



# Model Curriculum

**QP Name: Himalayan Expedition Logistics and Pathfinder (HAP)**

**QP Code: THC/Q8605**

**QP Version: 1.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

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## Training Parameters

<b>Sector</b>	Tourism & Hospitality
<b>Sub-Sector</b>	Adventure Tourism
<b>Occupation</b>	Mountain-Based Activities
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4221.0100
<b>Minimum Educational Qualification and Experience</b>	<p>12th Class/I.T.I (two years after class 10th) with 2 Years of experience as an Adventure Travel Guide and should have climbed at least two peaks above 6,000mts under supervision of a High-Altitude Climbing Aide</p> <p style="text-align: center;">OR</p> <p>12th Class/I.T.I (one year after class 10th and one year of any experience) with 4 Years of experience as an Adventure Travel Guide and should have climbed at least two peaks above 6,000mts under supervision of a High-Altitude Climbing Aide</p> <p style="text-align: center;">OR</p> <p>Certificate-NSQF Level-5 Adventure Travel Guide with 6 Months of experience and should have climbed at least two peaks above 6,000m under supervision of a High-Altitude Climbing Aide</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 years
<b>Last Reviewed On</b>	24/02/2022
<b>Next Review Date</b>	24/02/2025
<b>NSQC Approval Date</b>	24/02/2022
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	24/02/2022

<b>Model Curriculum Valid Up to Date</b>	24/02/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	600 Hours
<b>Maximum Duration of the Course</b>	600 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
<b>THC/N8624: Prepare for Mountaineering/Trekking Expedition</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	18:00	30:00	60:00	00:00	108:00
Module 1: Introduction to Adventure Tourism Industry and SOPs	06:00	00:00	06:00	00:00	15:00
Module 2: Organizing Pre-High Altitude Expedition or Trek Requirements	09:00	30:00	54:00	00:00	93:00
<b>THC/N8625: Carry Equipment/Provisions and Help the Climbing Partner to Climb</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 5</b>	18:00	60:00	90:00	00:00	168:00
Module 3: Walking and Mountaineering Techniques	12:00	54:00	60:00	00:00	126:00

Module 4: Following Environmental and Conservation Practices	06:00	06:00	30:00	00:00	42:00
<b>THC/N8626: Conduct Post Mountaineering/Trekking Program Closure NOS Version No. 1.0 NSQF Level 4</b>	<b>30:00</b>	<b>30:00</b>	<b>60:00</b>	<b>00:00</b>	<b>120:00</b>
Module 5: Conducting Post High Altitude Expedition or Trek Formalities	30:00	30:00	60:00	00:00	120:00
<b>THC/N8627: Assess and Mitigate Risks in Mountaineering/Trekking Expedition NOS Version No. 1.0 NSQF Level 5</b>	<b>18:00</b>	<b>24:00</b>	<b>60:00</b>	<b>00:00</b>	<b>102:00</b>
Module 6: Assessing and Mitigating Risks	18:00	24:00	60:00	00:00	102:00
<b>THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4</b>	<b>12:00</b>	<b>06:00</b>	<b>12:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Effective Communication	12:00	06:00	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>12:00</b>	<b>12:00</b>	<b>06:00</b>	<b>00:00</b>	<b>30:00</b>
Module 8: Gender and Age Sensitivity	12:00	12:00	06:00	00:00	30:00
<b>THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>06:00</b>	<b>12:00</b>	<b>06:00</b>	<b>00:00</b>	<b>24:00</b>
Module 9: Health and Hygiene	06:00	12:00	06:00	00:00	24:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0</b>	<b>06:00</b>	<b>06:00</b>	<b>06:00</b>	<b>00:00</b>	<b>18:00</b>

<b>NSQF Level 4</b>					
Module 10: Green Practices	06:00	06:00	06:00	00:00	18:00
<b>Total Duration</b>	<b>120:00</b>	<b>180:00</b>	<b>300:00</b>	<b>00:00</b>	<b>600:00</b>

# Module Details

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

### Bridge Module

#### Terminal Outcomes:

- Explain the importance and scope of mountaineering and trekking in adventure tourism
- Elaborate the importance of a Himalayan Expedition Logistics and Pathfinder (HAP) in adventure tourism
- List SOPs in mountaineering and trekking for adventure tourism
- Explain the hierarchy of job roles in mountaineering and trekking
- Elaborate on the problems related to over tourism in mountain-based activities

<b>Duration:</b> 09:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the scope of the Indian mountaineering and trekking industry as part of adventure tourism</li> <li>• Discuss the economic benefits and problems related with overuse of mountaineering and trekking for tourism</li> <li>• List the SOPs to be followed as part of adventure tourism</li> <li>• Explain the hierarchy of job roles in mountaineering and trekking in the adventure tourism industry</li> <li>• Explain the role of a Himalayan Expedition Logistics and Pathfinder (HAP) in adventure tourism</li> <li>• Describe the attributes required for the Himalayan Expedition Logistics and Pathfinder (HAP) job role</li> <li>• Explain ways of assisting differently abled people</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-High Altitude Expedition or Trek Requirements

Mapped to: *THC/N8624*

### 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 weigh and pack equipment/provisions

<i>Duration: 09:00</i>	<i>Duration: 30:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of obtaining work instructions and detailed itinerary from the expedition leader/tour operator</li> <li>• Explain the importance of obtaining detailed information about the team/students/clients</li> <li>• Explain the importance of obtaining information on the total number of equipment/provision loads and to which camp they have to be carried</li> <li>• Discuss the importance of documenting details of equipment/provision loads</li> <li>• Discuss the importance of evenly packing and distributing equipment/provision loads</li> <li>• Explain the importance of briefing and preparing the students/clients for the trek/expedition</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sample lists of information to be gathered for the trek/ expedition preparation and items that will be packed</li> <li>• Demonstrate properly weighing, distributing and packing all equipment/provision loads in rucksacks</li> <li>• Demonstrate how to welcome, brief and assist the students/clients for the trek/expedition</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings, ice axe, snow boots, crampons, pitons, equipment logbooks, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.	

## Module 3: Walking and Mountaineering Techniques

*Mapped to: THC/N8625*

### Terminal Outcomes:

- Employ suitable practises to protect, carry, load and unload bags
- Apply appropriate techniques of using equipment and assisting the climbing partner
- Explain the importance of providing accurate route descriptions to the team
- Employ suitable practises to coordinate with the team
- Apply suitable protocols for assisting persons with disability

<b>Duration: 12:00</b>	<b>Duration: 54:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss all methods and techniques of rucksack packing</li> <li>• Explain the importance of using safe practices and appropriate techniques while walking and using mountaineering equipment on various terrains</li> <li>• Discuss the importance of assisting the climbing partner</li> <li>• Discuss the importance of navigation and providing accurate route descriptions to the trek/expedition leader</li> <li>• Discuss methods of unpacking loads at camp site and camp set up/dismantling techniques</li> <li>• Explain the importance of respecting and assisting persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rucksack packing and carrying</li> <li>• Demonstrate mountaineering techniques and equipment usage in snow, rock and ice terrain</li> <li>• Demonstrate unpacking loads and camp set up/dismantling techniques</li> <li>• Demonstrate using communication, navigation and photography devices</li> <li>• Demonstrate proving first aid and using the oxygen tank</li> <li>• Role play assisting persons with disabilities</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
<b>Tools, Equipment and Other Requirements</b>	
Kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings, ice axe, snow boots, crampons, pitons, first-aid kit, tents, writing tools, outdoor environment.	

## Module 4: Following Environmental and Conservation Practices

*Mapped to: THC/N8625*

### Terminal Outcomes:

- Employ appropriate practices for minimum impact travel and camping policies
- Explain the importance of protecting the fragile habitat and environment

<b>Duration:</b> 06:00	<b>Duration:</b> 06:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain outdoor and environmental ethics and practises including Leave no Trace Principles and disposal of human and food waste produced during the trek/expedition</li> </ul>	<ul style="list-style-type: none"> <li>• Show appropriate steps for proper hygiene practices and waste disposal as per the company SOPs</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Shovel, Bio-degradable bags, dustbins, outdoor environment.	

## Module 5: Conducting Post High Altitude Expedition or Trek Formalities

*Mapped to: THC/N8626*

### Terminal Outcomes:

- Employ suitable methods to hand over equipment and backpacks
- Perform required steps to close accounts and exchange feedback

<b>Duration:</b> 30:00	<b>Duration:</b> 30:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of counting, checking and handing over equipment and bags to the students/clients post trek/expedition</li> <li>• Discuss the importance of updating the account report and closing accounts for the climbing aide team</li> <li>• Discuss the importance of providing and receiving feedback for future treks/expeditions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate counting, checking and handing over equipment and bags to the students/clients</li> <li>• Demonstrate maintain an account report and closing accounts with the climbing aide team</li> <li>• Role play a situation on how to conduct a feedback session with the expedition leader/tour organizer</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Feedback forms, account reports, writing tools, rucksacks .	

## Module 6: Assessing and Mitigating Risks

Mapped to: THC/N8627

### 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:</b> 18:00	<b>Duration:</b> 24:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss all safety related tasks to be carried out before starting the day's trekking/climbing activity</li> <li>• Discuss all steps taken to manage emergency situations</li> <li>• Discuss SOPs for disaster management and evacuation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate conducting personal and equipment safety check</li> <li>• Demonstrate following protocols and establishing communication with the expedition leader</li> <li>• Employ methods to perform risk assessment and management on the route and camp site</li> <li>• Demonstrate the use of safety equipment, first aid kit and CPR during emergency and evacuation</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, first aid kits, stretcher, outdoor training environment.	

## Module 7: 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: 12:00</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 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 8: Gender and Age Sensitivity

Mapped to: THC/N9914

### Terminal Outcomes:

- Employ suitable practices for age and gender specific customer service

<b>Duration: 12:00</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>● 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 9: 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: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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 10: 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 11: On-the-Job Training

### Mapped to Himalayan Expedition Logistics and Pathfinder (HAP)

<b>Mandatory Duration:</b> 300:00	<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 student/client preparedness, collate trip information, weigh, pack and document equipment/provisions</li> <li>• Employ suitable practices to carry equipment/provisions and aid climbing partner during the high altitude trek/expedition</li> <li>• Perform appropriate steps for trip closure</li> <li>• Perform assessment and mitigation of risks at high altitudes 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 12 <sup>th</sup>		10 years	Worked as a Himalayan Expedition Logistics and Pathfinder (HAP) or High Altitude Trekking Guide on at least 10 treks or expeditions and climbed 3 peaks above 6000mtrs	3 years	Guided at least 5 high altitude treks and climbed at least one peak above 6000mtrs as a Himalayan Expedition Logistics and Pathfinder (HAP)	

Trainer Certification	
Domain Certification	Platform Certification
“Himalayan Expedition Logistics and Pathfinder (HAP)”, “THC/Q8605, 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 <sup>th</sup>		10 years	Worked as a Himalayan Expedition Logistics and Pathfinder (HAP) Or High Altitude Trekking Guide on at least 10 treks or expeditions and climbed 3 peaks above 6000mtrs	3 years	Guided at least 5 high altitude treks and climbed at least one peak above 6000mtrs as a Himalayan Expedition Logistics and Pathfinder (HAP)	

Assessor Certification	
Domain Certification	Platform Certification
"Himalayan Expedition Logistics and Pathfinder (HAP)", "THC/Q8605, 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