

USPC C-Level Hunter Seat Equitation/Show Jumping COMPARISON Flow Chart (for Standards Revised 2024)				
	C-1	C-2	C-3 (National Level Test)	
Horse Management Expectations	The candidate should show a developing awareness of cause and effect in the care of their mount. He/she should be familiar with local common horse terms. Assistance is recommended in the demonstration of bandaging.	The candidates should show a solid awareness of cause and effect in horse management skills. Assistance is allowed in some demonstrations of bandaging and longeing.	See H-B as noted	
Presentation/Turnout and Tack	 Candidates mount and tack to reflect the <i>Horse</i> <i>Management Handbook's</i> Turnout expectations. Present in appropriate "Competition" attire for either Dressage, Eventing, or Show Jumping discipline (found in the discipline rule book). Mount to be well groomed, reflecting regular care with a healthy coat; no sweat or dirt. Mane and tail brushed with little, if any, dandruff. External areas around sheath/udder clean. Hooves picked out and reflecting regular farrier care. Eyes, nose, lips, and dock clean. Tack to be safe, clean, and properly adjusted, reflecting regular care/conditioning with metal polished. No jockeys or dust and all stress points clean. Identify tack on own mount and discuss fit. Name 3 different snaffle bits. Name 1 curb bit and describe how its function is different than a snaffle, as described in the USPC D Manual. 	 Candidates mount and tack to reflect the Horse Management Handbook's Turnout expectations. Mount to be well groomed, reflecting regular care with a healthy coat; no sweat or dirt. Mane and tail brushed with little, if any, dandruff. Sheath/udder showing regular attention. Feet picked out and reflecting regular farrier care. Eyes, nose, lips, and dock clean. All tack to be safe, clean, and properly adjusted, reflecting regular care/conditioning with metal polished. No jockeys or dust and all stress points clean. Present in appropriate "Competition" attire for either Dressage, Eventing, or Show Jumping discipline (found in the discipline rule book). Identify and explain reasons for tack on own mount and discuss adjustment and reasons for fit of tack. Explain the action of 2 types of snaffle bits. 	 Attire to be correct for Dressage Rulebook. Pony Club pin, USPC or USEA medical armband or bracelet, and a properly fitted equestrian helmet securely fastened (see USPC Policy 0810) must be worn during turnout, riding and longeing. Gloves optional. No inappropriate jewelry. Candidate should demonstrate effective presentation and control while standing facing and slightly to the side of, rather than directly in front of, the mount. Mount should be well- groomed, reflecting daily care, including ears, nose, eyes, dock, sheath or udder, mane and tail (no dandruff). Tack to be safe, clean, metal polished, reflecting consistent daily care. Horse must be presented in a snaffle bridle per USEF rules for First/Second level. Discuss the purpose and correct fit of mount's equipment. 	

	• Describe how to adjust a curb chain.		
Leading/Longeing	 Discuss 3 reasons for longeing. Name 4 required items the rider must have when longeing and 3 items used for a mount at the C level as described in the USPC C Manual. Describe parallel longeing and explain why it might be used. Demonstrate parallel leading (from both sides at the walk only) with assistance, if necessary, as described in the USPC C Manual. 	 Discuss the fit of the longeing equipment being used on the mount. Discuss the type and length of the longe line used. Name 3 safety precautions when longeing. In an enclosed area, longe familiar mount at walk and trot in both directions on a 20-meter circle, with assistance, if necessary. While longeing, demonstrate the correct use of equipment, body position, posture, and voice. Discuss technique used (parallel or pivot) in longeing demonstration. 	 Demonstrate proper fit and use of equipment, including snaffle bridle and cavesson (optional), saddle or surcingle, and side reins. Mount must be longed in side reins. Longe own mount on 20- meter circle, initiating connection through safe longeing techniques and proper use of aids (longe line, whip, voice, and body position) in order to develop free forward movement at the walk, trot and/or canter, and smooth transitions.
Bandaging	 Name 2 possible effects of poor bandaging techniques. Apply 2 stable (aka standing) bandages (front a rear diagonal pair), with assistance, if needed, from the Examiner. 	 Under direct supervision, apply 1 stable bandage without assistance. Discuss why you would make the choice to use a cupping technique. Apply a tail bandage (for shipping or grooming) with assistance. 	 Present a stable bandage. Discuss purposes and dangers involved with stable bandages. Apply a hoof abscess bandage under supervision.
Foot and Shoeing	 Discuss causes of thrush and prevention. Identify 6 farrier tools and their uses. Identify 3 types of shoes. Describe 3 examples of bad shoeing. 	 Discuss the 5 steps in shoeing. Describe 2-3 types of common shoe features and why they might be used (e.g., clips, square toe, pads, studs). If shod, discuss features of own mount's shoes. 	SEE H-B
Conformation and Unsoundness	 Identify and discuss 3 bad points of basic leg conformation. Describe the outward appearance, and locate these 5 common unsoundnesses: splint, bowed tendon, bone spavin, curb, and ringbone. 	 Discuss how conformation of own mount is related to its breed. Discuss angles of shoulder and hip of own mount. Name 5 basic conformation qualities that you want in a mount of your own use, and how they affect the basic movement and soundness. Describe appearance, and specific location of the 	SEE H-B Anatomy, Conformation and Lameness

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same data.			same data.	

Stable Management	 Discuss 1 drainage and 1 absorbent bedding. Describe 3 areas that are important to check for a sheet or blanket to fit correctly. Name 2 safety concerns when putting on a blanket or removing a blanket. Discuss 5 general barn safety practices. Describe and give reasons for 3 types of clipping. Name 2 internal and 2 external parasites. 	 Discuss 3 concerns for pasture safety and fencing. Discuss emergency information that should be posted in all barns. Name 3 toxic plants in your area and describe 1 aspect of each plant that would help you recognize it in the pasture (e.g., type of plant, flower, color, height, etc.). Describe 3 ways to manage internal and/or external parasites in pastures and stalls. 	SEE H-B
Travel Safety	 Describe basic equipment or care needed for mount's safety and comfort during trailer travel. Discuss 5 items from the truck/trailer safety checklist that you should check before you travel. 	 Explain 5 ways to keep your mount safe and comfortable during travel. Name which equine health certificates and/or documents are required to travel in your state. 	SEE H-B
Nutrition	 Discuss how much water an average horse drinks in a day and 2 reasons why water is important for horses. Describe 2 characteristics of bad hay and explain why access to good-quality roughage is important. Name one legume hay and one grass hay. 	 Describe own mount's ration when developing fitness, maintaining fitness, taking day off, sick, and extended time off. List the 6 classes of nutrients. Look at a feed label and identify the percentage of protein and fat. From the ingredients list, identify 1 source of each protein, carbohydrates, fat, vitamin, and mineral. (Candidate should bring own label or copy.) *See supplements to the C- Level Manual on the C-Level Certification web page. 	SEE H-B
Conditioning	 Discuss the meaning of conditioning and the reasons for conditioning a mount. Describe 3 factors to consider before a horse can begin a conditioning program. Discuss 2 types of conditioning work, such as long, slow distance hill work and how this helps improve your mount's fitness. 	 Discuss the weekly riding plan in your record book. Candidate should show and be able to discuss details of duration, activity, and general exercise involved. Discuss how you would condition your mount from unfit to C-1 level riding fitness that includes changes in feed, TPR, and recovery rates. 	SEE H-B

	• Name 2 indicators (evidence) of improved fitness for your mount.	 Name 2 ways to help cool down your mount in very hot conditions. Name 2 things to be aware of when exercising your horse in cold weather (e.g., footing conditions, shoes, clipped horse). Measure and record pulse, temperature, and respiration of own mount at rest with examiner present, and with assistance, if needed. 	
Land Conservation	• Name 2 different locations near you where the land is used for horseback riding and other outdoor activities such as hiking and sports.	 Discuss what public land is available to ride on in your county. Describe 2 things you can do to be a good steward for public land used for recreation (equestrian activities, hiking, biking, etc.). 	SEE H-B
Health Care and Veterinary Knowledge	 Describe how to treat minor wounds. Discuss parasite management for your mount. Name 3 things you can do to prevent your horse from contracting a communicable disease (i.e., while riding at other facilities or keeping mount at show grounds). Discuss 3 health concerns before bringing a new horse into a barn or stable. Explain the reason for having a Coggins test done. Discuss causes, signs, and preventative measures for the following: colic, laminitis, and choke. 	 Discuss immunizations and health requirements appropriate for your area (may refer to record book). List 3 prevalent internal parasites in your area. Discuss causes, signs, and preventative measures for the following: tetanus, rabies, encephalomyelitis, West Nile virus, and scratches. Explain the need for the regular care of mount's teeth. Describe location of the parts of the horse's mouth to include bars, lips, incisors, molars, wolf teeth, and canines. 	SEE H-B
Teaching	 Bring a letter from DC/CA verifying the member assisted twice at an unmounted Pony Club activity. Demonstrate a safety and tack inspection for a D member (explaining any safety issues found) to include: Rider attire (helmet, boots, and medical armband or bracelet). 	 Bring a letter from DC/CA stating, under supervision, the member is assisting in simple unmounted instructional activities for D- level members. A minimum of 4 hours teaching prior to the test is recommended. Under direct supervision by the Examiner, teach a D member how to safely prepare their mount for 	SEE H-B Teaching (Technique) Teaching (a Class)

	• Bit is right way up and is	turnout at a rally or	
	attached to bridle	certification (not to exceed 10	
	correctly.	minutes. Discuss with the	
	 Curb chain adjusted 	Examiner how you might	
	correctly, if using.	handle a tack or equipment	
	 Crownpiece/Headstall 	check where there is a safety	
	and Browband fitted.	concern.	
	 Reins attached correctly. 	• Describe the following unsafe	
	 Billets, stirrup leather, 	equipment and how it might	
	and reins in good repair.	be fixed: loose throat latch,	
	 Girth is good size for 	saddle pad not attached, bit	
	mount and in good	too low/high, worn-out	
	condition.	stitching, and cracked leather.	
	\circ Saddle fits mount and	(At C level, changes to tack	
	rider, and pad is correctly	should only be made by a	
	attached.	parent or supervising adult.)	
	 Ponies' feet picked out. 		
	Refer to the USPC C Manual		
	• List 3 ways to determine if a	• List 3 signs of a concussion.	
	riding helmet fits properly.	• Explain 2 ways to cool off a	
	 Describe 3 signs of heat 	rider during a hot day.	
Rider Safety	illness.	• Explain the importance of the	SEE H-B
	Refer to the USPC Safety	heat index.	
	Handbook.	Refer to the USPC Safety	
		Handbook.	
	Candidate should ride with	Candidate should ride with	Candidate should ride with
	confidence and control on the	confidence and control on the	confidence and control on the
	confidence and control on the	connuence and control on the	connuence and control on the
	flat and over fences,	flat and over fences,	flat and over fences,
	flat and over fences,	flat and over fences,	flat and over fences,
	flat and over fences, demonstrating a hunter seat	flat and over fences, demonstrating a hunter seat	flat and over fences, demonstrating a secure
	flat and over fences, demonstrating a hunter seat position and use of natural	flat and over fences, demonstrating a hunter seat position and progress toward	flat and over fences, demonstrating a secure position for show jumping and
	flat and over fences, demonstrating a hunter seat position and use of natural aids. The candidate should	flat and over fences, demonstrating a hunter seat position and progress toward an independent seat and	flat and over fences, demonstrating a secure position for show jumping and progress towards an
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Riding Expectations Riding on the Flat	flat and over fences, demonstrating a hunter seat position and use of natural aids. The candidate should begin riding mount forward in balance and rhythm while developing a light contact. Fences 2'9", These expectations are applied to each block of the test.	flat and over fences, demonstrating a hunter seat position and progress toward an independent seat and coordinated use of aids. The candidate should ride mount forward, establishing balance, rhythm, and elasticity while maintaining contact. Fences 3'. These expectations are applied to each block of the test.	flat and over fences, demonstrating a secure position for show jumping and progress towards an independent seat and coordinated use of the aids. The candidate should ride mounts forward, establishing rhythm and elasticity while maintaining contact. Candidate should be able to discuss the effect of aids used. The candidate should be confident in coping with any challenges. Fence heights will be 1.0m (3''') to 1.10m (3'7'') with spreads up to 1.15m (3'9''). These expectations are applied to each block of the test.
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	• Work mount at walk trat	aids maintaining even	• Work mount at walk trat and
	 Work mount at walk, trot, and canter with smooth 	aids, maintaining even rhythm, balance, elasticity,	 Work mount at walk, trot, and canter, using coordinated aids,
	transitions, incorporating	and smooth transitions.	to work towards a consistent
	straight lines, circles, and	Demonstrate circles, half-	rhythm, elasticity, balance,
	figure eights with correct	circles, figure eights, and	and smooth transitions.
	bend and wimple transitions	serpentines to develop	• Ride without stirrups at all
	at each gait.	suppleness and straightness.	
	Discuss and demonstrate	Demonstrate simple changes	gaits.
		of lead down center of ring.	Demonstrate at trot and apatem simples 10m holf
	indirect rein, direct rein, and	Demonstrate canter on the	canter: circles, 10m half-
	leading (opening) rein,		circles, figure eights, leg
	• Develop a hand gallop from a	counter lead.	yields, and serpentines to
	canter and return smoothly to	 Discuss aids for flying 	develop suppleness and
	canter.	changes.	straightness.
	• Discuss the aids for and	• Demonstrate a halt and stand	Demonstrate simple change of
	demonstrate a rein-back (2-3	quietly for 5 seconds.	lead on a straight line through
	simple steps back).	• Demonstrate a rein-back of 2-	walk or trot.
	• Demonstrate half-turn on the	3 steps.	• Demonstrate a canter on the
	forehand from the halt.	• Demonstrate half-turn on the	counter lead.
	• Ride without stirrups at the	haunches through the walk	Demonstrate a lengthening
	walk, sitting and rising trot,	on the rail.	and shortening of stride at the
	and center.	 Ride without stirrups at all 	trot and canter.
	 Discuss performance to 	gaits.	 Demonstrate and discuss
	include: rider's position and	 Discuss performance to 	flying changes.
	light contact, and mount's	include: the ride's position	 Demonstrate a halt and stand
	forward movement in a	and contact, the mount's	quietly for 5 seconds.
	consistent rhythm.	forward movement in	• Demonstrate 2-3 steps of rein-
		rhythm, elasticity, and	back.
		balance.	• Demonstrate half-turn on the
			forehand and a half turn on
			the haunches through the
			walk on the rail.
			• Demonstrate a hand gallop.
			• Discuss performance with
			Examiner: the rider's position,
			and use of coordinated aids to
			work mount towards a
			consistent rhythm, elasticity,
			balance, smoother transitions,
			and correct bend.
			Demonstrate ability to ride a
			different mount with
			confidence and control
			initiating even rhythm,
			elasticity, balance, and
			smooth transitions.
Riding on the Flat	N/A	N/A	
(Switches)	IN/A	IN/A	Discuss performance with Examinor including ways in
			Examiner, including ways in which the mount was
			different from own.
			• Discuss performance with
			Examiner: rider's position, and
			use of coordinated aids to

Riding Over Fences	 Ride over small gymnastic grid of 3 fences finishing with an ascending oxer set at, but not exceeding 2'9" and set at appropriate distances for mount's stride (adjust for individual mounts). Discuss appropriate distances for grid and course. Discuss your plan for riding the below course. Ride over jump course of 8 to 10 obstacles to include 1 halt, 1 trot fence, related distances, verticals, ramped oxer and a combination (2 strides) with a majority of fences set at, but not exceeding 2'9" with appropriate distances for individual mounts. Course will contain 2 changes of direction. Discuss performance to include consistency of pace, rhythm, temp, relaxation, balance, and how ride could be improved. 	 Perform simple gymnastic grid exercises set at appropriate distance for mount's stride at the trot, finishing with an ascending oxer set at 3'. Discuss grid performance to include: its influence on rhythm, suppleness, and impulsion. Discuss appropriate distances for grid and course. Discuss different releases: short crest, long crest, and following (automatic). Discuss your developed plan for riding the assigned equitation course. Ride over jump course of 8-10 obstacles to include: related distances, 1 combination (1 stride), a single, a rollback, verticals and ramped oxers with a majority of fences set at, but not exceeding 3'. Ride course according to plan. Discuss performance to include: rhythm, tempo, suppleness, and acceptance of the aids maintained. Throughout the course and ways ride could be improved. 	 work mount towards a consistent rhythm, elasticity, balance, smooth transitions, and correct bend. Gymnastics Discuss reasons for different lengths of stirrups and the effect on position. Discuss and demonstrate a half seat or 2-point position, light seat, and full seat position, and reason for use. Candidate must bring a tape measure to set gymnastic line provided on the Standards (candidate may alter the line to best suit their horse). Demonstrate warm-up for jumping using flat exercises appropriate for mount. Ride with stirrups over gymnastics at height up to 1.10m. Ride without stirrups over gymnastics at 1.0m. Discuss performance with Examiner: rhythm, balance and straightness, and if gymnastic was set appropriately for mount. Courses Ride one of the show jumping courses provided on the USPC website. Course to be set at a height of 1.0m to 1.10m to include verticals and oxers with widths up to 1.15m. Course will include a triple combination, related distances, bending line, rollback and might include a Liverpool. Discuss the difference between Tables 2.1, 2.2b, and 2.2c. Discuss ability to ride a
Riding Over Fences (Switches)	N/A	N/A	 Discuss ability to ride a different mount, showing

			 confidence and control, over a shortened show jumping course not to exceed 1.0m. Discuss performance with Examiner and how mount differs from their own.
Riding in the Open	 Ride safely with control in a group at the walk and trot outside of the ring. Discuss performance including reasons for any problems encountered. 	 Ride safely with control in a group at the walk and trot outside of the ring. Discuss performance including reasons for any disobedience. 	N/A
Effective Position	N/A	N/A	 Rider shows development of an effective secure position appropriate for show jumping, through a secure lower leg with weight in the heel and ability to maintain a half seat position. Ride is working towards the development of an independent seat and coordinated use of the aids on the flat and over fences.



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