

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	<p>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.</p>	<p>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.</p>	See H-B as noted
Presentation/Turnout and Tack	<ul style="list-style-type: none"> • Candidates mount and tack to reflect the <i>Horse 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 <i>USPC D Manual</i>. 	<ul style="list-style-type: none"> • Candidates mount and tack to reflect the <i>Horse Management Handbook's</i> 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Describe how to adjust a curb chain. 		
Leading/Longeing	<ul style="list-style-type: none"> • 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 <i>USPC C Manual</i>. • 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 <i>USPC C Manual</i>. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Present a stable bandage. Discuss purposes and dangers involved with stable bandages. • Apply a hoof abscess bandage under supervision.
Foot and Shoeing	<ul style="list-style-type: none"> • Discuss causes of thrush and prevention. • Identify 6 farrier tools and their uses. • Identify 3 types of shoes. • Describe 3 examples of bad shoeing. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <i>Anatomy, Conformation and Lameness</i>

		<p>following unsoundnesses: splint, bowed tendon, ringbone, navicular, thoroughpin, curb, bone and bog spavin.</p>	
<p style="text-align: center;">Health and Maintenance Record Book</p> <p><i>Purpose: to supply an accurate and detailed outline of a member's (or borrowed or virtual) mount's basic health and care information in order for someone else to properly care for mount if member was laid up or called away for a prolonged period.</i></p>	<ul style="list-style-type: none"> • Provide a hard copy (in a folder/binder or stapled) of mount's Health and Maintenance Record Book that contains records for at least 6 months prior to the test. • In addition to the information from the previous levels (D-2 & D-3), records must contain: <ul style="list-style-type: none"> ○ D-2 <ul style="list-style-type: none"> * Horse information and photo * Contact information for veterinarian and farrier * Feeding information and schedule ○ D-3 <ul style="list-style-type: none"> * Dated list of routine care (vaccinations, deworming, shoeing, and dentistry) * Daily schedule of care, which may include grooming, riding, feeding, etc. ○ C-1 <ul style="list-style-type: none"> * Weekly riding/conditioning schedule and changes to this schedule (seasonal or other) * Activities (beyond daily routine, e.g., lessons, clinics, competitions, etc.) * Extra veterinary visits (beyond routine care) * Expenses (income can be added, but not required) <p><i>Template may be USPC design or own design that contains the same data.</i></p> 	<ul style="list-style-type: none"> • Provide a hard copy (in a folder/binder) of mount's Health and Maintenance Record Book that contains records for at least 9 months prior to the test. In addition to the information from the previous levels, records must contain: <ul style="list-style-type: none"> ○ D-2 <ul style="list-style-type: none"> * Horse information and photo * Contact information for veterinarian and farrier * Feeding information and schedule ○ D-3 <ul style="list-style-type: none"> * Dated list of routine care (vaccinations, deworming, shoeing, and dentistry) * Daily schedule of care, which may include grooming, riding, feeding, etc. ○ C-1 <ul style="list-style-type: none"> * Weekly riding/conditioning schedule and changes to this schedule (seasonal or other) * Activities (beyond daily routine, e.g., lessons, clinics, competitions, etc.) ○ C-2 <ul style="list-style-type: none"> * 1 page or less description of your mount's history (if known) and daily routine * Tack and equipment used * Any blanketing or special care requirements <p><i>Template may be USPC design or own design that contains the same data.</i></p> 	<p>SEE H-B</p>

Stable Management	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.) <p><i>*See supplements to the C-Level Manual on the C-Level Certification web page.</i></p>	SEE H-B
Conditioning	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> Name 2 indicators (evidence) of improved fitness for your mount. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Name 2 different locations near you where the land is used for horseback riding and other outdoor activities such as hiking and sports. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Rider attire (helmet, boots, and medical armband or bracelet). 	<ul style="list-style-type: none"> 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 <i>Teaching (Technique)</i> <i>Teaching (a Class)</i>

	<ul style="list-style-type: none"> ○ Bit is right way up and is attached to bridle correctly. ○ Curb chain adjusted correctly, if using. ○ Crownpiece/Headstall and Browband fitted. ○ Reins attached correctly. ○ Billets, stirrup leather, and reins in good repair. ○ Girth is good size for mount and in good condition. ○ Saddle fits mount and rider, and pad is correctly attached. ○ Ponies' feet picked out. <p><i>Refer to the USPC C Manual</i></p>	<p>turnout at a rally or certification (not to exceed 10 minutes. Discuss with the Examiner how you might handle a tack or equipment check where there is a safety concern.</p> <ul style="list-style-type: none"> ● Describe the following unsafe equipment and how it might be fixed: loose throat latch, saddle pad not attached, bit too low/high, worn-out stitching, and cracked leather. <i>(At C level, changes to tack should only be made by a parent or supervising adult.)</i> 	
Rider Safety	<ul style="list-style-type: none"> ● List 3 ways to determine if a riding helmet fits properly. ● Describe 3 signs of heat illness. <p><i>Refer to the USPC Safety Handbook.</i></p>	<ul style="list-style-type: none"> ● List 3 signs of a concussion. ● Explain 2 ways to cool off a rider during a hot day. ● Explain the importance of the heat index. <p><i>Refer to the USPC Safety Handbook.</i></p>	SEE H-B
Riding Expectations	<p>Candidate should ride with confidence and control on the 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.</p>	<p>Candidate should ride with confidence and control on the 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.</p>	<p>Candidate should ride with confidence and control on the 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.</p>
Riding on the Flat	<ul style="list-style-type: none"> ● Demonstrate and discuss warm-up routine to prepare mount and rider for everyday flat work for both rider and mount. 	<ul style="list-style-type: none"> ● Demonstrate and discuss warm-up for flat work for mount and rider, including rider exercises. ● Work mount at walk, trot and canter, using coordinated 	<ul style="list-style-type: none"> ● Demonstrate and discuss warm-up for flat work for mount and rider, including rider exercises in preparation for jumping.

	<ul style="list-style-type: none"> • Work mount at walk, trot, and canter with smooth transitions, incorporating straight lines, circles, and figure eights with correct bend and wimple transitions at each gait. • Discuss and demonstrate indirect rein, direct rein, and leading (opening) rein, • Develop a hand gallop from a canter and return smoothly to canter. • Discuss the aids for and demonstrate a rein-back (2-3 simple steps back). • Demonstrate half-turn on the forehand from the halt. • Ride without stirrups at the walk, sitting and rising trot, and center. • Discuss performance to include: rider's position and light contact, and mount's forward movement in a consistent rhythm. 	<p>aids, maintaining even rhythm, balance, elasticity, and smooth transitions.</p> <ul style="list-style-type: none"> • Demonstrate circles, half-circles, figure eights, and serpentines to develop suppleness and straightness. • Demonstrate simple changes of lead down center of ring. • Demonstrate canter on the counter lead. • Discuss aids for flying changes. • Demonstrate a halt and stand quietly for 5 seconds. • Demonstrate a rein-back of 2-3 steps. • Demonstrate half-turn on the haunches through the walk on the rail. • Ride without stirrups at all gaits. • Discuss performance to include: the ride's position and contact, the mount's forward movement in rhythm, elasticity, and balance. 	<ul style="list-style-type: none"> • Work mount at walk, trot, and canter, using coordinated aids, to work towards a consistent rhythm, elasticity, balance, and smooth transitions. • Ride without stirrups at all gaits. • Demonstrate at trot and canter: circles, 10m half-circles, figure eights, leg yields, and serpentines to develop suppleness and straightness. • Demonstrate simple change of lead on a straight line through walk or trot. • Demonstrate a canter on the counter lead. • Demonstrate a lengthening and shortening of stride at the trot and canter. • Demonstrate and discuss flying changes. • Demonstrate a halt and stand quietly for 5 seconds. • Demonstrate 2-3 steps of rein-back. • 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.
Riding on the Flat (Switches)	N/A	N/A	<ul style="list-style-type: none"> • Demonstrate ability to ride a different mount with confidence and control initiating even rhythm, elasticity, balance, and smooth transitions. • Discuss performance with Examiner, including ways in which the mount was different from own. • Discuss performance with Examiner: rider's position, and use of coordinated aids to

			work mount towards a consistent rhythm, elasticity, balance, smooth transitions, and correct bend.
Riding Over Fences	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;"><u>Courses</u></p> <ul style="list-style-type: none"> • 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 performance with Examiner: whether ride could be improved, including rhythm, balance, straightness, and striding while on course.
Riding Over Fences (Switches)	N/A	N/A	<ul style="list-style-type: none"> • Discuss ability to ride a different mount, showing

			<p>confidence and control, over a shortened show jumping course not to exceed 1.0m.</p> <ul style="list-style-type: none"> • Discuss performance with Examiner and how mount differs from their own.
Riding in the Open	<ul style="list-style-type: none"> • Ride safely with control in a group at the walk and trot outside of the ring. • Discuss performance including reasons for any problems encountered. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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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