

**FEI**  
**Fédération Equestre Internationale**



**FEI Coaching System**  
**(Competition)**

**SYLLABUS**

**Level 2 Coach**

Fédération Equestre Internationale  
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<b>Level 2 Coach</b>	
<b>Aim:</b>	<ul style="list-style-type: none"> <li>To work as an independent coach</li> <li>Coach for competition</li> </ul>
<b>Duration of the course:</b>	<ul style="list-style-type: none"> <li>6 days (3 + 3) without Eventing module</li> <li>7 days (3 + 4) with Eventing module</li> </ul>
<b>Entry Requirements for Participants:</b>	<ul style="list-style-type: none"> <li>21 years old and over</li> <li>Selected by their NF</li> <li>Completion of an FEI Level 1 Course</li> <li>Completion of the Logbook Level 1 (in English).</li> <li>Coach Curriculum</li> <li>Have a First Aid Safety certificate</li> </ul>
<b>Attendance:</b>	<ul style="list-style-type: none"> <li>11 participants + 1 Wild Card + Observers, i.e. <b>11</b> candidates + <b>1</b> Wild Card utilized by the FEI. If the Wild Card is not used, the free space will be given to another applicant.</li> </ul>
<b>Procedure of attendance</b>	<ul style="list-style-type: none"> <li>The FEI Tutor has the final decision on the selection of candidates.</li> </ul>
<b>Level:</b>	<ul style="list-style-type: none"> <li>Jumping: 1.20 – 1.30 m</li> <li>Dressage: Medium/Advanced</li> <li>Eventing: 1* up to 2**</li> </ul>
<b>Insurance:</b>	<ul style="list-style-type: none"> <li>Participants must be registered with their NF coach insurance scheme or privately</li> </ul>
<b>Assessment:</b>	<p><b>Assessment procedure during and after the course</b></p> <ul style="list-style-type: none"> <li>Proof of attendance at a Dressage, Jumping or Eventing Competition with a mentor (when possible)</li> <li>Pre-course questionnaire.</li> <li>Mid-course questionnaire.</li> <li>Practical coaching sessions during the course</li> <li>Logbook, completion of 15 sessions after the course and submission to the FEI within 3 months.</li> </ul>
<b>Certification:</b>	<ul style="list-style-type: none"> <li>Certificate of Achievement</li> </ul>
<b>Evaluation of the Course:</b>	<ul style="list-style-type: none"> <li>By the Tutor</li> <li>By the Coaches</li> </ul>
<b>Evaluation sheets and Report</b>	<ul style="list-style-type: none"> <li>To be sent to the FEI by the Tutor</li> </ul>

## **The Sport**

### **UNIT 1 - PRINCIPLES AND RULES**

#### **Goals**

At the conclusion of this unit, the coach will be able to:

- Know and develop in participants, knowledge of the rules of the different equestrian sports.
- Explain the FEI code for the welfare of horses.

### **UNIT 2 - TACTICS AND STRATEGY**

#### **Goals**

At the conclusion of this unit, the coach will be able to:

- Develop in participants, knowledge of the principles, practice strategies and tactics related to performance at this level.
- Utilize structured observation and analysis techniques for the development of technique, skill, and tactics.

### **UNIT 3 - SAFETY (further to Level One Coaching)**

#### **Goals**

At the conclusion of this unit, the coach will be able to:

INDOOR/OUTDOOR ARENAS, HACKING/WORKING in a field

- Devise a Health and Safety statement for the different equestrian sports.
- Implement an emergency plan in the event of an accident.
- Be capable of responding appropriately to a first Aid emergency\*.
- Assess the suitability of horses relating to size, weight and ability of the rider.
- Know the importance of professional indemnity and public risk policies.
- Fill out accident reports and maintain an accident register.

\*The coach will need a First Aid Safety at work certificate (valid for 3 years).

## UNIT 4 - TECHNIQUES AND SKILLS

### Goals

At the conclusion of this unit, the coach will be able to:

- Apply the techniques and skills in a range of activities appropriate to the sport and to the developmental stage of the participant for :
- **A) Dressage**, Elementary
- **B) Jumping**, Amateur : 1.20m; Novice Speed
- **C) Eventing**: 3 Day Event One star

<b>A) Dressage</b>
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### Goals

At the conclusion of this unit, the coach will be able to explain the:

- Convention for riding in company/closed/open order.
- The key points of the basic position for flatwork and jumping.
- The way of going of the elementary horse.
- The sections of the training scale related to Level 2.
- The tempo of the paces of the horse specific for Level 2.
- The natural and artificial aids concerning elementary dressage.
- Direct transitions from one pace to second next pace.
- Transitions within a pace.
- Rein-back.
- Leg yielding.
- Shoulder-In.
- Counter canter.
- Half-pirouette at walk.
- Use of the double bridle.
- Preparation for competition at Elementary level.

<b>B) Jumping</b>
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### Goals

At the conclusion of this unit, the coach will be able to explain:

- A balanced, secure and effective position over fences up to 1.20 meter.
- The ability to keep the horse under control.
- How to set out poles, distances and lines and the reasons for using them.

- How to built combinations
- Going against the clock's guidelines
- How to maintain a secure and balanced seat over poles, grids, single fences and combinations in trot and canter.
- The ability to trot to a fence at this level.
- The ability to shorten a horse's stride (add a stride on a distance).
- Distances/strides and how to walk a course.
- How to turn back to fences using canter poles and fences.
- Show knowledge and knowledge of Rules and regulations for a typical one star Three-day event.
- How to ride angled fences.
- Introduction of a horse to angled fences
- Riding at speeds 220m (Roads and Tracks) 350m (show jumping) 400m, 600m (Eventing).
- How to assess different types and combinations of fences.
- How to assess distances with Eventing fences.
- Safety.
- Understand the horse inspection element of a Novice three day event.
- Show knowledge of the care and welfare of the horse required before, during and after an event.

<b>C) Eventing</b>
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At the conclusion of this unit, the coach will be able to explain:

- A balanced position of the rider
- How to control the rider's balance over different types of courses depending on the shape of the obstacles
- How to vary the approaches over a same shape of obstacles by modifying the lengthening of paces and the balance of the horse
- How to control the approach of different types of obstacles
- How to use the rider's balance to vary the approach
- How to control the speeds to vary the lines (steeple-chase)
- How to control the straightness over narrow obstacles
- How to control the straightness over arrowhead obstacles (angles/corners)
- How to control the straightness over a sequence of narrow or arrowhead obstacles
- How to control the propulsion into water
- How to control the propulsion to enter into water, jump into water and jump over an obstacle in water.
- How to analyse the fitness of the horse
- How to anticipate it
- How to manage it
- How to adapt the speed, jumps, options to the weather conditions and to the ground conditions

## **The Participant Horse and Rider**

### **UNIT 5 - MOTIVES AND NEEDS**

#### **Goals**

At the conclusion of this unit, the coach will be able to:

- Motivate participants to be and remain involved in equestrian sport with a view to maximising their potential and talent.
- Identify the major stages in growth and development of the participant.
- Promote positive and enjoyable experiences for participant.
- Encourage and acknowledge individual progress of the participant.
- Explain the basic factors that effect learning.
- Help to promote the confidence of the participants.
- Be aware of the dangers of early specialisation and competition.
- Explain different approaches required when teaching children and adults of all ages.
- Recognise the role which equestrian sport can play in the total development of the individual.
- Develop in participants the value of team work.

### **UNIT 6 - PHYSICAL FITNESS OF THE RIDER**

#### **Goals**

At the conclusion of this unit, the coach will be able to:

- Implement well-structured warm up and cool down sessions, including pre and post stretching for major muscle groups.
- Explain the level of fitness required for the different equestrian sports for Level 2 standard competition.
- Plan programmes for the physical development programme suitable for competitive riders at Level 2 Standard.
- Define the components of fitness that contribute to physical performance.
- Explain the working of the cardio-respiratory, muscular and skeletal systems.

## **UNIT 7 - PHYSICAL FITNESS OF THE HORSE**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Devise well-structured warm up and cool down sessions and list the major muscle groups which the horse will use under the weight of the rider.
- List the normal T.P.R. of the horse and recognise abnormal changes.
- Assess the condition and fitness level of the horse/pony required for the different equestrian sports.
- Recognise the good and poor conformation points, and how this can affect performance.
- Devise, conduct and evaluate an interval training session.
- Devise, conduct and evaluate a speed session.
- Recognise and understand unsoundness.

## **UNIT 8 - MENTAL FITNESS OF THE RIDER**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Plan and facilitate the mental preparation of the participant, with particular reference to goal setting, motivation and arousal (stimulation).
- Recognise and develop a positive, balanced and realistic attitude to equestrian sports.
- Assess reactions of the participant to winning and losing.
- Tabulate personal "Bests" and the conditions which produced them.

## **UNIT 9 - MENTAL FITNESS OF THE HORSE**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Explain senses and instincts of the horse and how they differ from the human senses.
- Recognise the dominant herd instinct and its affects.
- Explain the body language of the horse and how it effects a training session.
- Explain the need for mental relaxation of the horse during and after exercise.
- Assess the suitability of the horse for the work he is required to do.
- Devise, conduct and evaluate a session to reduce exercise and post exercise stress.

## **UNIT 10 - SKILL DEVELOPMENT OF THE RIDER**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Explain the timescale involved in skill development in equestrian sports, appropriate to age and ability and frequency of practice, and the need for repetition and re-enforcement.
- Explain the basic factors which affect learning.
- Identify the difference between participants desire to learn as opposed to their desire to compete.
- Identify the difference between a skilled and unskilled performer.
- Devise, conduct and evaluate appropriate activities based on an understanding of the core principles related to growth and development.

## **UNIT 11 - SKILL DEVELOPMENT OF THE HORSE**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Explain how horses learn understand and memorize.
- Explain the timescale in skill development in the different equestrian sports, appropriate to the temperament, age, ability and conformation of the horse.
- Devise, conduct and evaluate appropriate activities based on an understanding of the core principles related to growth and development of the horse.

<b>The Coach</b>
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## **UNIT 12 - ROLE OF THE COACH**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Develop a working philosophy based on knowledge of the different approaches to coaching and on personal experience.
- Identify the effects of the adopted philosophy on the role of the participant.
- Communicate effectively with participants and other partners in the sporting process.
- Recognise the need to make arrangements for the transition of the participant beyond national level.



- Identify overuse injuries and injury prevention measures which relate to children, adults and horses.
- Provide first aid for a defined range of sport injuries and implement appropriate referral mechanisms.
- Have an understanding of the process and time required for rehabilitation from injury for horse and participant.
- Explain the legal responsibilities associated with coaching.
- Identify strategies for re-dressing imbalances in participation levels based on ability gender or social background.
- Further develop observation skills with an ability to recognise the factors which influence such observation.
- Appreciate the central role of active learning and the need to accommodate for different learning styles.
- Employ problem solving techniques for poor performance.

## **UNIT 13 - PLANNING AND APPRAISAL**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Plan a period of training, with emphasis on clearly defined phases.
- Develop and conduct a programme of coaching sessions in the context of an overall plan.
- Conduct formal analysis and feedback of participant.
- Deal effectively with the planning, event and evaluation phases of participation at this level.
- Devise and implement programmes with due regard for safety and the legal responsibilities of the coach.
- Devise strategies to maintain long-term involvement of participants.

## **UNIT 14 - PRACTICE AND COMPETITION**

### **Goals**

At the conclusion of this unit, the coach will be able to:

- Create a positive environment for both practice and performance.
- Maximise the use of available and potentially available resources.
- Involve and supervise assistants.