



The Gerald Leigh Charitable Trust

Five out of the 7 areas should be 6/satisfactory or above, with the overall impression at 6 or above

10 - Excellent	9 - Very Good
8 - Good	7 - Fairly Good
6 - Satisfactory	5 - Marginal
4 - Insufficient	3 - Fairly Bad
2 - Bad	1 - Very Bad
0 - Not Executed	

Criteria	Insufficient (4)	Satisfactory (6)	Good (8)
1. Check horse is correctly prepared for riding and rider mounts and dismount efficiently with assistance if needed	Inadequate safety checks of tack Rider needs prompting to carry these checks out Little/No consideration given to the welfare of the horse in mounting/dismounting	Rider is able to check girth, bridle and stirrups for safety, or instruct assistant to do so Stirrups are adjusted efficiently either by rider or assistant as directed by rider Consideration for the horse shown throughout	Detailed tack check carried out, either by candidate, or by assistant under instruction of candidate Accurate and perceptive comment on fit and suitability of equipment Thoughtful consideration is given to the horse's back and mouth throughout
2. Show a clear warm up plan demonstrating a good use of the arena and a variety of different exercises and figures	Inadequate variety of work shown to prepare horse physically and mentally	Warm-up plan is appropriate to school conditions, the session ahead and fitness of horse/rider	Rider shows well-thought plan, tailored to the horse on the day Rider can describe the reason for selecting different exercises

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	Requires prompting to include suitable exercises Unaware of potential hazards and insufficient action taken to mitigate them, may need prompting to avoid hazards	Exercises chosen prepare the horse for the work ahead Rider shows: A logical plan Work on both reins Appropriate rein contact as they progress to improved contact Transitions Awareness of others in arena Awareness of hazards	Rider can adapt plan where necessary Highly aware of potential hazards and actions taken to overcome them. Consideration given to other riders
3. Show transitions within a pace	Rider unable to show a discernible difference within paces	Rider able to make a clear effort to show a difference in stride length which results in some changes being shown in the way of going of the horse The ability of the horse is taken into account Effective and sympathetic riding is demonstrated, with work focussed on establishing rhythm and balance through transitions Use of half halts to improve balance	Rider able to show clear distinctions within pace – for example working trot – lengthened strides, or medium walk to free walk The transitions lead to an improvement in the way of going

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4. Ride simple lateral movements (e.g.	Rider makes minimal efforts	Rider demonstrates an attempt at	Rider demonstrates correct
leg yield, turn on the forehand)	towards recognisable lateral	lateral movements	movements as far as the horse
	movements even with significant	May require some prompting	is able to
	prompting		Able describe the value of these
			exercises and how they
			contribute to training
			Able to recognise and describe
			correct movements
5. Have an understanding of the footfalls	Rider unable to describe footfalls	State the footfalls in all paces, either	Recognise when a named leg is
in all paces	in all three paces	verbally or using physical	hitting the ground
		movement/gesture or props	Recognise if the footfalls
			become irregular
6. Have an understanding of the scales	Inadequate knowledge of scales	Can list the scales of training	Has firm understanding of
of training	of training; unable to name them	Rhythm, suppleness, contact,	scales of training, may have an
	all or relate them to then equines	Impulsion Straightness and	opinion on order of importance
	used for assessment	Collection	or differences of opinion in equestrian world
			Able to relate to equines way of
		Basic grasp of Rhythm suppleness	going.
		and contact	Can relate these to the impact on horse performance
			Riding throughout the session
			demonstrates this
			understanding
7. Discuss ways to improve the horse's	Inadequate information shared	Describe way of going to include	Can accurately assess current
way of going		Paces, temperament,	level of training of the horse
		Responsiveness, Willingness	and provide suggestions for

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	Inability to describe how the horse is going and what steps to take to improve	Identify areas of strengths and development in equines used for assessment. Can suggest exercises to improve way of going May be able to demonstrate some of these	exercises which may help, demonstrating where appropriate May include comment on conformation, Stiffness or hollowness, Outline Able to assess current Level of dressage training for RDA/Para/BD Ability to move from leg to hand Work they would ask another rider to undertake if they were unable to
	erall impression - must have 3 out of	s ways they have come up with to impr	ove position, harmony etc.
Rider position and seat	No attempt to absorb any movement, frequent bouncing in saddle or hands pulling	A positive overall picture; may have some positional flaws but these don't overly impact on the horse	Good/Very good position, Effective and harmonious

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Skill and accuracy of rider	Inaccurate beginning and end of	Movements mostly begin and end in	Movements and transitions are
	movements or not on correct line	the correct place and generally	precise and correct
	Rhythm/Tempo not maintained	follow the correct line	Tempo/rhythm correct with
	Horse often crooked with little/no	The correct tempo is mostly	little or no prompting
	attempt to correct	maintained, may require some	
		prompting	
Harmony with equine	Picture Lacks harmony, resistance	Good cooperation between horse	Good partnership quickly
	shown in the horse	and rider	established and demonstrated
			Horse ridden to best/nearly
	Rider has a negative effect on	Effective and sympathetic riding is	best of its ability with clear,
	horse performance	demonstrated, with work focussed	correct paces and issues
	Incorrect paces shown e.g.,	on establishing rhythm and balance	corrected swiftly
	ambling/lateral walk, unbalanced	throughout the session	
	trot, unclear rhythm in canter		
	with little/no attempt to correct	Paces mostly correct, can identify	
	these	when they are not and attempt to	
		correct	
	Riding in a way which is		
	detrimental to the horse		

5 out of 7 of criteria 1-7 should be at 6 or above, Overall impression - must have 3 out of 4 elements at a 6 or above

Use Dressage scale of Marks

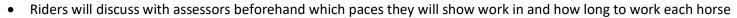
Riders who demonstrate 8 or above in an area will have this mentioned on the certificate

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- For example, they may only wish to canter on a known horse but show walk/trot on a strange horse
- Where riders complete the whole assessment in walk, the work should be of a high enough level to assess all elements.
- The majority of the session will be in Open order to assess level of horse and work towards transitions, lateral work and improving rhythm and balance.
- The Assessor may stop the rider at various points to ask a question, to allow rider to rest briefly, or to suggest work to try
- Two horses should be ridden where possible
- If a rider is riding their own or a known horse at their own venue, another horse should be ridden where possible to demonstrate breadth of skills
- If riding own horse away from home, another horse should be ridden at least briefly where possible and a suitable horse is available
- If riding strange horses away from home, two should be ridden if possible
- When two horses are ridden, plenty of time between will be allowed where necessary to rest.

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- Rider will come away with a clear plan how to progress their riding as a result of clear and helpful comments on the mark sheet and post-assessment discussion
- Riders who demonstrate 8 or above in an area will have this mentioned on the mark sheet/certificate and at presentation
- A suitable occasion will be identified to formally present the certificate although riders will receive a copy on the day