



Model Curriculum

QP Name: High Altitude Trekking Guide

QP Code: THC/Q8603

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

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Model Curriculum Version	1.0
Minimum Duration of the Course	480 Hours
Maximum Duration of the Course	480 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 high altitude trek/expedition
- Perform activities related to the high altitude trek/expedition
- Apply appropriate methods to conduct post the high altitude trek/expedition formalities
- Explain the significance of assessing and mitigating risks
- 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
THC/N8618: Prepare for the High Altitude Trek/Expedition NOS Version No. 1.0 NSQF Level 5	24:00	30:00	30:00	00:00	84:00
Module 1: Introduction to Adventure Tourism Industry and SOPs	06:00	00:00	06:00	00:00	12:00
Module 2: Organizing Pre-High Altitude Trek Requirements	18:00	30:00	24:00	00:00	72:00
THC/N8617: Conduct the High Altitude Trek/Expedition NOS Version No. 1.0 NSQF Level 5	24:00	30:00	90:00	00:00	144:00
Module 3: Navigation Skills, Using SAT Phones, Two-way Radios and Photography Skills	06:00	12:00	18:00	00:00	36:00
Module 4: Walking and Mountaineering Techniques	06:00	06:00	60:00	00:00	72:00

Module 5: Art of Storytelling, History, Mythology & Culture	06:00	06:00	06:00	00:00	18:00
Module 6: Following Environmental and Conservation Practices	06:00	06:00	06:00	00:00	18:00
THC/N8619: Conduct Closure and Debrief Post High Altitude Trek/Expedition NOS Version No. 1.0 NSQF Level 4	06:00	06:00	30:00	00:00	42:00
Module 7: Conducting Post Trek Formalities	06:00	06:00	30:00	00:00	42:00
THC/N8616: Assess and Mitigate Risks on High Altitude Treks/Expeditions NOS Version No. 1.0 NSQF Level 5	12:00	30:00	60:00	00:00	102:00
Module 8: Assessing and Mitigating Risks	06:00	24:00	30:00	00:00	60:00
Module 9: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment	06:00	06:00	30:00	00:00	42:00
THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4	06:00	06:00	18:00	00:00	30:00
Module 10: Effective Communication	06:00	06:00	18:00	00:00	30:00
THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4	06:00	06:00	12:00	00:00	24:00
Module 11: Gender and Age Sensitivity	06:00	06:00	12:00	00:00	24:00

THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4	06:00	06:00	12:00	00:00	24:00
Module 12: Health and Hygiene	06:00	06:00	12:00	00:00	24:00
THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4	06:00	06:00	18:00	00:00	30:00
Module 13: Green Practices	06:00	06:00	18:00	00:00	30:00
Total Duration	90:00	120:00	270:00	00:00	480:00

Module Details

Module 1: Introduction to Adventure Tourism Industry and SOPs

Bridge Module

Terminal Outcomes:

- Explain the importance and scope of trekking in adventure tourism
- Elaborate the importance of a high altitude trekking guide in adventure tourism
- List SOPs in trekking for adventure tourism
- Explain the hierarchy in trekking
- Elaborate on the problems related to over tourism in trekking
- Employ appropriate practice to use backcountry stoves

Duration: 06:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the scope of the Indian trekking industry as part of adventure tourism • Discuss the economic benefits and problems related with overuse of trekking for tourism • List the SOPs to be followed as part of adventure tourism • Explain the hierarchy of job roles in trekking in the adventure tourism industry • Explain the role of a High Altitude Trekking Guide in adventure tourism • Describe the attributes required for the High Altitude Trekking Guide job role • Explain ways of assisting differently abled people 	
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 2: Organizing Pre-High Altitude Trek Requirements

Mapped to: THC/N8618

Terminal Outcomes:

- Apply appropriate practises to plan and prepare ahead of the expedition
- Perform steps to collate pre-trip information on staff, equipment and students/clients
- Explain tasks to be completed for trek/expedition preparation
- Apply suitable methods to coordinate with third-party vendors

Duration: 18:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all information to be gathered to prepare for the trek/expedition • List all tasks to be completed for trek/expedition preparation • Discuss the importance of coordinating with rest of the team, clients and local communities • Explain the importance of creating an itinerary and schedule based on the trail conditions like mountain passes, glaciers, rivers, etc. • Discuss the importance of coordinating with third-party vendors • Explain the importance of choosing a suitable camp location 	<ul style="list-style-type: none"> • Create a sample list of requirements for trek/expedition preparation • Demonstrate how coordinate with team members and third party vendors • Apply appropriate steps to inspect load packing and distribution • Demonstrate how to assess porters/ponies required • Create sample letters seeking permission from government authorities • Demonstrate camp set up techniques
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Tents, backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, equipment logbooks, trip report documents, medical forms, writing tools, outdoor environment.	

Module 3: Navigation Skills, Using SAT Phones and Photography Skills

Mapped to: THC/N8617

Terminal Outcomes:

- Employ suitable methods for route navigation
- Describe a suitable technique to read maps and contours
- Explain the importance of permissions required to use maps and SAT phones
- Apply appropriate methods to use SAT phones, two-way radios for communication
- Employ appropriate techniques for basic photography and videography

Duration: 06:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List different types of maps and navigation methods • List different devices to document trip photographs and videos 	<ul style="list-style-type: none"> • Demonstrate the using navigation tools • Demonstrate the use of SAT phones, two-way radios
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Itineraries, Maps, Compass, SAT Phone, Two-way radio, Camera, Writing Tools, Calculator.	

Module 4: Walking, Mountaineering Techniques

Mapped to: THC/N8617

Terminal Outcomes:

- Employ suitable practises to coordinate with the team
- Explain the importance of conducting an orientation for the students/clients
- Apply appropriate techniques for guiding the students/clients
- Apply suitable protocols for assisting persons with disability

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all requirements to be arranged for a smooth functioning of the trek/expedition • Explain the importance of welcoming the students/clients and conducting an orientation • List company SOPs for ensuring safe walking practices • Explain the importance of following planned routes • Elaborate the situations in which improvisation or change of plans could be required • Explain the importance of tracking time taken each day and setting pace • Elaborate on the importance of communication and coordination with the porter team/trekking team and clients/students • Explain the importance of maintaining a daily personal and expense log • Explain the importance of respecting persons with disability 	<ul style="list-style-type: none"> • Demonstrate appropriate methods to count, pack and load students'/clients' bags/trekking equipment • Role play welcoming the students/clients and conducting an orientation • Role play setting up a camp site safely • Role play taking feedback from students/clients and staff • Role play a situation on how to communicate and coordinate with the expedition leader/trekking guide/porter team and clients/students • Demonstrate maintaining a daily log • Role play assisting persons with disability • Demonstrate maintaining and repairing a backcountry stove
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Tents, backpacks, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, waterproof gloves, personal gear, safety equipment, outdoor training environment, writing tools.	

Module 5: Art of Storytelling, History, Mythology & Culture

Mapped to: THC/N8617

Terminal Outcomes:

- Explain local history and folklore
- Employ suitable methods of storytelling

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of sharing information about local culture, history, beliefs and flora and fauna of the particular area with the clients/students • Discuss mediums to gather information about local culture, history, beliefs, flora and fauna of the trek/expedition area with the clients/students 	<ul style="list-style-type: none"> • Role play a situation of telling history, culture, mythology and story of expedition location • Role play a situation of informing students/ clients about local flora and fauna • Role play employing steps to avoid/evade wildlife
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Outdoor Environment	

Module 6: Following Environmental and Conservation Practices

Mapped to: THC/N8617

Terminal Outcomes:

- Employ appropriate practices for minimum impact travel and camping policies
- Explain the importance of using “cat holes” in the wilderness

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain outdoor and environmental ethics and practises including Leave no Trace Principles • Discuss how to dispose of human and food waste produced during the expedition 	<ul style="list-style-type: none"> • Demonstrate making cat holes • Show appropriate steps for proper hygiene practices after human waste disposal
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Shovel, Bio-degradable bags	

Module 7: Conducting Post Trek Formalities

Mapped to: THC/N8619

Terminal Outcomes:

- Employ suitable debriefing methods with the team/stakeholders
- Perform required steps to create trip reports

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all tasks to be completed post trek/expedition 	<ul style="list-style-type: none"> • Create and fill out a sample of a post trek/expedition report • Role play a situation on how to conduct a debrief and feedback session for the team and clients/students
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Feedback forms, trip reports, writing tools.	

Module 8: Assessing and Mitigating Risks

Mapped to: THC/N8616

Terminal Outcomes:

- Explain the steps to take safety measures
- Apply suitable methods to respond to emergency situations
- Employ appropriate practises to manage natural disasters

Duration: 06:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss all safety related tasks to be carried out before starting each day's trek • Explain the importance of performing risk assessment of trek route and of camp sites • Explain the importance of safety checks of equipment and route • Discuss SOPs for disaster management • List the safety equipment carried on treks • List policy and procedure for evacuation 	<ul style="list-style-type: none"> • Employ practices to supervise all equipment checks • Employ methods to perform risk assessment on the route and camp site • Demonstrate the use of all items in the first aid kit • Role play a situation of providing first aid and CPR • Employ appropriate practices for conducting search and rescue operations
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, first aid kits, stretcher, outdoor training environment.	

Module 9: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment

Mapped to: THC/N8616

Terminal Outcomes:

- Explain the methods and significance of recognizing early symptoms of AMS
- Apply appropriate methods to stabilize a patient
- Apply suitable steps to manage evacuation

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss acute mountain sickness and its types • Explain how to manage patients affected with acute mountain sickness • List ways to prevent acute mountain sickness 	<ul style="list-style-type: none"> • Demonstrate use of oxygen cylinder • Role play how to provide symptomatic relief to patients • Role Play a situation to evacuate patients affected with AMS
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
First aid kits, emergency equipment, Gamow Bag (Hyperbaric Chamber) Oxygen Cylinder, stretcher.	

Module 10: 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

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

Module 11: 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"> ● Describe behavioral etiquette while dealing with women ● List the safety measures available for female colleagues and customers ● Explain the importance of being vigilant for any mishaps related to women, children or elderly people ● Explain women rights and how to respect women 	<ul style="list-style-type: none"> ● Role play appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification
Classroom Aids:	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 12: 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

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

Module 13: 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

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

Module 14: On-the-Job Training

Mapped to Mountaineering Instructor

Mandatory Duration: 270:00	Recommended Duration: 00:00
Module Name: On-the-Job Training	
Location: On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Perform steps to collate trip information, guest information and third party vendor information • Employ suitable practices to guide a high altitude trek/expedition • Perform appropriate steps for trip closure • Perform Assessment and mitigation of risks at high altitudes using appropriate methods and techniques • Apply suitable techniques to communicate effectively with guests and colleagues • Employ suitable practices to provide customized age and gender specific customer service • Employ suitable practices to ensure workplace safety procedures and cleanliness • Employ suitable practices for effective and eco-friendly waste management and recycling 	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12		8 years	Guided at least 15 treks above 4500mts with multinational clients	3 years	Guided treks and high-altitude treks and climbed at least one peak 6000 meters or higher.	Trekking in High Altitude Alpine and desert regions.

Trainer Certification	
Domain Certification	Platform Certification
“High Altitude Trekking Guide”, “THC/Q8603, 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 12		8 years	Guided at least 15 treks above 4500 meters with multinational clients	3 years	Guided treks and high-altitude treks and climbed at least one peak 6000 meters or higher.	Trekking in High Altitude Alpine and desert regions.

Assessor Certification	
Domain Certification	Platform Certification
“High Altitude Trekking Guide”, “THC/Q8603, 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
Declarative Knowledge	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.
Key Learning Outcome	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).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	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.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . 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