

CANADIAN PONY CLUB



C/D TP REQUIREMENTS FOR EXAMINERS, COACHES AND CANDIDATES

2019

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



C/D TESTING REQUIREMENTS FOR EXAMINERS, COACHES AND CANDIDATES 2019

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Note: Current changes will be shown in colour

1. INTRODUCTION

This document 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.

'D', 'D1', 'D2', 'C', 'C1' and 'C2' tests are branch 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.

2. TEST 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.

What is a D? The examiner will look for confidence in handling and riding a pony; understanding that a pony needs food, water, shelter and basic care; understanding that a pony must not be abused, frightened, taken by surprise.

What is a D1? The examiner will look for gradual improvement; the member is independent of the reins and able to apply simple aids correctly; trot poles and small fences in balance with the pony; be in control of the pony in open fields; have regard for safety, both riding and in the stable or paddock; knowledge pertaining to the care of their own pony; able to take care of their tack; politeness, punctuality, cleanliness of themselves, pony and equipment.

What is a D2? The examiner will look for gradual improvement; the member has attained a reasonably firm seat independent of the reins and able to apply simple aids correctly; trot poles, small jumps and simple courses in balance with the pony; be in control of the pony in open fields and over natural type obstacles; have regard for safety, both riding and in the stable or paddock; knowledge pertaining to the care of their own pony; able to take care of their tack; politeness, punctuality, cleanliness of themselves, pony and equipment.

What is a C? The examiner will look for gradual improvement so that by 'C' Level Test, the member has attained a reasonably independent seat and is able to apply aids correctly. Be reasonably secure in both rising and sitting trot without stirrups. Be able to jump a simple stadium course with control. Have the ability to demonstrate control and confidence in the open and over natural obstacles typical of an event course.

What is a C1? The examiner will look for the ability to ride effectively with a developing sense of rhythm and balance. Riding on the flat, the candidate will be expected to understand the movements required, aids used and why. Developing a feel for contact, diagonals, and leads. Perform a confident and quiet ride. Know how to warm up the horse. Over fences and in the open demonstrate riding in good balance with the pace and good position over fences, with either a crest or automatic release. Demonstrate good preparation and judgement

with evidence of planning and thinking ahead. Ride simple combinations in stadium. Demonstrate timing and authority. Ride with confidence in the open over a variety of obstacles.

What is a C2? Stable management should demonstrate greater depth of knowledge and greater detail in answers. Relate to own horse and experience but with further background knowledge. Candidates demonstrate the fitting of lungeing equipment, and demonstrate the lungeing of their own horse (or a borrowed schooled horse) for exercise without disturbing or unsettling it.
The examiner will look for a C2's ability to demonstrate good feel of the C1 requirements plus a sense of rhythm and timing of the aids. Understand how to put a horse on contact and on the bit. Over fences in addition to C1 requirements, C2's to ride a bending line. Ride with confidence and authority in the open at a pace up to 400 mpm over many types of obstacles and varied terrain showing appropriate adjustments to position.
A 'C2' can exercise their own or a schooled horse on the lunge without disturbing or unsettling it.
Approximately 10 minutes.

3. CONDUCTING THE TESTS

The general format for conducting tests is laid out in the 'C/D' 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 within reason.

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 (s)he assigns topics to the panel, then circulates from one to the other. This is of particular value when working with junior or relatively inexperienced examiners. 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.

Discussion regarding assessments of candidates should be conducted confidentially between panel members, not within the hearing of candidates or observers.

Attitude and Approach

No matter how mature or adult a candidate is, there will be some apprehension. 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.

Throughout the test, ask candidates only sufficient questions to be satisfied with their knowledge.

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.

Throughout the test, give candidates confidence. Indicate when you are pleased. If they are wrong, indicate that is not quite the answer and ask the question in a different form. In riding, if a movement is not performed correctly or if there is an error in jumping, encourage the candidate to do the work over, as it was not what you were looking for. Never mock the candidate - be tactful.

Be open-minded. 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.

A test is just that. Do not fall into the trap of teaching a lesson or training a horse.

At the conclusion of the testing, discuss the findings with the candidates and their official representative, the Branch Test Representative or his/her delegate. Give explanations and encouragement.

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 available) 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.

4. STABLE MANAGEMENT PHASE

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.

Emphasis in all tests is PRACTICAL APPLICATION OF KNOWLEDGE, based on the requirements of the standard. Where possible knowledge should be tested by the candidate performing the task or using actual props for discussion.

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.

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.

Try to relate to the candidates. Do not overwhelm them. Test to the standard, not one candidate against the other.

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 as this is a valuable learning opportunity.

4.1 D LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT

'D' Candidate's should be neat and tidy, wearing suitable boots to be around ponies. Medical armband is required.

'D1' Candidate's should be neat and tidy, wearing suitable boots to be around ponies. Medical armband is required.

'D2' Candidate's should be clean and tidy, wearing suitable barn clothes and boots. Medical armband is required.

2. PARTS OF THE HORSE

- 'D' Identify simple parts of the pony (approx. 20) i.e. ears, eyes, muzzle, forelock, neck, throat, mane, shoulder, withers, chest, knee, fetlock, hoof, back, loin, barrel, ribs, hock, tail.
- 'D1' Demonstrate all the parts on a real pony (D level plus parts like pastern, dock, croup, stifle, chestnuts, heels, etc.). Identify breeds of horses and ponies. Identify and describe pony colours (including appaloosa, buckskin, dun, palomino, pinto) and markings.
- 'D2' Explain how to correctly measure a pony's height and weight. Give a complete description of a horse or pony that includes colour, markings, size, sex, and obvious characteristics such as whorls and blemishes.

3. SAFETY, HANDLING AND CARE

- 'D' Demonstrate the ability to tie a quick release knot. Know how to approach and put on a halter (with assistance if necessary) and lead a pony at the walk. Candidates should show common sense and be able to discuss rules for working around a pony.
- 'D1' Demonstrate how to safely lead a pony at walk and trot, showing how to turn and halt the pony correctly. Safely tie or secure the pony for grooming and tacking up, including a quick release knot. Demonstrate or discuss how to walk a pony through stall doors and gates. Know the mounted and unmounted signs that a pony is about to bite or kick, and how to ride safely in a group. Discuss rules and hand signals for riding on the road. Explain how to ride safely on various footing such as ice, gravel and pavement. Discuss signs of a horse requiring cooling out.
- 'D2' Demonstrate or discuss how to safely turn a pony out into a paddock or field. Discuss how to safely load and unload a pony from a horse trailer (orally only). Discuss reasons for warming up and cooling out. Define conditioning and discuss its importance.

4. SADDLERY

- 'D' Know the parts of the bridle and simple parts of the saddle (e.g. pommel, seat, cantle, skirt, flap, leathers, irons, girth), numnah, and two reasons for cleaning tack. Demonstrate how to clean the bit.
- 'D1' Tack up and un-tack pony, with assistance if necessary, and put up tack after use. Know all the parts of the bridle and saddle and basic care for tack. Explain how to clean tack, including cleaning and oiling leather; polishing metal; and washing other materials (nylon, webbing).
- 'D2' Tack up own horse and make correct adjustments to the throatlatch and cavesson. Identify snaffles and other simple bits e.g. loose ring, eggbutt, D-ring, pelham, and kimberwick.

5. FEEDING

- 'D' Know what your own pony eats and drinks, stressing the importance of water. Show how to feed a treat.
- 'D1' Know the basic routine for feeding and watering the candidate's own pony. Recognize common feeds and treats. Show the difference between hay and straw.
- 'D2' Know what feeds the candidate's own pony eats and drinks, including amounts, when and why. Know several rules of good feeding and be working toward understanding why each rule is important.

6. GROOMING

- 'D' Identify and use the dandy brush and curry comb. Use common sense when working around the pony and discuss ways to be safe in the stable.

- 'D1' Identify and use the hoof pick, curry comb, dandy brush and body brush to groom a grass kept pony. Explain the reasons to groom a pony. Safety, manner and common sense around the horse.
- 'D2' Identify and use all the items in the grooming kit except the wisp demonstrating correct technique. Candidates should be able to groom a pony with attention to the head, mane, tail and saddle areas. Discuss the best time to do a complete and thorough grooming and the reasons for grooming. Explain candidate's own procedure for cooling out and care of the pony after work.

7. STABLE AND PASTURE

- 'D' Describe candidate's own pony's home, habits, likes and dislikes. Explain how it keeps warm in the winter.
- 'D1' Not tested at this level.
- 'D2' Discuss the good and bad features of the candidate's own pony's pasture and stall showing an awareness of safety surroundings in the stable and pasture (fencing, watering and feeding arrangements, etc.). **Candidate should be aware of stable safety in terms of clear isles, tool storage, etc.**

8. HEALTH AND VETERINARY (FIRST AID)

- 'D' Not tested at this level.
- 'D1' Not tested at this level.
- 'D2' Discuss the signs that a pony is in good health and the things that are done to maintain its health such as worming, vaccinations and dental care. Describe what signs would indicate a pony has colic.
Explain the indications that a pony is lame and how to treat a minor wound.

9. FOOT AND SHOEING

- 'D' Not tested at this level.
- 'D1' Not tested at this level.
- 'D2' Locate the external parts of the foot and identify signs that trimming or reshoeing is necessary. Discuss the signs of good shoeing.

4.2 C LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT

- 'C' Candidate's should be neat, tidy and clean, wearing suitable boots and barn clothes with gloves available. Medical armband is required.
- 'C1' Candidate's should be neat, tidy and clean, wearing suitable boots and barn clothes with gloves available. Medical armband is required.
- 'C2' Candidate's should be neat, tidy, clean and workmanlike, wearing suitable boots and barn clothes. Hair should be tied back and gloves available. Medical armband is required.

2. STABLE & PASTURE

- 'C' Discuss good and bad features of stables and pastures with an emphasis on safety, including the materials used, setup, and where appropriate, possible ways to improve the situation. While

cleaning a stall, candidates will show good understanding in their choice of tools, appropriate for the bedding type and the removal of both solid waste and wet spots.

'C1' Discuss the care of a pony in different situations (e.g. grass kept pony, grain fed stabled pony, pony in work). Include safety aspects in routine and practices in tool storage, possible methods for feeding and watering, pasture release, etc.

'C2' Discuss the pros and cons of different types of bedding and stable tools for each type, with emphasis on efficiency in the stable.

3. FEEDING

'C' Discuss the feeding rules and ways they should be followed. Identify common grains/concentrates for the region and processing methods. Discuss the daily routine and ration for your own horse.

'C1' Discuss the candidate's own experiences feeding a horse in working condition. Explain the rationale for the rules of good feeding and why they are important. Identify a variety of feeds and be able to tell the difference between legume and grass hay. Know the nutrients a horse gets from his diet.

'C2' Discuss the basic uses of water in the body. Identify and discuss types of concentrates and forages and factors that affect quality including storage and processing. Relate feeding to the level of work, conditioning, and other factors considering nutrient types and the feeding rules.

4. CONDITIONING

'C' Discuss the principles of exercise vs. work and explain your plan to condition. Discuss proper warm-up exercises and cooling out procedures and why they are important.

'C1' Discuss the care of the horse after work. Explain what needs to be done or checked before you begin to implement a conditioning program for your horse and describe your plan to condition.

'C2' Not tested at this level.

5. GROOMING

'C' Display an efficient routine and use of the complete kit.

'C1' Using the complete kit, be able to turn out a well-groomed horse. This should include the trimming of legs and bridle path when necessary, but the use of clippers is not mandatory.

'C2' Discuss reasons to clip, types of clips. Discuss grooming routines (e.g. full grooming, strapping, quartering, brushing over/setting fair). Demonstrate or explain how to pull the mane and reasons why.

6. FOOT AND SHOEING

'C' Discuss care of the foot and conditions requiring shoeing or reshoeing while showing an understanding of the external structures of the foot. Discuss the benefits of shoeing a horse and going barefoot. Name the farrier's tools and know how they are used.

'C1' Discuss how to care for the feet and how to maintain their condition. Discuss hot and cold shoeing procedures using correct terms and tools. Discuss good and bad shoeing and practices such as pricking, dumping, etc. Explain own horse's shoes and why they are used.

'C2' Recognise common types of shoe and traction devices and identify the parts of a shoe. Discuss the structure of the foot – both external and skeletal. Discuss common ailments.

7. VET AND FIRST AID

'C' Discuss pulse, temperature, respiration, signs of health, when to call the vet and what to tell them. Discuss the signs of a cold and laminitis; and the causes of colic. Identify and discuss the cause, care and simple treatment of minor injuries, thrush, abscess and mud fever/scratches.

'C1' Present the contents and uses of the candidate's own simple first aid kit, with contents listed and labelled. Discuss wound treatments including poulticing, hot fomentation and cold hosing. Discuss the causes, symptoms and treatment of common ailments such as ringworm, lice and laminitis. Discuss the actions that keep the candidate's horse healthy such as deworming, dental care, and the vaccinations which are common/necessary in their area.

'C2' Discuss the symptoms and treatment of common diseases such as colic, colds and heaves. Demonstrate the use of items from the candidate's own first aid kit. Discuss how to stop severe bleeding from injuries.

8. CONFORMATION & UNSOUNDNESS

'C' Discuss the conformation of the candidate's own horse with respect to its good and bad points, type and bone. Explain how to determine which is the lame leg and how to find the site of lameness (i.e. heat, pain, swelling).

'C1' Identify 3 to 5 good and bad points of conformation on a horse other than their own, and locate the site of common limb blemishes and unsoundnesses (e.g. splint, side bone, ring bone, curb, capped knee, hock and elbow).

'C2' Identify, locate and discuss the causes of one bursal enlargement, bony enlargement, sprain and strain. Trot horse as for vet.

9. SADDLERY

'C' Explain or demonstrate the correct adjustment, fit and care of the candidate's own saddlery. Identify and fit a wide variety of nosebands, girths, and common items of tack. Demonstrate how to put on and remove a blanket.

'C1' Explain or demonstrate how to choose and care for new/old tack (leather quality, areas of wear, checking the saddle tree, etc.), and how to put up and store tack. Fit a variety of martingales and saddles (fitting for balance, panel contact and gullet clearance) and explain why they are used.

'C2' Describe the action of the snaffle bit and identify a wide variety of snaffles by material, cheek and mouthpiece design. Discuss ways the horse can evade the bit and possible solutions. Explain ways that saddle design and fit can affect the rider's position.

10. BANDAGING & TRAVEL

'C' Not tested - introduce correct bandaging technique with polo and stable bandages.

'C1' Demonstrate how to correctly apply stable bandages. Discuss the equipment and preparation for shipping including appropriate blankets and other travel gear. Not tested - introduce the tail bandage and its purposes.

'C2' Demonstrate how to correctly apply stable and tail bandages. Explain the purpose of each bandage and how it is applied to suit. Discuss the purpose and fit of various blankets, bandages and boots.

11. TEETH

'C' Not tested at this level.

'C1' Not tested at this level.

- 'C2' Discuss the types, numbers and purpose of teeth, when to float the teeth and the reasons why.
Signs of a horse needing its teeth floated.

12. LUNGEING

- 'C' Not tested at this level.

- 'C1' Not tested at this level.

- 'C2' Lunge own horse **(or borrowed schooled horse)** for exercise. The Test Rep/ Chair is not responsible for providing a lunge horse.

Demonstrate knowledge by fitting own tack in good condition and able to discuss its purpose **(boots fore and hind plus front bell boots, bridle with reins, saddle with stirrups, side reins attached to saddle but not used, surcingle and lungeing cavesson optional.)**

Demonstrate safe technique with the line and whip, body language and use of voice; however candidate may continue to develop their effectiveness at this level. Demonstrate appropriate circle size at the walk and trot with at least one change of direction.

Lunge own horse (or borrowed schooled horse) for exercise without disturbing or unsettling it. Approximately 10 minutes.

5. RIDING PHASE

It is the candidate's responsibility to have a horse capable of the requirements of the test. The Examiners Panel should not be obliged to make concessions to any candidate for ignoring this requirement. There may be isolated cases due to lameness or other special circumstances when a horse is not up to standard. In such cases, this should be reported with explanation to the Senior Examiner **before** the test begins. Candidates must not share a horse.

On the Flat:

To ensure smooth operation of the riding phase and that all candidates have an opportunity to demonstrate their skill, candidates should ride a portion of the test individually. It is suggested that each candidate ride the provided flat ride. It is strongly recommended that all flat rides be called for the benefit of both candidates and examiners.

Examiners should work individually, possibly from different positions during the flat ride. Many examiners prefer to watch the entire ride, jotting down remarks or having a writer do so, then assign marks at the end of the ride. Others jot down marks as they go along. When a candidate completes a ride, it is advisable to take a brief moment as a panel to review these comments as a panel.

At the panel's discretion, a candidate may be given the opportunity to discuss or repeat any part of the ride, or the panel may request that they do so. Candidates are expected to understand all movements required and be able to apply the correct aids. Candidates at C level and above should be developing the ability to explain their aids and discuss their ride.

Bear in mind that you are testing the candidate's ability, not that of the horse. Each candidate should do their best to demonstrate each movement but the quality presented may be limited by the ability of the horse. Though the horse will often indicate weakness or roughness of aids, be sure to assess candidate's position, rhythm, balance, and effectiveness.

Over Fences/Jumping:

The order of candidates and the spacing between them should be organized by the examiners so that

examiners can observe each candidate and make notes. At the panel's discretion, a candidate may again be given the opportunity to discuss or repeat any part, or the panel may request that they do so.

The examiners should provide a gymnastic warm up that is progressive and adjust the distances to accommodate the horses. Placing poles should be used in front of fences rather than a series of trotting poles. If testing multiple levels, it is important to test candidates to their own level and jumping height, not simply send all candidates over the same fences. The difficulty can be increasing by adding another fence, increasing the height or asking candidates to follow a specific route.

5.1 D LEVEL RIDING

5.1.1. TRADITIONAL STREAM

5.1.1.1. ON THE FLAT

- 'D'** Demonstrate confidence and basic position at the walk and halt, including the transitions between gaits. Change direction at the walk. Able to trot their mount.
- 'D1'** Demonstrate some independence of the reins and correct application of simple, natural aids to perform simple figures (e.g. turns, circles) and transitions. Correct basic position at halt, walk and trot (sitting and rising). Able to canter their mount.
- 'D2'** Demonstrate a firmer, more secure correct basic position while riding at all gaits, including sitting trot without stirrups. Correct use of natural aids to maintain forward movement at all paces. Knowledge of trot diagonals and canter leads. Ride a simple flat ride (as provided in the current Testing Procedures) at the discretion of the examiners.

5.1.1.2. STADIUM

Though it is the responsibility of the Test Organizer to have sufficient 'props' and crew in readiness for this phase, it is the panel's responsibility to direct the set-up or provide a course map. It is a good idea to have the panel direct the ring crew in advance to enable the test to proceed smoothly from flat riding to riding over fences.

a. EXERCISES - Grid, Gymnastic

- 'D'** Walk and trot over single, randomly placed poles on the ground and a sequence of 3 or 4 poles in reasonable balance and showing some confidence.
- 'D1'** Demonstrate a basic jumping position at the trot, over poles and a small jump (18" to 24", depending upon the size of the mount).
- 'D2'** Demonstrate a secure jumping position over trot poles and a small jump (maximum 2'). e.g. 9' placing pole to a small cross rail.
- b. STADIUM COURSE**
- 'D'** This level is not required to ride a stadium course.
- 'D1'** This level is not required to ride a stadium course but candidates may be allowed to ride 3 or 4 single fences. Maximum height should be 18" to 2' depending on size of the horse or pony.
- 'D2'** Ride a stadium course of at least 5 fences, including an ascending oxer and a change of direction at unrelated distances. At least 1/3 of the fences to be at maximum height 2'6". Candidates may trot on course.

5.1.1.3. CROSS COUNTRY

Requirements as in Stadium Course with additional attention to approach to and negotiation of different

types of obstacles. Position between and over fences, balance, authority and sense of pace. Ability to move forward under control.

'D' This level is not required to ride outside of an enclosed area or riding ring.

'D1' Ride confidently in the open at the walk and trot. Examiners should use good judgement to ensure safety (e.g. trot away from the group and walk back); candidates may ride as a group at the walk.

'D2' Ride independently in the open over varied terrain at all paces. Jump a few simple fences (e.g. logs) on relatively flat terrain showing control. Fences not to exceed **2'3"**.

5.1.2. FLAT RIDE STREAM

See 5.1.1.1 ON THE FLAT – above
includes riding in the open (see C/D TP D2 Worksheets)

5.1.3. FLAT RIDE/STADIUM JUMPING STREAM

See 5.1.1.1 ON THE FLAT – above
includes riding in the open (see C/D TP D2 Worksheets)
See 5.1.1.2 STADIUM - above

5.2 C LEVEL RIDING

5.2.1 TRADITIONAL STREAM

5.2.1.1 ON THE FLAT

Candidates will ride a simple flat ride (as provided in the current TP) at the discretion of the examiners.

- 'C'** Demonstrate a reasonably independent seat, correct application of the natural aids and understand how the artificial aids give support. Rising trot without stirrups, walk and trot on a loose rein. Ride a simple flat ride (as provided in the current TP) at the discretion of the examiners to demonstrate simple figures and transitions.
- 'C1'** With an independent seat, demonstrate a developing sense of rhythm, balance and feel of the horses movements (leads and diagonals). Feel of contact and secure position will allow a confident, quiet ride. Forward movement should be maintained on contact and on a loose rein, and some lengthening should be shown at the trot rising. Trot and canter without stirrups.
The candidate's independent warmup should include exercises to supple horse and rider, and prepare for the movements in the flat ride.
- 'C2'** Demonstrate correct timing of the aids and an ability to ride on contact and put horse on the bit some of the time. An independent seat, longer stirrups and use of hand and leg in harmony should be demonstrated. The warmup should be progressive and prepare the horse for the flat ride by developing bend and encouraging the horse to track up. Lengthen stride at trot and canter; leg yield at walk or trot, demonstrating a good knowledge of the movements and aids through discussion.

5.2.1.2 STADIUM

Though it is the responsibility of the Test Organizer to have sufficient 'props' and crew in readiness for this phase, it is the panel's responsibility to direct the set-up. It is a good idea to have the panel direct the crew in advance to enable the test to proceed smoothly from flat riding to riding over fences.

a. EXERCISES - Grid, Gymnastic

Reminder: All levels to only use a placing rail in front of the gymnastic, NOT a series of trot poles.

- 'C' Demonstrate a secure half seat or two-point position over a simple gymnastic, showing control of pace and some planning. (maximum 2'3")
E.g. 9 foot placing rail to a small cross rail followed by one stride to a small vertical.
 - 'C1' Demonstrate a secure two-point position over a simple progressive gymnastic showing good planning, authority and control. (maximum 2'6")
E.g. 9 foot placing rail to a cross rail, 16-18 feet to a narrow ascending oxer.
 - 'C2' Demonstrate a secure balanced position, rhythm and a good approach and get away over a progressive gymnastic. (maximum 2'9")
E.g. 9 foot placing rail to a cross rail, 17-18 feet to a vertical, 19-21 feet to an ascending oxer.
- b. STADIUM COURSE
- 'C' Demonstrate control and authority over a stadium course of at least 6 fences including both verticals and spreads (ascending oxers) and at least one change of direction. At least 1/3 of fences to be at maximum height of 2'9". Confidence cantering fences should be demonstrated but trotting to change a wrong lead is permitted. Candidates should show good use of the ring to approach the fences.
 - 'C1' Demonstrate control, authority, use of aids, reasonable pace and presentation over a course of at least 6 fences including both verticals and spreads (ascending oxers) and at least one change of direction. At least 1/3 of the fences to be at maximum height of 3'. Ride a set line of striding (related distance).
 - 'C2' Demonstrate good presentation and feel of pace over a course of 6 to 8 fences. Candidates should walk the course that will include verticals, spreads, a bending line, a 2 stride combination and at least one change of direction. At least 1/3 of the fences at maximum height and width of 3'3". Good position, control, authority and use of aids to deal with refusals (including correct use of the stick).

5.2.1.3. CROSS COUNTRY

Requirements as in Stadium Course with additional attention to approach to and negotiation of different types of obstacles. Position between and over fences, balance, authority a sense of pace and the ability to move forward under control are expected.

- 'C' Demonstrate authority, confidence and control over 3 to 4 simple cross country obstacles typical of pre-entry eventing (poles and tree trunks), maximum height and width 2'6". Fences should be set in an open space over varied terrain (if possible) where candidates can show the ability to move forward and maintain a reasonable pace at trot and canter.
- 'C1' Demonstrate authority, confidence, control, presentation and use of aids over a 3 to 4 solid cross country obstacles typical of entry level eventing (tree trunks, ditches, drops, etc.), maximum height and width 2'9". Fences should be set over varied terrain including steep hills and banks if available. Candidates should be developing a good feel for pace and demonstrate the ability to move forward at about 350 metres per minute.
- 'C2' Maintain 'C1' ability plus demonstrate good authority, confidence and control over 3 to 4 cross country obstacles typical of simple pre-training level eventing (maximum height and width 3') at 350 to 400 metres per minute. Demonstrate a galloping position between fences that should include a small ditch if available.

5.2.2 FLAT RIDE STREAM

See 5.2.1.1 ON THE FLAT – above
includes riding in the open (see C/D TP Worksheets)

5.2.3. FLAT RIDE/STADIUM JUMPING STREAM**See 5.2.1.1 ON THE FLAT – above****includes riding in the open (see C/D TP Worksheets)****See 5.2.1.2 STADIUM - above****6. 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.

7. 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.

8. 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.



9. WHAT MAKES A GOOD EXAMINER?

Characteristics of a good Examiner

- Fair
- Honest
- Positive
- Open minded
- Patient
- Friendly
- Sympathetic
- Have a sense of humour

Responsibilities of a good Examiner

- Be prepared - prepare your questions ahead of time.
- Be knowledgeable - be very familiar with the latest Testing Procedures.
- Be familiar with the latest reading material.
- Be confident - that you are well prepared and knowledgeable.
- Test to the level.
- Complete all paper work before leaving after a test.

Code of conduct.

- No laughing - don't stand in the corner and joke with the other Examiners during the test. The candidate will assume you are laughing at them or will at least realize that you are not paying attention to them.
- **No mobile devices on during test other than for communication among the testing panel and test officials.**
- No chewing gum.
- No smoking on the site.
- Don't be a sour faced bully.
- Treat the candidates with respect.
- Don't compare candidates to each other.
- Don't criticize the candidate's horse or instructor.
- No liquor allowed during the conduct of the test

Dress code.

- Examiners should dress neatly and appropriately when testing.
- Wear proper footwear - no sandals
- No short shorts or halter tops.

An Examiner must earn the trust and respect of the candidates. This becomes more important as you test the higher levels. By following this list of what makes a good Examiner, you will become the best Examiner that you can be.

Remember, you don't have to know everything. Don't be afraid to admit that a candidate may have read something that you haven't. Give them the benefit of the doubt. Learn to accept answers based on experience, not just the answer listed on page 10 of some book.

10. EXAMINER SUMMARIES (sorted by level)

These summaries are a repeat of pages 5 to 14 arranged per page by level for use by the examiner as a quick reference at the test site.

TO BE ADDED ONCE VERIFIED.