



**SUPPLEMENTAL
TESTING
PROCEDURES**

February 2017

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1. Objectives

To clarify the processes and definitions by which the Western Ontario Region will conduct Testing activities at all test levels, in conjunction with the National Testing Rules.

2. Introduction

This document is intended as a supplement to the current national testing procedure documents: Canadian Pony Club A/B Testing Procedures, Canadian Pony Club A/B Testing Procedure Requirements for Examiners, Coaches and Candidates, Canadian Pony Club C/D Testing Procedures and Canadian Pony Club C/D Testing Procedure Requirements for Examiners, Coaches and Candidates. Its intent is to address missing rules and procedures and in no way will replace or supersede any current rules or procedures defined in the Canadian Pony Club A/B Testing Procedures, Canadian Pony Club A/B Testing Procedure Requirements for Examiners, Coaches and Candidates, Canadian Pony Club C/D Testing Procedures, or Canadian Pony Club C/D Testing Procedure Requirements for Examiners, Coaches and Candidates.

3. Definitions: frequently used Testing terms

The terminology and titles used in the testing process have evolved over many years, under many different leaders, and to serve many different needs and demographics among the leadership and membership of Pony Club. Therefore, it seemed wise to include a list of terms with definitions and brief explanations to aid our mutual understanding and improve communication in this often confusing and technically challenging area.

Regional Examiner—an individual who has been approved by the Regional authority to examine candidates to determine whether they meet the published criteria or standard of a particular Canadian Pony Club test level (D-C2 levels as defined in the current Canadian Pony Club C/D Testing Procedures). An individual whose name appears on the Regional Examiners List is considered a Regional Examiner.

Junior Examiner—any examiner on the Regional Examiners List who is also an active member of the Canadian Pony Club. Junior Examiners are qualified to the same criteria and with the same rigour as adults who serve as examiners. A Junior Examiner (with mandatory assists completed at each level) may test up to one full level below their earned test level. For example, a C may test D candidates, a C2 may test D2 candidates, a B may test C candidates, B2 may test C1 candidates and an active member who has achieved the full A level may test all levels up to and including C2.

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Senior Examiner—the examiner ultimately responsible for any given test. The Senior Examiner is not necessarily the eldest or most experienced examiner on a panel. The Senior Examiner is appointed by the organizer of the test and the acceptance of the role and responsibility by the examiner is obtained well in advance of the test date. The Senior Examiner sets the schedule for the test; is responsible for any modifications to the day necessary for conditions, footing or weather; signs forms as Senior Examiner, presents results & de-brief to candidates; pre-approves test questions and roles among panel members as necessary; has responsibility for requesting retirement of candidate due to unsoundness, safety or other specified reason if necessary. The Senior Examiner has ultimate responsibility for decisions made regarding candidates and test conditions and outcomes. In tests which are conducted by a single examiner (ex. D level tests), that examiner fills the role of the Senior Examiner, although we generally do not use that terminology in practice.

Assisting Examiner—an examiner who serves at a specified test in a capacity that is not Senior Examiner. NOTE: An Assisting Examiner may or may not be serving their mandatory assists for credentialing. If an examiner is *not* completing their mandatory assists, they are to be paid the standard examiner fee for their service.

Mandatory Assists—this term refers to the required number of tests new examiners--or those upgrading their credential to examine at higher levels—must serve with a Senior Examiner to become certified to test on their own. It can be thought of as an “apprenticeship period” for new examiners. When completing their mandatory assists, examiners are *not* paid an examiner fee for their service, but they are provided with food and refreshments for the day.

National Examiner—an examiner listed on the National Examiners List which is published by the CPC National Test Chair. An examiner on the National Examiners List may serve as an examiner for W.O.R. tests. There are graded classifications of National Examiners on this list (Basic B, Regular B, Senior B, Basic A, Regular A, Senior A). National Examiners meet specific criteria of education, training and experience to be credentialed to serve as examiners at various designated levels at Branch, Regional and National tests (C2, B, B2, HA & RA)

Regional Testing Working Group—the Committee made up of the Test Representatives (Test Reps) from each active Branch in the Western Ontario Region.

Regional Testing Committee—a Committee elected by the Regional Committee to advise and assist the Regional Test Chair, and to take on special assignments/areas of responsibility as assigned by the Regional Test Chair. The Regional Testing Committee has the specific mandate of collecting and reviewing Examiner documentation, resumes & testing performance reviews & Senior Examiner recommendations to recommend the status of all Regional Examiners and Regional Examiner candidates to the Regional Committee for their vote, and assists in the maintenance of the Regional Examiners List. The members of this committee hold no voting powers in the Regional

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Committee or Regional structure by virtue of their position on the Regional Testing Committee, unless they hold a separate position which entitles them to such a vote in the Regional structure.

Branch Test Representative—the individual selected by a Branch to represent the interests of their members in the process of testing and to oversee and/or organize tests or otherwise make sure that their Branch members receive timely and appropriate opportunity to test. The Branch Test Rep serves as part of the Regional Testing Working Group, and serves as a conduit of testing information flow both **to** the Branch from the Regional Testing authority, and **from** the Branch to the Regional Test Chair.

Branch Test—According to the Canadian Pony Club C/D Testing Procedures, Branches are authorized to organize and administer D-C2 level tests for candidates. Therefore, D-C2 level test are Branch Tests. Branches are encouraged to cooperate in organizing and running tests to provide testing opportunities to members of multiple Branches as appropriate.

Regional Test—According to Canadian Pony Club A/B Testing Procedures, Regions are authorized to organize and administer B & B2 level testing opportunities for their members. Therefore, B & B2 level tests are Regional Tests.

National Test—any of the A level tests: SA, HA & RA, are organized and administered only by the National Test Chair. Thus, all A level tests are National Tests.

4. Recommended Branch Testing Calendar

PLEASE NOTE: This calendar may be modified to fit the needs, circumstances & membership of your own Branch

January—Vision casting with your members and Branch leadership—where do you want to be this time next year, what do you want to accomplish regarding testing? Help each of your members develop testing goals—use those goals to plan your Branch testing needs and tentative budget & calendar for the coming year. Incorporate testing preparation content into Education program.

February—Attend Regional Testing Workshop. Continue substantive Branch education efforts & plan joint sessions with other Branches to develop relationships among members and share/maximize resources. Encourage and support qualified members to attend Examiner Clinics when they are held. Think about hosting one for your members. Plan Spring tests and get commitments from candidates, examiners, venues. Communicate with other Branches to combine resources/fill open slots in planned test(s). B, B2 candidates to complete and submit B Application to Test.

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March/April—Continue education program and study for Quiz and testing. Schedule the writing of written tests as soon after Quiz as possible to maximize benefit of your members' study and preparation. Mark written tests and return to members. If you need support, partner with another Branch and/or call upon Regional Test Chair for help locating marking support. Schedule re-writes of written tests as needed. Plan/hold Testing Preparation Clinics/ Mock Tests for your members (dependent upon weather and footing available in your area). Regional Senior written tests administered.

May—Begin D testing for members. Hold Testing Prep/Mock tests for members—partner with other Branches as needed for efficiency/cost effectiveness. D1 testing may be held if footing adequate.

June—All new E's (age 7 or older) to be tested to D level by 3rd week of June to give Membership Chair time to record status before first Regional competition. Likewise, all IMGE candidates to be tested to at least D2 on same timeline. Hold D1,D2, C, C1,C2 tests as planned earlier in year. B & B2 candidates to attend Regional Mandatory Evaluation.

July-August—Majority of Pony Club Regional competitions, Branch activities/camps held. Testing as needed.

September—Regional Senior written tests administered as needed. Further Branch testing as needed.

October—Further Branch testing as needed. All paperwork due to Regional Test Chair by 3rd week of the month for preparation of Regional Testing Report to National.

November—Branch testing as needed. Records of testing for October/November due to Regional Test Chair for report to WOR AGM.

December—Administration of Senior written tests (optional—at discretion of Regional Test Chair).

5. Recommended Procedure for Organizing Branch Tests

3 months – 6 weeks before the test:

1. Determine numbers and levels of candidates seeking to test (you should have this info from your vision casting activities early in the year).
2. Select target date and 2 alternate dates in consultation with candidates/parents/Branch leadership.
3. Using target and alternate dates, secure commitment from Senior Examiner and panel members (as needed).
4. Select venue suitable to level(s) being tested:

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- a. Adequate footing & space for dressage ring
 - b. Adequate stadium jumps & footing
 - c. Adequate number, heights and types of x-c obstacles & terrain
5. Develop your **BUDGET** for your test: (this procedure is fully discussed in Appendix 1: How to Prepare a Budget for a Test)

****If you follow these guidelines in developing your budget, you should eliminate “guesswork” in setting candidate fees and end up with a balanced budget for each test.****

ALWAYS advertise your upcoming test(s) to the Region and recruit members from other Branches to fill any and all empty slots in the test. Spaces that are unfilled in any test are a regrettable waste of opportunity and resources!

1 month before the test:

1. Send out Applications to Test to each candidate, with the Test Representative’s portion filled in/completed.

10 days prior to test:

1. Collect completed, signed Applications to Test from each candidate.
2. Re-confirm arrangements with examiners, venue.

1 week before test:

1. Forward all Applications to Test to Senior Examiner, and communicate closely through day of test
2. Organize food & drink for Examiners
3. Organize volunteers for ring crew/horse handlers for course walks
4. Organize/appoint “treasurer” to collect fees and handle payments on day of test (test rep may do this him/herself).
5. As soon as the Senior Examiner provides it—but no later than 2 days prior to the test day—send out the schedule for the test day to all parties involved: venue, examiners, candidates, volunteers, DC & ADC.
6. Discuss truck & trailer parking and liability waivers with venue management and develop plan. Send out parking plan and liability waivers with the test schedule to all participants well ahead of time.
7. Remind candidates to bring CPC Passports to test.
8. Ensure that you have enough copies of necessary paperwork for the test day:
 - a) Examiners Worksheets: 1 per examiner per level
 - b) Flat Ride Sheets (D2 and above): 1 per examiner & reader/caller per level

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- c) Individual Record Sheets (there are 3 of them--the cover sheet, Stable management sheet, Riding sheet): 1 set of 3 forms per candidate. NOTE: ALWAYS have extras, and have white out available to examiners.
 - d) Branch Test Reps Test Evaluation Form
 - e) Senior Examiners Test Evaluation Form
 - f) Mileage forms—1 per examiner
 - g) Thank you notes to give to examiners
9. Have available at the test: extra clipboards, pens, calculator, white-out, water. If you have 3 candidates riding similar mounts (3 bays, for example) consider having candidates wear coloured pinnies or identifying helmet covers for the day. Your examiners will thank you.

Day of test:

1. Arrive bright & early—1 to 1 ½ hours early to set up venue according to Senior Examiner's instructions/diagram. Make sure you receive the Sr. Examiner's instructions before the day of the test.
2. Greet the Examiners—who will also be arriving early to check set up and measure/confirm distances.
3. See that candidates' test fees are collected
4. See that liability waivers are signed and collected (if needed)
5. Assist examiners in getting test started ON TIME. Marshall candidates to designated area.
6. Keep examiners supplied with whatever is needed as test progresses & don't forget to supply refreshments throughout the day.
7. Observe entire test—make notes if/when appropriate to aid your recollection of the day.
8. Provide quiet, private area for examiners to conference, discuss, develop marks and comments, and complete paperwork. This will also be the meeting space for the Senior Examiner (and panel members when appropriate) to debrief, discuss and present results and recommendations to each candidate.
9. SCAN or DIGITALLY PHOTOGRAPH (with camera on cell phone) EACH page of the Individual Record Sheets for each candidate and retain the scans/digital photos for your test records BEFORE GIVING THE SHEETS TO THE CANDIDATE. This is **very** important.
10. Hand out disks (when appropriate), return signed passports and congratulate successful candidates; provide support for candidates who did not meet standard in any phase of the test.
11. Organize & supervise clean up of venue before candidates depart. Leave no manure behind.
12. Complete Test Reps Evaluation of Test (CPC form).
13. Collect Senior Examiner's Evaluation of Test (CPC form).
14. Collect mileage forms from each examiner.
15. Pay and thank Examiners.
16. Complete the appropriate Test Result Report Form (you will find them on the CPC website, under Resources, under Testing) and email completed form to the Regional Test Chair and Regional Membership Chair.

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For Test Rep use

NOTES & PLANS:

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6. Examiners Required at Each Test Level:

D & D1 levels

At D and D1 levels, practical (i.e., Riding and Stable Management) tests are run under the authority of a single examiner selected from those listed as currently qualified on Regional Examiners List. Branches are strongly encouraged to use qualified Junior Examiners (those currently active members) to run the tests at these levels. It is further to be encouraged that up & coming young examiners who need assists or wish to broaden their testing experience be secured to serve as assistants at these D&D1 level tests. Examiner may come from candidates' home branch.

D2 Level Requirements

At D2 level, the use of a panel of independent examiners, to be drawn from the current Regional Examiners List, is advised but is not mandatory for both the riding and stable management phases. For D2 & up, the senior Examiner and/or the majority of the panel must come from outside the branch (except in the case of a "remote Branch" as noted in the next paragraph).

The only exception to the rule that the D2 examiner may not be from the Branch occurs in the case of "remote Branches". A "remote Branch" is defined as any branch whose location requires over 4 hours of travel time (one way) for the nearest available examiner not affiliated with the Branch. In such a geographical situation, it is permissible for D2 tests to be conducted by an examiner from the candidates' home Branch.

C & C1 Level Requirements

C & C1 level practical tests, i.e., the riding and stable management phases, are conducted at the Branch level under the authority of the designated Senior Examiner with the assistance of an additional examiner, thus forming a panel of independent examiners. It is strongly recommended that younger or less experienced examiners seeking to further their experience and testing education be encouraged to join established panels as assisting examiners in order to enable our Regional body of examiners to continue to grow and develop.

C2 level Requirements

C2 level practical tests will be conducted by a panel of Independent examiners which must contain at least 1 "B" National Examiner as listed on the National Examiners List (not to be confused with B level Pony Club member) in addition to at least 1 assisting examiner. It is not mandatory that the "B" level examiner fill the role of Senior Examiner for the C2 Stable Management and Riding tests. It is again strongly encouraged that younger, upcoming examiners be encouraged to assist and participate in C2 test panels.

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7. Test Chair Notification

Branches must alert the Regional Test Chair of branch level tests and scheduled examiners and submit the candidates' applications to test to the Regional Test Chair & Branch Test Rep (who is responsible for running test) no later than 1 week prior to the test. The Regional Test Chair or Branch Test Rep (as appropriate) will then forward all completed Applications to Test to the Senior Examiner.

8. Applications to Test

Branch Test Reps are to provide each candidate with the appropriate Application to Test approximately 1 month prior to the date of the test. The Applications may be provided to the candidate in physical printed form, or most commonly, in digital form as a .pdf file. Applications to Test are available on the CPC website, under Resources, under Testing. There are separate specific Application forms for D, C, B & B2 level candidates. Before sending the correct Application to Test out to the candidate, the Test Rep is to complete the fields: Application deadline (10 days prior to the test date), written test date & score (from your records) and practical test date and the candidate's name. The Test Rep or the candidate may complete the rest of the fields above the section "Recommendation of Candidate's D.C." This field/information may also be filled in by the Branch D.C.

The D.C.'s recommendation is for the purpose of confirming the candidate's good standing with his/her home Branch. The D.C. is to confirm that the candidate has submitted a membership form with a signed risk form, to confirm the candidate's OEF (PSO) number, attest that the candidate has paid his/her required membership fees and attended at least 60% of the Branch's mandatory education sessions. The D.C.'s signature affirms the candidate's good standing with the Branch. In the case of the D.C. who is also the parent of a candidate, the A.D.C. would then act as Branch signatory for that candidate.

The Recommendation of the Candidate's Instructor--with the Instructor's signature affixed--attests to the candidate's suitability to undertake the test level applied for. It is the responsibility of the candidate's instructor to recommend the candidate for the test level, and to speak to the candidate's ability and suitability for the test. Therefore, the candidate shall provide the instructor with a copy of the current C/D or A/B Test Procedures Requirements for Examiners, Coaches and Candidates, to provide the basis for the instructor's informed recommendation.

The Agreement with the Canadian Pony Club must be completed and signed and dated by the candidate and the candidate's parent or guardian for the Application to be valid.

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The completed Application is then signed and dated by the Branch Test rep or D.C. prior to submission to the Senior Examiner.

The Applications to Test are to be forwarded to the Senior Examiner at least 1 week before the test. The final signature and date affixed to the complete Application to Test is that of the Senior Examiner on the day of the practical test signifying that it has been reviewed by the examiner(s) testing the candidate.

(Application to Test and Intention to Test forms for S/HA & RA candidates are available—contact Regional Test Chair for more information)

For Forms see <http://canadianponyclub.org/resources.php?page=downloads&topic=testing>

9. Written Tests

It is required of all candidates for testing that they write and “meet standard” (achieve a mark of 65% correct responses) on a Nationally standardized written test for the level they wish to pursue before they are allowed to proceed to their practical phases: Riding and Stable Management. These tests are developed and distributed to the Region by the National Testing Chair, generally in the Spring and Fall.

For Regional level written tests, all test papers are to be evaluated & marked blindly. Branch level tests may use this system at their discretion, but are not obligated to do so. “Blind marking” is a system in which the candidate’s name does not appear on the test paper, but rather a randomly drawn numerical designator is used on each page for identification purposes. Use of this simple but established technique goes a long way in eliminating bias or perception of bias in the marking of written tests.

In practice, you will need a bag, a sealable envelope and as many slips of paper as you have candidates writing (plus 1 extra). Number the slips of paper (1 number per slip of paper), fold them in half and place in bag. Ask candidates to draw a number from the bag and—without showing it to anyone—write their names on the back and place it in the envelope. When all candidates have drawn and all slips of paper are in the envelope, seal the envelope. Candidates then use their (randomly drawn) number for identification on each page of their written responses. After the conclusion of the marking and panel discussion, and only AFTER final marks are agreed upon, does the envelope get opened to reveal the identity of each candidate writing.

The written tests are administered within the Branch for all test levels D-C1. The marking of these tests are left to the discretion of the Branch leadership and Testing Representative, but it is suggested that the marking of C and higher tests be done by panels of independent examiners

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wherever unless the logistics, expense or lack of available examiner resources makes using a panel untenable or impractical for the Branch. (protocol for marking by panel discussed below.)

At C2, B and B2 levels, all written examinations shall be marked by a panel of independent examiners. For the purposes of this document, a “Panel of Independent Examiners” is defined as the participation of more than one examiner in the totally autonomous & independent marking of each question of a given test. Subsequent to the completion of the individual marking by each examiner serving on the panel, all marks will be tabulated and, when needed, discussed by the panel in conference to determine consensus for each mark. That final mark shall be compared to the Nationally dictated criterion for “Meets Standard” of 65% correct responses.

10. Conflict of Interest

In ALL activities within the Western Ontario Region, including testing activities, it is presumed that all parties involved will uphold the highest ethical standards and will scrupulously avoid any and all appearance of conflict of interest.

Guidelines for ethically appropriate conduct include, but are not limited to, the following:

- if a candidate is the child of the Branch DC or Branch Test Rep, then the signing authority for that member’s testing paperwork should be delegated to a Branch executive not related to the member.
- if a candidate is the child of an examiner, that examiner should not serve on the panel of a test their child is involved in.
- if a candidate is the student of an examiner, that examiner should not serve on the panel of a test their student is involved in.
- if a candidate rides a horse for a test that is owned by an examiner, the examiner who owns the mount should not serve on the panel of a test at which their horse is ridden.
- if a candidate is a child of the D.C. or Branch Test Representative in a Branch test, or Regional Testing Chair in a Regional test, then oversight of any practical phase of a test for that member should be delegated to a competent independent authority.

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Appendix 1: How to prepare a Budget for a Test

Before you start, you must know the

- **number** of candidates you will be testing,
- the **levels** of the candidates you will be testing,
- the **number of examiners** required for those level tests (see **Section 5** of this manual), plus the
 - requirements of the **venue** suitable to those levels for the selection of your *suitable venue*.

With that information in hand, you are ready to develop your budget for your test.

- a. ADD together:
 - i. Cost of required Examiner fees (see Appendix 3 for current fees) This is what you will pay your examiners for their services on the day.
 - ii. Cost of venue (if any)
 - iii. Cost of photocopying, discs, supplies, etc.
 - iv. Cost of food & beverages for examiners (unless voluntarily supplied by Branch members)
 - v. Estimated mileage costs for examiners.

THIS AMOUNT IS YOUR TOTAL COST TO RUN YOUR TEST.

- b. ADD together your Regionally set base fees for all of your candidates.

For example: you are testing 3 D and 2 D1 candidates = $3@\$35 + 2@40 = \185 .
This is your TOTAL BASE INCOME FROM TESTING FEES.

- c. SUBTRACT the total base income from the total cost to run your test.

If the remainder is NEGATIVE, bank the remainder for future Branch testing use

If the remainder is POSITIVE, divide the remaining amount by the number of candidates you will test. Add this amount to each candidate's base fee to determine the total candidate fee for this specific test.

EXAMPLE !: Ideal Pony Club is running a test for 3 D candidates:

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Total Amount to run test:	\$35	Examiner fee
	\$0	Member volunteering use of venue
	\$7	3 disks + photocopies
	\$15	refreshments for examiner
	<u>\$10</u>	Estimated examiner mileage
	\$67	
Total Base Fees (candidates) $\$35 \times 3 =$	\$105	
Subtract fees from total cost: $\$67 - \$105 =$	\$-38	You are in the black—your budget will balance. Bank the remainder for examiner mileage bill from Region at end of year.

NOTE: It is STILL recommended that you advertise the opening for an additional D candidate in this test to neighbouring Branches to maximize resources.

EXAMPLE 2: Perfect Pony Club is running a test for 2 C and 1 C1 candidate:

Total Amount to run test: $\$65 + \$30 =$	\$90	Examiner Fees
	\$125	Venue use fee
	\$20	2 disks, copies, office supplies
	\$60	Food/beverages for 2+1 examiners & volunteers
	<u>\$120</u>	Estimated examiner mileage costs
	\$415	
Total Base Fees (candidates) $\$60 + \$60 + \$65 =$	\$186	
Subtract Fees (total base income) from total cost:		
$\$415 - 186 =$	\$229	this is the amount you still need to cover to balance your budget.

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NOW, at this point you can decide to do one of several things to balance that budget:

1. Ask your Branch to cover the deficit amount, which is a “Branch subsidy” of the test. (your Branch must approve & determine if this is in keeping with priorities and fiscal health.) Many Branches have made it their practice to set a flat fee per candidate per level of test taken and covered any additional expenses from Branch monies.
2. Calculate the surcharge needed to balance the test budget based upon expected number of candidates. To do this, divide the remainder (\$229) by the number of candidates committed (3): $\$229/3=\76.33 . Add that amount to the base candidate fees to determine total candidate fee for this test:
 - a. For C candidates: $\$60+\$76.33=\$136.33$
 - b. For C1 candidate: $\$65+\$76.33=\$141.33$ These are the fees charged candidates for this test.
3. ADVERTISE the test and RECRUIT additional candidates for this test. From this example, you still have 1 slot vacant in the first group of 4 candidates, if you can recruit one more C/C1 candidate your income increases and your costs remain the same. EX: adding 1 more C candidate reduces cost per candidate to: C candidates pays \$102.25; C1 candidate pays \$107.25

If you are able to open the test up and consider running a *second* section (another group of 4 D2-C1 candidates, you have increased your income 5 fold without increasing your expenses significantly, given that you already have the examiners and venue. Examiners are paid for each test (maximum of 4 candidates) they conduct, of course, but you do not have to pay mileage more than once for the test day. Running 2 tests on the same day requires more work, planning and organization—you don’t want a “marathon” test day due to failure of organization—but it maximizes resources and opportunity.

****If you follow these guidelines in developing your budget, you should eliminate “guesswork” in setting candidate fees and end up with a balanced budget for each test.****

Additional thoughts and tips:

Ideas to minimize Test Rep aggravation and bring down the cost of testing for your Branch and your candidates:

Set your test date WELL IN ADVANCE and in consultation with your candidates/Branch/parents.

Have 2 agreed-upon/predetermined back up dates if examiners cannot be secured for the ideal target date.

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INVITE additional candidates from neighbouring Branches and the Region to participate in your planned test. Advertise well in advance of the test date. Each test can accommodate up to 4 candidates. Do not be complacent about having unused slots in your tests. Sometimes open slots are unavoidable, but do everything in your power to FILL YOUR TESTS.

Consider requiring a deposit to hold a spot in your planned test.

Have Branch members & parents donate the food/beverages for the test as a pot-luck.

Delegate responsibilities to volunteers—many hands make light work!

READ & FOLLOW the recommended procedures in this document. They work.

Don't be shy about calling upon the Regional Test Chair for help & support when you need it.

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Appendix 2: Qualification of Examiners

1. First and foremost, all examiners must demonstrate adequate people skills: empathy, tact and diplomacy, ability to work in a group setting, punctuality, and organizational skills.
2. Those entrusted with the responsibility of examining our Western Ontario Region candidates must model behaviour consistent with the highest ideals of the CPC motto “Loyalty, Character, Sportsmanship” at all times.
3. Examiner criteria for Pony Club active members and Canadian Pony Club graduates:

EXAMINER REQUIREMENTS IN W.O.R. (2011)

NOTE: Clinic(s) and mandatory assists must be consistent with the test level the examiner is applying to be approved to test.

Level of Tester	What you can do	Required Preparation
D2	<ul style="list-style-type: none"> • Assist with D tests 	<ul style="list-style-type: none"> • Attend a Junior Examiner’s Clinic • Be at least 14 years old
C	<ul style="list-style-type: none"> • Assist with D and D1 tests • Conduct D tests in own and other branches • Assist at 2 D tests with 2 different examiners 	<ul style="list-style-type: none"> • Attend a Junior Examiner’s Clinic (every two years) • Be at least 14 years old
C1	<ul style="list-style-type: none"> • Assist with D, D1, D2 tests • Conduct D tests in own and other branches • Assist at 2 D1 tests with 2 different examiners • Must have tested at D level • Conduct D1 tests in own and other branches 	<ul style="list-style-type: none"> • Attend a Junior Examiner’s Clinic (every 2 years) • Be at least 14 years old
C2	<ul style="list-style-type: none"> • Assist with D, D1, D2, C tests • Conduct D and D1 tests in own and other branches • Assist at 2 D2 tests with 2 different examiners 	<ul style="list-style-type: none"> • Attend an Intermediate Examiner’s Clinic (every two years) • Be at least 15 years old

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Level of Tester	What you can do	Required Preparation
	<ul style="list-style-type: none"> • Must have tested at the D and D1 levels • Conduct D2 tests only in other branches 	
B	<ul style="list-style-type: none"> • Assist with D, D1, D2, C, C1 tests • Conduct D and D1 tests in own and other branches • Assist at 2 C tests with 2 different examiners • Must have tested at D, D1 and D2 levels • Conduct D2 tests only in other branches • Conduct C tests only in other branches 	<ul style="list-style-type: none"> • Attend an Intermediate Examiner's Clinic (every 2 years) • Be at least 16 years old
B2	<ul style="list-style-type: none"> • Assist with D, D1, D2, C, C1 tests • Conduct D and D1 tests in own and other branches • Assist at 2 C1 tests with 2 different examiners • Must have tested at the D, D1, D2 and C levels • Conduct D2 and C tests only in other branches • Conduct C1 tests only in other branches 	<ul style="list-style-type: none"> • Attend an Intermediate Examiner's Clinic (every 2 years) • Be at least 16 years old

HA & RA Pony Club Graduates

Preference is given to SA, HA & RA graduates in awarding Examiner status. In order for an S/HA or RA graduate to re-activate their examiner status after a hiatus from testing lasting longer than 3 years, it is required that the returning Examiner attend an Examiners Clinic and serve two assists with two different examiners at the C-C2 levels. They are then qualified to serve at all level tests up to and including C2 level.

- 4. Individuals who are not Pony Club graduates** may submit an Application for Examiner Status to the Western Ontario Regional Test Chair and Testing Committee for consideration. Applicant suitability will be judged according to the criteria below.

Criteria for Consideration for Examiner Status:

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For individuals who are NOT Pony Club graduates:

- a. The prospective examiner should have competed and coached. Must hold EC Coach Level 1 designation, and must be actively involved with the equine industry.
- b. Have a current Standard First Aid Certificate.
- c. Must attend a Regional Examiners Clinic, given within the Region or one that is pre-approved in another Region.
- d. Must attend three practical tests, with test forms completed, and be evaluated by Senior Examiner with written feedback given to the Regional Test Chair.

If all above criteria are met to satisfaction of Regional Test Chair and Regional Testing Committee, the prospective examiner will be granted Regional Examiner status.

5. All approved Regional examiners shall be evaluated on an on-going regular basis on all the above criteria, and must submit an updated Testing Resume to the Regional Testing Chair & Testing Committee and attend an Examiners Clinic every two years for re-certification.
6. Active Regional examiners are encouraged to pursue upgrading their testing credentials (i.e., the levels at which they are approved to test) via:
 - accumulation of continuing/higher level testing experiences with positive recommendations from Senior Examiners, and
 - CPC/Regional Examiner clinics, and, when available
 - CPC/Regional Testing workshops & conferences.

General Guidelines for all prospective and upgrading examiners:

- All new examiners and examiners wishing to upgrade must attend a Regional Examiners Clinic.
- Currently active examiners are required to keep up to date as well by attending a clinic every 2 years.
- Before upgrading, examiners must have tested successfully at the previous level.
- Examiners must assist at 2 tests with 2 different examiners at each level prior to upgrading to a new level. These are the required mandatory assists.
- When completing mandatory assists, you are required to mark the candidates (with your own numbers and comments) while an experienced supervising examiner is present.

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- After the test, the examiner and the assistant examiner will discuss what they saw and heard to come up with appropriate marks. This is to help standardize marking as well as being an excellent way of obtaining experience testing at a new level.
 - While completing a mandatory assist, you will be provided lunch and refreshments, but you will **not** be paid an examiner's fee.
 - Maximum of 4 candidates per examiner
 - No more than 2 people may assist at any one testing.

Written tests:

The earned test level of the individual or individuals chosen to mark the written tests should be at least one test level or the equivalent (e.g., EC Coach 1, EC Coach 2) above the level of the tests to be marked.

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Appendix 3: Examiner Rates (2015) & How to Pay Examiners

EXAMINERS RATES (2015)

Level	Examiner Type	Amount	Paid by
D	Examiner	\$35	Paid by Branch to Examiner
D1	Examiner	\$40	Paid by Branch to Examiner
D2	Examiner	\$45	Paid by Branch to Examiner
C	Examiner	\$60	Paid by Branch to Examiner
C1	Examiner	\$65	Paid by Branch to Examiner
C2	Regional Examiner	\$75	Paid by Branch to Examiner
C2 / B / B2	National Examiner	\$100 / day	Paid by Branch (C2 tests) Region (B & B2 tests) to the Examiner

HOW TO PAY AN EXAMINER

For each test of up to 4 candidates in each group you pay the examiner the fee:

Example: A group of four candidates testing to D1, the examiner will be paid \$40 total.

Example: You have two groups of four testing one group to D, and one group to C the examiner will be paid \$35 & \$60 for a total of \$95.00

Next Example: a split group of 1 C and 2 C1, the fee paid to the examiner would be \$65 plus \$30.

(The examiner would be paid for the highest level tested plus half of the lower fee)

Even if you test only one candidate that whole test period you still pay the examiner the fee for the level they are testing

NOTE 1: Remember that WOR pays the mileage fee for the examiner so when you are charging the candidate to test you need to take into consideration that mileage fees can be quite hefty. Even if you are using an in-Branch examiner, you still need to budget for mileage. The cost of the mileage fees paid out by the Region is shared by the Branches at the end of the year.

NOTE 2: You must also budget for a venue fee if the club must hire a suitable venue.

Therefore, the above rates are the fee paid the examiner; you most probably will need to add an additional amount on top of the base test fee for each candidate.

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Appendix 4: Appeal Process

Purpose

To provide opportunity for thorough assessment of concerns arising from the conduct or outcome of D through B2 level testing. In addition, this process is intended to provide the possibility of appropriate redress to candidates in regard to issues or errors associated with specific test situations when it is deemed by the members of the Board of Appeal to warrant such redress.

Members of the Board of Appeal

The members of the board of appeal will be the following:

For appeal of D-C2 level test:

- Regional Testing Chair or his/her designated representative.
- An experienced Regional examiner (D-C2 level tests) or National examiner not involved in the test in question.
- A Branch Test Representative not involved with the test or candidate in question

For appeal of B & B2 level test:

- Chair of the National Testing Committee (or their designated representative).
- A National Examiner not from the test in question.
- A Regional Testing Chair not from the test in question.

No member of the Board of Appeal shall have been in attendance at the test in question. No member of the appeal panel may have been a participant in the test. The board of appeal will be formed by the Regional Test Chair if the test was administered at the branch. If the test was a regional level test, supervised by the Regional Test Chair, the Regional Chair (or other designated Regional officer in case of conflict of interest), will perform all duties of the Regional Test Chair throughout the appeal process.

Fee

A cheque made out to the Western Ontario Region (for D-C2 appeals) or to the Canadian Pony Club (B & B2 appeals) for \$50.00 must accompany the official appeal. This fee is to be returned if the appeal is upheld.

Procedure

D through C2 level tests are organized at the Branch level. B & B2 level tests are organized at the Regional level. The following are the steps to follow to initiate an appeal.

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1. The appeal is to be made in writing and signed by the District Commissioner and Branch Test Representative of the candidate's branch. A candidate may launch an appeal on his or her own behalf. Where a candidate is under 18, the parent or guardian may launch an appeal on behalf of the child. The candidate, and the parent or guardian where the candidate is under 18, must sign the appeal.
2. The appeal, accompanied by the Fee for Appeal, shall be forwarded to the Regional Test Chair (D-C2) or National Test Chair (B&B2) no less than 48 hours and no more than 7 days following receipt of the test results. Legible scanned copies of an appeal may be emailed to the Regional Test Chair (D-C2) or National Test Chair (B&B2), and should be copied to the Regional Test Chair and Regional Chair. Original documents with signatures and the fee must then be delivered by regular mail, courier, or by hand to the Regional Test Chair (D-C2 appeals) or National Test Chair (B & B2 appeals). Once the appeal has been launched email copies may be used to aid in the timely execution of the process.
3. In D-C2 appeals, the Regional Testing Chair shall contact the examiners and Test Representative from the test in question immediately, in writing, when the appeal is launched, to request their written input to the appeal. The examiners and Test Representative shall respond within 7 days. These documents will be immediately forwarded to the Board of Appeal.
4. A copy of the appeal should be forwarded to the Regional Chair.
5. Decision of the Board of Appeal will be forwarded to the Regional Test Chair within a period of 14 days of receiving the materials. The Regional Test Chair will forward the result to the applicant and the Regional Chair.
6. At the D-C2 level, If the decision is against the applicant, the applicant may make a further appeal to the National Testing Chair. Another cheque for \$50.00 must accompany the appeal. The members of the Board of Appeal at the National level shall be a National Examiner not involved in the test in question, a Regional Testing Chair likewise not involved in the test in question, and the National Testing Chair or their designated representatives.
7. The appeal fee will only be returned at the level the appeal is upheld.
8. In order to protect the integrity of the appeal process, once an appeal has been launched and the board of appeal has been formed, the candidate and/or anyone acting on his or her behalf shall refrain from discussing the appeal with members of the Board of Appeal.
9. **The opinion of the Examiners is not subject to appeal.**

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Appendix 5: Frequently Asked Questions regarding Testing.

- Q: Who has final say over and final responsibility for what happens during the course of any given test?
- A: The Senior Examiner has control over the execution of the test and the determination of the final marks. The Branch Test Representative or designated Branch official running the test (in the case of Branch tests) has responsibility for securing adequate test facilities, helpers, equipment and supplies for the examiner(s), and for recording and reporting results to the Regional Test Chair and Regional membership Chair. For Regional tests, the Regional Test Chair or his or her designate has responsibility for arranging suitable test facilities, equipment, manpower and supplies for the examiners, and for recording and reporting the results to the Regional Membership Chair and the National Test Chair.
- Q: What is a Senior Examiner?
- A: The senior examiner is appointed by the test organizer and accepts the added responsibilities that go along with that position. The Senior Examiner sets the schedule for the test day, previews the questions and areas of responsibility of each of the participating examiners, supervises assisting examiners, modifies or cancels test activities due to footing or safety concerns as needed, may request a candidate to retire from the test for safety or unsoundness (or other reasons), and handles other responsibilities that relate to the testing process.
- Q: If the Senior Examiner does all of that, then what am I—the Test Rep—responsible for?
- A: Good question! The Test Rep who is the organizer of a test is responsible for all the physical arrangements for the day of the test. On the day of the test, the organizing Test Rep sees that the examiners have everything they need for the test to progress smoothly (paperwork, food, beverages, ring crew/volunteers, privacy when needed, etc.), sees test fees are collected and agreed upon payments are made to examiners and venue, ensures that the candidates know where to show up and get there on time, and carefully observes the entire test. The Branch Test Rep serves as liaison (and buffer when necessary) between parents/observers and examiners, and advocates for their candidate(s) as needed.
- Q: I'm a new Test Rep—how do I set up a test for my members?
- A: Read and follow the instructions laid out in Section 4: Recommended Procedure for Organizing Branch Tests (pages 7-10) in this manual. Call on the Regional Test Chair for advice, support and to answer your questions.
- Q: I can't find examiners for the date my candidates and my venue is available. What do I do?
- A: If you run into problems finding examiners for a test, contact the Regional Test Chair for help immediately (if not sooner!).
- Q: What if one of my candidates is not satisfied with the outcome of the test? What steps can be taken to correct a perceived error or irregularity that happened during a test?
- A: There is a system in place for candidates to appeal the conduct or outcome of a test. See Appendix 3: Appeal Process. It is important to read and follow the procedure carefully and observe all deadlines.

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- Q. Who is authorized to organize/run a Branch test?
- A. The Branch Testing Representative, the D.C. or the A.D.C.
- Q. I'm a candidate; what do I do if I do not "meet standard" on my riding or stable management test?
- A. As hard as it may be at that moment, the best thing for you to do is to stay focused and listen carefully--take notes if you can—to the feed-back the examiners give you after your test. A very important part of the examiners' job is to give each candidate detailed feed-back on what they need to correct, improve or change before they re-take the test or undertake their next level. The examiners will also give you a suggested realistic time frame for you to work on the development of your skills before retaking the test. The examiners are there to help each candidate improve their riding and stable management skills. They WANT you to be successful. All examiners keep their notes from a test for at least 2 weeks to allow candidates the time to reflect on their test and the feed-back they received and ask follow-up questions by email if they wish to.

By the way, some candidates are dismayed to hear what they feel to be "negative feed-back" from the examiner(s) after meeting standard (i.e., passing) on a given test. Please understand that the examiners are trained and instructed that they have not done their jobs adequately unless they have given each candidate material and areas to work on to improve your skills and move forward to the next level of testing. They are committed to seeing each candidate develop and progress to the best of their ability.

It is a little known and appreciated fact that, in general, candidates who persist in their testing efforts, despite the occasional emotional setback of not meeting standard on a phase or test, most often progress farther and faster in their riding and horsemastership skills than most of their peers who choose not to pursue further testing. Something to keep in mind through this challenging but highly rewarding process.

- Q. I'm a candidate and my mount picked up a stone and went lame during my test and the examiner asked me to retire from the test. Does that mean I failed my test?
- A. No, it does not mean you failed to meet standard on that test. That is a very good question because most people do not understand the National Procedures on this point.

When a horse or pony becomes unsound--and the candidate is no longer able to continue the test in the best interest of their mount—that candidate is to receive a mark of 0 (zero) on that element of the riding test and also on every SUBSEQUENT element of the riding test. Any candidate receiving a mark of 0 (zero) on any element of a practical test (up to and including C2) will receive an INCOMPLETE. This phase may be taken at the next opportunity, if applied for and the test fee is paid (Canadian Pony Club C/D Testing Procedures 2015, 2.F.6, p.20).**

In practical terms, what this means is that if, for example, you have completed your flat ride and your stadium phase and your pony went lame going out to the cross country course, you would receive the marks you earned as awarded by the examiners for the two phases you completed and marks of 0 (not attempted) for the elements you could not attempt because of the welfare of your pony. This produces a result of "incomplete" for this test. You and your Test Rep & Branch leadership are to make every effort to get you included in an upcoming test (when your mount is fully recovered and sound, or on a different mount) to complete the phase(s) of the

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riding test in which you were awarded marks of 0. It is not necessary to complete the incomplete phases of the test with the same examiners who marked the earlier test. While you are expected to pay for the subsequent test, and you must submit an Application to Test to the organizer of the subsequent test describing the circumstances of the “incomplete” test so that the examiners know what the situation was/is, you are allowed to pick up where you left off when your mount became unsound. The marks from the phase(s) taken earlier and the phase(s) completed at the later date together determine whether you meet standard on that test.

At the candidate’s discretion, he or she may choose to re-ride all phases of the test rather than only the phases in which he/she received marks of 0. In that case, the test would be marked as if the earlier incomplete test did not exist.

NOTE: Any unsoundness resulting in an incomplete test **MUST** be apparent and documentable by the Senior Examiner at the original test. The candidate may only retire at the request of the Senior Examiner, not at their own initiative.

And, no, unfortunately, no refunds may be issued for incomplete tests.

****at the discretion of the Senior Examiner—if the examiners were able to see the required skill demonstrated prior to the onset of the unsoundness, they may choose to mark that element.**

Q: How do I become a Junior Examiner? Why should I consider becoming one?

A. If you are 14 years old and have earned at least your D2 test level, contact your Branch Test Rep and the Regional Test Chair (preferably by email) and let them know of your interest. Complete a Junior Examiner’s Clinic. At that point, your name and preferred contact information will be added to the Regional Examiners List.

Your next step is to assist with at least 2 different D level tests with two different Examiners. Once those mandatory assists are completed satisfactorily and you earn your C test level, you will be eligible to test D level candidates.

Without up and coming Junior Examiners, future Pony Club members will not be able to receive the testing opportunities you have received. Becoming a Junior Examiner is a very valuable way of giving back to Pony Club and to your community.

In addition, testing candidates at the higher levels who are ALSO Junior Examiners tend to perform more confidently when undertaking their own tests. Being an active examiner gives them insight into what kinds of responses, knowledge base and discussion Examiners are looking for when they are candidates themselves. Being an active examiner is an excellent preparation for your own success in testing.

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Appendix 6: CPC Test Levels D-B2, with Summaries of Skills & Competencies expected at each level

D LEVEL STABLE MANAGEMENT

1. **CANDIDATE'S TURNOUT** Candidate's should be neat and tidy, wearing suitable boots to be around ponies. Medical armband is required.
2. **PARTS OF THE HORSE** 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.
3. **SAFETY AND HANDLING** 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.
4. **SADDLERY** 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.
5. **FEEDING** Know what your own pony eats and drinks, stressing the importance of water. Show how to feed a treat.
6. **GROOMING** 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.
7. **STABLE AND PASTURE** Describe candidate's own pony's home, habits, likes and dislikes. Explain how it keeps warm in the winter.
8. **HEALTH AND VETERINARY (FIRST AID)** Not tested at this level.
9. **FOOT AND SHOEING** Not tested at this level.

D LEVEL RIDING

1. **ON THE FLAT** 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.
2. **OVER FENCES** 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 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.

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- b. STADIUM COURSE This level is not required to ride a stadium course.

D1 LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT Candidate's should be neat and tidy, wearing suitable boots to be around ponies. Medical armband is required.
2. PARTS OF THE HORSE 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.
3. SAFETY AND HANDLING 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.
4. SADDLERY 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).
5. FEEDING 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.
6. GROOMING 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.
7. STABLE AND PASTURE Not tested at this level.
8. HEALTH AND VETERINARY (FIRST AID) Not tested at this level.
9. FOOT AND SHOEING Not tested at this level.

D1 LEVEL RIDING

1. ON THE FLAT: 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.
2. OVER FENCES: 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.
3. EXERCISES - Grid, Gymnastic

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- Demonstrate a basic jumping position at the trot, over poles and a small jump (18" to 24", depending upon the size of the mount).
 - STADIUM COURSE 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.
4. 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.
 5. 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 LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT Candidate's should be clean and tidy, wearing suitable barn clothes and boots. Medical armband is required.
2. PARTS OF THE HORSE 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 AND HANDLING 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).
4. SADDLERY 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 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 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 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.).
8. HEALTH AND VETERINARY (FIRST AID) 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.

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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 Locate the external parts of the foot and identify signs that trimming or reshoeing is necessary. Discuss the signs of good shoeing.

D2 LEVEL RIDING

1. ON THE FLAT: 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.
2. OVER FENCES: 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.
 - EXERCISES - Grid, Gymnastic Demonstrate a secure jumping position over trot poles and a small jump (maximum 2'6"). e.g. 9' placing pole to a small cross rail.
 - STADIUM COURSE 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.
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. 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_**".

C LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT Candidate's should be neat, tidy and clean, wearing suitable boots and barn clothes with gloves available. Medical armband is required.
2. STABLE & PASTURE 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.
3. FEEDING 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.

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4. **CONDITIONING** 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.
5. **GROOMING** Display an efficient routine and use of the complete kit.
6. **FOOT AND SHOEING** 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.
7. **VET AND FIRST AID** 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.
8. **CONFORMATION & UNSOUNDNESS** 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).
9. **SADDLERY** 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.
10. **BANDAGING & TRAVEL** Not tested - introduce correct bandaging technique with polo and stable bandages.
11. **TEETH** Not tested at this level
12. **LUNGEING** Not tested at this level.

C LEVEL RIDING

1. **ON THE FLAT:** Candidates will ride a simple flat ride (as provided in the current TP) at the discretion of the examiners. 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.
2. **OVER FENCES:** 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.
 - **EXERCISES - Grid, Gymnastic Reminder:** All levels to only use a placing rail in front of the gymnastic, NOT a series of trot poles. 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.

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- STADIUM COURSE 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.
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. 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 LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT Candidate's should be neat, tidy and clean, wearing suitable boots and barn clothes with gloves available. Medical armband is required.
2. STABLE & PASTURE 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.
3. FEEDING 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.
4. CONDITIONING 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.
5. GROOMING 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.
6. FOOT AND SHOEING 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.
7. VET AND FIRST AID 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

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such as deworming, dental care, and the vaccinations which are common/necessary in their area.

8. **CONFORMATION & UNSOUNDNESS** 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).
9. **SADDLERY** 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.
10. **BANDAGING & TRAVEL** 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.
11. **TEETH** Not tested at this level.
12. **Lungeing** Not tested at this level.

C1 LEVEL RIDING

1. **ON THE FLAT:** Candidates will ride a simple flat ride (as provided in the current TP) at the discretion of the examiners. With an independent seat, demonstrate a developing sense of rhythm, balance and feel of the horse's 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.
2. **OVER FENCES:** 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.
 - **EXERCISES - Grid, Gymnastic Reminder:** All levels to only use a placing rail in front of the gymnastic, NOT a series of trot poles. 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.
 - **STADIUM COURSE** 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).
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,

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authority a sense of pace and the ability to move forward under control are expected. 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 LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT

Candidates 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

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

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

Discuss advanced methods and strategies to get a horse fit (e.g. long slow distance, legging up, interval training, etc.), and how to care for a horse before, during and after competition.

5. GROOMING

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

Recognize 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

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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

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

9. SADDLERY

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

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

Discuss the types and numbers of teeth, when to float the teeth and the reasons why.

12. Lungeing Lunge own horse (or schooled horse provided) for exercise, approximately 10 minutes.

13. The Test Rep/Chair is not responsible for providing a lunge horse.

14. Demonstrate knowledge by fitting own tack in good condition and able to discuss its purpose (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.

C2 LEVEL RIDING

1. ON THE FLAT: Candidates will ride a simple flat ride (as provided in the current TP) at the discretion of the examiners.

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

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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.

2. OVER FENCES: 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.

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 - 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).
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.

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.

B LEVEL STABLE MANAGEMENT

1. CANDIDATE'S TURNOUT: 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.
2. STALL & STABLE : 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

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disposal, barn design such as ventilation, light, drainage, flooring, watering systems and shelter in the pasture.

3. GROOMING: 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.
4. FEEDING: 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.
5. TEETH: Discuss the regular care of the mouth and teeth, and signs there might be a problem. 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. Demonstrate how to handle the horse and what to look for in the mouth to estimate the age of young horses (under 6 years).
6. FOOT & SHOEING: 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.
7. CONFORMATION: All candidates should have knowledge of basic anatomy of the horse and understand how this relates to conformation, movement and possible capability.

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.

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8. UNSOUNDNESS: 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).
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. 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.
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.

11. LUNGEING PHASE: Safe and effective use of the lunge line and whip are of utmost importance while lungeing at all levels.
12. Lunge own horse (or schooled horse provided) to show improvement. Evaluate the suitability the area provided for lungeing. 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, surcingle and lungeing cavesson optional). 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 in the circle size,

B LEVEL RIDING

1. ON THE FLAT: 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 - circles (20m canter, 15m trot), - medium walk - turns and loops, 5 loop serpentine at trot (3 loops in small ring) - release at trot - leg yield at trot from centre line to wall - change of leg through trot - alternate horse - rein back to trot

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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

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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.

2. **OVER FENCES:** 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 - no bounce combinations - 2 changes of direction - one third at maximum height; 3'6" max height and width - 1 stride combination, vertical to oxer - alternate horse max 3'3" - line of set striding - xc pre-training fences 3' max - may ride thorough, but not jump into water - a ditch, drop and bank - 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.
3. **CROSS COUNTRY:** 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-

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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.

(editor's note: there is no "B1" test level in the Canadian Pony Club testing paradigm. The official testing level sequence moves directly from B to B2 level)

B2 LEVEL STABLE MANAGEMENT

1. **TURNOUT:** As specified for B, plus Longing and Teaching requirements can be found in the HA Guidelines for those phases (ABTP Part 2).
2. **STALL & STABLE:** 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.
3. **GROOMING:** not tested at this level
4. **FEEDING:** 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, glutton.
5. **TEETH:** Maintain 'B' Standard plus able to identify more outstanding features of teeth, such as 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 (e.g. bishoping, infundibulum, dental star, etc.).
6. **FOOT & SHOEING:** 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.
7. **CONFORMATION:** Maintain 'B' Standard. Show knowledge of the overall skeletal system Ability to relate conformation to function, including unsoundness and movement.

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8. UNSOUNDNESS: Maintain 'B' Standard. Include unsoundnesses of wind, limb and eye with deeper knowledge of possible causes, treatment and prognosis.
9. VETERINARY AND FIRST AID: 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.
10. BANDAGING: 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.
11. SADDLERY: 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.
12. LUNGEING PHASE: Lungeing a rider: Maintain 'B' Standard of knowledge and efficiency plus demonstrate how to safely lunge a mounted student, approximately 15-20 minutes. 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 demonstrate appropriate exercises to improve their position, balance or strength. ***For additional information on Lungeing a Rider, see A/B TP Part 3 XI. Guidelines for Lungeing a Rider.
13. TEACHING PHASE: Please see the AP TP Part 3 IX. Teaching Guidelines for further information. Safety is the most important concern during the teaching phase and candidates should demonstrate a safety check of the riding area and student's tack before beginning the lesson. The test lesson should not exceed 15 minutes, and so it is not possible to accomplish what would be hoped for in a complete lesson. Candidates will submit a written lesson plan (5 copies) ahead of time so examiners can be satisfied that they understand the subject and 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 and not more than two weeks, before the presentation. All pupils 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.

B2 LEVEL RIDING

1. ON THE FLAT: 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 effective

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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 it's 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 have some positive influence 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 horses

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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 - half pirouette at walk - lengthen stride at trot & canter - counter canter - shoulder in at trot - 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 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.

2. OVER FENCES:

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. A 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

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Testing Procedures

- 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.
3. CROSS COUNTRY: 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.