



# Model Curriculum

**QP Name: Ground Crew Chief (Paragliding)**

**QP Code: THC/Q4509**

**QP Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Tourism & Hospitality Skill Council || 404/407, 4th floor, Mercantile House, K.G. Marg, Connaught Place  
New Delhi 110001

## Contents

Training Parameters .....	3
Program Overview .....	4
Training Outcomes.....	4
Compulsory Modules .....	4
Module 1: Introduction to Adventure Tourism Industry and SOPs .....	6
Module 2: Organizing Pre Paragliding, Paramotoring or Paratrike Flight Requirements.....	7
Module 3: Conducting Post Paragliding, Paramotoring or Paratrike Flight Formalities.....	8
Module 4: Assessing and Mitigating Risks .....	9
Module 5: Effective Communication .....	10
Module 6: Gender and Age Sensitivity .....	11
Module 7: Health and Hygiene .....	12
Module 8: Green Practices.....	13
Module 9: On-the-Job Training.....	14
Annexure.....	15
Trainer Requirements .....	15
Assessor Requirements.....	16
Assessment Strategy.....	17
References .....	19
Glossary.....	19
Acronyms and Abbreviations.....	20

## Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Air-Based Activities
<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 and Experience</b>	8th Class with 1 Year of experience should have run at least 20 flights each day for 10 days under training leadership skills as well as practiced on the 20 flights each day for 10 days as a trainee ground staff in a certified company and Basic Paragliding, Paramotoring and Paratrike familiarization training and Emergency First Responder (EFR) OR Certificate-NSQF Level-2 Ground Staff (Paratrike/ Paramotoring /Paragliding) with 6 Months of experience in a certified company
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 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>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/08/2021
<b>Model Curriculum Valid Up to Date</b>	31/08/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	420 Hours
<b>Maximum Duration of the Course</b>	420 Hours

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner will be able to:

- Perform steps to prepare for the paragliding/paramotoring/paratrike flight
- Apply appropriate methods to conduct post paragliding/paramotoring/paratrike flight formalities
- Explain the significance of assessing and mitigating risks in paragliding/paramotoring/paratrike flight
- Employ suitable methods of communicating with customers and colleagues
- Apply appropriate gender and age sensitive practices
- Employ safe, healthy and hygienic practices
- Explain the steps to follow and maintain green practices

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>THC/N9011: Prepare for the Paragliding/Paramotoring/Paratrike Flight as Ground Crew Chief NOS Version No. 1.0 NSQF Level 4</b>	<b>18:00</b>	<b>60:00</b>	<b>60:00</b>	<b>00:00</b>	<b>138:00</b>
Module 1: Introduction to Adventure Tourism Industry and SOPs	06:00	00:00	06:00	00:00	12:00
Module 2: Organizing Pre Paragliding, Paramotoring or Paratrike Flight Requirements	12:00	60:00	54:00	00:00	126:00
<b>THC/N9012: Complete Post Flight Requirements as Ground Crew Chief NOS Version No. 1.0 NSQF Level 4</b>	<b>24:00</b>	<b>30:00</b>	<b>42:00</b>	<b>00:00</b>	<b>96:00</b>
Module 3: Conducting Post Paragliding, Paramotoring or Paratrike Flight Formalities	24:00	30:00	42:00	00:00	96:00
<b>THC/N9019: Assess and Mitigate Risks as Ground Crew Chief NOS Version No. 1.0 NSQF Level 4</b>	<b>24:00</b>	<b>30:00</b>	<b>30:00</b>	<b>00:00</b>	<b>84:00</b>

Module 4: Assessing and Mitigating Risks	24:00	30:00	30:00	00:00	84:00
<b>THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4</b>	<b>06:00</b>	<b>12:00</b>	<b>12:00</b>	<b>00:00</b>	<b>30:00</b>
Module 5: Effective Communication	06:00	12:00	12:00	00:00	30:00
<b>THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>06:00</b>	<b>06:00</b>	<b>06:00</b>	<b>00:00</b>	<b>18:00</b>
Module 6: Gender and Age Sensitivity	06:00	06:00	06:00	00:00	18:00
<b>THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>06:00</b>	<b>06:00</b>	<b>12:00</b>	<b>00:00</b>	<b>24:00</b>
Module 7: Health and Hygiene	06:00	06:00	12:00	00:00	24:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>06:00</b>	<b>06:00</b>	<b>18:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Green Practices	06:00	06:00	18:00	00:00	30:00
<b>Total Duration</b>	<b>90:00</b>	<b>150:00</b>	<b>180:00</b>	<b>00:00</b>	<b>420:00</b>

# Module Details

## Module 1: Introduction to Adventure Tourism Industry and SOPs

### Bridge Module

#### Terminal Outcomes:

- Explain the importance and scope of air-based activities in adventure tourism
- Elaborate the importance of a paragliding, paramotoring or paratrike ground crew chief in adventure tourism
- List SOPs in air-based activities for adventure tourism
- Explain the hierarchy of job roles in air-based activities
- Elaborate on the problems related to over tourism in air-based activities

Duration: 06:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the scope of the Indian paragliding, paramotoring and paratrike industry as part of adventure tourism</li> <li>• Discuss the economic benefits and problems related with overuse of air-based activities for tourism</li> <li>• List the SOPs to be followed as part of adventure tourism</li> <li>• Explain the hierarchy of job roles in paragliding, paramotoring and paratrike in the adventure tourism industry</li> <li>• Explain the role of a Ground Crew Chief in air based activities in adventure tourism</li> <li>• Describe the attributes required for the Ground Crew Chief job role</li> </ul>	
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Organizing Pre Paragliding, Paramotoring or Paratrike Flight Requirement

*Mapped to: THC/N9011*

### Terminal Outcomes:

- Apply appropriate practises to plan and prepare ahead of the flight
- Explain tasks to be completed for flight preparation
- Apply suitable methods to check the condition of flight equipment

<b>Duration: 12:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the information to be gathered from the organizer before the paragliding/paramotoring/paratrike activity and discuss its importance</li> <li>• Discuss the importance of assigning daily job responsibility to the ground staff and maintaining proper staff to client ratio</li> <li>• Explain the importance of conducting a check of all equipment before a flight and repairing or replacing damaged equipment</li> <li>• Discuss the importance of maintaining a master log and documenting damages and repairs</li> <li>• Explain the importance of conducting a check of the students’/clients’ personal equipment and clothing</li> <li>• Discuss the importance supervising and instructing the ground staff</li> <li>• Explain the importance of assisting persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate methods of conducting flight equipment inspection</li> <li>• Demonstrate techniques used for assembling and dismantling the canopy wing</li> <li>• Apply appropriate steps to maintain a personal and master log</li> <li>• Demonstrate the use of safety equipment in paragliding/paramotoring/paratrike</li> <li>• Apply suitable methods to assist and conduct equipment checks for the students/clients</li> <li>• Demonstrate the use of two-way radios, communication signals and action cameras</li> <li>• Demonstrate suitable methods of training new ground staff</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, equipment logbooks, activity documents, writing tools, outdoor environment.	

## Module 3: Conducting Post Paragliding, Paramotoring or Paratrike Flight Formalities

*Mapped to: THC/N9012*

### Terminal Outcomes:

- Employ suitable methods to check the condition of all equipment
- Apply appropriate techniques to fold, pack and hand over equipment
- Perform required steps to submit logbooks and exchange feedback

<b>Duration: 24:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of checking all equipment for damages after the flying activity</li> <li>• Explain the importance of folding the canopy/parachute, packing and handing over all equipment to the organizer post the flying activity</li> <li>• Discuss the importance of updating the log book with equipment usage hours and loss or damaged equipment post the flying activity</li> <li>• Discuss the importance of logging the performance of the ground staff and providing performance feedback to the staff and the organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate suitable techniques and methods of canopy/parachute folding and equipment check and pack up</li> <li>• Apply appropriate practices to update the post flying activity logbook</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, equipment logbooks, activity documents, feedback forms, writing tools, outdoor environment.	

## Module 4: Assessing and Mitigating Risks

Mapped to: THC/N9019

### Terminal Outcomes:

- Explain the steps to take safety measures
- Apply suitable methods to respond to emergency situations
- Apply suitable methods to assist with evacuation procedures

<b>Duration: 24:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance on briefing the ground staff on daily emergency action plans and assigning responsibilities in case of an emergency</li> <li>• Discuss the importance of keeping the operational area hazard free as well as keeping the students/clients away from the operational area</li> <li>• Explain the importance of attaching PFDs to the flying equipment near water activity areas</li> <li>• Discuss the importance of timely inspection and maintenance of all flying and safety equipment</li> <li>• Explain the importance of equipment certifications and knowledge of the manufacturer’s maintenance guidelines</li> <li>• Explain the importance of maintaining constant communication with the Tandem Pilot and updating on weather conditions</li> <li>• Discuss SOPs for disaster management and evacuation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of safety equipment, first aid kit and CPR during emergency and evacuation</li> <li>• Apply suitable practices to identify equipment certifications and conducting equipment inspection and repair</li> <li>• Demonstrate establishing communication with tandem pilot and rescue services during emergencies</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, first aid kits, stretcher, outdoor training environment.	

## Module 5: Effective Communication

*Mapped to: THC/N9913*

### Terminal Outcomes:

- Apply appropriate practises to interact with superiors and colleagues
- Apply suitable methods to effectively communicate Employ with guests

<b>Duration: 06:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain the importance of trust, support and respect to colleagues and superiors</li> <li>● Describe how to identify and resolve potential and existing conflicts with colleagues</li> <li>● Explain the methods for effective communication with various people</li> <li>● Describe the importance of effective listening, use of appropriate voice tone and pitch for communication</li> <li>● Explain the importance of guest satisfaction and guest feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate professional etiquette while greeting the office staff and guests</li> <li>● Role Play on how to converse with office staff and guests</li> <li>● Role play how to handle customer concerns effectively</li> </ul>
<b>Classroom Aids:</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 6: Gender and Age Sensitivity

Mapped to: THC/N9914

### Terminal Outcomes:

- Employ suitable practices for age and gender specific customer service

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>● Describe behavioral etiquette while dealing with women</li> <li>● List the safety measures available for female colleagues and customers</li> <li>● Explain the importance of being vigilant for any mishaps related to women, children or elderly people</li> <li>● Explain women rights and how to respect women</li> </ul>	<ul style="list-style-type: none"> <li>● Role play appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification</li> </ul>
<b>Classroom Aids:</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 7: Health and Hygiene

Mapped to: THC/N9915

### Terminal Outcomes:

- Perform steps to follow standard safety procedures
- Employ practises to maintain a clean workplace
- Employ suitable practises for personal hygiene and precautionary health measures

<b>Duration: 06:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● List possible hazards in the work areas and take necessary steps to eliminate or minimize them</li> <li>● Explain the need for personal and workplace hygiene and methods to maintain the same</li> <li>● Explain the importance of preventive health check-ups and vaccinations</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the procedure for routine cleaning, sanitization and storing of tools, equipment, and other articles</li> <li>● Show how to keep work area clean, hygienic and hazard free</li> <li>● Demonstrate ergonomic lifting, bending or moving equipment and supplies</li> <li>● Demonstrate use of personal protective equipment</li> <li>● Perform emergency procedures using fire safety equipment, first aid equipment</li> <li>● Show hazard symbols related to general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol</li> <li>● Demonstrate the use of safety equipment for fire safety, physical safety, first aid equipment such as Automated External Defibrillator (AED)</li> </ul>
<b>Classroom Aids:</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment	

## Module 8: Green Practices

Mapped to: THC/N9916

### Terminal Outcomes:

- Employ appropriate methods for material conservation and eco-friendly practices
- Apply methods for effective waste management/recycling practices

<b>Duration: 06:00</b>	<b>Duration: 06:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain different types of wastewater</li> <li>● Describe methods to manage non-recyclable waste</li> <li>● Explain the need for following eco-friendly practices</li> <li>● Explain common sources of pollution and ways to minimize them</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate material conservation practices like using dead, dry fallen sticks instead of big logs for bonfire etc.</li> <li>● Demonstrate methods to dispose-off non-recyclable waste appropriately</li> <li>● Employ appropriate methods to reuse and recycle waste</li> </ul>
<b>Classroom Aids:</b>	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Waste bins	

## Module 9: On-the-Job Training

### Mapped to Ground Crew Chief (Paragliding)

<b>Mandatory Duration:</b> 180:00	<b>Recommended Duration:</b> 00:00
<b>Module Name:</b> On-the-Job Training	
<b>Location:</b> On Site	
<b>Terminal Outcomes</b> <ul style="list-style-type: none"> <li>• Perform steps to facilitate equipment checks</li> <li>• Perform appropriate steps for post flying activity closure</li> <li>• Perform assessment and mitigation of risks for paragliding, paramotoring or paratrike using appropriate methods and techniques</li> <li>• Apply suitable techniques to communicate effectively with guests and colleagues</li> <li>• Employ suitable practices to provide customized age and gender specific customer service</li> <li>• Employ suitable practices to ensure workplace safety procedures and cleanliness</li> <li>• Employ suitable practices for effective and eco-friendly waste management and recycling</li> </ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 8 <sup>th</sup>		6 years	Paragliding, Paramotoring or Paratrike field experience	3 years	Worked as Ground Crew Chief	

Trainer Certification	
Domain Certification	Platform Certification
“Ground Crew Chief (Paragliding)”, “THC/Q4509, v1.0”, Minimum accepted score is 80%	“Trainer”, “ MEP/Q2601, V1.0” with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 8 <sup>th</sup>		6 years	Paragliding, Paramotoring or Paratrike field experience	3 years	Worked as Ground Crew Chief	

Assessor Certification	
Domain Certification	Platform Certification
“Ground Crew Chief (Paragliding)”, “THC/Q4509, v1.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701, V1.0” with a scoring of minimum 80%

## Assessment Strategy

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

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

### 2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be TOA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

### 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and in the Hard Drives

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedure
AED	Automated External Defibrillator
AMS	Acute Mountain Sickness
HACE	High Altitude Cerebral Edema
HAPE	High Altitude Pulmonary Edema