

KNOWLEDGE AND SKILLS REQUIREMENTS FOR AN PROVINCIAL LEVEL 1 CD TO BE PROMOTED TO PROVINCIAL LEVEL 2

Before the PROVINCIAL LEVEL 1CD becomes a PROVINCIAL LEVEL 2 CD they should know how to perform all the functions listed below and have adhered to all the criteria as shown in the Course Designer Model as well as having completed modules 12-14.

The Course Designer should:

1. Be able to design competent and appropriate tracks for novice and medium levels
2. Be able to interact harmoniously with show organisers, ground staff, other course designers and riders.
3. Be able to work timeously with regard to the course lengths and time taken for course changes, so that the show organiser's day finishes when planned.
4. Be able to provide a variety of tracks during the day and from one day to the next.
5. Have knowledge of the different competition types and levels
6. Be able to make good use of the equipment and the arena provided.
7. Be able to encourage horses and riders by designing inviting, flowing tracks with appropriate tasks.
8. Develop the ability to "self-evaluate" and analyse your results as the day progresses.
9. Be flexible, and become able to implement changes if necessary to improve the tracks or assist the show organisers adhere to the timetable.
10. Work regularly (minimum 10x per year with 2 different Senior CD) at this level to gain experience.
11. Work with senior CD at higher level shows to gain requisite experience of what is appropriate for that level.
12. Accept invitations to design in as many different arenas, venues as possible as well as to build for ponies and horses to gain experience with regard to planning of tracks and suitability of distances. Engage the support of SASJ
13. Be capable of working on various arena surfaces and how to maintain optimum condition of those, moving fences or making adjustments if necessary e.g. bad weather.
14. Have a good knowledge of how to use combination plans, master plans etc. to provide a variety of tasks through a longer show than 1 day.

15. Be able to distinguish between a “task” and a “test” – understand how much time is needed to react at each level and under various conditions.
16. Have a good knowledge about the factors that affect length of the horse’s stride and distances in combinations and related distances.
17. Be aware of how different heights and spreads of the fences affect the take-off and landing spots as they the fences increase or decrease in size.