

# BASI



# Pre –course Information Booklet

Name \_\_\_\_\_

Course Date \_\_\_\_\_

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## 1. a) Introduction

This booklet contains some important information that you should read before attending a BASI course. BASI is a non-profit making organisation, which means that any monies from subscriptions or courses fees are used for promoting the interests of the members of the organisation and enhancing the services the organisation provides as described by the constitution.

### Preparing For Your Course

Ski and snowboard courses are physically demanding and you will normally be working on snow for at least 5 hours each training day. You must arrive on the course physically fit. If you are at all in doubt you are advised to contact your nearest fitness centre/gym for guidance.

### The BASI Manuals

It is the policy of the Association not to issue a specific reading list prior to courses. However, it is essential that students have a copy of the current BASI Alpine or Snowboard technical manual and the generic teaching manual before attending any course. The manuals are referred to throughout your attendance on your course.

### BASI's Training Philosophy

Very few students will enrol on the course and have identical expectations. During early stages of your course you will get the opportunity to discuss your goals with your trainer. Throughout the course it will be necessary to measure and assess your performance against a set of objective criteria. Students are given regular and objective feedback and a final action plan at the end of the course. In some cases students may be asked to repeat a particular phase of training. The training staff are there to help you achieve your goals, but this is only possible if the student is willing to communicate and take responsibility for his/her own learning.

### Continual Assessment

BASI qualifications are made up of continual assessment modules that provide the training and education for the competencies required for each qualification. The continual assessment process allows the trainers to check competency in the most non-stressful way. Inevitably there is an element of stress in any assessment process. The continual assessment also helps to focus students on the areas they need to develop and helps to motivate people

### Team Work

To get the most out of a course it is important that you use all of the resources available to you. The most valuable resources available are your Trainer and your fellow students. To use these people effectively it is important to develop a team spirit that is supportive and encouraging. You have a responsibility to your fellow students to help them achieve their goals as they do to you. This role is good practice for being a teacher. You should also take responsibility for helping your Trainer become part of that team. And this in turn will make it easier to get the most from your Trainer.

### Quality & Standards

Please remember that the Trainer is there to help and is your friend not your enemy. No trainers want to fail anybody. The Trainer has two roles 1. To help you achieve your goals. 2. They are the Guardians of the standards and quality of each qualification. Therefore they have a responsibility to ensure that students meet the standards and quality of the qualification before they can pass each student.

### Behaviour

As a Snowsports Teacher you will be taking responsibility for the care and welfare of other people therefore you are required to show a sense of professionalism and responsibility at all times. This does not mean that you will not be able to enjoy yourself. Some specific behavioural requirements are as follows:

1. Students should be punctual and professionally attired for all elements of the course programme.
2. Students should not smoke or be under the influence of alcohol during contact time with their trainer including the final debrief.
3. Students should not be under the influence of illegal drugs at any time.

## Feedback

Feedback is about receiving information on your performance, and you will often hear the words “how did that feel?” or “try to be softer with your movements”. Both of these comments refer to information that is available to you without needing somebody else to tell you what that is. Often at the end of the day you will find you can make a lot more comments about your performance than came directly from your Trainer. It is very important to be aware of where this information is coming from and how to heighten awareness of this. You should also endeavour to record feedback from whichever source at the end of each day in your course workbook.

Knowing that what you are doing is not as good as it could be, is never good for the self-esteem, which if reduced to a shrivelled caricature of it's former self can destroy any chance of learning or developing. We need to know if we are to improve, so what is positive and what is negative? Here are two examples of feedback:

“Your movements are too quick!” or “You need to slow your movements down!”

Both of these comments refer to a need to change what you are doing so there is an immediate implication that there is something wrong. At least the second comment provides a positive way forwards. Both have a potential to deplete someone's self esteem. Consider the next approach:

“I would like you to try slowing down your movements then speed them up again .... Can you feel the difference? When you slowed it down it looked really good”.

The result is a change in performance without a suggestion of something being wrong followed by a really positive comment about the change in performance. Much better for the self esteem. If the learner felt the difference they may continue to improve without talking to the teacher.

Unfortunately, most people demand to know what they are doing wrong because they need to know, to change it and “PASS”. Usually the resulting information is bad news. The reluctance from trainers to give this kind of information can often result in the criticism “not enough feedback”. If you feel like this, then please tell your trainer.

## Assessing Your Ability and Knowledge

You will find in this booklet primary and enabling objectives and a set of assessment criteria for the course that you are about to attend together with an explanation of how ratings scales are used. Further information about your specific course can also be found in the Course Directory.

## **Don't Come Unless You're Ready (or Training v's Assessment)**

### Training v's Assessment

During BASI courses the Trainer delivering the course focuses predominantly on training and BASI certainly encourages people to consider using each module as a training experience, and some students may use this module just for training purposes. However it is important to recognise that you should still be well prepared for the course even if your purpose is only for training, otherwise you will find that you are not able to maximise the training value for the course.

If your primary goal is to pass the course then again ensure that you are well prepared but also consider your approach. If you approach the course with a view to getting as much from the training as possible you are likely to get less stressed be more successful and more likely to perform well enough to pass.

### What level do I need to be at?

The BASI Manuals provide very clear descriptions of the performance requirements of each task. The criteria are not as straight forward as they were a number of years ago and this is due to the fact that the philosophy of the Association is to teach people to perform skilfully, blending movements appropriately for the task, terrain etc. rather than placing the body in a particular shape. The assessment criteria are a series of check marks that may be tested in a variety of different ways. The trainer will be looking at whether the Fundamental Elements are blended in the appropriate manner for the given task. Consistency of the levels is monitored by the Technical Development Manager through communication between the training staff and regular in-house training both on and off the courses. This training ensures that all training staff are delivering the same information and assessing the same criteria and the level at which it is being performed.

Standards are high and are continually reviewed. If this did not happen then the sport and BASI would stand still. Sport grows and develops and as instructors, we must move in the same direction. Remember also that equipment is continually improving and uplift is faster giving more skiing and snowboarding time. The general public are improving in ability all the time and if we are to have any credibility as instructors then we must be skiing and snowboarding to a level where we are seen to be competent to the majority of the public. If we are not seen to be skilful in our performance then the public will not perceive it worthwhile to have lessons.

### How do I know if I am ready for the course?

An obvious starting point is to be honest with yourself about the extent to which you have fulfilled your action plan from your previous course. Goals should have been achieved and movements should have become autonomous (automatic) - If you have to think about them then you need more practice - and that means time on snow - before you start the course! Read the assessment criteria, appraise your own performance and compare it with the assessment criteria, and where necessary seek advice.

Unless you are coming on a BASI course simply with the aim of using it as a training exercise, then you will naturally want to succeed. If you are not ready then there is just too much to learn during the course and that will put you under pressure, which will in turn stifle learning.

### And if I don't pass?

If you are unsuccessful then you need to be completely honest with yourself so that you give yourself as much chance as possible the next time. So, was it really that .... your trainer's judgment was wrong that .... your trainer was "harder" than the other trainers... Or is the truth that you were not up to the level required for the qualifications?

So give yourself a fair chance and please, don't come on courses saying silly things like....

ISTD student; "These are the first bumps I've skied in years"

Teacher student; "These are the same weaknesses I had on my Instructor Training"

Instructor Training student; "This is the first time I've done the central theme since my trainee instructor course".

Preparation is the key to success so focus on your action plan and goals from previous courses and remember...

PRACTICE MAKES PERMANENT NOT PERFECT  
CORRECT PRACTICE MAKES PERFECT

Derek Tate, BASI Trainer

## **2. a) Code of Ethics**

The purpose of this Code of Ethics is to establish and maintain standards for BASI members and to inform and protect members of the public who use their services.

The Code of Ethics is established on the mode of employment most frequently encountered by BASI members, i.e. within a ski/snowboard school. It is quite likely however that BASI members will be employed out with a ski/snowboard school situation and that situation may be governed by an extended Code of Ethics that are designed to encompass a specific ski/snowboard teaching environment. However, BASI wish to identify that the principles of the under noted Code will be relevant in all ski/snowboard teaching situations.

Ethical standards comprise such values as integrity, responsibility, professionalism, competence and confidentiality. Members of BASI, in assenting to this Code, accept their responsibility to clients, colleagues, the association, which is 'BASI' and to society.

In pursuit of these principles, BASI members subscribe to standards in the following areas:

1. Issues of Responsibility
2. Issues of Competence

### **Issues of Responsibility**

Ski/snowboard teaching is a deliberately undertaken responsibility, and BASI members are responsible for the observation and application of the principles embodied in this Code of Ethics.

### **Humanity**

- 1.1 BASI members must respect the rights, dignity and worth of every client and their ultimate right to self-determination. Specifically, ski/snowboard instructors must treat everyone equally, within the context of their activity, regardless of sex, ethnic origin, religion or political persuasion.

### **Safety**

- 1.2 The good ski /snowboard instructor will be concerned primarily with the well being, health and safety of the individual performer and thereafter with the development of performance.
- 1.3 BASI members have a responsibility to ensure the safety of the clients with whom they work as far as possible within the limits of their control.
- 1.4 BASI members should take all reasonable steps to establish a safe working environment.
- 1.5 BASI members should know and understand the FIS Code of Conduct and must at all times work within that code. It is an implicit part of the ski/snowboard instructors' role to openly teach the code and the reasoning behind the code to his/her clients. Furthermore ski/snowboard instructors should discourage other skiers/snowboarders from violating the FIS Code of Conduct even though the BASI member has no direct responsibility for that skier/snowboarder.
- 1.6 The teaching identified by BASI members and the learning, which is undertaken, should be in keeping with regular and approved practice within skiing/snowboarding.
- 1.7 BASI members should ensure that the activities being undertaken are suitable for the age, experience and ability of the clients.
- 1.8 The BASI member should advise clients that planned body conditioning prior to future skiing/snowboarding would reduce the risk of injury and increase the chance of positive performance development.

### **Professionalism**

- 1.9 BASI members should clarify in advance with clients and/or employers the duration, timing and number of sessions to be engaged upon.
- 1.10 BASI members should explore with clients and/or employers the expected learning outcomes.
- 1.11 BASI members should find out if any client is currently or has recently been taught by another ski/snowboard teacher/instructor and in an effort to avoid confusion or misinterpretation for the learner. Terms and techniques should be identified, compared and clarified.

- 1.12 Past learning from other ski/snowboard instructors may under certain circumstances not be compatible with the technical concepts or teaching methodology about to be employed by the BASI member. BASI members should be aware that often 'incompatibilities' stem from 'misinterpretation' by the learner. BASI members should understand that no-one profits from disparaging remarks which will only reflect badly on the members' professionalism.

### Relationships

- 1.13 The relationship between the ski/snowboard instructor and client relies heavily on mutual trust and respect. In detail this means that the client should be made aware of the instructor's qualifications, the wearing of appropriate BASI insignia will generally be sufficient.
- 1.14 A key element in a teaching relationship is the development of independence. BASI members should be aware that clients need to be encouraged to accept responsibility for their own behaviour and learning during teaching sessions and when skiing/snowboarding out with the direction of a ski/snowboard instructor.
- 1.15 BASI members are responsible for setting and monitoring the boundaries between a working relationship and friendship with their clients. The ski/snowboard instructor must realise that certain situations or friendly actions could be misinterpreted not only by the client, but also by third parties, which could lead to allegations of sexual misconduct or impropriety.

### Integrity

- 1.16 BASI members must treat all snow users (snowboarders, alpine, Nordic, Telemark and adaptive skiers) with due respect and should encourage their clients to act in a similar manner.
- 1.17 BASI members should treat resort representatives with due respect and should encourage their clients to act in a similar manner.
- 1.18 BASI members must accept responsibility for the conduct of their clients in so far as they will undertake to discourage inappropriate behaviour.
- 1.19 BASI members should refrain from public criticism of fellow members or other instructors. Differences of opinion should be dealt with on a personal basis or directly with the employing agency or third party. More serious disputes particularly those in connection with an alleged breach of BASI Code of Conduct or Code of Ethics should be referred to the Board of Management of this Association.

### Communication & Confidentiality

- 1.20 BASI members must take great care to ensure that they do not use language that may offend clients. The more obvious swear words need no explanation but members must remember that some vocabulary that is commonplace and accepted within their own social grouping or even in the media may cause offence to some clients.

The usage need not necessarily be derogatory for example; in order to add emphasis to a complement the member might say 'those turns were bloody marvellous'. However this may offend some clients. If a client or clients use certain language and colloquialisms that does not entitle the member to use that type of language.

Often during an extended teaching period (perhaps 6 days) informality develops with the clients. Watch out for 'good humoured' sarcasm and for words and phrases like 'whingers', 'slackers' etc.

Never, ever use terms that are derogatory to nationalities, creed, colour and religion.

- 1.21 Under certain circumstances BASI members may be required to work with clients who have medical and psychological problems. On the understanding that such a situation may arise BASI members should seek general and non-personal information that would enable the ski/snowboard instructor to develop the clients performance safely and positively. A general curiosity about the medical and psychological problems that clients might have and which could be encountered should be cultivated. To this end BASI members should communicate and co-operate with registered medical and ancillary practitioners.

Examples of such contexts could be a physical impairment such as 'bad back' or a physical disability such as 'spina bifida'. In these examples both clients could ski/snowboard. However, in one case, the impairment, the advice is likely to be "watch out for..." whereas in the other case the advice could be "try to get them to do this..."

- 1.22 BASI members inevitably gather a great deal of information about clients and their performance in the course of a working relationship. Great care must be taken that information, which may be personal or embarrassing to the individual, is not inadvertently passed on to third parties. An example within a ski/snowboard teaching situation could be - identifying a client's weakness to the rest of the group as that client skis/snowboards down. Another example could be - relating the problems of one client to colleagues in a social context - remember you never know who is standing behind you!
- 1.23 Confidentiality does not preclude the disclosure of information; to persons who can be judged to have a 'right to know', for example if the member is teaching a group of school children the teacher of those children could be deemed or could claim to have the 'right to know'. Specifically:
  - i Recommendations concerning clients for professional purposes - ski /snowboard awards, performance level in real terms rather than immediate peer group and such like.
  - ii Pursuit of disciplinary action by the Association involving fellow member in alleged breaches of this Code of Ethics and Conduct.

### Personal Standards

- 1.24 BASI members must consistently display high personal standards and project a favourable image of the sport - to clients, colleagues, fellow members, resort representatives, the media and the general public.
- 1.25 Personal appearance is a matter of individual taste but the ski/snowboard instructor has an obligation to project an image of health, cleanliness and functional efficiency.
- 1.26 BASI members should never smoke when working during a teaching session.
- 1.27 BASI members should not drink alcohol immediately prior to and during a teaching session. As professionals, ski/snowboard instructors should not work while under the influence of alcohol or drugs.

### Abuse of Privilege

- 1.28 BASI members are, on occasion, privileged to have contact with clients out with 'snow time'. Under such circumstances members must not attempt to exert undue influence over the client(s) in order to obtain personal benefit or reward.

### Advertising

- 1.29 Advertising by BASI members in respect of qualification and/or services is to be accurate and professionally restrained.
- 1.30 BASI members shall not display any affiliation with an organisation in a manner that falsely implies sponsorship or accreditation by that organisation.

### Issues of Competence

- 2.1 BASI members shall confine themselves to practice in aspects of the sport in which they are qualified.
- 2.2 BASI members may on occasion be requested to give advice for future development. In general such referrals should be to:
  - i the Association headquarters
  - ii the Home Nation Governing Body
- 2.3 BASI members should regularly seek ways of increasing their professional development and self-awareness.
- 2.4 BASI members should welcome evaluation of their work by colleagues and be able to account to clients, employers, the Association and colleagues for their actions.
- 2.5 BASI members have a responsibility to themselves and their clients to maintain their own effectiveness, resilience and abilities, and to know when their personal resources are so depleted as to make it necessary for them to seek help and/or to withdraw from ski/snowboard teaching, whether temporarily or permanently.

## **2. b) Skiers and Snowboarders Code**

### FIS Code of Conduct

The FIS (International Ski Federation) has established 10 rules for the conduct of skiers and snowboarders. They are:

#### Basic Rule

1. Do not endanger or prejudice others.

#### Skating/Riding Rules

2. Ski/Ride in control. Adapt your manner and speed to your ability and to the general conditions on the mountain.
3. The skier/rider in front has priority. Leave enough space.
4. Leave plenty of space when overtaking a slower skier/rider.
5. Look up and down the mountain each time before starting.

#### Stopped/Climbing

6. Only stop at the edge of the piste or where you can easily be seen.
7. When climbing up or down, always keep to the side of the piste.

#### Signs

8. Obey all signs and marks - they are for your safety.

#### Action in Case of Accidents

9. Provide help and alert the rescue services.
10. All those persons involved in an accident, including witnesses, must exchange names and addresses.

#### Rules Specific to Snowboarders

1. Always make sure the front leg is tethered to the board
2. Always check the slope before starting a turn but especially on the heel side.
3. Having the ability to ski doesn't mean you can snowboard.
4. Do not attempt this sport without qualified instruction.

All the above rules are binding in law and apply to both skiers and snowboarders.

## 2. c) Customer Care

### Guidelines and outcomes

#### **For all courses**

Customer care is the centre of all good Snowsport teaching. At the start of every course your trainer will focus on customer care issues. You will be encouraged to share your understanding and experience of these issues. Throughout each day you will be asked to identify examples of good and bad customer service that you have seen on the mountain. Then at the end of each day for five to fifteen minutes you will be asked to reflect on your observations. This may be done very informally and spotting bad as well as good examples can be quite good fun. This daily activity in conjunction with the following guidelines will go a long way to raising your awareness and ability in this highly important area.

#### **Instructor Level**

The challenges most likely to be met are teaching groups of children and adults up to intermediate levels. As instructors you need efficient organisation and goal setting, and where children are concerned the ability to set clear boundaries. You also need the ability to treat each individual as such, and at the same time create a team spirit. You need to know their names and how we can help them fulfil their short-term goals within the group setting.

To provide great customer service in this situation the dominant principles are:

- Punctuality/Efficiency/Appearance
- Gain and maintain rapport

#### **Teacher Level**

At this level you will have developed your ability to efficiently manage a group. You will now need to meet the challenges presented by higher-level skiers and private clients. They have experience and are expecting a prime service. It is vitally important to listen carefully to what they say about their experience and expectations. You need to make the contract and fulfil or exceed the service promise.

To provide great customer service in this situation the dominant principles are:

- Listen to the customer
- Fulfil or exceed the service promise

#### **ISTD Level**

At this level you will have gained a lot of experience right across the board and at some depth. The challenges that you are likely to meet in this situation are ski school supervisor/manager and private client instructor or team coach/trainer. At this level you are often expected to be all things to all people. You become the model and team leader and exemplar of all things virtuous. A tough act. At least for us mere mortals. The role is exciting and challenging. The financial rewards for such customer care and skill may not be as great as in other commercial environments but the personal rewards can be high up on the hierarchy of needs. In this situation your customers are often your staff and how they perform may be as much down to the environment you create and the training you provide as it is to the skills they already possess.

To provide great customer service in this situation the dominant principles are:

- Open and honest
- Take responsibility
- Make it your goal to provide the best possible experience

**BASI's goal:**

**To raise awareness of the importance of providing great customer care.**

**How can you help?**

The primary method is by being a role model both during your training and in the work place.

**What outcomes are expected of you during your course?**

Customer care as such is not an element of the course that is assessed. However it is a vitally important part of being a good ski instructor. Failure to grasp the importance of customer care will definitely limit your career. Ensure that you take a full involvement in discussion sessions that your trainer facilitates.

**What areas should you be aware of at Instructor, Teacher and ISTD level?**

**At Instructor Level:**

Punctuality, efficiency, appearance  
Creating and maintaining rapport  
Customer care issues when dealing with children and groups

**At Teacher Level:**

Listening to the customer  
Making the contract  
How we can exceed expectations  
Customer care issues when dealing with experienced skiers and private clients

**At ISTD Level:**

Being candid, open and honest  
Taking responsibility  
Making it your goal to create the best possible experience for everyone.  
Customer care issues that arise when you are a supervisor/manager or trainer.

## 2. d) Members Disciplinary Procedure

### **DISCIPLINARY PROCEDURE OF THE BRITISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS Ltd ('the Association' and/or 'BASI')**

1. This Disciplinary Procedure (hereinafter referred to as 'the Procedure') applies to:
  - a. Full members who:
    - (1) Hold ISTD, teacher or instructor qualifications; and
    - (2) Have paid the annual subscription fee as determined from time to time.
  - b. Life members who:
    - (1) Have made a written request to the Board of Directors to be admitted as a life member of the Association.
    - (2) Are over 60 years of age; and
    - (3) Have paid 25 years consecutive annual subscription fees.
  - c. Associate members who:
    - (1) Hold recognised Snowsport qualification(s) other than from BASI and which qualifications are approved by the Board of Directors and hold certificates to this effect, or who have completed a training course run by BASI but who do not meet the criteria for full membership, and
    - (2) Have paid their annual subscription fee.
2. The Procedure will be applied in relation to all alleged breaches of:
  - a. The Code of Ethics and the Articles of Association ('the Codes');
  - b. The Child Abuse and Drug Misuse Rules and any other rules which may be subsequently adopted by the Association and/or which may be relevant ('the Rules'); and
  - c. The regulations governing the conduct of skiers and snowboarders, such as the FIS Code of Conduct for Skiers, and any other codes and regulations which may be subsequently adopted by the Association and/or which may be relevant ('the Regulations').
3. The Procedure may be applied (without limitation) in relation to any alleged instance of misconduct by individual(s) mentioned in paragraph 1 under the domestic (UK) criminal and civil law frameworks and/or under the relevant legal frameworks of any other international jurisdiction. Such misconduct will be treated as an alleged breach of the Codes.
4. The purpose of the Procedure is to ensure that the Association behaves fairly towards all members in investigating and dealing with alleged instances of unacceptable conduct or performance. Accordingly, the Association reserves the right to depart from the precise requirements of the Procedure where it is expedient to do so and where the resulting treatment of the relevant person is no less fair.
5. All cases of disciplinary action under the Procedure will be recorded and placed in the Association's records. A copy of the Association's records relevant to the alleged unacceptable conduct or performance will be supplied to the person being disciplined upon that person's request in writing.

6. Offences under the Procedure fall into two main categories namely:
  - a. Minor breaches of the Codes, Rules and/or Regulations;
  - b. Serious breaches of the Code, Rules and/or Regulations.
7. The Disciplinary Panel of the Association ('the Disciplinary Panel') shall be appointed by the Board and shall consist of three members of the Board together with the Chief Executive or such other person as he may at his absolute discretion appoint as his alternate. Copies of all complaints against each person to whom the Procedure applies and who is subject to investigation as referred to below will, in each case, be made available to the Disciplinary Panel which shall follow the procedure set out below in determining how the matter should be dealt with and if it really needs to be dealt with.
8. Any person(s) bringing a complaint against any person(s) mentioned in paragraph 1 must be directed by the Association to make the complaint by way of a letter addressed to the Disciplinary Panel at the Association's headquarters. The letter of complaint must include, as a minimum, the following information:
  - a. A statement identifying the complaint being made and the grounds upon which the complaint is based; and
  - b. An identification of the evidence upon which the complaint relies, providing copies of any documentary evidence available at the time of writing.
9. Nothing stated in paragraph 8 will prevent a complainant from relying upon further evidence at any future disciplinary hearing. However, such evidence must be sent (by recorded delivery) to the Disciplinary Panel and to the subject of the Disciplinary Procedure at least seven working days before the date set for the hearing.
10. Where a complaint is received by the Association, in compliance with paragraph 8, against a person to whom the Procedure applies, the following steps will be taken by the Disciplinary Panel, as appropriate.
  - a. The person complained about will be informed of the substance of the complaint (by recorded delivery), but not the identity of the complainant, within fourteen days of receipt of such complaint by the Association. He will be given an opportunity to respond in writing to the Disciplinary Panel and must, if he wishes to refute or deny the complaint, do so in writing within fourteen days of his receipt of notification of the complaint from the Association.
  - b. The Disciplinary Panel, at its absolute discretion, applying the rules of natural justice and fairness, will decide whether further action needs to be taken hereunder, and if it so decides, will proceed as set out below.
  - c. Investigation: A proper investigation of the matter complained of will be undertaken by the Disciplinary Panel and, if appropriate, the Disciplinary Panel may by written notice suspend the person complained of for a specified period during which time such an investigation will be undertaken. The decision to suspend such a person will be notified to him by the Disciplinary Panel and confirmed in writing.
  - d. Interim Action: Following investigation of the matter complained of, the Disciplinary Panel shall be entitled to issue a written warning, impose a temporary suspension, impose a suspension pending investigation of the complaint or levy a fine in a sum not exceeding £200 without the need to hold a disciplinary hearing.
  - e. Disciplinary Hearing: If the Disciplinary Panel decides to hold a disciplinary hearing, the person complained of will be given details of the complaint against him at least twenty-eight days before the date of the disciplinary hearing. At the disciplinary hearing he will be given an opportunity to state his case and may also be accompanied by a friend or adviser. The Disciplinary Panel reserves the right to have its own adviser present at the hearing. No disciplinary penalty (other than those referred to in d. above) will be imposed without a

disciplinary hearing. In the event that any of the members of the Disciplinary Panel shall be the complainant, another member of the Board shall replace him. The Disciplinary Panel shall notify the person complained of in writing.

11. Appeal: Following any action taken under sub-paragraph 10.c, 10.d or 10.e above, the person complained of has a right of appeal against the decision of the Disciplinary Panel or the penalty imposed thereby to the Members' Ombudsman. He should inform the Disciplinary Panel in writing of his wish to appeal and the reasons therefore within fourteen days of the date of his receipt of the notification of the Disciplinary Panel's decision.
12. Sports Dispute Resolution Panel: In the event that the Appellant does not agree with the decision of the Members' Ombudsman he shall have the right to take the matter to the Sports Dispute Resolution Panel. The Appellant and the Association both agree that the decision of the Sports Dispute Resolution Panel shall be final and binding on both the parties and agree that the costs of such arbitration shall be borne by the party against whom the decision of the Sports Dispute Resolution Panel is made.
13. **Minor Breaches**.

a. The following offences are examples of minor breaches of the Codes, Regulations and/or Rules:

- (1) Bad time-keeping.
- (2) Inappropriate dress code or conduct.
- (3) Smoking whilst coaching.
- (4) Failure to fulfil a coaching appointment.
- (5) Minor damage to Association property.
- (6) Failure to observe Association procedures.
- (7) Misrepresentation of ability to coach and claiming higher level of coaching qualifications than actually possessed.
- (8) Negative and unhelpful attitude.
- (9) Failure to arrive for a training/teaching course without notification or with notification but without proper reason.

***These offences are not exclusive or exhaustive and offences of a similar nature will be dealt with under this procedure.***

b. In the event of a minor breach of the Code, Rules and/or Regulations, the Association reserves the right either to impose a fine or a temporary suspension upon an offender or give to an offender a written warning. The offender shall be entitled to appeal to the Members' Ombudsman under paragraph 11 above provided that he complies with the provisions of that section. Provided such breach is not repeated nor any other minor breach complained of within one year, the matter will not be taken further although a note of such breach will be made in the Association's records. If such breach is repeated or any other minor breach committed and is reported to the Association, the Association will deal with it as a serious breach and shall, if it considers it appropriate, instigate the investigation process and, if it does not receive a satisfactory explanation from the offender, may require him to attend a disciplinary hearing as provided for in sub-paragraph 8.e above.

14. **Serious Breaches**.

a. The following offences are examples of serious breaches of the Code, Rules and/or Regulations.

- (1) Abusive behaviour.
- (2) Theft of unauthorised possession of any property or facilities belonging to the Association or any other player or coach.
- (3) Serious damage to Association property.
- (4) Falsification of reports, accounts, expense claims or medical certificates.
- (5) Intoxication by reason of drink or drugs during coaching or instructing.

- (6) Possession of illegal drugs.
- (7) Refusing to give a blood or urine sample when required for random testing.
- (8) Any breach of the Articles of Association.
- (9) Violent, dangerous or intimidatory conduct.
- (10) Sexual, racial or other harassment of any member or person.
- (11) Failure to attend at any disciplinary hearing when required to do so.
- (12) Any breach of the Association rules and regulations which the Disciplinary Panel considers to be of a serious nature.

***These offences are not exclusive or exhaustive and offences of a similar nature will be dealt with under this procedure.***

b. In the event of serious breaches of the Code, Rules and/or Regulations which cannot be explained to the satisfaction of the Association, an offender may be required to attend a disciplinary hearing as provided for in sub-paragraph 8.d above.

15. Sanctions. The sanctions that may be applied by the Disciplinary Panel if the complaint is proven to be well founded and is upheld include, without limitation, the following:

- a. Minor breaches of the Code and the Rules and Regulations.
  - (1) Reprimand by way of warning as to future conduct;
  - (2) Fine;
  - (3) Temporary suspension from BASI.
  
- b. Serious breaches of the Code and the Rules and Regulations.
  - (1) Reprimand by way of warning as to future conduct;
  - (2) Fine;
  - (3) Temporary suspension or permanent removal from BASI.

### 3. a) Freestyle

Freestyle encompasses Flatland, Park and Pipe. The following gives more detailed descriptions on each of these areas:

#### Flatland

Flatland is about performing a variety of tricks on a smooth slope. This is an important part of Freestyle in its own right but also serves as excellent preparation for both the Park and the Pipe.

#### Park

Parks feature man made jumps of varying shapes and sizes that are used by snowboarders, skiers and snow bladders. The jumps are designed with a take off and landing area to make taking air safe. The most common shapes are:

- Tabletop - a flat area that must be jumped over to reach the landing following the run in. A tabletop can be any size but the important aspect is to jump far enough to reach the landing slope.
- Gap - a gap jump is usually similar to a table top except instead of having a flat area between the take off and landing, a gap is dug out. This means that you will hit a wall if you do not cover the distance between take off and landing.
- Hip or spine - imagine a toblerone packet lying on the snow in line with the fall line. The end that faces you has a take off. You choose whether to land on the right or left side or even at the far end. Hips are safe to jump as the landing is long and you can choose to go a short distance or long distance.
- Quarterpipe - a quarter pipe is one wall of a half pipe designed to make a single air and re-entry. It can be placed down the fall line like a half pipe wall but is often found at the end of a park so that you hit it straight on.
- Rails - railing placed on the snow that skiers and snowboarders slide along in what can be called a grind.

#### Pipe

U-shaped gullies built in snow like a skateboard ramp were originally built for snowboarding. The idea is to take air out of the top and make a trick. The beauty is being able to link 6 or more tricks on one run down the pipe. Pipes are built in different shapes and sizes but all have the same basic components:

- Flat bottom, the base of the pipe.
- Transition, the curved part that links the bottom to the wall.
- Vert, or vertical section of the wall that ensures you go up and not out of the pipe.
- Coping or lip, the edge at the top.

#### Why is BASI involved?

Our constitution makes it clear that our Association seeks to attain the highest standard of instruction for the relevant development of snowsports. It also states that the Association shall service the professional interest of its members and potential members.

Freestyle is being seen in magazines, television and all other media. Equipment manufacturers have supported the growth of freestyle by introducing extensive ranges of equipment such as twin-tip skis. They also finance teams that promote these freestyle activities that in turn support all types of skiing and snowboarding.

The Board of Management has also stated that BASI should be pro-active in providing snowsport instructors to work in a global market. Freestyle is proving to be a large part of that market and we fail if we do not include it in our system.

Snowsports are continually evolving and we have a responsibility to evolve with them.

## The Next Step

BASI's remit is not to coach competition disciplines or even to move into the world of 'extreme' sports. Our role is to introduce a foundation to you the instructor so that you can teach the basic themes of Freestyle to your clients. These basic themes are:

- Snowsports are not merely about making turns on groomed pistes.
- Snowsports can involve multi-directional travel, i.e. forwards, backwards and even sideways.
- Snowsports can involve being in the air.
- Snowsports can involve rotation beyond 180 degrees.
- Snowsports can be more free form than we expect it to be at present.
- Skiers and snowboarders should feel free to explore large ranges of movement involving the whole body if necessary.
- All of the above can help develop traditional skiing and snowboarding (fundamentals) as well as Freestyle.

## Freestyle and BASI Courses

The trainee instructor course and instructor training now have some Freestyle content. The aim of this is threefold

- To introduce some Freestyle basic themes.
- To develop all round skiing and snowboarding skills.
- To open your minds to all that snowsports can be.

## Instructor Level 1

During the course there will be opportunities to look at some slightly more off the wall activities than you may be familiar with. It should be noted that many of the activities that you are likely to practice are included in the various levels of the **UK Snowsport Awards** and therefore as instructors you will be expected to both know what they are and how to teach them to your clients.

## Instructor Level 2

Similar activities will be included at instructor training level. It is likely that this subject will have only been touched on during your Trainee Instructor course so it will be useful to develop some of the activities further. If there is the opportunity you may get the chance to explore the park. Ollies and rotations can be attempted on small jumps. Safety is paramount at all times and therefore you should not attempt jumps etc. that you are not used to. Your trainer will use his/her judgment as to the ability of the group and set parameters that he/she is happy with. Other activities at this level may include:

- Riding the mountain using terrain to make interesting lines that include jumps, slashes etc.
- Making power slides or grinds on the piste or along a snow 'step'.
- Setting up markers to ollie over.
- Setting up obstacle courses that involve moving forwards, backwards and ollies etc.
- Setting up a slope style competition. Each member of the group making a descent of a slope making flatland tricks and attempting to link them together (not with music or arm flailing ballet moves!!)

## Pipe Etiquette

- ❖ At the top of the pipe, wait your turn and call 'next' or 'dropping in' to signal you are entering the pipe.
- ❖ Try to avoid destroying the vert/coping by entering the pipe lower down and skidding or falling on it.
- ❖ If you fall, continue your run but beware of riders coming down behind you. You should let them pass if they are close to you or moving faster.
- ❖ Do not begin a run in front of someone who has called out his or her intention to enter the pipe.

## Pipe progression

1. Introduction to the components of the pipe.
2. Ride through the bottom of the pipe making turns on the flat.
3. Ride through the pipe making turns on the lower part of the transition. Feel that the point on the

wall where you make the turn is the crossover point of the turn. The movements you use are the same as a basic turn. Stretch as you ride up the wall so you are at your tallest at the highest point. Sink down as you ride down the wall to stay in balance. Search to keep your body perpendicular to your feet. This will stop you getting left behind going up the wall and going over the front coming down the wall. For skiers, use a light pole plant for stability at the crossover and to give you a point to rotate around (use this as an exercise but do not use the pole plant on all runs as it becomes useless when you start exiting the top of the pipe).

4. A good way to get used to the pipe shape is to run through using falling leaf working your way up the walls.
5. Practice dropping in on the pipe. The start of the pipe is not very steep or high so you can work your way up to the main part of the pipe (Dropping in is excellent practice for your re-entry to the pipe from a jump).
6. Return to riding the pipe making turns on the walls trying to use the bending and stretching movements to 'pump' the transition and accelerate.
7. Ride the pipe imagining the wall is higher than it is. This will let you build the correct movements gaining more and more height.
8. As above and ride to the top of the wall letting yourself leave the top of the pipe. Your turn initiation generally starts as your speed decreases but turning your shoulders and looking for the landing can control the rotation.
9. Ride through the pipe making small airs on each wall.
10. Learn grabs.....

### Teacher Technical & ISTD Technical

During your Teacher technical and ISTD technical you will focus on the same activities as in the Instructor Training but with an increase in airtime in park and pipe. You will also start to focus on developing backwards carving. A more detailed breakdown of the activities and environment can be found in the enabling objectives and assessment criteria later in this booklet.

### 3. b) Guidelines for Jumping

Everybody loves to jump in snowsports; it is important that we can introduce our clients to jumping in a safe and controlled way. These guidelines outline some simple principles to follow when jumping and introducing people to jumping.

#### Different types of jump

- Kicker
- Drop-off
- Table top
- Half pipe
- Quarter pipe

#### **Different forms of jumps (for skiers)**

##### Core forms:

- ❖ Front Flip
- ❖ Back Flip
- ❖ Barrel Roll
- ❖ Extension Jump (Straights)

##### Standard Forms:

- Helicopter Spin
- Spread Eagle
- Cossack
- Twister
- Daffy
- Back Scratcher
- Zudnik (bent position)

##### Style Variants:

- Tuck (downhill position)
- Layout (extended)
- Grab
- Cross (crossed skis)
- Bone Jump (fully extended)
- Wedge/Nordic (wedge or V position)

#### **Different forms of “air” (for snowboarders)**

- Backside air
- Backside grab
- Chicken salad air
- Crail air
- Frontside air
- Indy air
- Japan air
- Misty flip
- Mute air
- 180, 360, 540, 720, 900 air

These are just a few examples of snowboarding freestyle moves and a detailed list and explanation can be found in the Snowboard Manual beyond central theme – freestyle.

Before attempting a first jump with clients it is important to arm them with several skills that will be necessary for a good jump. The following mini progression outlines the simple steps to introduce clients to the basic skills of jumping.

- With skis/board off, practice jumping on the spot allowing the legs to flex then extend them away and do a small hop jump. Don't over extend the legs and encourage a nice flexing in all three joints (ankle knee and hip) as they land. Encourage the client to open their arms and form a nice balanced position when they land. Repeat this until they can absorb the landing and show a good range of movement.
- Do the same activity stationary on the flat with skis/board on.
- Try this on the move slowly at first on gentle terrain.
- Once your clients are comfortable with the basics of taking off and absorbing landings, it is time to introduce them to fore/aft balance. Try this on the flat getting them to jump first the tips/nose then the tails in to the air. This is called an Ollie and introduces the skier/rider to fore/aft movements in the air. Try several Ollies whilst moving. Try Ollieing over lines drawn in the snow across the fall line.
- Next try what is known as a Nollie this is the same but the tail(s) of the Skis / Snowboard comes off the snow first, followed by the front/tip.
- Once your clients are comfortable with all these manoeuvres it is time to move on to the first jump.
- Read the Do's and don'ts below and then the description on how to introduce clients to their first jump.

### Do's & Don'ts for First and all Subsequent Jumps

#### Do

- Ensure there is a clear landing beyond the Jump.
- Make sure that you have a friend who can "call you" over the jump making sure it is clear to land on the other side.
- Ensure there is a suitable run-out area after the landing area.
- Try to choose a landing area which is down hill avoid flat landings

#### Don't

- Jump on to the piste from the side.
- Wait beneath a jump.
- Attempt a blind Jump

### Introducing Jumps

#### Choosing a jump

- The first jumps should be from flat ground on to gently sloping ground below with a generous run out.
- Often resorts have small slopes that have corrugated line of mini jumps formed by other skiers/boarders; these can be great fun for children and a gentle way to introducing them to jumping.
- Make sure that you clearly brief your clients on when to go and any signals that you may use. Even if it is their first jump of only a few inches in height and length it is advisable to get the students used to the signals and safe system for calling people over a jump.
- Avoid jumps with lips, short run outs, hard and/or flat landings.
- Try to avoid jumps with flat or icy landings.
- Make sure the jump is safe and suitable for both the person calling the clients over the jump (the spotter), the client and other slope users.
- After this slowly introduce jumps with more of a lip or ramp.
- Don't use blind jumps to introduce people to jumping. Keep the jumps small, safe and achievable.
- Kickers or jumps with large lips are not suitable for introducing people to jumping.

### Preparing for take off

- Ensure the safety of the jump, the landing, and the run out area prior to attempting it
- Ensure you will not endanger other slope users throughout the whole jump i.e. landing on a piste (see Do's and Don'ts).
- As your students approach the jump they should be in a balanced central position flexed in all joints. Introduce this in a straight run first. Then in a straight run try jumping on the flat from this balanced position.
- Choose gentle jumps to begin with and slowly increase the size depending upon your client's progress, confidence and ability.

### The run in or approach to the jump.

- Ensure that the approach is safe and does not cross the path of any other skiers/boarders.
- Ensure students have the correct speed for the jump. Choose the point at which students start their run up and then control this point as their confidence grows.
- Beware of using too little speed and falling off the lip or being put off balance by the backside of the jump.
- Beware of too much speed especially when introducing jumping.

### Take off

- Students should be encouraged to approach the jump in a central flexed position.
- Stretch the legs slightly as you come on to the ramp, try to time this with the top of the ramp so as to get a little more "up" from the jump. Be careful not to extend your legs too far or, straighten or "lock out" the legs. This can be practised stationary before on a real jump.

### In the Air

Try to remain centred in the air in an open and balance position. The most important thing in the air is to prepare for the landing. Your students should first become comfortable with flying before attempting any tricks, grabs, inversions or rotations.

- For skiers try to keep an open stance with the arms well away from the body.
- Flex your legs slightly in preparation for landing

### Landing

Landing is the most common area of difficulty for people when learning to jump and the point in the jump that causes most apprehension. The landing is a result of the rest of the jump and most problems occur after a poor take off.

- The legs will impact with the ground and should be slightly flexed to absorb the impact. Arms should be in an open position. It is important to remain balanced over the middle of the ski/board during the landing.

AT ALL TIMES CONSIDER JUMPING SAFETY A PRIORITY, IT IS EASY FOR A GROUP OF CLIENTS TO BECOME TOO AMBITIOUS AND OVER EXCITED LEADING TO INCREASED RISK. IT IS UP TO YOU SO SET SAFE BOUNDARIES FOR ALL TEACHING SESSIONS, ACTIVITIES AND POST SESSION PRACTICE RECOMMENDATIONS. JUMPING CAN BE DANGEROUS.

#### 4. a) Rating Scales / Learning Phases Descriptors

Basi's Rating Scales and Learning Phases descriptions of performance and learning relate directly to the Fitts & Posner model of motor skill acquisition.

<b>RATING SCALES</b>		<b>LEARNING PHASE</b>
	<b>0</b>	<b>I don't know</b>
<b>Early Awareness</b> You need to become aware of this element	<b>1</b>	<b>I think I understand but...</b>
<b>Late Awareness</b> This element is beginning to appear in your performance but still requires some awareness development	<b>2</b>	<b>AHA! I get it...</b>
<b>Early Practice/Development</b> You are beginning to learn to use this element but the movements are not properly organised and require more practice	<b>3</b>	<b>I can't feel it! Is this OK?</b>
<b>Late Practice/Development</b> The element is used in your performance but not with consistency and versatility, you are still in the practice phase	<b>4</b>	<b>It works OK as long as I think about it</b>
<b>Early Acquired</b> The element is used in your performance with consistency and versatility	<b>5</b>	<b>I don't have to think about it</b>
<b>Late Acquired</b> The element is autonomous and used with creativity	<b>6</b>	<b>I can trust it even when the going gets tough</b>

## 4. b) Objectives & Assessment Criteria

The purpose of the following pages is to give students a clear idea of what is required to reach a specific standard of performance on all BASI courses/modules. All students are measured against the Course Primary Objectives. Each qualification level has a set of:

- Primary Objectives
- Enabling Objectives
- Assessment Criteria

The assessor uses the above as a guideline to assess whether people have reached that standard and achieved the course primary objectives.

The Trainer is required by BASI to ensure that a student has performed at these standards before awarding a credit towards any qualification. It is the Trainers responsibility to be absolutely certain that the standard has been achieved during the course. If there is any doubt the Trainer may not award a credit.

### The Activities to be performed

The types of activities that students should be able to perform are varied and differ at each level. These are described in the Course Primary Objectives and the Enabling Objectives. In general these describe the activities students would be expected to perform in the normal course of their work as a snowsports teacher and/or as a test of how well the student controls their skis/board or their teaching behaviour. Crucial to the performance of these activities are the Fundamental Elements as they relate to the basic components of performance and teaching.

### How well is the activity performed? - SKILL

The philosophy of BASI has evolved in the last ten years towards valuing how well and efficiently a student controls the skis/board. Therefore assessment criteria are based on how well the student can steer the skis/board, control their body and generally control their speed, line and adjust for terrain. The column on the left hand side of the Performance Profile Chart (PPC) called Fundamental Elements highlights these assessment criteria.

It would be possible to describe skill as the relationship between the input; (i.e. steering and body management), and the output, (i.e. control of speed & line and adjustments). Therefore a skier who is in late practice phase for plough-parallel activities may be able to illustrate all the movements but still struggle to produce the required output from the skis.

In a similar way the assessment criteria for teaching is based on how well a student can perform the elements which go together to help deal with and improve the learner. These include recognising customer's needs, being aware of learning styles and using animation, teaching styles, leadership styles, feedback, and lesson structure to effectively help the learner and provide an enjoyable experience.

The skill of skiing/riding and snowsports teaching are represented by how well somebody can perform and use these elements to achieve the required outcomes of the activity. Therefore the assessment criteria consist of the elements described in the PPCs for each course.

How well somebody does something is not easy to describe and becomes quite subjective. This is where the expertise and consistency of the assessor comes in. Your Trainer will have received considerable training in observing and assessing performance to specific standards. The training staff have a very clear understanding of the standards i.e. how well you have to perform the assessment criteria to satisfy the primary objectives. Therefore the Trainer is able to make professional judgements on performance.

## The Environment

As part of the assessment criteria there is a description of the environment that you may be expected to perform in. This relates to terrain and gradient. In general a ski/snowboard instructor may work in quite extreme weather conditions, fog, heavy snow / rain, high winds, extreme cold, as well as all extremes of snow, ice, crust, deep slush, powder. Therefore students are expected to ski/ride equally well in those conditions and hence their inclusion in the assessment criteria.

## Conclusion

The important message is that there are lots of activities that you must be able to do in a variety of snow and weather conditions. These have to be practised and reaching the required standard will depend on how well the Fundamental Elements are performed during that activity. Whilst practising any activity the focus must be on the elements required to perform that activity. For a fuller understanding of what is required in your performance please read about the fundamental elements, Central Theme and beyond in the BASI Manual.

## 4. c) Course Primary Objectives

The following is an example of part of the BASI Course Report Form that you receive at the conclusion of each course. The form contains a list of the "Primary Objectives" on which you will be rated. When you look at the relevant course/qualification level you will get a more detailed breakdown of the Primary Objectives and the required "rating/learning phase" for each. You will then be able to read the enabling objectives and the assessment criteria.

---

## BASI Course Report Form (*Part Sample*)

Primary Objectives	Rating					
	High					Low
<input type="checkbox"/> Overall Technical Performance	6	5	4	3	2	1
<input type="checkbox"/> Technical Understanding	6	5	4	3	2	1
<input type="checkbox"/> Performance Analysis	6	5	4	3	2	1
<input type="checkbox"/> Communication skills	6	5	4	3	2	1
<input type="radio"/> Improve Performance	6	5	4	3	2	1
<input type="radio"/> Match teaching to customer needs	6	5	4	3	2	1
<input type="checkbox"/> Teaching Principles	6	5	4	3	2	1
<input type="radio"/> Use of teaching tools	6	5	4	3	2	1
<input type="checkbox"/> Lesson flow and content	6	5	4	3	2	1
<input type="checkbox"/> Climate setting	6	5	4	3	2	1
<input type="radio"/> Reviewing skills	6	5	4	3	2	1

## Professionalism

<input type="checkbox"/> Commitment & Involvement	Excellent	V. Good	Good	Fair	Poor
<input type="radio"/> Customer Care	Excellent	V. Good	Good	Fair	Poor
<input type="checkbox"/> Improvement throughout the course	Excellent	V. Good	Good	Fair	Poor
<input type="radio"/> Appearance	Excellent	V. Good	Good	Fair	Poor
<input type="radio"/> Attitude	Excellent	V. Good	Good	Fair	Poor

## 5. a) Instructor Level 1

### Primary Objectives

The Trainee Instructor course is preparation for the Instructor Training Course. Your trainer will rate your performance in relation to the Instructor Qualification.

- Overall Technical Performance
  - Central Theme 3/4 Late Practice
  - Piste Performance 3/4 Late Practice
  - Piste Short radius 3 Early Practice
  
- Technical Understanding Piste Performance 4 Late Practice/Development
- Performance Analysis Central Theme 4 Late Practice/Development
- Performance Analysis Piste Performance 4 Late Practice/Development
- Communication Skills 4 Late Practice/Development
  
- Improve Performance 4 Late Practice/Development
- Match Teaching to Customer Needs 4 Late Practice/Development
- Teaching Principles 4 Late Practice/Development
- Use of Teaching Tools 4 Late Practice/Development
- Lesson Flow and Content 4 Late Practice/Development
- Climate Setting 2 Late Awareness
- Reviewing Skills 2 Late Awareness

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

- Performing all phases of the **Central Theme** showing clearly how the fundamental movements blend together and evolve through the stages
- Performing on **Piste** focusing on carving skills using edging and pressure control appropriately.
- Developing awareness and learning about the Central Theme, each of the stages, and how one flows to the next
- Discussing and describing Piste Performance and the link with the fundamentals
- Observing, evaluating and action planning to analyse the stages of the Central Theme
- Observing, evaluating and action planning for Piste Performance
- Speaking and presenting information to customers and peer group
  
- Giving feedback that assists the learner with developing their performance
- Identifying and discussing different client groups and their range of needs; Physical, Emotional, Learner type, Learner Phase, Tactical and Technical
- Use strategies which ensure customers will always be safe, enjoying their experience and learning
- Identifying and describing Teaching Styles, types of feedback, and creating a range of tasks, exercises & games
- Structuring sessions so that they have a beginning, middle and end
- Identifying and describing how different climates affect the learning environment and atmosphere of the group and its individuals
- Discuss how sessions are reviewed so that everyone gains understanding and benefits from the process

## Assessment Criteria

By the end of the course the student will need to show the ability to;

- Demonstrate all phases of the Central Theme, on terrain appropriate to clients of that level and without feedback from the trainer
- Perform cleanly carved arcs through the last two thirds of a series of turns on piste, no less than eight turns, on blue terrain less than 25 deg
- Perform linked parallel turns without any traverses between turns in a variety of corridor widths ranging from one dryslope mat width 2m wide to three dry slope mat widths 6m wide
- Perform linked parallel turns with a traverse between each turn (Snowboarding)
  
- Describe the Central Theme, each of the stages and the fundamental elements without reference to written material
- Describe the link between the fundamentals and the Central Theme
- Identify the major blockages that clients will encounter from their first steps to parallel skiing
- Identify strengths and weaknesses in performances Beyond Central Theme, recognising how effectively fundamentals are being used
- Speak clearly and confidently and be audible when presenting information to peers
  
- Give useful feedback to peers during scenarios and reciprocal work that assists with the development of performance
- Identify some of the different client groups that may be encountered in the Snowsport School environment and the type of needs that will require customer care
- Put in practice the principles of Safety, Enjoyment and Learning
- Use and/or show an understanding of teaching styles A to E, while having an awareness of the Discovery threshold and the teaching styles beyond. Give appropriate feedback and show a knowledge of a range of suitable tasks, exercises and games to assist with achieving session outcomes
- Deliver well structured sessions that show a logical progression and suitable content
- Identify some different climates that have been set/used during sessions and the affect they have had on the group and individuals
- Describe the benefits of the review process from being involved in trainer led reviews

## 5 b) Child Protection Module

### **Child Protection is everyone's business.**

Over the last 10 years, sport has recognised that it is not immune to child protection issues. Sports coaches and instructors often establish a unique position and special relationships with the children and young people they work with. This is one of the main strengths of coaching and instructing. However, it is also one of the potential weaknesses. Instructors and coaches are in a powerful position to misuse the trust and respect that they have established with children and young people.

BASI recognises that it has a responsibility to:

- Safeguard and promote the interests and well-being of children with whom they are working
- Take all reasonable practical steps to protect them from harm, discrimination or degrading treatment
- Respect their rights, wishes and feelings
- Identify the key principles of good instruction, and the implications for BASI Instructors
- Be aware of the signs and indicators of child abuse
- Identify appropriate action if misconduct/or abuse is suspected
- Child Protection procedures can:
  - Offer safeguards to the children with whom we work, and to our members of staff and volunteers
  - Help to maintain professionalism and the standards of practice which are associated with being a member of your snowsport

Including Child Protection training in your instructor's qualification is part of BASI's commitment to protecting children and young people.

The training you will receive is a first step in raising your awareness of Child Protection issues. Some additional information and references for further reading is included at the end of the workbook should you wish to further your knowledge.

Andrew Lockerbie  
Chairman  
British Association of Snowsport Instructors

## 5. c) Instructor Level 2

### Primary Objectives

- **Technical Performance**
  - **Central Theme** 5 **Acquired**
  - **Piste Performance** 5 **Acquired**
  - **Bumps** 4 **Late Practice**
  - **Steeps** 4 **Late Practice**
  - **Variables** 4 **Late Practice**
  - Freestyle 3 Early Practice
  
- **Technical Understanding Central Theme** 4 **Late Practice**
- Technical Understanding Beyond Central Theme 3 Early Practice
- **Performance Analysis Central Theme** 4 **Late Practice**
- Performance Analysis Beyond Central Theme 3 Early Practice
- **Communication Skills** 4 **Late Practice**
  
- Improve Performance 3 Early Practice
- Match Teaching to Customer Needs 3 Early Practice
- **Teaching Principles** 5 **Acquired**
- **Use of Teaching Tools** 4 **Late Practice**
- **Lesson Flow and Content** 4 **Late Practice**
- Climate Setting 2 Late Awareness
- Reviewing Skills 2 Late Awareness

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

To achieve the primary objectives the student will need to spend time;

- Performing all phases of the **Central Theme** showing clearly how the fundamental movements blend together and evolve through the stages
- Performing on **Piste** focusing on carving skills using edging and pressure control appropriately
- Performing in **Bumps** using a suitable range and rate of movement to be able to respond to the terrain
- Performing on **Steeps** focusing on maintaining a constant speed whilst flowing from one turn to the next
- Performing in **Variable** conditions focusing on gradual movements whilst continually balancing and responding to the snow
- Performing **Freestyle** activities such as riding switch, 180s and ollies on easy terrain. Turns on the lower part of the transition for the Pipe. And varied line with a little air for the Park
  
- Developing awareness and learning about the Central Theme, each of the stages, and how one flows to the next
- Discussing and describing all the strands Beyond Central Theme and the link with the fundamentals
- Observing, evaluating and action planning to analyse the stages of the Central Theme
- Observing, evaluating and action planning for all strands Beyond Central Theme
- Speaking and presenting information to customers and peer group
- Giving feedback that assists the learner with developing their performance
- Identifying and discussing different client groups and their range of needs; Physical, Emotional, Learner type, Learner Phase, Tactical and Technical

- Use strategies which ensure customers will always be safe, enjoying their experience and learning
- Identifying and describing Teaching Styles, types of feedback, and creating a range of tasks, exercises & games
- Structuring sessions so that they have a beginning, middle and end
- Identifying and describing how different climates affect the learning environment and atmosphere of the group and its individuals
- Discuss how sessions are reviewed so that everyone gains understanding and benefits from the process

## Assessment Criteria

By the end of the course the student will need to show the ability to;

- Demonstrate all phases of the Central Theme, on terrain appropriate to clients of that level and without feedback from the trainer
- Perform cleanly carved turns on piste, showing a variety of arcs, on blue terrain less than 25 deg
- Perform continuous linked skidded turns, in a narrow corridor, keeping snow contact, on bumps of less than 20 deg
- Descend steeper terrain showing control of speed for a variety of arcs on slopes greater than 25 deg
- Perform in a variety of conditions (powder, heavy snow & ice) using a variety of arcs and matching movements to terrain on slopes of less than 25 deg
- Perform a variety of tasks and tricks relating to Freestyle (easy terrain, green)
  - Flatland - Riding switch
  - - Ollies over markers
  - Park - Small jumps
  - Pipe - Riding the walls of the pipe
- Describe the Central Theme, each of the stages and its elements without reference to written material
- Describe the link between the fundamentals and the strands Beyond Central Theme
- Identify the major blockages that clients will encounter from their first steps to parallel skiing
- Identify strengths and weaknesses in performances Beyond Central Theme, recognising how effectively fundamentals are being used
- Speak clearly and confidently and be audible when presenting information to peers
- Give useful feedback to peers during scenarios and reciprocal work that assists with the development of performance
- Identify some of the different client groups that may be encountered in the Snowsport School environment and the type of needs that will require customer care
- Put in practice the principles of Safety, Enjoyment and Learning
- Use and/or show an understanding of teaching styles A to E, while having an awareness of the Discovery threshold and the teaching styles beyond. Give appropriate feedback and show a knowledge of a range of suitable tasks, exercises and games to assist with achieving session outcomes
- Deliver well structured sessions that show a logical progression and suitable content
- Identify some different climates that have been set/used during sessions and the affect they have had on the group and individuals
- Describe the benefits of the review process from being involved in trainer led reviews

## 6. a) Teacher Technical Module

### Primary Objectives

Illustrate, analyze and communicate performance and strategies for development with versatility, to the minimum levels for teaching clients in all the strands Beyond the Central Theme; whilst minimizing the risk to the client and maximizing the fun and achievement of the client.

- Technical Performance
  - Central Theme 5 Acquired
  - Piste Performance 5 Acquired
  - Bumps 5 Acquired
  - Steeps 5 Acquired
  - Variables 5 Acquired
  - Freestyle 4 Late Practice
- Technical Understanding Central Theme 5 Acquired
- Technical Understanding Beyond Central Theme 4 Late Practice
- Performance Analysis Central Theme 5 Acquired
- Performance Analysis Beyond Central Theme 4 Late Practice
- Communication Skills 5 Acquired

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

- Perform all phases of the **Central Theme**, in a variety of snow conditions, showing clearly how the fundamental movements blend together and evolve through the stages
- Perform a variety of carved turns on **Piste**, focusing on being able to use different arc lengths and to influence the shape of the turn using the steering elements appropriately
- Perform in **Bumps** developing the ability to stay in the fall line while maintaining a constant speed, using movements that match the terrain and assist with keeping snow contact. Focusing on range and rate of movement, rotary movements and fore/aft balance
- Perform a variety of **Steep** slopes that encourage different speeds and turn shapes, focusing on developing anticipation and creating the need to recover in order to keep effective balance and posture
- Perform in a variety of **Variable** conditions, using different turn shapes, focusing on gradual movements that allow curves to link fluidly together
- Perform **Freestyle** activities; riding switch, 360s, 180 to switch, ollies (over markers). Varied line with some airtime and grabs in the park. And riding the pipe taking air above coping
- Perform drills and exercises to develop versatility with each of the Fundamental elements in each of the strands
- Discuss Technical Performance for the Central Theme, each of the stages, and how one flows to the next
- Discuss Technical Performance for all the strands Beyond Central Theme and the link with the fundamentals
- Observe, evaluate and action plan for all stages of Central Theme
- Give feedback to peers who are observing, evaluating and action planning for all stages of the Central Theme
- Observe, evaluate and action plan for all strands Beyond Central Theme
- Give feedback to peers who are observing, evaluating and action planning for all stages Beyond Central Theme
- Describe methods of communication (verbal and non verbal) and use in practice with customers and peer group

## Assessment Criteria

By the end of the course the student will need to show the ability to;

### Central Theme

- Demonstrate all phases of the Central Theme, on terrain appropriate to clients of that level and without feedback from the trainer

### Piste Performance: Red piste

- Perform flowing turns cleanly carved throughout the arc (unless the task is varied-i.e., a shorter radius turn: in this case the turn should still be “grippy” but may not be cleanly carved throughout the arc)
- Perform flowing short radius turns within a corridor of no more than 2.5 m wide varying the speed and radius
- Influence the shape of the turn (tightening the arc whilst still carving)
- Maintain effective posture and balance throughout

### Bumps <25 degree

- Perform a fall line descent (unless the task is varied – i.e., half way down switch the fall line)
- Maintain a minimum speed or above (demonstrate the ability to vary speed)
- Maintain effective posture and balance throughout

### Steeps <25 degree

- Rounded flowing turns of varying radii
- Demonstrate a high degree of ski/board performance (curved not skidded)
- Maintain effective posture and balance throughout

### Variables <25 degree

- Perform in a variety of conditions (powder, heavy snow & ice)
- Rounded flowing turns of varying radii
- Demonstrate a high degree of ski/board performance (curved not skidded)
- Maintain effective posture and balance throughout

### Freestyle

- Perform a variety of tasks and tricks relating to Freestyle (blue terrain and jumps)
  - Flatland
    - Riding switch
    - Ollies over markers
    - 180 to switch
  - Park
    - Jumps with grab
  - Pipe
    - Riding the walls of the pipe taking air above coping
- Accurately describe the Central Theme, each of the stages and its elements without reference to written material
- Describe the link between the fundamentals and each of the strands Beyond Central Theme being able to identify how the blend of movements changes for specific tasks within a strand while taking the environment into account
- Identify both major and minor blockages that clients will encounter from their first steps to parallel skiing
- Identify strengths and weaknesses in performances Beyond Central Theme, up to and including Instructor level, recognising how effectively fundamental movements are being used
- Use and understand a variety of communication methods when interacting and working with peers showing the ability to use listening skills

## 6. b) Teacher Teaching Module

### Primary Objectives

Illustrate, analyze and communicate performance and strategies for development with versatility, to the minimum levels for teaching clients in all the strands Beyond the Central Theme; whilst minimizing the risk to the client and maximizing the fun and achievement of the client.

• Technical Understanding Central Theme	5	Acquired
• Technical Understanding Beyond Central Theme	4	Late Practice
• Performance Analysis Central Theme	5	Acquired
• Performance Analysis Beyond Central Theme	4	Late Practice
• Communication Skills	5	Acquired
• Improve Performance	4	Late Practice
• Match Teaching to Customer Needs	4	Late Practice
• Teaching Principles	5	Acquired
• Use of Teaching Tools	4	Late Practice
• Lesson Flow and Content	5	Acquired
• Climate Setting	3	Early Practice
• Reviewing Skills	3	Early Practice

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

- Discussing the learning stages and skill development phases during the Central Theme, and how one flows to the next
- Discussing the key learning focuses about all the strands Beyond Central Theme and the link with the fundamentals and learning about using the Performance Threads
- Observing, evaluating and action planning for all stages of the Central Theme both on the hill and from video footage of unknown skiers/riders and peer group
- Observing, evaluating and action planning for all strands Beyond Central Theme by skiing/boarding with each other and understanding each others strengths and weaknesses
- Discuss methods of communication (verbal and non verbal) and putting this into practice with customers and peer group
- Giving feedback that assists with developing and improving all client groups including peers through the stages of the Central Theme and Beyond Central Theme
- Developing observational skills that help with recognising and understanding customer's needs; Physical, Emotional, Learner type, Learning phase, Tactical, Technical
- Using the principles of safety, enjoyment, learning skilfully to ensure that customers get the best possible experience
- Using teaching styles, feedback, terrain appropriate to the task and choosing tasks best suited to the learner
- Pre-planning, setting and achieving session outcomes, using a logical structure
- Experimenting with climate setting and understanding its effects on others
- Honestly reviewing teaching sessions of both self and peer

## Assessment Criteria

By the end of the course the student will need to show the ability to;

- Describe the Central Theme, each of the stages and its elements without reference to written material
- Describe the link between the fundamentals and each of the strands Beyond Central Theme and show an understanding of how to integrate the performance threads
- Identify both major and minor blockages that clients will encounter from their first steps to basic turning (coming out of the Central Theme)
- Identify strengths and weaknesses in performances Beyond Central Theme, up to and including Instructor level, recognising how effectively fundamental movements are being used
- Use and understand a variety of communication methods when interacting and working with peers showing the ability to use listening skills
  
- Give useful feedback to peers during teaching delivery, scenarios and reciprocal work that assists with development of performance
- Identify a range of client groups that would be encountered in the Snowsport School environment and recognise and respond to customer needs
- Practice the principles of safety, enjoyment, learning at all times
- Use and/or show an understanding of all teaching styles. Give accurate feedback and show the ability to match the task to the learner/terrain/environment
- Deliver well structured sessions that achieve the outcome (stated or un-stated)
- Recognise and begin to use some different climates as a part of the session delivery
- Play different roles in the review process and lead the review giving an accurate account of what took place

## 7. a) ISTD Technical Module

### Primary Objectives

Illustrate, analyze and communicate performance and strategies for development with versatility, to the minimum levels for teaching clients in all the strands Beyond the Central Theme; whilst minimizing the risk to the client and maximizing the fun and achievement of the client.

- Technical Performance
  - Central Theme 5 Acquired
  - Piste Performance 5 Acquired
  - Bumps 5 Acquired
  - Steeps 5 Acquired
  - Variables 5 Acquired
  - Freestyle 5 Acquired
  
- Technical Understanding Central Theme 5 Acquired
- Technical Understanding Beyond Central Theme 5 Acquired
- Performance Analysis Central Theme 5 Acquired
- Performance Analysis Beyond Central Theme 5 Acquired
- Communication Skills 5 Acquired

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

- Performing all phases of the **Central Theme**, in a variety of snow conditions, showing clearly how the fundamental movements blend together and evolve through the stages.
- Performing a variety of carved turns on **Piste**, focusing on using different arc lengths, accurate carving at all times with the ability to influence the shape of the turn using the steering elements appropriately
- Performing in **Bumps** developing the ability to stay in the fall line, while maintaining a constant speed, using movements that match the terrain and assist with keeping snow contact. Focusing on range and rate of movement, rotary movements and fore/aft balance
- Performing on a variety of **Steep** slopes that encourage different speeds and turn shapes, focusing on developing anticipation and accuracy particularly through the start of the turn
- Performing as many **Variable** conditions as possible, using a variety of turn shapes, focusing on gradual movements that allow curves to link fluidly together
- Performing **Freestyle** activities; riding switch, 360s, 180 to switch, ollies (over markers). Varied line with some airtime and spinning in the park. And riding the pipe, taking air with grabs
  
- Discussing and describing the key learning and technical stages and resolving any issues about the Central Theme, and how one flows to the next.
- Discussing and describing the key learning and technical processes for all the strands Beyond Central Theme and the link with the fundamentals
- Perfect skills in observing, evaluating and action planning for all stages of the Central Theme
- Perfect skills in observing, evaluating and action planning for all strands Beyond Central Theme
- Identify and describe methods of communication (verbal and non verbal) and put this into practice with customers and peer group

## Assessment Criteria

By the end of the course the student will need to show the ability to;

### Central Theme

- Demonstrate all phases of the Central Theme, on terrain appropriate to clients of that level and without feedback from the trainer

### Piste Performance: Steep red or black piste

- Flowing turns cleanly carved throughout the arc (unless the task is varied-i.e., a shorter radius turn: in this case the turn should still be “grippy” but may not be cleanly carved throughout the arc)
- Demonstrate the ability to influence the shape of the turn (tightening the arc whilst still carving)
- Maintain effective posture and balance throughout

### Bumps >25 degree

- A fall line descent (unless the task is varied – i.e., half way down switch the fall line)
- Travelling at or above the minimum speed (demonstrate the ability to vary speed)
- Maintain effective posture and balance throughout

### Steeps >25 degree

- Rounded flowing turns of varying radii
- Demonstrate a high degree of ski/board performance (curved not skidded)
- Maintain effective posture and balance throughout

### Variables >25 degree

- Perform in a variety of conditions (powder, heavy snow & ice)
- Rounded flowing turns of varying radii
- Demonstrate a high degree of ski/board performance (curved not skidded)
- Maintain effective posture and balance throughout

### Freestyle

- Perform a variety of tasks and tricks relating to Freestyle (red terrain and jumps)
  - Flatland
    - Riding switch
    - Ollies over markers
    - 180 to switch
  - Park
    - Jumps with spin
  - Pipe
    - Riding the pipe, taking air and making grabs
- Accurately describe the Central Theme, each of the stages and its elements without reference to written material
- Accurately describe the link between the fundamentals and each of the strands Beyond Central Theme being able to identify how the blend of movements changes for specific tasks within a strand while taking the environment into account
- Identify both major and minor blockages that clients will encounter from their first steps to basic turning (coming out of the Central Theme)
- Identify strengths and weaknesses in performances Beyond Central Theme, up to ISTD level, recognising how effectively fundamental movements are being used
- Use and understand a variety of communication methods when presenting information to peers showing the ability to use listening skills

## 7. b) ISTD Teaching Module

### Primary Objectives

Illustrate, analyze and communicate performance and strategies for development with versatility, to the minimum levels for teaching clients in all the strands Beyond the Central Theme; whilst minimizing the risk to the client and maximizing the fun and achievement of the client.

• Technical Understanding Central Theme	5	Acquired
• Technical Understanding Beyond Central Theme	5	Acquired
• Performance Analysis Central Theme	5	Acquired
• Performance Analysis Beyond Central Theme	5	Acquired
• Communication Skills	5	Acquired
• Improve Performance	5	Acquired
• Match Teaching to Customer Needs	5	Acquired
• Teaching Principles	6	Late Acquired
• Use of Teaching Tools	5	Acquired
• Lesson Flow and Content	6	Late Acquired
• Climate Setting	4	Late Practice
• Reviewing Skills	4	Late Practice

### Enabling Objectives

To achieve the primary objectives the student will need to spend time;

- Developing a clear understanding and resolving any issues about the Central Theme, each of the stages, and how one flows to the next
- Developing a clear understanding about all the strands Beyond Central Theme and the link with the fundamentals and the Performance Threads
- Perfecting skills in observing, evaluating and action planning for all stages of the Central Theme both on the hill and from video footage
- Perfecting skills in observing, evaluating and action planning for all strands Beyond Central Theme both on the hill and from video footage of peers and unknown skiers/riders
- Improving understanding of methods of communication (verbal and non verbal) and continuing to put this into practice with customers and peer group
- Giving feedback and using the performance threads to help develop all client groups including peers Beyond Central Theme
- Improving observational skills that help identify specific customer needs in relation to, Physical, Emotional, Learner type, Learning phase, Tactical and Technical
- Being skilful at upholding the principles of safety, enjoyment, learning to maximise the customers experience
- Using a variety of teaching tools that include different teaching styles, sources of feedback and tasks in response to the learners
- Planning, setting and achieving session outcomes through clever delivery
- Using and exploring the effects of climate setting during sessions
- Honestly and accurately reviewing teaching sessions of both self and peers

## Assessment Criteria

By the end of the course the student will need to show the ability to;

- Accurately describe the Central Theme, each of the stages and its elements without reference to written material
- Accurately describe the link between the fundamentals and each of the strands Beyond Central Theme and show a clear understanding of how to integrate and use the performance threads
- Identify both major and minor blockages that clients will encounter from their first steps to basic turning (coming out of the Central Theme)
- Identify strengths and weaknesses in performances Beyond Central Theme, up to ISTD level, recognising how effectively fundamental movements are being used
- Use and understand a variety of communication methods when presenting information to peers showing the ability to use listening skills
  
- Give accurate feedback to peers during teaching delivery, scenarios and reciprocal work that assists with development of performance
- Show a very clear understanding of a range of client groups that would be encountered in the Snowsport School environment and identify and respond to customers needs
- Practice the principles of safety, enjoyment, learning at all times
- Skilfully use and/or show an understanding of all teaching styles. Give accurate feedback and show the ability to match the task to the learner/terrain/environment
- Deliver very well structured sessions that achieve the session outcome (stated or un-stated)
- Recognise and use some different climates as part of the session delivery
- Lead some of the reviews and through skilful questioning help everyone to understand what took place