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Curricular Internship Report developed at Snowboard
Coach in Arinsal, Andorra

Degree:

Master in Nature Sports

Advisors:

Specialist Teacher Joel Pereira

Filipe Manuel Batista Clemente, Ph.d.

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Arinsal, Andorra**

Internship Report presented to Sports and Leisure Superior School - Melgaço,
Portugal - with the purpose of obtaining the Master's Degree in Nature Sports.

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ABBREVIATIONS INDEX

BASI – British Association of Snowsports Instructors

BAPSI – British Association of Professional Ski Instructors

SCQF – Scottish Credit and Qualifications Framework

EQF – European Qualifications Framework

AGM – Annual General Meeting

ISIA – International Ski Instructors Association

IVSI – International Association of Ski Instructors

IVSS – International Association for Skiing in Schools and Universities

UK – United Kingdom

USA – United States of America

PIA – Performance Indicators and Actions

TIED – Task, Information, Evaluation, Development

ABSTRACT

This Internship Report is the final work of the Curricular Internship program, which is the curricular unit of second year of the Master's Degree in Nature Sports, in Superior School of Sports and Leisure (Polytechnic Institute of Viana do Castelo). Therefore, this work aims to report the learnings and activities of the Internship that took place in Arinsal, Andorra, with Snowboard Coach - a company that is specialized in Snowboard Instructors' training and assessment.

The Internship Plan consisted on completing the Level 1 Snowboard Instructor course from the British Association of Snowsports Instructors (BASI), in order to be eligible to be trained and assessed by Snowboard Coach for the BASI Level 2 Snowboard Instructor course. Except for some details, the plan was followed and I have completed the BASI Level 1 and Level 2 Snowboard instructor courses with success. I became not only a Snowboard Instructor, but a more complete and knowledgeable Nature Sports professional in what concerns the mountain environment with winter type conditions.

Additionally, an Investigation regarding Injuries among Advanced British Snowboarders was conducted during the Internship period, in order to add to the scientific value of this work and put in practice all the methodology learnings from previous years of investigation practices. A retrospective questionnaire was given to all of the BASI Level 2 trainees, and a prospective analysis was made during the season. Knee and rib injuries were the most common (N=5), and the most reported injury type was fractures (N=9). The results lead to the conclusion that injury profiles differ between advanced and beginner Snowboarders, and that further research is needed in order to validate the correlation between the riders' level of expertise and their injury patterns.

Keywords: Injuries; Snow; Demographics; Instructor; Winter Sports.

RESUMO

Este Relatório de Estágio é o trabalho final resultante do programa de Estágio Curricular, unidade curricular do segundo ano no Mestrado em Desporto Natureza, Escola Superior de Desporto e Lazer (Instituto Politécnico de Viana do Castelo). Assim sendo, este trabalho tem como objectivo relatar as aprendizagens e actividades que decorreram durante o Estágio que foi desenvolvido em Arinsal, Andorra, com a Snowboard Coach – uma empresa especializada no treino e avaliação de Instrutores de Snowboard.

O Plano de Estágio consistiu em completar o curso de Instrutor de Snowboard Nível 1 da British Association of Snowsports Instructors (BASI), com vista a ser elegível para ser treinado e avaliado pela empresa Snowboard Coach para o curso de Instrutor de Snowboard Nível 2 da BASI. O plano foi seguido e completei os cursos de Instrutor de Snowboard de Nível 1 e Nível 2 da BASI com sucesso. Tornei-me não só um Instrutor de Snowboard, mas também um profissional de Desportos de Natureza mais completo e com mais conhecimento do ambiente montanhoso com condições típicas de inverno.

Adicionalmente, uma Investigação sobre Lesões entre praticantes Ingleses de Snowboard Avançados foi conduzida durante o período do Estágio, de forma a acrescentar valor científico ao trabalho e colocar em prática todas as aprendizagens de metodologia adquiridas em anos anteriores de práticas de investigação. Um questionário retrospectivo foi distribuído por todos os participantes no treino de Nível 2 da BASI, e uma análise prospectiva foi feita durante a época. Lesões do joelho e das costelas foram as mais comuns (N=5), e o tipo de lesões mais reportadas foram fracturas (N=9). Os resultados levam à conclusão de que os perfis das lesões diferem entre praticantes avançados e iniciados de Snowboard, e de que é necessária mais investigação de modo a validar a correlação entre os níveis de experiência dos praticantes e os perfis das suas lesões.

Palavras-chave: Lesões; Neve; Demografia; Instrutor; Desportos de Inverno.

1. INTRODUCTION

In the scope of the second year of the Nature Sports Master's Degree, integrated in the Superior School of Sports and Leisure studies program (Polytechnic Institute of Viana do Castelo), students are offered the opportunity to choose between writing a Dissertation, starting a Business Project or embarking on an Internship to put in practice all the learnings from previous years of studies in the field, gain practical experience and even add qualifications to their Nature Sports related Curriculum.

The Internship choices that students have in their second year of the Nature Sports Master's Degree are dependent on what Training Agreements the Institute has. The Nature Sports field has a wide spectrum of choice when it comes to choose a sport that the student wants to specialize in, but there was yet no Training Agreement with the Institute that would allow students to pursue their taste for Winter Sports, such as Skiing or Snowboarding. Having that in perspective, a Training Agreement between a Winter Sports company and the Polytechnic Institute of Viana do Castelo was made in Arinsal, Andorra, in January 2018. Snowboard Coach company has agreed to sign the Training Agreement, in order to make it possible for students of the Polytechnic Institute of Viana do Castelo to pursue their Snow Sports Instructor Career, adding to the diversity of choices that they have to complete their Curricular Internships, and aligning their university studies with the training process and courses that Snowboard Coach delivers in Arinsal, Andorra. This is the case of my involvement with the company, within the second year of the Master's Degree in Nature Sports.

SUBJECT OF THIS WORK

Snowboarding had been present in the winter sports world since the 60's, from the moment that Sherman Poppen has decided to put two skis together and call it a "Snurfing" (snow + surfing) board (Dann, Kristen, Knoeringer, Boldrino & Nehrer, 2005). The sport has developed dramatically since then,

being nowadays called “Snowboarding”, a recognized Olympic Sport, with thousands of elite athletes and recreational practitioners around the world. The need for qualified Instructors has expectedly increased with the number of enthusiasts, and so has the need to have specific organizations to be in charge of Instructors’ training and qualification. The British Association of Snowsports Instructors (BASI) was created in 1963 to be the responsible entity of Britains’ Snowsports Instructors’ training and qualification management. It has evolved to be internationally recognized as one of the most complete Snowsports Instructor qualification attainable, hence the goal of this Internship Program being to obtain the BASI Level 2 Snowboard Instructor Qualification.

Having this information in perspective, this work aims to not only give the reader more knowledge about Snowboarding, BASI, and Arinsal (Andorra), but to report the learnings and accomplishments of the Curricular Internship that took place in Arinsal, with Snowboard Coach. This company is specialized in Snowboard Instructor training and assessment, approved by BASI as one of their partners. All of the Internship’s practices have taken place under the teachings and supervision of Ash Newnes, owner of Snowboard Coach, and all the trainers involved in the company.

2. CONTEXT

2.1. SNOWBOARDING HISTORY

There are misconceptions about the true origins of snowboarding, and the lack of documentation about the history of this sport makes it hard to determine when the first time that someone has practiced this sport was. In fact, there is no first time that someone has practiced it, because it was something that was developed into the sport that we see in our present days. According to Bright (2018), several dates and references point out to the existence of an individual that kick-started the projection of this sport into the world as it is now.

From the moment that Sherman Poppen, an engineer based in Michigan (United States of America), had the idea of bonding two skis together in 1965, it is clear for the majority that it was the decisive moment for the evolution of Snowboarding as a sport. The new toy gained lots of popularity within Michigan's community, which lead Sherman to decide that his idea was worthy of an official patent, that was achieved with the help of *Brunswick Corporation*. This activity began to be called "*Snurfing*" (the mix between the words "*snow*" and "*surfing*"), and the board which we nowadays call "Snowboard" was actually called "*Snurfer*". Since then, the sport quickly gained popularity in all of USA, attracting hundreds of thousands of enthusiasts around the world. In the 70's, with the appearance of new pioneers and with the influence of *surfers* and *skateboarders*, there was a huge breakthrough in the development of the sport. New companies were born, and the developments of Snowboarding equipment escalated until the present days' models. Slowly, the name "*Snurfing*" was replaced by "Snowboarding" (Bright, 2018; MacArthur, 2016 e Sheridan, 2015).

The continuous growth of the sport resulted on the urge that an international corporation would be held responsible for Snowboarding competitions and regulations worldwide. So the *International Snowboard Federation* (ISF) was founded in 1991, which was the governing body of the sport until 1994. That was also when the *Fédération Internationale de Ski* (FIS), the governing body of Skiing, took over the responsibility of being the ruling federation for Snowboarding, which was a decisive moment to pave the way for

Snowboarding to reach the Winter Olympic Games standards. Finally, the International Olympic Committee has recognized Snowboard as an Olympic Sport, and in 1998 made the first appearance in the Winter Olympic Games in Nagano, Japan. (Allan, E.J.B. 2018). With the introduction of Snowboarding into the Olympic Games, the sport has been increasingly developed into the present days' levels.

2.2. BRITISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS (BASI)

The British Association of Snowsports Instructors, most commonly known as BASI, is the leading organization of Skiing, Snowboarding, Telemarking, Adaptive Skiing and Adaptive Snowboarding Instructors in the United Kingdom. It is also one of the most recognized instructor organizations all around the globe, due to their high level of technical and teaching standards. BASI is also known for having their qualifications recognized by the Scottish Credit & Qualifications Framework (SCQF) and the European Qualifications Framework (EQF), which will be further elaborated on this section. For information validation purposes, all the information about BASI in this section is based on a document written by Tania Alliod and Dave Renouf named "Evolution of BASI", available to all BASI members taking the Evolution of BASI Online Course, in BASI's members' area website.

2.2.1. BASI HISTORY

British interest in the Snowsports industry can be traced back to the early years of the Twentieth Century, and the development of such sports was especially evident in Scotland, as they had the conditions for people to practice it. In 1961, Cairngorm Chairlift Company Ltd opened the first ever mechanized chairlift in Cairngorm Mountain, Scotland, which brought the attention of an increasing number of people, including Prince Philip. Consequently, more Ski

instructors were needed in order to teach everyone, mostly people from Scotland and England.

Frith Finlayson, one of the first Scottish Ski instructors and BASI pioneer, proposed in a meeting in November 17th 1962 that there had to be “*a system to be responsible for the conduct, and eventual training and grading, of ski teachers for our mountains*”. Later, on March 1963, the British Association of Professional Ski Instructors (BAPSI) was officially ratified, as a result of many meetings and discussions on how this association should work. In order to be part of BAPSI, members would have to pay two guineas every year, and there would be three grades of membership, depending on the member’s qualifications: Full Member, Associate Member, and Honorary Member. It was also agreed upon that every year there would be an Annual General Meeting (AGM), in order to elect a new Chairman, Vice-Chairman, Secretary and Treasurer. Having everything set up, on April 27th 1963 BAPSI ran its first ski instructor course in Cairngorm Mountain, Scotland. This is the reference date for the start of what would later become the British Association of Snowsports Instructors (BASI). Frith was one of the trainers delivering this course, as well as Hans Kuwall, an Austrian born Ski Instructor.

“The course was run like a military exercise. Frith inspected the raw recruits each morning as if on military parade; he checked their boots were clean, their trousers had a crease down the front, that they had shaved and combed their hair. He inspected their skis to ensure they were clean and the scratches had been smoothed out, and that the edges were sharp and screwed in correctly. Anything found amiss would have to be sorted before the trainee could join the course because Frith wanted the group to look like professionals.” (Alliod, T. & Renouf, D. n.d. Evolution of BASI)

After having learned about other nations’ training and assessment models during an Interski event in 1964 (an international event with the purpose of sharing each country’s knowledge about teaching methodologies and techniques), BAPSI came up with a different structure for its qualifications. Instead of having three grades of membership, they were made into four grades, starting at Grade IV, all the way to Grade I.

- Grade IV (Ski Leader): This was the entry level course, made for those wanting to introduce children to skiing, with the duration of one week.
- Grade III (Assistant Ski Instructor, Senior Ski leader): Only those with some teaching experience and good skiing technique could apply for this one week long course, as it was for higher qualified Ski Leaders.
- Grade II (BAPSI, Associate Member): This two weeks long course was made to bring Ski Instructors to an advanced Level. Only those with the previous grade qualification and one season of teaching experience could apply.
- Grade I (Full Membership): This course was designed to bring Ski Instructors to their highest level, during two weeks. One could only apply for the course if had at least one season of teaching experience as a Grade III Instructor, and a valid first aid certificate from a recognized association.

This structure remains today, although with a change from the word “Grade” to “Level” and with a reversed numbering, starting at the Level I, in order to be aligned with other English speaking nations’ systems.

“1967 – change of name. As the instruction courses grew in popularity, so did the need for funding, and this is one of the reasons the organization looked at changing its name from BAPSI to the British Association of Ski Instructors (BASI). It was thought that if the word ‘professional’ was removed the organisation might be able to get funding from the government via national sporting bodies.” (Alliod, T. & Renouf, D. n.d. Evolution of BASI)

With the developing of BASI courses and teaching methodologies, the need for a reference manual has emerged. The first BASI manual was produced in 1973, by Dougie Godlington. After two decades, the next generation of Instructors came along to produce a new manual in 1996, by Fred Foxon. It was also in 1996 that the first BASI Snowboard course took place, in Cairngorm Mountain, as a result of its increasing development since it was first introduced in the snowsports world in 1965. Other disciplines, specifically Nordic Skiing, Telemark, and Adaptive Skiing were introduced into BASI’s courses in 1985,

1994, and 1995, respectively. With the introduction of these new disciplines in BASI, appropriate manuals were also developed for each one.

Although BASI's roots are deeply based in the UK, it has grown to be represented in over 38 countries around the world by around 6000 members. Its main purpose is to deliver training and development courses for Snowsports Instructors, with international qualification recognition. BASI also "*works with several Business Partners who promote and run BASI courses within their own snowsport programmes*" (Alliod, T. & Renouf, D. n.d. Evolution of BASI). These partners are spread through China, New Zealand, Europe and Canada.

2.2.2. BASI QUALIFICATION ALIGNMENTS

BASI has managed to have member representatives within the four main world organizations for Snowsports Instructors: Interski, International Ski Instructors Association (ISIA), International Association of Ski Instructors (IVSI), and International Association for Skiing in Schools and Universities (IVSS). As BASI Instructors increasingly work abroad, the alignment between BASI's qualifications to the countries' academic framework has been an important step towards their promotion and international recognition of their value. BASI has managed to align their qualifications to the Scottish Credit Qualifications Framework (SCQF), partnering with the Edinburgh University, and to the European Qualification Framework (EQF). These qualification alignments are important assets for BASI members to have advantages in the recognition of their Curriculum and Career.

The SCQF starts at Level 1, and goes up to Level 12 which is the equivalent to a Doctoral Degree in Higher Education Institutions. The table in Attachment I shows the meaning of each SCQF Level in terms of its academic value in the UK.

Being the SCQF a British academic framework, only those that are UK citizens can take advantage of the benefits of this alignment. BASI has managed to establish an agreement with the European Qualifications Framework (EQF), which benefits every European BASI member's Curriculum

and Career. The EQF has eight Levels, each of them aligned to one or in between two levels of the SCQF (See Table 1).

In order to have an accurate perspective on how BASI's qualifications align to the previously presented academic framework and the EQF, the following table was constructed in order to establish those equivalents.

Table 1 - BASI Qualification Level's alignment to SCQF and EQF.

BASI Level	SCQF Level	EQF Level
	12	8
	11	7
4	10	6
3	9	
	8	5
2	7	
1	6	4
	5	3
	4	2
	3	1

The goal for the Internship that is subject of this report was to successfully complete the Level 1 and Level 2 BASI Snowboard Instructor Qualifications. The Level 1 only allows Instructors to work within an indoor snowdome, dry slope, or in any controlled beginner environment within the mountains as long as with the supervision of a BASI Level 2 Instructor, or higher qualified. As for the Level 2 Qualification, it allows the Instructor to work in any resort that works with BASI, in any mountain environment, which makes the employment

opportunities greater. The alignment of BASI Qualifications with other countries' can also take place, thanks to the development of BASI's training and qualifications system to be recognized worldwide, and their international agreements and partnerships. Below is a brief explanation on what kind of work one could expect for each BASI qualification.

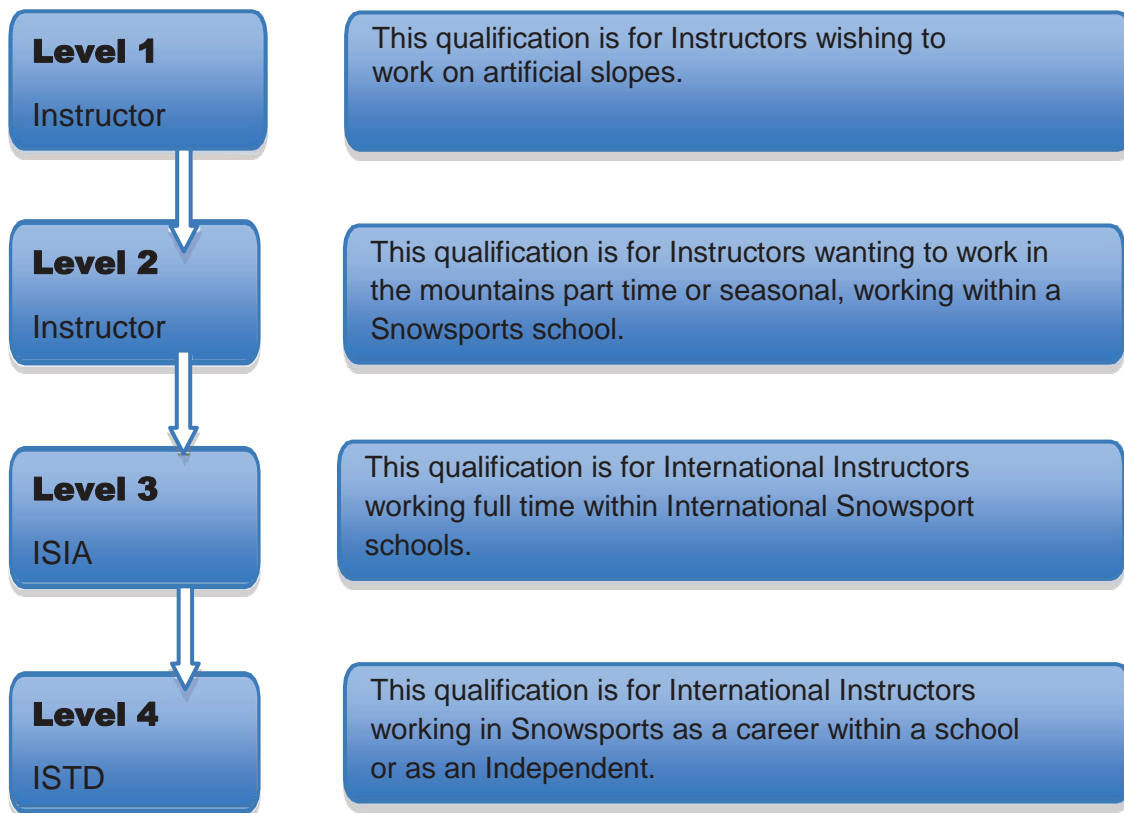


Image 1 - BASI Levels and respective work expectations. (T.D. BASI, 2018)

2.3. SNOWBOARD COACH

Snowboard Coach is one of the few BASI approved Snowsports Schools, established in Arinsal, Andorra. It was founded in 2002 by Ash Newnes, one of the most respected Snowboard Coaches in the UK.

Ash Newnes has been snowboarding since the early 90's, through some of the main winter destinations around the world, including New Zealand, Canada, USA, France and Andorra. He started teaching in 1997 in Tamworth Snowdome

(UK), and founded the first Snowboard School in Milton Keynes (UK). In 2002 he left to Arinsal (Andorra) to start Snowboard Coach, which has grown to be one of the few BASI approved Snowsports companies, partners with ISIA, IVSI, and other Snowsports organizations and companies around the United Kingdom and Europe. Ash also founded a twin company named Snowsports Coach, which has basically the same concept as Snowboard Coach but for Skiing. Both companies have the same base in Arinsal, and deliver courses in the same locations, but for the purpose of this work, Snowboard Coach will be the reference company in further elaborations. Ash has trained throughout 25 years to reach the highest level qualifications from BASI. He is now a BASI Level 4 Trainer, holds worldwide accreditation from ISIA and IVSI, the highest qualifications attainable for Instructors and Coaches, and trains people from all over the world to be Snowboard Instructors and better riders. Ash is now one of the most respected personalities in the Snowboarding scene, not only in the UK but also in Europe, having collaborated with many Magazines, Radio and TV shows.

Snowboard Coach is a company that delivers not only Instructor courses and training, but also development courses and sessions for those wishing to improve their riding. Although Snowboard Coach is based in the small town of Arinsal, in Andorra, they also deliver a variety of those courses in many indoor snowdomes in the UK. In Arinsal, they are partners with Arinsal Ski School, other of the few BASI approved Snowsports Schools. Snowboard Coach clients that go to Arinsal also have many discounts in some companies and restaurants around the town. ¹



Image 2 - Snowboard Coach Logo.

¹ Retrieved from: <http://www.snowboardcoach.co.uk/> (21/04/2019)

2.4. VALLNORD, ARINSAL – ANDORRA

Andorra is a small country in the middle of the Pyrenees, between Spain and France, in Europe. It is nowadays a well-known Winter Sports destination for Europeans. It is also known for the particularity that it is a Tax Free country. The capital of Andorra is Andorra-La-Vella, the highest Capital City in Europe, at 1023m. The main spoken language is Catalan, but most people also speak Spanish, French and English. (Rodriguez, 2019)



Image 3 - Location of Andorra. (Google Maps)

Andorra has two main Winter Sports resorts: Grandvalira, and Vallnord. Grandvalira is constituted by six sectors in the Western part of Andorra: Pas de la Casa, Grau Roig, Soldeu, El Tarter, Canillo and Encamp. This makes it the biggest Resort in Andorra, with over 200km of slopes.² Vallnord is the other Resort, constituted by three sectors: Pal, Arinsal, and Ordino-Arcalis. It makes it

² Retrieved from: <https://www.grandvalira.com/en> (22/04/2019)

a smaller resort, with around 100km of slopes³. Pal is the lowest sector in Vallnord, and its base town is La Massana, from where most people take a gondola to go up the mountain to the actual slopes. Located in the North Eastern part of Andorra is Arinsal, close to the Spanish and French borders. At 1550m of altitude is the small town, from which people can take a gondola up the mountain to the Resort at 1780m of altitude, like they do in La Massana. Pal and Arinsal are connected by a cable-car that was built in 2005, from the top of Arinsal at 2560m to the bottom of one of Pal's sectors named Coll de la Botella. For this reason, people usually address to these two sectors as one, named Pal-Arinsal. Ordino-Arcalis is a few kilometers away from the first two, in a more isolated area. It is the highest sector in Andorra, between 1940m and 2625m, being also usually the snowiest.



Image 4 - Location of Arinsal, in Andorra. (Google Maps)

³ Retrieved from: <http://www.vallnord.com/> (22/04/2019)

The first chairlift in Arinsal was built in 1973, with the name of *Josep Serra*. Since then, the sector has invested on improving the conditions of the resort, with snow-making technologies, and faster paced, comfortable chairlifts.⁴ Like most Winter Sports Resorts around the world, the slopes are marked with different colored poles to distinguish their difficulty level:

- **Green:** Very Easy
- **Blue:** Easy
- **Red:** Difficult
- **Black:** Very Difficult

In Arinsal, there are two green slopes, nine blue slopes, six red slopes, three black slopes and a snow playground for small children. It is also the only sector in Vallnord with a Snow Park, which attracts many Freestyle enthusiasts, and even Freestyle teams to practice for competitions. They have also a very competent *Piste Patrol* team that scatters all the slopes early morning, searching for dangerous spots to mark. They also test the slopes and the snowpack to determine if they are safe enough to open or not. Not all the slopes are always open, due to the depending conditions of the snow and weather, which could undermine the safety of the resort.

On the base of the resort is Arinsal Ski School, with around eighty Snowsports Instructors that deliver Skiing, Snowboarding, and Adaptive classes for groups or in private sessions. The minimum age that the school has established to be able to be booked for a session is six years old. It is also here that Snowboard Coach has its base and meeting point, in a restaurant called Polar Bar, near the school. Most of Snowboard Coach sessions take place in Arinsal, and sometimes in Pal. See Attachment II for Pal-Arinsal Resort map.

⁴ Retrieved from: <https://www.worldtravelguide.net/guides/europe/andorra/arinsal/> (22/04/2019)

3. INTERNSHIP PLAN

3.1. LEVEL 1 COURSE

The Internship Plan was based on the program offered by Snowboard Coach, which includes the training and assessment for people wanting to complete their Level 1 and Level 2 BASI Snowboard Instructor Course during the winter season.

The season would start on the 8th December 2018, with an adaptation week to remember the technique and awaken the required motor patterns to attend the technical requirements for the Level 1 instructor course, due to the fact of not having practiced Snowboard for the past months, during the summer season in Portugal. This week was completed autonomously.

The level 1 course would start after this week, which would be five days long, from the 17th to the 21st of December 2018. Each of the five days would have an established program, in order to go through every component necessary for evaluation on the last two days. The program consisted in technical training on snow every day, for roughly six hours a day, as well as lectures in the beginning and the end of each day, to develop the themes we were going through. The table in Attachment III illustrates the plan for the Level 1 instructor course, provided by BASI, which is also in the workbook used during the course.

On the last two days the trainees are evaluated on the components established by BASI, that consist of teaching ability (on the fourth day of the course), and technical performance (on the fifth and last day of the course). Each of these components has its own criteria, indicated on the respective tables in Attachment IV as Performance Indicators and Actions (PIA) that are also in the Level 1 Course Workbook.

To successfully complete the BASI Snowboard Level 1 instructor course it is necessary to fulfill the indicated criteria in the PIA's for at least 80% of the time. If the trainee is not successful in one of the components (teaching ability or technical performance), there is the opportunity to do a reassessment of the

component on which he was not successful, to be scheduled with the BASI Training Department. In case the trainee is not successful in the teaching ability, neither in the technical performance component, it is mandatory to attend the whole five day course again.

3.2. LEVEL 2 TRAINING

The Level 2 course itself is actually two weeks long, in which we are evaluated systematically on different terrain and different skills. These skills are of greater difficulty than the Level 1 criteria, which is why Snowboard Coach makes a Training plan for their clients in order for them to evolve to the required criteria of the Level 2. This plan was eight weeks long, with three sessions a week, led by Level 4 BASI Trainer and owner of Snowboard Coach, Ash Newnes, and Level 3 BASI Instructor Olly Bowley, as well as one Mentor Session a week led by Level 2 BASI instructors Ryan Claydon and Emma Pugsley, both training to be Level 3 BASI Instructors. The plan contained a shadowing week that was meant to complete the shadowing hours required to have a valid Level 1 certification and to actually be able to attend the Level 2 Course. For those who already had those hours completed, it would be a way of completing in advance the extra 35 hours needed to get the Level 2 Instructor License, or to simply get some extra experience. In Attachment V is the eight week Training Schedule for BASI Level 2 course, made by Snowboard Coach.

3.3. LEVEL 2 COURSE

Very similarly to the Level 1 Course, the Level 2 Course had an established program for each day during two weeks, with the weekend in between off. It was a more flexible and complex planning, as there was more content that we had to go through and the assessment criteria were more

challenging. The plan outlined for these two weeks, from the 4th to the 15th of March 2019, is presented in Snowboard Level 2 Instructor Workbook, as shown in Attachment VI.

The final assessments for the Level 2 course are made on the last two days, which means that on those days the trainees have to be at the required criteria both in the Teaching ability and Technical performance. Again, similarly to the Level 1 course, the minimum required mark is to meet the criteria by 80% of the time. Additionally, to be able to succeed on the Level 2 course the trainees have to complete a Written Paper that consists of three pages of short answer questions and multiple choice questions. In order to pass the written exam the minimum required mark is 70%. The PIA criteria for the Teaching ability and Technical performance for the level 2 Course are in the tables shown in Attachment VII, retrieved from the Snowboard Level 2 Instructor Workbook.

In order to fully be recognized with the BASI Level 2 Snowboard Instructor Qualification, one would only have to possess the Level 1 Qualification and pass the assessments of the course. There are no extra modules or requirements by BASI to be fully recognized with a Level 2 License. However, it is up to the Instructor to have a valid First Aid Qualification, Criminal Record up to date and pay the BASI membership fees every year in order to continue to have a valid License.

3.4. FINANCIAL RESOURCES

Unfortunately, as Andorra is not part of the European Union, thus not being qualified for the Erasmus Internship Programs, the total cost of this Internship Program would be greater than expected. Snowboard Coach has a variety of choices when it comes to training packages and courses. Since the goal was to become a BASI Level 2 Snowboard Instructor, and gain as much experience as possible during the winter season, I had to apply for the following items:

- Early Arrival (arriving on the 10th December): €1,065
- Level 1 course: €492
- Level 2 training package: 5th Jan-31st March: €5,700
- **Total €7,257.00**

All of these items combined result in an entire season of experience, learning and evolving to be a qualified instructor, as it was the goal of the Internship Program. These items include all the training costs, Level 1 and Level 2 courses' fees, accommodation and Bus transfers from Barcelona airport to Andorra and back. The only extra expenses were going to be food and personal expenses.

As Snowboard Coach is a company that delivers personalized training for future BASI Snowboard Instructors, their services must have the quality to match the strict level of demand from BASI, and in order fulfill their clients' needs. Having that in mind, it is important to compare their services' prices to other European companies that deliver similar training programs. Doing so has allowed me to conclude that Snowboard Coach delivers one of the cheapest training packages for BASI trainees. It is also important to notice that, since the courses take place in Andorra, a Tax Free country, some expenses have a significantly reduced cost compared to other European countries. Also for these reasons, Snowboard Coach was the chosen company to be part of this Internship Program.

4. INTERNSHIP DEVELOPMENT

4.1. LEVEL 1 COURSE

The level 1 course plan was established to go through every essential component in order to be able to teach Snowboarding in an indoor slope environment, or a beginner *piste* in a mountain environment with the supervision of a level 2 instructor. The five day course was especially intense due to the fact that there was so much information input every day, combined with extensive on slope training hours and home study afterwards. Even so, it was an effective plan to be able to interiorize everything and be able to actually learn and remember the process that we went through.

The plan was fully completed, even though there were some themes that we had to leave for the next day due normal delays related to questions during the lectures, chairlift malfunctions/stoppings and the inevitable fact that we were by the mercy of the meteorological conditions of the day. Despite that, we went through every part of the plan established in the Course Programme (Attachment III).

In the end, I have passed the level 1 course successfully. But to be fully recognized with an instructor license, BASI requires every successful trainee to complete 35 hours of shadowing/teaching experience, a 12 hour/2 days long first aid course, and an additional “Safeguarding Children” online course module.

4.1.1. SHADOWING

After completing the Level 1 course, I've immediately started to complete the required shadowing hours in Arinsal Ski School. The school operated in a very organized way, receiving new groups of people every Monday. The groups would gather up in the base of the School and be divided according to the amount of experience each person had. Accordingly, there would be Beginner, Intermediate and Advanced groups, and one Instructor for each group. The

groups would have the same Instructor for the whole week, and every day from Monday to Friday they would have a 3h long session in the morning, and a 1h long session in the afternoon. If someone from the group would reveal to be in a different level compared to the rest of the group, that person would be moved to another group, according to the level of that person. At the same time, there would be groups that only had 1h sessions every day of the week, depending on how many lessons they had booked with the school. My purpose in these shadowing sessions would be to help the Instructor I am with to teach the group, by demonstrating drills, evaluating everyone and giving them feedback about their performance.

I've joined two beginner groups to start the shadowing/teaching experience, with the Argentinian Instructor Rodrigo Boriss, and have stayed with those groups for the whole week to understand the whole progression and group dynamics necessary to lead a group with many different people with many different needs. One of the groups had 4h of lessons every day of the week, as for the other group was only having 1h each day. So in total, I completed 25h of shadowing that week.

Next week I joined two different intermediate groups, one of them with Argentinian Instructor Diego Landia (which was later substituted by Leonardo Kennedy for being ill) and the other with British Instructor Stuart Wood. Both groups were booked to have 4h of lessons every day of the week, which made me have to skip a couple of hours in the first days from one group, as I was not prepared for being on the slopes teaching for 8h straight. But after that, it was an intense week of 8h of shadowing every day. It was also good to be with different Instructors with different qualifications, because it made me aware of the style that each Instructor prefers and gave me new ideas to experiment with in the future, when I'll be teaching my own group.

At this point I had completed 60 hours of shadowing, which made me complete the Level 1 requirement and allowed me to complete nearly all of the extra 35h of shadowing needed to attend the Level 2 Instructor course in the beginning of March. In Attachment VIII is a sample of the BASI Hours Log Sheet and my actual Log Sheet filled in and signed by Ash Newnes.

4.1.2. FIRST AID AND “SAFEGUARDING CHILDREN” MODULE

After having completed the shadowing hours, it was time to complete the First Aid course. Being a Lifeguard in Portugal has enabled me to require a First Aid Exemption that BASI provides for people that have jobs related to First Aid in outdoor environments. I requested them via email and sent them a copy of my Lifeguarding card for them to approve my exemption requirement. When they approved it, I looked into the “Safeguarding Children” Online Module.

In order to complete this Module, I had to go to the BASI website to buy the module online, and wait for an email confirmation for the next 24h, that would give me a link for the website on which I had to complete the course (EduCare – Experts in Safeguarding and Duty of Care Training). After that, I had to read through a series of modules and complete a final questionnaire for each one:

Module 1 – Child Development

Module 2 – Forms of Child Abuse

Module 3 – Recognising and Responding to Abuse

Module 4 – Reporting Abuse and the Child Protection System

Module 5 – Good Practice

The minimum mark required to pass was 70% in all the questionnaires, each of them containing 10 multiple choice questions. One could only complete the following module after completing the previous one. I have completed all the modules successfully, and received an award certification to prove the completion of this module, which was sent to BASI in order to fully complete my Level 1 qualification (Attachment IX).

4.2. LEVEL 2 TRAINING

- Day 1 (07/01/2019)

Subject: Introduction of the Resort and Logistics.

Description: After the New Year's Eve, the first training session for the Level 2 course took place on the 7th January 2019 in Arinsal. We did a recon of the resort and got introduced to the meeting points, names of the locations and tracks. After that, we did a couple of descents through the resort to remember some of the essential elements of the Level 1 course, and to start thinking about our riding in a more conscious and active way.

- Day 2 (08/01/2019)

Subject: Introduction to carved turns.

Description: In the second day we started taking a look at carved turns, an essential skill to be able to pass the Level 2 course exams. Started with some balancing drills with partners, leaning forwards and backwards, and then did the same thing traversing all the way across the *piste*, in one edge and then in the other. After that, we did a second and harder drill, involving a small edge change across the hill while traversing in one edge, using the leaning and balancing of our body and not using the feet to steer the board (called foot pedaling). This exercise made us more aware of what we need to feel when carving a turn.

- Day 3 (11/01/2019)

Subject: Progressions for carving – foot pedaling.

Description: In day 3 we got back to the foot pedaling drills to start the session, to warm up. The following exercises focused on earlier edge change in a turn, while using the foot pedaling and feeling the back foot work properly. The task was to demonstrate grip and control of speed in a medium radius turn, and for that we had to use our feet properly to steer the board and especially change the edge of the board before the fall line (the line when your board point

straight downhill). To assess this, each trainee was filmed individually two times in different terrain steepness, and then got feedback all together in the restaurant when watching the videos.

- **Day 4 (14/01/2019)**

Subject: Progressions for gripped turns – switch and foot pedaling.

Description: We started this day with a lecture to revive some memories about the fundamental elements on snowboarding. This lecture took roughly one hour and then we went outside to practice. On the practice part we did a warmup lap, as usual, and then started doing some switch riding drills (switching our usual leading leg to the other one). The fundamental elements were helpful to get used to the feeling of riding with our other leg in front. After we got more used to riding with our other leg in front, we started to try to do gripped turns as we did in the previous day, with an earlier edge change to accomplish the task. We did a couple of laps of switch riding and then went to a steep *piste*, back to our regular leg in front when riding, and try to achieve grip in the turns the same way we did in the other easier *pistes*.

- **Day 5 (16/01/2019)**

Subject: Introduction to the Snow Park - *kickers*.

Description: This day we got introduced to the Snow Park. We went through the rules before entering the park, safety measures and plan for the day. We took one lap on the park to take a look at the different features and jumps, and then went back up on the park's drag lift. After this, we started to practice the feeling of jumping of a *kicker* (a ramp made for riding towards and jumping off it), by riding towards the *roller* (bump where the ramp is built on). We did this multiple times, and then started to try to jump a bit on top of the *roller*. After multiple tries, we introduced a small *ollie* to the *roller* jump, which would get us used to popping off the actual *kicker*. We did this multiple times until the session was over, to get the most amount of practice in while we were in this park session.

- **Day 6 (18/01/2019)**

Subject: Progressions for gripped turns – pressure management.

Description: On day 6 we went back to the *pistes* and introduced a new focus on our riding which was pressure management. Pressure management of the board during the turns is crucial so that our riding is effective. We started with simple long radius turns, trying to feel the pressure building up in our board and through our feet, legs and body as we were turning. After practicing the long radius turns trying to feel the pressure, we switched to medium radius gripped style turns as we were practicing those on previous sessions. Then, we went on steeper terrain to try to achieve the same task, but keeping in our minds the pressure management we had to do in order to be effective on that terrain's steepness combined with our body's biomechanical characteristics (a tall and heavy person will have different pressure management requirements than a short and light person). We finished our session pairing up with another trainee in the group, observing each other's riding and pressure management and giving feedback mutually.

- **Day 7 Mentor Session (19/01/2019)**

Subject: Linking the fundamental elements actively.

Description: This day was the first mentor session we had with the Level 3 trainees. We were divided into two groups, one of them would be with Emma and the other group would be with Ryan, and the plan was to exchange groups between mentors each week. This day, with me in the group 1, we had the session with Ryan. The task of the day was to link the fundamental elements together and to our riding, to understand how they work. We performed a general warmup that was conducted by me (each session would be someone else from the group), before doing the first warmup lap. After the warmup lap we started taking a look at our body management and foot pedaling. Then we linked them together and saw how one affects the other, trying to do foot pedaling drills with poor body posture. This made us understand the importance of good body posture to be able to actively and effectively steer the board with foot pedaling. After this we introduced the fore and aft concepts and saw how it could help us, or not, to do foot pedaling. Leaning forward (*fore*) would help us

in the start of the turn, and leaning back (*aft*) would help us to grip the end of the turn. We finished the session with a final lap trying to actively think about these concepts as a whole and to apply them to our riding to get used to manage them properly.

- **Day 8 (21/01/2019)**

Subject: Introduction to powder riding and bumps.

Description: Due to recent 20 cm snowfall, this session was all about an introduction to riding variable snow conditions (powder snow and bumps). The session was more about riding and looping than getting a huge amount of feedback and explanations. Basic principles we learned were to have a good body management even in deep snow, and bending the knees more to lighten the impacts of the bumps on the snow in our legs and body. We did many laps, and in the last lap we had individual feedback.

- **Day 9 (23/01/2019)**

Subject: Practice day with video feedback.

Description: This was a video feedback day. We started by warming up as usual, and remembering the feedback we got on previous sessions about our riding to try to correct it for a couple of laps. After that we had individual feedback, and then started the video recording laps. When everyone was filmed we went to the restaurant to see the videos and got more individual feedback, to see what has improved and what hasn't.

- **Day 10 (25/01/2019)**

Subject: Movement on the board – *fore* and *aft*.

Description: This was our first session in Pal sector. Due to the big amounts of snow, we started to go more in depth on the *fore* and *aft* concepts. We went for one warmup descent to get to the slope that we would be practicing in. After that we did another lap to start focusing more on putting more pressure on the front leg (*fore*) to start the turn, and on the back leg (*aft*) to finish the turn. We

had a good exercise that consisted in picturing numbers from one to four, one being our back toe, two our front toe, three was our front heel, and four was our back heel. This made us count the numbers where our center of pressure should be during the turn, thus making it easier to understand the movement we should do above the board to make pressure on each number (toe edge to heel edge turn would be 1-2-3-4, and then 4-3-2-1 from the heel edge to the toe edge again). After this exercise we did many laps on the *piste*, to get more practice time, with individual feedback.

- **Day 11 Mentor Session (27/01/2019)**

Subject: Movement on the board – *fore* and *aft*.

Description: On this mentor session, group 1 was with Emma, the group where I was in. The session was intended to polish what was introduced the previous session about *fore* and *aft*, and to clear up any questions and doubts. We talked about the three ways we could shift our weight over the board to do the *fore* and *aft*, which were leaning over the board on our front or back leg, shifting the board below us to put pressure on either leg, or pushing our knee outwards to put pressure on that leg, depending on if it's *fore* or *aft*. We had some runs to practice each way of doing *fore* and *aft* to realize which way we preferred better, and by the end of the session we had to stick with the technique that suited us the best (it would depend on our body type, weight, and height). This session helped us a lot to understand better the *fore* and *aft* technique.

- **Day 12 (28/01/2019)**

Subject: Progressions for riding bumps and variables.

Description: The snow kept falling during the rest day, which made good conditions to start training variables (variable terrain with bumps and lumps of snow formed by the tracks people leave on the deep snow). We started to talk about what we had to do in order to absorb impacts and keep ourselves in balance over the board. Keeping our knees bent, not over-edging our board, leaning into the turn and use the back foot pedaling more than the front foot

were the main focuses on this session. We started by traversing over the *piste* on both edges, with the knees bent, to start feeling the bumps being absorbed. Then, we started linking big radius turns doing the same with our knees, and focusing on the back foot pedaling. Now we had to do the same thing, but crossing over the side of the *piste* where was deeper and more chopped up snow than in the *piste*, doing one turn on the side and another on the *piste* to feel the differences. Not long after we introduced the leaning into the turn to help with the steering. We practiced all these technical elements in a steep and bumpy *piste*, before we went to a deeper snow, of *piste* field to feel the differences and introducing the feeling of powder riding with bumps. We did a couple of descents on the deep snow, and finished the session at the bottom of the slopes near the restaurant.

- **Day 13 (30/01/2019)**

Subject: Practice session for riding bumps and variables.

Description: Day 13 was a practice based session. We refreshed all the technical elements we had to focus on to ride variable terrain, and did many laps around the same *piste* and *off-piste* areas that had bumpy and chopped up snow. By the end of the session we had individual feedback, and did a couple more runs to focus on in and try to improve the aspects pointed out.

- **Day 14 (01/02/2019)**

Subject: Practice session for riding bumps and variables.

Description: Continuing what we have been doing the past two sessions, this one was also very practice based. We went to the best *off-piste* area in Arinsal, and started by doing large traversed turns focusing on absorbing the bumps on the terrain. After that we reduced the amount of traversing, limiting it to a five second count until we had to perform the next turn. We did that descent many times to practice in chopped up, variable snow (mostly pretty deep snow as it was an *off-piste* area). Because of the snow depth, we had to focus on putting pressure on our back leg more than on the previous sessions, and on foot pedaling and leaning into the turn. We received individual feedback and kept

doing the same run many times to correct everything that was pointed out. In the end we had the instructor recording us to do a video feedback in the restaurant after the session. Then, we received that individual and private feedback based on our video analysis.

- **Day 15 Mentor Session (02/02/2019)**

Subject: Progressions for riding variables and bumps – shoulder movement and back foot pedaling.

Description: This was the third mentor session, and second one with Ryan. These sessions have been really helpful so far. The task for the day was to essentially practice more the technique for riding variable terrain on deeper snow, focusing more on leaning with our leading shoulder into the turns and pedaling with our back foot to steer the board. We started by doing a general warmup again, leaded by another member of our group this time. Then we started to practice the heel edge to toe edge turn, by leaning with our front shoulder into the turn. We did this around the poles that limit the *piste* area from the deeper and bumpier snow area, so that we could have the true feeling of having to commit to the lean to do this heel to toe edge turn. We then practiced linking both turns in an untouched deep snow *knuckle*. We continued to search for the best deep snow terrain where we could practice these skills, and kept lapping around the same areas, receiving individual feedback from time to time. Practice was the focus of this session again, although with extra info (about the shoulder lean essentially) to try to maximize our performance.

- **Day 16 (04/02/2019)**

Subject: Introduction to carved turns in switch.

Description: Our session got delayed because the chairlifts did not open until around 11am. This was due to avalanche danger, because the avalanche control crew had to bomb the hill on the right side of Arinsal Ski Resort. Until then, we had a small lecture inside the restaurant about what we have been doing the past week on the variables, and also got to ask some questions about any matters that were not quite clear in our minds. After that, we went on the

beginner slopes (as they were the only ones open) and started immediately with some switch riding drills. First traversing across the slopes in switch, then linking some turns the same way. As the goal of the session was to introduce switch carving, we started to focus on an early edge change in our switch turns, and kept practicing that on the beginner slope. Before they opened the other slopes (as the avalanche control was done), we did a video run, so that after the session we could see what our turns looked like in comparison to what they felt like, keeping in mind that the task was to do gripped turns. Then we went on the six-man chairlift to the middle of the resort, and introduced the actual carving skill on switch. The task was to make open turns, switching from one edge to the other without skidding (definition of carving). We kept practicing that, until we went to the restaurant to see the video for ourselves, without the feedback of our instructor (self-feedback).

- **Day 17 (06/02/2019)**

Subject: Developing carved turns.

Description: The day started with a warmup lap in Arinsal to feel if the snow was too icy or not, and to decide which areas had better snow, because the day before it was rainy and that worsened the conditions of the slopes, making them icy and hard overnight. The focus of the day would be carving, so on this warmup we were trying to start getting our body ready for it, by leaning into the turns and making them big and rounded, with grip. After we had chosen the best areas we started to practice carving with a traversing across the slope drill. Everyone did this drill with a partner, to give each other feedback on whether we were leaving a thin line on the snow or if we were skidding, leaving a wider line, and why that was happening. Ahead we practiced linking some carved turns, keeping in mind what we were told by our partner on our feedback. After that, we did a new drill that was meant to make us feel if we were carving (leaving a thin line on the snow) or skidding. On this drill we were had to put our back hand right in front of our sternum, and keep looking at it while trying to do carved turns. After that, we received feedback on whether we were completing the task or not. We did some more laps practicing carving and ended the session by the bottom of the slopes.

- **Day 18 (08/02/2019)**

Subject: Practice session for riding steep slopes, variable terrain and carving.

Description: This session started out straight away with a video run on carving, no warmup. We practiced carving for some time and then went to practice gripped turns on steep slopes and did some variable snow training as well. This session was very practice based. After we finished practicing carving, we kept lapping around the button lift to get practice on the variables and the steeps. We were recorded one time on the steep slope and one time on the variables, but kept receiving feedback from our trainers that were standing on the middle of the terrain watching everyone lap around. After we had done many practice runs, the session ended on the hill, and a meeting was scheduled to 6pm in the hotel, to watch the videos taken from the carving, steeps and variables on that day, and get the necessary feedback to improve next time. We watched the videos for over two hours of individual feedback, and talked about the TIED model (Task, Information, Evaluation, and Development) to introduce the task for our next week's session. We had the weekend to prepare a 15-20 minute session based on a Central Theme drill. Each person had a drill that they would teach to the rest of our group, trying to use the TIED model during that session.

- **Day 19 Mentor Session (09/02/2019)**

Subject: Practice session for riding steep slopes and variable conditions.

Description: Fourth mentor session was with Emma again, and the goal was to continue to practice steeps and variables like in the day before. We started out by doing a warmup lap, to get our body (especially legs) ready for handling bumps in the variable snow, and for steep slopes. In this warmup we also tried to focus on the feedback we got from the videos of the day before in our hotel session, and did a new drill to try to correct our mistakes, that were common in each trainee. This drill consisted in feeling our arms in front of our body, over our toes, while we were doing a toe side turn, and feeling them on the back of our body, above our heels, while we were doing a heel side turn. Following this, we went on the same runs that we were lapping around the previous day, going

up the button lift and practicing steep slopes first. After we got a video and some feedback on the steep slopes, we moved on the variables, kept lapping and receiving feedback until the session was finished on the slope. The videos taken in this day were sent to us individually so we could analyze them and compare them to the feedback we got on the previous day's videos, to see if we improved.

- **Day 20 (11/02/2019)**

Subject: Deliver a Central Theme lesson to the rest of the group.

Description: During the weekend, each one of the trainees was given a Central Theme skill, in order to prepare a 15/20 minute lesson to teach that skill to the rest of the class on Monday. On the session we went to the beginner area at 1pm, for the first trainee to give his class to the rest of the class. The lessons were organized in a progressive order, beginning with the Side Slip. My lesson was a heel edge Side Slip. My choice on doing the first drill one by one wasn't the ideal, because we were too many and the last person to do the exercise had to wait for too long. Also had to speak about safety more, and explain the exercise more briefly. Apart from that, it went well. We all learned with each other's' sessions, giving that our trainer was giving feedback on what we could do better next time, as soon as the lesson was over. The session ended a bit late but everyone got their lesson done.

- **Day 21 (13/02/2019)**

Subject: Deliver a Beyond the Central Theme lesson to the rest of the group.

Description: On day 21 the plan was for the trainees to deliver a lesson during the afternoon, on a Beyond the Central Theme strand, which included steeps, variables, carving and freestyle. The trainees got to decide the day before which strand they would base their session on, considering that it would be an introduction lesson to that strand, and that we would have to give the lesson using the TIED model. I decided to deliver my session based on steeps. It went well, apart from not connecting well the first task to the second task, forgetting to speak about safety every time we started a task, and not using the

ideal strategy when I paired up everyone to develop the first task into a reciprocal teaching style task. The feedback this time was given to the trainees in private, right after their lesson was over. Unfortunately we didn't have enough time for everyone to give their lesson, so we had to split the session into two. The next day in the morning we completed the rest of the trainees' lessons.

- **Day 22 (15/02/2019)**

Subject: Practice session for riding steep slopes, variable terrain and carving.

Description: This day we went for a morning session that was meant to go through every strand that we had been working on for the past weeks, which were steeps, variables, and carving. We started with a warmup lap doing some foot pedaling drills, and using the TIED model for us to comprehend more how it was being used in our training sessions. Then we went to the steeper terrain and looped around a couple of times. On the last descent we traversed to an *off-piste* area so that we could get a lap of variable terrain in. We finally went through the freestyle strand, doing a couple of laps in the Snow Park, jumping off the *kickers*. This session was meant for us to figure out what we had to work on the most on the following week, given that we would have no sessions because it is meant to be Shadowing Week.

- **Day 23 Mentor Session (16/02/2019)**

Subject: Understanding every teaching style through a freestyle progression.

Description: Our group was under the mentorship of Ryan Claydon this day, and the focus of the session was on teaching styles. Ryan's plan was to use most of the different teaching styles to teach us a flatland trick (*nollie to tail press, 180 out*). We started with the *nollie* part of the trick, where Ryan used command style teaching. Then he used practice style making us practice it, and inclusive style giving us the option of doing it higher or lower. After that we moved on to the *tail press* part of the trick, and Ryan used these three teaching styles the same way but added in the reciprocal and self-check style. For that, he paired us up to challenge each other, with one of us setting a time for the

other to hold the *tail press* (reciprocal style), and made us check if our back hand was above the tail of the board when doing the *tail press*, so that we would not go off balance. Then we started to link these two parts of the trick together, which was a good time for Ryan to use a guided discovery style of teaching, making us feel and think about what was happening in our performance when we got off balance. The session continued with these teaching styles, until we completed the trick with a 180 degree *ollie* off the *tail press* part. For that we got an explanation and a demonstration from Ryan, before we tried it ourselves and practiced it a bit. The session ended on the hill and we got to ride down to the restaurant meeting point, practicing the trick we have learned.

4.2.1. SHADOWING WEEK

Dates: 18/02/2019 – 24/02/2019

On this week it was Half-term week in the UK, which meant that there would be a lot of beginners and lessons to deliver at Arinsal Ski School. Therefore, Snowboard Coach gives their trainees the opportunity to complete shadowing hours (required to attend the Level 2 course exams), and for those that already have all the hours completed it is an opportunity for them to experience what it is like to give lessons in a busy week on the mountains. Since I had already completed 70 hours of shadowing in Arinsal Ski School during Christmas time, me and other trainees have opted for the option of not shadowing and taking the week, to practice what we had to work on for the exams.

- **Day 24 Mentor Session (24/02/2019)**

Subject: Practice the Central Theme sessions.

Description: This was our last session with Emma. The focus of this session was on our Central Theme demonstrations, in order to get them correct for the upcoming exams in the beginning of March. We started the session with one of the group's trainees doing a brief explanation of the Side Slip, like he would do in a lesson, and next he demonstrated. The others, pretending to be clients,

would do the task also focusing on their own technique for the demonstration in the exams. Afterwards we gave each other feedback on the demonstrations, and then Emma would give us the feedback in order to make us correct our technique on the next try. We did this for all the Central Theme parts, in a progressive order, like we would do in a lesson, alternating who would do the explanation and the demonstration and who would pretend to be a client. The tasks included the toe edge side slip, heel edge side slip, toe edge diagonal side slip, heel edge diagonal side slip, falling leaf, basic turns and standard turns.

4.2.2. PREPARATION WEEK FOR EXAMS

- **Day 25 (25/02/2019)**

Unfortunately this session was moved to the afternoon in Pal, and we were warned on the night before. Therefore, for personal reasons I could not attend this session.

- **Day 26 (27/02/2019)**

Subject: Practice the Central Theme sessions.

Description: This session had gone as scheduled, in Arinsal at 9:30am. The session was very similar to our previous Mentor Session with Emma, about the Central Theme demonstrations. The plan was the same, but it was Olly who was with us giving feedback. It was a good way to get a different type of feedback and to make sure we are on point with our demonstrations before the exams start. We went through every task that we did with Emma, except for having started with the introductory activities, which included skating, straight running and moving up and down the hill with one foot strapped to the board, and we did not do the standard turns in the end, as the session finished a bit late.

- **Day 27 (28/02/2019)**

Subject: Overall practice session for carving, freestyle, Snow Park, variable terrain and steep slopes.

Description: This was the last official day of the preparation week. It was a full day from 9:30am to 3:30pm with a 45min lunch. We started in the morning with a warmup lap to see how the snow conditions were. After that we got a look at carving, and we did many runs on which we were being given feedback on whether we were carving or not. We were also told to watch each other and comment about what we were seeing and what could get better or not. After we had done a couple of laps on carving, we went to the Snow Park and did three laps on the *kickers*, trying to get comfortable on them and making sure we were able to do a board grab, to fulfill the requisites of the exams. We then had lunch, and went up to the steep terrain and variables. We started with a warmup lap through one of the slopes, as Olly and Ash were scouting the terrain to see if we could manage to practice variables safely, because the conditions had been pretty icy. When they decided that it was ok to go to the variables, we had a practice style afternoon session. We kept lapping around the button lift and the variables and steeps as they watched us while standing somewhere in the middle of the terrain they wanted to see our performance. When they had some feedback to say to us they would call us to go next to them. They did this for the variables and then to the steeps, and afterwards we did a final run down the hardest terrain with variable conditions there. We finished the day with some general feedback on the hill.

- **Day 28 Mentor Session (02/03/2019)**

Subject: Introduction to dolphin turns.

Description: This was the last Mentor Session for both groups, so Ryan and Emma decided to bring us together to go on a more fun session to finish the preparation week. They had planned for this day to not go through anything that we would do on the exams, in order to not overload us physically and mentally before exams. So the task for this day was something called dolphin turns, which consisted of jumping from one edge of the board to the other, changing edges in the middle of the air. The jump was made with an *ollie* and landing on

the nose first instead of both feet at the same time, but on the opposite edge that we jumped from in order to proceed to a new turn. We had a “whole-part-whole” approach to this task, starting in a simple board shifting traversing drill, on which we had to shift our board towards the front, like we would do to start an *ollie*. After that, we added the actual *ollie* into the traverse, landing on the same edge and making sure we landed on the nose of the board first, and then we tried it landing on the opposite edge. As Ryan and Emma saw the progression was too sudden, they took it a step back and made us do the jump to the same edge, but immediately after that we had to make the turn to the other edge. Then we tried to change the edge in the middle of the jump, and it actually felt easier. The last progression for the dolphin turns was to do them in the direction of the fall line (pointing down-hill), with very open turns and one jump after another, creating rhythm and flow. They asked if we felt it was easier and it actually was, because with such open turns we did not have to commit to the lean as much as if we would be across the fall line. We had another lap practicing and experimenting with the turn shapes, and finished the session on the slopes.

4.3. LEVEL 2 COURSE

For the Level 2 there were more people coming to Arinsal to complete the two weeks of the course, which meant that we were split into two groups, one would be with BASI Level 4 Trainer Ash Newnes and the other with Lyndon Boddey, another BASI Level 4 Trainer that came to Arinsal to deliver the course. They have split us into the ones that have been training with Ash during the season, to be his group, and the others that were not with the season training group to be with Lyndon. We were quite pleased as we were already familiar with Ash and it made the pressure and stress factor less evident.

The course started on the 4th March 2019, at 9 o'clock in our usual meeting point at Polar Bar, in Arinsal Ski Resort, as it was scheduled. We went straight to the *pistes*, as we didn't need an introduction because already knew each other and had been practicing together all season. Everything else about the

day and the rest of the course went approximately as planned on BASI Snowboard Level 2 Course program, in Attachment VI. Although it is mentioned on the table that the course program might change due to weather conditions, fortunately it did not happen. Instead, and because the program is flexible in order to be the most efficient for the group's needs, there were minor tweaks like moving one subject for the next day or switching sessions' days during the week. Our group had also had very similar off-snow lectures during the season as we would have on the course, so that made us be more relaxed towards the off-snow sessions as we already had knowledge of most subjects.

The course was physically very intense, because of having to be on snow every day from 9:30am to 4.30pm, and having lots of practice sessions that made us fatigued easily. Physical fitness was a major component in order to be successful in this course. The Level 2 course was designed to enable us to ride and teach in all of the mountain and deal with every kind of terrain that we would encounter, so we had sessions all over Pal-Arinsal, in both Pal and Arinsal Sectors, to search for the various kinds of terrain in the mountain. In the end, 60% of the group had passed the course, and those who did not pass have mostly failed in the technical performance assessment part. Fortunately I have passed the course successfully and am now a certified BASI Level 2 Snowboard Instructor, which is a major accomplishment in my life. Now I am able to teach snowboarding world-wide, and can start to work towards my Level 3 qualification.

5. INTERNSHIP CONCLUSION

Having this been the first time spending one entire winter in the mountains, I have learned a lot about not only Snowboarding but also about how climate works and behaves, other cultures and languages, and got to experience the lifestyle of living and working in the mountains for an extended period of time. From the 8th of December 2018 to the 2nd of April 2019 I have progressed considerably on my Snowboarding technique and teaching ability, being able to complete the Level 1 and Level 2 BASI qualifications in just one winter season. The goal of this Internship was to not only gain practical experience, but also to add value to the students' curriculum and professional knowledge. I have learned and practiced my pedagogic skills, and learned that any professional within the Nature Sports area has to respect and really think about the teaching methods we use. Beginning with a Command style, and progressing all the way to the Self-teaching style. Choosing the right teaching style to work with a certain skill acquisition level. Working with the TIED model has proven to be an efficient teaching method, that simplifies the whole process and gives objectivity to the learning environment. Overall, the whole pedagogic skill development was great.

The courses and training delivered by Snowboard Coach have exceeded the expectations. The professionalism and quality of the training are definitely worthy of the recognition that the company has around the Snowsports world. There were some setbacks this year related to the accommodation provided for the Snowboard Coach trainees. Changes were made to the apartment rental's contracts, on which the contract time was no longer seasonal, but annual. This would have put Snowboard Coach in unnecessary costs, so they managed to find the best solution possible by hosting us in Hotel Erts.

The climate conditions during this winter were noticeably harsh for Snow Sports. It was one of the driest winters in the Pyrenees since the past twenty years. Overall, there were only two big snowfalls that lasted a couple of days, during the Internship period: one in late November and one in late January – and combined with the often occurring high temperatures and heat waves, it resulted in poor snow conditions during most of the winter. But with the snowmaking technology on which Vallnord has been investing, they managed

to create acceptable conditions in order to keep the resort open. However, the actual experience of being present in such unusual climate crisis made it clear that there is an urgent need to stop Global Warming and adopt all measures necessary to contribute to that cause. Many Snowsports Instructors are now thinking about this and how it would affect their jobs in the future. And the reality is that if it keeps getting worse many resorts will close, and winters will be shorter, resulting in a major crisis inside the snow sports world.

Other unfortunate setbacks have occurred, specifically having injured my shoulder right after the Level 2 course had ended. On the next section of this work is included a small investigation regarding Injuries among Advanced British Snowboarders in which the trainees that were with Snowboard Coach during this season participate. Unfortunately injuries can occur when training to be better riders during one whole winter, hence the need for more scientific information about this matter, to be able to evaluate the risks better and share the results with the snow sports community.

6. RESEARCH – INJURIES AMONG ADVANCED BRITISH SNOWBOARDERS

6.1. INTRODUCTION

The development of Snowboarding since the past fifty years has changed the demographic profile of snow sports enthusiasts, and the injury rates have increased significantly in Snowboarders (Martins, Silva, Camões, & Clemente, 2018; Abu-Laban, 1991; Brooks, Evans & Rivara, 2011; Hackett, 2014; Haider, Saleem, Bilaniuk & Barraco, 2012; van der Zee, Richel, de Vries & Prins, 2013). Despite the Snowboarding's injuries increasing rate, it is hard to determine if the majority of these injuries come from more or less experienced Snowboarders. Gabl, Lang, Pechlaner & Sailer (1991) have studied this question, and concluded that 60% of the injured Snowboarders in their sample were beginners. Also, Coury et al. (2013) has found that beginner Snowboarders were more likely to have wrist injuries than intermediate and advanced ones. The knee appeared to be the most common injury location among elite Snowboarders, according to Torjussen (2006). The fact is that injury incidence, body location and mechanism seem to differ between advanced and beginner Snowboarders, and to support that statement, Hume, Lorimer, Griffiths, Carlson & Lamont (2015) also obtained different results for beginner and advanced snowboarders, when comparing injury mechanisms. They have concluded that advanced Snowboarders and Skiers were more likely to sustain injury due to jumps, whereas the beginners' injuries were more related to simple falls. These findings enhance the importance of knowing the level of experience of the injured individuals in order to develop more effective prevention strategies, that would differ between advanced and beginner Snowboarders, and targeted more specifically towards one or the other.

During the winter season, Snowboard Coach company delivers a BASI Level 2 Snowboard Instructor course, which attracts several experienced Snowboarders due to the high level requirements of technical performance the course has. Anyone with a valid BASI Level 1 Snowboard Instructor License is eligible to take the course, but most of these Snowboarders come from the UK,

due to Snowboard Coach being a British company. The 2018/2019 winter season was no different, and in order to contribute to the effectiveness of future injury prevention strategies within the Snowboarding community, an investigation among the advanced British Snowboarders that took this season's course was conducted. The aim of this investigation is to provide descriptive data about the injuries within the sample's specific experience and demographic profile, in order to distinguish them from differently experienced Snowboarders and establish stronger connections between the results and the characteristics of the sample.

6.2. METHODS

6.2.1. PARTICIPANTS

The sample for this study was specifically selected in order to fulfil the investigation's purpose. This means that all of the participants have British Nationality and they have all reported having more than 16 weeks of Snowboarding experience. This number of weeks was based on BASI's recommendation of experience before attending an Instructor Course, being a gross reference for estimating if the participants are advanced Snowboarders or not. The age profile of the sample is set between 20 and 37 years old, with a mean of 28.83 ± 5.61 . From the 12 participants, 9 are male (75%) and 3 are female (25%). Almost all of them are BASI Snowboard Instructors, except for one person. For more detailed information about the characteristics of the sample, see Table 2 below.

Table 2 - Sample characterization by frequencies (n(%)).

	Answers	N (%) (n=12)
Gender	Male	9 (75%)
	Female	3 (25%)
Instructor Qualification	BASI Level 1	7 (58.3%)
	BASI Level 2	2 (16.7%)
	BASI Level 3	2 (16.7%)
	No Qualification	1 (8.3%)
Federated Athlete?	Was	1 (8.3%)
	No	11 (91.7%)
Board type	Camber	10 (83.3%)
	Rocker/Camber	2 (16.7%)
Protective gear	Helmet	6 (50%)
	Helmet, Padded shorts	3 (20%)
	Helmet, Back protection	1 (8.3%)
	Helmet, Padded shorts, Back protection	2 (16.7%)
Warm-up	Yes	3 (25%)
	Sometimes	6 (50%)
	No	3 (25%)
Physical Conditioning	2x/week	3 (25%)
	3x/week	2 (16.7%)
	4x/week	3 (25%)
	5x/week	3 (25%)
	6x/week	1 (8.3%)

6.2.2. INSTRUMENTS

To collect information, a three year retrospective questionnaire was formulated for the participants of the study to complete in the beginning of the winter season. This questionnaire was based on multiple choice questions, with three different sections. Section 1 contained the demographic data, Section 2 the Sports Information about the individual, and in Section 3 the Injury Information. The questionnaire was formulated via Google Docs, and it was distributed online to every participant (check Attachment X for a sample of the questionnaire). Most questions were based on a previously validated questionnaire from a study conducted by Silva, Viana, Gama, Pérez-Turpin & Bezerra (2015) and from Martins et al (2018). It took about five minutes to complete, and it was completely anonymous. Additionally, every participant was monitored during the whole season (from 08/12/2018 to 02/04/2019) in case they had another injury to report, to add to the final results.

6.2.3. ANALYSIS

To analyze the information retrieved, the questionnaire's answers were revised to make sure there weren't any errors that would compromise the study's goal. After checking the answers and coding them with numbers, a database was formulated on IBM SPSS Statistics, version 25 for windows. Using this software, descriptive statistics were made to present the results based on mean values, standard deviations and percentages.

6.3. RESULTS

Analyzing Table 2 in the PARTICIPANTS section (6.2.1.), we can state that the majority of the participants have a BASI Level 1 Snowboard Instructor Qualification (58.3%), and only one person doesn't have any qualification (8.3%). One of the participants reported having been a Federated Athlete in the

past (8.3%), and almost all of the participants use a Camber type snowboard (83.3%). Every person reported to wear at least a helmet for protective gear, and just 3 of them (25%) never perform warm-ups before Snowboarding. Everyone is used to practice their physical conditioning at least 2x per week.

When it comes to the injury incidence reported by the participants, the results show that only 1 person (8.3%) hadn't sustained any injuries for the past three years. As for the rest, 3 persons have had 1 injury (25%), 6 of them had 2 injuries (50%), 1 person had 4 injuries (8.3%) and another one had 5 (8.3%). The total amount of injuries reported is 24 for the past three years. (Table 3)

Table 3 - Injury incidence and total amount of injuries for the past three years (n=12).

Nº of injuries for the past three years	Frequency (n (%))
0 injuries	1 (8.3%)
1 injury	3 (25%)
2 injuries	6 (50%)
4 injuries	1 (8.3%)
5 injuries	1 (8.3%)
Total amount of injuries = 24	

After analyzing the body location statistics of the injuries reported, it can be observed in Table 4 that the most common and frequent injury location is on the ribs, with 5 persons reporting having had 1 injury (41.7%) on that body location (N=5). This value is followed by the shoulder and knee, which have both had 2 persons reporting 1 injury (16.7%) and 1 person reporting 2 injuries (8.3%), with a total frequency of 4 injuries on each of these body locations during the past three years.

Table 4 - Frequency of answers per number of injuries split by body location (n(%)), and total of injuries on each body location (N).

	1 injury	2 injuries	Total of injuries
Head	-	1 (8.3%)	2
Shoulder	2 (16.7%)	1 (8.3%)	4
Wrist	1 (8.3%)	-	1
Spine	3 (25%)	-	3
Ribs	5 (41.7%)	-	5
Taibone	1 (8.3%)	-	1
Knee	2 (16.7%)	1 (8.3%)	4
Finger	1 (8.3%)	-	1
Nose	-	1 (8.3%)	2
Ankle	1 (8.3%)	-	1
Hip	1 (8.3%)	-	1
Elbow	1 (8.3%)	-	1
Total	n	n	N=26

The most common injury type was bone fracture, reported by 8 of the participants (66.7%), and it was also the most frequent type to happen in general (N=8). The second most frequent and common injury type was ligament tear, with 2 persons (16.7%) reporting 1 of those injuries and 2 persons (16.7%) reporting 2 of those injuries, with a total of 6 ligament tear injuries. (Table 5)

Table 5 - Frequency of answers per number of injuries split by Injury type (n(%)), and total of injuries for each type of injury (N).

	1 injury	2 injuries	Total of injuries
Skin abrasion	1 (8.3%)	-	1
Contusion	-	1 (8.3%)	2
Concussion	1 (8.3%)	1 (8.3%)	3
Ligament tear	2 (16.7%)	2 (16.7%)	6
Muscle tear	1 (8.3%)	-	1
Fracture	8 (66.7%)	-	8
		Total	N=21

The most frequent severity profile of the injuries that occurred was “minor” (N=6), according to the Abbreviated Injury Score (AIS). It was also the most common among the sample, with 6 persons (50%) reporting having had 1 minor injury. After the minor injuries, the most frequent ones are the moderate and severe injuries, both with 5 occurrences during the time period established. 3 persons (25%) reported 1 moderate injury and 1 person (8.3%) reported 2 moderate injuries. As for the severe ones, 1 person (8.3%) reported 2 injuries and 1 person (8.3%) reported 3 injuries. There were three persons that sustained untreatable injuries. (Table 6)

Table 6 - Frequency of answers per number of injuries split by severity profile (n(%)), and total of injuries for each severity profile (N).

	1 injury	2 injuries	3 injuries	Total of injuries
Minor	6 (50%)	-	-	6
Moderate	3 (25%)	1 (8.3%)	-	5
Serious	3 (25%)	-	-	3
Severe	-	1 (8.3%)	1 (8.3%)	5
Untreatable	2 (16.7%)	1 (8.3%)	-	4
			Total	N=23

Half of the participants reported having treated at least one of their injuries by themselves, with 3 persons (25%) reporting having treated 1 injury, 2 persons (16.7%) have treated 2 injuries and 1 person (8.3%) has treated 4 injuries, in total of 11 injuries that were subjected to self-treatment. Physiotherapy was the second most used treatment method, having treated 1 injury from 1 person (8.3%) and 2 injuries from each of 2 separate persons (16.7%). Surgery was the least required treatment form, with 2 persons (16.7%) needing it for 1 injury. (Table 7)

Table 7 - Frequency of answers per number of injuries split by treatment method (n(%)), and total of injuries for each treatment method (N).

	1 injury	2 injuries	4 injuries	Total of injuries
Self-treatment	3 (25%)	2 (16.7%)	1 (8.3%)	11
Surgery	2 (16.7%)	-	-	2
Physiotherapy	1 (8.3%)	2 (16.7%)	-	5
			Total	18

The most reported recovery time period in general was above 21 days, with 10 different occurrences. 4 persons (33.3%) took more than 21 days to recover from 1 injury, while 3 persons (25%) reported having to take that recovery time for 2 separate injuries each. The second most common injury recovery time period was 4-7 days (N=5), in which 1 person took that time to recover from 1 of his injuries, and other 2 persons needed that recovery time for 2 separate injuries each. (Table 8)

Table 8 - Frequency of answers per number of injuries split by recovery time period (n(%)), and total of injuries for each recovery time period (N).

	1 injury	2 injuries	Total of injuries
1-3 days	2 (16.7%)	-	2
4-7 days	1 (8.3%)	2 (16.7%)	5
8-21 days	4 (33.3%)	-	4
>21 days	4 (33.3%)	3 (25%)	10
Not fully recovered	1 (8.3%)	1 (8.3%)	3
	Total		N=21

6.3.1. PROSPECTIVE ANALYSIS

As it was mentioned before, all the participants were monitored during the winter season to collect information about any injuries that they would have, posteriorly adding that information to the results obtained from the questionnaires' answers. There were only two incidents that were reported:

- 1 knee impact
- 1 fractured finger

Adding this information to the previous results we can find that the total amount of injuries for the past three years has gone from 24 to 26 injuries. It is

also noticeable that the frequency of which knee injuries occurred is now tied with the ribs' frequency (N=5). Fractures are still the main injury type (N=9), and contusions are now tied with concussions' frequency of occurrence (N=3). The severity profile of the sample's injuries did not change, and the prospective analysis' results reinforced the top most reported severity profile, which is "minor" (N=7) injuries. Injury self-treatment continues to be the most frequent and common among the sample, having increased from 10 to 11 occurrences with the added information. Immobilization was also added to the treatment methods, with the new information (N=1). As for the recovery time, both persons that have injured themselves during the season have not fully recovered yet, being unable to determine how long the recovery would take, even though both surpass the 21 days mark by the time the results were analyzed.

Table 9 - Frequency of answers per number of injuries split by body location (n(%)), and total of injuries on each body location (N), with prospective analysis information added.

	1 injury	2 injuries	Total of injuries
Head	-	1 (8.3%)	2
Shoulder	2 (16.7%)	1 (8.3%)	4
Wrist	1 (8.3%)	-	1
Spine	3 (25%)	-	3
Ribs	5 (41.7%)	-	5
Taibone	1 (8.3%)	-	1
Knee	3 (25%)	1 (8.3%)	5
Finger	2 (16.7%)	-	2
Nose	-	1 (8.3%)	2
Ankle	1 (8.3%)	-	1
Hip	1 (8.3%)	-	1
Elbow	1 (8.3%)	-	1
		Total	N=28

Table 10 - Frequency of answers per number of injuries split by Injury type (n(%)), and total of injuries for each type of injury (N), with prospective analysis information added.

	1 injury	2 injuries	Total of injuries
Skin abrasion	1 (8.3%)		1
Contusion	1 (8.3%)	1 (8.3%)	3
Concussion	1 (8.3%)	1 (8.3%)	3
Ligament tear	2 (16.7%)	2 (16.7%)	6
Muscle tear	1 (8.3%)		1
Fracture	9 (75%)		9
	Total		N=23

Table 11 - Frequency of answers per number of injuries split by severity profile (n(%)), and total of injuries for each severity profile (N), with prospective analysis information added.

	1 injury	2 injuries	3 injuries	Total of injuries
Minor	7 (58%)			7
Moderate	3 (25%)	1 (8.3%)		5
Serious	4 (33.3%)			4
Severe		1 (8.3%)	1 (8.3%)	5
Untreatable	2 (16.7%)	1 (8.3%)		4
	Total			N=25

Table 12 - Frequency of answers per number of injuries split by treatment method (n(%)), and total of injuries for each treatment method (N), with prospective analysis information added.

	1 injury	2 injuries	4 injuries	Total of injuries
Self-treatment	4 (33.3%)	2 (16.7%)	1 (8.3%)	12
Surgery	2 (16.7%)	-	-	2
Physiotherapy	1 (8.3%)	2 (16.7%)	-	5
Immobilization	1 (8.3%)			1
			Total	20

Table 13 - Frequency of answers per number of injuries split by recovery time period (n(%)), and total of injuries for each recovery time period (N), with prospective analysis information added.

	1 injury	2 injuries	Total of injuries
1-3 days	2 (16.7%)		2
4-7 days	1 (8.3%)	2 (16.7%)	5
8-21 days	4 (33.3%)		4
>21 days	4 (33.3%)	3 (25%)	10
Not fully recovered	3 (25%)	1 (8.3%)	5
		Total	N=23

6.4. DISCUSSION

In accordance with Martins et al. (2018), Bladin & McCrory (1991) and Bladin, Giddings & Robinson (1993), the demographic profile of our sample is typical when it comes to snowboarding. This means that there is a 3:1 male to female ratio, 9 males and 3 females (Table 2), and their ages are distributed mostly in their late 20's, with a mean value of 28.83 ± 5.61 . Although this is a slightly older age profile than Bladin & McCrory (1991) and Bladin, Giddings & Robinson (1993) report, it could mean that they have spent more years than the average person (beginner in his early 20's according to Hackett, 2015) practicing this sport because they are all experienced snowboarders.

Having analyzed the final results stated on the previous section (Prospective Analysis), and crossing this information with a study conducted by Steernos & Handolin (2015) in which they have analyzed the incidence of Skiing and Snowboarding injuries in Levi Ski Resort (Finland) from 2006 to 2012, we can conclude that Snowboarding has relatively high injury incidence, given that 91.7% of the participants in this study have sustained at least one injury due to Snowboarding for the past three years (Table 3). Martins et al (2018) also concluded that Snowboarding has a high injury incidence when compared to skiing. In contrast, Hackett (2015) indicates that "advanced" Snowboarders have the lowest risk (13%) of sustaining injury comparing to "intermediates" (37%) and "beginners" (50%), as well as Goulet, Hagel, Hamel & Légaré (2010). Also Bladin, McCrory & Pogorzelski (2004) have concluded that 40% to 60% of injured snowboarders are beginners. The participants of this study have all identified themselves as having enough experience to be advanced (>16 weeks of experience), yet 91.7% of them have had injuries for the last three years. This discordance could exist due the fact that the length of time that they have practiced Snowboarding for is a fallible indicator for the level of expertise, and that there are other important factors do address such as what skills do they have and how often do they practice. Additionally, the majority of the results come from a three year retrospective questionnaire, which could undermine the accuracy of the link between injuries and level of experience, given that some of the injuries that might have occurred three years ago have taken place when the subject was still a beginner or an intermediate, and not an

advanced Snowboarder. This means that this part of the study has some limitations, and that in future research these factors should be addressed in order to determine the sample's level of expertise and to better link it with the injury incidence.

However, according to Patrick, Cooper & Daniels (2015), Steernos & Handolin (2015), Coury et al. (2013) and Hayes & Groner (2013), Snowboarding injuries tend to be more common in the upper extremity of the body, which goes in accordance with our results, that state the ribs (N=5) and shoulder (N=4) being two of the most common injuries (Table 9). Although, the results from the present study show that there was the same amount of ribs injuries (N=5) as there was of knee injuries (N=5), and they were both the most frequent within the total amount of injuries that our sample has reported. Crossing that information with Torjussen (2006) and Hackett (2015), it is possible to affirm that this occurs because they are in fact advanced Snowboarders, which are shown to have more knee injuries than beginners and intermediates in these two studies. Martins et al (2018) also proved that knee injuries were the most common ones among a sample of mostly intermediate and advanced Snowboarders, with the wrist and the shoulder coming in second and third place, which is in accordance with the results we have obtained given the characteristics of our sample.

Baldin & McCrory (1991) concluded that the most common injury types among snowboarders tend to be simple sprains first, followed by fractures and contusions. Martins et al (2018) also concluded that strains were the most common injury among snowboarders, followed by contusions and muscle tears. Analyzing the sprains' and strains' mechanism (stretching or tearing of ligaments) it can be concluded that they could relate to ligament tears, linking them to our sample's results. Fractures were the most frequent (N=9), followed by ligament tears (N=6), contusions (N=3) and concussions (N=3) (Table 10). The fact that these come in different order in Baldin & McCrory's (2015) study could also point to the influence that the expertise level of the participants of each study has on the injury pattern, which is shown by Hackett (2015) to be a major divergence factor in the injury patterns associated. Idzikowski, Janes & Abbott (2000) also concluded that fractures and sprains were the most common

injury types among their ten year study in Colorado (USA), as well as Bladin, Giddings & Robinson (1993).

Hackett (2015) affirms that the injury severity in advanced level Snowboarders tends to decrease in the upper extremity and increase in the lower extremity of the body, while Torjussen (2006) has reported “minor” injuries to be the most common within elite level snowboarders, followed by “moderate” injuries, and in last “serious” injuries. After analyzing Table 11, our results show that there is a major incidence in “minor” injuries (N=7), followed by “moderate” and “severe” injuries tied in second place (both N=5), which is in accordance with Torjussen (2006). These results are based on the Abbreviated Injury Score’s levels, which is a 1-6 scale starting in “minor” (1) and ending in “maximal” or “untreatable” (6). But the fact that the participants have self-diagnosed the severity of their injuries makes the results fallible, because it depends on their perception of severity and knowledge. Goulet, Hagel, Hamel & Légaré (2010) conclude that expert snowboarders tend to have a higher risk of suffering from severe injuries than beginners. Severe injuries were reported as the second most common injury type among our sample, so this could mean that they have in fact varied levels of expertise along the three years’ time of the retrospective analysis, shifting the results towards the “minor” injuries’ prevalence. Also, the fact that the sample is small (n=12) could jeopardize the liability of the results.

Hayes & Groner (2013) state that the majority (71%) of the injured snowboarders who participated in their study have required operation. Even though that study was amongst children and adolescents, a discrepancy can be observed with the results from our investigation, that indicate “self-treatment” as the major treatment form required for our participants’ injuries (N=12), and only 2 persons (16.7%) have required an operation or surgery (Table 12). These results are in accordance with Martins et al (2018), that states “self-treatment” as being the most common treatment form among Portuguese Snowboarders. This could relate to the injury severity reported by most of the participants, which were mostly “minor” injuries that could be managed to be self-treated easily. Similarly to Torjussen (2006), our participants report that the majority of their injuries took “>21 days” to recover (N=10) (Table 13). Combining that with the fact that most injuries were of “minor” severity, and mostly on the knee, as it

also happens in Torjussen's study, it is possible to state that the injury severity profile and recovery times are similar to those found in elite athletes.

6.5. CONCLUSION

This investigation's purpose was to provide descriptive information about injury patterns among advanced British Snowboarders, and correlate the results with the existent literature in order to establish connections between the level of expertise and the injury profiles associated. During the prospective analysis time period of this study it was perceptible that every participant has evolved as a Snowboarder and became better riders than they were before, but the fact that the majority of the results were collected with a three year retrospective questionnaire could mean that some of the answers were influenced by previous levels of experience that our participants had, which can be noted in some of the results. In fact, our sample presents many aspects that are in accordance with the existent literature about advanced snowboarders, but at the same time there are some results that may undermine this connection. The first one is the incidence of the injuries reported by our participants, being of a greater frequency than expected by advanced riders, which typically have lower frequency of injuries (91.7% of our sample has had at least one injury during the past three years). In contrast, the fact that they had a great amount of knee injuries can be related to an advanced level snowboarders' typical injury profile (Hackett, 2015). Despite those results, the shoulder and ribs were also noted to be some of the most frequent, and that information can be linked with the fact that beginner snowboarders tend to have more injuries in the upper extremity of the body than advanced ones (Hackett, 2015), which is again a discrepancy factor to determine the liability of our results. Severe injuries are the second most frequent in our sample, which goes in accordance to the advanced snowboarder injury profile.

As it can be noted, the results shown have some differences but also some similarities with the existent literature about advanced snowboarder's injury profile. This could have happened as a result of the extended time period

established for the participants to base their answers on the retrospective questionnaire, which could be made shorter than three years in future research. Nevertheless, some of our results can be taken into account as major proof that there are differences between the injury profiles associated to advanced and beginner snowboarders. This could be important to explore more efficient, population specific, injury prevention strategies in the future, to contribute to the safety and well-being of this sport's enthusiasts. Further research is needed in order to validate some of the results of this study.

7. WORK CONCLUSION

In the first year of the Master's Degree in Nature Sports, Superior School of Sports and Leisure (Polytechnic Institute of Viana do Castelo), the students had to choose whether they would want to complete the second year of the degree with a Thesis, a Project, or an Internship Program. My will was to embark on an Internship, in order to be specialized in the sport that I am most passionate about, which is Snowboarding. Having done some research, I have quickly realized that in order to teach Snowboarding in a mountain environment I would have to be a BASI Level 2 Qualified Snowboard Instructor. To pursue this goal, in January 2018 I have personally gone to Arinsal, Andorra, to establish a Training Agreement between the Polytechnic Institute of Viana do Castelo and Snowboard Coach company, which Ash Newnes (owner of Snowboard Coach) kindly signed. This gave me the opportunity to complete the second year of the Master's Degree while training to be a BASI Level 2 Snowboard Instructor with Snowboard Coach, during four months.

Overall, it was a very challenging but rewarding experience in Arinsal, since the 8th of December 2018 to the 2nd of April 2019. Taking the BASI Level 1 and Level 2 Snowboard Instructor courses in the time of four months is challenging by itself, and even more for someone who only had five weeks of Snowboarding experience before embarking in such adventure. It required a great level of focus and dedication, which in the end I was rewarded for by passing both courses and being officially recognized by BASI as a Level 2 Snowboard Instructor. I have developed my technique and practical skills in Snowboarding, but most of all I have become a better teacher with the pedagogic tools that this whole training gave me. These are tools that can be used in any learning environment, not only Snowboarding, and that has a great value for any Nature Sports professional.

One would think that it was challenging enough, but the fact that I was still in a Master's Degree Internship had me writing an Internship Report during the whole experience, in which I also had to conduct a scientific investigation, which later has turned out to be this work's chapter 6 "RESEARCH - INJURIES AMONG ADVANCED BRITISH SNOWBOARDERS". This Internship Report has had a major influence in the way I personally see science and its

contributing value to improve snowboarding's and sports' safety in general. Since the learnings from the first year of the Master's Degree in Nature Sports until this day, the scientific investigation area has had a significant importance in every piece of work that I have done, including the study regarding Injuries among Portuguese Skiers and Snowboarders conducted for the Investigation Methodology class, in collaboration with researchers Bruno Silva, Miguel Camões, and Filipe Manuel Clemente (which is referenced along the chapter 6 of this work as: Martins, Silva, Camões, & Clemente, 2018). It only made sense to take this area to the field and include it within the Internship Report, since the Internship's purpose was also to put in practice the learnings from the previous year of studies in the Master's Degree in Nature Sports.

As a result of such experience, my focus was split between the investigation's methodologies and practices, writing the Internship Report, the Snowboarding course's home studies and the strenuous technical and physical practice every day on the mountain. This has made everything extra difficult, and required a lot of organization, dedication, patience and will-power. But, as Marcus Aurelius once said in his Stoic meditations, and which is the message that I retain from this experience:

"The impediment to action advances action. What stands in the way, becomes the way."

Every time we embrace a challenge, we will face adversity. It is up to us to develop the tools to deal with such adverse situations, in order to evolve and grow from them. In the end of this Internship Program I feel that I have grown more than the past few years of my life. Being in a foreign country, speaking a foreign language, taking two BASI courses, writing an Internship Report (which I chose to be in a foreign language, because the more challenging, the better), conducting an investigation, all of these things have forced me to search strength within me to dedicate myself and finish what I have signed up for. And the fact that I have done it all for something that I am passionate about has made everything extra rewarding in the end. As I finish writing this work, I feel a sense of huge accomplishment which nothing can take it back.

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ATTACHMENTS

ATTACHMENT I

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SOA Qualifications	Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12		Doctoral Degree	Professional Apprenticeship
11		Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10		Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8	Higher National Diploma		Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Professional Development Award	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher		Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5		Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Progression Award	
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		
1	National 1, Awards		

ATTACHMENT II

PAL-ARINSAL SKI RESORT MAP

ATTACHMENT III

BASI LEVEL 1 SNOWBOARD INSTRUCTOR COURSE PROGRAMME

Day	On Snow (<i>programme may change due to weather conditions</i>)	Off Snow
Intro Mountain based	Evening before	Trainer and students meet, get to know each other and discuss: <ul style="list-style-type: none"> • Course outcomes and programme • Use of this workbook • Preview Day 1 on snow
1	<ul style="list-style-type: none"> • The Fundamental Elements/The Riding Loop • Dealing with accidents and emergencies 	<ul style="list-style-type: none"> • Review Fundamental Elements/The Riding Loop • Preview Central Theme • Home study: safety, accidents and emergencies
2	<ul style="list-style-type: none"> • Central Theme (Intro activities to Falling Leaf) • Common faults and solutions • Video • Introduce Freestyle and/or Piste Performance 	<ul style="list-style-type: none"> • Review Central Theme (Intro activities to Falling Leaf) • The TIED Model and Teaching PIAs • Video Analysis • Become aware of the structure of teaching and the Performance Threads • Home study: customer care
3	<ul style="list-style-type: none"> • Central Theme (Basic & Standard Turns inc Switch) • How the Fundamental Elements develop in the CT • Common faults and solutions • Personal Performance: Develop Piste Performance and Freestyle • Video 	<ul style="list-style-type: none"> • Review Central Theme (Basic & Standard Turns inc Switch) • Video • Review teaching styles • Action planning • Plan a teaching session • Home study: Snowboard equipment
4	<ul style="list-style-type: none"> • Deliver a teaching session • Personal Performance 	<ul style="list-style-type: none"> • Review teaching sessions • BASI and its role • Teaching Children • Home study: review Central Theme
5	<ul style="list-style-type: none"> • Central Theme: development activities/action planning • Piste performance: development activities/action planning • Freestyle: development activities/action planning 	<ul style="list-style-type: none"> • Review personal performance • Students' action planning • Individual review

ATTACHMENT IV

BASI LEVEL 1 SNOWBOARD INSTRUCTOR COURSE PIA's

L1 Teaching Assessment Criteria (Indicators)	
Session Safety	<ul style="list-style-type: none"> • Maintain the safety of the group, and other slope users, at all times.
Enjoyment	<ul style="list-style-type: none"> • Ensure the session is enjoyable and delivered in an engaging manner.
Understanding and Delivery	<ul style="list-style-type: none"> • Demonstrate the ability to deliver a session within the Central Theme, visiting each stage of TIED.
Session Review	<ul style="list-style-type: none"> • Not assessed.

What does a successful Level 1 teacher look like? (Actions)	
Prerequisites	<ul style="list-style-type: none"> • Behave in a way that always maintains safety – refer to the manual for more detailed information. • Communicate clearly and at an appropriate level for the learners in the group. • Smile and make eye contact with members of the group. • Be considerate of learners’ needs and questions.
Task	<ul style="list-style-type: none"> • Use goals for the session that are clearly communicated. • Give a clear explanation of the session activity. • Provide an accurate demonstration if necessary. • Ensure that participants have understood the task by engaging them with questions.
Information	<ul style="list-style-type: none"> • Instructors should position themselves so that information can be gathered from different perspectives (from below, above, side-on etc.). • Gather accurate information that is related to the task. • Encourage participants to be a part of the feedback process.
Evaluate	<ul style="list-style-type: none"> • Help participants understand the observations/feedback that have occurred. • Relate observed inputs to task outcomes • Consider how threads, other than technical, may be influencing performance.
Develop	<ul style="list-style-type: none"> • The new focus may represent a new task, a modification to, or repeat of the existing task. • Choose a way to develop the initial task that builds on the information gathered • The new focus may involve the instructor choosing to use a chaining or whole part whole approach to the initial task.
Reviewing	<ul style="list-style-type: none"> • Instructors should engage actively in the review led by the trainer. • Begin to practise reviewing their peer sessions during the course, supported by the trainer. • Start to use questions to direct people’s reflections.

Outcome Description

You will be able to instruct learner snowboarder, using effective communication, while keeping the group safe. You will understand how the fundamental elements are introduced and developed and will be able to use the Central Theme to guide this process. Your knowledge and understanding may still be in the cognitive phase and, as such, you are encouraged to follow lesson plans for all levels up to and including Standard Turns.

Performance Indicators and Actions – Standard Turns (Level 1)	
	Performance thread prerequisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> Well serviced snowboard(Eq) Pick the correct terrain, wide, smooth and not too steep (En) Focused and continued concentration on the correct action point, maintaining motivation for the task (Ps) Understand the demonstrative nature of the task (Ps) Rider hydrated with well-managed energy levels (Ph)

INDICATORS	Control of line	Control of speed		
Encourage <i>(Accurate outcome)</i>	<ul style="list-style-type: none"> Maintain consistent arc length and radius Gripped turn showing rounded turn shape. Edge change happening well before the fall line. Consistent toe and heel edge. Encourage turns to be flowing, smooth, linked 	<ul style="list-style-type: none"> Slower speed Ability to accurately maintain speed 		
Discourage <i>(Inaccurate outcome)</i>	<ul style="list-style-type: none"> Asymmetrical turns Rushing into next turn Traversing at the end of turns Inconsistent arc length 	<ul style="list-style-type: none"> Increase in speed down the hill throughout the run Travelling too slowly to make it easy Using one turn more than the other to control speed 		
PERFORMANCE ACTIONS – what performers can do to achieve the desired outcomes				
Tactical	<ul style="list-style-type: none"> Correct approach to account for equipment and snow conditions e.g. soft snow – be subtle with edging movements; Decide at which point in the arc the rider will change edge. Decide on appropriate corridor width and how far round the arc to steer. 			
Technical	Throughout Turn	Build	Work	Release
Steering Elements	<ul style="list-style-type: none"> Display all movements built up in the Central Theme Perform in preferred direction and switch also Encourage smooth edging movements without pauses. Tilt progressively throughout the turn Allow and feel the pressure to build through the legs, moving from fore to aft Remain active throughout both turns. Appropriate use of steering elements Extend at the end of the turn to release the edge. Cross-over turn 			

Body Management	<ul style="list-style-type: none">• Stay in a strong and simple stance that allows the movement required.• Try to use all the lower joints to create the edge angle in a comfortable and biomechanically sound way. Shouldn't need any funky shapes to achieve the minimal edge angle required.• Make appropriate movements to maintain effective posture and balance• Ensure flexion and extension is blended appropriately with fore and aft. When moving laterally, no breaking at the waist.• No overly exaggerated movements in transition. Hands relaxed by sides, not blocking. No robots.
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Performance Indicators and Actions – Piste Performance (Level 1)	
	Performance thread prerequisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> Well serviced snowboard, waxed and edges tuned appropriately (Eq) Pick the correct terrain, wide, smooth and not too steep. Ideally a green piste (En) Focused and continued concentration on the correct action point, maintaining motivation for the task (Ps) Rider needs to allow the board to track along the edge. This may feel like the rider is relinquishing some control (Ps) Athlete hydrated with well-managed energy levels (Ph)

INDICATORS	Control of line	Control of speed
Encourage <i>(Accurate outcome)</i>	<ul style="list-style-type: none"> Clean carve the second part of the turn Tail following the nose through at least 2/3rds of the turn. Encourage turns to be flowing, smooth, linked Open lines, without trying to overly influence the radius. (Park and Ride) 	<ul style="list-style-type: none"> Controlled speed Use of turn radius and arc length to control speed appropriately
Discourage <i>(Inaccurate outcome)</i>	<ul style="list-style-type: none"> Skidding turns after the fall line Rushing into next turn Traversing without the carve shape in the arc 	<ul style="list-style-type: none"> Increase in speed down the hill throughout the run Travelling too slowly to make it easy

PERFORMANCE ACTIONS – what performers can do to achieve the desired outcomes

Tactical	<ul style="list-style-type: none"> Correct approach to account for equipment and snow conditions e.g. soft snow – be subtle with edging movements; Decide at which point in the arc the rider will be able to clean carve without losing control of line and speed. 			
Technical	Throughout Turn	Build	Work	Release
Steering Elements	<ul style="list-style-type: none"> Limited active rotation when the performer wants to clean carve during the arc. Encourage smooth edging movements without pauses. Tilt the board to engage the edge as the speed picks up. Allow and feel the pressure to build through the legs. The amount of edge angle necessary is relatively limited; don't try to squeeze too much out Release the edge gradually and be patient through transition. Wait, don't rotate. 			

Body Management	<ul style="list-style-type: none">• Stay in a strong and simple stance that allows the movement required.• Try to use all the lower joints to create the edge angle in a comfortable and biomechanically sound way. Shouldn't need any funky shapes to achieve the minimal edge angle required.• Feel how inclination is applied gently and smoothly to increase the edge angle. It need not be forced. No breaking at the waist.• No unnecessary vertical movements in transition; use lateral movements to initiate the next turn.
------------------------	---

Performance Indicators and Actions – Freestyle (Level 1)	
	Performance thread prerequisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> Well serviced snowboard, twin-shape, medium flex park board would be ideal (Eq) Pick the correct terrain, wide, smooth and shallow. Green slope or similar (En) Focused and continued concentration on the correct action point, maintaining motivation for the task (Ps) Understand the demonstrative nature of the task (Ps) Rider hydrated with well-managed energy levels (Ph) Rider appropriately warmed up for powerful, dynamic movements (Ph)

Trick	
Nose/Tail Press	<ul style="list-style-type: none"> Hold in stable position for a minimum of 3 seconds Front/back foot should be clearly off the ground Maintain a straight line. No edging Appropriate posture and balance Rider can jump into the press or just lean forward/back
Ollie/Nollies	<ul style="list-style-type: none"> Take off on one foot, land two feet together. Get the whole length of the board off the ground Take off and land on a flat base Comfortably ride away Good timing, consistent blend of fore & aft with flexion and extension
Frontside and backside 180s	<ul style="list-style-type: none"> Evidence of appropriate separation and pre-wind Performing the full 180 degree rotation in the air Ability to ride-out switch, no reverting Only 180s in preferred direction require Spins can be performed of either edge Can be performed across the fall line or down it Performance must be consistent i.e. not having to make regular recovery movements

ATTACHMENT V

BASI LEVEL 2 SNOWBOARD INSTRUCTOR TRAINING SCHEDULE

AM = 9.30-12.30

PM = 13.30-16.30

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31st Dec - 6th Jan						Arrival Day	AM Meeting in Polar and free time
7th - 13th Jan	AM (Oilly)	AM (Oilly)	OFF	OFF	AM (Oilly)	OFF	OFF
14th - 20th Jan	AM Q&A (Ash)	OFF	AM (Oilly)	OFF	AM (Oilly)	MENTOR SESSION 1	OFF
21st - 27th Jan	PM (Oilly)	OFF	AM (Oilly)	OFF	PM (Oilly)	OFF	MENTOR SESSION 2
28th Jan - 3rd Feb	AM Q&A (Ash)	OFF	AM (Oilly)	OFF	AM (Oilly)	MENTOR SESSION 3	OFF
4th - 10th Feb	AM Q&A (Ash)	OFF	AM (Oilly)	OFF	PM (Oilly)	MENTOR SESSION 4	OFF
11th - 17th Feb	PM (Oilly)	OFF	AM (Oilly)	OFF	AM (Oilly)	MENTOR SESSION 5	OFF
18th - 24th Feb	SHADOW	SHADOW	SHADOW	SHADOW	SHADOW	SHADOW	MENTOR SESSION 6
24th Feb - 3rd March	AM (Oilly)	OFF	AM (Oilly)	AM & PM (Ash & Oilly) + 3 Weekers	OFF	MENTOR SESSION 7	OFF

ATTACHMENT VI

BASI LEVEL 2 SNOWBOARD INSTRUCTOR COURSE PROGRAMME

Day	On Snow (<i>programme may change due to weather conditions</i>)	Off Snow
Intro		<ul style="list-style-type: none"> • Trainer and students meet, get to know each other • Course programme • Course outcomes • Use of this work book • Preview day 1 on snow
1	<ul style="list-style-type: none"> • Introduction to course / ice breaking & group bonding • Exploration of the link between the Central Theme & Fundamentals • Begin to develop personal performance • Be aware of teaching and learning 	<ul style="list-style-type: none"> • Review on snow activities • Consolidate student understanding of the Fundamentals • Link Central Theme and Fundamentals • Central Theme Video • Home Study: Mountain Hazards
2	<ul style="list-style-type: none"> • The Central Theme • Specific strengths and weaknesses of individual students • Video session 	<ul style="list-style-type: none"> • Video session • Performance analysis model • The structure of teaching • Prepare teaching session • Preview day 3
3	<ul style="list-style-type: none"> • Perform teaching session (focus safety and communication) • Specific strengths and weaknesses of individual students • Perform in the strands 	<ul style="list-style-type: none"> • Review and record teaching session • Action plan teaching • Discuss strands beyond the CT
4	<ul style="list-style-type: none"> • Ride in the Strands • Develop performance in the strands • Specific strengths and weaknesses of individual students • Video session 	<ul style="list-style-type: none"> • Review and record performance in strands • Skill acquisition and learning phases • Introduction to teaching styles • Prepare teaching session for Day 5
5	<ul style="list-style-type: none"> • Perform teaching session • Focus on communication & feedback • Specific strengths and weaknesses of individual students • Develop in CT & strands 	<ul style="list-style-type: none"> • Review and record teaching session • Discuss student use of communication & feedback • Assessment sheet • Action planning for student practice

Day	On Snow (<i>programme may change due to weather conditions</i>)	Off Snow
6	<ul style="list-style-type: none"> • Review individual students action points • Review Strands & Central Theme • Discuss & illustrate developmental activities • Video session 	<ul style="list-style-type: none"> • Review and record developmental activities • Update technical action plan • Linking teaching styles and the learner phases (CT asexample) • Prepare teaching session
7	<ul style="list-style-type: none"> • Deliver Teaching session • Focus on teaching children • Specific strengths and weaknesses of individual students • Develop performance in the Strands 	<ul style="list-style-type: none"> • Review and record teaching session • Relate teaching to criteria • Written Paper
8	<ul style="list-style-type: none"> • Discuss & illustrate developmental activities • Perform Strands & Central Theme 	<ul style="list-style-type: none"> • Review performance and relate to the criteria • Review and record developmental activities • Explore teaching content (Leadership Styles, practice, structure) • Prepare teaching session
9	<ul style="list-style-type: none"> • Perform teaching session • Perform in the Strands 	<ul style="list-style-type: none"> • Review and record teaching session • Be clear on the how performance relates to criteria • Set action plan for tomorrow
10	<ul style="list-style-type: none"> • Perform in the Strands and Central Theme as necessary • Inform student of individual results 	<ul style="list-style-type: none"> • Update workbook • Create long term action points • Individual student debrief

ATTACHMENT VII

BASI LEVEL 2 SNOWBOARD INSTRUCTOR COURSE PIA's

L2 Teaching Assessment Criteria (Indicators)	
Session Safety	<ul style="list-style-type: none"> Maintain the safety of the group and other slope users at all times.
Enjoyment	<ul style="list-style-type: none"> Ensure the session is enjoyable and delivered in an engaging manner.
Understanding and Delivery	<ul style="list-style-type: none"> Demonstrate the ability to achieve goals that are appropriate to learner needs within the Central Theme, visiting each stage of TIED.
Session Review	<ul style="list-style-type: none"> Not assessed.

What does a successful Level 2 Teacher look like? (Actions)	
Prerequisites	<ul style="list-style-type: none"> Behave in a way that always maintains safety– refer to the manual for more detailed information. Communicate clearly and at an appropriate level for the learners in the group. Smile and make eye contact with members of the group. Be considerate of learners’ needs and questions.
Task	<ul style="list-style-type: none"> Use goals for the session that are clearly communicated. Explain why these goals are relevant to the learners – sell the lesson. Give a clear explanation of the session activity. Provide an accurate demonstration if necessary. Ensure that participants have understood the task by engaging them with questions. Teaching styles should relate to and enable the goal of the session; e.g., if the goal of the session is to practise a new skill, whilst building rapport within the group, then a reciprocal approach might be good. If it is to provide time for participants to develop the necessary speed to move from plough turning to plough, a practice session might work.
Information	<ul style="list-style-type: none"> Instructors should position themselves so that information can be gathered from different perspectives (from below, above, side-on etc.) Show an accurate observation of what is happening within participants’ performance. This should be done through the eyes of the instructor and through conversation with participants.
Evaluate	<ul style="list-style-type: none"> Ensure that evaluation is built in to all teaching episodes. Help participants understand the observations/feedback that have occurred. Relate observed inputs to task outcomes Consider all performance threads when making sense of the information. Relate evaluation to the initial task.
Develop	<ul style="list-style-type: none"> The new focus may represent a new task, a modification to, or repeat of the existing task. Choose a way to develop the initial task that builds on the information gathered The new focus may involve the instructor choosing to use a chaining, whole part whole or shaping approach to the initial task.

	<ul style="list-style-type: none"> • Define parameters by which participants can further gauge success.
Reviewing	<ul style="list-style-type: none"> • Instructors should engage actively in the review led by the trainer. • Instructors should lead a review, structured on TIED, supported and augmented by trainer. • Use focussed and open questions to direct people's reflections and gather and evaluate information.

Outcome Description

You can safely teach learner snowboarders using the TIED model and are able to communicate effectively. Your knowledge and understanding of the technical and teaching content is deep enough to tailor lesson plans to learners' needs for all levels up to and including Standard Turns.

Performance Indicators and Actions – Piste Performance (Level 2)	
	Performance thread pre-requisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> • Well serviced board, pure camber heavily advised (Eq) • Appropriate forward lean (Eq) • Focussed with high concentration levels (Ps) • Rider energy levels appropriate, time of day (Ph) • An un-crowded slope with a relatively consistent gradient (En)

INDICATORS	Control of Line	Control of Speed	
Encourage (Accurate outcome)	<ul style="list-style-type: none"> • Cleanly carve entire turn on blue terrain • Tail to follow the nose throughout • Rounded turn shape • Ability in influence turn size and shape 	<ul style="list-style-type: none"> • Using appropriate turn shape to control speed • Consistent speed • Controlled speed 	
Discourage (Inaccurate outcome)	<ul style="list-style-type: none"> • Traversing • Asymmetrical turn shape • Rotation of the board • Static/dead-spots • Park and ride 	<ul style="list-style-type: none"> • Skidding • Checking • Increasing speed throughout the run 	
PERFORMANCE ACTIONS – What performers can do to achieve the desired outcomes			
Tactical	<ul style="list-style-type: none"> • Use of appropriate radius and arc length to control speed • Correct approach to account for equipment and snow conditions • Anticipation of terrain. Maintaining constant speed regardless of cambers/gradients 		
Technical	Throughout turn	Build	Work Release
Steering Elements	<ul style="list-style-type: none"> • No rotation of the board • Quick edge change using angulation through lower joints • CoM to cross at transition to help build edge at the start of the turn • Progressive edge tilt throughout using controlled inclination • Both ankles working together simultaneously • Evidence of fore & aft to influence the arc • Release the edge/pressure progressively towards the end of the turn 		

Body Management	<ul style="list-style-type: none">• Strong, stacked/aligned body position• No breaking at the waist or 'dumping' hips into the turns• Avoid making unnecessary vertical movements in transitions – lateral movements made with the hips to initiate next turn• Move CoM deeper inside the turn through the middle of the turn to tighten the radius• Appropriate muscular effort to remain balanced and to deal with the increasing force• Progressive, smooth, swift release of the edge
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Performance Indicators and Actions – Steeps (Level 2)	
Performance thread pre-requisites	
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> • Well serviced board, pure camber heavily advised (Eq) • Appropriate forward lean (Eq) • Focused with high concentration levels (Ps) • Rider energy levels appropriate, time of day (Ph) • A slope with a relatively consistent gradient, red piste or equivalent (En)

INDICATORS	Control of Line	Control of Speed		
Encourage (Accurate outcome)	<ul style="list-style-type: none"> • Edge change across the fall line • Strong and consistent grip throughout • Corridor width 5-6m • Rounded turn shape • Rhythm and flow 	<ul style="list-style-type: none"> • Using appropriate turn shape to control speed • Consistent speed • Controlled speed/rate of descent 		
Discourage (Inaccurate outcome)	<ul style="list-style-type: none"> • Traversing • Asymmetrical turn shape • Static/dead-spots • Turns opening out 	<ul style="list-style-type: none"> • Skidding/excessive rotation • Checking • Increasing speed throughout the run 		
PERFORMANCE ACTIONS – What performers can do to achieve the desired outcomes				
Tactical	<ul style="list-style-type: none"> • Use of appropriate radius and arc length to control speed • Correct approach to account for equipment and snow conditions • Anticipation of terrain. Maintaining constant speed regardless of cambers/gradients 			
Technical	Throughout turn	Build	Work	Release
Steering Elements	<ul style="list-style-type: none"> • Strong counter-twist at edge change • Fore pressure to engage front contact point • Back foot engaged immediately after edge change, returning to centre • Build edge progressively through out the turn • Good control of rotation to ensure consistent grip throughout • Aft pressure building through the end of the turn to allow for counter-twist • Release the edge/pressure progressively at the end of the turn 			

Body Management	<ul style="list-style-type: none">• Strong, stacked/aligned body position• No breaking at the waist or 'dumping' of the hips into the turns• Getting the CoM effectively on the inside of the turn immediately after edge change• Appropriate muscular effort to remain balanced and to deal with the increasing force• Ability to extend or flex the legs through the turn to deal with terrain/snow• Appropriate blend of angulation and inclination. More angulation than inclination to ensure CoM position doesn't impede rate/timing of responsiveness• Progressive, smooth, swift release of the edge
-----------------	--

Performance Indicators and Actions – Variables/Bumps (Level 2)	
	Performance thread pre-requisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> Well serviced board, edged and waxed recently (Eq) Camber board advised but hybrid could be beneficial (Eq) Focussed with high concentration levels (Ps) Rider energy levels appropriate, time of day. Good strength/fitness (Ph) A slope with a relatively consistent gradient, blue piste gradient or equivalent (En)

INDICATORS	Control of Line	Control of Speed		
Encourage (Accurate outcome)	<ul style="list-style-type: none"> Edge change well before the fall line Strong and consistent grip throughout Ability to be able to ride a variety of corridors Rounded turn shape 	<ul style="list-style-type: none"> Using appropriate turn shape to control speed Consistent speed (Not too slow) Controlled speed/rate of descent 		
Discourage (Inaccurate outcome)	<ul style="list-style-type: none"> Traversing Asymmetrical turn shape Static/dead-spots Loosing turn size/shape consistency Board involuntary breaking contact with the snow 	<ul style="list-style-type: none"> Skidding/excessive rotation Too frequent checking Increasing speed throughout the run Biased towards one turn to control speed 		
PERFORMANCE ACTIONS – What performers can do to achieve the desired outcomes				
Tactical	<ul style="list-style-type: none"> Use of appropriate radius and arc length to control speed Correct approach to account for equipment and snow conditions Anticipation of terrain. Maintaining constant speed regardless of undulations/cambers/varying gradients Good judgement of appropriate line 			
Technical	Throughout turn	Build	Work	Release
Steering Elements	<ul style="list-style-type: none"> Strong committed edge change Ability to maintain good board-snow contact Good use of fore/aft to deal with inconsistent terrain Build edge progressively through out the turn Good control of rotation to ensure consistent grip throughout Release the edge/pressure progressively at the end of the turn 			

Body Management	<ul style="list-style-type: none">• Strong, stacked/aligned body position• Strong core, engaged throughout to deal with inconsistent terrain• Getting the CoM effectively on the inside of the turn immediately after edge change• Good awareness of CoM in relation to edge (agility and responsiveness)• Appropriate muscular effort to remain balanced and to deal with the increasing force• Ability to both extend and flex the legs independently throughout the turn to deal with terrain/snow• No bucking or too frequent recovery movements• Progressive, smooth, swift release of the edge
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Performance Indicators and Actions – Freestyle (Level 2)	
	Performance thread pre-requisites
Equipment Environment Physical Psychological	<ul style="list-style-type: none"> • Well serviced board, edged and waxed recently (Eq) • Medium flex, twin tip park board would be ideal (Eq) • Focussed with high concentration levels (Ps) • Understanding the demonstrative nature of the task (Ps) • Rider energy levels appropriate, time of day. Good strength/fitness (Ph) • Rider appropriately warmed up for powerful, dynamic movements (Ph) • A slope with a relatively consistent gradient, blue piste gradient or equivalent (En)

Tricks *must* be performed consistently to a demonstrative standard with a high degree of accuracy

Trick	
50:50	Feature Required – Green/blue Box, ride-on <ul style="list-style-type: none"> • Ability to pop on and pop off • Ability to judge appropriate speed required for size of feature • 50:50 locked in, no wobbles or adjustments • Clean, two-footed landing • Displaying a good understand how and where to drop in from
Straight Air with (any) grab	Feature Required – Green/blue kicker, approximately 4-6m table (take-off to knuckle) <ul style="list-style-type: none"> • Consistent clean pop, back foot leaving the kicker last • Controlled grab in the air (Toe or Heel edge grab) • Two footed landed at least a metre passed the knuckle • Ability to consistently judge appropriate speed required for the kicker • Displaying a good understand how and where to drop in from
Frontside and Backside 180s	Feature Required – Appropriate side-hits, natural features <ul style="list-style-type: none"> • Consistent, clean rotations with the full 180 being performed off the ground • Good control of landing, no reverts and riding out comfortably switch • Spin backside of the toes, frontside of the heels • Evidence of appropriate separation and pre-wind • Show excellent timing to pop and perform the 180 at the correct moment • Display a good understanding of the appropriate speed required for the feature

<p>Flatland (presses, ollies/nollies, combinations)</p>	<p>Terrain Required – Well groomed, mellow terrain, ideally no camber</p> <ul style="list-style-type: none"> • Very consistent ollies and nollies performed to a demonstrative standard • Taking off one foot, landing two feet together • Ability to pop into the press • Locking in press and holding for several seconds in a straight line • Ability to combine tricks and butters • Showing creativity with flatland skills • Ability to be able to perform everything switch • Essential to show relax, alert, responsive body position throughout
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ATTACHMENT VIII

BASI HOURS LOG SHEET



BASI – Hours Log Sheet

*Member Name : _____

*Licence No : (Full Members only) _____

*Qualification : _____

*Discipline : (please tick)

Alpine	<input type="checkbox"/>	Snowboard	<input type="checkbox"/>	Telemark	<input type="checkbox"/>
Nordic	<input type="checkbox"/>	Adaptive	<input type="checkbox"/>		

*Snowsport School & Venue: _____

*Season : _____

* Mandatory fields must be completed. Incorrectly completed forms may delay your qualification

*Dates Completed (dd/mm/yy)	*Number of Hours	*Approved By
*Total Hours		

I confirm this record of Snowsport School Experience hours is accurate and correct.

*Snowsport School Representative Signature: _____

Print Name: _____ Position: _____ Date: _____

Please send completed log sheet to 17 The Square, Grantown on Spey, PH26 3HG, E: basi@basi.org.uk
 F: 01479 873657

T:\Website Forms, Policies etc\2012 Forms, policies & Intl articles\BASI_35hrs_log_sheet_08Feb12



BASI – Hours Log Sheet

*Member Name : André Gabriel Martins
 *Licence No : (Full Members only) _____
 *Qualification : SB - Level 1
 *Discipline : (please tick) Alpine Snowboard Telemark
 Nordic Adaptive
 *Snowsport School & Venue: Arinsal - Vallnord, Andorra
 *Season : 2018/2019

* Mandatory fields must be completed. Incorrectly completed forms may delay your qualification

*Dates Completed (dd/mm/yy)	*Number of Hours	*Approved By
24/12/2018	5h	Pauline Boviss
25/12/2018	5h	Rodrigo Boviss
26/12/2018	5h	Rodrigo Boviss
27/12/2018	5h	Rodrigo Boviss
28/12/2018	5h	Rodrigo Boviss
31/12/2018	3h	Diego
31/12/2018	1h	SWAT
01/01/2019	4h	Diego
01/01/2019	3h	SWAT
02/01/2019	4h	Diego
02/01/2019	4h	SWAT
03/01/2019	4h	LEONARDO
03/01/2019	4h	LEONARDO
04/01/2019	4h	SWAT
04/01/2019	4h	SWAT
05/02/2019	6h	(ASH NEWMES)
06/02/2019	6h	(ASH NEWMES)
*Total Hours	72	

I confirm this record of Snowsport School Experience hours is accurate and correct.

*Snowsport School Representative Signature: [Signature]
 Print Name: ASH NEWMES Position: TRAINER Date: 6/02/19

Please send completed log sheet to 17 The Square, Grantown on Spey, PH26 3HG, E: basi@basi.org.uk F: 01479 873657

T: Website Forms, Policies etc/2012 Forms, policies & Int'l articles/BASI_35hrs_log_sheet_08Feb12

ATTACHMENT IX

CHILD PROTECTION IN SPORT AND ACTIVE LEISURE – EDUCARE
CERTIFICATION

EduCare®

Child Protection in Sport & Active Leisure



Keir McDonald

Keir McDonald MBE
Chief Executive Officer
EduCare Learning Ltd

© EduCare Learning Ltd.

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ATTACHMENT X

INJURIES AMONG ADVANCED BRITISH SNOWBOARDERS – GOOGLE DOCS
QUESTIONNAIRE

Injuries among Snowboarders

The purpose of this 10 minute questionnaire is to retrieve information about injuries among Intermediate to Advanced Snowboarders, as well as demographic and sports data about the participants, for the Final Report of a Master's Degree in Nature Sports (Instituto Politécnico de Viana do Castelo - Portugal).

This is an anonymous questionnaire that will have 3 sections:

- Demographic information
- Sports information
- Injury information about the past 3 years

Please read the descriptions before you fill in the answers.

André Gabriel Martins - Nature Sports Master's Student in Instituto Politécnico de Viana do Castelo - Portugal.

***Required**

Section I - Demographic information

1. Age *

(only numbers)

2. Gender *

Mark only one oval.

Female

Male

Other: _____

3. Nationality *

Section II - Sports Information

In this section you have to provide information about your Snowboarding experience.

1. Weeks of Snowboarding *

Mark only one oval.

0 - 4 weeks

5 - 10 weeks

11 - 16 weeks

> 16 weeks

2. Do you have a Snowboard Instructor License?

Mark only one oval.

- No
- Yes, Level 1
- Yes, Level 2
- Yes, Level 3
- Yes, Level 4

3. Are you a federated athlete? *

Mark only one oval.

- Yes
- No
- Was

4. Your board type of choice *

Mark only one oval.

- Rocker
- Camber
- Flat
- Rocker/Camber

5. What protective gear do you use? *

Tick all that apply.

- Helmet
- Knee pads
- Elbow pads
- Wrist pads
- Protection vest
- Padded Shorts
- Backprotection
- None

6. Do you warm-up before Snowboarding? *

Mark only one oval.

- Yes
- No
- Sometimes

7. How often to you train your physical condition in one week? *

Mark only one oval.

	1	2	3	4	5	6	7	
1 day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7 days

8. Section III - Injury Information

In this section you have to provide information regarding the last 3 years, about any injuries you had while Snowboarding.

1. How many injuries did you have while Snowboarding during the past 3 years? *

Mark only one oval.

- 0 Stop filling out this form.
 1
 2
 3
 4
 5
 > 5

9. Injury information

This is the last section, where you have to provide information about the injuries you had while Snowboarding during the last 3 years.

1. Body location of injuries (past 3 years)

Indicate the body location of your injuries (lines) and how many you had (columns) on that location.

Tick all that apply.

	1 injury	2 injuries	3 injuries	4 injuries	5 injuries	> 5 injuries
Head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ribs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailbone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.1. If you selected "Other" on the previous question, write down the body location:

2. Injury type (past 3 years)

Indicate what type of injuries you sustained (lines) and how many of them you had (columns).

Tick all that apply.

	1 injury	2 injuries	3 injuries	4 injuries	5 injuries	> 5 injuries
Skin abrasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laceration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joint dislocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ligament tear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muscle tear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fracture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1. If you selected "Other" on the previous question, write down the injury type:

3. Injury severity (past 3 years)

Indicate the severity of the injuries you sustained according to the Abbreviated Injury Scale (lines) and how many of them (columns).

Tick all that apply.

	1 injury	2 injuries	3 injuries	4 injuries	5 injuries	> 5 injuries
1-Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-Moderate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-Serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-Severe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-Critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-Maximal (Untreatable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Injury treatment (past 3 years)

Indicate the various forms of treatment (lines) of each injury (columns).

Tick all that apply.

	1 injury	2 injuries	3 injuries	4 injuries	5 injuries	> 5 injuries
No treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immobilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physiotherapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1. If you selected "Other" on the previous question, write down the form of treatment:

5. Injury recovery (past 3 years)

Indicate how long did it take you to fully recover (lines) from each injury (columns).

Tick all that apply.

	1 injury	2 injuries	3 injuries	4 injuries	5 injuries	> 5 injuries
0 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-7 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-21 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
> 21 days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not fully recovered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>