



# Model Curriculum

**QP Name: Camping and Trekking Guide**

**QP Code: SPF/Q1201**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

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## Table of Contents

Program Overview.....	4
Training Outcomes .....	4
Compulsory Modules .....	4
Module 1: Introduction to the careers in adventure sports .....	6
<i>Bridge Module</i> .....	6
Module 2: Create a trekking itinerary .....	7
Module 3: Manage and lead trekkers during the trekking activities .....	8
Module 4: Perform post camping and trekking activities.....	10
Module 5: Implement safety measures .....	11
Module 6: Build an environmental friendly workplace .....	12
Module 7: Employability Skills .....	13
On-the-Job Training.....	14
<i>Mapped to Camping and Trekking Guide</i> .....	14
Annexure .....	15
Trainer Requirements .....	15
Assessor Requirements .....	16
Assessment Strategy .....	17
References.....	19
Glossary .....	19
Acronyms and Abbreviations .....	20

## Training Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Adventure Sports
<b>Occupation</b>	Adventure Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.9903
<b>Minimum Educational Qualification and Experience</b>	12th Class with 1 Year of relevant experience OR 10th Class with 2 Years of relevant experience OR 10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent OR Certificate-NSQF (Level 3- Camping & Trekking Assistant with 3 Years of relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Age</b>	18 years
<b>Last Reviewed On</b>	31/08/2023
<b>Next Review Date</b>	31/08/2026
<b>NSQC Approval Date</b>	31/08/2023
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	31/08/2023
<b>Model Curriculum Valid Up to Date</b>	31/08/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	450 Hours
<b>Maximum Duration of the Course</b>	450 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:

- Prepare logistics for the trek
- Set fitness expectations for the trek
- Prepare navigation and orientation
- Select gear and equipment
- Educate trekker on basics of hiking and trekking
- Manage proper hydration and nutrition
- Conduct campsite selection and set up
- Guide trekkers on nature observation
- Manage waste during the camping and trekking
- evaluate the effectiveness of the camping and trekking program
- Create safety plans for prevention of injuries

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>SPF/N1201: Plan for camping and trekking activities</b> NOS Version No. 1.0 NSQF Level 4	15:00	15:00	00:00	00:00	30:00
<b>Bridge Module</b> Module 1: Introduction to careers in adventure sports	05:00	00:00	00:00	00:00	05:00
Module 2: Create a trekking itinerary	10:00	15:00	00:00	00:00	25:00
<b>SPF/N1202: Guide and monitor trekkers</b> NOS Version No. 1.0 NSQF Level 4	30:00	60:00	60:00	00:00	150:00
Module 3: Manage and lead trekkers during the trekking activities	30:00	60:00	60:00	00:00	150:00
<b>SPF/N1203: Conclude camping and trekking activities</b> NOS Version No. 1.0 NSQF Level 4	15:00	60:00	15:00	00:00	90:00

Module 4: Perform post camping and trekking activities	15:00	60:00	15:00	00:00	90:00
<b>SPF/N1204: Maintain health and safety standards during the trekking activities</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	15:00	60:00	15:00	00:00	90:00
Module 5: Implement safety measures	15:00	60:00	15:00	00:00	90:00
<b>SPF/N1169 – Improve workplace resource usage</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	15:00	15:00	00:00	00:00	30:00
Module 6: Build an environmental friendly workplace	15:00	15:00	00:00	00:00	30:00
<b>DGT/VSQ/N0102: Employability skills (60 Hours) NOS</b> <b>Version No-1.0 NSQF</b> <b>Level 4</b>	30:00	30:00	00:00	00:00	60:00
Module 7: Employability skills	30:00	30:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>120:00</b>	<b>240:00</b>	<b>90:00</b>	<b>00:00</b>	<b>450:00</b>

## Module Details

### Module 1: Introduction to the careers in adventure sports

#### Bridge Module

#### Mapped to SPF/N1201, v1.0

#### Terminal Outcomes:

- Describe the role and career opportunities of a camping & trekking guide.

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Discuss adventure sports and generic sports</li> <li>Discuss the career opportunities in adventure sports</li> <li>Identify key skill sets required to be a successful adventure sports professional</li> <li>Discuss career progression chart from entry level to highest level in an adventure sports sector</li> </ul>	
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment, and Other Requirements</b>	
NA	

## Module 2: Create a trekking itinerary

*Mapped to SPF/N1201, v1.0*

### Terminal Outcomes:

- Prepare logistics for the trek
- Set fitness expectations for the trek
- Prepare navigation and orientation
- Select gear and equipment

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the significance of weather conditions, seasonal variations while planning for trekking activities</li> <li>• Discuss the importance terrain, altitude, temperature, in determining trekkers expected fitness and mental conditions</li> <li>• List the required clothing, footwear, gears, consumables for easy to moderate non-snow natural trekking activities</li> <li>• Discuss the importance of hydration and proper nutrition during the trekking activities</li> <li>• List the navigation tools and equipment required while planning and during the trekking</li> <li>• Discuss navigation strategies in response to unexpected circumstances or changes in trail conditions</li> <li>• Explain the factors that lead to injuries during the trekking activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Research on complaisance and permission requirements for popular trekking destinations in India</li> <li>• Assess trekkers preferences, skill levels, and physical capabilities for the trek</li> <li>• create detailed itineraries, including transportation arrangements and accommodation options</li> <li>• identify suitable routes, estimating distances, rest stops and water sources</li> <li>• Demonstrate pacing, rest stops to manage fatigue in long treks</li> <li>• Use topographic maps, compasses, GPS devices, and trail markers for navigation</li> <li>• interpret trail maps, understanding elevation changes, and identify landmarks</li> <li>• Role-play how to teach navigation skills to trekkers, including route planning and map reading</li> <li>• Demonstrate basic trekking equipment maintenance and repair techniques</li> <li>• Role play to showcase effective communication skills</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, height & weight chart	
<b>Tool, Equipment and Other Requirements</b>	
Map, compass, GPS supported device, flashlight, lamp, trekking clothing and footwear (waterproof), sunscreen, walking sticks, binoculars, water bottles, tent, backpack, sleeping bag, whistle, flare gun, cooking utensils first aid kit	

## Module 3: Manage and lead trekkers during the trekking activities

Mapped to SPF/N1202, v1.0

### Terminal Outcomes:

- Educate trekker on basics of hiking and trekking
- Conduct campsite selection and set up
- Guide trekkers on nature observation
- Manage waste during camping and trekking

Duration: 30:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe age appropriateness in sports – skill, equipment, infrastructure, etc.</li> <li>• Discuss the significance of briefing trekkers about the behavioural expectations during the trekking</li> <li>• Set goals for with trekkers with regards to duration of the hikes, sleep, food timings, etc.</li> <li>• Explain the importance of consuming consume snacks or meals, such as energy bars, fruits, juice, etc. to sustain energy during the trek</li> <li>• Explain the limitations of a normal human body in performing a physical workout like hiking with regards to intensity, duration, altitude</li> <li>• Discuss the importance of maintaining personal hygiene during the treks</li> <li>• Explain the strategies to motivate trekkers during the trek</li> <li>• Discuss ways to select campsite for safe and comfortable stay</li> <li>• Discuss the importance of identifying edible, non-edible, toxic plants</li> <li>• discuss the benefits and limitations of using photography or journaling as a means of self-reflection and preserving memories of the outdoor adventure</li> <li>• Discuss the common types of injuries that might occur during the camping and trekking activities</li> <li>• Explain the steps to be followed during medical emergencies.</li> <li>• Describe the protocols to be followed in case of medical emergency during trekking activities</li> <li>• Recall the policies governing the protection of children and vulnerable adults from abuse.</li> <li>• Discuss inappropriate behaviour and sexual harassment in the workplace.</li> <li>• Discuss the ways to maintain personal hygiene. before and after the trekking activities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the usage of sports equipment of popular sports.</li> <li>• Prepare drills to develop basic to advance of sports skills in students</li> <li>• Demonstrate how to trek through diverse terrains</li> <li>• Demonstrate foot placement on uneven terrain, including rocks, roots, or slippery surfaces, to prevent slips, trips, or falls.</li> <li>• Demonstrate how to maintain good balance by keeping the center of gravity aligned and using trekking poles</li> <li>• Demonstrate how to practice mindfulness and deep breathing exercises to stay present and engaged in the experience</li> <li>• Pitch tent to ensure safety and comfort</li> <li>• Assemble and dismantle components of tens fore and after the usage</li> <li>• Demonstrate the process of disposing waste materials in an eco-friendly manner during the trek</li> <li>• Demonstrate ways to resolve conflict between trekkers if any</li> <li>• Apply gender sensitive language</li> <li>• Demonstrate non-discriminative behaviour</li> <li>• Demonstrate ways to find if the injury is major or minor.</li> <li>• Demonstrate the process of administering First aid for common injuries.</li> <li>• Perform CPR (Cardio-Pulmonary Resuscitation)</li> <li>• Prepare a checklist to ensure hygiene are maintained before and during the trekking activities</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	

### Tools, Equipment and Other Requirements

Map, compass, GPS supported device, flashlight, lamp, trekking clothing and footwear (waterproof), sunscreen, walking sticks, binoculars, water bottles, tent, backpack, sleeping bag, whistle, flare gun, cooking utensils first aid kit

## Module 4: Perform post camping and trekking activities

*Mapped to SPF/N1203, v1.0*

### Terminal Outcomes:

- Evaluate the overall trekking experience
- Collect feedback from trekkers for the improvement

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the importance of collecting feedback from trekkers to evaluate the overall experience</li> <li>• Discuss ways to debrief with the trekkers to review their achievements and reflect on the challenges faced</li> <li>• Explain the significance of sharing the trip experiences and recommendations on social media or a personal blog</li> <li>• Explain the significance of sending personalized thank-you notes or emails to trekkers for their participation</li> <li>• Explain the ways to follow up with trekkers to offer additional resources or answer any lingering questions</li> <li>• Discuss the importance of updating personal knowledge and skills by researching new routes, camping spots, or trekking techniques</li> <li>• Discuss the importance of collaborating with local organizations or communities to support conservation efforts in the local area</li> <li>• Discuss the ways to reflect on personal growth and achievements gained through guiding the camping, and trekking experience</li> </ul>	<ul style="list-style-type: none"> <li>• Organize a post-trip celebration or gathering to commemorate the adventure</li> <li>• Create a sample feedback form for trekkers</li> <li>• Compile and curate photos and videos to create a memorable trip album or slideshow</li> <li>• Write a sample trip report summarizing the highlights, challenges, and lessons learned during the trek</li> <li>• Role-play on how to share trip stories and insights with fellow guides or colleagues in the outdoor industry</li> <li>• Conduct inspection of camping gear and equipment for cleaning and maintenance</li> <li>• Maintain equipment post session, ensuring they are clean, in good condition, and ready for future use</li> <li>• Demonstrate how to maintain an inventory of camping and trekking equipment, noting any items that need restocking or replenishment.</li> <li>• Demonstrate process of storing equipment to their designated storage areas.</li> <li>• Restock and replenish camping supplies and equipment for future trips</li> <li>• Create report on any equipment malfunctions, damages, or maintenance requirements to the supervisor for prompt resolution</li> <li>• Sanitize surfaces and any other equipment used during the session, to maintain cleanliness and hygiene</li> <li>• Conduct a comprehensive post-trip analysis to identify areas for improvement in future outings</li> <li>•</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample assessment report	
<b>Tools, Equipment and Other Requirements</b>	
Map, compass, GPS supported device, flash light, lamp, trekking clothing and footwear (waterproof), sunscreen, walking sticks, binoculars, water bottles, tent, backpack, sleeping bag, whistle, flare gun, cooking utensils first aid kit	

## Module 5: Implement safety measures Mapped to SPF/N1204, v1.0

### Terminal Outcomes:

- Conduct risk assessment
- Conduct equipment maintenance
- Apply injury prevention strategies

Duration: 15:00	Duration: 60:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the steps to be followed during medical emergencies.</li> <li>• Explain the factors that lead to injuries during the trekking</li> <li>• Describe the protocols to be followed in case of medical emergency during the trekking</li> <li>• Recall the policies governing the protection of vulnerable adults from abuse.</li> <li>• Discuss inappropriate behaviour and sexual harassment in the workplace.</li> <li>• Discuss the ways to maintain personal hygiene before and after the trekking.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to find if the injury is major or minor.</li> <li>• Demonstrate the process of administering First aid for common sports injuries.</li> <li>• Perform CPR (Cardio-Pulmonary Resuscitation)</li> <li>• Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.</li> <li>• Prepare a checklist to ensure personal hygiene are maintained before and during the physical activity sessions.</li> <li>• Prepare a sample report on maintenance of equipment</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample performance report	
<b>Tools, Equipment and Other Requirements</b>	
Fire extinguisher, loudspeaker, first aid kit, stretcher, arm-sling, crutches	

## Module 6: Build an environmental friendly workplace

Mapped to SPF/N1169, v1.0

### Terminal Outcomes:

- Identify effective waste management techniques in the workplace.
- Ways to make the workplace environmentally sustainable.

<b>Duration:</b> 15:00	<b>Duration:</b> 15:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the environment-friendly materials available to replace conventional materials.</li> <li>• Explain ways of disposing non-recyclable waste appropriately.</li> <li>• Discuss common sources of pollution and ways to minimize them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare statutory documents relevant to safety and hygiene.</li> <li>• Exhibit the methods of disposing non-recyclable waste.</li> <li>• Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, safety goggles, ladder	

## Module 7: Employability Skills

Mapped to DGT/VSQ/N0102, v1.0

### Terminal Outcomes:

- Understand Employability skills along with communication skills and constitutional values
- Able to set a goal and create a career plan, along with knowledge financial and legal knowledge

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the Employability Skills required for jobs in various industries.</li> <li>• Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen</li> <li>• Describe the role of digital technology in today's life</li> <li>• Explain entrepreneurship and opportunities available</li> <li>• Understanding different types of customers and their needs</li> <li>• Explain skills required to become a 21st century professional</li> <li>• Understand to read and write basic English</li> <li>• Understand how to create a career plan</li> <li>• Explain effective communication skills</li> <li>• Understand basic financial and legal knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career plan</li> <li>• Implement Self-awareness, time management, critical thinking, problem solving</li> <li>• Create sample word documents, excel sheets and presentations using basic features, utilize virtual collaboration tools to work effectively wherever necessary</li> <li>• Implement communication skills while handling different customers</li> <li>• Use appropriate basic English sentences/phrases while speaking. Differentiate between types of customers.</li> <li>• Create a biodata.</li> <li>• Use various sources to search and apply for jobs.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, Whiteboard/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Computer (PC) with latest configurations, Computer Tables, Computer Chairs, UPS, Scanner cum Printer	

## On-the-Job Training

### *Mapped to Camping and Trekking Guide*

<b>Mandatory Duration: 90:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<p><b>Terminal Outcomes</b></p> <ul style="list-style-type: none"> <li>• Prepare logistics for the trek</li> <li>• Set fitness expectations for the trek</li> <li>• Prepare navigation and orientation</li> <li>• Select gear and equipment</li> <li>• Educate trekker on basics of hiking and trekking</li> <li>• Manage proper hydration and nutrition</li> <li>• Conduct campsite selection and set up</li> <li>• Guide trekkers on nature observation</li> <li>• Manage waste during the camping and trekking</li> <li>• evaluate the effectiveness of the camping and trekking program</li> <li>• Create safety plans for prevention of injuries</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12th	Basic Mountaineering Course (BMC)	Minimum of 2 years	Must have worked as a trekking, hiking guide	Minimum of 2 year	Must have worked as a trekking, hiking guide	All empanelled Assessors would have to undergo “Train the Trainer” program conducted by SPEFL SC for each job role time to time

Trainer Certification	
Domain Certification	Platform Certification
Certified ToT for job role “Camping and trekking guide”, mapped to QP: “SPF/Q1201, v1.0” Minimum accepted score is 80%	Recommended that the trainer is certified for the Job-Role “Trainer” mapped to the QP: Master Trainer (VET and skills) MEP/Q2601, v2.0” Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 <sup>th</sup> Class	Basic Mountaineering Course (BMC)	Minimum of 2 years	Must have worked as a trekking, hiking guide	Minimum of 3 year	Must have worked as a trekking, hiking guide	All empanelled Assessors would have to undergo “Train the Trainer” program conducted by SPEFL SC for each job role time to time

Assessor Certification	
Domain Certification	Platform Certification
Certified ToA for job role “Camping and trekking guide”, mapped to QP: “SPF/Q1201, v1.0” Minimum accepted score is 80%	Recommended that the assessor is certified for the Job-Role “Assessor” mapped to the QP: Assessor (VET and skills) MEP/Q2701, v2.0” Minimum accepted score is 80%

## Assessment Strategy

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training centre as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Recommended Pass % aggregate for QP: 70

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.
2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment, and equipment, etc.
3. **Written Test:** Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of:
  - i. True / False Statements
  - ii Multiple Choice Questions
  - iii Matching Type Questions.
  - iv Fill in the blanks

Accreditation of Assessing Body:

The SPEFL SC's Accreditation process is divided into two steps:

#### 1. Pre-accreditation process:

- Apply for Accreditation: Application form with desired documents in prescribed format to be sent.

- Document Compliance: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.
  - Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.
  - Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.
2. **Post-accreditation process:** Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:
- All Empanelled Assessors would have to undergo **“Train the Assessor”** Program conducted by SPEFL SC for each job role time to time.
  - Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
  - Accredited Assessing Body with times would have to contribute to expansion of the questionnaire.

## References

## Glossary

Term	Description
<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>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<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