



QUALIFICATION FILE

Himalayan Expedition Pathfinder (HAP)

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 5

Submitted By:

Tourism and Hospitality Skill Council

#1216-1220, 12th Floor, Naurang House, Kasturba Gandhi Marg, Connaught Place

New Delhi – 110001, Landline # 011-41608056/8057 Ext.1102

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Section 1: Basic Details

1.	Qualification Name	Himalayan Expedition Pathfinder (HAP)																
2.	Sector/s	Tourism & Hospitality																
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: <i>(change to previous, once approved)</i> 2022/TH/THSC/05472 and v3.0	Qualification Name of existing/previous version: Himalayan Expedition Pathfinder (HAP)															
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>																	
5.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	QG-05-TH-02447-2024-V2-THSC	6. NCrf/NSQF Level: 5															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																
8.	Brief Description of the Qualification	A Himalayan Expedition Pathfinder (HAP) is responsible for carrying equipment, gear and provisions for trekking and mountaineering expeditions in high altitude regions beyond 4,500 metres. They are qualified mountaineers and assist the high altitude trekking guide/mountaineering instructor with setting up ropes and equipment on technical sections of the route.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td></td> <td>12th grade pass or equivalent</td> <td>4-year (relevant experience)</td> </tr> <tr> <td></td> <td>Previous relevant Qualification of NSQF Level 4.0</td> <td>3-year (relevant experience)</td> </tr> <tr> <td>a)</td> <td>Should have attempted at least two peaks / High Altitude Pass above 4,000 mts</td> <td></td> </tr> <tr> <td>b)</td> <td>Should have climbed at least two peaks above 6,000m under supervision of a Himalayan Expedition Pathfinder (HAP)</td> <td></td> </tr> </tbody> </table> b. Age- 18 years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)		12th grade pass or equivalent	4-year (relevant experience)		Previous relevant Qualification of NSQF Level 4.0	3-year (relevant experience)	a)	Should have attempted at least two peaks / High Altitude Pass above 4,000 mts		b)	Should have climbed at least two peaks above 6,000m under supervision of a Himalayan Expedition Pathfinder (HAP)	
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	12th grade pass or equivalent	4-year (relevant experience)																
	Previous relevant Qualification of NSQF Level 4.0	3-year (relevant experience)																
a)	Should have attempted at least two peaks / High Altitude Pass above 4,000 mts																	
b)	Should have climbed at least two peaks above 6,000m under supervision of a Himalayan Expedition Pathfinder (HAP)																	

10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	19	11. Common Cost Norm Category (I/II/III) (wherever applicable): III																				
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																					
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td></td> <td>236:00</td> <td>120:00</td> <td>356:00</td> </tr> <tr> <td>Online</td> <td>214:00</td> <td></td> <td></td> <td>214:00</td> </tr> </tbody> </table> (Refer Blended Learning Annexure for details)							Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)	Classroom (offline)		236:00	120:00	356:00	Online	214:00			214:00
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	Total (Hours)																			
Classroom (offline)		236:00	120:00	356:00																			
Online	214:00			214:00																			
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/-																					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Mountaineering Instructor																					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:																					
19.	How Participation of Women will be Encouraged	The inclusion of women in the workplace is important as there is an increase in the number of educated women. Despite progress in some areas, women still face significant challenges and barriers to their full participation in the workforce. This can be addressed by formulating policy measures on skilling, job creation and support services. To increase the proportion of women in the workforce, various support measures like childcare facilities, close proximity to the workplace, safe transportation, gender acceleration plans and return to work (allowing women to re-join the workforce after motherhood) should be provided. Organisations should provide flexible work arrangements like part-time or remote work options. This not only helps the organisation to retain talented women employees, but it also helps women to balance work and family responsibilities.																					
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No THC/N9915: Maintain Safe, Healthy and Hygienic Practices THC/N9916: Follow and Maintain Green Practices																					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																					

22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Dr. Sunita Badhwar Email: sunita.badhwar@thsc.in Contact No.: 011-41608056/8057 Ext.1102 Website: www.thsc.in	
23.	Final Approval Date by NSQC: 30/04/2024	24. Validity Duration: 3 years	25. Next Review Date: 30/04/2027

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Prepare for Mountaineering/Trekking Expedition	THC/N8624 &v2.0	Core	5	4	35	35	50	0	120	30	22	0	0	52	20
2.	Carry Equipment/Provisions and Help the Climbing Partner to Climb	THC/N8625 &v2.0	Core	5	5	60	60	30	0	150	31	36	0	0	67	15
3.	Conduct Post Mountaineering/Trekking Program Closure	THC/N8626 &v2.0	Core	5	2	25	15	20	0	60	10	4	0	0	14	5
4.	Assess and Mitigate Risks in Mountaineering/Trekking Expedition	THC/N8627 &v2.0	Core	5	2	22	18	20	0	60	34	26	0	0	60	15
5.	Communicate with Customers and Colleagues	THC/N9913 &v2.0	Non-Core	5	1	12	18	0	0	30	34	39	0	0	73	10
6.	Follow Gender and Age Sensitive Practices	THC/N9914 &v2.0	Non-Core	5	1	12	18	0	0	30	7	3	0	0	10	10

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
7.	Maintain Safe, Healthy and Hygienic Practices	THC/N9915 &v2.0	Non-Core	5	1	12	18	0	0	30	32	16	0	0	48	10
8.	Follow and Maintain Green Practices	THC/N9916 &v2.0	Non-Core	5	1	12	18	0	0	30	28	11	0	0	39	10
9.	Employability Skills (60 Hours)	DGT/VSQ/N 0102 &v1.0	Non-Core	4	2	24	36	0	0	60	20	30	0	0	50	5
Duration (in Hours) / Total Marks					19	214	236	120	0	570	226	187	0	0	413	100

Assessment - Minimum Qualifying Percentage

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

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

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

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Certificate / Diploma / Degree / Post Graduate (specialization in Tour & Travel) with 5 years of relevant industry experience (Tourism) and 1-year of training experience (Tourism)
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	NA
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Diploma / Degree / Post Graduate with 10 years of relevant industry experience (Himalayan Expedition Pathfinder /HAP)
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	NA
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 21
5.	Estimated nos. of persons to be trained and employed: NA
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: No If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Attached</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Attached</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Attached</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Attached</i>
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>	<i>Attached</i>
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	<i>Attached</i>
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Attached</i>
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Attached</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	<i>Attached</i>
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	<i>Attached</i>
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	<i>Attached</i>
12.	Any other document you wish to submit:	-

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	Multidisciplinary and specialized knowledge <ul style="list-style-type: none"> • Pack all provisions and equipment, in the rucksack, taking their accessibility into consideration, important safety equipments should be easily accessible in case of emergencies. • Provide help and support to the climbing partner whenever required. • Review climbing partners' (if any) personal gear list to ensure that they're not over or under packed and assist them in packing. • Assist the students/clients in trying out the harness, helmets, wind/water resistant jackets, climbing shoes, snow boots, crampons and backpacks according to their respective sizes and adjust their fittings. • Go through basic health information of guests and determine if they are eligible/fit for the activity. Be aware of any allergies and medicine requirements. • Brief guests about their responsibilities in a clear and concise manner. • Offer help to differently abled people • Handle emergencies as per pre-determined SOPs and trainings imparted. • Administer Wilderness First Aid (WFA) and Cardiopulmonary Resuscitation (CPR), when required. • Have the ability to work with the Trip Leader and understand their requirements. • Understand and be able to deal with multinational clients/students. • Ensure organizational policies on 	<ul style="list-style-type: none"> • The Himalayan Expedition Pathfinder (HAP) has factual knowledge of the terrain and routes and is well-versed with their equipment and reading of weather patterns. • Must have the ability to arrange transport, huts and valley accommodation and understand procedures to be followed in case of bad weather. • Must have training in first-aid, first responder techniques and CPR. • Hence Level 5 	5

	<ul style="list-style-type: none"> • behavioural etiquette and professionalism. • Ways to enhance guest experience – story telling, cultural immersion. • Documentation policy and procedures of the organization pre and post trip. • Service quality standards as per organizational policies • Age and gender specific etiquette • Organizational policy with regards to persons with disability 		
Professional and Technical Skills/ Expertise/ Professional Knowledge	Range of skills along with specialized domain skills <ul style="list-style-type: none"> • Manage time effectively – especially walk and meal times to ensure students/clients are well looked after. • Understand the effect that the weather and wind speed conditions will have on the mountain plans and use the forecast to make/change plans if required. • Be aware of and be prepared to find alternate routes in case of route incidents like tree falls or landslides. • Be aware of river crossing SOPs and consider access, width, speed, stream bed before attempting • Know how to use GPS and smartphones as navigation aids and know how to use a paper map and compass if all else fails. • Demonstrate effective navigation, communication, leadership and instruction skills. • Respond to queries and information needs of all individuals. • Use basic reading and writing skills while filling up forms and post trip reports. • Decide on most suitable equipment to be used 	<ul style="list-style-type: none"> • A Himalayan Expedition Pathfinder (HAP) performs their job by applying professional skills as per the organizational safety and service standards. • They need to be aware of a guest's limitations, needs and requirements and act accordingly. • They are required to apply cognitive and practical skills to innovate, find new routes, and change plans by applying basic methods, materials, tools and information. • A Himalayan Expedition Pathfinder (HAP) should apply core skills such as understanding of social, political, communication, health, and hygiene and safety at workplace followed, etc. • The person should be able to communicate clearly and have the organization skills to deal with the students/clients. • Hence Level 5 	5

	<p>and different methods to apply to tackle different terrains.</p> <ul style="list-style-type: none"> • Ensure environment friendly waste disposal practices. • Understand natural surroundings and respect local traditions and people • Communicate effectively with trip leader, guests, and co-workers. • Be polite and courteous at all times 		
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<p>Entrepreneurial mindset, self- management</p> <ul style="list-style-type: none"> • Read and write different types of documents/instructions/correspondence • Communicate effectively using appropriate language in formal and informal settings • Behave politely and appropriately with all • How to work in a virtual mode • Perform calculations efficiently • Solve problems effectively • Pay attention to details • Manage time efficiently • Maintain hygiene and sanitization to avoid infection 	<ul style="list-style-type: none"> • A Himalayan Expedition Pathfinder (HAP) should have good oral and written communication skills, advanced literacy and numeracy skills, organisation and time management skills, good understanding of social, political and work environment, etc. 	5
Broad Learning Outcomes/Core Skill	<p>Judgement / decision making – specialized</p> <ul style="list-style-type: none"> • Work as per well-laid out SOPs. • Work operations as per laid down guidelines and have the ability to tackle unexpected variations. • The work demands knowledge of various terrain and routes and climbing equipment. 	<ul style="list-style-type: none"> • Himalayan Expedition Pathfinder (HAP) must have the experience of difficult terrains and remote mountains in ranges across the country. • They need to be experienced in trekking and climbing across mountain ranges in a safe and disciplined manner using techniques and equipment that will help them tackle tough terrains by using clearly laid out procedures. • Hence Level 5 	5
Responsibility	Team leader – Junior technical supervisor,	<ul style="list-style-type: none"> • A Himalayan Expedition Pathfinder (HAP) is responsible for packing and carrying equipment, gear and provisions for trekking and 	5

	<ul style="list-style-type: none"> Know the route well and be aware of the risks they might encounter. Ensure clear communication with assistant guides and crew members, Understands the job role and has complete knowledge of SOPs to be followed. Follows health and hygiene practices and safety regulations. Takes responsibility of guests. Is environmentally conscious and takes measures not to harm the environment. 	<p>mountaineering expeditions in high altitude regions.</p> <ul style="list-style-type: none"> They need to work closely with climbing partners and other crew members (camp helper, cook etc.) to ensure smooth operations. Therefore, this person not only takes responsibility for their own work but also takes some responsibility of the other's work to achieve the standards set by the organization. Hence Level 5 	
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1.	Kernmantle ropes	Standard	1
2.	Harnesses	Standard	1
3.	Helmets	Standard	1
4.	Climbing shoes	Standard	1
5.	Mittens	Standard	1
6.	Carabiners	Standard	1
7.	Pulley	Standard	1
8.	Belay devices	Standard	1
9.	Slings and tape sling spitons	Standard	1
10.	Ice axe	Standard	1
11.	Crampons	Standard	1
12.	Pitons	Standard	1
13.	Equipment logbooks	Standard	1
14.	Snow boots	Standard	1
15.	Activity documents	Standard	1
16.	Student/client forms and documents	Standard	1
17.	Medical forms	Standard	1
18.	Writing tools	Standard	1
19.	Outdoor environment.	Standard	1
20.	Shovel	Standard	1

21.	Bio-degradable bags	Standard	1
22.	Dustbins	Standard	1
23.	Outdoor Environment	Standard	1
24.	Feedback forms	Standard	1
25.	Account reports	Standard	1
26.	Rucksacks	Standard	1
27.	Climbing ropes	Standard	1
28.	First aid kits	Standard	1
29.	Stretcher	Standard	1
30.	Physical Safety Equipment	Standard	As per required
31.	Personal Protective Equipment	Standard	As per required
32.	Fire Safety Equipment	Standard	1
33.	First Aid Equipment	Standard	As per required
34.	Waste Bins	Standard	1

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Flip Chart
3. Duster
4. Projector
5. Projector screen
6. Computer/ Laptop with charger
7. Power Point Presentation
8. Laptop External Speakers
9. Training kit (Trainer guide, Presentations)
10. Participant Handbook and Related Standard Operating Procedures
11. Markers
12. Chalk

Annexure: Industry Validations Summary

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Multichannel Educational Institute Private Limited	Zubair Ahmad Gadda	Director	Khaliqa town Square Mall, Hospital Road, Ganderbal, Jammu & Kashmir, India 191201	9419257715/8713 000062	director@meinstitute.org / toradm@meinstitute.org / chairman@meinstitute.org	-
2.	Parveen Travels Private Limited	A.Afzal	Managing Director	148 Perambur Barracks Road Purusawalkam Chennai 600007	9840041999	Afzal@parveentravels.com	-
3.	Tajra Ventures Private Limited	Shehreyar Majeed	Director	Block-Z-23, Dayal Sir Colony, Uttam Nagar, New Delhi-110059, delhi	7006306075	info@tarjirventures.com	-
4.	Adventures	Sudesh Negi	Owner	Champavat	9012443372	sudeshnegi732@gmail.com	-
5.	The Glide Inn	Arun Rawat	CEO	Vill Seri, Junga Road, Shimla 173216 India	9779885135	info@theglideinn.com	-
6.	Wildlife Adventure	Vikram Singh Negi	Mountain Guide	8/222, Resettlement Colony, Block 8, Kalyan Puri, Delhi, 110091	8433105830	vikramnegi97@gmail.com	-
7.	Dev Bhoomi Hospitality	Devender	Proprietor	Mahananda Complex, Tapovan, Rishikesh	9811117198	DEVBHOOMI HOSPITALITY@gmail.com	-
8.	Voyage En Himalaya		Proprietor	Dadgalya, Kalika, Ranikhet, Uttarakhand	98971717142	Service@Voyageen Himalaya.com	-
9.	Acorn International	Mr. Anup	Owner	Badrinath Road, opposite Balaknath Temple, Tapovan, Rishikesh, Uttarakhand 249192	9999877312	anup@acorninternational.in	-
10.	Green Escape safaris & Tours,	Mohan Chandar Joshi	Founder	1 st Floor, Siddheshwar market, Ramnagar, Nainital, Uttarakhand-244715	6260384796	greenescapeuttarakhand@gmail.com	-

11.	Real Adventure	Meenakshi Rawat	Owner	Uttarakhand	992784985	Rawatmeenakshi756@gmail.com	-
12.	Red Chilli adventure	Vipin Sharma	Managing Director	Red Chilli Adventure Sports Lakshman Jhula Road, Tapovan, Rishikesh, Uttarakhand, Pin: 249192, India.	9412058021	info@redchilliadventure.com	-
13.	Gaurav Travel Solutions	Himanshu Tiruh	Founder Director	Corbett National Park	7906232011	Gauravtravelsolutions@gmail.com	-
14.	ATOAI (Adventure Tour Operators Association of India)	Nirat Bhatt	Hon Treasurer-ATOAI	F-190,Ground Floor, Opp.hanuman Mandir, Lado Sarai, New Delhi-110030	9909904442	nirat@ClimbingWorld.com	-
15.	Bayberry Adventures LLP	Wg Cdr Sudhir Kutty	Co-Founder & Director	2/25.Kalkaji Extension, New Delhi-110019	9818233988	bayberryadventure@gmail.com	-
16.	Offbeat travel and events Pvt.Ltd.	Mayank Ghildiyal	Director	Flat 8 D, Victoria Tower, Raisina Resdency, Sector-59, Gurgaon, Haryana, (National Capital Region of Delhi) India, 120011,	9759111305	offbeattravelandevents@gmail.com	-
17.	Bohemian Adventures LLP	Guneet puri	Designated partner	50/1, Vasant Vihar, Dehradun-248001, Uttarakhand	9412088336	guneet@bohemianadventures.com	-
18.	Orient Express Pvt.Ltd	Mr Nitin Verma	Assistant Manager	70, Janpath, New Delhi	+91 9654 172900	travel@orientexpressltd.com	-
19.	Route on Wheels	Vivek Rauthan	Managing Director	B-69, Kumhar Gali, Mayapuri, Ajabpur Kalan, Dehradun, Uttarakhand	9899175374	routeonwheels@gmail.com	-
20.	Nature Connect	AJAY KANDARI	Director	369, Indira Nagar Dehradun -248001 Uttarakhand	7055800041	ajay@natureconnect.in	-
21	Three-point adventure Agency	Yashwant Singh Panwar	Owner	Ward No. 3 Gyansu Uttarkashi,	9456325820	3pointadventure.uki@gmail.com	-

				Uttarakhand, India, PIN 249193			
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Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
	NA	NA	NA	NA	NA	NA

Data to be provided year-wise for next 3 years

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

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

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

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

1. NA

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	<ul style="list-style-type: none"> • Books/ e-books • Presentations • Reference Material • Audio / Video Modules 	
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	<ul style="list-style-type: none"> • Self-Learning Videos • Broadcasts • Mobile Learning • Curated Digital content 	
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	<ul style="list-style-type: none"> • Video Content • E-Resource library • AR/ VR/ XR 	
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	<ul style="list-style-type: none"> • Training tools (tools list attached) • Video Play • Presentations 	
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	<ul style="list-style-type: none"> • Online Question Bank • Mobile Quick test app • MCQ based tests 	
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	<ul style="list-style-type: none"> • Assessment engine for Essays • Up-loadable file examinations • Mock test sessions 	
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	<ul style="list-style-type: none"> • Online tests • Offline assessments 	

Annexure: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
THC/N8624: Prepare for Mountaineering/Trekking Expedition	<i>Access pre-trek/expedition information</i>	10	2	0	0
	PC1. obtain and decipher work instructions from the expedition leader/tour operator.	-	-	-	-
	PC2. access the detailed itinerary and route description for all days of climbing/trekking.	-	-	-	-
	PC3. study detailed information about the accompanying staff, equipment, provisions and the total number of students/clients.	-	-	-	-
	PC4. obtain clarity on requirements including total number of loads and till which altitude/camp they need to be carried.	-	-	-	-
	PC5. ensure to check with the expedition leader about their specific role.	-	-	-	-
	<i>Document and report all items to be packed</i>	4	4	0	0
	PC6. create a list of all items that will be packed.	-	-	-	-
	PC7. inform the trekking guide/expedition leader if there are any changes in the lists for equipment/belongings.	-	-	-	-
	<i>Distribute evenly packed and weighed equipment/provisions</i>	8	8	0	0
	PC8. pack all provisions and equipment, in the rucksack, taking their accessibility into consideration, important safety equipment should be easily accessible in case of emergencies.	-	-	-	-
	PC9. ensure to secure and pack all items inside the rucksacks with a lining of waterproof tarpaulin.	-	-	-	-
	PC10. ensure that the load is evenly distributed inside the rucksack in order to ensure comfort while carrying the load.	-	-	-	-
	PC11. ensure weight is not more than the stipulated/agreed upon weight as carrying excess weight can cause health issues.	-	-	-	-
	<i>Prepare the participants for the expedition</i>	8	8	0	0
	PC12. welcome the students/clients in a friendly and approachable manner.	-	-	-	-
	PC13. assist the students/clients in trying out the harness, helmets, wind/water resistant jackets, climbing shoes, snow boots, crampons and backpacks according to their respective sizes and adjust their fittings.	-	-	-	-
	PC14. review climbing partners' (if any) personal gear list to ensure that they're not over or under packed and assist them in packing.	-	-	-	-
	PC15. review climbing partner's medical condition and level of fitness.	-	-	-	-
	Total Marks	30	22	0	0
THC/N8625: Carry Equipment/Provisions and Help the Climbing Partner to Climb	<i>Undertake mountain climbing with equipment</i>	25	30	0	0
	PC1. take charge of equipment and bags that need to be carried.	-	-	-	-
	PC2. ensure bags are loaded carefully with adequate protection from rain/dust.	-	-	-	-
	PC3. ensure proper weight balance and body movement for self and climbing partner (if any) at the beginning of the expedition and make adjustments, if needed.	-	-	-	-

	PC4. use appropriate techniques of securing rope and equipment, walking in the mountains, traversing through narrow and exposed sections with a heavy backpack, scrambling, rock climbing and rappelling.	-	-	-	-
	PC5. use safe practices while climbing, using ropes and safety equipment.	-	-	-	-
	PC6. provide accurate route descriptions and ground situations to the trek/expedition leader and ensure that the planned route is followed.	-	-	-	-
	PC7. provide on the spot solutions and alternatives to the trek/expedition leader, that will help the expedition to progress as planned.	-	-	-	-
	PC8. ensure constant visual checks and communication with climbing partners at regular intervals (if attached to a climber).	-	-	-	-
	PC9. ensure that the oxygen tank (if being used) is working for both oneself and the climbing partner.	-	-	-	-
	PC10. provide help and support to the climbing partner whenever required.	-	-	-	-
	PC11. unpack the equipment/provisions required for camp set up.	-	-	-	-
	PC12. hand over all loads to the camp in charge and account for their numbers.	-	-	-	-
	PC13. maintain calm and be composed in case of accidents.	-	-	-	-
	PC14. document photos and/or videos of the trip with their phone camera or with the company provided one.	-	-	-	-
	PC15. provide on the spot first aid during emergencies.	-	-	-	-
	PC16. use satellite phones/two-way radios to promptly coordinate with the team.	-	-	-	-
	<i>Manage persons with disabilities</i>	2	2	0	0
	PC17. offer help to persons with disabilities when asked for.	-	-	-	-
	PC18. accommodate persons with disabilities in the activities, as far as possible, without compromising safety.	-	-	-	-
	<i>Adhere to environmental conservation practices</i>	4	4	0	0
	PC19. promote "minimum impact" practices and ensure not to throw/burn/bury waste material, discarded wrappers, plastic items, glass and even tins in the	-	-	-	-
	PC20. ensure to not cause damage to the fragile habitats and environment (animal life, flora and fauna) found in the wilderness.	-	-	-	-
	Total Marks	31	36	0	0
THC/N8626: Conduct Post Mountaineering/Trekking Program Closure	<i>Hand over equipment and students'/clients' rucksack</i>	4	0	0	0
	PC1. ensure all the gear and backpacks are intact and not damaged.	-	-	-	-
	PC2. hand over the respective rucksacks and equipment with clear accounting for numbers and quantities back to the students/clients.	-	-	-	-
	<i>Close accounts and exchange feedback</i>	6	4	0	0
	PC3. enter the final number of equipment/rucksacks carried, in the account report.	-	-	-	-
	PC4. close payment accounts for the porter team after consulting with the sardar and expedition leader.	-	-	-	-
	PC5. provide and receive feedback regarding load, route, personal experience, things to improve for	-	-	-	-

	Total Marks	10	4	0	0
THC/N8627: Assess and Mitigate Risks in Mountaineering/Trekking Expedition	<i>Ensure to take all safety measures</i>	18	16	0	0
	PC1. identify hazards associated with unevenly distributed backpacks.	-	-	-	-
	PC2. follow safety procedures while packing equipment and provisions (waterproof) to ensure they are not damaged due to rain or snow.	-	-	-	-
	PC3. complete all necessary personal and equipment safety checks, prior to commencing ascent.	-	-	-	-
	PC4. use safe and correct techniques to wear a rucksack, e.g., ensure it is not below the hip line and is tightly fastened below the waist.	-	-	-	-
	PC5. establish a suitable communication with the expedition leader in case of any emergency during the climb.	-	-	-	-
	PC6. rope up in exposed areas.	-	-	-	-
	PC7. help and guide other expedition members during the trek/expedition.	-	-	-	-
	PC8. check short term and mid-term weather prediction before deciding to move to higher camps.	-	-	-	-
	PC9. ensure to leave early for daily marches and return/reach early.	-	-	-	-
	<i>Respond to emergency situations and manage disasters</i>	16	10	0	0
	PC10. report on personal health issues related to injury, food, air and infectious diseases to the expedition leader in a timely manner.	-	-	-	-
	PC11. respond to emergency situations within one's purview.	-	-	-	-
	PC12. administer first aid, CPR and oxygen, if required.	-	-	-	-
	PC13. follow instructions from the expedition leader during an emergency.	-	-	-	-
	PC14. assist the leader in choosing tent pitching location carefully to safeguard from avalanche, rockfall, flooding and lightning.	-	-	-	-
	PC15. assist in air and land rescue and in evacuating people from danger zones, in case of any disaster/emergency.	-	-	-	-
	PC16. deal with all eventualities in a calm and composed manner and assist in keeping students/clients and camp crew safe in case of any disaster/emergency.	-	-	-	-
	Total Marks	34	26	0	0
THC/N9913: Communicate with Customers and Colleagues	<i>Interacting with superiors and colleagues</i>	13	8	0	0
	PC1. exhibit trust, support and respect to all colleagues and superiors	-	-	-	-
	PC2. escalate unresolved problems or complaints to the relevant senior	-	-	-	-
	PC3. respond positively to the feedback and seek assistance from colleagues/superiors when required	-	-	-	-
	PC4. maintain etiquette with colleagues and superiors	-	-	-	-
	PC5. identify potential and existing conflicts with the colleagues and resolve them	-	-	-	-
	<i>Communicating effectively with guests</i>	21	31	0	0
	PC6. brief guests clearly and in a polite, professional and friendly manner	-	-	-	-
	PC7. build effective and impersonal relationship with the guests	-	-	-	-
	PC8. use appropriate language and tone with guests	-	-	-	-
	PC9. listen actively in a two-way communication	-	-	-	-

	PC10. identify guest's expectations correctly and provide appropriate solutions	-	-	-	-
	PC11. Identify reasons for guest's dissatisfaction and address their complaints effectively	-	-	-	-
	PC12. maintain proper body language, dress code, gestures and etiquette while interacting with guests	-	-	-	-
	PC13. ensure guests are not subjected to any negative questions and statements	-	-	-	-
	PC14. inform the guests on any issues or problems beforehand and also on the developments involving Them	2	1	-	-
	PC15. ensure minimum response time to guests for any messages/feedback	-	-	-	-
	PC16. seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	-	-	-	-
	PC17. engage with guests without intruding on their privacy	-	-	-	-
	Total Marks	34	39	0	0
THC/N9914: Follow Gender and Age Sensitive Practices	<i>Providing different age and gender specific customer service</i>	7	3	0	0
	PC1. provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	-	-	-	-
	PC2. make arrangement to cater for varied age group	-	-	-	-
	PC3. conduct activities so as to involve guests across all age groups and genders	-	-	-	-
	Total Marks	7	3	0	0
THC/N9915: Maintain Safe, Healthy and Hygienic Practices	<i>Following standard safety procedures to avoid work hazards</i>	10	2	0	0
	PC1. assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	-	-	-	-
	PC2. follow organisational safety procedures	-	-	-	-
	PC3. ensure guests have access to first aid kit when needed	-	-	-	-
	PC4. implement correct emergency procedures	-	-	-	-
	PC5. read the manufacturer's manual carefully before using any equipment	-	-	-	-
	PC6. use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
	PC7. practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
	PC8. display safety signs at places where necessary	-	-	-	-
	PC9. comply with the established safety procedures of the workplace	-	-	-	-
	PC10. report to the supervisor on any problems and hazards identified	-	-	-	-
	PC11. use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
	PC12. use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-
	PC13. use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-
	PC14. follow hazard symbols such as general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol etc.	-	-	-	-

	<i>Ensuring cleanliness around workplace</i>	7	4	0	0
	PC15. keep the surroundings clean and clear of food waste or other litter	-	-	-	-
	PC16. ensure that waste is disposed-off as per prescribed standards for waste disposal	-	-	-	-
	PC17. maintain cleanliness records	-	-	-	-
	PC18. ensure safe and clean handling of accommodation, public areas etc.	-	-	-	-
	<i>Following personal hygiene practices</i>	7	4	0	0
	PC19. clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	-	-	-	-
	PC20. clean cups, glasses or other cutlery before and after using them	-	-	-	-
	PC21. maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	-	-	-	-
	PC22. maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	-	-	-	-
	<i>Taking precautionary health measures</i>	8	6	0	0
	PC23. report personal health issues related to injury and infectious diseases	-	-	-	-
	PC24. ensure not to go to work if unwell, to avoid the risk of spreading infection to other people	-	-	-	-
	PC25. cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	-	-	-	-
	PC26. coordinate for the provision of adequate clean drinking water	-	-	-	-
	PC27. ensure regular vaccinations to avoid transmission of diseases	-	-	-	-
	PC28. undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	-	-	-	-
	Total Marks	32	16	0	0
THC/N9916: Follow and Maintain Green Practices	<i>Following material conservation practices</i>	7	4	0	0
	PC1. identify ways to optimize usage of material including water in various tasks/activities	-	-	-	-
	PC2. check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	-	-	-	-
	PC3. ensure electrical equipment and appliances are switched off when not in use	-	-	-	-
	<i>Ensuring effective waste management/recycling practices</i>	13	5	0	0
	PC4. identify recyclable and non-recyclable, and hazardous waste generated	-	-	-	-
	PC5. dispose non-recyclable waste appropriately	-	-	-	-
	PC6. follow processes specified for disposal of hazardous waste	-	-	-	-
	PC7. ensure reuse and recycling of waste wherever applicable	-	-	-	-
	<i>Ensuring use of eco-friendly practices</i>	8	2	0	0
	PC8. identify materials which can be replaced by environment friendly substitutes	-	-	-	-
	PC9. follow SOPs to conserve and re-use water	-	-	-	-
	Total Marks	28	11	0	0
	<i>Introduction to Employability Skills</i>	1	1	-	-

DGT/VSQ/N0102: Employability Skills (60 Hours)	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	2	3	-	-
	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	-	-	-	-
	<i>Career Development & Goal Setting</i>	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	<i>Diversity & Inclusion</i>	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3	-	-
	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	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
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	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
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	-	-	-	-
<i>Customer Service</i>	1	2	-	-
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	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
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	-	-	-	-

	Total Marks	20	30	-	-
	Grand Total	226	187	-	-

Annexure: Assessment Strategy

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

<1. Assessment System Overview:

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

2. Testing Environment:

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

3. Assessment Quality Assurance levels/Framework:

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

4. Types of evidence or evidence-gathering protocol:

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

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Himalayan Expedition Pathfinder (HAP)) will be assessed separately.
2. The candidate must score 70% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers

- Understand the working of various tools and equipment
->

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training
SOP	Standard Operating Procedure
AED	Automated External Defibrillator
AMS	Acute Mountain Sickness
HACE	High Altitude Cerebral Edema
HAPE	High Altitude Pulmonary Edema

Glossary

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