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EXTRA QUALIFICATION



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Content

1. Introduction	3
2. Extra Qualification as an Innovation	4
3. Aims of Extra Qualification	4
4.1. Horse related content.....	5
4.1.1. Horse welfare	5
Basic ethical principles:	5
4.1.2. Principles of training and riding	6
4.2 Riders performance.....	9
4.3. Pedagogics	11
4.3.1 Cultural and social understanding	11
4.3.2 Language and Communication	13
4.3.3. Methodology and didactics.....	14
4.4. Business and Management	15
4.5. Social media - Self marketing - Multimedia	16
4.6. Laws and Regulations.....	18
5.1 The Exam of Extra Qualification.....	20
5.2.1 Assessment form and marks guide Theoretical	22
MARKS GUIDE Business and Management	23
MARKS GUIDE Cultural and Social Understanding	24
MARKS GUIDE in “Laws and regulations”	25
MARKS GUIDE in “Language and communication”	26
MARKS GUIDE in “Multimedia”	27
5.2.2 Assessment form and marks guide Practical	27
MARKS GUIDE in Welfare of the horse.....	29
MARKS GUIDE in Safety	29
MARKS GUIDE in Pedagogics.....	29
MARKS GUIDE in Language and Communication	30
MARKS GUIDE in Riders physiology/Riders' seat	30
MARKS GUIDE in Principles of riding/training.....	31
MARKS GUIDE in Multimedia	32
Certificate of Extra Qualification	32
Annexes and references	37





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1. Introduction

The **Extra Qualification (EQ)** of Riding Instructor has been developed as a product of the Erasmus+ SPINE Project (Schools' Project to Increase employability in the European Equestrian Market). The partners of this Project are nine member schools of EEN (Equestrian Educational Network). The need and idea of this Qualification is based on the cooperation and development between the EEN member schools. Education systems are different in European countries, so there is a clear need to add young professionals' skills and qualities to act in the international labour market.

Education Modules

Education of the Extra Qualification is given in three course Modules (M1, M2 and M3). Candidates participate each Module in the numbered order. The EQ Exam is organised in direct connection to Module 3, in the same place. The three different modules will be given in three different places each time the EQ is given, this will give the candidates the experience from three different schools and different countries.

One module is approximately 4-5 days depending on the number of Candidates.

EQ Modules

The three Modules can be organised by any of the member schools of the Equestrian Educational Network (EEN). All information about the Extra Qualification and the Modules is collected in this document, as well as the Combined Guideline Manuals, which help the organising schools to produce the courses. Guideline Manuals also ensure education of equal quality, whichever of the schools is the organiser.

Each school organising the EQ Modules will use the Curriculum, Combined Guideline Manuals, Learning Material and Instructions of the Exam when giving the Modules.

EQ Learning Material

Learning Material of the Extra Qualification is developed and produced by the Partners schools of the SPINE Project. All material was produced in the Project period of October 2017 – August 2020. In the coming years the Learning Material will be updated by the EEN to meet the development and expectations of the equestrian field and the society.





EQ Exam

The Extra Qualification Exam is organised in two days. It consists of the theoretical part and the practical part. The direction of conducting the Exam is to be seen further in this document. More detailed Instructions of The Exam as well as the Assessment Grids with the Marks Guides are included in the Guideline Manual.

Outcome of the EQ

Having passed the EQ Exam the Candidate will receive an EQ Certificate. The aim is that in the future the EQ Certificate also will be approved by the International Group for Equestrian Qualifications (IGEQ), and that the Candidate could get an EQ Stamp in her/his IGEQ Passport.

2. Extra Qualification as an Innovation

The learning outcome of the EQ should provide key competences needed to enable the transition of VET students and equestrian professionals to be available for different positions as employees in the international labour market and so creating increased opportunities for professional development and larger possibilities of entering an international career path. Strengthening and practicing the key competences should be possible for all young professionals. The EQ learning pathway provides access on European level to training and the qualification for all VET students on the equestrian sector.

The project partners represent a large part of leading actors within the field of equestrian educators in Europe securing the EQ to be of high quality standards and also making it available for all students in the field. The EQ should increase quality of already existing VET educations with the aim of training and preparing the students to meet the demands of the labour market on international level. Therefore the goal of the EQ learning outcome is to include intercultural competences in the equestrian field along with deeper knowledge and improved skills securing high level of excellence, to create increased labour opportunities for all young equestrian professionals in the horse community sector.

The basic skills and knowledge demanded of an Extra Qualification Candidate are the **minimum requirements of IGEQ Riding Instructor, Level 2** (Horse management, Riding and Teaching).

3. Aims of Extra Qualification

The EQ education includes elements and areas complementing the national VET education in the EEN partner countries:

- Horse welfare knowledge and skills, adapted to an international environment





- Ability to analyse training and riding (dressage, Show jumping and eventing) in international circumstances
- Understanding of equestrian history and cultures and their influence on equestrian sports and hobby today
- Understanding the physical and mental demands of a good rider and athlete
- Understanding cultural differences and their practical influence on riding and qualities of an instructor working in a foreign country/environment
- Language and communication skills
- Pedagogical skills in training and coaching
- Methodology and ability to use technical devices
- Understanding of business and management of an equestrian enterprise and entrepreneur
- Skills of professional equestrian marketing and use of media
- Knowledge of main laws and regulations regarding equestrian sports and business

4.1. Horse related content

4.1.1. Horse welfare

The quality of horse welfare is on one hand linked to the knowledge, skills and competences of the persons who are responsible for horses related to their housing, training and treatment. On the other hand, it is linked to the attitude of the persons towards the horse in general and especially to the characteristics of the interaction with the horse. Every education in horse sector and the **Extra Qualification of the EEN (EQ)** has the responsibility for developing this attitude, which must be based on basic ethical principles. All sessions, lectures, clinics, modules and examinations of the Extra Qualification are signed by the attitude of these principles.

The main goal of the Extra Qualification is to develop the attitude of these principles in the candidates of the EQ. Every candidate of the EQ is going to develop their own moral code related to the attitude of these principles. This moral code will be signed by the candidate and one more time discussed in module three.

Basic ethical principles:

1. Anyone involved with the horse takes over responsibility for the living creature with which he is entrusted.
2. The horse is to be kept in a way which is appropriate to its natural requirements.
3. Highest significance is to be accorded to the physical as well as psychological health of the horse, irrespective of the purpose for which it is used.





4. The human being is to respect every horse equally, irrespective of its breed, age or sex as well as its use in breeding, leisure or sport.
5. Knowledge concerning the history of the horse, its needs as well as how it should be handled represent a cultural-historical heritage. This is to be cherished and safeguarded and also passed on to subsequent generations.
6. Contact and dealing with the horse are of valuable significance in the development of personality, in particular as concerns young persons. This significance is always to be respected and promoted.
7. Both the human being who participates the sport, as well as the horse with which he is entrusted, are to undergo training. The aim of all training is to achieve optimum harmony between human being and horse.
8. The use of the horse in high-performance sport or general riding, driving and vaulting must be orientated according to the horse's nature, ability as well as willingness to perform. Influencing the horse's ability to perform by means of medication or other effects applied by human beings, although not suitable for horses, is to be categorically rejected and can be punished according to national laws.
9. The responsibility of the human being for the horse which with he is entrusted also extends to and includes the end of the horse's life. The human being is always assumed to show responsibility and implement it in the best interest of the horse.

4.1.2. Principles of training and riding

The candidate will acquire the following learning outcome:

- How to analyse training and competition performances related to the principles of riding and to the scientific principles of training
- Understanding of the relationship between anatomy, physiology, ethology/psychology and performance within training or competition. Is also able to apply this to her/his work.
- How to derive sound methodological training solutions of various problems and utilize the solutions in tasks of the sport with horses.
- How to identify specific problems and classify them properly.
- How to plan, perform and analyse riding lessons, riding clinics and whole education and training of horses and riders for one year or longer, basing her/his work on the principles of riding and training.

After completing the EQ the candidate will have the following skills:

- Is able to ride and teach according to the principles of riding and training
- Is able to apply the principles of riding and training into the work with horses and riders





- Is able to plan and analyse riding lessons, riding clinics and whole education and training of horses and riders for one year or longer based on the principles of riding and training

After completing the EQ the candidate will have the following knowledge:

- Principles of riding (Scale of education)
- Principles of training
- How to plan and analyse riding lessons, riding clinics and whole education and training of horses and riders for one year or longer based on the principles of riding and training

Subtopics	Methods	Requirement
Principles of riding: <ul style="list-style-type: none"> • The scale of education as a tool for performing and analysing training and competition • Flat work for different disciplines and purposes • Work with poles, cavalettis and obstacles for different disciplines and purposes • Work in the fields, with natural obstacles, hills and racetracks for different disciplines 	Self-study in advance Lectures Discussions Practical sessions	
Principles of training: <ul style="list-style-type: none"> • Definition of training and athletic performance • Influencing factors on athletic performance • Constitution • Psyche • Condition How to train: <ul style="list-style-type: none"> ○ Stamina ○ Strength ○ Speed ○ Flexibility • Coordination 	Self-study in advance Lectures Discussions Practical sessions	





<p>How to set up training for the improvement of coordination:</p> <ul style="list-style-type: none"> ○ Coordinative tasks ○ Criteria of the load of coordinative tasks • The connection between coordination and condition • Training principles <ul style="list-style-type: none"> ○ Principle of the methodical process ○ Principle of the stress sequence ○ Principle of stimuli beneficial for training ○ Principle of the increasing (progressive) stress ○ Principle of the optimum relation between stress and recovery ○ Principle of the development alignment ○ Principle of individuality ○ Principle of the long-term training structure and the periodization • Processes of the adaptation of: <ul style="list-style-type: none"> ○ Heart circulation system ○ Muscles ○ Bones, joints, ligaments, tendons 		
<p>Planning and periodization of training:</p> <ul style="list-style-type: none"> • State analyses: <ul style="list-style-type: none"> ○ Strength ○ Weaknesses • Goal setting: <ul style="list-style-type: none"> ○ SMART • Planning and periodization based on the principles of riding and training 	<p>Self-study in advance</p> <p>Lectures</p> <p>Discussions</p> <p>Practical application by themselves</p>	





4.2 Riders performance

For optimal horse-rider communication high-levels of technical riding skills are needed which requires both self-coordination of the rider and coordination with the body of the horse. This divides the subject into mounted and dismounted activities of the candidates and will in the practical work be known as Riders Seat (mounted activities) and Rider as an athlete (dismounted activities).

The candidate will acquire the following learning outcome:

- How to develop a correct seat, balance and position
- How to influence the horse in balance
- How rider's balance, mobility, strength and stamina affect her/his riding
- How exercise, rest and diet affect performance

After completing the EQ the candidate will have the following skills:

- Is able to assess the riders physical and psychological strengths and weaknesses when riding.
- Is able to apply technical knowledge and use appropriate techniques to improve rider's performance
- Is able to select and perform appropriate functional movement and basic fitness tests to analyse the need of basic training on the horse and to use complimentary off-horse training.
- Is able to choose appropriate exercises to enhance balance, strength and stamina and other components of fitness based on the tests.
- Is able to evaluate the riders' psychological needs and use appropriate techniques for improvement.
- Is able to make the students aware of their abilities to develop their riding skills through training basic tasks.

After completing the EQ the candidate will have the following knowledge:

- How muscles, tendons and joints work together, functional anatomy and exercise physiology while riding and how they are connected to the rider
- Anatomy of the horse and how the horse carries the rider correctly
- How to use skills and knowledge to make the rider aware of importance of education, training and diet for the performance, endurance and longevity
- Rider's injuries and how to prevent them





- Theory and techniques of basic sports psychology
- How to create attitude which makes riders aware of their role as athletes, in cooperation with riders and candidates of other nations
- Knows how to exchange knowledge and viewpoints with other sports, to promote and enhance good practices regarding the training of a rider

Subtopics	Methods	Requirement
The riders seat <ul style="list-style-type: none"> Rider position analysis: 2d analysis, saddle pressure Analysing tool to increase the rider's seat and influence 	Lectures, discussions, demonstration of different types of tools (film, lunging, etc.)	
The riders balance <ul style="list-style-type: none"> Awareness Developing Rhythm 	Lectures Discussions Demonstration Practical test	
The rider as an athlete: <ul style="list-style-type: none"> Health Stamina Diet and hydration Sleep Training How does this affect the equine athlete/horse?	Lectures Discussions Self-study in advance	Implement tests and exercises, followed by a written description aimed at making the students reflect on the tasks. Use this knowledge actively to the riders in the clinic/exam.
Relevant fitness tests and exercises without the horse	Practical tests Lectures	
Exercises while riding that serve motivation and awareness	Demonstrations Practical tests/observations	
Various nations' research results and attitude towards the topic	Lectures Self-study Discussions	





4.3. Pedagogics

4.3.1 Cultural and social understanding

Besides the essential skills of horsemanship, a professional instructor working in a foreign country needs to understand the circumstances and the basis of equestrian sport in the country. As well it is essential to know the cultural environment and rules of the country, since these are the factors that create the opportunities of equestrian business and sports. Understanding the main features of the historical development in the country is an important tool in learning all this. In the EQ education this subject is closely connected to the subject Laws and regulations. In the exam of the EQ the presentations of these two subjects are delivered at the same time.

The candidate will acquire the following learning outcome:

- Background and importance of using the Horse in different cultures and parts of the world
- How cultural differences affect the work of Riding Instructor and Coach today

After completing the EQ the candidate will have the following skills:

- Is able to use the tools and sources of finding information about the topic.
- Has the attitude of understanding and respect of the values, rules and habits of another culture
- Is able to create open discussion between people with different cultural backgrounds
- Is able to prepare presentations and lessons for students/audience with various cultural backgrounds
- Is able to apply different methods and use different tools to present her/his message in various cultural environments

After completing the EQ the candidate will have the following knowledge:

- Basic historical knowledge of social and economic development in the country chosen by the candidate
- Knowledge of principles, importance and influence of equestrian cultural heritage in the countries of equestrian world

Subtopics	Methods	Requirement
History of Horse and Man globally <ul style="list-style-type: none">• War	Lectures Self-study Project work	Being able to produce presentations, prepare





<ul style="list-style-type: none"> • Agriculture 		demonstrations and lessons, give lectures and lessons in various cultural environments
<p>History of using Horse in different purposes in different parts of the world</p> <ul style="list-style-type: none"> • Development of society as the main factor 	<p>Lectures</p> <p>Self-study</p> <p>Project work</p>	
<p>Use and importance of Horse in different parts of the world today</p> <ul style="list-style-type: none"> • Agricultural production • Sports and hobbies 	<p>Lectures</p> <p>Discussions</p> <p>Self-study</p> <p>Project work: examples, cases</p>	
<p>Cultural differences in using and managing the Horse today</p> <ul style="list-style-type: none"> • Main equestrian cultures and national traditions, their background • Main differences in Horse Care and Management (daily/seasonal + health care) • Feeding • Stable Management and sustainable care of the environment 	<p>Lectures (“knowledge nuggets”)</p> <p>Self-study</p> <p>Project work” cases”: Before the Module visit collecting information of the cultural history and background of the centres of their Module 1 and 2 visits</p> <p>☐ producing a plan: how to apply the information in teaching</p> <p>Discussions in groups</p> <p>Test: Preparing and carrying out a presentation/theoretical lecture</p>	
<p>How to apply the cultural aspect in the work of Riding Instructor and Coach</p> <ul style="list-style-type: none"> • Values, social and economic 	<p>Discussions in groups</p> <p>Demonstrations</p>	





importance of the National equestrian heritage		
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4.3.2 Language and Communication

The subject Language and Communication 4.3.2 and Methodology and Didactics 4.3.3 is closely connected. Therefore, one could when teaching the modules often combine these two subjects. The suggestion of the combined teaching hours is stated in the guideline manual.

The subject Language and communication contain learning outcomes and expectations on communication, different skills to improve, the needs of improvement in professional training and how to assess different contents.

The candidates will acquire knowledge on the following topics:

- Body language
- Equestrian vocabulary: technical terms, expressions
- Transfer of learning: balance exercises by the vaulting discipline
- Solutions for training communication
- Analysing videos in trainings / competitions: capture, analyse, share, backup, develop tools in sports, health care, education.
- Presenting a theoretical lesson in training (to use paper-board, power point)

The candidates will have the following skills:

- Basic training in one or several disciplines.
- Planning trainings and competitions
- Teaching and communicating with one /several riders
- Using the pedagogical principles

The candidates will have the following general knowledge:

- Understanding English language: to speak, to write and read in basic English
- Traditional teaching
- Providing safety
- Communicating with others: trainees, trainers, grooms, schools, managers.





Subtopics	Methods	Requirement
Communication in Coaching	Skills coaching Relation with riders Ability to analyse	Every student must identify his strengths and weaknesses
Theory	Theoretical courses Verbal expressions No verbal expressions	
Education in communication	Groups and individual Planning Implementation Assessment Forward planning	

4.3.3. Methodology and didactics

The subject Methodology and Didactics 4.3.3 and Language and Communication 4.3.2 is closely connected. Therefore, one could when teaching the modules often combine these two subjects. The suggestion of the combined teaching hours are stated in the guideline manual.

The candidate will acquire the following learning outcome:

- Use of pedagogical tools
- Goal setting and motivators
- Planning lessons and clinics
- Riding instruction
- Theoretical instruction

After completing the EQ the candidate will have the following skills:

- Experience of riding and theoretical education
- Is able to ride
- Is able to teach
- Is able to analyse
- Is able to evaluate

After completing the EQ the candidate will have the following knowledge:

- Knowledge of language and terminology
- Self-awareness





- Knowledge of basics of pedagogy
- Knowledge of riding (level 2)
- Knowledge of horses

Subtopics	Methods	Requirement
Self-awareness, motivation, goal setting	Capability profile etc GROW, SMART Chart 4, 8 (Equestrian Education)	Assignment Teamwork Create a clinic
Planning		
Riding and theoretical instructions		
Evaluation	GROW, SWOT	

4.4. Business and Management

The candidate will acquire the following learning outcome:

- Entrepreneur plan
- Goals (SMART)
- SWOT-analysis
- Finance
- Profitability

After completing the EQ the candidate will have the following skills:

- Show a pro-active attitude and determination
- Show ambition and passion(drive) for the equine sector
- See opportunities (market orientation and research)
- Create a solid business plan for the equine sector
- Take educated risks (risk management)
- Create your own equine network
- Ability to overcome challenges within the equine business
- Understand your USP (unique selling point)

After completing the EQ the candidate will have the following knowledge:

- Presents his/her ideas in a convincing way
- Is driven to satisfy customers and has a desire to keep improving the business and the way that he /she provides to clients
- A research report that explores opportunities for potential business ideas





- A viable business plan
- A network consisting of colleagues, advisors, clients and stakeholders
- Solves problems
- Really understands his/her business and the clients, their needs and their wants

Subtopics	Methods	Requirement
Entrepreneur plan: <ul style="list-style-type: none"> • Mission • Vision • Strategy 	Lectures Self-study Practical experience Feedback	<ol style="list-style-type: none"> 1. Business plan in writing. 2. Presentation of business plan 3. Interview related to presentation of business plan.
Goals: <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Timely 	Lectures Self-study Practical experience Feedback	
SWOT: <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats 	Lectures Self-study Practical experience Feedback	
Finance: <ul style="list-style-type: none"> • Fixed assets • Current assets • Own funds • Borrowed capital (loans) and grants • Long-term liabilities • Short-term liabilities 	Lectures Self-study Practical experience Feedback	
Profitability: <ul style="list-style-type: none"> • Viability • Sustainability 	Feedback	

4.5. Social media - Self marketing - Multimedia

As a professional equestrian rider or trainer, it is essential to find your way in the exploding world of media, social media, multimedia, apps, devices, tools, and so on. The trainer needs





to consider the advantages, disadvantages, risks and opportunities of using available data on one side and of giving away personal information on the other side. Good awareness of own strengths and weaknesses together with smart use of media will help to produce a professional self-marketing plan.

Furthermore, the use of multimedia in making, fragmentating and analysing images and videos is a fantastic tool in training horse and rider.

The candidate will acquire the following learning outcome:

- Media
- Social media
- GDPR
- Multimedia
- Self-marketing
- Video analysis

After completing the EQ the candidate will have the following skills:

- Is able to use the tools and sources to find information on a topic
- Is able to use social media like Facebook, Instagram, Instagram Story, Twitter or Snapchat
- Is able to understand the positive and negative consequences of using social media
- Is able to show a correct attitude, respect of the right values, rules and habits while using social media
- Is able to use media to highlight and sell specific competences
- Is able to use different devices to capture movements of a rider and a horse
- Is able to analyse and evaluate videos and photos
- Is able to use software to prepare a presentation

After completing the EQ the candidate will have the following knowledge:

- Knowledge of useful media and communication possibilities to collect information
- Knowledge of useful devices: smartphone, tablet, computer
- Knowledge of social networks: Facebook, LinkedIn, Instagram, Twitter, Snapchat, WhatsApp, Pinterest, blogs, YouTube...
- Knowledge of the positive and negative implications of social media
- Knowledge of how to use media to create a personal professional profile and strong trademark
- Knowledge of software and hardware to capture, analyse and evaluate skills and techniques to improve horse and rider



Subtopics	Methods	Requirement
Traditional media to present media: history and examples	Lecture Discussions	Being able to use traditional and current media. Being able to recognize the positive and negative aspects of media. Being able to be critical and extract the correct information.
Social media and self-marketing <ul style="list-style-type: none"> • Social media • Creating a professional profile as a rider/trainer • Creating a trademark 	Lecture Discussions Practical work Presentation	Being able to use different kinds of tools Being able to see advantages, disadvantages and risks of social media Being able to present/sell yourself as realistic as possible => self-awareness Being able to produce a self-marketing plan to promote professional equestrian skills and personal image to increase employability within the equestrian market.
Sport technical hardware and software <ul style="list-style-type: none"> • Capturing pictures/movies • Using devices to analyse • Making an evaluation starting from images • Using devices/tools in equine management (hardware/software) 	Lectures Practical work Presentation	Being able to <ul style="list-style-type: none"> • capture the right image for a certain goal (position, exposure, alignment) • fragment images • decompose images • analyse images • evaluate images Being able to make a plan after analysing and evaluating images Being able to use different devices for capturing images Being able to use different software to analyse images Being able to use devices to teach (for example Equiteacher) Being able to use tools for stable management (for example Hippovibe)

4.6. Laws and Regulations

The candidates will acquire the following learning outcome:

- International regulations and organizations that do regulate the riding instructor activity
- National legal requirements of the country where the riding instructor activity will take place



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- Tax regulations related to the riding instructor activity in different countries
- Cultural differences between countries on behaviour when dealing with animals, that may imply horse welfare

After completing the EQ the candidates will have the following skills:

- Is able to study differences between countries on behaviour, culture, laws, and regulations
- Is able to adapt themselves to the differences between what they are used to and what they are going to find in the new country or region

After completing the EQ the candidates will have the following knowledge:

- Which international organizations, like the FEI, IGEQ, European Union or others, do regulate the riding instructor activity
- Verify if the riding instructor certification achieved in his own country is valid in the country where he prefers to work and if there are other certifications or qualifications required in that specific country
- Make acquaintance of other legal requirements of the country where the activity will take place
- Make acquaintance of the international anti-doping laws and regulations
- Understand how education and professional qualification are organized in the countries of the European Union and if there are some differences between them, related to the equestrian activity
- Verify what are the financial laws and regulations of the country where the activity will take place and how can he legally work as a riding instructor in terms of tax rules, and how to fill in an invoice
- Be able to study differences between countries on behaviour when dealing with animals, when that may imply horse welfare treated differently in some countries
- Be able to study and understand the cultural costumes in the country or region where the riding instructor activity will take place, and how can it influence his future activity
- Realise what are the international recommendations and agreements, like the ones from the United Nations, European Union Commission and others, about animal welfare, looking at the horse question in particular

Subtopics	Methods	Requirement
European Qualification Framework	Lectures Discussions Self-study in advance	Each candidate must choose an example of a place to work, study all the legal





		requirements and culture related to the place in question, and make a presentation.
Qualification System in each country		
International Equestrian Federation – FEI		
European Equestrian Federation		
International Group for Equestrian Qualification		
European Horse Network - EHN		
National Federations		
International and national tax rules	Lectures Discussions Self-study in advance Demonstrations	
United Nations Organization – ONU	Lectures Discussions Self-study in advance	
European Union Commission - EUC		
Council of Europe		
World Organization for Animal Health – OIE		
Universal Declaration on Animal Welfare – UDAW		
FEI rules		
Anti-doping rules		

5.1 The Exam of Extra Qualification

The Exam

The Exam is directly adjacent to Module three.

The exam of the Extra Qualification contains two parts, one theoretical and one practical.

Theoretical:

In the theoretical section the Candidate is asked to present the following:

1. A presentation of a business plan





2. A presentation of a by the candidate chosen country containing Laws & Regulations and Social & Cultural understanding

Practical:

The Candidate will act as a trainer coming to a school to perform a two-day clinic with a horse/rider pair. The Candidate will receive information on the horse/rider pair in advance, one month in front of the Exam.

In the practical section of the exam The Candidate is asked to deliver:

1. A portfolio of the clinic. This is made in advance, after receiving the video of the assigned horse/rider pair the Candidate is asked to teach in the clinic
2. A dressage lesson with the assigned horse/rider pair
3. A theoretical lesson with the assigned rider
4. A jumping/pole work lesson with the assigned horse/rider pair
5. A debriefing with the assigned rider
6. A performance related discussion with the examiners

The outcome of the Exam is either pass or no pass on each part (Theoretical/Practical). The Candidate will be assessed in relation to the content of the Extra Qualification.

The Exam is judged by three examiners, one of them must be a foreign examiner. I. e. not from the same country as the school organising the Module three of the EQ.

Information

The Candidate will be able to attend his or hers assigned riders warm up before the lessons start.

Portfolio

The Candidate will give the Portfolio to the Examiners in the beginning of Module 3. The portfolio should contain the following:

- Introduction
- Riders strengths/weaknesses
- Horses strengths/weaknesses
- Focus and goal of clinic
- Plan lesson 1
- Plan lesson 2
- Plan lesson 3
- Future plan for the work
- Summary





Performance related discussion

The Performance related discussion relates to a completed business order, a created test product / piece, a performed work sample or work task and supports their evaluation. It does not have its own examination requirements and is therefore not given any special weighting. Procedures, problems and solutions as well as related facts and technical questions are discussed. Shall be rated regarding the methodical approach and solutions and / or regarding the understanding of backgrounds and connections.

5.2.1 Assessment form and marks guide Theoretical

Attachment 5.2.1

Subject	Criteria	+	+	-	Comments
Business and management	Personal				
	Concept				
	SWOT				
	Marketing mix				
	Finance				
Social and Cultural understanding	Historical background, reasons behind the circumstances				
	Importance of Horse in business today				
	Cultural and Social understanding				
Laws and Regulations	Laws and Regulations affecting Horse Business				
	Requirements needed for Working				
Language and Communication	Skills assessed in "No "Verbal" communication -Body language, location				
	Skills assessed in "Verbal" communication -Adapted communication in English, voice, feedback, silence, specific vocabulary,				





	Evaluates one's ability -Analysis of the knowledge in English, expressions				
Multimedia	The programs used for the layout of the presentations				
	The programs/use of devices to present the presentations				
Result					

MARKS GUIDE Business and Management

++	+	-
The student is able to explain why his or her characteristics are useful or needed to start their own business. They have a clear view about what makes them unique. The student has described 3 SMART goals.	The student describes themselves by their characteristics. They formulate global goals.	The student gives no insight about themselves. They formulate global goals.
The student has a clear view about what his or her services will look like using the 3 aspects.	The student has some idea what his or her services will look like.	The student is not able to explain what his or her services will look like.
The student shows how he or she can take advantage of the opportunities and his or her strengths.	The student gives 3 to 5 items per part of the SWOT and the parts are at the right place in the SWOT.	The students provide less than three items per part of the SWOT.
The student makes clear how the marketing mix looks like and can explain	The student shows what the marketing mix would look like.	The 4 P's are no coherent marketing mix.





which choices he or she made and why.		
The student has a clear view about the financial consequences of his or her decisions and is able to make decisions based on these numbers.	The student provides the financial numbers asked for but gives no explanations.	The student provides insufficient financial numbers to make a estimation about the future.

MARKS GUIDE Cultural and Social Understanding

++	+	-
<u>1. Historical background, reasons behind the circumstances</u>		
Knows the political situation and main historical development of the country	Knows the form of government but not the background	Does not know the political situation
Knows the main history of Horse in the country, development of Horse population in different purposes, can reason the causes	Knows the development of Horses in riding	Does not know the development of Horse population
Knows the main Equestrian achievements in history and level of Equestrian sports in the country, and other main Horse competitions	Knows the main Equestrian achievements in the country	Does not know the background of Equestrian sports in the country
<u>2. Importance of Horse in Business today</u>		
Knows the different areas/purposes of using the Horse in the country today, can explain the development/reasons	Knows the main purposes of using the Horse in the country	Does not know the purposes of using the Horse





Knows the economic importance of Horse in the country today, can show/explain numbers of riding schools	Knows about the economic importance, does not show the numbers	Does not know the economic importance of Horse
3. <u>Cultural and Social understanding</u>		
Knows/understands/can discuss the cultural reasons behind Horse management and welfare in the country	Knows details of Horse management in the country, the whole picture of the cultural reasons/effects is not quite clear	Does not understand the cultural reasons behind the circumstances
Can create a positive and productive communication with the local riders	Can communicate with the local riders/horsemen in a positive way	Cannot communicate with the local riders/horsemen

MARKS GUIDE in “Laws and regulations”

++	+	-
1. <u>Laws and regulations affecting Horse Business</u>		
Knows the laws and regulations and differences affecting horse dealing and animal welfare in the chosen country, can explain how they affect the business	Knows the main laws and regulations and differences affecting horse dealing and animal welfare in the chosen country	Does not understand the importance of laws and regulations affecting horse dealing and animal welfare in the chosen country
Knows how to behave according to the rules of the country, how/when to wear clothing required while working in riding and teaching activities. Can explain the cultural reasons for these habits. Gains good results in communicating	Knows the main rules of behaving and clothing according to the rules of the country and understands the importance of the habits. Shows interest in developing his/her knowledge of the cultural aspects.	Does not understand/accept the importance of national rules and habits of behaving and clothing.





and working with the local customers.		
2. Requirements needed for Working		
Knows the professional qualifications and certificates needed for working as a riding instructor in the country, and the organizations behind the requirements	Knows the professional qualifications and certificates needed for working as a riding instructor in the country	Does not know the qualifications and certificates needed for working in the country
Knows the need of visa and other authorization for working in the country, and the health demands (vaccinations) of the country. Knows where/how to find more information of the rules, when needed (in case of any problem).	Knows the need of visa and other authorization for working in the country, and the health demands (vaccinations) of the country.	Does not know the need of visa and other authorization for working in the country.
Knows which documents the employer need from the employee, to be able to pay him/her legally. Knows how to get the documents.	Knows which documents the employer need from the employee, to be able to pay him/her legally.	Does not know the documents needed for being paid legally.

MARKS GUIDE in “Language and communication”

++	+	-
Correct language Precise vocabulary	Understandable language despite limited vocabulary and errors	Rudimentary / poor vocabulary
Vivacity Relevance	Satisfactory understanding	Insufficient content
Takes the initiative of the exchange	Partially understandable expression	Limited communication





Structured speech	Language overall correct despite some errors	Inconsistency / Contradiction
Adapted speech	Appropriate vocabulary, adapted to coaching situations	Inappropriate speech
		Frozen attitude

MARKS GUIDE in “Multimedia”

++	+	-
The programs used for the layout of the portfolio make it inviting, fascinating and attractive	The layout of the portfolio is nice and clear	The layout of the portfolio is cluttered and messy
The programs to present the portfolio are efficient and an upgrade for the portfolio	The programs to present the portfolio are used correctly	The programs to present undermine the content

Judges 'names and signatures:

5.2.2 Assessment form and marks guide Practical

Attachment 5.2.2

Subject	Criteria	+	+	-	Comments
Welfare of the horse	Awareness of horse welfare				
Safety	Awareness of safety				
Pedagogics	Demonstrate the ability to plan and implement riding lessons with a clear aim of the lesson. Good structure of the lesson				





	adapted to both the rider's level of education and the welfare of the horse.				
	Exercises on the right level and ability to perform the riding. Interaction with the rider				
	Capability to analyse the situation during the lesson, and evaluate after the lesson				
Language and Communication	Skills assessed in “No Verbal” communication -Body language, location, respect of the horse / rider				
	Skills assessed in “Verbal” communication -Adapted communication in English, voice, feedback, silence, specific vocabulary, safety instructions				
	Evaluates one's ability -Analysis of the knowledge in English, argue about technical words, expressions				
Riders performance	The portfolio should contain analyses of rider's seat and position from the film and find the riders strengths and weaknesses. It shall give suggestions of exercises mounted and dismounted for the rider and describe what, why and how these exercises help the riders weaknesses and strengths				
	Use the knowledge of the rider's weaknesses and strengths from the film to make good lessons that develop the rider.				
	Being able to during the lessons develop seat and balance without getting a tension in the rider				
Principles of riding & training	Knowledge of the principles of riding (scale of education) and of the principles of training				
	Skill to implement the principles of riding (scale of education) and the principles of training into the practical work with horses and riders				





	Competence to analyse and plan single trainings up to long term training and education periods according to the principles of riding (scale of education) and the principles of training				
Multimedia	Use of relevant, useful, timesaving multimedia tools				
	Good interpretation of the gathered information/feedback out of the tool				
	Clear transfer of the most primordial and relevant information/feedback to the rider				
Result					

MARKS GUIDE in Welfare of the horse

++	+	-
In-depth and advanced awareness of the welfare of the horse	Satisfactory awareness of the welfare of the horse	Rudimental and poor awareness of the welfare of the horse

MARKS GUIDE in Safety

++	+	-
In-depth and advanced awareness of safety	Satisfactory awareness of safety	Rudimental and poor awareness of safety

MARKS GUIDE in Pedagogics

++	+	-
Well planned lessons with a clear aim and good structure	Satisfactory planned lesson with aim and structure	No foreseeable plan, aim and structure





Very strong ability to interact with the rider and adapt to the riding situation	Satisfactory interaction with the rider and adapts to the riding situation	No interaction and adaptation to the riding situation
A very clear idea about strengths and weaknesses of the rider, the outcome of the lesson and how to continue the work	Satisfactory summary of the rider and the lesson	Rudimental or poor ability to analyse

MARKS GUIDE in Language and Communication

++	+	-
Correct language Precise vocabulary	Understandable language despite limited vocabulary and errors	Rudimentary / poor vocabulary
Vivacity Relevance	Satisfactory understanding	Insufficient content
Takes the initiative of the exchange	Partially understandable expression	Limited communication
Structured speech	Language overall correct despite some errors	Inconsistency / Contradiction
Adapted speech	Appropriate vocabulary, adapted to coaching situations	Inappropriate speech
		Frozen attitude

MARKS GUIDE in Riders physiology/Riders' seat

++	+	-
Analyze and develop the riders' seat with correct exercises in a natural way with good timing and result.	Observe and describe the riders seat issues in a correct way.	Can describe but not define the influence of the rider's seat/position.





Made an excellent portfolio with very good analyses	Made the portfolio with exercises and analyses in a satisfactory way	Made the portfolio with poor analyses or wrong strength and weaknesses on the rider.
Shows a very good understanding regarding rider's strength and weaknesses and how to improve them in a good way	Shows understanding regarding rider's strength and weakness and tries to improve them	Shows little understanding regarding rider's strength and weakness and the influence it has on the horse and the exercise.
Using What, Why and How and keeps a very clear communication with the rider.	Keeps communication with the rider in a nice way.	Have little or no communication with the rider. Gives instructions that makes it difficult for the rider to learn about strength and weaknesses.

MARKS GUIDE in Principles of riding/training

++	+	-
In-depth and advanced knowledge of the principles of riding (scale of education) and of the principles of training	Satisfactory knowledge of the principles of riding (scale of education) and of the principles of training	Rudimental and poor knowledge of the principles of riding (scale of education) and of the principles of training
In-depth and advanced ability to act according to the principles of riding (scale of education) and the principles of training	Satisfactory ability to act according to the principles of riding (scale of education) and the principles of training	Rudimental and poor ability to act according to the principles of riding (scale of education) and the principles of training
In-depth and advanced ability to analyse and plan single trainings up to long term training and education periods according to the principles of riding (scale of	Satisfactory ability to analyse and plan single trainings up to long term training and education periods according to the principles of riding (scale of	Rudimental and poor ability to analyse and plan single trainings up to long term training and education periods according to the principles of riding (scale of





education) and the principles of training	education) and the principles of training	education) and the principles of training
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MARKS GUIDE in Multimedia

++	+	-
Maximal use of multimedia-tools	Use of multimedia-tools	No use of any kind of multimedia-tools
Very efficient and gainful use of the tool	Good and efficient use of the tool	Inefficient and incorrect use of the tool
Extract of the most essential info/feedback from the tool	Extract of useful info/feedback from the tool	Gained info/feedback is irrelevant or not primordial
Perfect translation/transfer of the info/feedback to the rider	Good transfer of the info/feedback to the rider but still some missed chances.	Insufficient transfer to the rider. Feedback is confusing.
Use of the tool results in a real gain of time	Good use of time concerning the use of multimedia	Use of multimedia is time wasting
Used tool is a real added value	Multimedia tool is useful	Used tool is not useful or leads to wrong accents

Certificate of Extra Qualification

Attachment 6.1

There are two different Certificates, one for those having passed the Exam and one for those having participated the EQ but not passed the Exam.





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CERTIFICATE OF ATTENDANCE

Has passed the Exam of the
Extra Qualification
increasing skills, knowledge and competences for the
international equestrian labour market.

Issued by the EEN at, date

Representing the EEN



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The holder of this certificate has attended module 1 in _____,
module 2 in _____ and module 3 in _____,
to deepen the required skills and
competences for the international equestrian labour market in the following
areas:

Methodology and Didactics
Language and Communication
Business and Management
Laws and Regulations
Social and cultural understanding
Principles of riding
Principles of training
Horse Welfare
Social media and Self marketing
Riders performance





Co-funded by the
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CERTIFICATE OF ATTENDANCE

Has participated the
Extra Qualification
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Issued by the EEN at

Representing the EEN



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Annexes and references

Linked to the Curricula there is a Guideline Manual in which the schools organizing the EQ find information on the plan for each subject and module, along with references to the learning material linked to each subject.

The Annexes for the Curricula are:

Assessment form Theoretical 5.2.1

Assessment form Practical 5.2.2

Certificate of the EQ 6.1



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