

# EUROPASS SUPPLEMENT TO THE DIPLOMA OF

## TITLE OF THE CERTIFICATE (original language: ES)

*Técnico Deportivo en Snowboard  
LOGSE*

## TRANSLATED TITLE OF THE CERTIFICATE (English)

*Sports Instructor in Snowboarding  
the General Organisation of the Educational System Law*

---

### Certificate of Completion of Snowboarding Level One

#### PROFILE OF SKILLS AND COMPETENCES

##### The holder has acquired general skills relating to:

Introducing beginners to snowboarding, and to promoting this sports modality, instructing them in the fundamental principles of snowboarding techniques and tactics, guiding and accompanying individuals or groups during the practice of the sport, ensuring the safety of snowboarders and applying first aid if necessary.

**Within this framework, each SPORT TEACHING MODULE includes the following LEARNING RESULTS that the holder acquires.**

##### “Anatomical and physiological bases of sport I”.

The holder is proficient in:

- Describing the general characteristics of the bones of the human body.
- Identifying the joints and classifying them by their characteristics and their function.
- Interpreting the basic concepts of biomechanics related to physical activity.
- Determining the most significant characteristics of muscles.
- Identifying the major anatomical regions of the human body, listing their structure and function.
- Determining the function of the components of the cardiorespiratory system.
- Determining the fundamentals of energy metabolism.
- Explaining the fundamentals of nutrition and hydration.
- Employing basic biological science terminology.

##### “Psychopedagogical foundations of education and sport training I”.

The holder is proficient in:

- Describing the main psychological characteristics of children and young people and their influence on their initiation into sports.
- Applying the basic techniques for motivating young athletes.
- Identifying the factors that improve the process of acquiring sports techniques.
- Determining the role played by the Sports Instructor in acquiring sports skills and abilities.
- Describing the methods and systems used to teach sports skills.
- Employing basic teaching terminology.

##### “Sport training I”.

The holder is proficient in:

- Knowing the conditional physical attributes and their development depending on age.
- Knowing the perceptual-motor attributes and their development depending on age.
- Applying the basic methods and means used to develop physical attributes and perceptual-motor attributes.
- Applying basic concepts to the implementation of a correct warm-up.
- Employing basic theoretical sport training terminology.

##### “The organisation and legislation of sport I”.

The holder is proficient in:

- Knowing the administrative structure for sport in the relevant Autonomous Community and its relationship with the General Administration of the State in the same field.
- Differentiating between the managerial competencies that correspond, in the field of sport, to Autonomous Administration agencies, from those which, in the same field, correspond to local Bodies.
- Knowing the associative model of the relevant Autonomous Community.

#### **“Sociological foundations of sport”.**

The holder is proficient in:

- Identifying social and cultural values that can be transmitted through sport.
- Characterising the ways in which a Sports Instructor can intervene in the transmission of social values through sport.
- Raising awareness of the responsibility of the Sports Instructor in the transmission of social values.

#### **“First aid and hygiene in sport”.**

The holder is proficient in:

- Knowing the legislation that delimits the intervention of the Sports Instructor in the field of first aid.
- Identifying injuries and wounds, evaluating their degree of seriousness.
- Applying first aid methods and techniques.
- Applying evacuation protocols for injured and wounded people.
- Explaining the general principles of hygiene in sport.
- Describing the techniques for recovery following physical exercise.
- Knowing the effects of major drug dependencies on the human organism.
- Identifying the factors that lead to smoking and alcoholism and defining the effects that these dependencies produce on the organism of young athletes.

#### **“Professional development”**

The holder is proficient in:

- Knowing labour legislation applicable to holders of the level one diploma in snowboarding.
- Describing the legal requirements for the practice of the profession.
- Specifying the competencies, functions, tasks and responsibilities of the level one diploma in snowboarding.
- Defining the basic system of territorial organization of winter sports.
- Defining the professional sectors that integrate the snow tourism industry.
- Describing the training structure of Sports Instructors in Snowboarding in Spain.

#### **“Technical snowboard training”.**

The holder is proficient in:

- Knowing the basics of snowboarding techniques and tactics.
- Defining the conditional physical and perceptual-motor attributes that have a bearing on snowboarding.
- Employing the elementary terminology of snowboarding.
- Understanding and explaining the mechanics and biomechanics of snowboarding.
- Knowing the characteristics of specific materials and their influence on snowboarding technique.
- Executing basic technical movements of snowboarding.
- Executing the basic tactical actions of snowboarding.

#### **“Snowboarding material”.**

The holder is proficient in:

- Determining the technical characteristics of the materials used in the practice of snowboarding.
- Knowing the processes used to care for and maintain those technical materials.
- Knowing the technical characteristics of the specific clothing and accessories required for the practice of snowboarding, as well as how to keep them in good condition.

#### **“Mountain environment”.**

The holder is proficient in:

- Identifying the most salient features of the mountain environment.
- Using cartography and natural orientation for mountain orienteering.
- Knowing how environmental education can be used to change attitudes.
- Knowing the legislative and social initiatives aimed at the conservation of the wild nature of the mountain areas of the Iberian Peninsula.

#### **“Methodology of snowboard teaching”.**

The holder is proficient in:

- Applying the principles of teaching to the teaching-learning process of snowboarding.

- Develop methodological progressions for the teaching of snowboarding technique.
- Determining the technical and tactical content of the stages of an initiation to snowboarding and an acquisition of basic techniques.
- Characterising the different methods and styles of teaching that are applicable in the phases of initiation and acquisition of basic techniques.
- Employing different means, resources and aids to teach snowboarding technique and their application in the phases of initiation and acquisition of the basic techniques.
- Identifying defects in technical execution, determining their causes and applying methods and means to correct them.
- Applying criteria for assessing progress in learning the technique.
- Using specific snowboarding didactics for children.

#### **“Safety in sport”.**

The holder is proficient in:

- Avoiding the most common overuse injuries and injuries caused by indirect factors in snowboarding.
- Knowing the accident prevention and safety measures in ski areas.
- Acting, in the event of an accident during the practice of snow sliding sports, following the protocols.
- Defining the basic organisation of winter sports resorts.
- Describing and recognising the methods and means of safety on marked pistes.
- Recognising the most commonly used signage in ski areas.
- Defining on-piste rules of behaviour for snowboarders.
- Describing and applying the most effective methods to prevent disorders caused by the effect of solar radiation.

#### **“Complementary block”.**

The holder is proficient in:

- Understanding the most commonly used terminology in the science of the sporting speciality in German, French or English.
- Employing a word processor to facilitate compliance with the functions appropriate to their level.
- Introducing future instructors to the practice of sport by disabled people.

#### **“Practical training”.**

- The aim of the practical training block in the level one of the Sports Instructor in Snowboarding course is for pupils to develop in a practical way the skills they have acquired during the training period, applying in real-life situations the knowledge and skills they have acquired in their theoretical and practical training, and to obtain the experience they need to effectively initiate pupils in snowboarding, accompanying individuals or groups as they practice the sport and ensuring the safety of such individuals or groups during the realisation of the activity, applying first aid if necessary.

### **RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE**

He or she shall carry out their activity in the field of sport initiation, conducting teaching sessions for snowboarders, on marked pistes in a winter sports resort.

This Instructor shall always act within a public or private body related to the practice of snowboarding. The different types of bodies or companies in which they can carry out their functions are:

1. Ski schools.
2. Sports initiation centres.
3. Sports clubs and associations.
4. Sports federations.
5. Sports boards.
6. Companies providing sporting services.
7. Schools (extracurricular activities).

### **Sports Instructor in Snowboarding, level II**

#### **PROFILE OF SKILLS AND COMPETENCES**

**The holder has acquired general skills relating to:**

Scheduling and teaching snowboarding with a view to perfecting the technical and tactical performance of the athlete, and to conducting the basic training of athletes and teams in this sports modality, directing individuals and teams during snowboarding competitions and organising activities related to the teaching and practice of snowboarding.

**Within this framework, each SPORT TEACHING MODULE includes the following LEARNING RESULTS that the holder acquires.**

#### **“Anatomical and physiological bases of sport II”.**

The holder is proficient in:

- Determining the anatomic characteristics of the segments of the body and interpreting their movements.
- Explaining the mechanics of muscle contraction.
- Applying the basic fundamentals of mechanical laws to the knowledge of the different types of human movement.
- Relating the responses of the cardiorespiratory system to exercise.
- Interpreting the bases of energy metabolism.
- Describing the bases of how the central nervous system works and how it is involved in controlling the motor activity.
- Describing the bases of how the autonomic nervous system works and how it is involved in controlling the systems and apparatuses of the human body.
- Describing the bases of how the digestive apparatus and the kidneys work.

#### **“Psychopedagogical foundations of education and sport training II”.**

The holder is proficient in:

- Determining the most relevant psychological aspects that influence the learning of sportsmanship.
- Applying strategies to improve how athletes function psychologically.
- Identifying emotional factors and problems related to sports training and competition.
- Identifying perceptual factors involved in sporting optimisation.
- Evaluating the effect of decision-making in sporting performance.
- Designing practice conditions to improve the learning of sports.
- Knowing the psychological aspects related to managing sports groups.

#### **“Sport training II”.**

The holder is proficient in:

- Applying elements of training scheduling and monitoring.
- Employing systems and methods that develop the various physical and perceptual-motor attributes.
- Applying methods used to train physical attributes and perceptual-motor attributes.
- Interpreting basic concepts of the preparation of psychic and behavioural attributes.

#### **“The organisation and legislation of sport II”.**

The holder is proficient in:

- Knowing the legal framework of sport.
- Differentiating competencies in the area of sport between those that correspond to the General Administration of the State or those that correspond to the Autonomous Community.
- Knowing the sports association model at State level.

#### **“Theory and sociology of sport”.**

The holder is proficient in:

- Explaining the differences between sport in days gone by and contemporary sport.
- Determining the main factors that have led to the massive presence of the sporting phenomenon in advanced societies.
- Knowing the etymological derivation of the word sport.
- Interpreting the traits that constitute sport.
- Specifying the factors that have led to the expansion of sport in today's society.
- Knowing the ethical content of sport and the causes that distort the sporting ethic.
- Identifying the role of sport in today's society.
- Linking the evolution of the sport with the development of Spanish society.

#### **“Professional development II”.**

The holder is proficient in:

- Knowing labour legislation applicable to holders of the diploma of Sports Instructor in Winter Sports.
- Specifying the competencies, functions, tasks and responsibilities of a Sports Instructor in Snowboarding.
- Specifying the degree of development of the professions of winter sports instructors in countries of the European Union and determining the professional equivalence of Spanish instructors to professionals in those countries.

- Specifying the degree of development of the professions of winter sports instructors in countries outside the European Union and determining the professional equivalence of Spanish instructors to professionals in those countries.
- Defining the actions required to carry out paid work in countries within the European Union and in countries outside the Union.
- Knowing the organisation and functions of the Royal Spanish Winter Sports Federation.
- Describing the most salient characteristics of snow tourism.

#### **“Technical snowboard training II”.**

The holder is proficient in:

- Interpreting the technical movements and fundamental mechanisms of snowboarding.
- Delving deeply into the knowledge of snowboarding tactics.
- Specifying the influence of the conditional physical and perceptual-motor attributes that have a bearing on the technical movements of snowboarding.
- Explaining the mechanics and biomechanics of snowboarding.
- Skiing following a reference model executing specific technical mechanisms and movements adapted to special situations.
- Skiing following a reference model executing specific technical mechanisms and movements adapted to competitive disciplines.

#### **“Snowboarding material II”.**

The holder is proficient in:

- Determining the technical characteristics of equipment for children’s competitions.
- Repairing snowboarding equipment.
- Preparing for snowboarding competitions.
- Defining the specific materials and clothing for snowboarding competitions.
- Using the necessary elements for snowboard training and competition.

#### **“Mountain environment II”.**

The holder is proficient in:

- Identifying the most outstanding ski areas on the planet.
- Delving deeply into the knowledge of the mountain environment.
- Explaining the geogenesis of the mountain ranges of the Iberian Peninsula and the European continent.
- Understanding the interrelationship between ecosystems and the species that inhabit them.
- Identifying the influence of productive human activity on natural mountain areas.

#### **“Methodology of snowboard teaching II”.**

The holder is proficient in:

- Developing methodological progressions for the teaching of snowboarding technique in the phases when technique is being perfected and availability may vary.
- Defining the technical and tactical content of snowboarding in the phases when technique is being perfected and availability may vary.
- Applying the different teaching methods and styles in the phases when technique is being perfected and availability may vary.
- Applying the different means, resources and aids for the teaching of snowboarding in the phases when technique is being perfected and availability may vary.
- Identifying, in the phases when technique is being perfected and availability may vary, defects in technical execution, determining their causes and applying methods and means to correct them.
- Applying criteria for assessing progress in learning the technique.
- Applying specific snowboarding teaching methods for children in the phases when technique is being perfected and availability may vary.
- Demonstrating the technical movements and mechanisms that are specific to the phases when technique is being perfected and availability may vary.

#### **“Methodology of snowboarding training”.**

The holder is proficient in:

- Applying the basic principles and concepts of sports training theory to basic snowboard training.
- Applying the criteria and employing the methods used to plan snowboard training.
- Training the techniques and tactics of competitive snowboarding.
- Conducting specific training on skis of the conditional physical and perceptual-motor attributes.
- Defining the essential components of snowboard training.
- Employing the criteria for marking training and competition routes.
- Employing, at their level, the methods used to evaluate the performance of athletes.
- Applying the techniques used to prepare technical equipment for a competition.

- Applying the criteria for managing the participation of athletes in snowboard competitions.
- Preventing the physical and psychological risks inherent to competition.

#### “Safety in sport II”.

The holder is proficient in:

- Defining the general principles governing mountain meteorology.
- Knowing the characteristics of snow cover and interpreting changes.
- Applying the rules to avoid accidents due to an avalanche.
- Employ the methods of action in the event of an avalanche resulting in people being buried.
- Collaborating in the search and rescue of people buried in avalanches.
- Employing radio communication systems in mountainous terrain.

#### “Complementary block”.

The holder is proficient in:

- Understanding the most commonly used terminology in sporting science in German, French or English.
- Employing one or other database computer program.

#### “Practical training”.

- The aim of the practical training block of the Sports Instructor in Snowboarding course is for pupils to develop in a practical way the skills they have acquired during the training period, applying in real-life situations the knowledge and skills they have acquired in theoretical and practical training, and to obtain the experience they need to effectively:
  - o Teach snowboarding techniques and tactics.
  - o Manage snowboarders’ training.
  - o Manage snowboarders and teams during snowboard competitions.
  - o Schedule and organise snowboarding activities.

### RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE CERTIFICATE

The Sports Instructor in Snowboarding Diploma accredits the acquisition of sufficient professional knowledge and skills to assume responsibilities autonomously or within a public body or a private company.

He or she shall carry out their activity in the field of snowboard teaching and training. Their professional activity shall be carried out on marked pistes. Their field of endeavour expressly excludes the teaching and training of mountain skiing and snowboarding.

The different types of bodies or companies in which they can carry out their functions are:

- Sports schools.
- Sports clubs and associations.
- Sports federations.
- Sports boards.
- Companies providing sporting services.
- Schools (extracurricular activities).

### OFFICIAL BASIS OF THE CERTIFICATE

**Name and status of the body awarding the certificate:** The Ministerio de Educación y Formación Profesional (the Ministry of Education and Vocational Training) or the Autonomous Communities in the area of their own administrative responsibility. The degree has academic and professional effects that are valid throughout the entire State.

**Official duration of the Diploma:** Level I, 450 hours, level II 595 hours, Total: 1,045 hours.

#### Level of the certificate (national or international)

- NATIONAL: Non-university education.
- INTERNATIONAL:
  - Level 3 of the International Standard Classification of Education (ISCED 3).
  - Level 4 of the European Qualifications Framework (EQF 4).

**Entry requirements:** A Graduate Degree in Compulsory Secondary Education, or a Certificate of having passed the test that replaces the corresponding academic requirement. To access the top level of snowboarding, it will also be necessary to accredit that one has passed an entrance test of a specific nature.

Test of a specific nature - Level I:

Part one.

a) Objective:

To assess the level of the candidate's performance of the essential technical skills and his or her variable level of availability.

b) Content:

Perform a descent executing turns of varying radius and arc on a piste that has the following characteristics:

Length: 100-200 metres.

Gradient: 15-25 percent.

Snow: preferably compacted.

Terrain: smooth with at least one change of gradient.

Perform a descent executing turns of varying radius and arc on a piste that has the following characteristics:

Length: 100-200 metres.

Gradient: 15-25 percent.

Snow: preferably untrodden.

Terrain: uneven.

Part two.

a) Objective:

To assess the candidate's variable availability level.

b) Content:

Perform a timed descent on a circuit that has the following characteristics:

Length: 250-550 metres.

Gradient: 80 metres.

Terrain: uneven, with changes in the type of terrain and prepared or natural obstacles not exceeding 1.2 metres in height, with a maximum of three obstacles.

Distance between gates: minimum distance of 10 metres and maximum distance of 15 metres.

Number of gates: No less than 20 gates and no more than 35 gates.

It will consist of two rounds, each with a different route. In the first round, the candidates will draw lots to determine the order in which they will perform, and in the second round, they will perform in the reverse order.

#### **Access to the next level of education or training:**

To access the second level in snowboarding, as well as the above requirements, it will be necessary to accredit the Certificate of Completion of Snowboarding Level One (450 hours).

The Sports Instructor in Snowboarding Diploma allows the holder to access the Senior Sports Instructor in Snowboarding Diploma once they have accredited the academic requirement of a bachelor's degree.

**Legal basis.** Rules and regulations on which the Diploma is based:

Minimum teaching requirements established by the State: Royal Decree 319/2000, of 3 March, which establishes the diplomas of Sports Instructor and Senior Sports Instructor in the specialities of Winter Sports, and which lays down the corresponding minimum education requirements. (Official State Gazette of 28 March)

**Explanatory Note:** This document is intended as supplementary information to the Diploma in question, but on its own it does not have any legal validity.

### **COURSE STRUCTURE OF THE OFFICIALLY RECOGNISED DIPLOMA**

<b>SPORTS EDUCATION MODULES ESTABLISHED IN THE ROYAL DECREE</b>	<b>Level one HOURS</b>	<b>Level two HOURS</b>
<b>Anatomical and physiological bases of sport 1 and II</b>	15	25
<b>Psychopedagogical foundations of education and sport training I and II</b>	10	15
<b>Sport training I and II</b>	15	25
<b>Sociological foundations of sport</b>	5	-
<b>The organisation and legislation of sport I and II</b>	5	5
<b>First aid and hygiene in sport</b>	15	-
<b>Theory and sociology of sport</b>	-	10
<b>Professional development I and II</b>	10	10
<b>Technical snowboard training</b>	20	15
<b>Snowboarding material</b>	10	15
<b>Mountain environment I and II</b>	10	10
<b>Methodology of snowboard teaching</b>	25	15

<b>Methodology of snowboarding training</b>	-	15
<b>Safety in sport</b>	15	15
<b>Complementary block</b>	15	25
<b>Practical training block</b>	80	110
<b>TOTAL MINIMUM EDUCATION REQUIREMENTS IN HOURS*</b>	245	310
<b>TOTAL DURATION OF THE DIPLOMA 1045 hours</b>	<b>450</b>	<b>595</b>
<p><i>*55% of the minimum education requirements of the diploma reflected in the above table is of an official nature and is valid throughout the national territory. The remaining 45% is specific to each Autonomous Community and may be reflected in <b>Annex I</b> to this supplement.</i></p>		



## INFORMATION ABOUT THE EDUCATION SYSTEM

