



Australian Government

Department of Education, Employment and Workplace Relations

SISOSKB303A Guide day snowboarding activities

Release: 2

SISOSKB303A Guide day snowboarding activities

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide participants in day snowboarding activities. This unit focuses on the application of planning skills to make suitable arrangements to guide a group through a day snowboarding trip.

Application of the Unit

This unit applies to those working as snowboarding guides who conduct day snowboarding trips and activities in a range of controlled conditions at a snowsport area.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

1. Plan a day snowboarding trip.

- 1.1. Conduct relevant assessments to determine the ***condition of participants***.
- 1.2. Develop a trip ***plan*** according to participant's needs, ***relevant legislation*** and ***organisational policies and procedures***.
- 1.3. Select an appropriate location for the trip according to participant's abilities, ***trip objectives***, relevant legislation and organisational policies and procedures.
- 1.4. Identify ***hazards*** associated with snowboarding and minimise ***risks*** to ensure personal safety of participants.
- 1.5. Access ***relevant sources*** to interpret detailed ***weather and environmental information*** to determine activity plan.
- 1.6. Determine ***food and water requirements*** according to ***principles of nutrition*** and ***contextual issues*** of the day trip.
- 1.7. Inform ***appropriate authorities*** before commencing the snowboarding trip

2. Select equipment for the group.

- 2.1. Select ***equipment*** according to contextual issues and organisational policies and procedures and check serviceability.
- 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort.
- 2.3. Pack equipment that is not required on hand in a suitable manner.
- 2.4. Check safety and rescue equipment to ensure suitability to the group and the conditions.

3. Brief participants.

- 3.1. Communicate instructions and ***relevant information*** about the snowboarding trip in a manner suitable to the participants.

ELEMENT**PERFORMANCE CRITERIA**

- 3.2. Outline **safety procedures** and safe areas and or boundaries for the trip.
 - 3.3. Explain symptoms, treatment and prevention of hypothermia and dehydration to group to assist in self-monitoring.
 - 3.4. Establish a suitable **communication system** for participants to use while snowboarding.
 - 3.5. Check and confirm participants are properly equipped for the trip.
- 4. Supervise snowboarding activities during trip.
 - 4.1. Demonstrate correct **snowboarding techniques** to participants.
 - 4.2. Monitor snowboarding techniques to ensure safety of participants.
 - 4.3. Monitor individual **participant's performance** and provide appropriate feedback.
 - 4.4. Implement appropriate modifications to activities in regard to all **variable factors** that are monitored.
 - 4.5. Use positive encouragement throughout trip, and encourage feedback and questioning from group members.
 - 4.6. Respond to emergencies or non-routine situations according to organisational policies and procedures.
- 5. Complete post trip responsibilities.
 - 5.1. Notify appropriate authorities of trip completion.
 - 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.
 - 5.3. Evaluate **relevant aspects** of snowboarding activities.
 - 5.4. Identify potential areas of improvement for future snowboarding trips.
 - 5.5. Review own performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants to plan a snowboarding trip that meets their needs
 - convey information about the safety aspects of the trip
 - interact with participants to create a safe and positive snowboarding environment
- problem-solving skills to:
 - plan a suitable snowboarding trip according to participant's needs and abilities
 - make decisions about potential hazards that may affect activities
 - respond appropriately to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - organise participants into manageable groups for snowboarding
- language and literacy skills to:
 - produce a plan for the snowboarding trip,
 - complete post-activity participant and self evaluations
 - apply for permission or permits to use snowboarding location to guide a group
- personal snowboarding skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of snowboarding activities
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- information about local area to assist in the planning process and enable management of potential snowboarding hazards, and any special restrictions applying to the area
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment
- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- use, care and maintenance of snowboarding equipment to ensure prolonged life span and safety requirements
- principles of nutrition to maintain health and energy during the trip

- snowboarding techniques and common communication methods used between snowboarders to reduce risk
- technical snowboarding knowledge, such as techniques and procedures to suit the features of the surface
- sources of weather and environmental information to ascertain possible conditions and their affect on the trip
- hazards that may be experienced in various conditions on different terrain
- first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans within activity constraints and guides and monitors groups in a safe and professional manner
- applies effective contingency management techniques to deal with a range of problems and issues that commonly arise during snowboarding trips
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure leading snowboarding activities that are appropriate to the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable snowsport area that enables the demonstration and practice of snowboarding activities
- a group of participants to take part in the snowboarding trip
- resources and information regarding participants and location to accurately plan, guide and document snowboarding activities for a variety of participants
- equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, backpack or bumbag, safety and emergency equipment and food and water.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with a group of participants, including conveying information for safe participation
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all

snowboarding activities

- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of snowboarding trip plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOSKT305A Apply snowcraft skills for day touring

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- skill level
- previous experience
- physical capabilities and fitness level
- age
- injuries and illnesses.

Plan may include:

- activity aims and objectives
- date, time and duration
- location
- guide and participant ratios
- resources and equipment
- food and water
- weather details
- participant information:
- safety and emergency requirements
- risk management plan
- relevant legislation and organisational policies and procedures.

Relevant legislation may include:

- occupational health and safety
- permits or permission for access
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety:
- assessment procedures
- time and budget constraints
- use, maintenance and storage of equipment
- communication protocols
- safety and emergency procedures
- code of ethics
- confidentiality of participant information
- guide and participant ratios
- snowsport area signs and regulations
- Alpine Responsibility Code and snowboarding practices within the code.

Activity objectives may include:

- self improvement
- meeting people

Hazards may include:

- fitness targets
- adventure and recreation.
- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Risks may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment and course failure.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

Weather and environmental information may include

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

Food and water requirements may include:

- range of foods:
 - perishability
 - packaging
- storage.

Principles of nutrition may include:

- food groups
- dietary guidelines.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Appropriate authorities may include:

- authorities
- supervisors.

Equipment may include:

- snowboarding equipment:
 - beanie
 - board
 - boots
 - bindings
 - wrist guards
 - gloves
 - sun glasses or goggles
- resources:
 - food and water
 - navigation equipment
- safety and rescue equipment:
 - repair equipment
- first aid kit.

Relevant information may include:

- personal equipment requirements:
- safety procedures
- preventative measures for risks
- possible hazards
- environmental impact minimisation
- snowboarding techniques
- objectives
- rules and codes
- responsible and safe behaviour.

Snowboarding techniques may include:

- skidded and edged turns
- edge control
- side-slipping with flexion-extension
- speed control
- stopping
- falling
- balance
- straight running
- upright stance
- blend of movements.

Communication system may include:

- calls
- radio
- hand signals
- whistles.

Safety procedures may include:

- equipment checked and undamaged

- Participant's performance*** may include:
- snowboarders ready
 - correct fitting equipment
 - wearing of helmets
 - appropriate spacing between participants
 - use of safety and rescue equipment.
 - use of appropriate communication system
 - snowboarding technique
 - snowboarding pace over various distances and conditions
 - attitude
 - negotiation of hazards
 - use of equipment.
- Variable factors*** may include:
- change of weather
 - equipment failure
 - participant's needs
 - snow conditions.
- Relevant aspects*** may include:
- objectives
 - planning process
 - activity site
 - weather
 - equipment selection
 - clothing selection
 - food selection
 - instructional content
 - instructional technique
 - assessment technique
 - group feedback
 - directing techniques:
 - rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding