



# **The Snowboard Redbook**

**2011**

## **Trainers and Examiners Manual**

**Australian Professional Snowsport Instructors Inc**

## The 'Red Book'

This Manual is edited, revised and criticised as soon as it is distributed at the annual Trainers Co-Ordination. Additions and suggestions are noted on an ongoing basis with feedback from the Training Courses and Examinations. The APSI Technical Committees are charged with the responsibility of balancing this input and formulating content and criteria.

### About this book

This book is an information tool, used as a tool to guide you through the training and examination process of the APSI level system.

Reading this book on its own is not enough; Trainer's will need to combine the components of this book with the staff handbook, discipline specific teaching manuals and additional training/experience to produce the quality products we have all come to expect from the APSI.

Please do not hesitate to contact me personally if you have any further questions regarding the information in this booklet or how it needs to be used collectively with our other manuals.

Thank you,

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## Section 1 General Information

1.1 General details

1.2 Calendar

### This section will prepare you to:

- Provide information on times and locations for upcoming courses & exams
- Answer questions on course/exam dates

## 1.1 General Details

### Meeting Time

Trainers/Examiners	Course	8:00 am
	Examinations	8:00 am
Candidates	Course	8:15 am
	Examinations	8.00 am

### Meeting Place

Resort	Skiing/Snowboard/Children's/Disabled
Mt Buller	Check with Ski & Board School Office
Falls Creek	Bottom of Falls creek express quad chair
Mt Hotham	Snowsports School Desk
Perisher Blue	Ski Tube Building
Thredbo	Friday Flat Cafeteria
Mt Baw Baw	Snow Sport School

### Registration

The resort training coordinator, together with the resort mountain representative are responsible for registering the candidates for courses and exams.

### APSI calendar available on:

<http://apsi.net.au/course-dates-prices.aspx>

## Section 2

### Course & Trainer aids

2.2 Teach-to-Teach

2.3 Teaching mark sheet

2.4 Movement Analysis sheet

#### **This section will prepare you to:**

- Present courses by studying the appropriate training systems used by the APSI.
- Show potential candidates the specific forms used in marking snowboard exams.
- Make sure all resort candidates have completed the prerequisite training before attending the exams.

## 2.2 TEACHING INSTRUCTORS HOW TO TEACH (PEDAGOGY)

A teaching system is imperative for successful teaching. Instructors use a teaching system called the “9 lesson essentials”, when teaching the guests. Trainers also need a system when teaching instructors how to teach (the guests) because there is a fundamental difference between an instructor teaching the guests how to ride and a trainer teaching instructors how to teach (snowboarding).

If you are the guest, all you need to know is how and why you sideslip and off you go to practice and learn it. If you are the instructor, on the other hand, you need to know a whole manual's worth of information to be able to teach the guest successfully. For example, what sort of terrain, the progression, when is the guest ready to move on, what ability level is the guest, how long is the lesson, what are the snow conditions like? etc. There are literally hundreds of bits of information that an instructor has to be taught in order to be able to teach well. As you can imagine, if there is no system for passing on all this information it would be difficult for the trainer to teach and impossible for the instructor to learn.

A classic example is the person that takes his “buddie” riding. He takes him to the top of the blue run, shows him some turns and tells him to go for it. In this situation the guest is certainly being taught, but the “teacher” is doing everything wrong because he has not been trained or taught how to teach.

So what is the system trainers use when teaching instructors how to teach? The system is called the “Teach to Teach System” which has five parts.

1. INTRODUCTION “A good Teach to Teach introduction should include;”
  - what (are you going to teach the instructors to teach?)
  - who (level of students you are going to teach this to?)
  - where (what sort of terrain do you need to teach this?)
  - why (why do we teach this?)
  - what (are the mechanics needed to learn this?)
2. SAMPLE LESSON (this includes the “9 lesson essentials”)
3. COMMON PROBLEMS
4. DURATION
5. SUMMARY

These are the 5 points that you go through every time you conduct a “teach to teach” session. Here is a more detailed description of the 5 points.

INTRODUCTION -	Regardless of which “teach to teach” session you conduct, you introduce the session with the “5 w’s”. Here is an example of how to introduce “falling leaf” “teach to teach” session. I am going to teach you how to teach the guests to falling leaf. This will be to students who can make a solid sideslip. Initially, the terrain will be the same as the sideslip. Later, if the students are doing well, you may use a beginner run. (If it is suitable) The reason we want to learn to falling leaf is to control our speed and direction, as well as have more versatility. To falling leaf you need to begin in a sideslip. Then rotate your hips into the fall line.
SAMPLE LESSON -	In the “sample lesson” you go through a normal lesson, as if you were teaching the public. It is crucial that you systematically go through the “9 lesson essentials” in the sample lesson to illustrate how to implement the 9 points. During the “sample lesson” you will continually need to explain certain important elements of this lesson, such as: what to do if the snow is icy, where to stand to be able to do movement analysis on the students etc. (Please refer to the lists of points you need to mention which are found in the course outlines).
COMMON PROBLEMS -	Here you discuss, demonstrate, and imitate all the common problems the students display at the particular level. It is good to have the instructors try each problem to acquire an understanding and feeling for the problems. You also need to go through a couple of ways to correct each of the problems. Using relevant exercises to correct problems.
DURATION -	Give the instructors an idea of the time it takes to teach the particular task to both athletic and non-athletic students with an example of extreme cases. Some students can learn to falling leaf in 5 minutes and others can take 4 days.
SUMMARY	Give a summary of the “teach to teach” session. Briefly go through the 5 points again.

## 2.3 Teaching Exam Mark Sheet

	NI	ME	EE	COMMENTS
<b>1. INTRODUCTION</b>				
Was it welcoming				
Names Exchanged				
Include a lesson overview				
Included the Group				
<b>2. IDENTIFYING Students &amp; Goal</b>				
Goals & Needs				
Ability				
Age Specific				
<b>3. PLANNING THE LESSON</b>				
Terrain/Snow Conditions				
Appropriate Progression				
Age/Ability specific				
Class Handling				
Safety/ Park etiquette				
Theme/spider web				
Include the student in the plan				
<b>4. PRESENTING THE INFO</b>				
Appropriate Language				
What				
How				
Why				
Mechanical Knowledge				
Address Different Learning Styles				
ATML				
<b>5. DEMONSTRATING</b>				
Visible				
Appropriate Demo				
Accurate Movements				
Correct Speed				
Different Angles/Enough times				
<b>6. PRACTICING</b>				
Appropriate Amount				
Variety of Tactics				
<b>7. MOVEMENT ANALYSIS</b>				
Identified the primary cause				
Group Analysis				
Monitoring of Performance				
<b>8. FEEDBACK &amp; CORRECTION</b>				
Positive/Simple				
Accurate				
What				
How				
Why				
Exercise or Mini Progression Used				
Follow Up/Looping				
<b>9. SUMMARY</b>				
Summary Points				
Ask Questions & Listen				
<b>EXAMINERS IMPRESSION</b>				
Overall Impression				
Actual Result of the lesson				
Did they work with the group				

## 2.4 Snowboard Movement Analysis Sheet

This is a copy of the exam sheet and should be used to practice analysis. The exam will also include some short answer questions on real life snowboarders.

### Soft Focus

Student's Goal? \_\_\_\_\_

Comment on the factors that may affect their overall attitude?

Psychological factors \_\_\_\_\_

Physical factors \_\_\_\_\_

Equipment factors \_\_\_\_\_

Terrain factors \_\_\_\_\_

### Hard Focus

Give a comment on how each of the following skills are performed by the rider

Circle the skill that you feel you should focus on the most, i.e. 'the cause'.

**STANCE;T/S** \_\_\_\_\_

H/S \_\_\_\_\_

**ROTARY;T/S** \_\_\_\_\_

H/S \_\_\_\_\_

**EDGING;T/S** \_\_\_\_\_

H/S \_\_\_\_\_

**PRESSURE CONTROL;T/S** \_\_\_\_\_

H/S \_\_\_\_\_

What would be your approach to improve this area of their riding please include 2 exercises, analogies or tactics that you would use to achieve this.

What; \_\_\_\_\_

Why; \_\_\_\_\_

How; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What; \_\_\_\_\_

Why; \_\_\_\_\_

How; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section 3

### **Course & Exam Outlines (Snowboard)**

- 3.1. Level 1 Certificate
- 3.2. Level 2 Certificate
- 3.3. Level 3 Certificate
- 3.4. Level 4 Block A
- 3.5. Level 4 Block B
- 3.6. Recall/Update

**This section will prepare you to:**

- Provide information on course and exam outlines to candidates
- Lead specific APSI courses & exams
- Explain what components of snowboard instruction are important to each level.

## 3.1 LEVEL ONE QUALIFICATION

(Formerly Entry Certificate)

**Aim:**

This course is an introductory course, designed to give you the basic skills needed for instructing beginner children and adults. It will also help you prepare for the snowboarding and demonstrations to be assessed at the level one assessment.

**Prerequisites:**

- ✓ Be a current APSI member
- ✓ Own the current APSI teaching manual
- ✓ No previous work experience required

**Course outline:**

The following outline should be tailored to suit the needs of your group and specific resort location. Change the order to suit the weather or snow conditions if necessary. Lunch - 45 minutes. It is recommended that the sessions are full days, which include 2 blocks and a discussion per day. Time; Blocks should be 3 hours, discussions about 1 hour each.

<p><b>Block 1</b> Intro to course and FUN. Use spider webbing to warm up. Introducing the 4 skills</p> <p>Skill: straight run to direction change, to Garlands</p>	<p><b>Block 3</b> Teach to teach Garlands through to linked turns</p> <p>Skill: Garlands (Rotation, Edging&amp; basic position)</p>	<p><b>Block 5</b> Teach to teach exercises needed for basic linked turns</p> <p>Practice teaching (trainer to perform possible problems for MA)</p>
<p><b>Block 2</b> Teach to teach beginner progression up to Garlands, including warm ups &amp; introductions</p>	<p><b>Block 4</b> Practice teaching (minimal feedback for first time)</p>	<p><b>Block 6</b> Skill: basic turns blending skills</p>
<p><b>Discussions:</b> Adults V's Children Child development chart (7.3)</p>	<p><b>Discussions:</b> Spider webbing (7.6)</p>	<p><b>Discussions:</b> The ABC of all kids lessons (7.4) &amp; answer CC review questions (p.173) CANDIDATES SHOULD HAVE QUESTIONS COMPLETED</p>

**OPTIONAL TRAINING DAY**

<p><b>Block 7</b> 1hr Indoor Movement Analysis 2 hour - Riding Tasks</p>	<p><b>Block 8</b> Basic Introduction to freestyle for children- park etiquette/ ATML / pre-ride etc. 50/50 on box / basic air fundamentals Candidate Feedback</p>
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**All Blocks must be conducted by a trainer who has attended this season's APSI Trainers Co-Ordination or equivalent. Snow Sport Schools may apply in writing to APSI to utilise a trainer who has not attended the coordination for that year.**

## Trainers Notes

### Preparation checklist

*This list includes all the material that you need to collect and study in preparation for APSI courses/exams.*

- Course /exam outline
- Course/trainers aids
- Teaching manual
- Discussion material
- Staff handbook & associated forms
- Candidate list

### Course notes:

In each session, some time should be spent working on basic skills for general all-mountain riding; this can be done whilst moving from area to area. While the end goal is a basic stance, we are looking for functionally sound riding and a refined turn is not necessary or required. An understanding of the skills is more important.

Each 'teach to teach' session needs to include a variety of age groups.

After each teach to teach session practice movement analysis on the public. This can be done on the lift with each candidate.

The candidate will have more chance of success if you can include extra training where they can revisit all three topics.

### Demonstration training hints:

#### Direction change to a controlled stop

- Stationary stance
- Straight run exercises
- Stationary direction change
- Combine

In addition you can help the student by:

- Practicing a fan progression using different sized direction changes and varying terrain
- Use a snake behind trainer and match the line and shape of direction changes
- Practise one footed hockey stop to aid in developing skills.

#### Garlands

- Stance
- Up un- weighting
- Rotation
- Edging
- Finishing phase's

In addition you can help the student by:

- Pick suitable terrain with an even fall line
- Practice angulation skills from the ankles up
- Use hockey stops to aid in blending sinking with edging and rotary skills
- Loosen bindings to aid in working with equipment

#### Medium Closed turns

- Speed & radius
- Blending of skills
- Movements

In addition you can help the student by:

- Pick suitable terrain.
- Work on finishing turns even up hill to aid in skill development
- Practice fakie riding to build stance and confidence in regular riding
- Loosen binding to aid in skill development

### Manual chapters needed for level One qualification

- All of section 1
- All of chapter 4 (except 4.3 & 4.4)
- 5.1 & 5.4
- Chapter 6 up end of 6.6
- Chapter 7 up to end of 7.8
- Chapter 8
- Appendixes

### Example teaching questions

1. We are 3 and 4 year olds on our first day snowboarding
2. We are 5 and 6 year olds and have a strong side slip, teach us to progress
3. We are 7 – 9 year olds here for our first lesson
4. We are 12 year olds and can do a strong side slip, progress us
5. We are 5 and 6 year olds that have a strong skidded traverse, introduce us to the garland.
6. We are 16 year olds having trouble learning to link our turns – teach us how.

### Full day Assessment

The APSI level one assessment will be run as a training style day with 1 or more assessors. The day is to be spent covering teaching topics, practicing skills and working on general riding ability. Each candidate is to be given numerous attempts at each task. By creating a relaxed atmosphere it will allow every opportunity for the candidate to show that they possess the correct skill understanding to attain the level one qualification and potentially move on.

### Teaching to be assessed

Children's beginner lesson up to exercises for linked turns, age's 4-17 to be included. Lesson format is in groups where a discussion at the start is permitted to set the scene (e.g. age group etc.). Analysis needs to be done on the group.

### Skills to be assessed

1. – Direction Change to a controlled stop. Flat to green terrain at a controlled pace

Key skill- Stance and edging heel side toe side

(Look for- good stance, balanced evenly over both feet and edging skills)

*Start with the board in the fall line. Head and shoulder's used to show anticipation.* Full body rotation blending flexing of the ankles, knees hips and spine to aid edge control. Smooth controlled riding and a controlled stop. Back foot should not leave snowboard,

2. –Garlands. Green or blue terrain at a controlled pace

Key skills- Edging with the Basic Position on toe side and heel side.

(Look for- Rotation blended with Up un-weighting to release the edge).

The rider should be balance over both feet. The edging should be controlled by angulation and not inclination. Up-un-weighting with rotation to release the edge and flexion to aid control will be needed. Start in a sideslip then move into a skidded traverse showing an aligned stance. The Garlands should be even on heel side and toe side.

3. –Medium Closed Turns. Green or blue terrain at a controlled pace

Key skill-Full body rotary

(Look for- turning to come from a full body rotation by blending the skill's. Good stance and balance, consistent speed and radius, good understanding of shape). Turns should be completed across the fall line.

### Riding ability to be assessed

General all-mountain free-riding ability throughout the day the candidate's general riding ability will be assessed. The candidate should present a controlled riding technique showing an understanding of the above skills. They should also be controlled at all time and be professional. Fakie and funnel turns may be used to access skills but not marked.

**Movement Analysis** will be conducted on the hill during the lessons.



## 3.2 LEVEL 2 SNOWBOARD COURSE PLANNER

### **Aim:**

The Level 2 course is run in-house, under (APSI) guidelines at each of the major ski resorts and needs to be completed before the exam registration date. The level 2 course is designed to consolidate the skills already obtained at the level One course and to help you further understand the specific technical concepts needed to teach and analyse beginning adult and children snowboarders.

### **Prerequisites:**

- ✓ Be a current APSI member
- ✓ Own the current APSI teaching manual
- ✓ Currently working for an Australian Snowsports school
- ✓ Passed all units of the Level 1 Assessment
- ✓ 50 hours teaching experience prior to the exam

### **Focus**

- ◆ Safety and the Alpine Responsibility Code
- ◆ Stance and blending skills
- ◆ Controlled riding
- ◆ Teaching and riding skills up to the basic air

### **Duration**

The Level 2 course will involve approximately six hours on snow and two hours indoors each day. The program will be conducted in the form of a four-day preparation course.  
8 x 4 = 32hrs total.

### **Content**

Teaching Progression

- ◆ To teach and demonstrate from introduction up to Linked turns

Free riding

- ◆ To teach candidates how to ride fluently and in control with emphasis on a centred stance and blending the skills in a variety of snow and terrain conditions.

### **Discussions**

- ◆ Equipment and stance
- ◆ The progression
- ◆ Movement analysis
- ◆ Customer Service
- ◆ Lesson planning
- ◆ Safety and class handling
- ◆ Professionalism and communication
- ◆ Examination briefing
- ◆ How to pass a teaching examination

***All Blocks/days must be conducted by a trainer who has attended this season's APSI Trainers Co-Ordination or equivalent. Snow Sport Schools may apply in writing to APSI to utilise a trainer who has not attended the coordination for that year.***

<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
<p>Discussions Course outline The progression Equipment and stance</p> <p>Free riding Refined turn skills and fakie Development. Key words and fundamentals</p> <p>Progression/ practical teaching -Getting started through to falling leaf</p>	<p>Discussion Professionalism/ Safety and Class handling</p> <p>Video demonstrations and free riding runs</p> <p>Progression/ practical teaching -Garlands through to Linked turns</p> <p>Practice teaching</p>	<p>Discussions Movement analysis on demonstration and demo runs</p> <p>Demonstration runs Garlands/pivot slip/ fakie</p> <p>Free riding runs Longs/ shorts/ free</p> <p>Practise teaching</p>
<p><b>Discussions</b> Communication Lesson planning</p> <p>Hand out goal sheets.</p>	<p><b>Discussions</b> Customer Service</p>	<p><b>Discussions</b> Movement analysis practice session</p>
<b>Day Four</b>		<b>Trainer Notes</b>
<p>Demonstrations and free riding runs</p> <p>Park etiquette and safety ATML / Pre-ride etc. Introduction to 50/50 on box Basic air with Indy.</p>		<p>Trainers must make notes on each candidate and bring them to the exam.</p> <p>MA DVD is available.</p>
<p>Discussions Examination briefing How to pass a teaching examination Candidate feedback Trainer evaluations</p>		<p>Insure candidates have a copy of the MA and Teaching sheets</p>

## NOTE

There is only one Movement Analysis session available in a four-day course.  
It is important that candidates have more opportunities to watch appropriate footage during  
In-house sessions. There is a DVD available for resorts to use.  
Only two practise teach sessions are available during this time, more practise is needed  
thought out the season. Minimum 4-exam style teaches.

## DAY ONE

### Free riding and Demonstrations

- ◆ Focus on the development of a centred stance with the candidates long and medium turns
- ◆ Review the Alpine Responsibility Code
- ◆ Get a general feeling for the major strengths and weakness in the group
- ◆ Refined turn progression focusing on developing skills and understanding-- longs/shorts
- ◆ Introduce fakie riding
- ◆ Stress riding in control at all times. Test and evaluate candidates by riding on challenging terrain. Retain mental notes

### Teaching and Movement Analysis

- ◆ Progress steadily through the beginner progression
- ◆ Build up group atmosphere. Encourage group involvement
- ◆ Introduce the four snowboarding skills plus blending and apply this to movement analysis at this level

## DAY TWO

**Ma session** – Candidate demonstration and free riding runs

### Demonstrations and Free riding

- ◆ Practice demonstration and free riding runs with feedback. Allow candidates practice!

### Teaching

- ◆ Complete the beginner progression through to the Basic air.
- ◆ Teaching practice session giving feedback using the nine lesson essentials
- ◆ Provide the candidates with specific student types
- ◆ Include teaching children using fun and games
- ◆ Video demonstration and free riding runs

## DAY THREE

### Free riding

- ◆ Practice free riding runs with feedback. Allow candidate practise!

### Teaching

- ◆ Practice teaching session with feedback using the Nine Lesson Essentials
- ◆ Movement analysis. Detect and correct at the beginner level. Show candidates what to look for using the skills concept.

### Movement analysis

- ◆ Movement analysis practise session using examination format and examination sheets.

## DAY FOUR

### Demonstrations & Free riding

- ◆ Review and practice of demonstrations and free riding requirements for examination
- ◆ Take candidates to runs that will be similar to examination terrain.
- ◆ Allow practice with feedback
- ◆ Remind candidates about improvements made during the course and how to develop further.
- ◆ **Introduction to the Park, ATML and freestyle tasks- Basic air, Indy air and 50/50**

## Snowboard Level 2

In the demonstration and free riding runs

- ◆ 3 tasks in each section are to be examined
- ◆ candidates execute each task twice, of which the best attempt counts

To pass each task all demonstrations and free riding runs must show

- ◆ Centred stance balanced over the snowboard
- ◆ Turns that are completed
- ◆ Consistent speed, rhythm and radius
- ◆ Controlled riding
- ◆ Symmetry on both turns
- ◆ That the task be completed, the rider showing the correct movements and skills
- ◆ Professionalism

### Demonstrations

1. Garlands Green to Blue Run Controlled pace

WHY; to improve the initiation and completion of turns

MAIN FOCUS; EDGING USING ANGULATION / ROTATION WITH THE BOARD.

Start in a sideslip. Show an up unweighted rotation of leading hip into the fall line. Head and shoulder's used to show anticipation. Allow board to flatten and use progressive angulation plus rotation to complete garland. The Garlands should be even and completed. Two garlands should be completed on each edge. The turn is not marked.

1. Practice a fan progression using different sized garlands and varying terrain
2. Use a snake behind trainer and match the line and shape of garlands
3. A counting or breathing exercise will aid timing
4. Practice foot peddling and fore/aft to aid candidates

2. Linked Pivot Slips Green to Easy Blue Controlled pace

WHY: to initiate and complete rotation with the body and board together.

MAIN FOCUS: full body rotation / re-centring

The pivot slip should remain within a corridor. The pivot should be centred with sufficient use of up un-weighting. The skidding phase should use minimal edging and should not drift more than half the board length out side the corridor. Stance is to remain centred and anticipated. Heel side should use flexion of the ankles, knees, hips and spine and should show more flexion than the toe side. The centre of mass should move from one working edge to the next.

1. Pick suitable terrain.
2. Hockey Stops in fall line toe side and heel side.
3. Hockey Stops with slight un-weighting to help guide board towards new edge, sinking down slightly to complete edge change.
4. Blend to turns using slightly more edge angle through end of turn.
5. Develop rhythm and symmetry. Loosening the bindings can help skills

3. Fakie

Green/ Blue Terrain

Controlled speed

WHY; Stance and control. Maintain skills in both directions  
MAIN FOCUS; Stance, Heel and Toe side positions.

Up unweighted fakie turns showing a blend of four skills and controlled riding.  
Head and shoulders remain anticipated. Turns should be finished/ closed across the fall line.  
Full body rotation is needed to help complete turns but to also keep the rider aligned with the board. Progressive flexion will aid in controlling the edging of the board and allow the rider to up un-weight between turns and re-centre. The rider should match their body to the pitch of the slope between turns in order to maintain an even stance and not end up on the back foot.

1. Pick suitable terrain
2. 3 point turns
3. Fakie garlands
4. 360;s across and in fall line
5. Single linked turns closed.
6. Funnel turns

4. 50/50

Park/ ride on box

Controlled speed

WHY; Approach-Take off-Manoeuvre-Landing on a feature. ATML  
MAIN FOCUS; Maintain balance and control through the ATML. Stance and a flat board.

The rider should start from a set point in line with the feature, to aid to approach and speed.  
On Approach the rider should remain flexed and aligned with their board and feature.  
Take off should allow the rider to slightly rise to release pressure from the board and position their mass over the feature.  
The Manoeuvre should see the rider flex over the feature to maintain balance and keep the board flat.  
On landing the rider should be centred and in control.  
Slight anticipation throughout the task will help the rider stay balanced and focused ahead.

1. Stationary revising ATML movements
2. Straight runs 1 foot and 2 feet focusing on flat board
3. Straight runs with hops and through corridors
4. Straight runs on tip and tail for balance and control
5. Teach assist 50/50 over features
6. Progressively release rider on the feature



### 3.3 LEVEL 3 SNOWBOARD COURSE PLANNER

<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
<p>8:15 am Registration</p> <p>Discussions Course outline: Alpine Responsibility Code Professionalism The progression Basic skills and anticipation Equipment</p> <p>Video Free-riding le, long turns to change</p>	<p>Discussions Communication, Class handling, lesson planning</p> <p>Progression/ teach to teach - Carving *Demo carving</p>	<p>Discussions Park Etiquette/Tricks/ Timing</p> <p>Progression/ teach to teach -Ollie's, reverts, pumping toe to toe, nose/tail rolls fakie, Mixed grabs,</p>
<p>Progression/ practical teaching - Refined turns</p> <p><b>Discussions</b> Knowledge/ Manual/ key movements</p> <p>Candidates to receive; Goal sheet</p>	<p>Progression/ teach to teach -Short turns *Free-riding short turns</p> <p>Video carving/ short turns</p> <p><b>Discussions</b> Review video</p> <p>Candidate analysis and skill concepts</p>	<p>*Demo toe to toe *Demo fakie</p> <p>Video Change of rhythm runs</p> <p><b>Discussions</b> Video review</p> <p>Candidates to receive; Trainer evaluation sheet</p>
<b>Day Four</b>	<b>Day Five</b>	<b>Trainer Notes</b>
<p>Discussions Freestyle Progression/ teach to teach 180 on snow, 180 airs, Rails-board slides and pressing, Half pipe.</p> <p>*Demo- 180"s Press manoeuvres Board slides</p>	<p>Skill based exercise's For Freestyle and Free-riding</p> <p>Review; Demonstrations and free riding runs</p> <p><b>Discussions</b> Coaching Principals</p>	<p>Candidates to receive;</p> <p>Teach mark sheet, MA sheet</p> <p>Candidate feedback sheet</p>
<p>Progression/ teach to teach - Introduction to moguls * Free-ride moguls</p> <p><b>Discussions</b> Movement Analysis</p>	<p>Practise teaching Examination briefing How to pass a teaching examination</p> <p>Candidate feedback</p>	

## 3.3 LEVEL 3 SNOWBOARD COURSE OUTLINE

### Focus

- ◆ Terrain use
- ◆ Alpine Responsibility Code
- ◆ More dynamic riding
- ◆ Refined teaching skills
- ◆ Introduction to freestyle

### Goals

To introduce experienced instructors to teaching strategies for refined turns through to introduction to freestyle, short turns, moguls and carved turns. To refine teaching and riding skills and become more adaptable in more challenging terrain and snow conditions.

### Prerequisites:

- ✓ Be a current APSI member
- ✓ Own the current APSI teaching manual
- ✓ Currently working for an Australian Snowsports school
- ✓ Passed all units of the APSI Level 2 or equivalent
- ✓ One seasons work experience prior to beginning training

### Duration

The Level 3 course will involve 5 days of approximately six hours per day on snow and 4 of those days will contain 1½ hours indoors.

### Content

#### Progression

- ◆ Revision of Level 2 progression and cover Level 3 progression from refined turns through to introduction to freestyle to basic carved turns.

#### Free riding

- ◆ To teach candidates how to become more dynamic and fluent, developing edging and pressure control skills, and use of terrain and varying snow conditions.

#### Discussions

- ◆ The progression
- ◆ Skills and range of movements
- ◆ Movement analysis and the skills concept
- ◆ Class handling and communication
- ◆ Teaching and learning styles
- ◆ Lesson planning
- ◆ Freestyle
- ◆ How to pass a teaching examination
- ◆ Examination briefing

## **DAY ONE**

**Introduction 30 to 45 min**

**Free riding 2.5hr**

- ◆ Free riding skill development with a focus on stance and Blending of skills
- ◆ Change turn radius to aid in skill development

**Teach to teach Refined turns 2.5 hr**

- ◆ Work through refine turn progression
- ◆ Use exercise's like foot peddling and fore/aft to help candidates
- ◆ Work on skills for refined turns

## **DAY TWO**

**Teach to teach Carving 2.5 hr**

- ◆ Work through Carving progression
- ◆ Use projection to aid in edge change
- ◆ Practise carving

**Teach to teach short turns 2.5 hr**

- ◆ Work through Short turn progression
- ◆ Use exercise's like foot peddling and for/arft to help candidates
- ◆ Work on short turn skills and free riding run

Video carving and short turn runs

**Movement analysis 1.5 hr**

- ◆ Movement analysis of candidates carving and short turns

## **DAY THREE**

**Teach to teach Intro. To freestyle 3 hr**

- ◆ Basic ollie, fakie riding, 180 progression, nose rolls, 180 air, toe to toe, pumping, revert and air with mixed grabs.

### **Demonstrations**

- ◆ Practise toe to toe and fakie demonstrations
- ◆ Video Change of rhythm
- ◆ Video review 1hr

## DAY FOUR

### Teach to teach Intro. To freestyle

- ◆ 180's on snow, Front side and/or 180 airs, Rails and Introduction to half pipe
- ◆ Demonstrate 180 airs, Press manoeuvres and board slides

### Teach to teach Introduction to Moguls

- ◆ Introduction to moguls
- ◆ Use up- un-weighting but also explain down un-weighting and extension/ retraction
- ◆ Practise bumps demonstration run

## DAY FIVE

### Teaching

- ◆ Revise Level 2 demonstrations
- ◆ Work on individual improvement and feedback for future practice
- ◆ Review of free riding requirements for exam
- ◆ Guide candidates on how to keep progressing and what to practice
- ◆ Take candidates to terrain that will be similar to examination terrain

### Demonstrations and Free riding

- ◆ Practise teaching session giving feedback using the Nine Lesson Essentials.
- ◆ Candidates to become involved with teaching, demonstrating and movement analysis at this level

Discussion Coaching Principals

## Snowboard Level 3 Exam Format

In Level 3 Demonstration, Free riding and Freestyle exams

- ◆ Three (3) tasks in each section are examined
- ◆ Candidates execute each task twice, of which the best attempt counts
- ◆ Freestyle is an open format with candidates allowed a time period

To pass each task, all demonstrations, free riding and freestyle runs must show

- ◆ Centred stance balanced over the snowboard
- ◆ Turns that are completed
- ◆ Consistent speed, rhythm and radius
- ◆ Controlled riding
- ◆ Symmetry on both turns
- ◆ That the task be completed, the rider showing the correct movements and skills
- ◆ Professionalism

## DEMONSTRATIONS

### 1. Carved Turn

Blue run

Moderate speed

*Up-unweighted turns with no skidding, with an even and round turn shape. A smooth transition from edge to edge. Show progressive angulation with minimal inclination. Turns should remain controlled at all times*

1. Carved garlands across fall line turning uphill to stop. Look at track in snow.
2. Starting in and edging at the fall line, carve single uphill turns to a stop. Spend more time in fall line to increase speed as this develops.
3. Linked single uphill turns carved, sinking through end of turn and rising to begin new turn.
4. Links turns together and focus on edging before the fall line.
5. Link medium radius carved turns together sinking from the fall line and rising to initiate new turn. Use turn shape to control speed with pressure control and steering used to create a medium radius carved turn.

### 3. Toe side To Toe side

Blue run

Moderate speed

*From preferred stance on toe side edge rotate through the fall line to come out fakie on toe side edge. Edge change occurs in the fall line. Repeat. Show a smooth constant rotation and a refined turn shape through progressive angulation. Medium radius.*

1. Revise refined turns forward and fakie focusing on steering from the fall line. Look for a track that is approximately a board width wide.
2. Starting across the fall line, rotate 180° into fall line and steer board into turn and finish uphill to stop. Repeat this to both sides with the focus on turn shape.
3. Blend to demonstration incorporating rising at start of 180° and sinking once on new edge to help shape refined turn shape.

### 4. Fakie Turns

Green/Blue run

Controlled pace

*Rhythmical linked fakie turns. Turns should be finished and controlled. Skills should be blended. Turns should be refined/ steered. The rider should re-centre through the turns and progressively edge and rotate to shape the turns. Pressure control is used to keep the board smooth through the turns and allow the rider to project and re-centre. Anticipation in the rider's stance is constant. There should be NO traversing.*

1. Hockey stops in fall line toe side and heel side.
2. Hockey stops with slight un-weighting to help guide board towards new edge, sinking down slightly to complete edge change.
3. Blend to turns using slightly more edge angle through end of turn.
4. Develop rhythm and symmetry.

**Free riding runs (Show a use of four skills with projection/re-entering)**

1. Short Turns Blue to black run  
*Up-unweighted short turns with a quiet upper body and NO counter rotation. Turns should be finished for speed control. More dynamic and faster than Level 1 showing some edge performance and lower body steering.*

2. Change Of Rhythm Blue to black stepping run  
*Look for a distinct change of radius from up-unweighted long turns into short turns. The large radius turns should be at speed with at least a strong refined turn before entering the short turns. Turns must be round showing lower body steering and edge performance.*

3. Bumps/crud Green to blue run with rhythmical bumps  
*Rhythmical up-unweighted short turns in the fall line. Maintain snow contact and control through the use of active absorption. Skills should be blended with no traversing, or stopping.*

**Freestyle Tasks (show control and position through tasks)**

1. 180 Air Front side or Back side 1 metre high tombstone jump/Small table

*Approach jump centred and on a flat board. Take off should be on a flatter board, but the edge can be used to create a platform. The manoeuvre showing a smooth rotation, with no grab. The board and body move together. Compact in the air and landing low and centred, anticipation on the front side and no reverts. Pre/RE/Free*

- 1. Hop front side 180 airs across the fall line landing on both feet and on the new edge
- 2. Progress to hop front side 180 air's in the fall line
- 3. Take to a small jump and focus on popping off a flat board and landing centered and riding away on a flat board.
- 4. Build size of jump to examination jump (1 meter high tombstone jump) with a focus on taking off on a flat board, making a clean flowing rotation of the board and body and landing centers to ride away on a flat board.

2. Board slide Ride on box 6 to 12 feet long box

*Approach feature centred and controlled. Take off should position the rider over the feature and start to use separation to aid in the board slide. The manoeuvre should use separation of the upper and lower body and the board remain flat on the feature. The feature must remain between both feet or under one foot and the middle of the board. It cannot be on the nose or tail. For the landing the body should align with the board and run out. The board slide can be performed with a slight pop on or ride on. The rider must ride off regular with no revert or 90 degree landing.*

- 1. Stationary revising movements board off and on.
- 2. Separated hockey stops tall then low
- 3. Shifty airs for separation
- 4. Board off on stand on feature revise movements
- 5. Teach assist on feature stationary with board on

3. Press Manoeuvre

Ride on or small gap box 6 to 12 feet long

Manoeuvres can range from nose/tail press, board slide nose/tail press, and switch presses. On approach the rider remains centred and in control. On take off the rider projects and positions their mass over the board and features to allow for a controlled press. The press should be held for at least half the feature. On the landing the rider should land centred and balanced. No revert or 90 degree landing.

1. Stationary nose and tail presses
2. Riding with nose tail presses
3. Set corridors to practice line and pressing control
4. Ollie/nollie to tail and nose presses
5. 90 degree nose and tail presses
6. Nose and tail rolls to Buttering

### Teaching

There are 2 teaching assignments from the intermediate progressions content that are chosen.

The examiners assign the first, during one of the days and the second is chosen from 10 Freestyle teaching scenarios that the candidates are already aware of.

Candidate's marks will be based on their use of the nine lesson essentials. Emphasis on more polished teaching skills and must cater to the student's goals through the use of the nine lesson essentials and a good lesson plan.

### Level 3 Teach scoring

There are two teaching scenarios in the level 3 exam. Teach scenario/ Freestyle

A score of 5 or above in each teach is a pass.

If the candidate receives a 4 in either of the teach scenarios they then must score a 6 or above to pass the level 3 teach component. In total they must score 10 or above out of the possible 20 point available.

A score of 3 or below, cannot be assisted by any other score.

### Written

#### Movement Analysis

Written detection and correction paper based on video footage.

Three riders will be examined.

#### Written Exam

Approximately one hour with short answer questions. Completed in the weeks prior to the examination.

#### Manual Questions

Complete the Level 3 section of the Snowboarding Manual.

### 3.4 LEVEL 4 SNOWBOARD COURSE PLANNER BLOCK A TEACHING – DEMONSTRATIONS - FREERIDE

<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
Registration 8.15am Discussions Alpine Responsibility Code Course outline The progression Mechanics of advanced riding  Free riding Change of rhythm skill development  Progression/ practical teach to teach -Extension/retraction short turns Demo Extension/retraction	Discussions Mechanics of hard boot riding, G/S racing and Boarder Cross  Progression/ teach to teach - Dynamic long carved turns on race equipment - Drills for development *Video session  Progression/ teach to teach - Fakie short turns - fakie carving  Demo Fakie riding tasks  Prac.Teach 5-10 min.	Discussions Mechanics of advanced riding - Short turns  Progression/ teach to teach - Short turns Demo short turns  Progression/ teach to teach - Fakie airs - 360 air - Half pipe * Video session  - Advanced rails on hill discussion  Prac. Teach 5-10 mn
<b>Discussions</b> Professionalism/ Knowledge and fitness	<b>Discussions</b> Teaching like a pro Teaching tactics and scenarios	<b>Evening discussions</b> Video review session Movement analysis of candidates and refer to students problems
<b>Day Four</b>	<b>Day Five</b>	<b>Trainer Notes</b>
Practise dynamic long carved turns on hard boots	Develop demonstrations and free riding runs Video session Prac. Teach 5-10 min	Trainers hand out and collect paper work
Progression/ teach to teach Advanced bumps  - SPECIAL CONDITIONS - Ice - Crud - Powder - Steeps Prac. Teach 5-10 min.	Discussions  Examination briefing How to pass a teaching Examination Candidate feedback Trainer evaluations	

## LEVEL 4 SNOWBOARD COURSE OUTLINE BLOCK A TEACHING – DEMONSTRATIONS - FREERIDE

### Focus

- Dynamic free riding and demonstration skills
- Advanced teaching skills
- Safety

### Goal

To introduce how to teach advanced snowboarding. To develop dynamic riding skills so to better deal with all the terrain and snow conditions that the mountain has to offer.

### Duration

Five days of six hours a day with evening discussions.

### Prerequisites:

- ✓ Be a current APSI member
- ✓ Own the current APSI teaching manual
- ✓ Currently working for an Australian Snowsports school
- ✓ Successful completion of all units of the APSI level 3 qualification or equivalent.
- ✓ Two seasons work experience prior to beginning training

### Content

#### Progression

- ◆ Teach advanced progressions from dynamic turns including special conditions through to advanced freestyle.

#### Free riding

- ◆ To teach candidates how to ride dynamically with the emphasis on leg steering and absorption.

#### Discussions

- ◆ The progression
- ◆ The mechanics of advanced riding
- ◆ Movement analysis with pre-taped video
- ◆ Teaching like a professional
- ◆ Teaching tactics and scenarios
- ◆ Examination briefing
- ◆ How to pass a teaching examination

## DAY ONE

### Teaching and free riding

- ◆ Long turn skill development with focus on stance, angulation and projection
- ◆ Develop long turn skills for change of rhythm
- ◆ Review Alpine Responsibility Code
- ◆ Extension/ retraction short turns
- ◆ Develop lower body steering skills
- ◆ Work on demonstration for extension/ retraction short turns
- ◆ Take extension/ retraction short turns into bumps if suitable

## DAY TWO

### Teaching and demonstrations

- ◆ Dynamic long turns on Soft boots or race equipment
- ◆ Develop Body position and movements –Soft/ hard boot technique
- ◆ Work on demonstration for dynamic long turns
- ◆ Introduction to racing
- ◆ Fakie carving and fakie short turns
- ◆ Develop fakie skills and work on demonstrations

### Movement analysis

- ◆ Movement analysis of candidates on Soft/ hard boots

## DAY THREE

### Teaching and demonstrations

- ◆ Dynamic short turns
- ◆ Develop lower body steering
- ◆ Work on dynamic short turn demonstration
- ◆ Half pipe and 360 Air
- ◆ Develop air sense and spinning
- ◆ Work on half pipe skills and demonstration run
- ◆ Work on 360 air demonstration
- ◆ Review video and also refer to common problems with students( possible video)

Advanced rails on hill discussion

Approach- line/ set up/ regular, fakie

Take off- Gap on/ front, back lip

Manoeuvre- Front, board slide / presses/ spins

Landing- blind / spinning.

## **DAY FOUR**

### **Teaching and free riding**

- ◆ Practise dynamic long turns on hard boots
- ◆ Teach to teach advanced moguls
- ◆ Work on individual improvement with feedback for future practice
- ◆ Special conditions
- ◆ Ice
- ◆ Crud
- ◆ Powder
- ◆ Steeps

## **DAY FIVE**

### **Demonstrations and free riding**

- ◆ Demonstration and free riding practice and feedback session
- ◆ Take candidates to runs that will be similar to exam terrain
- ◆ Remind candidates about progress made during the course and how to develop further

### 3.5 LEVEL 4 SNOWBOARD COURSE PLANNER BLOCK B FREESTYLE & RACING

<b>Day One</b>	<b>Day Two</b>	<b>Day Three</b>
Registration  Discussions Alpine Responsibility Code Course outline The progression Freestyle mechanics  Half pipe  360 Air's  Fakie indy grab	Discussions The mechanics of racing G/S and boarder cross  Hard boot riding skills and drills development for G/S Video session  Half pipe Skill and Drills I.e. drop in outs	Giant slalom Course setting and racing techniques  Fakie indy air's  Advanced rails- Front board slides, switch manoeuvres
<b>Evening discussion</b> Snowboard tuning *Hand out trainer evaluation sheet	<b>Evening discussions</b> Video review	<b>Evening discussions</b> Movement analysis with pre taped video
<b>Day Four</b>	<b>Day five</b>	<b>Trainer Notes</b>
Boarder cross Racing techniques  Freestyle techniques  Discussions Coaching Principals	Prep day PRACTISE TEACHING  Used to review block A And block B.  Discussions Candidate feedback Examination briefing	Trainers hand out and collect paper work

**Focus**

Advanced freestyle and racing techniques

**Goal**

To develop advanced freestyle and recreational racing skills

**Duration**

Four days of six hours per day with evening discussions

**Content**

Progression

- ◆ Advanced freestyle including half pipe, 360 airs and fakie airs, fakie carving. Racing including dynamic carved long turns and recreational giant slalom

Discussions

- ◆ The mechanics of freestyle
- ◆ Snowboard tuning both alpine and freestyle
- ◆ The mechanics of racing
- ◆ Movement analysis of pre-taped video both freestyle and racing
- ◆ Examination briefing

## DAY ONE

### Freestyle

- ◆ Revise straight air's over table tops
- ◆ Alpine Responsibility Code
- ◆ Grabs and bones
- ◆ Spins up to 360 Air's
- ◆ Develop 360 air skills and demonstration run
- ◆ Video if possible
- ◆ Develop fakie airs and fakie indy grab skills and demonstration run
- ◆ Half pipe
- ◆ Develop half pipe skills and demonstration run
- ◆ Video if possible
- ◆ Snowboard tuning

## DAY TWO

### Racing

- ◆ Hard boot position and movements
- ◆ Develop dynamic long turn skills and demonstration run
- ◆ Start and finish technique
- ◆ Tucking
- ◆ Rhythm changes
- ◆ Video if possible

### Freestyle

- ◆ Develop half pipe skills and demonstration run
- ◆ Drop in and out to develop optimal line
- ◆ Video if possible

### Movement analysis

- ◆ Movement analysis session on candidates

## DAY THREE

### Racing

- ◆ Giant-slalom
- ◆ Use drills to develop line
- ◆ Start and finish technique
- ◆ Timing if possible
- ◆ Video runs

### Freestyle

- ◆ Work on individual improvement of freestyle demonstrations skills
- ◆ Advanced rails work from 50/50 up to board sliding
- ◆ Movement analysis practise session

## DAY FOUR

### Racing

- ◆ Boarder cross runs and skills
- ◆ Use timing if possible
- ◆ Develop line and start and finish techniques
- ◆ Use drills and video if necessary

### Freestyle

- ◆ Practise freestyle skills and demonstration runs
- ◆ Individual improvement with feedback for future practise.

Discussion - Coaching Principals

## DAY FIVE

Practise teaching session

Use to review Block A and B to improve candidates knowledge and skills.

## Level 4 Snowboard Exam Content

In the Level 4 Demonstration and Free riding examination

- ◆ Three (3) tasks in each section are examined
- ◆ Candidates execute each task twice, of which the best one counts

To pass each task all demonstration and Free riding runs must show

- ◆ Centred stance balanced over the snowboard
- ◆ Turns that are completed, showing rounded turn shape
- ◆ Consistent speed, rhythm and radius
- ◆ Controlled riding
- ◆ Symmetry on both turns
- ◆ That the task be completed , the rider showing the correct movements and skills
- ◆ Professionalism

**Demonstrations**                      **Three of the following will be assessed, two runs each task**  
**MUST SHOW FOUR SKILLS with projection and re-centring**

1. Extension/Retraction Short Turns      Blue to black run not necessarily groomed  
*Down-unweighted short turns showing the legs clearly extending away and then steered in a cross under movement back under the body. The hips should remain at a constant height above the snow. Dynamic and fast paced riding. Separation between upper and lower body is a must.*

1. Edge rolls in the fall line on a very flat slope. Develop speed in the ankles. Focus on being slightly more anticipated down the fall line with the upper body.
2. As above but lower the center of mass and maintain the hips at a constant height above the snow.
3. Develop leg steering with the legs clearly extending away and then back under the body. Staying as low as possible will greatly assist with the leg steering and the extension of the legs.
4. Use garlands to develop early edging engaging the new edge before the fall line.
5. Progress to more challenging terrain and focus on leg steering and turn shape to control speed.
6. Progress to exam terrain (blue to black run not necessarily groomed) again with the focus of separation and leg steering with a low position

2. Dynamic Carved Long Turns              Black run                      Fast pace  
*Up-unweighted long turns showing progressive angulation and steering with a correct position. Dynamic and fast paced.*

1. Inclinated long turns initiating edge by leaning in to the inside of the turn.
2. Inclinated turns adding hip and shoulder angulation keeping them level with the slope.
3. Boot touches to develop progressive angulation from the fall line through to the end of the turn.
4. Develop projection out of each turn and recentring.
5. Progress gradually to examination terrain (blue run) and focus on carved long turns showing progressive angulation from the fall line and using pressure or down motion to shape turn and assist speed control with a clear recentring movement between each turn.

3. Dynamic Short Turns                      Black run                      Fast pace  
*Up-unweighted short turns in the fall line. Rider should show precise edging and steering skills with a quiet upper body and active steering of the lower body. Dynamic and fast paced.*

1. Use edge rolls in the fall line to develop speed in the ankles.
2. Garlands to enhance steering of the legs and knees especially.
3. Single turns in the fall line developing aft movement at the end of the turn
4. Garlands using above movements and then projecting onto new edge before the fall line.
5. Progress to examination terrain (black run) and develop rhythm and turn shape for speed control.
6. Refine on examination terrain and watch for active steering of the legs and fore/ aft movements that aid rhythm and dynamics. Increase speed to fast paced.

4. Fakie Short Turns                              Black run                      Fast pace

## APSI Snowboard Redbook 2011

*Up un-weighted short turns performed fakie. Skills should be performed higher than the level 1 standard. Stance should remain centered and Rotation, edging and pressure control should be blended. The candidate must remain in control throughout all the turns. Speed should remain consistent.*

Free riding      Three of the following will be assessed, two runs each task

### **MUST SHOW FOUR BLENDED SKILLS**

1. Change of Rhythm      Blue to black stepped run      Fast  
*From up-unweighted long turns into short turns then back in to long turns. Show precise edging and steering skills and a smooth and distinct change. Dynamic and fast paced riding.*

2. Fakie Carve turns      Blue/Black run      Fast  
*Up-unweighted turns with no skidding, a round turn shape with a smooth transition from edge to edge. Show progressive angulation with minimal inclination. Rider must show an anticipated fakie position. Projection will aid in re-centring and speed throughout turns. As per level 3 Carved turns but fakie.*

3. Advanced bumps      Challenging bumps on blue or black run  
*Dynamic rhythmical short turns in the fall line. Up-unweighted or extension/ retraction turns. Maintain snow contact and control through use of active absorption and turn shape.*

4. Deep snow/ steeps/ crud      Black or double black run  
*Dynamic and fast paced riding in any one of the above snow conditions. The rider must maintain performance throughout the run and show strong blending of all the skills.*

### **Teaching**

THERE WILL BE 2 TEACHING SCENARIOS

Teaching scenario one- will be assigned and is a 'progression teach' form dynamic short turns through to special conditions. Candidates marks will be based on the nine lesson essentials with emphasis is on a polished teaching presentation that caters to students goals through use of a good lesson plan. Must have a good understanding of mechanics.

Teaching assignment Two- will be a freestyle option chosen from a set of 10 questions.

## **Level 4 Teach scoring**

There are two teaching scenarios in the level 4 exam. Teach scenario/ Freestyle teach. A 5 or above in each teach is required to pass the Teach component

### **Written**

#### Movement Analysis

Written detection and correction paper, based on video footage with free ride, freestyle and alpine riding. Three riders will be selected.

#### Written Paper

Approximately 1 to 1-1/2 hours and short answer questions.

Manual

Complete all written questions in manual

**Demonstration Freestyle (HELMETS REQUIRED FOR ALL TASKS)**

**Three of the following will be assessed, two runs of each task**

1. Half pipe Walls should have some vert with a minimum two hits each side. *Airs without grabs one foot/ 30cm to 3 feet above the coping measured from the lowest point of the board. Clean Take offs and landings on the transitions. Rider should be compressed in the air and centred across the flat bottom.*

1. Falling leaf toe side and heel side to develop balance and a centered stance.
2. Turns on the walls focusing on projecting forward at the top to guide nose back into the pipe.
3. Turns on the walls dropping back into pipe on new edge.
4. 180 hop turns at the top of the wall. Use line to maintain a constant speed.
5. 180 hop turns landing on the new edge and carving it across the transition and up the wall.
6. Build edging skills in the transition to increase speed and line to control this speed.
7. Hits at or above the coping still focused on line, carving across the bottom and landing on the new edge.
8. Drop in and pop out onto coping to build confidence riding out of the pipe.
9. Develop consistent amplitude of 1 to 3 feet above the coping with a centered stance across the bottom, using carving skills and line to maintain a constant speed.

2. 360° Air Table top or jump with downhill landing  
*Front side or back side 360° air without grab. Approach to be in line with jump. The Take off not skidded, and showing a smooth flowing rotation, with board and body rotating together. A Clean landing on the transition. Pre-ride/Re-ride/ free-ride*

1. Build confidence with 180 airs both front side and back side. Cross fall line 180's and then 180's in the fall line. Build up to 180 airs off bigger hits.
2. Front side and back side 180's across the fall line and sliding the last 180 around on the snow.
3. Build up to 360 airs across the fall line front side and back side.
4. 360 air's in the fall line off smaller hits.
5. Gradually progress to examination terrain.
6. Refine 360 air's focused on a smooth flowing rotation with the board and body rotating together and a clean landing.

3. Fakie Air with Indy Grab 1 high tombstone jump/Small table  
The approach should be centred and flexed. The take off should be projecting with the jump. The manoeuvre should show the legs sucking up and the backhand grabbing Indy, between bindings on toe side edge. The other hand can be extended for balance and style. The board is not boned out. Solid grab, touching the board is not enough. A clean landing and riding away is required. Pre/re/free

1. Develop fakie riding skills focusing on a centered stance and anticipation in the fakie direction.
2. Through mileage develop air sense and amplitude by use jumps similar to that used for the demonstration.
3. Develop balance in the air doing airs without a grab bringing legs up smoothly under body and landing centered.
4. Begin to touch board backhand between feet on the toe side edge.
5. Hold grab longer and use front hand to assist balance and style extending it above the head.

4. Front Board Slides Park Long box or advanced rail

*On approach the rider remains flexed and balanced.*

*On Take off the rider projects their mass over the feature and uses rotation to help separate the body and position the mass over the board and feature. A balanced position, with separation for a clean manoeuvre over the feature.*

*Use of rotation skills will aid in a centred landing*

1. Separated hokey stops. Flat separated hokey stops
2. Shifty airs for separation skills and strength building
3. Nose/ tail presses with pivots
4. Small pivots on boxes
5. Teach assist static on boxes to feel position and movements
6. Progress separation and pivots to board slides

**Race**

◆ Timed Giant slalom or Individual timed Boarder-Cross

- ◇ Candidates have two starts with the best run counting
- ◇ A third start is only permissible where a DNF has been recorded in one (or both) of the prior runs
- ◇ Order of start to be reversed for second run
- ◇ Candidates have an option of hard or soft boots
- ◇ (Refer Protocol for additional regulations)
- ◇ Helmets are strongly recommended

THE RACE IS TO BE CONDUCTED DURING THE EXAM

To pass GS; men to complete course within 7% and women within 12% of the average of the pacesetters time. An additional 2% Age Allowance shall be applied to the above rates for candidates thirty five (35) years and older.

To pass SB-X; men to complete course within 10% and women within 15% of the average of the pacesetters time. An additional 2% Age Allowance shall be applied to the above rates for candidates thirty five (35) years and older.

## 3.6 Recall/Update

### **Description:**

A 'Recall' is designed to update instructors on current teaching techniques, concepts and riding mechanics.

### **Prerequisites:**

- ✓ Be a current APSI member
- ✓ Hold an APSI qualification in that discipline

### **Recall options:**

1. **Spring Sessions** (attend at least one full day of spring sessions, 1 training block must include the update clinic).
2. **Home study recall**

### **Home study Recall details:**

The home study recall can be ordered through the APSI shop, after which the participant will be provided with a current manual & recall theory paper. The participant will have 60 days to complete the theory paper and provide proof of 6 hours of 'on hill' personal job development training (can be completed by any ISIA approved trainer). After this has been processed at the APSI office the participant will have their qualification status updated as 'current'.

### **Assessment type:**

Theory assessment tasks include a series of multiple choice, true false, and short answer questions. You must successfully complete all questions (ie achieve a 100% pass mark) to pass the recall. The good news is that you can re-attempt the assessment questions as many times as you like in order to pass.

## **SECTION 4**

### **APSI Protocol**

4.1 In-house training obligations

4.2 Certification Protocol

4.3 International guidelines

#### **This section will prepare you to:**

- Check that all resort employees have received adequate training prior to APSI assessment.
- Give details on the procedures that the APSI follows to keep good practice in the products we provide.
- Determine at what level an overseas instructor can join our association.
- Understand what is expected to obtain ISIA (International Snowsports Instructors Association) recognition.
- Give advice on how to sign up for courses & exams.

## 4.1 In-house training obligations

- 4.1.1. In-house training requirements
- 4.1.2. In-house training sign off sheet
- 4.1.3. SnowSports School (SSS) mark

### 4.1.1 IN-HOUSE TRAINING REQUIREMENTS:

#### Ski & Snowboard School Clinics and work experience:

The following guidelines are the minimum hours candidates require (NOT including the in-house pre-courses) **before attending an exam**. The APSI suggests that more in-house training be implemented above and beyond this minimum requirement if the snow sports school deems necessary

Training must be provided by ski and snowboard school trainers that have attended the APSI Trainers Co-ordination in that year (or equivalent). Snow Sport Schools may apply in writing to APSI to utilise a trainer who has not attended the coordination for that year:

Level	Training/work Hours	Comments/breakdown
Level ONE	NO required -teaching hours	
Level TWO	50-teaching hours 25-training hours	Adults is preferred 6-teach,6-free,6-demo,5-MA,2-theory+manual questions.
Level THREE	100-teaching hours  25-training hours	A split between adults & Children is preferred but will be up to each resorts business. 6-teach,6-free,6-demo,5-MA,2-theory+manual questions.
Level FOUR	150 teaching hours 30-training hours	6-teach,6-free,6-demo,5-MA,5-race,2-theory+manual questions.

**Note:** Where it is not practical for part time instructors to attain the minimum teaching hours, the Ski & Snowboard School Director may nominate candidates in writing for consideration by the discipline Technical Director. Acceptance is subject to approval of the APSI Board of Management Executive.

## 4.1.2 APSI TRAINING SIGN OFF SHEET

*The purpose of the training sign off sheet is to be a one stop check sheet, to make sure all candidates have finished all of the prescribed stepping stones before commencing their exams. Therefore, if a candidate has not finished all steps on the sheet, they are not eligible to sit the exam.*

*Each candidate's name for each level needs to be entered and all columns filled in and signed off, so that you know the candidate has finished all pre-requests and is prepared to attempt the exams.*

*This sheet will also serve as the summary of SSS marks to be sent in to the APSI office by no later than 27<sup>th</sup> August 2010.*



### 4.1.3 SNOW SPORT SCHOOL MARK (SSS)

The Disabled Certificate and Level 2 Certificate for Alpine and Snowboarding include a mark from Snow Sport Schools for all participating candidates.

- All candidates will receive a Snow Sport School (SSS) mark prior to attendance at APSI examinations. The mark will be in the form of a YES/NO and will be recorded on the APSI training sign off sheet.
- The Snow Sport Schools are to explain the function of the SSS mark to all potential candidates at the start of the season.
- The SSS mark will be used to assist candidates to pass. The SSS mark may raise the score achieved at the examinations by only 1 mark per unit. Refer to the table below:

SSS Mark	Level 2 and Disabled
YES	1 Units
NO	0 Unit

- The impact will be to assist candidates who perform well in the work place and have a significant worth to their individual Snowsport Schools.
- Scores of 5, 4, 4 and 6, 4, 4 in Demos and Freeski can be raised by 1 mark, on one task, to become a pass. Or a 4 in Teaching, Theory and Movement Analysis can be raised by 1 mark to a passing score of 5 in that individual unit.
- **If a candidate receives a three (3) or lower for any task within a unit then the candidates result in that unit cannot be raised. As such scores of 4, 5, 3 and 4, 4, 3 and 4, 5, 2 or a 3 in teaching, theory and MA etc (occurring in any combination) cannot be raised by the SSS mark.**
- **Scores of 4, 4, 4 cannot be raised by the SSS mark.**
- **The APSI board of examiners**, on the day will reserve the right to decide which unit receive help to best aid the candidate.
- **Note;** Candidates are **NOT** ineligible to be 'course top' if they have had the benefit of a SSS mark to adjust their score.
- In order to ensure consistency throughout Australia in properly assessing candidates in-house, all "Assessors" are required to have attended the annual APSI Trainers Co-ordination (**Resorts may apply in writing to use people who have not attended this year's co-ordination**).
- The SSS mark is to be agreed to by at least two Assessors from the Snow Sport School and is a reflection of their overall worth within the school.
- **Note;** the SSS mark is to include 'teaching ability' as this can also be effected.
- All In-house assessments will be conducted at the Snow Sport Schools expense.
- The training sign off sheet on page 59 will act as the summary of SSS marks & are to be sent to APSI Office in either electronic format or via fax by 27th of August 2010.
- The SSS mark will last for a 1 year period and will be available to use for assistance at

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the EOS exam and if not utilised there at the beginning of the season resit. A continuing candidate after this period will need to be reassessed by their school and given a new SSS mark each year.

### **APSI SSS MARK CRITERIA**

Utilise the following criteria to determine the worth of individual instructors in your school and appoint them with a YES if they are valuable in relation to the majority of these areas, or a NO if they do not meet your expectations in these areas.

#### **Criteria**

Punctuality

Professionalism

Customer Service

Teamwork

Willingness to work

Knowledge of Policies and Procedures

Attitude

Training Attendance

## 4.2 APSI CERTIFICATION PROTOCOL

Revised 2011

1. Basic Eligibility
2. Mandatory APSI Dedicated Courses
3. Examinations
4. Level 4 Race Examination Content
5. Resits
6. Recalls
7. Trainers
8. Chief of Exams
9. Discipline Technical Director's
10. Professionalism & Ethics
11. Accident, Injuries & Associated forms

## 1. BASIC ELIGIBILITY:

All participants must meet the pre-requisites as outlined in each course of the APSI pathway to be involved in any APSI course or examination.

Snowboard candidates are required to perform all skills in soft boots. Applications in writing for special consideration to perform otherwise must be made to the Snowboard Technical Committee at least two weeks prior to the course commencing.

## 1. Mandatory APSI Training Courses:

### i Level ONE:

The level one course is a three day program (Telemark and Nordic 2days including exam) to be conducted either within each snow sport school or by the APSI. It is recommended that a dedicated course specific structure (i.e. the blocks in succession) be conducted; however, it is recognised that snow sport school rostering may cause some modification to this. Day 4 is an APSI run assessment day. The dates are organised by each respective school.

### ii Level TWO:

All candidates must successfully attain the APSI level 1 in their chosen discipline (or equivalent) prior to being awarded the Level 2 Certificate. Level 2 candidates must have completed one of the scheduled APSI Level 2 Training Courses or complete the equivalent in-house program within two (2) seasons of sitting the Level 2 Exam for the first time. Alpine Course duration = 3 days. Snowboard = 4 days. Nordic = 3 days. Telemark = 4 days.

### iii Level THREE:

All candidates must successfully attain the APSI level 2 (or equivalent) prior to training for the Level 3. Level 3 candidates must have completed the Level 3 Training Course within two (2) seasons of sitting the Level 3 Exam for the first time. Alpine & Snowboard Course duration = 5 days, Nordic & telemark = 4 days.

### iv Level FOUR:

All candidates must successfully attain the APSI level 3 (or equivalent) prior to training for the Level 4. Level 4 candidates must have completed that block of the Level 4 Training Course (i.e. those units which are being attempted at the Level 4 exam) within two (2) seasons of sitting the Level 4 Exam for the first time.

Level 4 Course for alpine and snowboard is made up of two 'blocks'. Block A, (5 days) 'Teaching', offers Teaching and Demonstrations in Alpine (plus freeride for snowboard). Block B (5 days), offers Free Skiing, freeride and Racing in Alpine or Freestyle and Racing in Snowboard. Candidates may elect to prepare for either Block A or, Block B or both blocks.

Telemark and nordic is a five day one block course – plus additional assessments.

Note: If illness or injury prevents a candidate from attending at least 90% of any course, the exam cannot be sat until the training is completed.

### 3. EXAMINATIONS:

#### EXAMINATION TASK GUIDELINES:

(Format and number of runs examined at any exam always depends on snow/weather conditions):

- 3a Level ONE candidates attend a competency based APSI training/assessment day where all candidates must 'meet expectations' in all units of the course over that day.
- 3b The 'Station' type assessment system is used whenever possible to score Free Skiing/Riding and Demonstration runs at all Levels. (Except level ONE)
- 3c Three (3) Examiners shall be assigned to each 'station' although two (2) is permissible if candidate numbers are deemed low enough.
- 3d Candidates are scored on two (2) runs if possible for each respective task (snow and weather dependant).
- 3e On-hill group scenarios will be used for teaching assignments, where possible (2) examiners will be used per group. (Except level ONE-1 examiner)
- 3f Where possible Movement analysis uses case studies of real guests on video and set questions.
- 3g The Theory paper may include T&F, multiple choice and short answer questions. The assessment is to be sat in the weeks prior to end of season exams. If a candidate is unable to sit the theory paper prior to the exam for extenuating circumstances they will be able to sit the theory paper during the examination process.
- 3f The 'Open' type assessment system will be used in Level 2 **snowboard** for the teaching and demonstration runs. Two examiners are used. The 'Open' system is also applied to the level 3 freestyle section in **snowboard only**.

#### 3g **PASSING CRITERIA FOR FREE SKIING/BOARDING AND DEMONSTRATION SKIING/BOARDING**

For the APSI Alpine, telemark and snowboard – Levels 2, 3 & 4, All units must achieve a minimum of 5 to pass.

Exceptions include: candidates must achieve at least two 5's and a 4 to pass the freeride/ski or demonstration unit in skiing/snowboarding. If one of the three marks for either demonstration skiing/snowboarding or free skiing/snowboarding is a 3 (e.g., 5, 5, 3 or 7, 6, 3), then that part of the skiing/snowboarding exam is not a pass & whole unit will need to be retaken (resit).

Where 2 teaching assignments are used, the score of 4 & 6 (giving a combined score of 10/20) is permissible (a score of 3 or below, cannot be used). Missing one teach will result in the need to retake (resit) the whole unit.

Snowboard level 4 needs a minimum of 5 and 5 in the 2 teaching assignments.

For other exceptions see SSS mark

**Nordic – exam guidelines for passing**

Level 2 – a candidate must achieve at least a score of 5 in all skills and teach

Level 3 – a candidate must achieve at least of 7 in all skills and teach

Level 4– a candidate must achieve at least of 9 in all skills and teach

**4. LEVEL FOUR RACING EXAMINATION CONTENT:**

- i Gates in a G.S. configuration.
- ii Candidates to have two (2) starts with best time taken. A third start is only permitted when at least one run is a DNF. A fourth start is not permitted.
- iii Order of start is reversed on second run.
- iv To pass; men to complete course within 7% and women within 12% of the average of the pacesetters time.
- v An additional 2% Age Allowance shall be applied to the above rates for candidates thirty five (35) years and older.
- vi The wearing of Race Suits is not permissible.
- vii Where possible three pacesetters are to be selected from ranks of senior examiners.
- viii Pacesetters to run course at beginning of race and at end of second run.
- ix Two of the three pacesetters must complete the course successfully on both runs for the average 'pace time' to be calculated.
- x Where more than one pacesetter does not complete the course (DNF) on either of two pacesetting runs, both must re-start until at least two successful times are recorded.
- xi Snowboard race candidates may choose either soft boots or an alpine board with hard boots.
- Xii Snowboard race will be chosen from either- Timed Giant slalom or Individual timed Boarder-Cross To pass SB-X; men to complete course within 10% and women within 15% of the average of the pacesetters time. An additional 2% Age Allowance shall be applied to the above rates for candidates thirty five (35) years and older.
- xiii Wearing of helmets is strongly recommended.

**5. RESITS:**

- 5a A Resit is when a candidate is attempting an exam the following year after not achieving a pass in all units.
- 5b A Resit may be attempted for three (3) consecutive seasons at the early season Resit and/or the end of season exam. **For exceptions see points 5c & 5d.**
- 5c The Level 4 Snowboard Freestyle can only be attempted at the end of season Level 4 Exam.
- 5d The Level 4 Race Resit can be assessed during the season by attending day 5 of the level 4 F&R course (weather permitting). This will be scheduled dependent on enough trainers in attendance to set the course average. All participants must check before hand that the resit is available. It will only be available during the course that is run in August, not the course immediately preceding the exams.

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- 5e It is not mandatory for a Resit candidate to attend the dedicated Training Course for that level from which the Resit has been gained.
- 5f A Resit candidate at any level is not eligible to attend a Training Course for a higher level.
- 5g Where a candidate remains unsuccessful after three consecutive seasons, credits for previously passed disciplines (units) shall be kept, so long as the candidate takes the relevant training course again.
- 5h Levels 1, 2 & 3 candidates may sit all continuing units of their level during the available resit exam dates. (Alpine & snowboard only, other disciplines is only 2 units)
- 5i Level 4 candidates may only sit two components (which they must nominate prior to the exam). Sitting all units is only available at the end of season exam
- 5j Level 1 candidates with a resit may do the training for the level 2 and attend that year's exam if they pass their resit prior to the exam

### 6. RECALLS:

- 6a A Recall is designed to update instructors on current teaching techniques, progression and skiing/riding mechanics.
- 6b Recalls are applicable to all APSI members who hold an APSI qualification.
- 6c Where an instructor has not attempted a higher level, participation in a Recall is mandatory at least every two years in order for a certification to be renewed. This is in line with ISIA member requirements.
- 6d The only exceptions to 6c is where an instructor has participated in the Rookie Trainer Selection, Trainers Co-ordination, National Education and Demonstration Team member, or is an **active** APSI Trainer/Examiner (attended the APSI Trainers Co-ordination in that year) . These circumstances satisfy the Recall requirements.
- 6e Recall choices include attendance to the 'Spring Sessions' or a 'home study recall'.

### 7. TRAINERS:

*Trainers are expected to take an active role in improving their personal skill development in all areas of the curriculum and beyond if deemed necessary.*

#### 7.1 Trainers & rookie trainers

Trainers are required to sign an employment agreement prior to commencing employment each season. Trainers are required to:

- (a) Attend Trainers Co-ordination each year.
- (b) Be familiar with the APSI Trainers and Examiners Manual (Red Book) and stay up to date with course and examination developments and changes.
- (c) Maintain up to date knowledge and understanding of the Australian Teaching Method and content of APSI Teaching Manuals.
- (d) Conduct all courses and examinations professionally.
- (e) If contracted, use APSI sponsored equipment whilst representing APSI at any course, examination or related activities.

- (f) Trainers will wear the uniform provided.
- (g) Be a current financial member of the APSI.
- (h) Eligibility to be a trainer/ examiner is an APSI Level 4 qualification. In house training and certification courses can be provided by a lower qualified instructor under the guidance of their snow sport school training co-ordinator. They must have attended the annual APSI Trainer's Co-ordination unless alternative arrangements have been made with the APSI. (Exception: snowboard, Nordic & telemark may train/examine level 1 while holding a level 3 certification)
- (i) Trainers are expected to have a thorough knowledge of the relevant manual, tasks & the required skills for the level they train and can be expected to be tested on it throughout the season.
- (j) Other conditions and requirements as may be determined from time to time.
- (k) Rookie trainers are expected to 'shadow' courses & exams. Minimum expectation is to 'rookie' both a training course & exam the number of days will be determined by their technical director.
- (l) The Technical Committee may recommend promotion of a Rookie Trainer to Level Trainer prior to completion of the above requirements where appropriate subject to approval of the APSI Board of Management Executive.

## **7.2 Course Leader/Senior Trainer**

The Senior Trainer assigned to each course and examination co-ordinates the conduct of the course or examination and the allocated trainers and is required to complete or delegate the following tasks:

- (a) Prepare a written report on the performance of the Rookie.
- (b) Prepare Course Leader Summary Report Form and return to APSI office within two days of course completion.
- (c) Liaise with Mountain Representatives to help coordinate all room and on-hill bookings.

## **8. CHIEF OF EXAMS:**

- 8a The Chief of Exams is to provide consistency to marking and to the overall assessment procedure.
- 8b The Chief of Exams is responsible for all exam materials (Bibs, Marking Sheets, Pens, Badges, Certificates, etc.). This is to be arranged 7 days prior to the exam.

- 8c The Chief of Exams is the Chairperson for the compilation of exam results & is responsible for returning the results to the APSI office within 7 days of completion.
- 8d The Chief of Exams co-ordinates the selection of appropriate terrain for the examinations.
- 8e The Chief Examiner has the authority to delegate tasks to other examiners.
- 8f The Chief of Exams is not restricted to marking at one station.

**9. DISCIPLINE TECHNICAL DIRECTOR:**

The Technical Director, is responsible for, or may delegate where appropriate, the following functions:

- 9a Act as chairperson of Technical Committee Meetings
- 9c To attend Exams and Training Courses.
- 9d To coordinate the training roster.
- 9e To coordinate and update the Teaching Manual and the Trainers and Examiners Manual (Red Book).
- 9g To provide technical guidance to trainers and examiners

**10. PROFESSIONALISM & ETHICS:**

- 10a All trainers and examiners agree to abide by the APSI Constitution, By Laws, Trainer Code of Ethics, the Alpine Responsibility Code/Terrain park etiquette and relevant resort policies.
- 10.b The APSI acknowledges that their sanctioned events are bound not only by their own By-Laws but also by the Rules of Conduct of the Resorts.
- 10c Candidates, Trainers and Examiners must remain mindful of these Rules at all times.
- 10d Rookie Trainers, Trainers and Examiners, whilst under the employ of the APSI Inc during an official sanctioned event, should be particularly conscious of the standards they project at all times.
- 10e Serious breaches of these Rules by a candidate are considered by the Board of Examiners and are taken into consideration when making their overall assessment.
- 10f Serious breaches by an employee must be referred to the APSI Board of Management and will be apart of the reviewing of performance of a Trainer/Examiner.

**11. ACCIDENTS AND INJURIES:**

- 11a Participation in any APSI sanctioned course, exam or event is the sole responsibility of the candidate. The APSI Inc can accept no responsibility for any accident, injury or loss, which is in any way associated with an APSI event.
- 11d Any incident occurring during an APSI event must be immediately reported to the course leader who must notify APSI Administrator immediately. An Incident form must be completed and faxed to the APSI office within 24 hours of the incident.
- 11e Details of any such accident must be recorded on the APSI Course and Examination – Leader Summary.
- 11f Candidates attending any APSI exam with a “Pre-existing” injury must inform the examiners prior to the start of the exam. If the candidate is unable to perform certain tasks they will be asked to miss that component resulting in a resit.

## 4.3 INTERNATIONAL GUIDELINES

1. ISIA additional modules
2. APSI qualification pathway total training hours
3. APSI International equivalence table

### 4.3.1 ISIA additional modules

All additional modules for ISIA are optional for APSI members to attempt, but to obtain recognition from the ISIA & receive the stamp on your membership card ALL modules must be completed.

Below I have included an outline of the Minimum standards & additional training modules available.

To Gain an ISIA stamp on your APSI membership card you will need;

- To be a current member.
- Have passed **all** components of either the level 3 or 4.
- All theory exams includes some general knowledge questions on Safety, Avalanche awareness, History, Marketing, environmental issues and Accident prevention, etc.
- If you received your qualification over 3 years ago you will need to attend an official APSI **recall**. (see recall notes).
- Hold a current senior first aid certificate. (available at each resort)
- Attend an avalanche awareness course. (available though some Snowsports schools)
- Attend a cross-over course or hold a second discipline certification (Includes Disabled/adaptive course)
- Provide proof of ability to teach in a second language.
- Hold a level 1 Snowsports coach certificate or equivalent

#### NOTE:

The International Ski Instructors Association (ISIA), reserves the right to obtain a list of all ISIA stamp holders, asses how any country follows the ISIA recommendations and insist that each membership cards state what year the member last updated their qualifications.

### 4.3.2 APSI QUALIFICATION TOTAL TRAINING HOURS

The table below indicates the number of training hours instructors have to undertake to meet APSI eligibility requirements as well as ISIA requirements for the issuing of the ISIA stamp. The APSI level 3 and above are eligible to apply for the ISIA stamp subject to providing the APSI with evidence of completing the following.

TYPE OF TRAINING	NUMBER OF HRS
Instructor training program (Professionalism, teaching, technical knowledge, riding)	50
Supervised auditing	30
Level 2 course (Professionalism, teaching, technical knowledge, riding)	40
Level 2 theory training (workbook) (Technical knowledge)	10
Level 2 Practical Teaching Assessment	4
Children's certificate course (alpine and snowboarding)	21
Level 2 self training log (Professionalism, teaching, technical knowledge, riding)	50
Level 2 in-house training (Professionalism, teaching, technical knowledge, riding)	25
Level 3 course (Professionalism, teaching, technical knowledge, riding)	60
Level 3 theory training	40
Level 3 in-house training (Professionalism, teaching, technical knowledge, riding)	40
Level 3 self training log	50
First Aid course	16
Total number of hours:	430 Total Hours of Training
Second language training	30
<b>LEVEL 4 TRAINING</b>	
Level 4 teach and demonstration course	50
Level 4 race and free style pre-course	50
Level 4 in-house training	40
Level 4 theory training (workbook)	10
Level 4 self training log	40
Total hours for level 4	190

### 4.3.3 APSI INTERNATIONAL EQUIVALENCE TABLE

(As of June 2011)

**Aim:** The aim of the APSI Equivalence table is to allow overseas qualified instructors to apply for recognized prior learning (RPL) if they wish to join the APSI training pathway. The equivalence table does not allow any foreign systems to automatically obtain an Australian qualification; included is an overview of prerequisites and an outline of eligibility & specific prerequisites for each level.

**Overview of prerequisites:** Overseas qualified instructors are eligible to participate in APSI Courses and Exams subject to the following prerequisites:

1. They must become a financial member of the APSI.
2. Be employed by an Approved Snowsports School (Alpine & Snowboard).
3. **Must Provide copies of equivalent certification to the APSI office/NTC.**
4. **They must complete the required minimum teaching hours expected prior to applying for the course and provide proof to the APSI office/NTC.**
5. As with all courses they must meet the prescribed in-house training & hours worked as required for the level they are attempting.
6. Must consult with (except group 1) the Resort Training Coordinator who contacts the APSI discipline Technical Director so together they can assess the request and decide whether it is appropriate.
7. The request only applies to the specific certified discipline.

#### **Outline of eligibility to begin training with the APSI:**

1. Eligibility: Able to begin training within the APSI qualification pathway, level ONE.  
Pre-requisites:
  - APSI financial member (included in Level ONE product as a package)
2. Eligibility: Able to partake in the APSI level TWO training program.  
Pre-requisites:
  - APSI financial member
  - Employed by an Approved Snowsports school and gaining work experience
  - Proof of equivalent level ONE
3. Eligibility: Able to partake in an APSI Level THREE training course.  
Pre-requisites:
  - APSI financial member
  - Employed by an Approved Snowsports school.
  - Proof of equivalent level TWO qualification
  - Minimum 50 hours teaching experience **(in the season prior to applying for this course)**

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4. Eligibility: Able to partake in an APSI Level FOUR training course.

Pre-requisites:

- APSI financial member
- Employed by an Approved Snowsports school.
- Proof of equivalent level THREE qualification
- Minimum 150hours teaching experience **(in the two seasons prior to applying for this course)**

5. Eligibility: Able to partake in the APSI Rookie selection process

Pre-requisites:

- APSI financial member
- Proof of equivalent level FOUR qualification
- Previously employed by an Approved Australian Snowsports school with a minimum of 1 season in-house training experience for that school
- Hold the appropriate working visa
- Have knowledge of the Australian teaching and riding system.
- Have the ability to perform all riding tasks at the appropriate APSI standard

**Equivalence:** Included below is a graph showing how some of the more common qualifications line up with the APSI system, if the ISIA country you wish to cross-Reference is not included **please contact the APSI office for an outline.** (PSIA, CSIA & NZSIA Snowboard qualifications must include freestyle component).

Association	APSI	CSIA	PSIA	BASI	OSSV	NZSIA	SSSA
Country	AUS	Can	USA	UK	AUT	NZ	Swiss
No experience	1	1	1	1	-	1	I
1 season experience (50h+)	2	2	1+kids	2	Anwater	1+kids	II
2 seasons experience (150h+)	3-ISIA	3-ISIA	2	Teacher-ISIA	Landess.	2	III
3 seasons experience (300h+)	4	4	3	Diploma	Staatlich	3	Schneesportlehrer mit Eidgenossischem
4 seasons experience (400h+)	Rookie	Trainer	Trainer	trainer	Trainer	Trainer	Trainer