

## Qualification Pack



# Parasailing (Equipment) Supervisor

QP Code: THC/Q4515

Version: 2.0

NSQF Level: 6

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### THC/Q4515: Parasailing (Equipment) Supervisor

#### Brief Job Description

A Parasailing (Equipment) Supervisor is responsible teaching as well as for safely conducting a parasailing activity for students/clients by monitoring the sources of danger at land/deck, sea and air during every flight. The supervisor works in close coordination with the driver, launcher and receiver. In addition, a Parasailing (Equipment) Supervisor is also responsible for training the staff.

#### 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 in open and sun exposed areas. The person should have proficient analytical ability as well as a friendly/approachable and motivating personality to deal with all kinds of clients/students.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [THC/N9006: Conduct Pre-Flight Checks as a Parasailing \(Equipment\) Supervisor](#)
2. [THC/N9007: Conduct the Parasailing Activity as a Parasailing \(Equipment\) Supervisor](#)
3. [THC/N9008: Conduct Post-Flight Closure and Debrief as a Parasailing \(Equipment\) Supervisor](#)
4. [THC/N9009: Assess and Mitigate Risks as a Parasailing \(Equipment\) Supervisor](#)
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
<b>Occupation</b>	Air-Based Activities

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<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4221.0100
<b>Minimum Educational Qualification &amp; Experience</b>	<p>8th Class with 1 Year of experience and should have worked for a minimum of 100 days as a parasailing (equipment) driver and have an experience of at least 70 flights in 1 year and valid driver's license for boat and/or four wheel vehicle, Emergency First Responder (EFR) Course, proficiency in swimming for sea parasailing.</p> <p>OR</p> <p>Certificate-NSQF (Level 4 - Parasailing (Equipment) Driver ) with 6 Months of experience and should have worked for a minimum of 50 days as a parasailing driver and have an experience of at least 20 flights in 6 months and valid driver's license for boat and/or four wheel vehicle, Emergency First Responder (EFR) Course, proficiency in swimming for sea parasailing.</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	22 Years
<b>Last Reviewed On</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Approval Date</b>	31/08/2021
<b>Version</b>	2.0
<b>Reference code on NQR</b>	2021/TH/THSSC/04484
<b>NQR Version</b>	1

## Qualification Pack

# THC/N9006: Conduct Pre-Flight Checks as a Parasailing (Equipment) Supervisor

## Description

This unit is about assessing pre-flight information and performing the necessary equipment checks.

## Scope

The scope covers the following :

- access and assess pre-flight information.
- conduct equipment checks.

## Elements and Performance Criteria

### *Access and assess pre-flight information*

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

- PC1.** access and assess work instructions and flight schedule from the parasailing organizer/tour operator.
- PC2.** collate and assess detailed information about the students'/clients' age, gender, health issues or special requests (if any) and prior experience in parasailing (if any).
- PC3.** assess the height/weight information provided by the students/clients and ensure that the manufacturer's minimum and maximum weight limits are met, inform any ineligible students/clients in advance.
- PC4.** collate detailed equipment lists and procure paragliding gear and safety equipment based on the number of students/clients and their height/weight parameters.
- PC5.** access and assess the weather and sea conditions for the day and coordinate with the parasailing driver about altitude and speeds to be maintained for parasailing accordingly.
- PC6.** ensure to collate and share emergency contact numbers of ambulances, nearest hospitals with the team.
- PC7.** ensure to check the validity of liability insurances.

### *Conduct equipment checks*

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

- PC8.** coordinate with the boat/vehicle driver and launcher/receiver and ensure vehicle related pre-flight checks are completed like the condition of the engine, gear box, steering, storage system, brakes and control systems of the boat/vehicle.
- PC9.** ensure to inspect the certification and condition of all the parasailing equipment such as wind speed meter, wind direction socks, parachute and its connections, tow rope, body harness, helmet, personal flotation device (PFD), knee and elbow pads, canopy, radios for communication, etc.
- PC10.** ensure to log all damaged and faulty equipment in the pre-flight logbook and repair or replace (as required) based on the manufacturer's specifications.
- PC11.** ensure that the parasailing driver has loaded the vehicle/boat with adequate fuel for the activity.

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**PC12.** ensure to supervise and instruct the parasailing receiver/launcher in attaching the parachute to the vehicle/boat.

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** SOPs, safety and service quality standards followed in the organization.
- KU2.** the company's reporting structure and documentation procedures.
- KU3.** vehicle and/or boat driving techniques.
- KU4.** the use and certifications of equipment in parasailing such as PFD (Personal Floatation Device), harness and knee/elbow pads, parasailing wing, etc.
- KU5.** how to check, identify and repair faulty or damaged equipment based on the manufacture's guidelines.
- KU6.** favorable wind and weather conditions to parasail on land/sea and how to take decisions to run the parasailing activity or not.
- KU7.** process of pre-flight equipment and service record logbook maintenance.

### Generic Skills (GS)

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

- GS1.** be prompt, punctual and organized.
- GS2.** plan and organize equipment checks on time.
- GS3.** communicate effectively with students/clients/team.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Access and assess pre-flight information</i>	<b>11</b>	<b>14</b>	-	-
<b>PC1.</b> access and assess work instructions and flight schedule from the parasailing organizer/tour operator.	2	2	-	-
<b>PC2.</b> collate and assess detailed information about the students'/clients' age, gender, health issues or special requests (if any) and prior experience in parasailing (if any).	2	2	-	-
<b>PC3.</b> assess the height/weight information provided by the students/clients and ensure that the manufacturer's minimum and maximum weight limits are met, inform any ineligible students/clients in advance.	2	2	-	-
<b>PC4.</b> collate detailed equipment lists and procure paragliding gear and safety equipment based on the number of students/clients and their height/weight parameters.	1	3	-	-
<b>PC5.</b> access and assess the weather and sea conditions for the day and coordinate with the parasailing driver about altitude and speeds to be maintained for parasailing accordingly.	2	2	-	-
<b>PC6.</b> ensure to collate and share emergency contact numbers of ambulances, nearest hospitals with the team.	1	2	-	-
<b>PC7.</b> ensure to check the validity of liability insurances.	1	1	-	-
<i>Conduct equipment checks</i>	<b>8</b>	<b>11</b>	-	-
<b>PC8.</b> coordinate with the boat/vehicle driver and launcher/receiver and ensure vehicle related pre-flight checks are completed like the condition of the engine, gear box, steering, storage system, brakes and control systems of the boat/vehicle.	2	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC9.</b> ensure to inspect the certification and condition of all the parasailing equipment such as wind speed meter, wind direction socks, parachute and its connections, tow rope, body harness, helmet, personal flotation device (PFD), knee and elbow pads, canopy, radios for communication, etc.	2	4	-	-
<b>PC10.</b> ensure to log all damaged and faulty equipment in the pre-flight logbook and repair or replace (as required) based on the manufacturer's specifications.	2	2	-	-
<b>PC11.</b> ensure that the parasailing driver has loaded the vehicle/boat with adequate fuel for the activity.	1	1	-	-
<b>PC12.</b> ensure to supervise and instruct the parasailing receiver/launcher in attaching the parachute to the vehicle/boat.	1	2	-	-
<b>NOS Total</b>	<b>19</b>	<b>25</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9006
<b>NOS Name</b>	Conduct Pre-Flight Checks as a Parasailing (Equipment) Supervisor
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Air-Based Activities
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Clearance Date</b>	31/08/2021

## Qualification Pack

# THC/N9007: Conduct the Parasailing Activity as a Parasailing (Equipment) Supervisor

## Description

This unit is about conducting the parasailing activity and ensuring safe flying and environmental practices.

## Scope

The scope covers the following :

- welcome and brief the students/clients.
- conduct the parasailing activity.
- manage persons with disabilities.
- adhere to environmental conservation practices.

## Elements and Performance Criteria

### *Welcome and brief the students/clients*

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

- PC1.** welcome the students/clients and introduce oneself and the team in a loud, clear and friendly manner.
- PC2.** ensure that students/clients are properly attired, e.g., slippers and loose pants/pajamas should be discouraged and long hair should be tied securely before starting the activity.
- PC3.** ensure to collect signed indemnity waivers from the students/clients and hand over to the organizer.
- PC4.** brief the students/clients on the use safety equipment and assist them in wearing the harness, helmet, knee/elbow pads and PFD (in case of water-based parasailing).
- PC5.** brief and demonstrate emergency protocols, procedures and call out signals to students/clients.
- PC6.** brief the students/clients and demonstrate appropriate posture to be maintained during the flight.
- PC7.** brief the students/clients on the maximum altitude and duration of the flight.

### *Conduct the parasailing activity*

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

- PC8.** assess the wind direction with the help of a wind sock/meter and launch the flight accordingly.
- PC9.** ensure that the student/client is securely clipped to the parachute and all the safety gear is locked in place.
- PC10.** coordinate with the student/client, parasailing driver and the receiver/launcher and check if they are ready for launch.
- PC11.** ensure that the driver starts the boat/vehicle and the launcher launches the parachute only on their express command.
- PC12.** ensure that the boat/vehicle is moving according to the speed/altitude decided before the activity.

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- PC13.** ensure to watch the student/client to see if they are alright.
- PC14.** establish communication with the vehicle/boat driver as and when required using a two-way radio.
- PC15.** ensure to stay alert for signals from the driver and student/client in case of any emergency and respond promptly.
- PC16.** coordinate with the driver to conduct dipping maneuvers for the student/client.
- PC17.** ensure to control the speed while towing up and bringing down the student/client safely.
- PC18.** ensure to signal and coordinate with the receiver to be alert and ready to receive the student/client for landing.
- PC19.** ensure to supervise the student's/client's landing and instruct them to bend their knees at the time of landing.
- PC20.** ensure to schedule and execute the parasailing to wrap up before sundown.
- PC21.** assist the students/clients during the activity while maintaining appropriate physical distance.
- PC22.** ensure to immediately stop the parasailing activity in case of a hazardous situation, unfavorable weather conditions or injury to the student/client.
- PC23.** ensure to promptly approach and assist a struggling student/client in case of an emergency.

### *Manage persons with disabilities*

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

- PC24.** offer help to persons with disabilities, when asked for.
- PC25.** empathize with and respect persons with disabilities.
- PC26.** accommodate persons with disabilities in the activities, as far as possible, without compromising safety.
- PC27.** coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities.

### *Adhere to environmental conservation practices*

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

- PC28.** adhere to "minimum impact" policies at every level, do not burn/throw waste materials, discarded wrappers and plastic bottles into the sea or any of the activity grounds.
- PC29.** ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** land vehicle and/or boat driving techniques and the functioning of the engine, brakes, gear box, steering, storage system, etc. of the boat/vehicle.
- KU2.** use and demonstration techniques for safety gear used for parasailing such as PFD (Personal Floatation Device), harness and knee/elbow pads, etc.
- KU3.** appropriate clothing and accessories required for the activity.
- KU4.** how to assess wind and weather conditions on land/sea with the help of a wind meter.
- KU5.** the use of a two-way radio and communication signals/protocols.

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- KU6.** protocols to be followed in case of a line break.
- KU7.** how to swim if operating on the sea.
- KU8.** how to give clear instructions and directions to the parasailing driver and receiver/launcher whenever required.
- KU9.** how to assess if a student/client is in distress and requires assistance.
- KU10.** how to approach and assist a struggling student/client in case of an emergency.
- KU11.** how to resolve technical issues with the parachute and act aptly in case of a line break or any other emergency.

## 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 stop the activity based on weather and student/client condition.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Welcome and brief the students/clients</i>	<b>11</b>	<b>17</b>	-	-
<b>PC1.</b> welcome the students/clients and introduce oneself and the team in a loud, clear and friendly manner.	1	1	-	-
<b>PC2.</b> ensure that students/clients are properly attired, e.g., slippers and loose pants/pajamas should be discouraged and long hair should be tied securely before starting the activity.	1	1	-	-
<b>PC3.</b> ensure to collect signed indemnity waivers from the students/clients and hand over to the organizer.	1	1	-	-
<b>PC4.</b> brief the students/clients on the use safety equipment and assist them in wearing the harness, helmet, knee/elbow pads and PFD (in case of water-based parasailing).	2	4	-	-
<b>PC5.</b> brief and demonstrate emergency protocols, procedures and call out signals to students/clients.	2	4	-	-
<b>PC6.</b> brief the students/clients and demonstrate appropriate posture to be maintained during the flight.	2	4	-	-
<b>PC7.</b> brief the students/clients on the maximum altitude and duration of the flight.	2	2	-	-
<i>Conduct the parasailing activity</i>	<b>28</b>	<b>42</b>	-	-
<b>PC8.</b> assess the wind direction with the help of a wind sock/meter and launch the flight accordingly.	2	4	-	-
<b>PC9.</b> ensure that the student/client is securely clipped to the parachute and all the safety gear is locked in place.	2	2	-	-
<b>PC10.</b> coordinate with the student/client, parasailing driver and the receiver/launcher and check if they are ready for launch.	2	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> ensure that the driver starts the boat/vehicle and the launcher launches the parachute only on their express command.	2	2	-	-
<b>PC12.</b> ensure that the boat/vehicle is moving according to the speed/altitude decided before the activity.	2	2	-	-
<b>PC13.</b> ensure to watch the student/client to see if they are alright.	1	2	-	-
<b>PC14.</b> establish communication with the vehicle/boat driver as and when required using a two-way radio.	2	2	-	-
<b>PC15.</b> ensure to stay alert for signals from the driver and student/client in case of any emergency and respond promptly.	1	4	-	-
<b>PC16.</b> coordinate with the driver to conduct dipping maneuvers for the student/client.	1	2	-	-
<b>PC17.</b> ensure to control the speed while towing up and bringing down the student/client safely.	2	2	-	-
<b>PC18.</b> ensure to signal and coordinate with the receiver to be alert and ready to receive the student/client for landing.	2	4	-	-
<b>PC19.</b> ensure to supervise the student's/client's landing and instruct them to bend their knees at the time of landing.	2	2	-	-
<b>PC20.</b> ensure to schedule and execute the parasailing to wrap up before sundown.	1	2	-	-
<b>PC21.</b> assist the students/clients during the activity while maintaining appropriate physical distance.	2	2	-	-
<b>PC22.</b> ensure to immediately stop the parasailing activity in case of a hazardous situation, unfavorable weather conditions or injury to the student/client.	2	4	-	-
<b>PC23.</b> ensure to promptly approach and assist a struggling student/client in case of an emergency.	2	4	-	-
<i>Manage persons with disabilities</i>	<b>4</b>	<b>8</b>	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC24.</b> offer help to persons with disabilities, when asked for.	1	2	-	-
<b>PC25.</b> empathize with and respect persons with disabilities.	1	2	-	-
<b>PC26.</b> accommodate persons with disabilities in the activities, as far as possible, without compromising safety.	1	2	-	-
<b>PC27.</b> coordinate and deploy additional personnel and safety measures to cater to the requirements of persons with disabilities.	1	2	-	-
<i>Adhere to environmental conservation practices</i>	<b>4</b>	<b>4</b>	-	-
<b>PC28.</b> adhere to “minimum impact” policies at every level, do not burn/throw waste materials, discarded wrappers and plastic bottles into the sea or any of the activity grounds.	2	2	-	-
<b>PC29.</b> ensure not to cause damage to the fragile habitats and environments (animal life, flora and fauna) found there.	2	2	-	-
<b>NOS Total</b>	<b>47</b>	<b>71</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9007
<b>NOS Name</b>	Conduct the Parasailing Activity as a Parasailing (Equipment) Supervisor
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Air-Based Activities
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Clearance Date</b>	31/08/2021



## Qualification Pack

# THC/N9008: Conduct Post-Flight Closure and Debrief as a Parasailing (Equipment) Supervisor

## Description

This unit is about inspecting and packing all equipment, collating feedback and submitting activity reports.

## Scope

The scope covers the following :

- inspect equipment and submit activity report.

## Elements and Performance Criteria

### *Inspect equipment and submit activity report*

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

- PC1.** supervise the parasailing driver to clean and return the vehicle/boat to the organizer.
- PC2.** inspect, clean and store all the equipment, post the activity.
- PC3.** supervise and assist the parasailing launcher/receiver in packing all equipment and return it to the organizer.
- PC4.** maintain a log of students/clients towed, how many hours each equipment was used for, any damaged/faulty equipment, incidents, accidents and health related problems and submit the report to the organizer.
- PC5.** collect and collate written feedback from the students/clients and submit it to the organizer.
- PC6.** ensure to document the driver's and receiver's/launcher's work hours and job performance and submit a report to the organizer as well as provide feedback to the staff.
- PC7.** suggest changes in running the activity or the daily schedule based on the students'/clients' feedback as well as the performance of the staff.

## 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.
- GS2.** courteously accept student/client feedback.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Inspect equipment and submit activity report</i>	<b>12</b>	<b>14</b>	-	-
<b>PC1.</b> supervise the parasailing driver to clean and return the vehicle/boat to the organizer.	2	2	-	-
<b>PC2.</b> inspect, clean and store all the equipment, post the activity.	2	2	-	-
<b>PC3.</b> supervise and assist the parasailing launcher/receiver in packing all equipment and return it to the organizer.	2	2	-	-
<b>PC4.</b> maintain a log of students/clients towed, how many hours each equipment was used for, any damaged/faulty equipment, incidents, accidents and health related problems and submit the report to the organizer.	2	2	-	-
<b>PC5.</b> collect and collate written feedback from the students/clients and submit it to the organizer.	1	2	-	-
<b>PC6.</b> ensure to document the driver's and receiver's/launcher's work hours and job performance and submit a report to the organizer as well as provide feedback to the staff.	2	2	-	-
<b>PC7.</b> suggest changes in running the activity or the daily schedule based on the students'/clients' feedback as well as the performance of the staff.	1	2	-	-
<b>NOS Total</b>	<b>12</b>	<b>14</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9008
<b>NOS Name</b>	Conduct Post-Flight Closure and Debrief as a Parasailing (Equipment) Supervisor
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Air-Based Activities
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Clearance Date</b>	31/08/2021

## Qualification Pack

# THC/N9009: Assess and Mitigate Risks as a Parasailing (Equipment) Supervisor

## 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.** perform a risk assessment of the parasailing site and ensure take-off and landing zones are free from any hazard or obstruction such as trees, rocks, other tourists or vehicles/boats.
- PC2.** ensure that no activity is conducted in heavy winds, thunderstorms, low visibility and turbulent sea conditions.
- PC3.** ensure that all safety equipment such as PFD's are worn by self, team and students/clients before operating the water/land parasailing activity.
- PC4.** inspect the parasail wings and ensure they are certified from recognized bodies such APCUL (Association des Constructeurs de Parapente Ultra Légers), DHV (Deutscher Hängegleiter Verband), CEN (European Committee for Standardization) or by FAI (Fédération Aéronautique Internationale).
- PC5.** ensure that all parasails in use are inspected by a maintenance professional annually.
- PC6.** ensure to follow the manufacturer's guidelines on equipment maintenance and repairs.
- PC7.** ensure that a stretcher (spinal board) is available at the site and a first-aid kit is carried in each vehicle/boat.
- PC8.** ensure that the team is up to date with and follows the organization's emergency action plan.
- PC9.** ensure that the team and one's first aid/CPR certifications are up to date.
- PC10.** ensure that contacts for emergency response providers, transportation vendors, etc., are up to date and easily accessible at all times.
- PC11.** ensure that the two-way radio is on at all times during the activity and that the team is up to date on all emergency call out procedures.
- PC12.** 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:

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- PC13.** identify emergency situations and respond promptly, e.g., manage students'/clients' movement away from the emergency and provide the necessary on spot first-aid/CPR to the students/clients in case of injuries.
- PC14.** evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.
- PC15.** establish communication and organize air and land rescue in case of any disaster.
- PC16.** maintain calm and be composed in an emergency situation.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational policies and procedures to enable safe response to an emergency situation according to one's own work role and level of responsibility.
- KU2.** preparing a risk assessment and mitigation document as well as contingency management techniques.
- KU3.** call-out procedures and information to access emergency services personnel.
- KU4.** the use of two-way radios, emergency protocols, safety signs and symbols, safety equipment, rescue techniques and wilderness first-aid methods in a parasailing activity.
- KU5.** how to check equipment certifications as well as identify and repair damaged/faulty equipment based on the manufacture's guidelines.
- KU6.** scheduling daily activity plans in advance in peak season to ensure minimal job fatigue of the staff.
- KU7.** communication norms for handling media.
- KU8.** communicate effectively with the students/clients/team to be risk averse.
- KU9.** be polite but firm with the students/clients without compromising safety.

## Generic Skills (GS)

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

- GS1.** perform risk assessment of different situations.
- GS2.** take decisions to mitigate potential risks.
- GS3.** 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>	20	26	-	-
<b>PC1.</b> perform a risk assessment of the parasailing site and ensure take-off and landing zones are free from any hazard or obstruction such as trees, rocks, other tourists or vehicles/boats.	2	4	-	-
<b>PC2.</b> ensure that no activity is conducted in heavy winds, thunderstorms, low visibility and turbulent sea conditions.	1	2	-	-
<b>PC3.</b> ensure that all safety equipment such as PFD's are worn by self, team and students/clients before operating the water/land parasailing activity.	2	2	-	-
<b>PC4.</b> inspect the parasail wings and ensure they are certified from recognized bodies such APCUL (Association des Constructeurs de Parapente Ultra Légers), DHV (Deutscher Hängegleiter Verband), CEN (European Committee for Standardization) or by FAI (Fédération Aéronautique Internationale).	2	2	-	-
<b>PC5.</b> ensure that all parasails in use are inspected by a maintenance professional annually.	2	2	-	-
<b>PC6.</b> ensure to follow the manufacturer's guidelines on equipment maintenance and repairs.	2	2	-	-
<b>PC7.</b> ensure that a stretcher (spinal board) is available at the site and a first-aid kit is carried in each vehicle/boat.	2	2	-	-
<b>PC8.</b> ensure that the team is up to date with and follows the organization's emergency action plan.	2	2	-	-
<b>PC9.</b> ensure that the team and one's first aid/CPR certifications are up to date.	2	2	-	-
<b>PC10.</b> ensure that contacts for emergency response providers, transportation vendors, etc., are up to date and easily accessible at all times.	1	2	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> ensure that the two-way radio is on at all times during the activity and that the team is up to date on all emergency call out procedures.	1	2	-	-
<b>PC12.</b> handle the media and family members of the injured person in a sensitive manner in case of a serious accident.	1	2	-	-
<i>Disaster management</i>	<b>8</b>	<b>8</b>	-	-
<b>PC13.</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/CPR to the students/clients in case of injuries.	2	2	-	-
<b>PC14.</b> evacuate students/clients from the danger zone and provide shelter till rescue arrives, in case of disasters.	2	2	-	-
<b>PC15.</b> establish communication and organize air and land rescue in case of any disaster.	2	2	-	-
<b>PC16.</b> maintain calm and be composed in an emergency situation.	2	2	-	-
<b>NOS Total</b>	<b>28</b>	<b>34</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	THC/N9009
<b>NOS Name</b>	Assess and Mitigate Risks as a Parasailing (Equipment) Supervisor
<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Air-Based Activities
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	31/08/2021
<b>Next Review Date</b>	31/08/2024
<b>NSQC Clearance Date</b>	31/08/2021



## 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>	10	2	-	-
<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> <ul style="list-style-type: none"> <li>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</li> <li>etc.</li> </ul>	-	-	-	-
<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 Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
THC/N9006. Conduct Pre-Flight Checks as a Parasailing Supervisor	19	25	-	-	44	15
THC/N9007. Conduct the Parasailing Activity as a Parasailing Supervisor	47	71	-	-	118	20
THC/N9008. Conduct Post-Flight Closure and Debrief as a Parasailing Supervisor	12	14	-	-	26	10
THC/N9009. Assess and Mitigate Risks as a Parasailing Supervisor	28	34	-	-	62	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	10
<b>Total</b>	<b>207</b>	<b>213</b>	<b>-</b>	<b>-</b>	<b>420</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>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>NOS</b>	National Occupational Standards
<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>OS</b>	Occupational Standards
<b>PFD</b>	Personal Flotation Device

## 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.
<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 are statements that together specify the standard of performance required when carrying out a task.

## Qualification Pack

<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.
<b>Knowledge &amp; 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/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.
<b>NOS</b>	NOS are Occupational Standards which apply uniquely in the Indian context



## Qualification Pack

<b>Core Skills/Generic Skills</b>	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the NOS, these include communication related skills that are applicable to most job roles.
<b>Knowledge and Understanding</b>	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
<b>Performance Criteria</b>	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
<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.