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidence-</b>	had been through NQR refer to annexure-B MoM MHRD
28	<b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b>	There are very few QPs available in this sports sector. This QP of Primary Years Physical Activity Facilitator is unique and is not overlapping with any other available QP. This acts as a prerequisite to other job roles and seamlessly has a progression to available job roles in level 4 and above.
29	<b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here.</b>	The qualification largely deals with the technicalities of running a sports program in a structured environment like school. The revisions will most likely be depending on the change in the school curriculum or change in the rules and codes of sports being followed. A review may be made at a gap of two years.

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

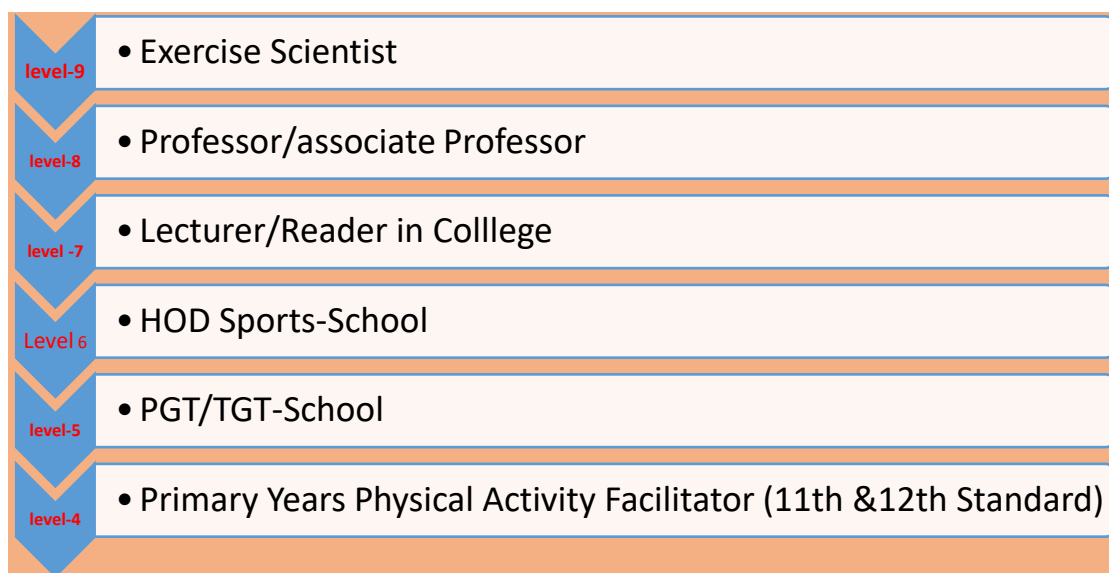
## NSQF QUALIFICATION FILE

### SECTION 4

#### EVIDENCE OF PROGRESSION

**30** What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?  
The occupational mapping displays the career pathway in the stream.  
**Show the career map here to reflect the clear progression**

#### Primary Years Physical Activity Facilitator



Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

- OM showing occupation Primary Years Physical Activity Facilitator-Annexure 1
- A report on Human Resources and Skill Requirements in the Sports Sector Annexure 2
- Sector Profiling-Presentation - Annexure 3
- Protocol for Affiliation of Assessment Bodies and Assessment Framework-Annexure 4
- Validation from the industry has been attached