

## **B+ Test Feedback Sheet**

Not all boxes need to be filled in. Only where there is a clear point for action when a candidate has not achieved the level required to be successful or a candidate has shown an exceptional ability in a particular area.

All the criteria in bold must be achieved if the candidate is to achieve the level of this test.

**Candidate Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Branch/Centre:** \_\_\_\_\_

<b>Overall Result</b>	<b>Withdrawn</b>		<b>Achieved</b>		<b>Not Achieved</b>
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<b>Welfare Responsibilities (Dismounted discussion)</b>	<b>Comments</b>
1. Give one example of a situation in which riders should consider whether or not it is ethical to ask their horse to perform a task (i.e., <u>should</u> you ask the horse to perform the task)	
2. Taking the welfare of your horse into consideration: <ul style="list-style-type: none"> <li>a. Discuss the factors that influence your choice of pace when riding in the arena, on the road, and in open country</li> <li>b. List the solutions that you would consider if a horse was not making the time cross country</li> <li>c. Describe how you would prepare a young horse for their first show or outing in company</li> </ul>	
<b>Training Horses (Dismounted discussion)</b>	<b>Comments</b>
3. Explain the use of operant conditioning (learning based on reward and punishment) in training horses; <ul style="list-style-type: none"> <li>a. emphasise the use of pressure and release (negative reinforcement)</li> <li>b. rewarding the horse with food or scratching (positive reinforcement)</li> </ul>	
4. Discuss the importance of making aids more subtle with training, using operant conditioning	
5. Explain why it is important the horse works comfortably / in self-carriage, using operant conditioning	
6. Explain the use of classical conditioning (learning based on substituting one aid for another) in training horses under saddle; emphasise how you can transfer an aid	

from pressure and release (negative reinforcement) to the voice	
<b>7. Explain why a horse may show a resistance or evasion and understand possible solutions to ensure the horse is comfortable</b>	
<b>8. Discuss how you would develop relaxation in horses</b>	
9. Discuss the advantages of training horses using the Scale of Training	
<b>10. Describe the paces and their variations (e.g., working vs medium)</b>	
11. Explain how and why you would use progressive arena exercises, including lateral movements, to improve a horse's way of going	
12. Describe the uses of trotting and canter poles in flatwork and preparation for jumping	
13. Discuss advantages and disadvantages of grid work for a horse you have ridden over fences	
14. Discuss the use of jumping exercises, including related distances, in training horses	
15. Specify the required distances between fences for a horse for doubles of one or two strides and related distances of three, four, five or six strides (for fences up to 90 cm in height)	
16. Explain the factors that you would consider when walking show jumping and cross-country courses	
<b>17. Discuss factors that should be considered when: jumping verticals, oxers, doubles, dog legs, drops, ditches, bounces, corners and angled rails; riding up or down banks; jumping into the dark; riding or jumping into water</b>	

<b>Riding</b>	<b>Comments</b>
Ride a familiar horse on the flat	
<b>18. Sit in a correct and balanced position, showing harmony with the horse, and allowing the aids to be applied accurately and effectively</b>	
19. Demonstrate effective aids	
20. Adjust training according to the horse's emotional state	
<b>21. Show logical progressive work</b>	
22. Demonstrate work designed to improve rhythm, suppleness, and contact	
23. Show direct transitions, leg yielding, shoulder-in, walk-to-canter, and counter canter (the degree of training of the	

horse will be taken into account)	
<b>24. Assess the horse's way of going, basing your assessment on the Scale of Training</b>	
25. Outline a specific plan aimed at improving the horse's way of going	
26. Show an understanding of arena etiquette	
<b>Ride an unfamiliar horse (exchanged with another candidate) on the flat</b>	
<b>27. Sit in a correct and balanced position showing rapport and harmony with the horse</b>	
28. Demonstrate effective aids	
29. Adjust training according to the horse's emotional state	
30. Show logical progressive work within the horse's capabilities	
31. Assess the horse's way of going, acknowledging both strengths and areas for improvement, basing your assessment on the Scale of Training	
<b>32. Suggest a plan to improve the horse's way of going</b>	
33. Demonstrate work designed to improve weak areas in rhythm, suppleness, and contact	
<b>Jumping</b>	<b>Comments</b>
<b>Ride a familiar horse over show jumps</b>	
<b>34. Shorten stirrups to an appropriate length for jumping</b>	
35. Show a secure and correct lower leg position	
<b>36. Have a correct position showing balance, independence, and security</b>	
37. Warm up the horse appropriately for jumping, taking the ground conditions into account	
38. Adopt a forward rhythmical pace, suitable for the type of fences and the horse's degree of training	
39. Maintain the rhythm to and away from fences	
<b>40. Show confident, effective riding demonstrating smooth, fluent turns and balanced approaches, and showing consideration for the horse's welfare</b>	
41. Adjust training according to the horse's emotional state	
42. Assess the horse's way of going, acknowledging both strengths and areas for improvement, basing your assessment on the Scale of Training	
43. Discuss a specific plan to improve this horse's way of going	
<b>Review an unfamiliar horse's show jumping</b>	

<p><b>round</b></p>	
<p><b>44. Consider the following topics:</b></p> <ul style="list-style-type: none"> <li>a. What was your overall impression of the round?</li> <li>b. How did the horse cope with the turns and changes of direction?</li> <li>c. What sort of shape did the horse make over the fences?</li> <li>d. Did the horse prefer to stand off the fences or come in deep to them?</li> <li>e. What fences (or grid) would you build to improve this horse's jumping ability?</li> <li>f. How did the horse jump combinations and related distances?</li> <li>g. How could you use ground poles to improve this horse's jumping of combinations and related distances?</li> <li>h. How much influence did the rider need to have over the horse?</li> <li>i. Did the horse respond to the riders' aids?</li> <li>j. Did the horse show any signs of stress or discomfort?</li> </ul>	
<p><b>Ride cross country</b></p>	
<p><b>45. Show a correct, balanced position appropriate for undulating terrain, with a secure and correct lower leg position</b></p>	
<p>46. Maintain a suitable rein contact before, over, and after fences</p>	
<p><b>47. Ride effectively, developing the horse's confidence in the open and over fences</b></p>	
<p><b>48. Maintain a rhythmical balanced pace before, over, and after fences</b></p>	
<p>49. Adjust training according to the horses' level of emotional state</p>	
<p>50. Demonstrate an understanding of pace and balance for a variety of fences</p>	
<p>51. Assess and describe aspects of the horse's strengths and areas for improvement both on the flat and over fences, basing your assessment on the Scale of Training</p>	
<p>52. Describe plans to improve the horse's way of going across country</p>	

**Additional Comments**

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**Assessor's Name:**

**Assessor's Signature:**

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