

CANADIAN PONY CLUB



A/B TP REQUIREMENTS FOR EXAMINERS, COACHES AND CANDIDATES

2019

Current 2019 changes are in colour.
Nov 2018 changes added (teeth/conditioning)
2017 changes are in BLACK BOLD



A/B TP REQUIREMENTS FOR EXAMINERS, COACHES AND CANDIDATES

Table of Contents

A.	INTRODUCTION	3
B.	TEST STANDARDS	3
C.	CONDUCTING THE TESTS	4
D.	STABLE MANAGEMENT PHASE (B B2 HA)	5
E.	LUNGING PHASE (B B2 HA)	9
F.	TEACHING PHASE (B2 HA)	10
G.	TEACHING A STUDENT TO LUNGE (HA)	10
H.	RIDING PHASES (B B2 RA)	11
J.	REQUIREMENTS/CLASSIFICATION OF EXAMINERS	17
K.	CRITERIA FOR NATIONAL EXAMINERS	18
L.	CRITERIA FOR 'C' & 'D' LEVEL EXAMINERS	19
M.	DUTIES OF EXAMINERS	19
N.	HOW TO WRITE EFFECTIVE COMMENTS	20
F.	EXAMINER'S TEST EVALUATION REPORT	22
P.	CPC GUIDE ON CONCUSSION IN OUR SPORT	24

A. INTRODUCTION

This Handbook is designed to assist and guide examiners; to ensure tests are conducted in good order allowing all candidates to receive fair assessments; and to aim for uniform testing throughout the Canadian Pony Club.

The prime purpose of Pony Club tests is to determine that candidates have a good, all-round, sound, practical knowledge of horsemanship and Stable Management. Tests are a step towards the aims and objectives of the Canadian Pony Club. Tests are a method of determining progression towards these aims and objectives. Upon the completion of the A Level members may apply for EC Competition Coach status.

'RA', 'HA', 'SA', 'B2', 'HB2', 'RB2', 'B', 'HB' and 'RB' tests are National Tests. Candidates must have fulfilled certain requirements to be eligible, including passing a written test based on the knowledge requirements for the Standard they hope to achieve. Examiner Panels are only involved in the practical phases of Pony Club tests.

Each test should be approached positively. The candidates have been prepared by their instructors. The Examiner Panel is there to pass candidates by finding out what they know and can demonstrate, based on the standard expected. Candidates should be tested **to the standard**, not against each other. A test should not be conducted as a lesson or a training session for horses.

B. TEST STANDARDS

What is a 'B'? A horseperson capable of carrying out the orders given them in the stable. Performance in all practical phases to be carried out in an efficient, workmanlike manner, demonstrating that they have developed these qualities through experience combined with thoughtfulness.

Candidates demonstrate the fitting of lunging equipment, discuss and demonstrate the lunging of a horse for improvement.

A 'B' can exercise a schooled horse on the lunge and can show improvement.

What is a 'B2'? An intermediate level between 'B' and 'A' Standards. Candidates will maintain efficiency of routine achieved for the 'B' Standard, plus acquire additional skills and broader knowledge throughout all phases.

Candidates demonstrate teaching young Pony Club riders up to and including D2 level, a safe and engaging lesson.

Candidates demonstrate lunging a rider to address specific issues – by lunging another B2 candidate or a student with their C2 (minimum C2 FR).

A 'B2' can school and exercise trained horses on the lunge and can lunge a rider.

What is an 'RA'? An all-round active and effective rider capable of correcting faults and improving a horse's way of going and able to ride an unknown and/or green horse on the flat and over stadium jumps at all paces. A high standard of riding should be demonstrated in all phases, demonstrating good position, firm seat, and an ability to ride a horse freely forward on contact. Candidates will show a good feeling of rhythm and co-ordination, style and tactfulness allowing presentation of a polished performance.

What is an 'HA'? An effective horseperson who is able to take sole charge of a stable in all phases of stable and horse management in an efficient and workmanlike manner for at least two weeks. These qualities are developed through experience as well as theoretical knowledge.

Candidates demonstrate teaching Pony Club up to and including C1 level a safe and engaging lesson

+ can school and **exercise a green horse or problem horse** on the lunge, **by first evaluating them and then showing** sound knowledge of equipment, theory and demonstrating **proficient** lunging skills.

What is an 'A'? A Pony Club member who has qualified for both the 'RA' and 'HA' Standards.

INTERPRETATION of Standards is perhaps the most difficult task faced by all examiners. Only by exposure can examiners truly gauge that their interpretation is consistent with that of other qualified and experienced examiners. Attendance at Examiners' Clinics, participation on as many testing panels as possible, observation of other testing panels, and testing in other regions or areas should be the aim of all examiners.

C. CONDUCTING THE TESTS

1. The general format for conducting tests is laid out in the 'A/B' Testing Procedures. Test organizers and candidates are responsible for providing all the necessary facilities. Good communication prior to the test date between the Senior Examiner and the Test Organizer will ensure facilities are adequate.
2. The Senior Examiner is responsible for ensuring that the test runs smoothly; that the panel understands the procedures to be followed and the standards expected; that there is no interference from observers; and that the candidates are fairly and equally assessed. Whenever possible in the Stable Management Phase, it is much to the Senior Examiner's advantage if they assign topics to the panel, then circulates from one to the other. This is of particular value when working with junior or relatively inexperienced examiners.
3. Discussion regarding assessments of candidates should be conducted confidentially between panel members, not within the hearing of candidates or observers.
4. Attitude and Approach
 - a) No matter how mature or adult even an 'A' candidate is, there will be some apprehension. Meeting the candidates the evening before a test, or taking time before starting, is highly recommended. A quiet explanation of how the test will proceed and general ideas of time anticipated will help to put the candidates at ease. Provide assurance that the panel is there to find out what candidates know, not what they do not know. The test should be thought of as a process to encourage improvement. Either candidates will demonstrate that they are well up to the standard, or should understand where they need more preparation, more work and additional knowledge to achieve the standard.
 - b) Throughout the test, ask candidates only sufficient questions to be satisfied with their knowledge. In the interest of safety, the Senior Examiner or the Test Organizer may ask a candidate to withdraw at any time during the riding phase.
 - c) A reluctant candidate may require more time and additional questions to determine their knowledge. On the other hand, the overly talkative candidate should be tactfully controlled and guided, as here important points may be lost in the 'snowfall' of words.
 - d) Throughout the test, give candidates confidence. Indicate when you are pleased. If they do not have the correct answer, reword your question. Whenever possible use questions that allow the candidate some flexibility. In riding, repeating a movement or jump is at the discretion of the examiners.
 - e) Be open-minded, especially at the 'B2' and 'A' level. If the candidates' techniques are not exactly as laid down in the 'Manual of Horsemanship' or to your personal preference, remember they are developing their own methods and approach based on the logic and guidance they have acquired from many sources and are applying that knowledge as best they can. Be confident that they **do** understand why and have very good reasons for any variances.
 - f) A test is just that. Do not fall into the trap of teaching a lesson or training a horse.

- g) At the conclusion of the testing, discuss the findings with the candidates and their official representative. Give explanations and encouragement.

5. Appearance

Candidates are expected to be well turned out for the tests with clean workmanlike stable clothes (sleeved and collared shirt, hair tied back or braided, gloves) and attention to safe footwear, they are scored on both their own appearance and the presentation of their horse and equipment. It is only fair, therefore, that the examiners should also be neatly and appropriately attired for the occasion and the weather conditions.

D. STABLE MANAGEMENT PHASE (B B2 HA)

By its very nature and the mechanics of conducting it, the Stable Management Phase is the most demanding and potentially difficult phase of the entire test. Examiners and candidates are in constant individual contact thus approach, rapport, patience and tact are mandatory on the part of the examiner.

1. Emphasis in all tests is on the PRACTICAL APPLICATION OF KNOWLEDGE, based on the requirements of the standard.
2. Each examiner should be sure of the standard, plan the questions and demonstrations needed to cover a subject, and within reason ask the same of all candidates. Be flexible and prepared to rephrase questions. Examiners may have a topic they are personally 'hot' on and may tend to be overly critical. Be aware of this and be fair.
3. Be reasonable on time. Primarily, you are looking for organized, efficient and workmanlike demonstrations. A slower methodical candidate may be preferred to a speedier one who may be able to get the job done faster but with much less efficiency. It will take more time to work with a candidate who is shy or tense. Be patient, taking time to draw them out.
4. Try to relate to the candidates. Do not overwhelm them. Test to the standard, not one candidate against the other. Use the marking scales.
5. Each candidate deserves individual attention. Avoid working with two or three individuals at one time. Test the candidates through all practical phases, pass or fail.

1. TURNOUT

'B' Candidates should be neatly presented and workmanlike throughout the phase and must wear their medical armband at all times. See AP TP Part 1 Dress Codes

'B2' As above **plus** Lunging and Teaching requirements can be found in the HA Guidelines for those phases (ABTP Part 2).

'HA' As above **plus** Lunging, Teaching and Unknown Horse requirements for turnout can be found in the HA Guidelines for those phases (ABTP Part 3).

2. STALL & STABLE

'B' Strong emphasis is placed on practical discussion of routine, effectiveness and safety. Specify a situation such as "This horse is stabled at night, fed in the stall both morning and night, but is out during the day." Direct discussion to types of bedding used and manure disposal, barn design such as ventilation, light, drainage, flooring, watering systems and shelter in the pasture.

'B2' Maintain 'B' Standard **plus** discussion that reflects experience and thought. Practical stable set-up and construction such as placement of equipment, feed and tack rooms, safety features and hazards. Stable vices; their causes and prevention. Short and long term maintenance of pastures and paddocks.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** be able to cope with a horse in the stall. Discussion can extend to practical management of stable and field, with emphasis on good routine, general care and upkeep, health, safety, costs, storage and conservation.

3. GROOMING

As you will see the results of the candidate's best grooming job when checking turnout for riding and/or lunging and/or turnout phases, be satisfied in this phase that they are demonstrating sufficiently. Avoid asking candidate to demonstrate their complete grooming routine.

'B' Ability to demonstrate that they can truly groom a horse. Note preparations such as tying up horse, laying out equipment in reasonable working order. Demonstrate the ability to put in 3-4 braids under supervision.
Discussion relating to situations such as reasons for grooming, grooming of stabled pony versus pastured pony, a sick horse; grooming in winter versus summer, uses of different brushes, pulling, clipping and trimming.

'B2' Not tested at the level

'HA' Maintain 'B' Standard of knowledge and efficiency plus discuss topics to get candidate's opinion (e.g. care and use of grooming machines, clippers; wipping; the value of grooming) and discuss how to clip, trim, pull and braid in a variety of situations. Each horse should be assessed on its own merits and appropriate techniques chosen to show a horse to its best advantage as for sale or show, and how to highlight its good features and hide its worst features as appropriate for the breed, type and discipline. A full practical demonstration is not required but examiners may ask candidates to clarify or confirm their understanding by short demonstrations of skills or techniques.

4. FEEDING

'B' Ability to recognize and discuss grains and roughages. Relating to their own horse, have accurate knowledge of the routine and feeding (in pounds or kilograms) according to what the horse is doing under varying conditions or work and extend that knowledge to other situations and horses as presented by the examiner. Demonstrate a general understanding of the nutrients provided in the diet and common sources with emphasis on energy and protein content. Able to discuss the roles and common sources of vitamins and minerals.
Discussion that demonstrates an understanding of good feeding rules and their experience with their own animals will indicate their development and understanding of this section. Candidates should correctly use nutrition terminology including water, energy, protein, carbohydrates and fibre, lipids/fats, minerals and vitamins. Basic understanding of how energy and protein content are involved in balancing a ration.

'B2' Maintain 'B' Standard **plus** know nutrient values of common feeds and how the body uses those nutrients. Conditions under which minerals and vitamins supplements may be needed. Feed costs, storage, how to balance a ration and methods of feeding and watering. How to feed a sick horse and deal with poor feeding habits such as bolting, delicate feeder, and glutton.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** feeding for specific purposes such as maintenance, growth, work, varying weather conditions, older horses; causes for not maintaining condition in spite of good feed and care, vices. Show an understanding of the digestive system and how the body uses nutrients. Identification, use and nutritional value of concentrates, forages; costs, quality. Supplements and their benefits.

5. TEETH

'B' Know the types of teeth and how they are used in biting/chewing food. Able to identify outstanding features such as milk teeth, permanent teeth, tushes, hooks, Galvayne's groove and slope. Demonstrate how to handle a horse to view the teeth. Ability to age any horse using the tables, shape and outstanding features using correct terminology.

'B2' Not tested at this level except as noted under 'Saddlery'.

'HA' Not tested at this level except as noted under Veterinary and First Aid/Anatomy.

6. FOOT & SHOEING

'B' Relating to their own horse, show an understanding of the interior and exterior structures of the foot using correct terminology. Explain how to care for shod and unshod feet and how to maintain condition of the foot under various conditions. Identify the parts of a shoe, and various types of shoe (e.g. plain, stamped, aluminum plates, feather-edged, egg bar, etc.). Recognize farrier tools and explain their use in the shoeing procedure, understanding the benefits and drawbacks of hot and cold shoeing.

'B2' Maintain 'B' Standard **plus** ability to discuss changes in foot due to common diseases and ailments. Ability to identify the purpose and use for different types of shoes as at 'B' level as well as corrective shoeing. Assess good and inadequate shoeing with relation to additional factors such as type and size of shoe and appropriate trimming balance and finishing of the foot.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** know the anatomy of the foot including structure and interaction of parts at rest and in movement. Discuss trimming and shoeing practices for a variety of purposes and situations (e.g. discipline, footing type, etc.) Understand the cause, symptoms, treatment and future use of the horse, as well as the changes that may occur within the foot and the resulting consequences for diseases and conditions such as laminitis, navicular, cracks, underrun heels, etc.

7. CONFORMATION

All candidates should have knowledge of basic anatomy of the horse and understand how this relates to conformation, movement and possible capability.

'B' Overall recognition of general balance and proportion, straightness of limbs, and type and quality of horse. Knowledge of the skeletal structure of the lower leg (knee and hock down). Identify some good and bad points of conformation on a horse and identify specific unsoundnesses to which the horse might be predisposed. Assess and discuss condition and fitness of the horse

'B2' Maintain 'B' Standard. Show knowledge of the overall skeletal system Ability to relate conformation to function, including unsoundness and movement.

'HA' Maintain 'B2' Standard. Ability to constructively discuss a horse's suitability for a given purpose. Identify and discuss good and bad points of conformation on two or more horses provided. Relate conformation, movement and type to soundness and possible limitations.

8. UNSOUNDNESS

'B' Ability to pin point areas of limb unsoundness and common ailments such as spavins and discuss possible causes (e.g. a blow, work on hard ground), symptoms, and treatment. Name unsoundnesses that are not related to the limb (wind, eye, etc.).

'B2' Maintain 'B' Standard. Include unsoundnesses of wind, limb and eye with deeper knowledge of possible causes, treatment and prognosis.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** have a very good knowledge of main types of unsoundness including limb, wind, and body. Ability to explain possible causes and symptoms, treatment, possible prevention and the future of the horse.

9. VETERINARY AND FIRST AID

Candidates must bring their own complete first aid kit for inspection which should be properly labelled and contents listed. Syringes for flushing wounds are permitted but no needles should be present.

'B' Know average temperature, pulse and respiration and demonstrate how to measure each. Describe in detail candidate's own comprehensive preventative health program and how it helps to prevent illness, injury, infection, parasites, colic, heaves, etc. Discuss prevention and treatment for a variety of internal parasites.

'B2' Maintain 'B' Standard **plus** discuss how vital signs (TPR, mucous membranes, dehydration, gut sounds, etc.) relate to the horse's health. Discuss contagious and non-contagious diseases showing a broad knowledge of causes, symptoms, treatments and prevention. Able to discuss the life cycles of a variety of internal parasites.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** further knowledge of equine systems (circulatory, respiratory, musculoskeletal, urinary, endocrine) and how they are affected by a wide variety of equine diseases. Able to discuss a wide variety of veterinary topics including general health care, first aid and nursing the sick horse. Outline measures to prevent the spread of contagious diseases and parasites for horses in the stable and competing or travelling. Explain or demonstrate common treatments and therapies for lameness, injury and disease such as bowed tendons, muscle strains and sprains, wounds on the body, strangles, etc. Discuss dental issues and abnormalities.

10. BANDAGING

Practical demonstration of specified bandages including any necessary first aid materials (ointments, poultice, pressure pad, ice pack, etc.) and explanation of treatment. Strong emphasis on ability to bandage quickly, neatly, safely and with sufficient tension and thickness of cottons. Candidates are expected to understand the purpose for each bandage and explain how their application supports that purpose.

'B' Required bandages: tail bandage, first aid bandage of candidate's choice on the limb e.g., including any other bandages necessary for support, Neat, efficient and safe.

'B2' Required bandages: shipping bandages, first aid bandage on the limb, including any other bandages required for support. Maintain 'B' Standard **plus** emphasis on correct bandaging technique and appropriate choice of materials. Discuss the use of bandages versus boots in various situations.

'HA' Required bandages: two (2) first aid bandages appropriate for scenarios provided by examiners, not limited to the limbs. Maintain 'B2' Standard of knowledge and efficiency **plus** effective application of treatments such as poultices, compression bandages, hot and cold treatments and wound dressings.

11. SADDLERY

In all discussion, candidates should demonstrate an understanding of daily and long term care for equipment including cleaning, putting up, storing, new tack, old tack and repair.

'B' Able to fit a wide variety of tack (bits, bridles, saddles, numnahs, martingales, blankets, brushing boots, bell boots, etc.) and know how it works. Explain the dangers of ill-fitting tack. Discuss various bit evasions and ways to prevent them.

'B2' Maintain 'B' Standard **plus** knowledge of the double bridle, its purpose, parts and action. Ability to fit a double bridle. Knowledge of the purpose, use and fitting of a wide variety of bridles and nosebands including gags, hackamores, figure-8, kinton, etc. Able to assess the fit and suitability of an unknown horse's saddle and tack and suggest changes if necessary. Discuss teeth and mouth in relation to biting.

'HA' Maintain 'B2' Standard of knowledge and efficiency **plus** ability to identify and fit a wide selection of bits and bridles, and discuss their use, value and action. Discuss types and selection of saddles for a purpose, horse and rider, and how to deal with ill-fitting tack. Ability to identify and discuss uses of wide selection of clothing, general saddlery, and artificial aids. Understand the bridling of a young or sensitive horse.

12. TRAVEL

'B' Not tested at this level

'B2' Not tested at this level.

'HA' Demonstrate application of shipping bandages. Able to discuss the preparation, care and safety of horses for travel. Knowledge of loading and unloading techniques as well as potential problems while

loading or travelling, causes and possible solutions. Knowledge of safe preparation and maintenance of trailer and tow vehicle/van.

13. HANDLING

'B' Not tested at this level

'B2' Not tested at this level

'HA' Candidates will demonstrate safe and efficient handling of all horses throughout the entire test. Examiners and test officials may make observations during assessments, in the barn, turning in/out horses, and during breaks. HA candidates will demonstrate a thoughtful and considerate approach to handling horses at various training levels. The techniques and exercises chosen will show tact, compassion and a thorough understanding of training principles and animal welfare. Marks may be deducted for any situation where safety of the horse or people in the area may be at risk such as leaving a horse unattended or standing tied for a prolonged period, rough or abusive handling, inappropriate handling of a horse in a crowd, etc.

14. CONDITIONING

'B' Assess and discuss condition and fitness of the horse (for 'B' evaluated as part of 'Conformation'.)

'B2' Advanced conditioning and cool out methods. Considerations when conditioning, choosing a program, over conditioning, under conditioning, health concerns associated with conditioning. Signs of fitness. Feeding in relation to conditioning.

'HA' Not tested at this level.

E. LUNGING PHASE (B B2 HA)

Safe and effective use of the lunge line and whip are of utmost importance while lunging at all levels.

'B' **Maintain C2 standard of knowledge and efficiency**, plus lunge own horse (or schooled horse provided) to show improvement. Evaluate the suitability of the area provided for lunging. Demonstrate correct adjustment and discuss the purpose, value and variations in equipment (lunge line, whip, boots fore and hind plus front bell boots, bridle with reins, side reins, saddle with stirrups). A surcingle and lunging cavesson are optional. **Mention should be made by the candidate of the triangle of control.** Demonstrate how to attach and adjust side reins. Demonstrate safe and effective handling of the line and whip, use of voice, body language, and control. Evaluate the horse's cadence, rhythm, balance and tracking-up. Identify possible goals for improving the horse on the lunge and a plan for improvement. Demonstrate appropriate exercises to achieve those goals. Show an awareness of the horse's training and fitness **as reflected in the choice of** circle size, direction changes and breaks. Approximately 10-15 minutes.

'B2' Lunging a rider:
Maintain 'B' Standard of knowledge and efficiency plus demonstrate how to safely lunge a mounted student. **The assigned student (lunged rider) may be another B2 candidate, or must have at least their C2 (minimum C2FR).** Discuss the suitability of the horse and tack for a lesson on the lunge and demonstrate safe practices for mounting the rider and giving instructions. Evaluate the student's ability and **correct and strengthen his/her position with appropriate exercises.**
Approximately 15-20 minutes

'HA' Lunging an unknown horse:
Maintain 'B2' Standard of knowledge and efficiency plus exhibit confidence and authority while lunging a **green or problem horse, unknown to the candidate**, for improvement, **Discuss the tack used.** Discuss the horse's obedience, cadence, rhythm, balance, movement and tracking-up. Demonstrate

appropriate exercises to improve the horse on the lunge. Discuss a plan to improve this horse over time, showing an understanding of appropriate development of the young or older horse with respect to the value of lunging, potential problems, and the frequency and length of sessions.

Time allowances:

30 minutes for preparation

15-20 minutes for lunging demonstration with no cut-off prior to 15 minutes. At 5 minutes in, the candidate will state a goal for the remainder of the session.

Critique to follow lunging

- 'HA' Teaching a Student to Lunge
 Maintain 'B2' Standard of knowledge and efficiency plus teach a Pony Club C1 level student to safely lunge a schooled horse. Candidate will explain and demonstrate lunging, ultimately leading to a hands-on demonstration of lunging by the student.
 Due to time constraints the student's phase will be completed on one rein only
 Time allowance:
 20 minutes, to be followed by candidate critique.

For additional information on **Lunging a Rider**, see A/B TP Part 2 K Guidelines for Lunging a Rider

For additional information on **Lunging an Unknown Horse**, see A/B TP Part 3 K Guidelines for Lunging an Unknown horse

For additional information on **Teaching a Student to Lunge**, see A/B TP Part 3 L Guidelines for Teaching a Student to Lunge and the A/B TP Requirements for Examiners, Coaches and Candidates Section G Teaching a Student to Lunge

F. TEACHING PHASE (B2 HA)

Safety is the most important concern during the teaching phase, and candidates should demonstrate a safety check of the riding area and of the student's tack before beginning the lesson.

The test lesson should be designed for a target length of 15 minutes (B2) or of 20 minutes (HA), and so it is not possible to accomplish what would be hoped for in a complete lesson, as this is simply a demonstration of the structure of a lesson. Candidates will submit a written lesson plan (5 copies) ahead of time so examiners can be satisfied that they understand the subject. The candidate's aptitude, manner, control of the ride and use of voice should all take emphasis over the actual content of the lesson.

It is recommended that candidates be given their lesson topics at least one week but not more than two weeks, before the presentation.

All students in the lessons must be current Pony Club members.

- 'B2' Teach 'D1/D2' level Pony Clubbers, D2 recommended.
 Two to four students in a group.
 Ride control, lesson plan, voice, knowledge of subject matter.
- 'HA' Teach Pony Club 'C/C1' level students, C1 recommended. Two to four students in a group.
 Preparation and lesson plan, ride control, voice, organisation and effectiveness.
 Dealing with problems such as ill-fitting tack, disruptive students and disobedient ponies.

For additional information on **Teaching**, see A/B TP part 3 J Teaching Guidelines

G. TEACHING A STUDENT TO LUNGE (HA)

Candidate will move around the horse efficiently, demonstrating experience and a high comfort level. They will have lunged the horse to ensure suitability and/or adjusted the lesson if situations become evident. They will draw the 'student' into the lesson from the start.

Candidate will demonstrate, instruct and observe the student to:

- Wear gloves, hard hat, boots (spurs removed)
- Ensure the area is safe with gates etc. closed
- Secure reins and stirrups
- Ensure the horse is correctly turned out as for B2 with whip and lunge line safely contained while equipment is being checked
- Check the side reins for length before presenting the horse for lunging and readjust during lunging session if necessary
- Use correct techniques, body language and safety in all aspects.

Candidate will be expected to spend equal time **between instruction and demonstration, and guided practise with independent lunging by the 'student' who is being offered further input and appropriate corrections.**

Due to time constraints, this phase will be completed on one rein only. Time given for lunging is approximately 20 minutes, with additional time for critique.

For additional information on Teaching a Student to Lunge, see the A/B TP Part 3 L "Guidelines for Teaching a Student to Lunge." Also see the EC English Competition Coach rubric Section D "Lunge Lesson – Teach a Student How to Lunge" on the Horse Council BC website under "Coaching" – "Resources for Coaches & Candidates".

H. RIDING PHASES (B B2 RA)

1. FLAT

- 'B'** - progressive warm up to meet the physical and mental needs of the horse and prepare for the required movements (15 minutes)
- lengthen and shorten stride at trot & canter
 - working trot & canter
 - medium walk
 - release at trot
 - change of leg through trot
 - rein back to trot
 - circles (20m canter, 15m trot),
 - turns and loops, 5 loop serpentine at trot (3 loops in small ring)
 - leg yield at trot from centre line to wall
 - alternate horse

Warm-up is progressive in nature; either following the training scale or another logical, effective progression of exercises and shows evidence of prior planning. Warm-up is effective in preparing the horse, both physically and mentally, for the test ride and addresses all gaits and movements that may be required in the test ride. Figures are used as tools to improve horse's way of going rather than a rehearsal of the test ride. The time allocated for the warm-up is well utilized.

Candidate shows generally good alignment through head, upper body and leg at all gaits with a longer stirrup length and is developing a relaxed, supple, following seat. Candidate is balanced with equal weight in each seat bone, head centered and eyes looking forwards. The candidate maintains an elastic contact with the horses' mouth through the reins at all times. The aids are correctly applied in accordance with classical principles. Aids include preparation (half-halts), leg, hand, seat (body weight) and eyes, as appropriate and are applied with some knowledge of timing. Aids are backed up with artificial aids appropriately and correctly. When riding without stirrups there is only a slight difference in the candidates position, balance, rhythm and use of aids. When riding without stirrups there is only a slight difference in the horses' way of going.

Horse shows three distinct gaits with relaxation, balance, good rhythm and reasonably good tempo throughout the warm-up and test ride. Candidate has some positive influence the horses' rhythm, tempo and balance. Horse shows that it is sufficiently forward at all gaits as evidenced by tracking up, reasonable swinging engagement and a willing, obedient response to the rider's aids. Candidate

recognizes which gaits of their horse are stronger or weaker and has some ideas for exercises that could be used to improve the horses' gaits. The aids are correctly applied, including corrections to the horse as needed. Horse is correctly bent and flexed throughout the figure. The requirements of the gaits are maintained. The candidate is able to use the aids to put the horse "on the bit" (e.g. the horse accepts the bit and its influence without resistance to form at a slight bascule through the body with reasonable swinging engagement as indicated by a slight flexion in the jaw and atlas-axial joint).

Candidates understand the sequence of foot fall for all gaits and how timing of the aids will influence the gaits. Arena figures are accurate in size, shape and placement. Corners and turns are reasonably deep showing correct flexion and bend and good engagement and balance. Leg yield is ridden accurately showing a good understanding of straightness, flexion and use of aids. Change of leg through trot is accomplished with two clear transitions – canter to trot, trot to canter with a change of bend during the trot steps. Walk – medium and free. Trot – working, lengthen and stretchy. Canter – working and lengthen. Circles, turns and loops. Diagonals including change of leg. Leg yield. Centre line. Halt.

The critique(s) are mostly accurate and reflect the test ride. The terminology used during the critique is correct. The candidate shows sufficient depth of knowledge of the training required for the test ride as evidenced by correctly answering any examiner questions.

For the alternate horse, the candidate is observant of tack and equipment including own rider's use of spurs and whip. Approach to horse is tactful; never hurried, abrupt or rough. As the horse is warmed-up, progress is fairly rapid; the ride reflects planning as for own horse's warm-up. Candidate actively seeks information, through riding, about the horse's strengths and weaknesses. (best gait, sidedness, etc.). The switch horse is comfortable with the candidate and does not display any anxiety or discomfort. The horse's way of going is maintained (i.e. – it goes as well as it did for own rider or nearly so). Candidate is able to make accurate observations on the horse's way of going and suggest further training exercises to improve areas of weakness.

- 'B2'** - progressive warm up to meet the physical and mental needs of the horse, prepare for the required movements and to achieve rhythm, suppleness, contact and straightness (20 minutes)
- circles (15m canter, 10m trot), turns, loops, 3 loop serpentine at canter with simple changes through walk - at center line
 - change of leg through walk
 - lengthen stride at trot & canter
 - shoulder in at trot
 - half pirouette at walk
 - counter canter
 - alternate horse

Warm-up is progressive in nature and shows evidence of prior planning while retaining flexibility to deal with unforeseen circumstances. Warm-up addresses all gaits, movements, and figures that may be required in the test ride. Figures are used as tools to improve horse's way of going rather than a rehearsal of the test ride. Warm-up is effective in preparing the horse, both physically and mentally, for the test ride. The horse's way of going is improved. The time allocated for the warm-up is well utilized.

Candidate has developed a longer stirrup length and be developing a relaxed, supple, following seat. The candidate has learned to use the seat and weight effectively and correctly as an aid. Candidate shows a straight line from bit to elbow through their arm other than to give a specific aid (such as an indirect rein) and returns immediately to position after giving aid. Candidate has learned how the hand position affects the rein aid and uses width of hands appropriately as an aid. The candidate maintains an elastic contact with the horses' mouth through the reins at all times. Aids are applied with good knowledge of timing and the correct degree of tact and authority to have the desired effect. Aids are backed up with artificial aids appropriately and correctly. It is understood that these criteria are a demonstration of the candidate's ability to affect the horse in a positive way, rather than the natural ability of the horse. A horse with less than ideal conformation or gaits, if schooled and ridden well, is still suitable. Examiners should expect the horse to perform as well as its natural ability allows.

Horse shows that it is sufficiently forward at all gaits as evidenced by tracking up in the working gaits, good swinging engagement and a willing, obedient response to the rider's aids. Horse should show some

moments of tucking engagement. Horse shows the required range within the gaits: a ground covering free walk with some over track; a lengthen trot with a longer step and no change in rhythm or tempo; a collected trot that remains energetic with good bascule while the steps are shortened (The horse does not track up in the collected trot. It is preferable to show tucking engagement in the collected gaits but a B2 candidate is just beginning collected gaits therefore the foundations of collection rather than true collected trot is expected); and an energetic lengthen at canter with noticeable, balanced transitions.

Candidate is able to have some positive influence on the horses' rhythm, tempo and balance. Candidate recognizes which gaits of their horse are stronger or weaker and has good ideas for exercises that could be used to improve the horses' gaits. Candidates understand the sequence of foot fall for all gaits and how timing of the aids will influence the gaits.

Walk – medium and free. Trot – working, lengthen and the foundations for collected trot. Canter – working and lengthen. Circles of 20, 15 (trot, canter) and 10 meters (walk, trot); turns and loops. Change of leg through walk. Shoulder in and pirouette. Centre line. Halt. Rein back.

Figures are the correct size and shape. Horse is correctly bent and flexed throughout the figure. The aids are correctly applied, including corrections to the horse as needed. Corners and turns are deep showing correct flexion and bend and good engagement and balance. Shoulder in is ridden accurately showing a good understanding of bend, flexion and use of aids. Change of leg through walk is accomplished with two clear transitions – canter to walk, walk to canter. There is a change of bend during the walk steps. The pirouette maintains the pace and the position (bend) of the horse with the hind legs making a markedly smaller circle than the forelegs.

On the alternate horse, candidate is observant of tack and equipment on switch horse including own rider's use of spurs and whip. Candidate actively seeks information, through riding, about the horse's strengths and weaknesses (best gait, sidedness, etc.). The switch horse is comfortable with the candidate and does not display any anxiety or discomfort. The horse's way of going is maintained and some aspects of the horse's performance may be improved (i.e. – it goes at least as well as it did for own rider). Candidate is able to make accurate observations on the horse's way of going and give good suggestions for further training including several exercises to improve areas of weakness.

The critiques are accurate and reflect the test ride. The terminology used during the critique is correct and demonstrates some study of theory. The candidate shows sufficient depth of knowledge of the training required for the test ride as evidenced by correctly answering any examiner questions and by proposing exercises and training plans for their own and alternate mounts.

'RA' - efficient, progressive and systematic warm-up to meet the physical and mental needs of the horse and prepare for the required movements (20-25 minutes) **(maximum 10 standards, 14 rails and 28 cups).**

- | | |
|--|---|
| - walk: medium and lengthened stride | - circles (10m trot & canter), turns, loops |
| - trot: medium and collected | - shoulder in at trot |
| - canter: working, medium and collected | - half pirouette at walk |
| - trot and canter on a loose rein (balanced horse) | - counter canter |
| - rein back to canter | - half pass at trot |
| - flying changes | - alternate horse |

Warm-up is progressive while showing evidence of prior planning while retaining flexibility to deal with unforeseen circumstances. Warm-up addresses all gaits, movements, and figures that may be required in the test ride. Exercises other than the required figures are used when such would lead to an improved way of going and execution of the test requirements (e.g. travers and renvers may be used to prepare for half-pass). Warm-up is effective in preparing the horse, both physically and mentally, for the test ride. The horse's way of going is improved. The time allocated for the warm-up is well utilized.

Walk – medium, lengthen and a shortened walk showing the foundation for collection. Trot – collected and medium. Canter – collected, medium and a release to show balanced horse. 10 meter circles, turns and loops. Counter canter. Flying change of lead at canter. Change of leg through walk. Shoulder in and

half pass at the collected trot. Walk pirouette. Centre line. Halt. Rein back and proceed in trot.

Candidate shows good alignment through head, upper body and leg at all gaits. Candidate has developed a longer stirrup, is balanced and shows a relaxed, supple, following seat. The candidate has learned to use the seat and weight effectively and correctly as an aid. The head is centered and eyes look forwards. The candidate maintains an elastic contact with the horses' mouth through the reins at all times.

Candidate is able to demonstrate throughout the flat ride phase that rein aid originate in the core and leg aids in the seat. Aids are complete— i.e. they include preparation (half-halts), leg, hand, seat (body weight) and eyes, as appropriate. The candidate is able to use the aids to put the horse "on the aids" (the horse accepts the bit and its influence without resistance and with enough trust and confidence to form a bascule through the body with good swinging engagement; flexion in the jaw and atlas-axial joint allowing the horse to keep the front of the face at or just in front of the vertical; the candidate is able to use the aids to somewhat collect the horse in all three gaits with at least some tucking engagement).

The candidate demonstrates a good understanding of straightness in all gaits, figures and movements. It is understood that these criteria are a demonstration of the candidate's ability to affect the horse in a positive way, rather than the natural ability of the horse. A horse with less than ideal conformation or gaits, if schooled and ridden well, is still suitable. Examiners should expect the horse to perform as well as its natural ability allows. Horse shows that it is sufficiently forward at all gaits as evidenced by good swinging engagement and a willing, obedient response to the rider's aids, including ability to show some collection in all gaits. Horse shows the required range within the gaits: a ground covering medium walk with some over track; a medium trot with good impulsion, a longer step and frame, no change in rhythm or tempo and some suspension; a collected trot that remains energetic with good bascule while the steps are shortened (The horse does not track up in the collected trot. Some tucking engagement should be seen even if not sustained throughout all the collected work.); and an energetic medium canter with lengthened frame and longer strides with clear, balanced transitions.

Shoulder in is ridden accurately showing a good understanding of bend, flexion and use of aids. Change of leg through walk is accomplished with two clear transitions – canter to walk, walk to canter. The pirouette maintains the pace and the position (bend) of the horse with the hind legs making a markedly smaller circle than the forelegs.

For the alternate horse, the candidate is observant of tack and equipment on switch horse including own rider's use of spurs and whip. Candidate actively seeks information, through riding, about the horse's strengths and weaknesses. (best gait, sidedness, etc.). Candidate is able to make accurate observations on the horse's way of going and develop a comprehensive training program, including exercises to improve areas of weakness. Candidates will show their experience in this area by their confidence and by tactfully challenging the alternate horse in order to understand the horse's physical and educational limitations.

The critique(s) are accurate and reflect the test ride. (audio and video match) The terminology used during the critique is correct and demonstrates extensive study of theory. The candidate shows sufficient depth of knowledge of the training required for the test ride as evidenced by correctly answering any examiner questions and by proposing exercises and comprehensive training plans for their own and alternate mounts.

2. OVER FENCES

'B' - progressive gymnastic

- suggested: pole on the ground, 9' to cross pole, 10' to bounce, 18' to vertical, 21' to oxer; 3'3" max
- stadium approx. 8 fences
- 2 changes of direction
- 1 stride combination, vertical to oxer
- line of set striding
- xc pre-training fences 3' max
- a ditch, drop and bank
- no bounce combinations
- one third at maximum height; 3'6" max height and width
- alternate horse **max 3'3"**
- may ride thorough, but not jump into water
- no bounce combinations

The candidate demonstrates a secure base of support with heels down and a still lower leg, hands that follow the horse's motion and eyes that follow the route ahead. The jumping release should be progressing toward an automatic release but a short crest release is acceptable. The candidate must not interfere with the horse's jumping effort with the hand or be left behind, drop or duck. Work without stirrups will show a strong lower leg position allowing them to post cleanly and with body control and to safely jump a modified gymnastic without losing the basic position, dropping back in the saddle or being left behind. The candidate will plan for a straight approach through the turn without drifting. Candidates should help their horse to maintain rhythm and balanced throughout.

In the Stadium course, as for the gymnastic; a solid, secure position demonstrated with sufficient balance, coordination and strength to ride the course in a very light three-point or open two-point position and remain with the horse at all times. The horse is kept up in front of the leg and balanced in the turns. There is no "hand riding". Where disobediences occur, the candidate is able to deal with the problem with sufficient tact and authority to correct the error. Whip must be used correctly. Pace consistent and suitable for the course and footing while showing sufficient impulsion. Changes of lead made either with a smooth, unrushed flying change or a balanced transition to trot and back to canter before the change of direction. Candidate is aware of distances to fences and the striding achieved in the lines on course. Distances may be a little short or long, but similar for each fence.

For the alternate horse, the candidate observes the tack and equipment used and the rider's use of spurs and whip. The approach is tactful; never hurried, abrupt or rough. As the horse is warmed up, the candidate should canter fairly soon in the "get acquainted period" before jumping a few fences prior to riding a **lowered and shortened** stadium course.

On cross country, the pace is suitable to terrain and conditions and adjusted for specific fences such as drops and banks (may trot for a few steps to prepare for certain types of fences). Fences are well met, straight and jumped out of stride with little adjustment. Compared to the stadium position, stirrups are shorter, feet may be more 'home' in the stirrup and candidate shows a clear difference between galloping position and approach position, especially to fences such as ditches, drops and water. The horse is kept well up in front of the leg using legs, body weight and outside rein on turns to help the horse maintain rhythm and balance.

The critique of jumping may include any or all parts of the phase; gymnastics, stadium and alternate for the stadium jumping stream or gymnastics, stadium, alternate and cross-country for the full test. Critiques are mostly accurate and reflect what actually happened. Candidates are able to answer specific questions from examiners about their exercises and courses, including reasons why and ideas for improvement. Candidate will have ideas for improving the alternate horse including exercises on the flat and through gymnastics. The cross-country critique, where applicable, will accurately reflect the ride and will recognize areas requiring improvement.

'B2' - further develop gymnastic to an alternate fence 3'6" max

-stadium as per B level as well as additional items below

- | | |
|--|--|
| - vertical to vertical combination | - no bounce combinations |
| - able to ride lines in optional striding | - one third at maximum height; max 3'9" height and width |
| - aware of number of strides in a line | - alternate horse max 3'6" |
| - xc training level – 4 to 6 fences 3'3" max | |
| - changing terrain | - a combination fence |
| - jumping into water | - no bounce combinations |

Candidate demonstrates a secure base of support with contact between the leg and the horse. The security of the leg and foot position should allow the candidate to maintain a light, open two-point seat and for eyes that look well ahead to plan the route. A short crest release is acceptable but candidates should be working towards an automatic release and should not rely on the crest for balance or interfere with the horse's jumping effort with the hand or with the body ahead or behind the horse's motion. At no time should the candidate be left behind, drop or duck. Throughout the exercises the candidate uses aids correctly to positively affect the horse's performance showing tact and authority when applying aids,

demonstrating good control of their mount. With thoughtful planning of the approach and get away, action is taken to improve the horse's effort through the gymnastic. Candidate is in rhythm, balance and harmony with the horse throughout.

As for the gymnastic; a solid, secure position with sufficient balance, coordination and strength to ride the course in an open two-point position while remaining with the horse at all times. The developing automatic release should be seen occasionally. Candidate uses leg aids to bend and balance horse and prepare for turns. The pace and stride length of the horse are adjusted with tact and balance between leg and hand. There is no "hand riding". The pace is consistent throughout and is sufficient to help the horse achieve the correct striding between related fences and in combinations. Candidate plans to land on the correct lead and ride balanced turns. Any change of lead should be the result of the candidates planning and aids, not initiated by the horse. Candidate is able to reach nearly all of the fences on course at the correct distance and responds to minor errors in distances by correcting the pace (rhythm and impulsion).

On the alternate horse, a candidate at this level may occasionally be surprised by awkward jump or distance with the alternate ride but at no time would they interfere with the horse's jumping effort. The candidate shows confidence with the alternate ride, supporting the horse throughout with tactful aids and authority. The alternate horse shows no signs of anxiety or discomfort. The **lowered and shortened** course with the alternate is smooth and flowing with all the qualities outlined in the requirements for the candidates own horse above.

Cross country pace is suitable to terrain and conditions and adjusted accordingly for specific fences such as drops and banks with smooth changes of speed. Fences are well met and suitable fences (for example - ramp type jumps on slightly rising ground) should be jumped out of stride with little or no adjustment necessary. Candidate shows a clear difference between galloping position and approach position while keeping the horse well up in front of the leg throughout. Candidate is able to handle any disobedience effectively.

Critiques are mostly accurate, reflect the exercises and courses and candidates are able to answer specific questions from the examiners about their exercises and courses, including reasons why and ideas for improvement.

'RA' candidate to design and build a progressive gymnastic which best meets the needs of their horse
 course of 8 to 10 fences provided by National oxer to vertical to oxer
 max 3'9" (min 3'6") height and width one third at maximum height
 two changes of direction alternate horse **max 3'6"**
 bending line, one vertical at max
 xc variety of 4 to 6 preliminary fences 3'7" max drop and bank fences plus jump into water

Candidate demonstrates a very secure leg that does not swing forwards or backwards. The security of the leg and foot position should allow the candidate to maintain a light, open two-point seat. The chest should be expanded and wide with the elbows bent at sides and supple enough to allow the hand to follow the horse's movements. Eyes should always be looking well ahead so they can plan their route. A short crest release may be shown at times but candidates should now be able to demonstrate an automatic release and at no time should the candidate rely on the crest for balance. Throughout the exercise the candidate uses aids correctly to positively affect the horse's performance. Candidate shows tact and authority when applying aids, demonstrating good control of their mount.

Candidate demonstrates knowledge of gymnastic and jumping principles in their selection and use of gymnastic fences and exercises to prepare their horse for the stadium jumping test. The successful candidate will use a few simple elements in a creative manner to warm up and prepare the horse for as many aspects of a course as possible. Candidate helps the horse to achieve suitable rhythm and balance for the exercise and is in harmony with the horse throughout.

The candidate will explain how they would coach students to ride the course, what questions the course poses and how their "student" would address the difficulties the course presents. All aspects of the

coaching process should be included.

As for gymnastic; a solid, secure position will be demonstrated. The pace and stride length of the horse are adjusted with tact and balance between leg and hand. There is no "hand riding". Candidate rides at a consistent pace that is suitable for course and footing with sufficient impulsion to negotiate the course and achieve the correct striding between fences of related distance and in combinations. Candidate is able to ride more demanding turns, such as would be found on a jump off course, in balance and rhythm. Candidate is able to reach nearly all of the fences on course at the correct distance. Candidate responds to minor errors in distances (a little short or long of ideal) by making the appropriate correction to the pace (rhythm and impulsion) and is able to help the horse to achieve good distances by riding with sufficient rhythm, balance and impulsion.

The candidate shows confidence with the alternate ride, supporting the horse throughout with tactful aids and authority. The alternate horse shows no signs of anxiety or discomfort. The course, **lowered and shortened**, with the alternate is smooth and flowing with all the qualities outlined in the requirements for the candidates own horse above. The candidate maintains their position at all times.

Cross-country should be ridden at the gallop or, for some terrain and fences, at the canter. Fences are well met and if suitable (for example - ramp type jumps on slightly rising ground) should be jumped out of stride with little or no adjustment necessary. Candidate shows a clear difference between galloping position and approach position. Candidate shows appropriate changes for a variety of fences such as skinnys, ditches, drops and water. Candidate is able to demonstrate slipping and quickly regaining reins where appropriate. Candidate plans and rides effectively and efficiently through combinations.

Critiques are mostly accurate and reflect the exercises and courses. Candidates are able to answer specific questions from the examiners about their exercises and courses, including reasons why and ideas for improvement. Candidate will have ideas for improving the alternate horse including exercises on the flat and through gymnastics. When examining the reasons for any issues with the alternate horse candidate may include lunging, tack, soundness, etc., as reasons. The cross-country critique, where applicable, will accurately reflect the ride and will recognize areas requiring improvement.

J. REQUIREMENTS/CLASSIFICATION OF EXAMINERS

Examiner Emeritus – Honorary title awarded to those examiners who have served long and faithfully as National Examiners and who, while retiring as examiners, will continue to lend their experience and expertise to testing and to Pony Club in general.

- **A Senior 'A' Examiner - One who has worked on at least of two **RA** panels, **at least two HA panels** and one 'B2' panel as a Regular A Examiner. Must receive the recommendation of their Region and at least one Senior A Examiner.
- *A Regular 'A' Examiner - One who has worked on at least two **RA** panels, **at least two HA panels** and 1 B2 panel as a Basic A Examiner. Must receive the recommendation of their Region and at least one Senior A or Regular A examiner.
- A Basic 'A' Examiner - One who has worked on at least three B2 panels as a Senior B Examiner, attended one HA and one RA test as a **Senior 'B' Examiner**, attended one A/B Examiner's Clinic (Regional or National), and completed the National Examiner's application Basic A form and send it in to the National Testing Chair along with the appropriate letters of recommendation.
- **B Senior 'B' Examiner - One who has worked on at least 4 B and/or B2 panels as a Regular B Examiner and has received a recommendation from two different Senior B or A examiners and from their Region.

- *B Regular 'B' Examiner - One who has worked on at least two B panels and 2 C2 panels as a Basic B Examiner and has received a recommendation from two different Senior B or A Examiners and from their Region.
- B Basic 'B' Examiner - One who has **worked on** at least two C2 panels, has **audited** at least one B test as a Junior Tester, has attended one A/B Examiner's Clinic (Regional or National) and has completed the National Examiner's Basic B Application form and sent it to the National Testing Chair along with the appropriate letters of recommendation. Basic 'B' Examiners must be over 21.
- Bx Junior Tester – When **auditing**, must fill out all worksheets and test at least one area of stable management (B or B2). The Junior Tester will show stable management questions to the Senior Examiner before the test. The Junior Tester will sit in on the critique and may give input.

For Upgrading: Upgrading may be considered with a recommendation from the Regional Testing Committee if supported by documentation demonstrating active involvement in riding and Pony Club activities; participation in C2 and above testing and attending a National or Regional Examiner's Clinic at least once every 3 years. Senior 'B' and 'A' Examiners should attend a National Clinic every 3 years.

For Sustaining: Examiners may sustain their level if they have been actively involved in clinics, marking panels, organizing tests, actively participating as an Examiner at a National Test, C2 and above. (i.e. actually filling in a worksheet)

For Downgrading: An examiner may be downgraded as a result of examiner evaluation, test chair evaluation or candidate evaluation, attitude, lack of knowledge, lack of participation in testing or Pony Club activities.

K. CRITERIA FOR NATIONAL EXAMINERS

1. Have adequate people skills: empathy, tact and diplomacy, ability to work in a group setting, punctual, organizational skills.
2. Should have come through Pony Club or have competed and/or coached. Must be actively involved with the horse industry.
3. Have a current Standard First Aid Certificate.
4. Newly recommended National Examiners are required to complete an Examiner's Basic B Application Form. Recommendations should be based on experience gained in 'C' and 'D' Regional testing. Preference should be given Pony Club 'A' graduates of 21 years of age or over.
5. Examiners will be evaluated on a regular basis on all the above criteria.
6. Must attend a Regional Examiners workshop for National Examiners, given within the Region or one approved in an adjoining Region every two years.
7. National Examiners should attend a National Examiners Workshop every three years.
8. Must attend three exams, with exam forms completed, and be evaluated by Senior Examiner with written feedback given to the Test Chair.

Recommended Entry Level

- a) If riding is the only qualification, or, if they are EC Coach 1, they should start as a Regional Tester - recommend they start at the C level.
- b) Can upgrade with recommendations from higher-level examiners and experience testing.

Regular B Examiner

- a) attained B2
- b) EC Coach 2 or higher
- c) EC Course Conductor (Examiner)
- d) Coached students in eventing to training level, or in dressage to basic 3, or in show jumping 3'3" - 3'6"
- e) combination of above

Senior B Examiner

- a) attained HA or RA or A
- b) EC Course conductor Level 2 (Examiner) (ability to fast track to A)
- c) coached students in eventing to training/preliminary level, or in dressage to First Level, or in show jumping to 1.10m - 1.20m
- d) combination of above

A Examiner

- a) Pony Club alone is not sufficient
- b) coached students in eventing to preliminary, or in dressage to Second Level, or in show jumping to 1.20m – 1.30m

Other Requirements

1. Regional Test Chairs distribute a copy of the EXAMINER'S TEST EVALUATION REPORT for C2, B, B2, HA and RA Tests (attached) to all examiners on a panel to be completed and returned by fax/mail within seven days.
2. Upon receipt of negative reports, the Regional Testing Committee will assess and contact the examiner involved in writing and take appropriate action where necessary.
3. The Regional Test Committee has the authority to determine the continuing capability and position on a panel for examiners and that this be included in their job description.
4. When examiners outside a region are used, Regional Test Chairs communicate with each other prior to the exam and after the exam exchange critiques.
5. Every examiner on the National Examiners List must submit an up to date resume to their Regional Testing Chair (the year in which they are added to the list) who will keep this on file with copies sent to the National Testing Chair by 1st November. This resume will be updated every 2 years by reviewing proof of 20 hours of education through: actively testing, attending regional examiners clinics for National Examiners every 2 years, attending lectures, seminars, and workshops appropriate to examining. This documentation is the responsibility of examiners to provide to the Regional Testing Chair.

L. CRITERIA FOR 'C' & 'D' LEVEL EXAMINERS

These Examiners are selected within the Regional organization. Regions shall maintain records on active Examiners. Whenever possible, it is suggested that 'A' Pony Club graduates and Basic 'B' Examiners be used.

1. It is the responsibility of the Regional Executives, in co-operation with the Regional Testing Committees, to annually recommend reclassification of its examiners, according to testing records of the past year.
2. Examiners shall be appointed for a two-year term, and active examiners are eligible for re-appointment.
3. It is the responsibility of the Regional Test Chair to annually revise the Regional 'C' and 'D' Examiner's lists. Preference should be given to 'A', 'HA', 'RA, and 'B2' senior members or graduates.

Anyone accepting a position as an examiner, either National or Regional, must be prepared to give sufficient time to Pony Club to warrant this appointment.

M. DUTIES OF EXAMINERS

1. Be familiar with the Testing Procedures and the requirements for the levels they are eligible to test.

2. Inform the Branch Test Representative if there are any conflicts of interest such as the Examiner being a regular instructor, friend or immediate family member of one of the candidates.
3. Arrive at the test site at established time, and spend as much time as may be necessary to conduct a satisfactory testing.
4. Make every possible effort to put the candidates at ease. Leave both candidates and branch/regional officials with a clear understanding of the reasons for their decisions.
5. Sign all work sheets, test sheets and certificates and return them to the Testing Committee representative. Senior Examiner should sign Application to Test.
6. Present travel vouchers for mileage, if applicable, to the testing representative.
7. Notify the test organizers AT ONCE if circumstances will prevent them from attending a testing as arranged.
8. The examiner has the prerogative to stop or postpone all or part of the test due to bad footing, unsoundness, unsuitable facilities, or for safety reasons. It will be the Regional Testing Chair's responsibility to set up testing for phases not completed, as soon as possible or within 12 months. (It is not necessary to use the same examiners)
9. Submit a Test Evaluation Form to the Regional Test Chair for each test.

N. HOW TO WRITE EFFECTIVE COMMENTS

Marks of 8 - 10 do not require a great deal of comment. The words given those marks are self-explanatory: 8 good; 9 very good; 10 excellent. However, the marks from 7 down should be justified with good comments that will encourage the candidate on and give them something concrete on which to base their study to improve.

The necessity to take notes during the active phases of the exam is extremely important both to facilitate a valid critique and to write constructive comments on the papers. Write down what you actually observed.

Try to avoid using words like: appear, tend, seem - they don't convey specific actions.

More specific words are: answer, assign, act upon, comment, demonstrate, describe, discuss, display, explain, gesture, inform, instruct, listen to, list, present, question, read, repeat, respond, select, show, tell, use, write.

To describe what you observed, use "I heard, saw, noted, listed, observed, watched, viewed, etc. These judgements require support and clarification both orally and in the written form. The words that we use to convey these judgements are open to interpretations by candidates, parents and coaches.

Such words are: adequate/inadequate, effective/ineffective, consistent/inconsistent, creative, disorganized, well-planned, competent, co-operative, appropriate, disciplined, responsive, etc.

In using these judgement words, the key is to make the statements that may have been suggested by what you have specifically observed.

Back up your observation with the following: as demonstrated by, as evidenced by, as exemplified by, as reflected in, as indicated by, as measured by, by doing the following, as shown by, as signified by, for example.

If you make suggestions, use phrases like: you might want to, I hope you, I suggest, Try, Attempt...

Develop some "stroking skills" in your writing. Try to praise and recommend at the same time possibly by using the phrases: Add to your skills by, Build upon your strengths by, Maintain your ability by, Reinforce your skills by....

Candidates should leave with a clear understanding of why they received the marks they did and guidelines to improve for the future.

SAMPLE STATEMENTS

You demonstrated a clear understanding of the required standard (on the flat, over fences) as shown by your effective, well-organized ride.

You are a tactful rider as reflected in your approach to the (flat ride, course, alternate horse). Add to your skills by developing a more definite approach, for example, more consistent rhythm in all paces.

You illustrated the required basic position (over fences/on the flat).

You must concentrate on balance, rhythm and straightness as indicated when your horse drifted left and fell behind your leg.

Your problems on the flat affected your performance over fences as illustrated by your difficulty in maintaining the rhythm at the canter. I suggest you work on riding the horse forward into a more relaxed contact.

You are a strong candidate. Continue to work on..... to strengthen this area.

You have the potential to be a strong candidate however you need more work in _____ as outlined above, before you represent yourself. Try to work within the system for the next few months to strengthen these areas.

CANADIAN PONY CLUB



F. EXAMINER'S TEST EVALUATION REPORT
C2, B, B2, HA and RA Tests

By the use of this form, we are striving to improve the testing process. Critiquing one another is one way we are hoping to improve the consistency and competence of our examiners. We appreciate your candour and insight. Please complete this form either at the test or within one week of its completion and return the form to the Regional or National Testing Chair.

Senior Examiner _____ or Test panel member _____

Region: _____ Test Date: _____

Level(s): _____ Number of Candidates: _____ Number Passed: _____

1. Was the test well organized? (Sufficient copies of paperwork etc.) _____

2. Were the facilities adequate to properly test the level? Please comment on any problems. _____

3. Did you feel that each examiner's comments and opinions were given equal consideration? _____
If not, please explain. _____

4. Was each pass or fail the result of a group consensus? _____
If not, please explain. _____

5. Were you satisfied or comfortable with the outcome of the test? _____

If not, please explain. _____

EXAMINER’S TEST EVALUATION REPORT (Page 2)

6. Please note any strengths or weaknesses of each of the examiners on the panel. In your opinion, did they test to the standard? Were they familiar with the requirements? Did they interact well with other members of the panel? Did the candidates appear comfortable? Would you be willing to work with these examiners again?

Senior Examiner: _____ Comments: _____

Examiner’s Name: _____ Comments: _____

Any additional comments or suggestions for improving future tests would be greatly appreciated.

Signature: _____ Date: _____

Please print name: _____

Thank you for your input.

P. CPC GUIDE ON CONCUSSION IN OUR SPORT

CPC Risk Management Committee has reviewed the “Consensus Statement on Concussion in Sport 3rd International Conference on Concussion in Sport Held in Zurich, Nov 2008.”

After this review our recommendations to Organizers, Coaches and Parents are as follows:

1. If a rider has any blow to the head, face, neck or other part of the body that causes an impulsive force to the head, they should be screened for acute symptoms of concussion.
2. Symptoms to screen for include: loss of consciousness, seizure, amnesia, headache, pressure in head, neck pain, nausea or vomiting, dizziness, blurred vision, balance problems, sensitivity to light or noise, feeling slowed down or in a fog, “Don’t feel right”, difficulty concentrating or remembering, fatigue, confusion, drowsiness, emotional or irritable, sadness or anxiousness.
3. Any athlete with a suspected concussion should be immediately removed from riding, should not be left alone or allowed to drive, and should be referred for medical assessment.
4. Same day return to riding should only be allowed with medical clearance that there was not a concussion.
5. When a concussion is diagnosed CPC recommends that parents and coaches follow the Graduated Return to Riding Protocol (table 1) allowing at least 24 hours for each stage. This is adapted from the Consensus Return to Play Protocol and time frames may be extended for children under 10 where recovery can be more complicated.

Rehabilitation Stage	Functional Exercise at Each Stage of Rehabilitation	Objective of Each Stage
1. No activity	Complete physical and cognitive rest	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling keeping intensity <70% MPHR; no resistance training	Increase HR
3. Sport-specific exercise	Light flat riding, walk/trot in controlled setting	Add movement
4. Non-contact training drills	Progression to more complex riding on flat	Exercise, coordination, and cognitive load
5. Full contact practice	Following medical clearance, participate in normal training activities (lessons and jumping)	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal competitive riding	

TABLE 1. Graduated Return to Riding Protocol

THIS CHILD’S BRAIN IS MORE IMPORTANT THAN THIS COMPETITION, TEST, OR LESSON.

This guide is to intend to support the existing rules regarding falls, and shall not be used to overrule the decision of an official, examiner, instructor or safety officer to not allow a participant to continue.