

USPC FLOW CHART

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Riding Test Expectations	Not applicable.	Candidates must be able to ride different horses at various stages of training, displaying a confident, consistent, and effective performance on each. Candidates must demonstrate competence and tact on a schooled, green, or spoiled horse, discuss and/or demonstrate schooling techniques required for each horse, and display a knowledge of the proper use of natural and artificial aids. Candidates are expected to assess each horse's level of schooling and to ride with tact and empathy for its capabilities. After each performance, the candidate will evaluate and discuss the stage of schooling, strengths, and weaknesses of each horse.												
Riding on the Flat	Not applicable.	Demonstrate efficient warm-up appropriate for level of the horse. Perform exercises to improve each horse's relaxation, free forward movement, impulsion, rhythm, lightness, engagement, and ride the horse "on the bit". Ride the following school figures and movements, maintaining rhythm and impulsion, as well as correct bend, carriage, and balance, to the horse's ability: leg yielding, shoulder in, 10 meter canter circles, canter from walk, change of lead through the walk, and working and lengthened stride at all 3 gaits. Ride on the flat without stirrups.												
Riding over Fences	Not applicable.	Set up and ride effectively over cavaletti, gymnastic fences, and stadium fences at heights and distances appropriate for level of horse (height not to exceed 3'9"). Ride over fences without stirrups.												
Riding in the Open	Not applicable.	Ride at the gallop up to 520 m/m, demonstrating effective galloping position, pace, and adaptation to varied terrain, over fences not to exceed 3'7", to include ditches, banks, water, and combinations when appropriate.												
Horse Management Expectations	Candidates must demonstrate a sound knowledge of horses, their care, equipment, and training requirements. They must be able to teach stable management and conduct mounted lessons, showing an understanding of safety practices and teaching techniques appropriate to different age levels. They must demonstrate the ability to make informed decisions about all aspects of running a barn, including daily routine and emergency procedure.													
Turnout/Tack	Show a horse in hand as if for sale. Show the horse to its best advantage, according to its suitability for the breed. The horse should be shown in a correctly fitted bridle and the candidate should show control of the horse while at the halt, walk, and trot. The candidate should dress appropriately i.e., riding attire, including gloves and a whip, as if prepared to show how the horse performs. Discuss general condition of the horse, giving an evaluation of age, breeding, and shoeing. Discuss the horse's conformation, way of going and disposition related to suitability for a specific activity and performance level. When aging by a horse's teeth, be familiar with the foal's mouth, the maturing and aging incisors, the incisors' shapes as wear progresses, tooth angles, wolf teeth, Galvayne's groove, and molar wear. When identifying horse's shoeing, be familiar with: keg, feathered edge shoe, polo, fullered, eggbar, heart bar, rocking, toe, aluminum wide web, aluminum race plates, clips, caulks, and studs (tapped shoes).													
Tack	Describe inspection of saddlery for safety and fit, to determine need for adjustment, repairs, and/or padding. Describe procedures for reclaiming neglected tack and for storing tack. Know how to make temporary adjustments in ill-fitting tack, such as saddle on withers, cantle too low, leathers too long, bridle too large, bit too large or small, reins too long, broken tree. Recognize types of bits and saddles, their fit, actions, and applications for various horses. Indicate for which discipline and/or rider the equipment is appropriate. Bits: English snaffles, double bridle, curb, pelham, kimberwick, gag, elevator, hackamores Saddles: all purpose, dressage, jumping, close contact Discuss correct fitting, uses and misuses of different types of bits, saddles, girths, martingales, overgirths, draw reins, side reins, boots, cruppers and breast plates.													
Nutrition	Demonstrate ability to purchase feed responsibly by discussing the characteristics advantages, and disadvantages of different types of grains, pellets, sweet and mixed feed, bran, and extruded feeds. Discuss common sources of protein, fat, and carbohydrates in typical equine rations. Discuss interpretation of the nutritional value of feed available from label information and know resources to expand this information. Discuss minerals, vitamins, and electrolyte sources and possible dangers involved in misuse. Discuss appropriate rations, including percentage of protein for horses: aged, growing, working, idle, and breeding. Discuss cost of and safe storage methods for different varieties and quantities of feed. Discuss criteria used to determine whether or not feed supplements are needed, benefits, and dangers of use. Discuss differences in care, as related to seasonal weather changes for horses at grass.													
Stable Management	Outline a complete parasite control program for a stable: give reasons for this program including deworming drug classifications relative to parasite cycles. Discuss a program for yearly inoculation and for tooth care. Describe ways to prevent spread of contagious diseases throughout a stable. Describe routine morning inspections of a stable and horses to determine if problems have arisen during the night. Describe an inspection procedure to ensure safety of stable and horses in pasture for the night. Describe ways to aid a horse that is cast in its stall. Describe a horse in poor condition and suggest several possible causes.													
Stable Construction/Pasture Management	Discuss good stable construction for safety and health, with attention to ventilation, drafts, light, drainage, protection of pipes in freezing weather, manure management, refuse disposal, rodent and insect control, and storage of feed, bedding, stable equipment, and tack. Discuss proper grazing and paddock management, including watering systems, fencing, mowing, shelter, and poisonous plants in your area. Discuss the importance of soil testing, fertilizers and seeding for proper soil management.													
Conformation Lameness	Discuss lameness that might be associated with conformation faults, to include: base narrow, standing under, base wide, bench knees, cow hocks, knock knees, sickle hocks, calf knees, toe-in, over at the knee, toe-out, bow leg, contracted heels, straight stifle, camped out in front, long sloping pasterns, and straight upright pasterns. Observe a horse in action and assess his athletic ability as it may be affected by any of the conformation faults listed above and below: straight shoulder, slab sided, various slopes of croup, overshot jaw, long back, ewe neck, parrot mouth,, shortness of stride, too much or too short neck, and mutton/high withers.. Observe a horse's motion and identify front and hind end leg soundness and unsoundness. Discuss the anatomy of the leg, including bones, principal tendons, and ligaments from the shoulder and hip down. Choose the best horse of a selection of horses for a specific purpose.													
Travel Safety	Discuss techniques for loading and unloading difficult horses. Discuss possible causes for loading problems. Discuss a year's overall maintenance program for keeping a trailer/van operationally safe. Discuss ways to transport mares and foals.													
Record Keeping	To supply an accurate and detailed outline of candidate's horse's health care, feed, and schedule, hoofcare, conditioning, and competitive schedule so, in case the candidate were unavailable, the horse could be properly maintained. The candidate needs to present a written outline supplying the above information. Candidates may use the USPC Pony Health and Maintenance Record Book, or preferably, their own record systems.													
Health Veterinary Knowledge	Identify major anatomical parts and describe basic functions of the following systems: respiratory, urinary, circulatory/lymphatic, nervous, digestive, reproductive, and skeletal. Locate and discuss the following disorders/diseases according to the anatomical system involved, causative agent, signs, and treatment: colic, tetanus, choking, strangles, heaves, equine infectious anemia, laminitis, azoturia, rabies, periodic ophthalmia, Potomac fever, rhinopneumonitis, equine venereal, influenza, viral arteritis, encephalomyelitis, and botulism. Discuss predisposing factors, including symptoms and treatment of the following: fever, arthritis, inflammation, shock, edema, and dehydration Discuss diseases associated with travel and exposure to strange horses. Discuss common tranquilizers, sedatives, and analgesics, using "trade" names, specifically: Ace (Prom-Ace), Rompun (Xylazine), Banamine, Torbugesic, Ketoprofen, Dipyrone, Dormosedan, and aspirin. Know why above listed drugs are used and possible hazards involved. Discuss specific precautions when shipping, feeding and restraining a sedated horse. Discuss both benefits and dangers of using twitches. Describe other methods of physical restraint, from mild to aggressive.													
Teaching/Training	Know techniques included in Instructor's Handbook and be able to demonstrate knowledge of those skills as acquired through teaching experience. Discuss ways to handle the following situations: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">mixed age or skill group</td> <td style="width: 25%;">effective use of an assistant</td> <td style="width: 25%;">interfering coach or parent</td> <td style="width: 25%;">unsuitable mount</td> </tr> <tr> <td>runaway mount</td> <td>disobedient mount</td> <td>fall of rider</td> <td>argumentative student</td> </tr> <tr> <td>uninterested student</td> <td>fearful student</td> <td></td> <td></td> </tr> </table> Discuss techniques to discover if students have physical handicaps, visual handicaps, learning disabilities, hearing handicaps, or problems beyond the teacher's abilities or training to solve. Discuss skills that would be covered in teaching a C Pony Clubber to longe a horse safely and effectively. Discuss first aid equipment and emergency preparedness suitable for a teaching situation. Teaching a class: Demonstrate teaching a safe 15-20 minute lesson to a group of 3 to 5 riders (D1 to C3 or adult volunteers) on the flat and/or over fences. Evaluate the lesson plan used. Was teaching objective achieved? How could the lesson be improved? Discuss a student's riding position and suggest three exercises to help solve any problem, including exercises on the longe. Discuss safety considerations when setting up a jumping lesson, including use and spacing of cavaletti/trotting poles.	mixed age or skill group	effective use of an assistant	interfering coach or parent	unsuitable mount	runaway mount	disobedient mount	fall of rider	argumentative student	uninterested student	fearful student			Ride one or more assigned horses on the flat and over fences, demonstrating schooling techniques. Evaluate the performance of each horse, with comments on the level of schooling strong and weak points, resistances. Handle difficult or refusing horse effectively and with understanding. Discuss problems that were not apparent until candidate rode the horse and offer a long-term plan to improve schooling of the horse. Discuss and/or demonstrate effectiveness of cavaletti, gymnastic exercises, shape of fences, and distances as training aids. Discuss longeing techniques to improve the horse's way of going. See also HA standards.
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Lunging	Discuss and demonstrate proper fit and use of equipment, including side reins. Discuss and demonstrate safe, confident, effective longeing techniques. Demonstrate techniques for longeing appropriate to the horse's level for exercise, training, and/or warm-up to include free forward movement and establishment of regular rhythm. Discuss additional safety precautions to be considered when longeing a rider. Evaluate performance and level of horse before, during, and after longeing session.													
Bandaging	Discuss and demonstrate proper application of shipping, exercise, and stable bandages. (Sheet cottons and flannels are recommended, and candidates may be asked to demonstrate with these as well as with other materials). Demonstrate application and know how to maintain any of the following bandages: <table style="width: 100%; border: none;"> <tr> <td style="width: 12.5%;">sweat</td> <td style="width: 12.5%;">knee</td> <td style="width: 12.5%;">poultice</td> <td style="width: 12.5%;">hock</td> <td style="width: 12.5%;">pressure</td> <td style="width: 12.5%;">cold water</td> <td style="width: 12.5%;">spider</td> <td style="width: 12.5%;">ice</td> <td style="width: 12.5%;">figure eight</td> </tr> </table> Discuss values and potential dangers when any of them are prescribed.		sweat	knee	poultice	hock	pressure	cold water	spider	ice	figure eight			
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