



Model Curriculum

QP Name: Instructor - Rope Activities

QP Code: THC/Q8801

QP Version: 1.0

NSQF Level: 5

Model Curriculum Version: 1.0

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Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Adventure Tourism
Occupation	Ropes Courses
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4221.0100
Minimum Educational Qualification and Experience	<p>12th Class/I.T.I (two years after class 10th) with 1 Year of experience as an Assistant Instructor with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p> <p style="text-align: center;">OR</p> <p>12th Class/I.T.I (one year after class 10th and with one year of experience) with 1 Year of experience as an Assistant Instructor with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p> <p style="text-align: center;">OR</p> <p>Certificate-NSQF Level-3 Assistant Instructor - Rope Activities with a minimum of 1 Year of experience as Assistant Instructor in an Adventure Tourism Company with Basic Mountaineering Course (BMC), Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness First Responder (WFR) courses from any Indian and globally recognized mountaineering institute/center.</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 years
Last Reviewed On	25/11/2021
Next Review Date	25/11/2024
NSQC Approval Date	25/11/2021
QP Version	1.0

Model Curriculum Creation Date	25/11/2021
Model Curriculum Valid Up to Date	25/11/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	420 Hours
Maximum Duration of the Course	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 rock climbing and abseiling, zip lines, high and low ropes/challenge course
- Perform activities related to the rock climbing and abseiling, zip lines, high and low ropes/challenge course
- Apply appropriate methods to conduct post rock climbing and abseiling, zip lines, high and low ropes/challenge course formalities
- Explain the significance of assessing and mitigating risks for the rock climbing and abseiling, zip lines, high and low ropes/challenge course
- 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/N8801: Prepare for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course NOS Version No. 1.0 NSQF Level 5	12:00	18:00	30:00	00:00	60:00
Module 1: Introduction to Adventure Tourism Industry and SOPs	06:00	00:00	06:00	00:00	12:00
Module 2: Organizing Pre-Rock Climbing and Ropes or Challenge Course Requirements	06:00	18:00	24:00	00:00	48:00
THC/N8802: Conduct Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course NOS Version No. 1.0 NSQF Level 5	12:00	66:00	72:00	00:00	150:00

Module 3: Guiding and Conducting Rock Climbing and Ropes or Challenge Course	06:00	60:00	60:00	00:00	126:00
Module 4: Following Environmental and Conservation Practices	06:00	06:00	12:00	00:00	24:00
THC/N8803: Conduct Post Activity Closure & Debrief for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course NOS Version No. 1.0 NSQF Level 4	06:00	12:00	18:00	00:00	36:00
Module 5: Conducting Post Rock Climbing and Ropes or Challenge Course Formalities	06:00	12:00	18:00	00:00	36:00
THC/N8804: Assess and Mitigate Risks for Rock Climbing & Abseiling, Zip Lines, High & Low Ropes/Challenge Course NOS Version No. 1.0 NSQF Level 5	06:00	18:00	18:00	00:00	42:00
Module 6: Assessing and Mitigating Risks	06:00	18:00	18:00	00:00	42:00
THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4	06:00	06:00	12:00	00:00	24:00
Module 7: Effective Communication	06:00	06:00	12:00	00:00	24:00
THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4	06:00	12:00	06:00	00:00	24:00
Module 8: Gender and Age Sensitivity	06:00	12:00	06:00	00:00	24:00

THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4	06:00	12:00	12:00	00:00	30:00
Module 9: Health and Hygiene	06:00	12:00	12:00	00:00	30:00
THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4	06:00	06:00	12:00	00:00	24:00
Module 10: Green Practices	06:00	06:00	12:00	00:00	24:00
Total Duration	60:00	150:00	180:00	00:00	390:00

Module Details

Module 1: Introduction to the role of Instructor in Adventure Tourism Industry and SOPs

Bridge Module

Terminal Outcomes:

- Explain the importance and scope of ropes courses in adventure tourism
- Elaborate the importance of a ropes course instructor in adventure tourism
- List SOPs in ropes courses for adventure tourism
- Explain the hierarchy of job roles in ropes courses
- Elaborate on the problems related to over tourism in ropes courses based activities

Duration: 06:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the role of Instructor in adventure tourism • Describe the scope of Indian ropes course industry as part of adventure tourism • Discuss the economic benefits and problems related to activities based on rope courses • Explain the hierarchy of job roles in rope courses in the adventure tourism industry • Describe the attributes required for the Instructor - Rope Activities job role • List the basic SOPs to be followed as part of adventure tourism 	
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 2: Organizing Pre-Rock Climbing and Ropes or Challenge Course Requirements

Mapped to: THC/N8801

Terminal Outcomes:

- Apply appropriate practices and methods to check equipment and ropes set up ahead of the activity
- Perform steps to collate pre rock climbing-activity information on staff, equipment and students/clients
- Explain tasks to be completed for activity preparation

Duration: 06:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List company SOPs related to rope activities • List all tasks to be prepare for rope activities • List all tasks to be completed for equipment and ropes setup • Discuss the importance of assisting students/clients on the ropes activities and related equipment • Explain the importance of briefing and instructing the assistant instructors 	<ul style="list-style-type: none"> • Create a sample list of information to be gathered for preparation of rope activity • Demonstrate how to brief and coordinate with team members • Apply appropriate steps to inspect the equipment and ropes set up • Demonstrate how to welcome, brief and assist the students/clients • Employee appropriate practices to maintain a log book and equipment lists
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings, cables, equipment logbooks, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.	

Module 3: Guiding and Conducting Rock Climbing and Ropes or Challenge Course

Mapped to: THC/N8802

Terminal Outcomes:

- Employ appropriate methods for preparation at the activity site
- Explain the importance of conducting briefing and demonstration for the students/clients
- Apply appropriate techniques for guiding the students/clients
- Apply suitable protocols for assisting persons with disability

Duration: 06:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all requirements for preparations at the activity site • Explain the importance of briefing the students/clients and conducting a demonstration • List company SOPs for safety and quality standards • Explain the importance of assisting the students/clients • Explain the importance of maintaining appropriate physical distance • Explain the importance of maintaining a daily equipment and injury log • Explain the importance of respecting and assisting persons with disabilities 	<ul style="list-style-type: none"> • Demonstrate how to guide the students/clients • Employ appropriate practices for selecting a safe activity location • Demonstrate organising the equipment and setting up the rope activities • Demonstrate how to brief students/clients for rope activity techniques • Demonstrate how to assist the clients/students in conducting equipment check • Employ suitable practices how to maintain a daily activity log • Role play a situation to assist persons with disability in pursuing rope based activities • Employ practices to take feedback from students/clients and staff
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Kernmantle ropes, harnesses, helmets, climbing shoes, mittens, carabiners, pulley, belay devices, slings and tape slings, cables, equipment logbooks, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.	

Module 4: Following Environmental and Conservation Practices

Mapped to: THC/N8802

Terminal Outcomes:

- Employ appropriate practices to minimise environmental impact of rope activity as per camping policies
- Explain the importance of proper waste disposal in the wilderness

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of following environmental ethics and practises including Leave no Trace Principles and disposal of human and food waste produced during the ropes activities • Discuss the importance of sensitizing students/clients about effective disposal in the wilderness 	<ul style="list-style-type: none"> • Apply suitable techniques to dispose human waste and follow hygiene practices
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Shovel, Bio-degradable bags, dustbins, outdoor environment.	

Module 5: Conducting Post Rock Climbing and Ropes or Challenge Course Formalities

Mapped to: THC/N8803

Terminal Outcomes:

- Employ suitable methods to pack up the equipment
- Perform required steps to maintain log books

Duration: 06:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all tasks to be completed post ropes activities as per organisation protocol 	<ul style="list-style-type: none"> • Demonstrate how to count and pack up equipment post activity • Create sample of a trip logbook • Role play a situation on how to conduct a feedback session for the clients/students
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Feedback forms, trip logbooks, writing tools.	

Module 6: Assessing and Mitigating Risks

Mapped to: THC/N8804

Terminal Outcomes:

- Explain the steps to take safety measures to be taken during rope activity
- Apply suitable methods to respond to emergency situations
- Employ appropriate practises to manage natural disasters
- Apply suitable methods to communicate evacuation procedures

Duration: 06:00	Duration: 18:00
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 the rope activity • Explain the importance of briefing the students/clients/team about safety guidelines and evacuation procedures for rope activity • Discuss the importance of communicating appropriately with the media and family of students/clients in a sensitive manner • Discuss SOPs for disaster management and evacuation during the rope activities 	<ul style="list-style-type: none"> • Demonstrate how to create a sample evacuation/emergency action plan • Employ practices to supervise and conduct all equipment and system checks • Demonstrate how to brief the students/clients/team members in an emergency situation • Employ methods to perform risk assessment on the activity and camp site • Demonstrate the use of all items in the first aid kit and providing first aid and CPR
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 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

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 8: Gender and Age Sensitivity

Mapped to: THC/N9914

Terminal Outcomes:

- Employ suitable practices for age and gender specific customer service

Duration: 06:00	Duration: 12:00
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 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"> ● 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 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

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 11: On-the-Job Training

Mapped to Instructor - Rope Activities

Mandatory Duration: 180:00	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 pre-activity information, equipment check and student/client formalities • Employ suitable practices to conduct a rock climbing and abseiling, zip line, high and low ropes course or challenge course • Perform appropriate steps for post activity closure • Perform assessment and mitigation of risks rock climbing and abseiling, zip line, high and low ropes course or challenge course 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	Method of Instruction Course with at least 5 years of experience in the relevant activity	3 years	In any of the mountain based job roles	Outdoor Adventure Sports, Mountaineering

Trainer Certification	
Domain Certification	Platform Certification
“Instructor - Rope Activities”, “THC/Q8801, 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	Method of Instruction Course with at least 5 years of experience in the relevant activity	3 years	In any of the mountain based job roles	Outdoor Adventure Sports, Mountaineering

Assessor Certification	
Domain Certification	Platform Certification
"Instructor - Rope Activities", "THC/Q8801, 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