



# Model Curriculum

**QP Name: Sardar**

**QP Code: THC/Q8604**

**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>10th Class/I.T.I (two years after class 8th) with 6 Months of experience with a minimum of 15 treks of 7 days each as a Camp Helper, alternatively worked as a porter in at least 15 treks of 7 days each in High altitude until 5,000 MTRS and Advanced Mountaineering and WFR (Wilderness First Responder) courses from any Indian and globally recognised Mountaineering Institute/Center.</p> <p>OR</p> <p>10th Class/I.T.I (one year after class 8th and one year of relevant experience) with 6 Months of experience with a minimum of 15 treks of 7 days each as a Camp Helper, alternatively worked as a porter in at least 15 treks of 7 days in High altitude until 5,000 MTRS and Advanced Mountaineering and WFR (Wilderness First Responder) courses from any Indian and globally recognised Mountaineering Institute/Center.</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	29/07/2021
<b>Next Review Date</b>	29/07/2024

<b>NSQC Approval Date</b>	29/07/2021
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	29/07/2021
<b>Model Curriculum Valid Up to Date</b>	29/07/2024
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	471 Hours
<b>Maximum Duration of the Course</b>	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 the steps to prepare for mountaineering/trekking
- Perform activities related to mountaineering/trekking
- Apply appropriate techniques to conduct post mountaineering/trekking 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.

<b>NOS and Module Details</b>	<b>Theory Duration</b>	<b>Practical Duration</b>	<b>On-the-Job Training Duration (Mandatory)</b>	<b>On-the-Job Training Duration (Recommended)</b>	<b>Total Duration</b>
<i>Bridge Module</i>	02:00	00:00	02:00	00:00	04:00
Module 1: Introduction to Adventure Tourism Industry and SOP's	02:00	00:00	02:00	00:00	04:00

<b>THC/N8623 – Prepare for Mountaineering/Trekking NOS Version No. 1.0 NSQF Level 5</b>	<b>06:00</b>	<b>05:00</b>	<b>20:00</b>	<b>00:00</b>	<b>31:00</b>
Module 2: Gathering Information for the Trip	02:00	01:00	04:00	00:00	07:00
Module 3: Organizing Pre-trip Requirements	04:00	04:00	16:00	00:00	24:00
<b>THC/N8622 – Conduct Mountaineering/Trekking NOS Version No. 1.0 NSQF Level 5</b>	<b>11:00</b>	<b>77:00</b>	<b>208:00</b>	<b>00:00</b>	<b>296:00</b>
Module 4: Navigation Skills, Using SAT Phones/Two-way Radios and Photography Skills	04:00	24:00	100:00	00:00	128:00
Module 5: Walking, Climbing Techniques	04:00	50:00	100:00	00:00	154:00
Module 6: Following Environmental and Conservation Practices	03:00	03:00	08:00	00:00	14:00
<b>THC/N8621 – Conduct Post Mountaineering/Trekking Closure &amp; Debrief NOS Version No. 1.0 NSQF Level 4</b>	<b>02:00</b>	<b>04:00</b>	<b>04:00</b>	<b>00:00</b>	<b>10:00</b>
Module 7: Conducting Post-Activity Process	02:00	04:00	04:00	00:00	10:00
<b>THC/N8620 – Assess and Mitigate Risks in Mountaineering/Trekking NOS Version No. 1.0 NSQF Level 5</b>	<b>10:00</b>	<b>16:00</b>	<b>32:00</b>	<b>00:00</b>	<b>58:00</b>
Module 8: Assessing and Mitigating Risks	02:00	08:00	12:00	00:00	22:00
Module 9: Acute Mountain Sickness (AMS), Related Symptoms,	08:00	08:00	20:00	00:00	36:00

Complications and Treatment					
<b>THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4</b>	<b>04:00</b>	<b>04:00</b>	<b>04:00</b>	<b>00:00</b>	<b>12:00</b>
Module10: Effective Communication	04:00	04:00	04:00	00:00	12:00
<b>THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>04:00</b>	<b>04:00</b>	<b>04:00</b>	<b>00:00</b>	<b>12:00</b>
Module 11: Gender and Age Sensitivity	04:00	04:00	04:00	00:00	12:00
<b>THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>04:00</b>	<b>12:00</b>	<b>12:00</b>	<b>00:00</b>	<b>28:00</b>
Module 12: Health and Hygiene	04:00	12:00	12:00	00:00	28:00
<b>THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4</b>	<b>04:00</b>	<b>08:00</b>	<b>08:00</b>	<b>00:00</b>	<b>20:00</b>
Module 13: Green Practices	04:00	08:00	08:00	00:00	20:00
<b>Total Duration</b>	<b>47:00</b>	<b>130:00</b>	<b>294:00</b>	<b>00:00</b>	<b>471:00</b>

## Module Details

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

#### Bridge Module

#### Terminal Outcomes:

- Explain the importance of mountaineering and trekking in adventure tourism
- Elaborate the importance of a Sardar in mountaineering and trekking activities
- List SOPs in mountaineering and trekking for adventure tourism
- Explain the hierarchy of job roles in mountaineering and trekking activities
- Apply suitable protocols for assisting differently-abled people

Duration: 02:00	Duration: 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the importance of mountaineering and trekking as a part of adventure tourism</li> <li>• List the SOPs to be followed as a 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 Sardar in adventure tourism</li> <li>• Describe the attributes required for the Sardar job role</li> <li>• Explain ways of assisting differently-abled people</li> </ul>	NA
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Gathering Information for the Trip

*Mapped to: THC/N8623 V 1.0*

### Terminal Outcomes:

- Apply appropriate practices to gather trip instructions
- Perform steps to collate pre-trip information on staff, equipment and participants

<b>Duration:</b> 02:00	<b>Duration:</b> 01:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List all information to be gathered to prepare for mountaineering/trekking Discuss different responsibilities for a Sardar</li> </ul>	<ul style="list-style-type: none"> <li>• Create sample list required for the trip preparation</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 3: Organizing Pre-Trip Requirements

*Mapped to: THC/N8623 V 1.0*

### Terminal Outcomes:

- Explain tasks to be completed for trek/expedition preparation
- Employ appropriate methods to select porter teams and appoint them with duties
- Apply suitable methods to supervise equipment/gears, provision packing

<b>Duration: 04:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Explain all tasks to be completed for trip preparation</li> <li>● Discuss all prerequisites to select the porter/pony team</li> <li>● List roles and responsibilities to be allotted to the porter team</li> <li>● Explain the importance of packing equipment as per SOPs</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate how to assess fitness levels of porters</li> <li>● Role play a situation on how to brief the porter team on their roles and responsibilities for the expedition/trek Apply appropriate techniques to inspect load packing and distribution</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Tents, backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons. equipment logbooks, trip report documents, medical forms.	

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

*Mapped to: THC/N8622 V 1.0*

### Terminal Outcomes:

- Employ suitable methods for advanced route navigation
- Describe techniques 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 techniques for basic photography and videography

<b>Duration:</b> 04:00	<b>Duration:</b> 24:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List different types of maps and navigation methods</li> <li>• Explain the importance of seeking permissions to use maps and SAT phones, two-way radios</li> <li>• List different devices to document trip photographs and videos</li> </ul>	<ul style="list-style-type: none"> <li>• Employ appropriate methods to read maps</li> <li>• Demonstrate the use navigation tools</li> <li>• Demonstrate the use of SAT phones, two-way radio</li> <li>• Role play communicating through SAT Phones/two-way radios</li> <li>• Demonstrate how to do basic photography and videography on appropriate devices</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Itineraries, maps, compass, Sat phone, two-way radio, camera.	

## Module 5: Walking, Climbing Techniques

*Mapped to: THC/N8622 V 1.0*

### Terminal Outcomes:

- Apply appropriate techniques for mountain climbing with equipment
- Employ suitable practises to coordinate with the team

<b>Duration:</b> 04:00	<b>Duration:</b> 50:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss trekking techniques and principles</li> <li>• List various ways of traversing in the mountains</li> <li>• Explain the importance of following planned routes</li> <li>• Elaborate on the importance of communication and coordination with the porter team/trekking guide/ expedition leader</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate techniques to walk on mountains</li> <li>• Demonstrate how to traverse through narrow and exposed sections with a heavy backpack</li> <li>• Show how to use safety equipment used in mountaineering</li> <li>• Role play communicating and coordinating with the expedition leader/trekking guide/porter team in case of emergencies</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Tents, backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, safety equipment.	

## Module 6: Following Environmental and Conservation Practices

*Mapped to: THC/N8622 V 1.0*

### Terminal Outcomes:

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

<b>Duration:</b> 03:00	<b>Duration:</b> 03:00
<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</li> <li>• Discuss how to dispose of human and food waste produced during the expedition</li> <li>• Explain the importance of cat holes used for human waste disposal</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate making cat holes</li> <li>• Show appropriate steps for proper hygiene practices after human waste disposal</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Ice axe, toilet equipment and accessories.	

## Module 7: Conduct Post-Activity Process

*Mapped to: THC/N8621 V 1.0*

### Terminal Outcomes:

- Employ appropriate method to hand over equipment
- Perform required steps to create trip accounts and exchange feedback

<b>Duration:</b> 02:00	<b>Duration:</b> 04:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List all tasks to be completed post trip/expedition</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to create post trip expense accounts</li> <li>• Show how to fill out a sample equipment log book</li> <li>• Role play a situation on how to conduct a debrief and feedback session for the porter team/kitchen staff</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
Tents, backpacks, maps, compass, climbing ropes, harness, helmets, ice axe, snow boots, crampons, pitons, equipment log book, feedback forms, trip reports.	

## Module 8: Assessing and Mitigating Risks

*Mapped to: THC/N8620 V 1.0*

### Terminal Outcomes:

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

<b>Duration: 02:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the hazards associated with unevenly distributed backpacks</li> <li>• Explain proper methods of waterproofing gear and equipment while packing</li> <li>• List personal and equipment safety checks to be performed prior to commencing ascent</li> <li>• Explain how to perform risk assessment in exposed areas</li> <li>• Describe different weather conditions and ways to predict them</li> <li>• Discuss SOPs for disaster management</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safe procedures for packing gear and equipment</li> <li>• Show safe and correct techniques of wearing a backpack</li> <li>• Demonstrate how to rope up in exposed areas</li> <li>• Display practises to predict short term and mid-term weather using appropriate tools</li> <li>• Demonstrate the use of all items in the first aid kit</li> <li>• Role play a situation of providing first aid and CPR</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.	

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

**Mapped to: THC/N8620 V 1.0**

### Terminal Outcomes:

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

<b>Duration:</b> 08:00	<b>Duration:</b> 08:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss acute mountain sickness and its types</li> <li>• List symptoms of HACE and HAPE</li> <li>• Explain how to manage patients affected with acute mountain sickness</li> <li>• List ways to prevent altitude sickness</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of Hyperbaric chamber, oxygen cylinder</li> <li>• Role play providing symptomatic relief to patients</li> <li>• Role Play the evacuation techniques of patients affected with AMS</li> </ul>
<b>Classroom Aids</b>	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
<b>Tools, Equipment and Other Requirements</b>	
First aid kits, emergency equipment Gamow Bag (Hyperbaric Chamber) Oxygen Cylinder,	

## Module 10: Effective Communication

*Mapped to: THC/N9913 V 1.0*

### Terminal Outcomes:

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

<b>Duration: 04:00</b>	<b>Duration: 04:00</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 a situation on 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 11: Gender and Age Sensitivity

*Mapped to: THC/N9914 V 1.0*

### Terminal Outcomes:

- Employ suitable practices for age and gender specific customer services

<b>Duration: 04:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>● Discuss the importance of following behavioral etiquettes 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 12: Health and Hygiene

*Mapped to: THC/N8715 V 1.0*

### Terminal Outcomes:

- Perform steps to follow standard safety procedures
- Employ practises to maintain a clean workplace
- Apply appropriate procedures to maintain personal hygiene and health

<b>Duration: 04:00</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>● 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>● 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</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 13: Green Practices

*Mapped to: THC/N9916 V 1.0*

### Terminal Outcomes:

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

<b>Duration: 04:00</b>	<b>Duration: 08:00</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 14: On-the-Job Training

*Mapped to: Sardar*

<b>Mandatory Duration: 294:00</b>	<b>Recommended Duration: 00:00</b>
<b>Module Name: On-the-Job Training</b>	
<b>Location: On Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"> <li>• Perform steps to collate trip information, guest information and select porter teams for mountaineering, trekking expedition</li> <li>• Employ suitable practices to supervise porter/pony team and assist in climbing</li> <li>• Perform appropriate steps for trip closure</li> <li>• Apply appropriate methods to assess and mitigate risks at high altitudes</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 and cleanliness</li> <li>• Apply suitable practices for effective and eco-friendly waste management</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12	Mountaineering and Trekking in High Altitude Alpine and Desert Regions	10 years	Led/ Guided at least 10 treks above 4500 Mts. with Multinational Clients	5 years	Led/ Guided at least 10 treks above 4500 Mts. with Multinational Clients	

Trainer Certification	
Domain Certification	Platform Certification
“Sardar”, “THC/Q8604, v1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601” with a scoring of minimum

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12	Mountaineering and Trekking in High Altitude Alpine and Desert Regions	10 years	Led/ Guided at least 10 treks above 4500 Mts. with Multinational Clients	5 years	Led/ Guided at least 10 treks above 4500 Mts. with Multinational Clients	

Assessor Certification	
Domain Certification	Platform Certification
"THC/Q8602, v1.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701" 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