

The C* Certificate must be assessed by a qualified assessor/examiner from your State Panel, who is not connected to the candidate's Club. (See syllabus for exceptions to this) C certificate is a pre-requisite for C* and K. Candidates must be able to demonstrate all the following for the C* Certificate. Plus, the Exam paper completed, and a Journal & Essay of the year's riding and training required for assessment.

RIDER		DATE OF BIRTH	
CLUB		VENUE	
EXAMINER		DATE	

OVERALL RESULT C*		
C* Certificate	COMPETENT (Y/N)	COMMENT
		JOURNAL, WORKBOOK AND OPEN BOOK EXAM to be completed and passed onto the Examiner to be marked two weeks before the Practical Assessment Day
RIDER'S TOOL KIT Many elements in C* & K Exam		Practical test day - some areas may be checked; especially any concerns in Exam.
ON THE GROUND Same as K		
IN THE SADDLE Same as K PLUS C* has JUMPING		
LUNGEING Same as K		
HORSE MANAGEMENT Same as K		
JOURNAL Explained on page 5 of C* Manual Should be 12 months of notes. <u>Plus</u> , in exam, an essay about how you manage your horse in relation to the 5 Freedoms of the Horse		
WRITTEN ASSESSMENT/Exam C* & K Open Book Exam the same except for questions 25, 26, 27, 28 and 29. Essay can go with Journal if wish.	/130	53 Questions completed online or hard copy: must score %75, i.e., 97/130 Areas of concern in Exam may be revisited on Practical test day
RESULT OVERALL		

PRESENTATION C*		
C*	(YES/NO)	COMMENT
Rider in clean, tidy, formal Pony Club or Centre uniform; including discipline – appropriate uniform for practical tests		
Horse and rider as for Pony Club competition, include plaiting		
Gear clean and correctly fitted		
Punctuality, courtesy, overall impression		

RIDER'S TOOL KIT C*		
REQUIREMENTS (per page 11 on in Syllabus) Riders' Tool Kit Even though in Exam questions - some areas could be checked on practical assessment day: especially any concerns from the Exam paper.	YES/ NO	COMMENT
Rider can discuss the 10 principles of training 1 - <u>Safety</u> around horses: 2 - Identify and manage <u>Flight Response</u> in horses: 3 - <u>Horse's brain</u> : calmness/consistent: 4 - <u>Habituation</u> :5 - <u>Pressure/Release & Reward Training</u> : 6 - Avoid <u>Punishment</u> : 7 - <u>Correct use of Voice, Seat, Aids</u> & understand their limitations: 8 - <u>Train Behaviours gradually</u> :9 - <u>One aid at a time</u> for one response:10 - focus on <u>Self-Carriage</u> .	Exam Paper	
Briefly explain the evolution and changing role of horses within human society <i>Horses on earth for 55 million years: first horses had 5 toes on each leg: ancient horses were small& purpose s included riding and meat and milk: Horses first domesticated about 6000 years ago: saddles invented about 2000 years ago: Aust bred the waler horse for WW1: Flight response makes a horses legs move quickly so for a species of prey the flight response was important.</i>	Exam Paper	
Discuss the horse's memory, ability to form habits and intelligence <i>Horses cannot think forward or recall BUT have fantastic recognition memory for places. So, noting something different ignites their flight response for survival: Horses thrive on habits – it was a form of protection: great at remembering places, have amazing senses, form close bonds with horses, have fast reactions</i>	Exam Paper	
Have a thorough understanding of pressure-release and reward training <i>Must release at the EXACT instant horse does what you want – not 5 secs later, reward must be given at exact moment of correct behaviour: reward must be meaningful for horse and immediate – not loud voice or big slaps</i>	Exam Paper	
Explain conditioned reinforcers and their use <i>Difficult to give a reward at the right time like a teat or scratch while trying to train e.g., canter lead: easier to link the reward to a sound or word. So practice with giving the word/sound with the treat Horse doesn't actually know he is a good boy just associates the word with a treat/reward Clicker box training instead of a word – treat/reward straight away</i>	Exam Paper	
Understand punishment and habituation <i>Punishment can decrease learning. It is nondirective in that it tells the horse what NOT to do but doesn't tell the horse what to do. No point smacking the horse 5 seconds after biting you or refusing the jump – now he might rear or add something else. It may make the horse more fearful. Horse does not have the capability to change his future behaviour to avoid future consequences as a herd animal: even some humans have trouble changing their behaviour. Habituation important part of training, take time getting used to things. Must be gradual, if rushed can cause sensitisation where horse is permanently frightened of object as you have flooded the horses' senses with fear. Keep calm, to prevent anxiousness in horse. Introduce scary thing gradually</i>	Exam Paper	
Explain overshadowing <i>If two signals are presented to the horse at the same time, horse will be only able to act on one and that is why horses habituate to whichever aid is most difficult to ignore. Overshadowing makes horses insensitive to riders' aids. BUT it can be used to advantage like helping horse desensitise to things like e.g. clippers. Horse with to respond to light aids to step forward and back when clippers around. If aids become heavier, time to stop clippers and wait – if don't – can cause flooding.</i>	Exam Paper	
Show a developing understanding of the shaping process <i>A process of gradually changing behaviour over time – so that – horse will have correct behaviour in any place. Training steps and going back over them when trying training for a new obstacle – so revise training. So does horse do it – immediately from light aids – can control his tempo – control his line and straightness – has even contact on the reins – will do it everywhere.</i>	Exam Paper	
OVERALL IMPRESSION		

ON THE GROUND (GROUND-WORK to be completed in a bridle for C* level)		
REQUIREMENTS (per page 11 of Syllabus)	YES/NO	COMMENT
Understand the importance of clear, obedient responses on the ground <i>know foundation responses are well established or future training will not progress well</i>		
Demonstrate an understanding of the shaping process through groundwork: <i>shaping is taken in steps with immediate scratching reward as soon as release after pressure when horse is correct and add something else or revising steps before a new aid to reinforce. Then test horse's response in different environments.</i>		
Discuss the process of training a horse to step backward from voice cue <i>after proven light pressure from reins to step back with four or more steps quickly & slowly & release & scratch/reward – handler does not move- continuing the shaping process – choose word back – say it clearly just before pressure with reins and with release scratch/reward – try several times to reinforce – little steps reward as well -</i>		
Explain the difference between steps and strides <i>A step is one foot; a stride is all four feet.</i>	Exam Paper	
Demonstrate a developing ability to move the horse's hindquarters <i>handler standing front on at shoulder: stroke whip over back and quarters first: tap whip gently on quarters near gaskin; horse should cross near hind inside out hind and move across; scratch for reward</i>		
Demonstrate Park and head down - <i>horse to wait for signal before moving not to follow handler's legs: handler to stand at left shoulder, facing horse, holding reins-rider to be able to move near horse – step him back if moves- scratch on neck when correct immediately: head down promotes calmness and handling; light pressure on bridle downwards then immediate release of pressure & scratching</i>		
Complete the C* groundwork dressage test with accuracy and control – <i>page 34 of manual- below</i>		
OVERALL IMPRESSION		

C* Certificate Ground Work Test

Can be completed in a 40m x 20m arena or similar.

When you feel confident that your horse's ground work is reliable you can practise this straightforward test. If at first the test seems too difficult don't worry, just continue to work through the ground work exercises in this manual and you will soon find that it will get easier.

A Enter at walk

D Halt. Step back then continue in walk

X Turn right

Between X and B Halt and lower horse's head for 15 seconds. Continue in walk

B Turn right

Between B and F increase the tempo of the walk

A Slow the tempo of the walk

K Turn right

D Halt and park for 30 seconds (stepping to end of the reins if possible and to the left and right). Continue in walk

F Turn left

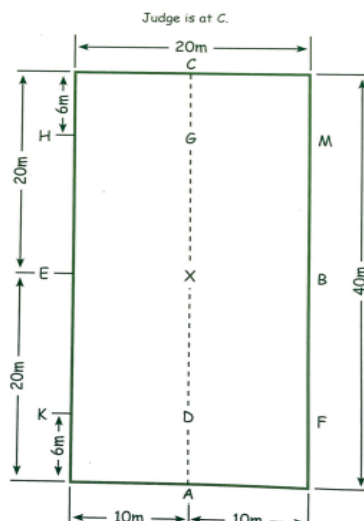
FB Demonstrate self carriage by making a loop in the rein

B Turn left

Just after B Trot

D Walk

A Exit



IN THE SADDLE (RIDDEN COMPONENT) C*		
REQUIREMENTS (per page 11-12 of Syllabus)	YES/NO	COMMENT
Discuss how a metronome can be used in horse training – helps with establishing rhythm and tempo – can help deciding if your horse is slowing or quickening. Tempo increases as he works up the gaits - walk about 55 beats per minute: trot about 75bpm: canter about 95 bpm: jumping canter about 110 bpm. Ponies about 5bpm faster and really large horses a bit slower: slow trot good for training rhythm	Exam Paper	
Demonstrate stop, slow and step back from light aids – <i>light and obedient: straight: self - carriage: gentle downward transitions: pressure- release – giving; immediate scratch/reward:</i>		
Show an understanding of the biomechanics of turn; - <i>with an open left rein - turn to left - horse abducts left foreleg – swings left foreleg out from the body: adducts right foreleg to the body in the swing stage</i>		
Demonstrate a turn on the forehand – <i>turning to left: pressure on rein to hold: left leg pressure behind girth – release pressure when horse steps – one step release – gradual – in steps follow: horse turns hindquarters to the right and is a turn on forehand to left: horses forelegs mark time: horses inside hind adducts turns to body and crosses inside the outside hind</i>		
Ride with reins in one hand at walk, trot and canter <i>both sides, and halt and turn. Loose and long rein. Warm up and Cool down; lengthen trot</i>		
Ride without stirrups at walk, trot and canter – <i>stirrups crossed and/or removed. Steady steps; try and keep rhythm the same; know it helps balance and develops deeper soft elastic seat; can hold monkey grip/neck strap</i>		
Demonstrate and/or explain correct riding position; <i>should be able to draw an imaginary vertical line through the rider's ear, shoulder, elbow, hip and heel. Hands held in a way that allows a straight line from elbow to the bit: elastic elbows; ball of foot rests in stirrup iron and heel a little lower than ball of foot; point of foot pointing forwards or slightly outwards; legs hang relaxed; hips, ears, shoulders horizontal lines.</i>		
Be fluent with diagonal changes and be developing a feel for the correct diagonal – <i>know when to change diagonals on change of rein in middle say X or when reaching the other side.</i>		
Be proficient in cantering – <i>able to achieve correct leads most of the time and correct them when they are incorrect on a circle and in a straight line</i>		
Know the footfalls at all the gaits	Exam Paper	
Use and discuss two point – <i>2 legs and three-point – legs & seat position – what are the points of contact - rider to demonstrate and explain why these positions and when they are used. (2 point allows horse's back freedom: 3 point on approach or for firmer seat)</i>		
Pace Ride - <i>at 220, 350, 400 and 450 mpm with a degree of accuracy: Plus: Practical: -Can be shown in Practical OR could be signed off by a Level 1 Coach at a rally/event witnessed by DC or CC.</i> <i>220mpm is a brisk trot takes 27secs for 100m: 350mpm approx. 17 secs for 100m: 400mpm approx. 15 secs for 100m: 450mpm approx. 13.3 secs to travel 100m</i>	Exam Paper Plus	
Discuss warming up and cooling down the horse	Exam Paper	
Discuss how to manage the horse when they first start going to events and competitions - <i>have a clear understanding of safe practices in this situation.</i>	Exam Paper	
Discuss the etiquette for warm up arena <i>for dressage, flat and jumping</i>		
OVERALL IMPRESSION		

IN THE SADDLE – JUMPING C*		
REQUIREMENTS (per page 12 of Syllabus)	YES/NO	COMMENT
Understand two different forms of rein release – <i>demonstrate and explain - Crest - when beginning to jump or young horse – horse has freedom with head & neck where rider</i>		

<i>takes hands up to the crest. Automatic (direct) release – for confident rider where rider's hands follow the horse's mouth forward & down, maintaining a light, even contact even when in the air.</i>		
Negotiate a show jumping course with calmness and an understanding of good training practices. The course to include a double & fences to be 85cm high and wide. <i>Know shaping is important here too – light aids, control, line, straight, even contact, will jump quietly anywhere.</i> <i>Rider to walk the course noting distances, lines, fences and any problems of the course and rider queried after. Questioning of SJ rules and SJ protocol.</i> <i>Rider queried on distance between ground poles, stepping a stride between jumps, four steps of 90cm = 3.6m length of horse stride and a SJ pole, combinations and related distances, allow for take-off landing between fences., forward rhythmic canter for jumping – metronome speed 110bpm: how to represent at a jump</i>		
Discuss shaping and punishment in relation to jumping <i>don't try and change horses head carriage when jumping to allow horse to see the jumps and give him time to use his body effectively and develop self-carriage. Smacking after a refusal tells horse what not to do NOT what he should do. Take jumping in stages – light aids, simple fences, calmly, rider not throwing body too early, develop rhythm, control tempo, line and straightness etc.</i>		
Demonstrate riding over cross-country obstacles <i>at least 85cm high. Rider to explain riding to conditions, time and speeds, explain what happens when horses rush fences, rules and protocol, back protector, how to represent at an obstacle etc</i>		
Know the different types of cross-country obstacles	Exam Paper	
OVERALL IMPRESSION		

LUNGEING C*		
REQUIREMENTS per page 11-13 of Syllabus: pages 75, 76, 77, 78 of C* Manual: Note and follow new <u>LUNGEING Document</u>	YES/NO	COMMENT
Discuss the reasons for Lungeing <i>maintain horse fitness; look for soundness; develop paces; if horse cannot be ridden; training to carry weight of saddle; exercise; injury of rider; warm up; rider mounted to develop rider position/balance; etc</i>		
Discuss correct and safe attire and saddlery for Lungeing <i>Rider with helmet, gloves, correct footwear, tidy clothing & hair: horse booted on all four legs – bell boots optional: snaffle bridle with noseband removed & reins correctly twisted: noting the fitting of the Lungeing cavesson over bridle: saddle/saddle blanket with stirrups correctly secured: lunge rein with swivel on clip to attach to centre link of cavesson: lunge rein and lunge whip of correct length and type. etc</i>		
Demonstrate correct, safe Lungeing practices. <i>To have an assistant if required: In a designated area of approx. diameter 20m: number displayed on horse if official; rider to only lunge at an event unless permission sought: lead rein if necessary to get horse to the area: rider to prioritize calmness in horse & maintain horse's rhythm & avoid flight responses; warm up and cool down included: holding lunge rein correctly and managing the use of whip correctly: horse worked up and down through the walk, halt, trot, canter: horse to halt out on 0: handler pivots or moves in a 0 with horse; lunge rein not to touch the ground; rider to competently explain reasons for faults, problems and/or improvements etc.</i>		
OVERALL IMPRESSION		

HORSE MANAGEMENT C*		
REQUIREMENTS (per page 11-13 of Syllabus)	(YES/NO)	COMMENT
Discuss the Five Freedoms	Exam & Journal	
Demonstrate how to neatly plait a mane and tail	Presentation	
Discuss trimming and clipping styles. <i>Understand the reasons for not trimming horse feathers and vibrissae (whiskers)</i>	Exam Paper	
Discuss correct hoof management practices (shoeing, trimming etc.) <i>Rider's choices, management for their sport and reason and timeframe</i>		
Know the farrier's tools and their use (<i>rasp, knife, cutters, hammer, buffer, pincers</i>)	C Test & Exam	

Discuss the requirements for safe transportation of horses: booting of horses; feeding; heat exhaustion; float - floor, sides, brakes, coupling, tyres, bearings, string to tie up to; untying horse first before putting back down; car towing capacity; car lights, maintenance of car; horse over wheels/side of float; people standing out of the way etc.		
Know the paddock checklist (5 things)	C Test & Exam	
Know the daily checklist (8) for the paddocked horse	C Test & Exam	
Understand the care requirements for both a paddocked and stabled horse	C Test & Exam	
Discuss stable bedding types	C Test & Exam	
Discuss feeding guidelines for paddocked/yarded/stabled horses: Plus – know weight of horse for worming and feeding – how to find the weight of horse-horses should eat 1.5 to 2.0% of his bodyweight in dry feed each day – if yarded/stabled small feeds throughout the day and as much hay as needs – 80 to 90% from roughage/what is roughage and 20% from concentrates/what are concentrates Plus how to adjust to spelling, return to work, hard exercise etc	Exam Paper Plus	
Discuss different types of hay and basic feeds appropriate to the local area- what are the signs of 'good feed AND hay': describe some local weeds/toxic plants		
Discuss letting the horse down for a spell.	Exam Paper	
Discuss the process of getting a horse fit for after a spell	Exam Paper	
Know when to call the vet (give examples)	Exam Paper	
Know how to take the following observations for the vet: Heart Rate – (A normal heart rate for an adult horse range from 28–48 beats per minute. Larger breeds are on the lower end of the range, while smaller horses tend to be on the higher end. Newborn foals will have a higher heart rate, ranging from 80–120 beats per minute, while yearlings range from 40–60 beats per minutes) -Place a stethoscope on ribs behind elbow on left hand side of horse; will hear a lub-dub sound for each heartbeat and count no. of beats heard in a 15 sec period and times by four to get heart rate OR if horse quiet count number of beats in 30 secs and double it to get heart rate. Can ALSO feel horse's pulse without a stethoscope by using fingertips along space along horse's jawbone under the cheek on the transverse facial artery do not use your thumb. Respiration rate – (A normal breathing rate is 8 to 16 breaths a minute) breathing – watch horse's nostrils or flanks and count inspiration breathing in OR expiration breathing out and count – one breath includes one expiration & inspiration and count how many full breaths in 15 secs times four or 30 secs x 2: Temperature – normal range between 37.5 and 38.5 degrees Celsius with a horse thermometer with Vaseline inserted in rectum: Manure – about 12 piles of manure in 24 hours and ideally balls that break when hit the ground and pass Urine 2 or 3 times a day possibly light in colour.		
Know the signs of a healthy horse: Plus: what are unhealthy signs – e.g., urine, manure, eyes, drinking, eating, legs, movement, general	Exam Paper Plus	
Describe a well-stocked first aid kit and the use of <u>some items</u> of contents		
Show bandaging of a minor leg wound		
Be able to detect lameness – hoof testers: horse will take less weight on the sore leg: horse's head goes DOWN on the SOUND leg and up on the unsound. Seen in a straight line: feel for digital pulse in hoof and feel for swelling: if in hind similar nod – stand behind to see level of hips:		
Discuss how to treat deep wounds and skin disorders – abrasions, contusions, bruising, incisions, lacerations, stemming bleeding; puncture wounds: - allergies, fungus or bacterial infections – mud fever, ringworm		
Discuss the identification and treatment of common ailments including laminitis, colds, greasy heel and seedy toe		
Discuss parasite control appropriate to the local area		
Discuss vaccinations for tetanus and strangles, plus other vaccinations needed for the local area		
Discuss dental care	Exam Paper	
Be able to tell a horse's age by looking at the teeth	Exam Paper	
Demonstrate an understanding of correctly fitted saddlery including martingales. What saddles do you use and why and how they fit?		

<p>Fitting a standing and running martingale - strap to fold & go up into jawline: stoppers on reins and rubber rings at cross on chest to stop slipping/bagging. Being aware of State Gear Rules in State Handbook and PCA National Gear Document – gear and fitting documented clearly there.</p>		
<p>Understand the different types of bits – what bit are you using and why? Being aware of State Gear Rules in State Handbook and PCA National Gear Document – bits 7 purpose & fitting documented clearly there.</p>		
<p>Discuss/show how to fit leg protection to the horse – aware of no sand or grit: fasteners on the outside pointing backwards: remove after work to allow legs to cool quickly; bandages padded and stitched: latest fashion not necessarily the best</p>		
<p>Explain how to maintain rugs and grooming equipment: Thermoneutral zone/breathable/cleaning rugs and brushes/maybe different sets for other horses; aware of static electricity caused by some rugs when removing them</p>		
<p>OVERALL IMPRESSION (Candidate’s safety, knowledge and proficiency)</p>		

ASSESSMENT DETAILS C* Date.....	
EXAMINER (PRINT NAME)	
EXAMINER (SIGNATURE)	

NEXT:

- This sheet is to be handed in to the Club Secretary and will be given to the candidate in due course. Zone to record results in rider’s profile in the PCA database.