



Model Curriculum

QP Name: Mountaineering Instructor

QP Code: THC/Q4522

QP Version: 1.0

NSQF Level: 6

Model Curriculum Version: 1.0

Table of Contents

Training Parameters	3
Program Overview	4
Training Outcomes	4
Compulsory Modules	4
Module 1: Introduction to Adventure Tourism Industry and SOP's	7
Module 2: Organizing Pre-Trip Requirements	8
Module 3: Preparing Participants for the Expedition	9
Module 4: Navigation Skills, Using SAT Phones/Two-way Radios and Photography Skills	10
Module 5: Walking, Mountaineering Techniques	11
Module 6: Art of Storytelling, History, Mythology and Culture	12
Module 7: Following Environmental and Conservation Practices	12
Module 8: Conducting Post Mountaineering Process	13
Module 9: Assessing and Mitigating Risks	14
Module 10: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment	15
Module 11: Effective Communication	16
Module 12: Gender and Age Sensitivity	17
Module 13: Health and Hygiene	18
Module 14: Green Practices	19
Module 15: On-the-Job Training	20
Annexure	21
Trainer Requirements	21
Assessor Requirements	22
Assessment Strategy	23
References	25
Glossary	25
Acronyms and Abbreviations	26

Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Adventure Tourism
Occupation	Mountain Based Activities
Country	India
NSQF Level	6
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 2 Years of experience and should have participated in 5 mountaineering expeditions posing varied ice and rock technical challenges and successfully summitting at least 3 Himalayan peaks above 6,500 mts and Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness FirstResponder (WFR) courses from any Indian and globally recognized Mountaineering Institute/center.</p> <p>OR</p> <p>12th Class/I.T.I (one year after class 10th and with one year of experience) with 2 Years of experience and should have participated in 5 mountaineering expeditions posing varied ice and rock technical challenges and successfully summitting at least 3 Himalayan peaks above 6,500 mts and Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness FirstResponder (WFR) courses from any Indian and globally recognized Mountaineering Institute/center.</p> <p>OR</p> <p>Certificate-NSQF Level-5 High Altitude Trekking Guide with 1 Year of experience and should have participated in 3 mountaineering expeditions posing varied ice and rock technical challenges and successfully summitting at least 2 Himalayan peaks above 6,500 mts and Advanced Mountaineering (AMC), Search and Rescue (S&R), Method of Instruction (MOI) and Wilderness FirstResponder (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	18/03/2021

Next Review Date	18/03/2026
NSQC Approval Date	
QP Version	1.0
Model Curriculum Creation Date	18/03/2021
Model Curriculum Valid Up to Date	18/03/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	471 Hours
Maximum Duration of the Course	471 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 mountaineering expedition
- Perform activities related to mountaineering expedition
- Apply appropriate techniques to conduct post mountaineering 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
<i>Bridge Module</i>	02:00	02:00	02:00	00:00	06:00

Module 1: Introduction to Adventure Tourism Industry and SOPs	02:00	01:00	03:00	00:00	06:00
THC/N8605 – Prepare for Activity/Expedition NOS Version No. 1.0 NSQF Level 6	07:00	13:00	40:00	00:00	60:00
Module 2: Organizing Pre-Trek/Expedition Requirements	04:00	08:00	20:00	00:00	32:00
Module 3: Preparing Participants for the Expedition	03:00	05:00	20:00	00:00	28:00
THC/N8606 – Conduct the Activity/Expedition NOS Version No. 1.0 NSQF Level 6	18:00	78:00	138:00	00:00	234:00
Module 4: Navigation Skills, Using SAT Phones/Two-way Radios and Photography Skills	04:00	24:00	20:00	00:00	48:00
Module 5: Walking and Mountaineering Techniques	04:00	50:00	100:00	00:00	154:00
Module 6: Art of Storytelling, History, Mythology & Culture	07:00	01:00	10:00	00:00	18:00
Module 7: Following Environmental and Conservation Practices	03:00	03:00	08:00	00:00	14:00
THC/N8607 – Complete Post Activity/Expedition Requirements NOS Version No. 1.0 NSQF Level 4	03:00	03:00	04:00	00:00	10:00

Module 8: Conducting Post Mountaineering Formalities	03:00	03:00	04:00	00:00	10:00
THC/N8608 – Assess and Mitigate Risks for Mountaineering NOS Version No. 1.0 NSQF Level 6	12:00	24:00	50:00	00:00	86:00
Module 9: Assessing and Mitigating Risks	04:00	08:00	30:00	00:00	42:00
Module 10: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment	08:00	16:00	20:00	00:00	44:00
THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4	04:00	04:00	04:00	00:00	12:00
Module 11: Effective Communication	04:00	04:00	04:00	00:00	12:00
THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4	04:00	04:00	04:00	00:00	12:00
Module 12: Gender and Age Sensitivity	04:00	04:00	04:00	00:00	12:00
THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4	04:00	12:00	12:00	00:00	28:00
Module 13: Health and Hygiene	04:00	12:00	12:00	00:00	28:00
THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0	04:00	08:00	08:00	00:00	20:00



NSQF Level 4					
Module 14: Green Practices	04:00	08:00	08:00	00:00	20:00
Total Duration	58:00	147:00	263:00	00:00	468:00

Module Details

Module 1: Introduction to Adventure Tourism Industry and SOPs

Bridge Module

Terminal Outcomes:

- Explain the importance and scope of mountaineering in adventure tourism
- Elaborate the importance of a mountaineering instructor in adventure tourism
- List SOPs in mountaineering for adventure tourism
- Explain the hierarchy in mountaineering
- Elaborate on the problems related to over tourism in mountaineering
- Employ appropriate practice to use backcountry stoves
- Apply suitable protocols for assisting differently abled people

Duration: 02:00	Duration: 01:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the scope of the Indian mountaineering industry as part of adventure tourism • Discuss the economic benefits and problems related with overuse of mountaineering for tourism • List the SOPs to be followed as part of adventure tourism • Explain the hierarchy of job roles in mountaineering in the adventure tourism industry • Explain the role of a Mountaineering Instructor in adventure tourism • Describe the attributes required for the Mountaineering Instructor job role • Explain the importance of backcountry cooking stoves in mountaineering • Explain ways of assisting differently abled people 	<ul style="list-style-type: none"> • Demonstrate proper use, maintenance and repair of backcountry stoves (MSR/LPG)
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Backcountry stoves and repair kits.	

Module 2: Organizing Pre-Trek/Expedition Requirements

Mapped to: THC/N8605

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 expedition preparation
- Apply suitable methods to supervise equipment/gear and provisions packing

Duration: 04:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all information to be gathered to prepare for mountaineering expedition • List all tasks to be completed for expedition preparation • Discuss the importance of supervising rest of the team • Explain the importance of creating a training plan and schedule as per the technical level of expedition • Discuss the importance of equipment inspection and maintenance for safety of self and others as per SOPs • Explain the importance of maintaining equipment log books 	<ul style="list-style-type: none"> • Create a sample list of requirements for expedition preparation • Create a sample list of equipment required for expedition • Demonstrate how to supervise the work of assistant instructor, high altitude trekking guide, high altitude porter and kitchen staff • Role play a situation on how to identify and select suitable training areas • Demonstrate how to communicate and coordinate with team members and third party vendors • Apply appropriate techniques to inspect load packing and distribution
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: Preparing Participants for the Expedition

Mapped to: THC/N8605

Terminal Outcomes:

- Apply suitable steps for guest orientation
- Employ appropriate practices for guest equipment trials and fittings

Duration: 03:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of student/client orientation • Discuss the tasks to be completed to prepare students/clients for the expedition • Explain the importance of sensitizing female students/clients on the use and disposal of female hygiene products in the wilderness 	<ul style="list-style-type: none"> • Role play how to effectively conduct student/client briefing • Role play how to assist students/clients with equipment trials and fittings • Role play a scenario of reviewing the students'/clients' personal gear, medical condition and level of fitness • Employ appropriate methods of sensitizing female clients/students on the use and disposal of female hygiene products in the wilderness • Demonstrate rucksack packing techniques
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Backpacks, harness, helmets, ice axe, snow boots, crampons, equipment checklist, personal gear, female hygiene products, garbage bags, medical forms, indemnity waivers.	

Module 4: Navigation Skills, Using SAT Phones and Photography Skills

Mapped to: THC/N8606

Terminal Outcomes:

- Employ suitable methods for advanced 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: 04:00	Duration: 24:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List different types of maps and navigation methods • Explain the importance of seeking permissions to use maps and SAT phones, two-way radios • List different devices to document trip photographs and videos 	<ul style="list-style-type: none"> • Read maps • Demonstrate the use navigation tools, • Demonstrate the use of SAT phones, two-way radios • Role play communicating through SAT Phones/two-way radios • Demonstrate how to do basic photography and videography on appropriate devices
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 5: Walking, Mountaineering Techniques

Mapped to: THC/N8606

Terminal Outcomes:

- Employ suitable practises to coordinate with the team
- Apply appropriate techniques for training the students/clients

Duration: 04:00	Duration: 50:00
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 expedition activities • Explain the importance of creating a safe training environment • Discuss different training elements and techniques for mountaineering activities • List various traversing techniques to be taught • Explain the importance of following planned routes • Elaborate the expedition situations in which improvisation or change of plans could be required • Elaborate on the importance of communication and coordination with the porter team/trekking guide/ expedition leader and clients/students 	<ul style="list-style-type: none"> • Demonstrate appropriate techniques to walk on mountains • Apply suitable methods to show the use and maintenance of safety equipment used in mountaineering activities • Demonstrate appropriate methods of teaching mountaineering techniques on rock, ice and snow • Role Play a teaching situation on how to traverse on narrow and exposed sections with a heavy backpack • Role play a situation on how to communicate and coordinate with the expedition leader/trekking guide/porter team and clients/students
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, water proof gloves, personal gear, safety equipment, outdoor training environment.	

Module 6: Art of Storytelling, History, Mythology & Culture

Mapped to: THC/N8606

Terminal Outcomes:

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

Duration: 07:00	Duration: 01:00
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 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
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Outdoor Environment	

Module 7: Following Environmental and Conservation Practices

Mapped to: THC/N8606

Terminal Outcomes:

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

Duration: 03:00	Duration: 03:00
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 • Explain the importance of “cat holes” used for human waste disposal 	<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 8: Conducting Post Mountaineering Process

Mapped to: THC/N8607

Terminal Outcomes:

- Employ appropriate methods to ensure handing over of equipment
- Employ suitable debriefing methods with the team and clients/students
- Perform required steps to create trip reports
- Employ suitable methods to complete all post-mountaineering formalities

Duration: 03:00	Duration: 03:00
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 a sample of a post trip report • Show how to fill out a sample equipment log book • Create a sample of client/student grading sheet • 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	
Equipment log book, feedback forms, trip reports, grading sheets, writing tools.	

Module 9: Assessing and Mitigating Risks

Mapped to: THC/N8608

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: 04:00	Duration: 08:00
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 activity • Explain the importance of using globally recognised anchor systems • List personal and equipment safety checks to be performed prior to commencing any rock, ice or snow activity or ascent • Explain the importance of performing risk assessment of activity site and of exposed areas • Describe the importance of teaching climbing commands • Discuss SOPs for disaster management 	<ul style="list-style-type: none"> • Employ practices to supervise all equipment checks • Employ methods to perform risk assessment on the activity site and in exposed areas • Show correct techniques of setting up anchor systems • Role play how to communicate climbing commands • 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, outdoor training environment.	

Module 10: Acute Mountain Sickness (AMS), Related Symptoms, Complications and Treatment

Mapped to: THC/N8608

Terminal Outcomes:

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

Duration: 08:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss acute mountain sickness and its types • List symptoms of HACE and HAPE KU 6 • Explain how to manage patients affected with acute mountain sickness • List ways to prevent altitude sickness 	<ul style="list-style-type: none"> • Demonstrate use of Hyperbaric chamber and 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 11: Effective Communication

Mapped to: THC/N9913

Terminal Outcomes:

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

Duration: 04:00	Duration: 04:00
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 12: Gender and Age Sensitivity

Mapped to: THC/N9914

Terminal Outcomes:

- Employ suitable practices for age and gender specific customer service

Duration: 04:00	Duration: 04:00
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 13: Health and Hygiene

Mapped to: THC/N8715

Terminal Outcomes:

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

Duration: 04:00	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 ● Identify 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 14: 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: 04:00	Duration: 08:00
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 15: On-the-Job Training

Mapped to Mountaineering Instructor

Mandatory Duration: 263:00	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 prepare guests for mountaineering expedition • Employ suitable practices to train and assist in climbing techniques • Perform appropriate steps for trip closure • Assess and mitigate 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 • Follow 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	
12 th Class	Ice Climbing Movement and Ice Anchor Construction and Management Skills in an Alpine Setting	8 years	Participated in at least 15 treks and mountaineering expeditions of which, climbed at least four technical peaks at 6000 meters or higher	3 years	Guided treks and high-altitude mountaineering expeditions and trained beginners to climb at least two technical peaks 6000 meters or higher.	

Trainer Certification	
Domain Certification	Platform Certification
“Mountaineering Instructor”, “THC/Q4522, V1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601 V1” 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	
12 th Class	Ice Climbing Movement and Ice Anchor Construction and Management Skills in an Alpine Setting	8 years	Participated in at least 15 treks and mountaineering expeditions of which, climbed at least four technical peaks at 6000 meters or higher.	3 years	Guided treks and high-altitude mountaineering expeditions and trained beginners to climb at least two technical peaks 6000 meters or higher.	

Assessor Certification	
Domain Certification	Platform Certification
“Mountaineering Instructor”, “THC/Q4522, V1.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701 V1” 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