

## Qualification Pack



# Instructor - Rope Activities

QP Code: THC/Q8801

Version: 1.0

NSQF Level: 4

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## Qualification Pack

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## Qualification Pack

### THC/Q8801: Instructor - Rope Activities

#### Brief Job Description

An instructor is responsible for conducting the particular activity safely in a controlled and evaluated environment. They supervise and guide the assistant instructors in ropes/cable set up for rock climbing and abseiling, zip lines, high ropes course/low ropes course/challenge course, assessing the condition of the climbing ropes and cables, equipment maintenance, instructing and coaching the tourists on the procedures and techniques of the climb and ensuring the safety of the students/clients.

#### Personal Attributes

The job requires the individual to have a high level of fitness (both cardiovascular and motor) to withstand high endurance activity for long durations. The person should have a friendly/approachable and motivating personality to deal with all kinds of guests/climbers.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [THC/N8801: Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course](#)
2. [THC/N8802: Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course](#)
3. [THC/N8803: Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course](#)
4. [THC/N8804: Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course](#)
5. [THC/N9913: Communicate with Customers and Colleagues](#)
6. [THC/N9914: Follow Gender and Age Sensitive Practices](#)
7. [THC/N9915: Maintain Safe, Healthy and Hygienic Practices](#)
8. [THC/N9916: Follow and Maintain Green Practices](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism

## Qualification Pack

<b>Occupation</b>	Ropes courses
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4221.0100
<b>Minimum Educational Qualification &amp; Experience</b>	<p>12th Class/I.T.I (two years after class 10th) with 1 Year of experience as an Assistant Instructor with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&amp;R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p> <p>OR</p> <p>12th Class/I.T.I (one year after class 10th and with one year of any experience) with 1 Year of experience as an Assistant Instructor with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&amp;R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p> <p>OR</p> <p>Certificate-NSQF (Level-3 Assistant Instructor - Rope Activities ) with 1 Year of experience as Assistant Instructor in an Adventure Tourism Company with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&amp;R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p>
<b>Minimum Level of Education for Training in School</b>	12th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQF Approval Date</b>	25/11/2021
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2021/TH/THSC/04680



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<b>NQR Version</b>	1
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## Qualification Pack

# THC/N8801: Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course

## Description

This unit is about assessing pre-trip information and performing the necessary equipment/activity set up checks and assisting the student/client with equipment fitting once they arrive.

## Scope

The scope covers the following :

- assess pre-activity information and brief the team.
- check pre-activity equipment and ropes set up.
- complete guest formalities and equipment pack up.

## Elements and Performance Criteria

### *Assess pre-activity information and brief the team*

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

- PC1.** obtain work instructions from the organizer, details of the program and difficulty level requirements as per SOP.
- PC2.** obtain and assess detailed information about the students'/clients' experience in rock climbing & abseiling, zip line, high & low ropes course/challenge course.
- PC3.** obtain and assess detailed information about the students'/clients' age, gender, health issues (if any) and special requests (if any).
- PC4.** brief the the assistant instructors about the details of the program.

### *Check pre-activity equipment and ropes set up*

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

- PC5.** give clear instructions and directions to the assistant instructor about tasks to be completed before commencement of the activity.
- PC6.** plan and prepare lists of all the equipment required for the activity.
- PC7.** inspect the condition and certifying body of kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings.
- PC8.** ensure all cables and cable anchors for zip lines and ropes course are checked for tightness, damage and rust and adjusted and changed as required before the students/clients arrive.
- PC9.** ensure that holds, bolts and anchors on fixed systems for rock climbing (walls) have been checked for rust or damage.
- PC10.** adjust or change routes according to students'/clients' experience.
- PC11.** ensure that sufficient numbers and sizes of harnesses, mittens, climbing shoes and helmets, etc., are available for the students/clients.

### *Complete guest formalities and equipment pack up*

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

- PC12.** welcome the students/clients and introduce oneself in a loud, clear and friendly manner.

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- PC13.** assist the students/clients in trying on the harness, helmets and climbing shoes, according to their respective sizes and adjust their fittings.
- PC14.** document the type and number of all equipment being used in the log book.
- PC15.** organize and safely pack all the equipment in rucksacks to be carried till the activity site.
- PC16.** ensure that the students/clients have signed the indemnity waivers, collect them and pass them to the organizer/tour operator.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** SOPs and safety and service quality standards followed in the organization.
- KU2.** reporting structure and documentation procedures.
- KU3.** the importance of respect for students/clients, colleagues and local communities.
- KU4.** the importance of assisting students/clients during equipment fittings and trials in a professional manner.
- KU5.** the equipment used in rock climbing, abseiling, zip line, high & low ropes/challenge course - kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings, cables, etc.
- KU6.** the importance of equipment maintenance.
- KU7.** the various elements of high & low ropes/challenge course.
- KU8.** how to customize challenges based on students'/clients' abilities.
- KU9.** process of equipment logbook maintenance.
- KU10.** importance of collecting indemnity bonds signed by the students/clients.

## Generic Skills (GS)

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

- GS1.** create lists required to prepare for the activity.
- GS2.** plan and organize various requirements for the activity.
- GS3.** communicate effectively.
- GS4.** take important decisions such as deciding the level of challenge for the students/clients.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assess pre-activity information and brief the team</i>	<b>7</b>	<b>7</b>	-	-
<b>PC1.</b> obtain work instructions from the organizer, details of the program and difficulty level requirements as per SOP.	2	2	-	-
<b>PC2.</b> obtain and assess detailed information about the students'/clients' experience in rock climbing & abseiling, zip line, high & low ropes course/challenge course.	2	2	-	-
<b>PC3.</b> obtain and assess detailed information about the students'/clients' age, gender, health issues (if any) and special requests (if any).	2	2	-	-
<b>PC4.</b> brief the the assistant instructors about the details of the program.	1	1	-	-
<i>Check pre-activity equipment and ropes set up</i>	<b>13</b>	<b>17</b>	-	-
<b>PC5.</b> give clear instructions and directions to the assistant instructor about tasks to be completed before commencement of the activity.	1	1	-	-
<b>PC6.</b> plan and prepare lists of all the equipment required for the activity.	2	2	-	-
<b>PC7.</b> inspect the condition and certifying body of kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings.	2	4	-	-
<b>PC8.</b> ensure all cables and cable anchors for zip lines and ropes course are checked for tightness, damage and rust and adjusted and changed as required before the students'/clients arrive.	2	4	-	-
<b>PC9.</b> ensure that holds, bolts and anchors on fixed systems for rock climbing (walls) have been checked for rust or damage.	2	2	-	-
<b>PC10.</b> adjust or change routes according to students'/clients' experience.	2	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> ensure that sufficient numbers and sizes of harnesses, mittens, climbing shoes and helmets, etc., are available for the students/clients.	2	2	-	-
<i>Complete guest formalities and equipment pack up</i>	<b>7</b>	<b>7</b>	-	-
<b>PC12.</b> welcome the students/clients and introduce oneself in a loud, clear and friendly manner.	1	1	-	-
<b>PC13.</b> assist the students/clients in trying on the harness, helmets and climbing shoes, according to their respective sizes and adjust their fittings.	1	1	-	-
<b>PC14.</b> document the type and number of all equipment being used in the log book.	1	1	-	-
<b>PC15.</b> organize and safely pack all the equipment in rucksacks to be carried till the activity site.	2	2	-	-
<b>PC16.</b> ensure that the students/clients have signed the indemnity waivers, collect them and pass them to the organizer/tour operator.	2	2	-	-
<b>NOS Total</b>	<b>27</b>	<b>31</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8801
<b>NOS Name</b>	Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Ropes courses
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Clearance Date</b>	25/11/2021

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# THC/N8802: Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course

## Description

This unit is about briefing and instructing the guests/tourists on the techniques of the activity, guiding them through the procedure and ensuring to follow environmental practices on the site.

## Scope

The scope covers the following :

- guide the activity.
- manage persons with disabilities.
- adhere to environmental conservation practices.

## Elements and Performance Criteria

### *Guide the activity*

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

- PC1.** guide the students/clients to the activity area, along with the required equipment.
- PC2.** identify hazards with respect to the activity location and ensure it is safe for all students/clients.
- PC3.** ensure students/clients are in safe zones while watching or getting ready for activity.
- PC4.** set up anchor systems, bases and safety systems for rock climbing and abseiling as per the company's SOPs.
- PC5.** organize all the equipment on a flat surface over a tarpaulin.
- PC6.** brief about all the safety gear the students/clients would be using and their breaking strength.
- PC7.** demonstrate how to wear and remove PPE (harness, helmet and mittens).
- PC8.** brief the students/clients on the use and safe storage of the equipment.
- PC9.** brief the students/clients about the consequences while fidgeting with equipment like fixed wires, ropes, etc.
- PC10.** ensure that all students/clients with long hair and hanging accessories are told about risk assessment protocols.
- PC11.** ensure that personal and students'/clients' safety protocols are followed.
- PC12.** demonstrate the activity/ropes course elements, hand and foot holds for rock climbing and the posture to be maintained for each activity/ropes course element.
- PC13.** provide instructions about the communication protocols (eg, belayer ready?, I am climbing, climb on, etc.) and rescue signals to be followed in case of an emergency between the instructor and students/clients during, between or after completing the activity.
- PC14.** explain change over process for self safety and change over points between elements in ropes courses.
- PC15.** train the guests about appropriate body position, speed braking protocols and method of self-evacuation to the end point on a smaller zip line.

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- PC16.** ensure to do a final check of the students'/clients' PPEs (Personal Protective Equipment) before commencing the activity.
- PC17.** ensure that crew and students/clients remain hydrated under sun exposed areas.
- PC18.** assist the students/clients promptly on challenging sections of a rock face or on a challenge course while maintaining appropriate physical distance.
- PC19.** ensure to make an entry of incidents, injuries and equipment after every use in the log book on a daily basis.
- PC20.** maintain calm and be composed if a student/client is stuck while doing the activity and in case of emergencies.

### *Manage persons with disabilities*

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

- PC21.** offer help to persons with disability, when asked for.
- PC22.** accommodate persons with disability in the activities, as far as possible, without compromising safety.

### *Adhere to environmental conservation practices*

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

- PC23.** adhere to “minimum impact” policies and not throw/burn non bio-degradable waste materials such as wrappers and plastic bottles into the valley, cliffs, trails or any of the activity areas.
- PC24.** ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.
- PC25.** ensure all waste is disposed off appropriately into garbage bins.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's SOP's on safety and service quality standards such as evacuation and rescue techniques and protocols in case of an incident, medical assistance and minimum impact travel and camping policies.
- KU2.** the importance of respect for students/clients, colleagues and local communities.
- KU3.** use and maintenance of equipment used in rock climbing, abseiling, zip line, high & low ropes/challenge course - kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings.
- KU4.** setting up of SERENE/ERNEST anchor systems for rock climbing and abseiling.
- KU5.** the techniques of rock climbing & abseiling (hand & foot holds), zip line, high & low ropes/challenge course, the correct body posture to maintain for each of the activities/elements and use of ropes and knots to self-secure.
- KU6.** method of instructing and demonstrating in a safe/controlled environment.
- KU7.** importance of maintaining log of equipment, incidents/injuries, if any.
- KU8.** appropriate clothing and accessories required for the activity.
- KU9.** methods to deal with persons with disability and choice of appropriate activities for them without compromising safety.
- KU10.** safety measures required for persons with disability.

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- KU11.** how to identify hazards in activity areas and make it secure for the students/clients.
- KU12.** minimum impact travel and camping policies and how not to disturb the fragile habitats and environment.

### Generic Skills (GS)

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

- GS1.** handle challenging situations calmly and patiently.
- GS2.** communicate effectively with colleagues and students/clients.
- GS3.** take instant decisions to change the challenge level based on individual and group performance.
- GS4.** take a decision to discontinue an activity in case the rope or zip wire is damaged or the anchor system is faulty.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Guide the activity</i>	<b>31</b>	<b>53</b>	-	-
<b>PC1.</b> guide the students/clients to the activity area, along with the required equipment.	1	1	-	-
<b>PC2.</b> identify hazards with respect to the activity location and ensure it is safe for all students/clients.	2	4	-	-
<b>PC3.</b> ensure students/clients are in safe zones while watching or getting ready for activity.	2	2	-	-
<b>PC4.</b> set up anchor systems, bases and safety systems for rock climbing and abseiling as per the company's SOPs.	2	4	-	-
<b>PC5.</b> organize all the equipment on a flat surface over a tarpaulin.	1	1	-	-
<b>PC6.</b> brief about all the safety gear the students/clients would be using and their breaking strength.	1	2	-	-
<b>PC7.</b> demonstrate how to wear and remove PPE (harness, helmet and mittens).	2	4	-	-
<b>PC8.</b> brief the students/clients on the use and safe storage of the equipment.	1	2	-	-
<b>PC9.</b> brief the students/clients about the consequences while fidgeting with equipment like fixed wires, ropes, etc.	1	2	-	-
<b>PC10.</b> ensure that all students/clients with long hair and hanging accessories are told about risk assessment protocols.	1	2	-	-
<b>PC11.</b> ensure that personal and students'/clients' safety protocols are followed.	1	2	-	-
<b>PC12.</b> demonstrate the activity/ropes course elements, hand and foot holds for rock climbing and the posture to be maintained for each activity/ropes course element.	2	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> provide instructions about the communication protocols (eg, belayer ready?, I am climbing, climb on, etc.) and rescue signals to be followed in case of an emergency between the instructor and students/clients during, between or after completing the activity.	2	4	-	-
<b>PC14.</b> explain change over process for self safety and change over points between elements in ropes courses.	2	4	-	-
<b>PC15.</b> train the guests about appropriate body position, speed braking protocols and method of self-evacuation to the end point on a smaller zip line.	2	4	-	-
<b>PC16.</b> ensure to do a final check of the students'/clients' PPEs (Personal Protective Equipment) before commencing the activity.	2	4	-	-
<b>PC17.</b> ensure that crew and students/clients remain hydrated under sun exposed areas.	1	2	-	-
<b>PC18.</b> assist the students/clients promptly on challenging sections of a rock face or on a challenge course while maintaining appropriate physical distance.	1	2	-	-
<b>PC19.</b> ensure to make an entry of incidents, injuries and equipment after every use in the log book on a daily basis.	2	2	-	-
<b>PC20.</b> maintain calm and be composed if a student/client is stuck while doing the activity and in case of emergencies.	2	1	-	-
<i>Manage persons with disabilities</i>	<b>2</b>	<b>8</b>	-	-
<b>PC21.</b> offer help to persons with disability, when asked for.	1	4	-	-
<b>PC22.</b> accommodate persons with disability in the activities, as far as possible, without compromising safety.	1	4	-	-
<i>Adhere to environmental conservation practices</i>	<b>6</b>	<b>6</b>	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC23.</b> adhere to “minimum impact” policies and not throw/burn non bio-degradable waste materials such as wrappers and plastic bottles into the valley, cliffs, trails or any of the activity areas.	2	2	-	-
<b>PC24.</b> ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.	2	2	-	-
<b>PC25.</b> ensure all waste is disposed off appropriately into garbage bins.	2	2	-	-
<b>NOS Total</b>	<b>39</b>	<b>67</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8802
<b>NOS Name</b>	Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Ropes courses
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Clearance Date</b>	25/11/2021

## Qualification Pack

# THC/N8803: Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course

## Description

This unit is about packing all equipment post activity and submitting activity reports.

## Scope

The scope covers the following :

- pack up equipment and submit activity report.

## Elements and Performance Criteria

### *Pack up equipment and submit activity report*

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

- PC1.** count and pack up all the equipment used during the activity.
- PC2.** maintain a record of the total duration the climbing ropes were used for.
- PC3.** record any loss or damage to the equipment in the equipment logbook.
- PC4.** record all the incidents in the logbook.
- PC5.** seek written feedback from students/clients.
- PC6.** submit the logbooks and students'/clients' feedback to the organizer.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** proper methods of post activity equipment check and pack up.
- KU2.** company's documentation procedures including post trip equipment record logbook entries, incidents/injuries, if any.

## Generic Skills (GS)

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

- GS1.** organize and report information.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Pack up equipment and submit activity report</i>	<b>12</b>	<b>6</b>	-	-
<b>PC1.</b> count and pack up all the equipment used during the activity.	2	1	-	-
<b>PC2.</b> maintain a record of the total duration the climbing ropes were used for.	2	1	-	-
<b>PC3.</b> record any loss or damage to the equipment in the equipment logbook.	2	1	-	-
<b>PC4.</b> record all the incidents in the logbook.	2	2	-	-
<b>PC5.</b> seek written feedback from students/clients.	2	1	-	-
<b>PC6.</b> submit the logbooks and students'/clients' feedback to the organizer.	2	-	-	-
<b>NOS Total</b>	<b>12</b>	<b>6</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8803
<b>NOS Name</b>	Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Ropes courses
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Clearance Date</b>	25/11/2021

## Qualification Pack

# THC/N8804: Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course

## Description

This unit is about conducting risk/hazard evaluation and taking measures to mitigate them.

## Scope

The scope covers the following :

- ensure to take safety measures and respond to emergency situations.
- disaster management.

## Elements and Performance Criteria

### *Ensure to take safety measures and respond to emergency situations*

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

- PC1.** create a detailed evacuation/emergency procedure to be carried out on site and brief the rest of the team on the same.
- PC2.** ensure that only standardized and certified equipment is used (UIAA or CE certified).
- PC3.** ensure that the climbing ropes (static and dynamic) used for the activity are free of any type of damage such as cuts, rips or tears, thin bits, fat bits, etc.
- PC4.** use globally recognized anchor systems for rock climbing and abseiling, e.g., SERENE/ERNEST.
- PC5.** instruct the students/clients to wait (sit/stand) at a safe location away from any cliffs until all activity related instructions are given and their turn arrives.
- PC6.** instruct the students/clients to look for a flat spot while wearing the safety gear, away from cliffs and not to stand directly under the rock face or ropes course elements.
- PC7.** instruct all students/clients to remove any jewellery and tie up loose clothing while rock climbing and in all of the ropes course elements.
- PC8.** ensure to self-secure before starting the activity.
- PC9.** ensure that evacuation routes are easily accessible.
- PC10.** oversee that every High Ropes/Zip Wire Course has a first-aid kit and stretcher/spinal board onsite and a first-aid kit is carried for rock climbing and abseiling.
- PC11.** ensure that the team is aware of the emergency plan and communication protocols in case of an emergency situation.
- PC12.** identify emergency situations and respond promptly, e.g., manage students'/clients' movement away from the emergency and provide the necessary on spot first-aid to the students/clients in case of injuries.
- PC13.** handle the media and family members of the injured person in a sensitive manner in case of a serious accident.

### *Disaster management*

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

- PC14.** choose camp site carefully to safeguard from avalanche, rockfall, flooding and lightning, etc.

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- PC15.** evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.
- PC16.** establish communication and organize air and land rescue in case of any disaster.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organisational policies and procedures to enable safe response to an emergency situation according to one's own role and level of responsibility.
- KU2.** contingency management techniques.
- KU3.** use of safety equipment, rescue techniques and wilderness first-aid methods.
- KU4.** how to recognize anchor systems for rock climbing and abseiling, e.g., SERENE/ERNEST.
- KU5.** how to create a detailed evacuation/emergency action plans.
- KU6.** communication norms for handling media.
- KU7.** methods for conducting risk assessment.

### Generic Skills (GS)

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

- GS1.** communicate effectively with the students/clients/team to be risk averse.
- GS2.** be polite but firm with the students/clients without compromising safety.
- GS3.** perform risk assessment of different situations.
- GS4.** take decisions to mitigate potential risks.
- GS5.** handle complicated situations in a sensitive manner.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Ensure to take safety measures and respond to emergency situations</i>	<b>28</b>	<b>40</b>	-	-
<b>PC1.</b> create a detailed evacuation/emergency procedure to be carried out on site and brief the rest of the team on the same.	2	2	-	-
<b>PC2.</b> ensure that only standardized and certified equipment is used (UIAA or CE certified).	2	4	-	-
<b>PC3.</b> ensure that the climbing ropes (static and dynamic) used for the activity are free of any type of damage such as cuts, rips or tears, thin bits, fat bits, etc.	2	4	-	-
<b>PC4.</b> use globally recognized anchor systems for rock climbing and abseiling, e.g., SERENE/ERNEST.	2	4	-	-
<b>PC5.</b> instruct the students/clients to wait (sit/stand) at a safe location away from any cliffs until all activity related instructions are given and their turn arrives.	2	4	-	-
<b>PC6.</b> instruct the students/clients to look for a flat spot while wearing the safety gear, away from cliffs and not to stand directly under the rock face or ropes course elements.	2	4	-	-
<b>PC7.</b> instruct all students/clients to remove any jewellery and tie up loose clothing while rock climbing and in all of the ropes course elements.	2	2	-	-
<b>PC8.</b> ensure to self-secure before starting the activity.	2	4	-	-
<b>PC9.</b> ensure that evacuation routes are easily accessible.	2	2	-	-
<b>PC10.</b> oversee that every High Ropes/Zip Wire Course has a first-aid kit and stretcher/spinal board onsite and a first-aid kit is carried for rock climbing and abseiling.	2	4	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> ensure that the team is aware of the emergency plan and communication protocols in case of an emergency situation.	2	2	-	-
<b>PC12.</b> identify emergency situations and respond promptly, e.g., manage students'/clients' movement away from the emergency and provide the necessary on spot first-aid to the students/clients in case of injuries.	2	4	-	-
<b>PC13.</b> handle the media and family members of the injured person in a sensitive manner in case of a serious accident.	4	-	-	-
<i>Disaster management</i>	<b>6</b>	<b>4</b>	-	-
<b>PC14.</b> choose camp site carefully to safeguard from avalanche, rockfall, flooding and lightning, etc.	2	4	-	-
<b>PC15.</b> evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.	2	-	-	-
<b>PC16.</b> establish communication and organize air and land rescue in case of any disaster.	2	-	-	-
<b>NOS Total</b>	<b>34</b>	<b>44</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N8804
<b>NOS Name</b>	Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Ropes courses
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Clearance Date</b>	25/11/2021

## Qualification Pack

### THC/N9913: Communicate with Customers and Colleagues

#### Description

This OS unit is about communicating effectively with superiors, colleagues and customers while maintaining a customer-centric service orientation.

#### Scope

The scope covers the following :

- Interacting with superiors and colleagues
- Communicating effectively with guests

#### Elements and Performance Criteria

##### *Interacting with superiors and colleagues*

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

- 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

##### *Communicating effectively with guests*

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

- 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 before hand and also on the developments involving them
- 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

#### Knowledge and Understanding (KU)

## Qualification Pack

The individual on the job needs to know and understand:

- KU1.** company's policies on personnel management, effective teamwork at workplace
- KU2.** importance of customer centricity
- KU3.** methods for effective communication with various people
- KU4.** importance of effective listening, use of appropriate voice tone and pitch for communication
- KU5.** methods of engaging with the guests effectively and professionally

## Generic Skills (GS)

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

- GS1.** engage with guests to set their expectations
- GS2.** handle concerns effectively

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interacting with superiors and colleagues</i>	<b>13</b>	<b>8</b>	-	-
<b>PC1.</b> exhibit trust, support and respect to all colleagues and superiors	4	2	-	-
<b>PC2.</b> escalate unresolved problems or complaints to the relevant senior	1	1	-	-
<b>PC3.</b> respond positively to the feedback and seek assistance from colleagues/superiors when required	1	1	-	-
<b>PC4.</b> maintain etiquette with colleagues and superiors	3	3	-	-
<b>PC5.</b> identify potential and existing conflicts with the colleagues and resolve them	4	1	-	-
<i>Communicating effectively with guests</i>	<b>21</b>	<b>31</b>	-	-
<b>PC6.</b> brief guests clearly and in a polite, professional and friendly manner	2	4	-	-
<b>PC7.</b> build effective and impersonal relationship with the guests	1	1	-	-
<b>PC8.</b> use appropriate language and tone with guests	2	4	-	-
<b>PC9.</b> listen actively in a two-way communication	2	4	-	-
<b>PC10.</b> identify guest's expectations correctly and provide appropriate solutions	2	4	-	-
<b>PC11.</b> Identify reasons for guest's dissatisfaction and address their complaints effectively	2	4	-	-
<b>PC12.</b> maintain proper body language, dress code, gestures and etiquette while interacting with guests	2	4	-	-
<b>PC13.</b> ensure guests are not subjected to any negative questions and statements	2	1	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> inform the guests on any issues or problems before hand and also on the developments involving them	2	1	-	-
<b>PC15.</b> ensure minimum response time to guests for any messages/feedback	1	1	-	-
<b>PC16.</b> seek regular feedback from guests on current service, complaints, and improvements to be made, etc.	1	1	-	-
<b>PC17.</b> engage with guests without intruding on their privacy	2	2	-	-
<b>NOS Total</b>	<b>34</b>	<b>39</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9913
<b>NOS Name</b>	Communicate with Customers and Colleagues
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### THC/N9914: Follow Gender and Age Sensitive Practices

#### Description

This OS unit is about following gender and age sensitivity practices by treating all genders, children and senior citizens appropriately and offering them service as per their unique requirements.

#### Scope

The scope covers the following :

- Providing different age and gender specific customer service

#### Elements and Performance Criteria

##### *Providing different age and gender specific customer service*

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

- 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

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company's policies on gender sensitive practices at workplace
- KU2.** safety measures and procedures available for female colleagues and customers
- KU3.** how to brief female customers and colleagues on available facilities so that they feel safe and secure
- KU4.** how to be vigilant for breach of safety at smallest level
- KU5.** the unique needs and wants of each category of customer, e.g., for an infant, for a young woman, for an old person, for others

#### Generic Skills (GS)

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

- GS1.** communicate effectively with different age groups.
- GS2.** analyse the needs of different genders and age groups

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Providing different age and gender specific customer service</i>	7	3	-	-
<b>PC1.</b> provide appropriate service keeping in mind their unique needs and diverse cultural backgrounds	4	1	-	-
<b>PC2.</b> make arrangement to cater for varied age group	1	1	-	-
<b>PC3.</b> conduct activities so as to involve guests across all age groups and genders	2	1	-	-
<b>NOS Total</b>	<b>7</b>	<b>3</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9914
<b>NOS Name</b>	Follow Gender and Age Sensitive Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### THC/N9915: Maintain Safe, Healthy and Hygienic Practices

#### Description

This OS unit is about following workplace safety standards and maintaining hygiene to have a hazard-free work environment and avoid downtime because of disruption from personal injuries, health issues and hazardous system failures.

#### Scope

The scope covers the following :

- Following standard safety procedures to avoid work hazards
- Ensuring cleanliness around workplace
- Following personal hygiene practices
- Taking precautionary health measures

#### Elements and Performance Criteria

##### *Following standard safety procedures to avoid work hazards*

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

- 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.

##### *Ensuring cleanliness around workplace*

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

- PC15.** keep the surroundings clean and clear of food waste or other litter

## Qualification Pack

**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.

### *Following personal hygiene practices*

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

**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.

### *Taking precautionary health measures*

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

**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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** company's policies on safety procedures at the workplace

**KU2.** methods to minimize accidental risks

**KU3.** standard operating procedure (SOP) for maintaining cleanliness

**KU4.** precautionary activities to be followed for workplace safety

**KU5.** emergency procedures to be followed in case of a mishap

**KU6.** health risks to the employees and customers

**KU7.** healthy work practices

**KU8.** safe disposal methods for waste

**KU9.** municipal or community rules for handling and disposing-of waste

**KU10.** symbols and use of physical safety equipment/ personal protective equipment such as gloves required, protective clothing, safety glasses, wash hands etc.

**KU11.** symbols and use of fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.

**KU12.** symbols and use of first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points

## Qualification Pack

- KU13.** • use of waste disposal equipment at workplace such as large bins, waste disposal stations, and  
• others
- KU14.** eco-friendly practices

### Generic Skills (GS)

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

- GS1.** fill up any documentation required to maintain health and hygiene
- GS2.** communicate effectively with colleagues and supervisor about work safety issues

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Following standard safety procedures to avoid work hazards</i>	<b>10</b>	<b>2</b>	-	-
<b>PC1.</b> assess the various hazards in the work areas and take necessary steps to eliminate or minimize them	6	1	-	-
<b>PC2.</b> follow organisational safety procedures	4	1	-	-
<b>PC3.</b> ensure guests have access to first aid kit when needed	-	-	-	-
<b>PC4.</b> implement correct emergency procedures	-	-	-	-
<b>PC5.</b> read the manufacturer's manual carefully before using any equipment	-	-	-	-
<b>PC6.</b> use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies	-	-	-	-
<b>PC7.</b> practice ergonomic lifting, bending, or moving equipment and supplies	-	-	-	-
<b>PC8.</b> display safety signs at places where necessary	-	-	-	-
<b>PC9.</b> comply with the established safety procedures of the workplace	-	-	-	-
<b>PC10.</b> report to the supervisor on any problems and hazards identified	-	-	-	-
<b>PC11.</b> use physical safety equipment/personal protective equipment and clothing, wash hands etc.	-	-	-	-
<b>PC12.</b> use fire safety equipment such as fire extinguisher, fire blanket, fire hose, etc.	-	-	-	-
<b>PC13.</b> use first aid equipment such as Automated External Defibrillator (AED) at emergency meeting points	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> • 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>	<b>7</b>	<b>4</b>	-	-
<b>PC15.</b> keep the surroundings clean and clear of food waste or other litter	1	1	-	-
<b>PC16.</b> ensure that waste is disposed-off as per prescribed standards for waste disposal	1	1	-	-
<b>PC17.</b> maintain cleanliness records	1	1	-	-
<b>PC18.</b> ensure safe and clean handling of accommodation, public areas etc.	4	1	-	-
<i>Following personal hygiene practices</i>	<b>7</b>	<b>4</b>	-	-
<b>PC19.</b> clean hands on a regular basis using soap, sanitisers and other accepted industry and government norms to run adventure operations	1	1	-	-
<b>PC20.</b> clean cups, glasses or other cutlery before and after using them	2	1	-	-
<b>PC21.</b> maintain personal hygiene by taking daily bath, using clean clothing, footwear, head gear, trimming nails, etc.	2	1	-	-
<b>PC22.</b> maintain dental hygiene in terms of brushing teeth every day, avoiding smoke at workplace, etc.	2	1	-	-
<i>Taking precautionary health measures</i>	<b>8</b>	<b>6</b>	-	-
<b>PC23.</b> report personal health issues related to injury and infectious diseases	2	1	-	-
<b>PC24.</b> ensure not to go to work if unwell, to avoid the risk of spreading infection to other people	1	1	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC25.</b> cover the mouth with elbow/handkerchief and/or turn away from people while sneezing or coughing	1	1	-	-
<b>PC26.</b> coordinate for the provision of adequate clean drinking water	1	1	-	-
<b>PC27.</b> ensure regular vaccinations to avoid transmission of diseases	1	1	-	-
<b>PC28.</b> undergo preventive health check-ups at regular intervals and take prompt treatment from the doctor in case of illness	2	1	-	-
<b>NOS Total</b>	<b>32</b>	<b>16</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9915
<b>NOS Name</b>	Maintain Safe, Healthy and Hygienic Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### THC/N9916: Follow and Maintain Green Practices

#### Description

This unit is about adopting sustainable practices and optimizing use of resources, especially energy and waste, in day-to-day operations at work.

#### Scope

The scope covers the following :

- Following material conservation practices
- Ensuring effective waste management/recycling practices
- Ensuring use of eco-friendly practices

#### Elements and Performance Criteria

##### *Following material conservation practices*

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

- PC1.** identify ways to optimize usage of material including water in various tasks/activities
- 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

##### *Ensuring effective waste management/recycling practices*

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

- 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

##### *Ensuring use of eco-friendly practices*

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

- PC8.** identify materials which can be replaced by environment friendly substitutes
- PC9.** follow SOPs to conserve and re-use water

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organization's procedures for minimizing waste
- KU2.** common sources of pollution and ways to minimize it
- KU3.** methods of optimum utilization of waste and best practices for waste disposal
- KU4.** categorization of waste into dry, wet, recyclable, non-recyclable and items of single-use plastics

#### Generic Skills (GS)



## Qualification Pack

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

- GS1.** decide on appropriate waste disposal methods
- GS2.** analyse and select best suited environment friendly practices

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Following material conservation practices</i>	<b>7</b>	<b>4</b>	-	-
<b>PC1.</b> identify ways to optimize usage of material including water in various tasks/activities	4	1	-	-
<b>PC2.</b> check for spills/leakages, plug them and escalate to appropriate authority if unable to rectify	2	2	-	-
<b>PC3.</b> ensure electrical equipment and appliances are switched off when not in use	1	1	-	-
<i>Ensuring effective waste management/recycling practices</i>	<b>13</b>	<b>5</b>	-	-
<b>PC4.</b> identify recyclable and non-recyclable, and hazardous waste generated	4	1	-	-
<b>PC5.</b> dispose non-recyclable waste appropriately	4	2	-	-
<b>PC6.</b> follow processes specified for disposal of hazardous waste	1	1	-	-
<b>PC7.</b> ensure reuse and recycling of waste wherever applicable	4	1	-	-
<i>Ensuring use of eco-friendly practices</i>	<b>8</b>	<b>2</b>	-	-
<b>PC8.</b> identify materials which can be replaced by environment friendly substitutes	4	1	-	-
<b>PC9.</b> follow SOPs to conserve and re-use water	4	1	-	-
<b>NOS Total</b>	<b>28</b>	<b>11</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9916
<b>NOS Name</b>	Follow and Maintain Green Practices
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Tours and Travels
<b>Occupation</b>	Generic
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQ Clearance Date</b>	24/02/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical which is being proportionately demonstrated in the table below.
3. The assessment for the theory part will be based on a knowledge bank of questions created by the SSC.

### Minimum Aggregate Passing % at QP Level : 60

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Qualification Pack

### Assessment Weightage

#### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
THC/N8801.Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	27	31	-	-	58	20
THC/N8802.Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	39	67	-	-	106	20
THC/N8803.Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	12	6	-	-	18	10
THC/N8804.Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course	34	44	-	-	78	15
THC/N9913.Communicate with Customers and Colleagues	34	39	-	-	73	10
THC/N9914.Follow Gender and Age Sensitive Practices	7	3	-	-	10	10
THC/N9915.Maintain Safe, Healthy and Hygienic Practices	32	16	-	-	48	10
THC/N9916.Follow and Maintain Green Practices	28	11	-	-	39	5
<b>Total</b>	<b>213</b>	<b>217</b>	<b>-</b>	<b>-</b>	<b>430</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>OS</b>	Occupational Standards
<b>SOP</b>	Standard Operating Procedure
<b>NIM</b>	Nehru Institute of Mountaineering
<b>HMI</b>	Himalayan Mountaineering Institute
<b>JIM &amp; WS</b>	The Jawahar Institute of Mountaineering and Winter Sports
<b>ABVIMAS</b>	Atal Bihari Vajpayee Institute of Mountaineering and Allied Sports
<b>NOLS</b>	National Outdoor Leadership School
<b>WFR</b>	Wilderness First Responder
<b>CPR</b>	Cardiopulmonary Resuscitation
<b>PPE</b>	Personal Protective Equipment
<b>SERENE</b>	Strong, Equalized, Redundant, Efficient, No Extension
<b>ERNEST</b>	Equalized, Redundant, No Extension, Solid, Timely
<b>UIAA</b>	Union Internationale des Associations d'Alpinisme (The International Climbing and Mountaineering Federation)
<b>CE</b>	Conformite Europeene
<b>NOS</b>	National Occupational Standards

## Qualification Pack

<b>Qualifications Pack</b>	Qualifications Pack comprises the set of NOS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
<b>NOS</b>	National Occupation Standards
<b>NSQF</b>	National Skills Qualifications Framework
<b>NOS</b>	National Occupation Standards
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualification Pack
<b>OS</b>	Occupational Standards
<b>NOS</b>	National Occupational Standards

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
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<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
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