



Model Curriculum

QP Name: Rafting Guide/Safety Kayaker

**Electives: Conduct the White-Water Trip/Expedition as a Rafting Guide/
Conduct the White-Water Trip/Expedition as a Safety Kayaker**

QP Code: THC/Q4510

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	Water-Based Activities
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4221.0100
Minimum Educational Qualification and Experience	<p>Rafting Guide-10th Class/I.T.I (two years after class 8th) with 2 Years of experience and at least 500 hours of actual rafting time within 1 year as an Assistant Rafting Guide including rafting experience in 3 different rivers of grade 3 and beyond in various river scenarios, high altitude cold temperature rivers and technical rivers as well as Wilderness First-Aid courses from any Indian or globally recognized institute/center.</p> <p>Safety Kayaker - 10th Class/I.T.I (two years after class 8th) with 2 Years of experience and at least 500 hours of actual rafting time within 1 year as an Assistant Support Kayaker including rafting experience in 3 different rivers of grade 3 and beyond in various river scenarios, high altitude cold temperature rivers and technical rivers as well as Wilderness First-Aid courses from any Indian or globally recognized institute/center.</p> <p style="text-align: center;">OR</p> <p>Rafting Guide-10th Class/I.T.I (one year after class 8th and one year of any experience) with 2 Years of experience and at least 500 hours of actual rafting time within 1 year as an Assistant Rafting Guide including rafting experience in 3 different rivers of grade 3 and beyond in various river scenarios, high altitude cold temperature rivers and technical rivers as well as Wilderness First-Aid courses from any Indian or globally recognized institute/center.</p> <p>Safety Kayaker - 10th Class/I.T.I (one year after class 8th and one year of any experience) with 2 Years of experience and at least 500 hours of actual rafting time within 1 year as an Assistant Support Kayaker including rafting experience in 3 different rivers of grade 3 and beyond in various river scenarios, high altitude cold temperature rivers and technical rivers as well as Wilderness First-Aid courses from any Indian or globally recognized institute/center.</p>

	OR
	Certificate-NSQF Level - 4 Assistant Rafting Guide with 1 Years of experience and at least 500 hours of actual rafting time within 1 year as an Assistant Rafting Guide including rafting experience in 3 different rivers of grade 3 and beyond in various river scenarios, high altitude cold temperature rivers and technical rivers as well as Wilderness First-Aid courses from any Indian or globally recognized institute/center.
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	636 Hours
Maximum Duration of the Course	636 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 white-water trip/expedition
- Perform activities related to conducting white-water trip/expedition
- Apply appropriate methods to conduct post white-water trip/expedition formalities
- Explain the significance of assessing and mitigating risks in a white-water trip/expedition
- 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
Bridge Module	04:00	00:00	04:00	00:00	08:00
Module 1: Introduction to the role of Rafting Guide or Safety Kayaker in Adventure Tourism Industry and SOPs	04:00	00:00	04:00	00:00	08:00
THC/N8901: Prepare for White-Water Trip/Expedition NOS Version No. 1.0 NSQF Level 6	16:00	48:00	48:00	00:00	112:00
Module 2: Organizing Pre White-Water Trip or Expedition Requirements	16:00	48:00	48:00	00:00	112:00
THC/N8904: Conduct Post White-Water Trip/Expedition Closure and Debrief NOS Version No. 1.0 NSQF Level 4	08:00	32:00	44:00	00:00	84:00

Module 3: Conducting Post White-Water Trip or Expedition Formalities	08:00	32:00	44:00	00:00	84:00
THC/N8911: Assess and Mitigate Risks in White-Water Trip/Expedition NOS Version No. 1.0 NSQF Level 6	16:00	52:00	52:00	00:00	120:00
Module 4: Assessing and Mitigating Risks in a White-Water Trip or Expedition	16:00	52:00	52:00	00:00	120:00
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 5: 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 6: 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 7: 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 NSQF Level 4	04:00	08:00	08:00	00:00	20:00
Module 8: Green Practices	04:00	08:00	08:00	00:00	20:00
Total Duration	60:00	160:00	176:00	00:00	396:00

Elective Modules

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

Elective 1:

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
THC/N8902: Conduct the White-Water Trip/Expedition as a Rafting Guide NOS Version No. 1.0 NSQF Level 6	22:00	86:00	132:00	00:00	240:00
Module 9: Guiding and Conducting the White-Water Trip or Expedition as a Rafting Guide	20:00	84:00	124:00	00:00	228:00
Module 10: Following Environmental and Conservation Practices	02:00	02:00	08:00	00:00	12:00
Total Duration	22:00	86:00	132:00	00:00	240:00

Elective 2:

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
THC/N8903: Conduct the White-Water Trip/Expedition as a Safety Kayaker NOS Version No. 1.0 NSQF Level 6	22:00	86:00	132:00	00:00	240:00
Module 10: Guiding and Conducting the White-Water Trip or Expedition as a Safety Kayaker	20:00	84:00	124:00	00:00	228:00



Module 11: Following Environmental and Conservation Practices	02:00	02:00	08:00	00:00	12:00
Total Duration	22:00	86:00	132:00	00:00	240:00

Module Details

Module 1: Introduction to the role of Rafting Guide or Safety Kayaker in Adventure Tourism Industry and SOPs

Bridge Module

Terminal Outcomes:

- Explain the importance and scope of water-based activities in adventure tourism
- Elaborate the importance of a rafting guide or safety kayaker in adventure tourism
- List SOPs in water-based activities for adventure tourism
- Explain the hierarchy of job roles in water-based activities
- Elaborate on the problems related to over tourism in water-based activities

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the role of a rafting guide or safety kayaker in adventure tourism • Describe the scope of Indian water-based activities industry as part of adventure tourism • Discuss the economic benefits and problems related to water-based activities • Explain the hierarchy of job roles in water-based activities in the adventure tourism industry • Describe the attributes required for the Rafting Guide or Safety Kayaker 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 White-Water Trip or Expedition Requirements

Mapped to: THC/N8901

Terminal Outcomes:

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

Duration: 16:00	Duration: 48:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List company SOPs, documentation procedures and reporting structure related to water-based activities • Explain the importance of deciphering river maps, river sections, access and making a detailed itinerary for the rafting trip or expedition • List all information to be collated to prepare for rafting activities • List all tasks to be completed for equipment and logistics check before the rafting activity • Discuss the importance of checking each item of rafting or kayaking equipment, first-aid kit and replacing damaged or expired ones • Explain the importance of packing water, water filters, sacks and first-aid kit for the rafting activity • Discuss the importance of collating detailed equipment and supplies lists required for the rafting activity • List all equipment and supplies to be packed for single and multi-day rafting trips • Explain the importance of supervising and rechecking the preparation, inspection and packing performed by the Assistant Rafting Guide for the rafting trip or expedition 	<ul style="list-style-type: none"> • Create a sample list of information to be gathered for preparation of rafting activity • Apply appropriate steps to inspect and repair equipment, rafts or kayaks and personal protective equipment • Create a sample list of all equipment and supplies to be packed for a rafting trip • Demonstrate procuring and packing supplies and equipment for the rafting activity • Apply appropriate steps to pack equipment and supplies in a raft • Employ appropriate practices to coordinate with third party vendors • Demonstrate choosing camp safe locations based on river reading and weather reports or conditions
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	

Tools, Equipment and Other Requirements

Rafts, kayaks, oars, paddles, frames, flip lines, life lines, bow & stern lines, rescue bags, helmets, personal flotation device (PFD), water filters, wet suits, spray jackets, throw bags, raft repair kit and pump, pulleys, carabiners, ropes, tents, mats, sleeping bags, back country stove, fuel/LPG cylinder, utensils, first-aid kit, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.

Module 3: Conducting Post White-Water Trip or Expedition Formalities

Mapped to: THC/N8904

Terminal Outcomes:

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

Duration: 08:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all tasks to be completed post the rafting activity as per organisational protocols • Discuss the importance of following the company’s documentation procedures 	<ul style="list-style-type: none"> • Demonstrate how to count and pack up equipment post the rafting activity • Create sample of a trip logbook • Employ suitable practices to close accounts with all third party vendors • Role play a situation on how to conduct a feedback session with the clients/students and team
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 4: Assessing and Mitigating Risks

Mapped to: THC/N8911

Terminal Outcomes:

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

Duration: 16:00	Duration: 52:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List all river hazards and discuss the importance of identifying them before starting the rafting activity • List all safety protocols and techniques to be followed while conducting the rafting activity • Discuss the importance of maintaining appropriate raft to safety kayak ratio • Explain the importance of ensuring that no alcohol or drugs are consumed before or during the rafting activity • Explain the importance of using only certified equipment • Explain the importance of evaluating rescue procedures every day and communicating them to the team • Discuss all steps to be taken to manage emergency situations • Explain the importance of initiating prompt swimmer rescue • Discuss SOPs for disaster management and evacuation during the rafting activity • Discuss the importance of supervising the Assistant Guide while administering first-aid and during rescue procedures 	<ul style="list-style-type: none"> • Demonstrate using self-safety techniques and equipment • Employ practices to conduct rafting and personal protective equipment checks for self and students/clients • Demonstrate conducting a briefing on river hazards and daily rescue procedures • Employ methods to perform risk assessment during the activity and at the camp site • Demonstrate the use of all items in the first aid kit, providing first aid and CPR • Demonstrate swift water swimmer rescue and all safety equipment used in rafting • Apply suitable practices to demonstrate establishing communication and evacuating the students/clients during emergencies
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Rafts, kayaks, oars, paddles, frames, flip lines, life lines, bow & stern lines, rescue bags, helmets, personal flotation device (PFD), water filters, wet suits, spray jackets, throw bags, raft repair kit	



and pump, pulleys, carabiners, ropes, tents, mats, sleeping bags, two-way radio, SAT phone, first-aid kit, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.

Module 5: Effective Communication

Mapped to: THC/N9913

Terminal Outcomes:

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

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 6: 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 7: Health and Hygiene

Mapped to: THC/N9915

Terminal Outcomes:

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

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 ● 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 8: Green Practices

Mapped to: THC/N9916

Terminal Outcomes:

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

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 9: Guiding and Conducting the White-Water Trip or Expedition as a Rafting Guide

Mapped to: THC/N8902

Terminal Outcomes:

- Employ appropriate methods for preparation at the roadhead
- Explain the importance of conducting a demonstration and equipment check for the students/clients
- Employ appropriate methods for stowing personal belongings and electronics
- Apply appropriate techniques for assisting the students/clients on challenging sections of the river
- Apply suitable protocols for assisting persons with disability

Duration: 20:00	Duration: 84:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List company SOPs for safety and quality standards in rafting • List all requirements for preparations at the roadhead • Discuss the importance of stowing and securing all belongings and electronic devices in waterproof bags • Explain the importance of conducting a daily staff briefing • Explain the importance of conducting a briefing, demonstration and equipment check for the students/clients • Discuss the importance of making the students/clients practice all paddling strokes and commands like “hold on/drop” before each rapid • Discuss the importance of ensuring that non-swimmers walk around rapids above Grade 4 • Discuss the importance of communicating frequently with the students/clients during the rafting activity • List all appropriate steps to be followed in a capsized or swimmer overboard situation • Explain the importance of maintaining a daily trip, personal, expense and injury log • Explain the importance of respecting and assisting persons with disabilities 	<ul style="list-style-type: none"> • Apply suitable methods and techniques to inspect of all rafts and get them ready for the rafting activity • Demonstrate conducting a daily briefing for the team • Demonstrate conducting a safety briefing and personal protective equipment check for the students/clients • Demonstrate all commands, paddling strokes, sitting positions and swimmer overboard protocols and the use of all safety/rescue equipment • Demonstrate swimmer rescue, releasing a pinned/wrapped raft and throwing a rescue bag • Demonstrate the use of waterproof cameras, all communication equipment and corresponding rescue call out procedures • Apply suitable techniques for camp set up • Employ suitable practices how to maintain a daily activity log • Role play a situation to assist persons with disabilities in pursuing the rafting activity

Classroom Aids

LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker

Tools, Equipment and Other Requirements

Rafts, kayaks, oars, paddles, frames, flip lines, life lines, bow & stern lines, rescue bags, helmets, personal flotation device (PFD), water filters, wet suits, spray jackets, throw bags, raft repair kit and pump, pulleys, carabiners, ropes, tents, mats, sleeping bags, back country stove, fuel/LPG cylinder, utensils, first-aid kit, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.

Module 10: Following Environmental and Conservation Practices

Mapped to: THC/N8902

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: 02:00	Duration: 02:00
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 11: Guiding and Conducting the White-Water Trip or Expedition as a Safety Kayaker

Mapped to: THC/N8903

Terminal Outcomes:

- Employ appropriate methods for kayak inspection at the roadhead
- Explain the importance of conducting a kayak rescue demonstration
- Apply appropriate techniques for initiating and executing swimmer rescue
- Apply suitable protocols for assisting persons with disability

Duration: 20:00	Duration: 84:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List company SOPs for safety and quality standards in rafting with a kayak • List all requirements for kayak inspection at the roadhead • Explain the importance of conducting a briefing and demonstration of kayak rescue protocols for the students/clients • Explain the importance of attending a daily staff briefing and following all instructions • Discuss the importance of maintaining eye contact with the rafts, scouting ahead and waiting for the rafts in eddies • Discuss the importance of communicating frequently with the students/clients during the rafting activity • List all appropriate steps to be followed in a capsized or swimmer overboard situation • Explain the importance of maintaining a daily trip, personal, expense and injury log • Explain the importance of respecting and assisting persons with disabilities 	<ul style="list-style-type: none"> • Apply suitable methods and techniques to inspect the kayak • Apply suitable methods for conducting a safety briefing and rescue techniques demonstration for the students/clients • Demonstrate Eskimo roll and paddle techniques for kayaker safety • Employ suitable practices for river communication and demonstrate all raft-kayak protocols • Demonstrate swimmer/raft rescue protocols and the use of all safety/rescue equipment • Apply suitable techniques for camp set up • Demonstrate the use of all communication devices and emergency call out procedures • Employ suitable practices how to maintain a daily activity log • Role play a situation to assist persons with disabilities in pursuing the rafting activity
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	

Tools, Equipment and Other Requirements

Rafts, kayaks, oars, paddles, frames, flip lines, life lines, bow & stern lines, rescue bags, helmets, personal flotation device (PFD), water filters, wet suits, spray jackets, throw bags, raft repair kit and pump, pulleys, carabiners, ropes, tents, mats, sleeping bags, back country stove, fuel/LPG cylinder, utensils, first-aid kit, activity documents, student/client forms and documents medical forms, writing tools, outdoor environment.

Module 12: Following Environmental and Conservation Practices

Mapped to: THC/N8903

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: 02:00	Duration: 02:00
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 13: On-the-Job Training

Mapped to Rafting Guide/Safety Kayaker

Mandatory Duration: 308:00	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 • Perform appropriate steps for post rafting activity closure • Perform assessment and mitigation of risks for a rafting activity 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 • Employ suitable practices to conduct a rafting activity as a rafting guide • Employ suitable practices to conduct a rafting activity as a safety kayaker 	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12		10 years	Guided/Kayaked high and low volume rafting trips/expeditions up to Grade IV+	6 years	Guided/Kayaked high and low volume rafting trips/expeditions up to Grade IV	Preferably also a qualified mountaineer

Trainer Certification	
Domain Certification	Platform Certification
“Rafting Guide/Safety Kayaker”, “THC/Q4510, 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		10 years	Guided/Kayaked high and low volume rafting trips/expeditions up to Grade IV+	6 years	Guided/Kayaked high and low volume rafting trips/expeditions up to Grade III-IV	Preferably also a qualified mountaineer

Assessor Certification	
Domain Certification	Platform Certification
“Rafting Guide/Safety Kayaker”, “THC/Q4510, 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