

## NSQF QUALIFICATION FILE

Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022

Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

NCVET Code

2022/SPEFL/SPEFLSC/06994

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

**Name and address of submitting body:**

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

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

**Name:** Tahsin Zahid

**Position in the organization:** CEO

**Address if different from above:** Same as above

**Tel number(s):** +91-9958272224

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

1. Qualification Pack
2. Validation of Qualification Pack by industry experts
3. Model Curriculum

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1	<b>Qualification Title</b>	Sports Masseur
2	<b>Qualification Code</b>	SPF/Q1103
3	<b>NCO code and occupation</b>	NCO-2015/2264.0401
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	The is a qualification pack is based on the National Occupational Standards. The aim is to skill up the unemployed young people aspiring to become a Sports Masseur.
5	<b>Body/bodies which will award the qualification</b>	SPEFL -SC
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	SPEFL- SC
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	SPEFL-SC's Norms
8	<b>Occupation(s) to which the qualification gives access</b>	Sports Masseur
9	<b>Job description of the occupation</b>	Sports masseur helps to condition the muscles of athletes prior to sporting events as well as to help their bodies recover after particularly strenuous training and athletic performances. They identify the frequency and types of physical activities of the athletes, and use the information to apply the proper massage techniques to various muscle groups.
10	<b>Licensing requirements</b>	NA
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	NA

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12	Level of the qualification in the NSQF	Level 4
13	Anticipated volume of training/learning required to complete the qualification	420 hours
14	Indicative list of training tools required to deliver this qualification	Please refer to the Model Curriculum
15	Entry requirements and/or recommendations and minimum age	10th Class pass with 2 years of relevant experience  OR  Certificate- NSQF (Level 3-Physical Education Assistant- Primary Years) with 2 years of relevant experience  OR  12 class pass with 6 months of relevant experience
16	Progression from the qualification (Please show Professional and academic progression)	Level 4, Horizontal progression to Fitness Trainer
17	Arrangements for the Recognition of Prior learning (RPL)	SPEFL 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
18	International comparability where known	While writing the NOSs, UK and Australia NOSs were also referred to, and extensive discussions were held with various industry stakeholders to validate their relevance to Indian context. Then the QP and NOSs were referred to relevant organizations in India for getting their inputs, before finalization.
19	Date of planned review of the qualification.	31/03/2025

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<b>2</b>		<b>Formal structure of the qualification</b>		
		<b>Mandatory components</b>		
<b>(i)</b>	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
	SPF/N1108: Prepare for massage session	Theory: 90 Hrs		<b>4</b>
	SPF/N1109: Conduct massage therapy	Practical: 180 Hrs		
	SPF/N1110: Perform post massage activities	ES: 60 Hrs		
	SPF/N1122: Maintain health and safety standards	OJT: 90 Hrs		
	SGJ/N1702: Optimize resource utilization at workplace			
	DGT/VSQ/N0102: Employability Skills (60 Hours)			
	On-the-job (OJT) training			
	<b>Sub Total (A)</b>	<b>420 Hrs</b>		<b>4</b>
	<b>Optional components</b>			
	<b>Title of component and identification code/NOSs/ Learning outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
	<b>No optional components</b>			
	<b>Sub Total (B)</b>			
	<b>Total (A+B)</b>			

**SECTION 1**

**ASSESSMENT**

21	<p><b>Body/Bodies which will carry out assessment</b></p> <p>TBD</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <p>The assessment body or employer assessors shall be responsible for RPL assessment.</p> <p>In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:</p> <ul style="list-style-type: none"> <li>• formal training</li> <li>• work experience</li> <li>• life experiences</li> </ul> <p>The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.</p> <p><b>Process or steps in RPL assessments</b></p> <ol style="list-style-type: none"> <li>1. Offering RPL to potential candidates</li> <li>2. Providing information to the candidate</li> <li>3. Evidence collation</li> <li>4. Pre-screening &amp; orientation</li> <li>5. Self-assessment</li> <li>6. Assessment and making the decision</li> <li>7. Feedback to the candidate</li> <li>8. Documentation of outcomes</li> <li>9. certification</li> </ol>
23	<p>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.</p> <p>QA regarding accreditation of Assessing Body:</p> <p>The SPEFL SC's Accreditation process is divided into two steps:</p> <ol style="list-style-type: none"> <li>1) Pre-accreditation process:</li> </ol>

- 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 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 in expansion of the questionnaire.

QA regarding accreditation of Assessing Body:

The SPEFL SC Accreditation process is divided into two steps:

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  - Accredited Assessing Body with times would have to contribute in 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, assessment criteria for each job role is 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, time taken, precision, tools & equipment requirement etc.

The assessment sets as well as assessment criteria are then reviewed by 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 will be completely based on the assessment criteria as mentioned in the Qualification Pack developed by SPEFL sector skill council.

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 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's 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

QA Regarding Assessors:



Assessors are selected as per the “eligibility criteria” laid down by SPEFL SC for assessors for each job role. The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to SPEFL SC Assessment Framework, competency-based assessments, assessors guide etc. SPEFL SC conducts “Training of Assessors” program time to time for each job role and sensitize 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 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 conduct telephonic orientation of the assessors before each assessment for the given job role to assure quality, fairness and timely conduct of 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 impartiality of the assessments.

QA before, during and after Assessments:

SPEFL SC ensures pre-requisites of Assessment needed by training institute regarding ARTICLES like Mannequins, Mock Ward Infrastructure, Transferring Equipment, Job role related equipment; INFRASTRUCTURE like Class rooms, 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, if required); DOCUMENTS like Admit Card, Govt. validated ID proof, Record Books like attendance, log book, internal evaluation sheets, Student Enrollment details; for CO-ORDINATION one full time co-ordination point for co-ordination with assessment coordinator before, during and after assessment.

SPEFL SC ensures the three Phases of Assessment to be assured by assessing body and assessor for fair, consistent and quality assessment.

The three phases of assessment 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, SPEFLSC official, Co-ordinator from skill center and assessor.

**PHASE OF CONDUCT:**

**1)Written Examination:**

- Assessor should reach the VTP 30 minutes before the assessment and ensure that all the arrangements are as per the SPEFL SC's rules and regulation
  - He should make seating arrangement to students leaving minimum 3 feet space between candidates.
  - He 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 invigilator
  - 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
- No. of questions  
Duration of paper  
Disciplinary rules  
Administrative rules

**2) Attendance:**

- The assessor/assessment co-ordinator needs to get signature of all candidates while theory as well as practical examination on invigilation sheet. The sheets are signed and stamped by the In-charge /Head of the Training Centre.
- The assessor/assessment co-ordinator needs to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as any one Photo ID card issued by the Central/Government. 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/assessment co-ordinator needs to punch the trainee's roll number on all the test pieces.
- The assessor/assessment co-ordinator needs to take a photograph of all the students along with the assessor standing in the middle and with the centre name/banner at the back as evidence.

- The assessor/assessment co-ordinator needs to carry a camera to click photograph of the trainees working on the job and giving theory exam as evidence.
- The assessor/assessment co-ordinator also needs to carry a photo ID card.
- The assessor/assessment co-ordinator 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/assessment co-ordinator 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 learner
- Ask learners to be present 5 minutes earlier than the time allotted at the lab

**4) Conduct Practical Assessments:**

- Assign practical task to the learners
- Ask the learner to collect articles and be ready for assessments
- Observe learner conducting the assigned task
- Evaluate and Record observations and marks and 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 prescribed in the assessment guide on non-prescribed tasks to ensure that the learners have complete knowledge on the assessment

**6) Collate Results:**

- Check 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/project manager.

**7) Surprise Visits/Surveillance check is kept to ensure the quality and fair assessments.**

**POST-ASSESSMENT PHASE**

**1) Verify Result**

- Check for accuracy of names and date of birth

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	<ul style="list-style-type: none"><li>• Check for accuracy of marks against each learner</li><li>• Ensure that the pass percentage is correctly applied to the result</li><li>• Ensure that the learner has cleared all sections of the assessments in line with the SPEFL SC's assessment strategy.</li><li>• Check if the excel sheet for each learner is accurately filled and is available for cross referencing with the covering result sheet</li><li>• Each and every result has to get cross-verified by SPEFL SC official</li></ul> <p>2) Upload/Sharing of Results</p> <ul style="list-style-type: none"><li>• Once the results are ready it is uploaded on the SDMS website/portal and verified on the same</li><li>• Or the results are shared to Training institute only by SPEFL SC.</li><li>• 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.</li></ul> <p>3) Documentation</p> <ul style="list-style-type: none"><li>• Question papers are kept in secure cupboard with limited and controlled access.</li><li>• Used OMR sheets are to be stored for the next ten years</li><li>• QP should be always current version</li></ul>
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### SECTION 1

Please attach any 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.**

*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 evidences

Title of Component:

<b><u>CRITERIA FOR ASSESSMENT OF TRAINEES</u></b>				
<b><u>Job Role:</u> Sports Masseur</b>				
<b><u>Qualification Pack Code:</u> SPF/Q1103</b>				
<b><u>Sector Skill Council:</u> Sports, Physical Education, Fitness and Leisure Skill Council</b>				
<b><u>Guidelines for Assessment</u></b>				
<p>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 proportion of marks for Theory and Skills Practical for each PC</p> <p>2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC</p> <p>3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)</p> <p>4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion</p> <p>5. To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate.</p> <p>6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack</p>				

<b><i>SPF/N1108: Prepare for massage session</i></b>				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

<b><i>Examine athletes</i></b>	15	30		
PC1: perform physical examination of the athlete to assess the level of exertion or injury	3	6	-	-
PC2: capture and study the past medical and fitness history of the athlete	3	6	-	-
PC3: identify the problems and the root cause for the same faced by the athlete	3	6	-	-
PC4: identify when athletes need referral to other professionals	3	6	-	-
PC5: maintain confidential information as per legal and organizational procedures	3	6	-	-
<b><i>Perform inspection of the equipment and massage area</i></b>	15	40	-	-
PC6: ensure the massage area is in appropriate, safe and hygienic condition prior to starting of massage sessions	4	10	-	-
PC7: ensure the electric machinery and equipment are in working condition	4	10	-	-
PC8: report any issues related to workout equipment and activity area to the concerned personnel or appropriate authority	4	10	-	-
PC9: ensure posters and other pictorial depictions cater to women athlete as well	3	10	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>		

<b><i>SPF/N1109: Conduct Massage Therapy</i></b>				
<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b><i>Prepare for the massage therapy</i></b>	<b>16</b>	<b>43</b>		
PC1: determine the duration and intensity of the massage session	3	7	-	-
PC2: select the appropriate massage technique for the athlete, in	3	7	-	-

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

consultation with medical practitioner, physiotherapist, coach, etc.				
PC3: discuss the aims of the session and benefits with the athlete	3	7	-	-
PC4: familiarize the athlete with the massage equipment, means and methods to be used during the treatment	2	7	-	-
PC5: explain the intensity of the massage	2	7	-	-
PC6: explain the Dos and Don'ts to the athlete during massage	3	8	-	-
<b><i>Perform massage as per the plan</i></b>	<b>9</b>	<b>32</b>		
PC7: perform massage using equipment such as rollers, vibrators, pressure point stimulators, etc.	2	8		
PC8: perform massage using massage ointment, heating/ cooling agents, freehand, etc.	2	8		
PC9: ensure that the athlete is comfortable throughout the massage session	2	8		
PC10: modify the massage plan and technique if the athlete reports any discomfort while the massage is underway	3	8		
<b><i>Work effectively with others</i></b>	<b>8</b>	<b>24</b>		
PC11: interact (verbal, non-verbal and written) with athletes in a gender, disability, and culturally sensitive manner	2	6	-	-
PC12: promote a safe and interactive environment	2	6	-	-
PC13: identify and report inappropriate behaviour (e.g. sexual harassment) to appropriate authority	2	6	-	-
PC14: give athletes the opportunity to reflect on the session and provide feedback	2	6		
<b>NOS Total</b>	<b>33</b>	<b>99</b>		

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

<b>SPF/N1110: Perform post massage activities</b>				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>Assess the condition of the athlete post massage</b>	<b>13</b>	<b>37</b>		
PC1: update athlete's fitness and medical record after the massage	3	9	-	-
PC2: ensure that the athlete is in a good condition to participate in the next sports session	3	9	-	-
PC3: advise the athlete on self-treatment as prescribed by the physiotherapist	3	9	-	-
PC4: refer the athlete to a qualified medical doctor if required	4	10	-	-
<b>Review massage therapy plan</b>	<b>12</b>	<b>38</b>		
PC5: conduct movement analysis of athletes	3	10	-	-
PC6: determine the areas of improvement, if any	3	8	-	-
PC7: recommend the physical activities to be avoided to the athlete and coach/trainer	3	10	-	-
PC8: update the massage plan in consultation with the physiotherapist and medical practitioner, if required	3	10	-	-
<b>NOS Total</b>	<b>25</b>	<b>75</b>		

<b>SPF/N1122: Maintain health and safety standards</b>				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>Maintain hygiene and sanitation</b>	<b>17</b>	<b>58</b>		
PC1. ensure personal hygiene	2	8	-	-
PC2. ensure equipment, gym area, restrooms etc. are sanitized before and after the usage	2	8	-	-



**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

<b>PC3.</b> guide others about hygiene and sanitation workplace requirements	<b>2</b>	<b>8</b>	-	-
<b>PC4.</b> check availability of running water, hand wash and alcohol-based sanitizers	<b>2</b>	<b>6</b>	-	-
<b>PC5.</b> ensure everyone (self, clients, assistants etc.) clean hands with soap or alcohol-based sanitizer, before and after the workout	<b>2</b>	<b>6</b>	-	-
<b>PC6.</b> ensure that clients who are ill do not attend the workout session	<b>2</b>	<b>6</b>	-	-
<b>PC7.</b> conduct routine hygiene and sanitation checks of gym area and equipment	<b>3</b>	<b>8</b>		
<b>PC8.</b> report advanced hygiene and sanitation issues to appropriate authority	<b>2</b>	<b>8</b>	-	-
<b>Maintain safety</b>	<b>10</b>	<b>32</b>		
<b>PC9.</b> advise clients of the facility's emergency procedures	<b>2</b>	<b>6</b>		
<b>PC10.</b> ensure clients adhere to safety guidelines	<b>2</b>	<b>6</b>	-	-
<b>PC11.</b> provide first aid for minor injuries and refer severe injuries to qualified medical practitioner	<b>3</b>	<b>10</b>	-	-
<b>PC12.</b> perform Cardiopulmonary Resuscitation (CPR) when required	<b>3</b>	<b>10</b>	-	-
<b>NOS Total</b>	<b>27</b>	<b>90</b>		

<b>SGJ/N1702: Optimize resource utilization at workplace</b>				
<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>
<b>Material conservation practices</b>	<b>4</b>	<b>8</b>		
PC1. identify ways to optimize usage of material including water in various tasks/activities/processes	1	2	-	-

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

PC2. check for spills/leakages in various tasks/activities/processes	1	2	-	-
PC3. plug spills/leakages and escalate to appropriate authority if unable to rectify	1	2	-	-
PC4. carry out routine cleaning of tools, machines and equipment	1	2	-	-
<b>Energy/electricity conservation practices</b>	<b>4</b>	<b>8</b>	-	-
PC5. identify ways to optimize usage of electricity/energy in various tasks/activities/processes	1	2	-	-
PC6. check if the equipment/machine is functioning normally before commencing work and rectify wherever required	1	2	-	-
PC7. report malfunctioning (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment	1	2		
PC8. ensure electrical equipment and appliances are properly connected and turned off when not in use	1	2		
<b>Effective waste management/recycling practices</b>	<b>5</b>	<b>10</b>	-	-
PC9. identify recyclable and non-recyclable, and hazardous waste generated	1	2	-	-
PC10. segregate waste into different categories	1	2	-	-
PC11. dispose non-recyclable waste appropriately	1	2	-	-
PC12. deposit recyclable and reusable material at identified location	1	2		
PC13. follow processes specified for disposal of hazardous waste	1	2	-	-
<b>NOS TOTAL</b>	<b>13</b>	<b>26</b>	-	-

DGT/VSQ/N0102: Employability Skills (60 Hours)				
<b>Assessment Criteria for Outcomes</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

<b>Introduction to Employability Skills</b>	<b>1</b>	<b>1</b>		
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
PC2. identify and explore learning and employability portals				
<b>Constitutional values – Citizenship</b>	<b>1</b>	<b>1</b>	-	-
PC3. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
PC4. follow environmentally sustainable practices				
<b>Becoming a Professional in the 21st Century</b>	<b>2</b>	<b>4</b>	-	-
PC5. recognize the significance of 21st Century Skills for employment				
PC6. explain 21st Century Skills such as SelfAwareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-	-	-
<b>Basic English Skills</b>	<b>2</b>	<b>3</b>	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone				
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<b>Career Development &amp; Goal Setting</b>	<b>1</b>	<b>2</b>		
PC10. understand the difference between job and career				
PC11. prepare a career development plan with short- and long-term goals, based on aptitude				
<b>Communication Skills</b>	<b>2</b>	<b>2</b>		
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-		
PC13. work collaboratively with others in a team	-	-	-	-

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

<b><i>Diversity &amp; Inclusion</i></b>	<b>1</b>	<b>2</b>	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. communicate and behave appropriately with all genders and PwD	-	-	-	-
<b><i>Financial and Legal Literacy</i></b>	<b>2</b>	<b>3</b>		
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-		
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-		
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation				
<b><i>Essential Digital Skills</i></b>	<b>3</b>	<b>4</b>		
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-		
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-		
PC22. use basic features of word processor, spreadsheets, and presentations				
<b><i>Entrepreneurship</i></b>	<b>2</b>	<b>3</b>		
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-		
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-		
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
<b><i>Customer Service</i></b>	<b>1</b>	<b>2</b>		
PC26. identify different types of customers	-	-		
PC27. identify and respond to customer requests and needs in a professional manner.	-	-		
PC28. follow appropriate hygiene and grooming standards	-	-		

**NSQF QUALIFICATION FILE****Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022****Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022**

<b><i>Getting ready for apprenticeship &amp; Jobs</i></b>	<b>2</b>	<b>3</b>		
PC29. create a professional Curriculum vitae (Résumé)	-	-		
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-		
PC31. apply to identified job openings using offline /online methods as per requirement	-	-		
PC32. answer questions politely, with clarity and confidence, during recruitment and selection				
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements				
<b>NOS TOTAL</b>	<b>20</b>	<b>30</b>	-	-

**Means of assessment 1**

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.

The assessment papers for theory and practical are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Packs.

All the components and the performance criteria are covered during the test.

**Means of assessment 2**

The assessments for theory is carried out in Offline mode (TAB) and the practical assessments is carried out with the availability of the equipment at the TC, as predefined for the job role.

**Pass/Fail**

**The minimum total marks to be achieved for being competent are 70% in total.**

**NSQF QUALIFICATION FILE**Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022**SECTION 2****25. EVIDENCE OF LEVEL****OPTION A**

Title/Name of qualification/component: Sports Masseur			Level: 4
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	<p>A Sports Masseur must be able to establish key performance factors such as clients' needs and requirement and assist them to achieve desired goal.</p> <p>They need to ensure that all the quality check are done ensure a smooth experience for the clients.</p>	<p>The job requires well developed skill, with clear choice of procedures in familiar context which involves the inspection and assistance to the clients.</p> <p>The Sports Masseur requires knowledge, skills and aptitudes that are needed to carry out masage sessions and maintain health and safety standards to prevent the issues that may arise due to negligence and health issues of the clients. Sports Masseur must be able to make choices about the best procedures to address problems.</p>	4
Professional knowledge	<p>The Sports Masseur needs to know and have thorough understanding of the anatomy and physiology. Fundamental analysis to enable accurate and prompt corrections for Injury management.</p>	<p>The Sports Masseur must have knowledge of facts, principles, processes and general concepts, in a field of work or study. The Sports Masseur is responsible for completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work such as creating training schedules based on age, abilities and skill levels of the clients. They may also have some responsibility for others' work and learning like</p>	4



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<b>Title/Name of qualification/component: Sports Masseur</b>			<b>Level: 4</b>
<b>NSQF Domain</b>	<b>Key requirements of the job role</b>	<b>How the job role relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
		those of the clients and sometimes the PATs who might be assisting them.	
Professional skill	The Sports Masseur needs to analyze the needs, expectation and limitation of clients. He needs to comprehend all usage and safety manuals for exercise equipment for rehabilitation. He/She needs to know the hazards associated with specific activities and equipment and document and summarize maintenance reports	The Sports Masseur must possess a range of cognitive and practical skills required to give assistance to the clients and solve problems by selecting and applying basic methods, tools, materials and information. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.	4
Core skill	The Sports Masseur on the job needs to know and understand how to prepare concise analytical reports on player/ team performance. He/she should be able to read and comprehend modules on standard training procedures. The user/individual on the job needs to know and understand how to communicate in a clear and polite manner with players, Instruct players with clear and easy to understand instructions of the sport, Maintain good working relationship with players, other Sports Masseurs, administrators and parents,	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication. S/he must be able to communicate and demonstrate the previous knowledge and skills in the occupation, and know application of facts, principles, processes and general concepts in the occupation. They are expected to conduct themselves in ways which show an understanding of the social and political environment.	4

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Title/Name of qualification/component: Sports Masseur			Level: 4
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	and have the ability Listen to and understand any challenges faced by players		
Responsibility	A Sports Masseur provides massage session based on the proper analysis of the clients. Ensure safety of the clients participating in his sessions and provides first aid as and when needed.	Responsibility for own work and learning and some responsibility for others' works and learning. They are expected to understand the quality of the work that needs to be delivered. They are expected to operate hygienically and demonstrate an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.	4

**SECTION 3**

**EVIDENCE OF NEED**

**26. What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?**

While collecting data from the fitness sector for the occupational map & 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 volume of people required, quantitative and qualitative shortfall which the Industry feels they face. Governing council of SPEFL SC gave final approval and endorsement for the same.

There's a boom in the Sport & fitness industry and demand for skilled Sports Masseurs is surging at an exponential rate. There is an opportunity for Sports Masseurs to get employed by skilling in the said job-role.

**Industry relevance?**

Yes, NSDC QRC process has been adhered to. This includes minimum 21 validations for the QP from employers in the sector since this is a revised job role.

**27. Recommendation from the concerned Line Ministry of the Government/Regulatory Body**

In-Process

**28. What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?**

Sports SSC is a newly formed SSC and there are very few QPs available in this sector. This QP of Sports Masseur is not overlapping with any other QP.

**29. 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?**

The revisions will most likely be depending on the new practices that would be widely followed by the industry experts globally. A review may be made at a gap of three years.

This is a progression from level 3, Physical Education Assistant (Primary Years)

Please attach any 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.

**SECTION 4**

**EVIDENCE OF PROGRESSION**

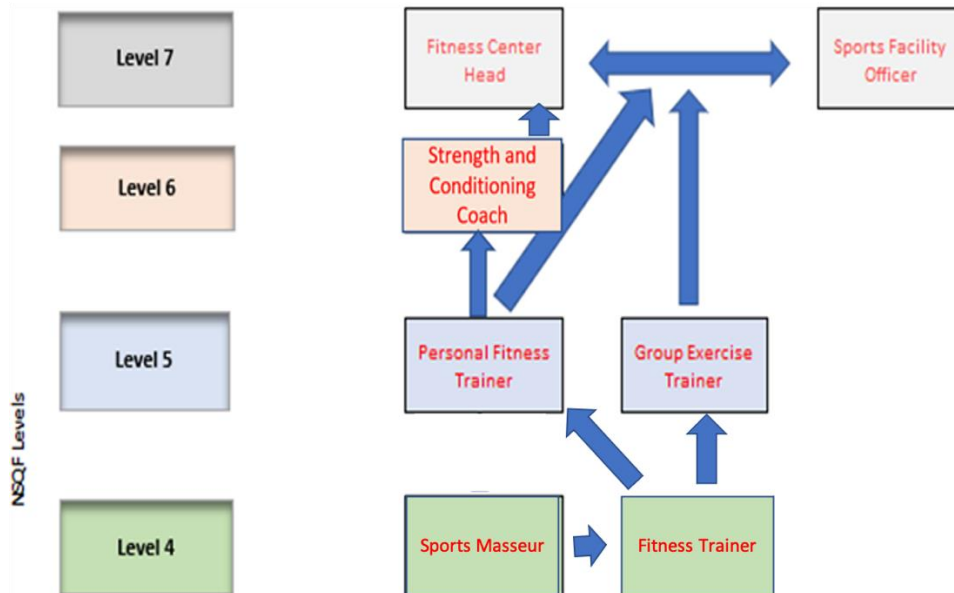
## NSQF QUALIFICATION FILE

Approved in 17th NSQC Meeting – NCVET – 31<sup>st</sup> March 2022

Rationalized in 24<sup>th</sup> NSQC Meeting – NCVET – Dated 17.11.2022

### 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.



Please attach any 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.

- Occupational Mapping has been done and attached as separate document
- Qualification Pack of Sports Masseur attached
- Validations received also attached separately.

**NSQF QUALIFICATION FILE**

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