



Generic Pre-course Information

**BRITISH ASSOCIATION
OF SNOWSPORT INSTRUCTORS**

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1. Introduction

This booklet contains 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 course fees are used for promoting the interests of the members of the organisation and enhancing the services the organisation provides as described in the Articles of Association.

Preparing For Your Course

Snowsports courses are physically demanding and you will normally be working on snow for at least 5 hours each 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 essential that students have a copy of the relevant BASI manual(s) before attending any course. The manuals are referred to throughout your attendance on the course and are available electronically through your Member Area. You can also download a copy within the BASI App to view offline on your mobile device. If you wish to purchase a hard copy, you can do so via the BASI Shop.

BASI's Training Philosophy

Very few students will enroll on the course and have identical expectations. During the early stages of your course you will get the opportunity to discuss your goals with your Trainer, bearing in mind that this is a syllabus based course with a set criteria. 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.

Continuous Assessment

BASI qualifications are made up of continuous assessment modules that provide the training and education for the competencies required for each qualification. The continuous assessment process allows the Trainers to check competency in the least stressful way. However, it is inevitable there will be an element of stress in any assessment process. The continuous assessment also helps to focus students on the areas they need to develop and helps to motivate.

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 help you. This 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. Trainers do not want you to fail.

The Trainer has two roles

1. To help you achieve your goals.
2. To uphold the standards and quality of each qualification.

Therefore they have a responsibility to ensure that each student meets the standards and quality of the qualification before they can be issued with a pass.

Behaviour

As a Snowsports Teacher you are responsible 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.
4. Students should disclose any medical information which may be important to the Trainer at the start of the course.

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. We need to know how to improve, so what is positive feedback and what is negative feedback? 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 speeding 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. This is much better for the self-esteem. If the learner felt the difference they may continue to improve without the need for further input from the trainer.

Unfortunately, most people demand to know what they are doing wrong because they need to know so they can change it and pass the course. Often the resulting information is not what the student wants to hear. The reluctance from Trainers to give this kind of information can often lead to criticism that there was “not enough feedback”. If you feel like this, then please tell your Trainer. Focus on getting better and not on passing. Passing will come as a result of getting better.

Daily Programme

Each day will consist of:

- Five - Six hours of on snow training
- One - Two hours of lectures, discussions, tutorials and video review
- Home study

A typical day will start at 9am depending on the opening times of local lifts. Expect summer courses to start earlier.

Off snow sessions will normally be conducted between 4pm and 7pm depending on local facilities.

Specific details for your course will be given at the Pre-course meeting the evening before the course starts or on the first morning of the course, again depending on local facilities.

Finally

All BASI courses involve a full programme of training. It is your responsibility to adequately prepare yourself mentally and physically for this programme.

The BASI Trainer delivering the course has a great deal of experience and holds the highest qualification in their respective discipline, therefore students should use him/her as a valuable resource throughout the course

At the start of the course you will be given a workbook to help record your progress throughout the course. It should become a very useful resource.

BASI is fundamentally about training. Please be open to learning and making changes.

2. Don't Come Unless You're Ready (or Training v's Assessment)

Training vs Assessment

During BASI courses the Trainer delivering the course focuses predominantly on training so it is possible to use each module as a training experience, 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 value of the course.

If your primary goal is to pass the course then again you must 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 is 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 for each course are listed in the 'More about the Course' documents for each course. The philosophy of the Association is to teach people to perform skillfully, 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 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 performing to a level where we are seen to be competent to the majority of the public. If we are not seen to be skillful 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.

What to do if you do not 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

3. Code of Ethics

<https://www.basi.org.uk/documents/COE.pdf>

4. Members Disciplinary Procedure

https://www.basi.org.uk/documents/BASI_Disciplinary_Procedure_4_PUBLISHED_090816.pdf