

3.30 –  
5.30pm

# CLASSIFICATION RESEARCH

FEI PARA EQUESTRIAN FORUM 13-14 MAY 2017



## Why?

- To improve the Classification system for Para equestrian Athletes

## What?

- To identify the key determinants of performance for Athletes for each Grade

## How?

- To work towards consensus of the above to help determine our research agenda

The IPC Athlete Classification Code (2015) describes the purpose of a sport classification system as being:

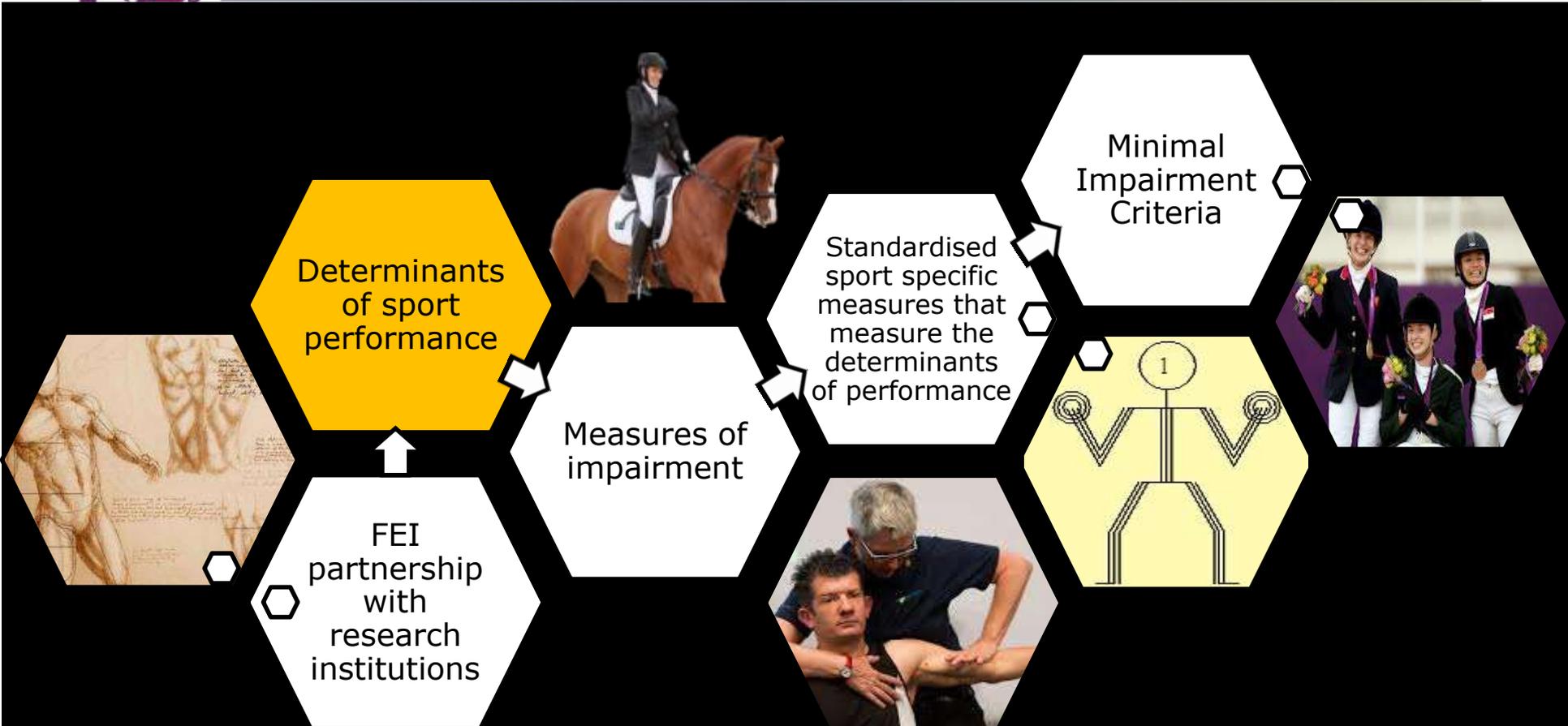
*“to define who is eligible to compete in Para-sport and consequently has the opportunity to reach the goal of becoming a Paralympic Athlete; and (2) group Athletes into Sport Classes which aim to ensure that the impact of Impairment is minimised and sporting excellence determines which Athlete or team is ultimately victorious.”*

To achieve the above, the sport classification system must be both sport specific and evidence based.

To comply with the IPC Classification Code the FEI is required to:

- Develop a sport-specific classification system through multidisciplinary scientific research. Such research must be evidence-based and focus on the relationship between Impairment and key performance determinants.
- Ensure athlete input is solicited to assist in research and improvement in classification systems
- Ensure that classification research complies with internationally recognised ethical standards and research practices





An example of determinants of sport performance for wheelchair rugby where they designed a classification system based on the player's physical capacity to execute fundamental basketball movements including:

- pushing the wheelchair
- dribbling
- shooting
- passing and catching
- rebounding and reacting to contact





What are the fundamental movements, tasks or activities that a rider is required to perform in Para dressage?

## Article 8418 The Position and aids of the Athlete

Wherever able, the PE Dressage Athlete should follow the guidelines in Article 8418.

1. The Athlete will try to be **well balanced** and steady in the saddle, conforming as far as possible to the FEI definition of the Athlete' **position**. This position makes it possible for the Athlete to school/ride the Horse **progressively** and **correctly** showing that all the movements and transitions can be obtained with **as little effort** of the Athlete as possible. The **aids** which communicate the Athlete's wishes to the Horse are of great importance in Dressage.

## ARTICLE 418 THE POSITION AND AIDS OF THE ATHLETE

1. All the movements should be obtained with imperceptible aids and **without apparent effort** of the Athlete. The Athlete should be **well-balanced, elastic, sitting deep** in the centre of the saddle, smoothly absorbing the movement of the Horse with his **loins** and **hips**, supple **thighs** with the **legs** steady and stretched well down. The heels should be the lowest point. The **upper part of the body** should be tall and **supple**. The **contact** should be independent from the Athlete's **seat**. The **hands** should be carried steadily close together, with the thumb as the highest point and a straight line from the supple elbow through the hand to the Horse's mouth. The **elbows** should be close to the body. All of these criteria enable the Athlete to follow the movements of the Horse smoothly and freely.
2. The effectiveness of the Athlete's **aids** determines the precise fulfilment of the required movements of the tests. There shall always be the impression of a **harmonious co-operation** between Horse and Athlete.

1. Equestrian Feel
2. Rider Skill
3. Accuracy



The question to be discussed is -

**What are the fundamental tasks or activities that a rider needs to perform to achieve the above three requirements at:**

**Group A            Grades 1 and II**

**Group B            Grade III**

**Group C            Grade IV**

**Grade D            Grade V**

Elect a scribe and a spokesperson

Brainstorm in your group and list all discussion points

Decide on no more than eight tasks and/or activities

Give each activity a rating of importance, 1 being high importance, 4 lower importance

Write those activities and rating on a sheet of paper to present back to the larger group



# GROUP DISCUSSION

**FEI**<sup>TM</sup>



THANK YOU

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