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# Syllabus and Guidelines

for

# BHSI

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**Contents**

<a href="#">BHSI overview</a>	<a href="#">3</a>
<a href="#">Training for the BHSI</a>	<a href="#">4</a>
<a href="#">Delivery, assessment and quality assurance of BHS qualifications</a>	<a href="#">4</a>
<a href="#">Support available to you</a>	<a href="#">4</a>
<a href="#">Assessment: Coaching</a>	<a href="#">5</a>
<a href="#">Coaching syllabus</a>	<a href="#">8</a>
<a href="#">Assessment: Riding</a>	<a href="#">11</a>
<a href="#">Riding syllabus</a>	<a href="#">13</a>
<a href="#">Assessment: Working Horses from the Ground</a>	<a href="#">16</a>
<a href="#">Working Horses from the Ground syllabus</a>	<a href="#">17</a>
<a href="#">Assessment: Stable Managers</a>	<a href="#">18</a>
<a href="#">Stable Managers syllabus</a>	<a href="#">20</a>
<a href="#">Assessment: Business Management</a>	<a href="#">25</a>
<a href="#">Business Management syllabus</a>	<a href="#">27</a>

## BHSI overview

The BHSI endorses you as an ambassador for the BHS, showing commitment to the continued development and leading standards of equitation and coaching with the welfare of the horse central to your coaching philosophy. You will be skilled in coaching riders and training horses.

A BHSI will have a broad knowledge in all aspects of business and yard management, including maintaining horse health and wellbeing, care of competition horses and the breeding and management of young horses.

Offering a natural aptitude and empathy in your riding and coaching, you will utilise your strength as a good communicator to impart knowledge with enthusiasm, clarity, and impact. This career certificate will endorse you as a leading coach.

## How to achieve the BHSI

The BHSI qualification is awarded upon completion of the following assessments:

Stable Managers  
Business Management  
Working Horses from the Ground  
Riding  
Coaching

You must complete the Riding and Coaching assessments within the route chosen – you cannot mix and match between different disciplines or routes for the BHSI qualification. Assessments must be taken at a BHS Approved Assessment Centre.

Each assessment is a qualification, and you will be awarded a qualification certificate upon achievement.

Once all assessments listed above have been achieved, you will be awarded the BHSI certificate. You will be able to list BHSI after your name, should you wish.

This BHSI route is assessed to the following riding and coaching standards. Heights given are in metres (m):

Dressage riding	Show jump riding	Cross-country riding	Dressage coaching	Show jump coaching	Coach development
To Advanced Medium	Up to 1.20m	Up to 1.05m	To Advanced Medium	Up to 1.20m	Coaching a Stage 4 Coach

## Discipline Specific routes

There are also discipline specific options in Eventing, Dressage or Show Jumping at BHSI level.

This document contains the information for the (general) BHSI, go to our website for more information on our discipline routes.

## What is the cost for assessment?

Assessment fees can be found on our [website](#) or contact our Education team.

We are delighted to offer Accredited Professionals a 25% discount on assessment fees (UK and Ireland assessments only).

## Training for the BHSI

We recommend formal training at a BHS Approved Centre or with a BHS Accredited Professional Coach. You can find all these details, and any planned training events and assessment dates on our website.

We also have a dedicated Facebook page that links people to training. Search for 'BHS Training Hub' on Facebook, or you can contact the Education team for a link to join.

Please note:

- You cannot take BHSI assessments at a centre you currently work in or have worked in during the last 12 months.
- You can train at an assessment centre (at which you will sit the assessment) for up to six sessions prior to the assessment.

If you need any guidance or support along the way, please contact our Education team on 02476 840508.

## Delivery, assessment, and quality assurance of BHS qualifications

The BHS is responsible for the management and delivery of the BHSI qualification. The BHS has policies and procedures in place to support candidates. We strongly recommend that all candidates are familiar with BHS [policies and procedures](#). You should also be familiar with our [assessment booking terms and conditions](#) before you book your assessment.

The BHS has a responsibility to recruit and develop a team of Assessors and Internal Quality Assurers to maintain the standard and quality of assessments. The BHS approve and monitor a network of Approved assessment centres that can deliver training and assessments in the UK and internationally. The BHS offers regular training to trainers, centres, and assessors to ensure the latest developments in standards are communicated and maintained.

## Support available to you

The BHS is committed to making sure all its activities are conducted fairly, transparently, objectively, and free from bias. We aim to promote equality, diversity, and inclusivity within assessment. Adjustments to assessment may be needed to support candidates to succeed.

For more detailed information on these areas, as well as further information about eligibility criteria, the types of reasonable adjustments that can and can't be applied for, timescales for submitting applications and the application process please see our [Access to Fair Assessment, Reasonable Adjustments and Special Consideration Policy for BHS Assessments](#).

## Assessment: Coaching

### Qualification title: BHS Stage 5 Coaching

Upon achievement of the qualification, you are able to list or advertise *Stage 5 Coach* after your name, should you wish.

#### Entry requirements:

- BHSQ Stage 4 Senior Coaching Eventing (unit), EQL Level 5 Diploma in BHS Intermediate Teaching of Horse Riding, BHS Intermediate Teaching Test or equivalent or direct entry.
- A minimum of 18 years of age.
- BHS Accredited Professional or BHS Gold Member.

#### Assessment overview

This qualification covers essential knowledge and skills required to coach horse and rider partnerships, with emphasis on horse welfare, wellbeing, longevity, and versatility. The focus will be on helping riders who are preparing for assessments and competition at the levels stated in the syllabus.

The assessment involves six sections. All sections must be achieved on one assessment day for the qualification to be awarded. Sections cannot be 'banked' for any re-sit attempt.

The Coaching assessment will usually last for approximately four hours (half-day assessment). The assessment must be taken at a BHS Approved Assessment Centre. You will coach three sessions throughout the assessment and complete a theory section via professional discussion.

The sections in the Coaching assessment may be assessed in any order.

#### Section overview

Within all your coaching sessions you will assess your horse and rider. Following your assessment you should have a clear structure, plan, and goal. You may choose any exercises providing the rider has a clear understanding of it and it is within the horse and rider's capabilities. The aim of the session is to assess, evaluate and improve the horse and rider combination. You must coach with empathy, effect, and understanding for the horse's capacity to learn and their wellbeing.

### 1. Coach a private lesson to improve performance of horse and rider

#### Dressage

You will coach one horse and rider combination in this session. There will be a pre-prepared area with dressage markers.

Section 1 will last approximately 45 minutes; your coaching session should last 40 minutes, and an additional 5 minutes allowed for discussion with the assessor.

### 2. Coach a private lesson to improve the horse's way of going

#### Show jumping

You will coach one horse and rider combination in this session. There will be a pre-prepared jumping area. The fences will not be numbered but will allow for linking of two or more fences. The fences will be a mixture of uprights, spreads, oxers, and combinations. You will be expected to familiarise yourself with the show jumping arena before your assessment begins. This time is not factored into the timetable of the day, so please ensure you arrive in time to do this before your assessment briefing.

Section 2 will last approximately 45 minutes; your coaching session should last 40 minutes, and an additional 5 minutes allowed for discussion with the assessor.

### 3. Coach educator

#### Arena eventing

As a coach educator, you will support and sustain the development of specific coaching skills, along with technical expertise.

This will be an arena eventing setting. The coach you will work with will be a BHS Stage 4 Coach or equivalent. They will be coaching two or three horse and rider combinations for a lesson up to 1.10m. A range of equipment will be available (offset fences, related distances, skinnies, corners, flags and guide rails).

#### 1. Professional discussion (10 minutes)

You will begin with a professional discussion with your assessor. This will assess your understanding of:

- cross-country riding skills
- cross-country fence types used for training and competitions
- developing and improving the horse and rider partnership over cross country fences.

#### 2. Coach Educator discussion (5 minutes)

You will discuss with the Stage 4 Coach their aspirations for their personal coach development. You should also agree on the type and frequency of your interaction with the coach but be adaptable to changes if necessary.

#### 3. Supporting and sustaining coach learning and development (time allowed for 3 and 4 is 40 minutes)

Show the ability to work flexibly with the Stage 4 Coach to support their development of their coaching skills. You may introduce ideas, give and receive feedback, show an exercise or coaching style, or a combination of these.

You must ensure the session is safe for riders, horses, the coach and yourself. You will support the coach so they can coach with empathy, effect and understanding for the horse's capacity to learn and their wellbeing.

#### 4. Evaluating and reviewing coach learning and development (time allowed for 3 and 4 is 40 minutes)

Create opportunities for the coach to reflect. Offer meaningful feedback on their skills and knowledge. Support the coach to evaluate their progress against the goal(s) of the session. Set a development goal for future sessions.

#### 5. Reflect on your performance as the coach educator (5 minutes)

You will end this session with a final professional discussion with your assessor. Consider your own personal development and future goals.

### 4. and 5. Verbally evaluate horse and rider partnerships

In these sections you will observe two horse and rider combinations. The horse and rider combinations will not be riding at the same time. You will make a verbal assessment of the rider, their skills, and the influence they have over the horse's way of going. One horse and rider will be working on the flat and one will be working over show jumps.

They will be a partnership you have not coached before, but you may go on to coach them for later sessions in the assessment.

You will observe two horse and rider combinations for 10 minutes each. You will then discuss your observations with the assessor.

## 6. Coaching theory

This section will enable you to showcase your experience of training and developing riders for BHS assessments.

The focus should not be on the development of the horse, but instead the development of the rider's skills, confidence, and influence on the horse, although the horse's improvement and development may be discussed. You should also discuss your coaching styles and philosophy and how you adapt your coaching to meet the rider's needs.

Section 6 should last up to 45 minutes and may be assessed in pairs, groups or individually.

## Syllabus

## BHS Stage 5 Coaching

In all sections of each assessment, the criteria **shown in red** must be achieved. The (number) shown at the end of the title of each section is the minimum number of criteria that must be achieved to pass the section.

Performance criteria assessed over all the Coaching assessment
Show commitment to prioritising the wellbeing and welfare of the horse.
Show ability to effectively interact and communicate with people.
Show ability to read the horse's body language and empathise with all equines demonstrating a practical application of learning theory.
Show practical competence when handling horses and equipment demonstrating appropriate techniques.
Show ability to maintain composure, focus and self-control at all time.
Show ability to recognise their own limitations and remain receptive and perceptive.
Show ability to work in a pressurised situation subject to time constraints.
Show understanding of the role of the BHS within the equestrian community.
Show understanding of the links between coaching and competition.
Show ability to self-reflect and evaluate performance.
Show familiarity with current coaching ethos.

## Section 1. Coach a private lesson to improve performance of horse and rider (8)

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to coach with empathy, effect and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate competence to assess, evaluate and improve a horse and rider combination working on the flat, to include work towards lateral work and flying changes as appropriate.</p> <p>Be able to recognise, address and explain the effect of a rider's position and influence.</p> <p>Demonstrate understanding of strengths and limitations in horses in training situations with candidates and riders preparing for assessments.</p> <p>Demonstrate appropriate coaching styles and discuss a range of coaching styles.</p> <p>Demonstrate clear communication skills and develop rapport with the rider.</p> <p>Demonstrate understanding of requirements of all BHS assessments.</p> <p>Be able to use the Training Scale and the scale of marks as objective measurement criteria.</p> <p>Show ability to influence development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Candidate will work with a partnership capable of working up to the required level.</p> <p>Horse/pony/rider capable of various qualities of work from limited to very good.</p> <p>Sole or shared use of an enclosed arena.</p>



**Section 2. Coach a private lesson to improve the horse's way of going (8)**

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to coach with empathy, effect and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate competence to assess, evaluate and improve a horse and rider combination preparing for assessment up to 1.10m using appropriate exercises. Be able to recognise, address and explain the effect of a rider's position and influence.</p> <p>Demonstrate clear understanding of strengths and limitations in horses working with candidates and riders preparing for assessments.</p> <p>Demonstrate appropriate coaching styles and discuss a range of coaching styles.</p> <p>Demonstrate clear communication skills and develop rapport with the rider.</p> <p>Demonstrate understanding of requirements of all BHS assessments.</p> <p>Be able to use the Training Scale and the scale of marks as objective measurement criteria.</p> <p>Show ability to influence development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Candidate will work with a partnership capable of working up to the required level.</p> <p>Horse/pony/rider capable of various qualities of work from limited to very good.</p> <p>Sole or shared use of an enclosed arena either surfaced or on grass.</p>

**Section 3. Coach educator (9)**

<b>Assessment Criteria</b>	<p>Show knowledge of cross-country skills and their development in horse and rider.</p> <p>Explain fence types used for training and competitions.</p> <p>Maintain health, safety and welfare of horse, self and others including understanding of risk assessment.</p> <p>Be able to plan and initiate coach learning and development.</p> <p>Be able to support and sustain coach learning and development.</p> <p>Be able to evaluate and review coach learning and development</p> <p>Support the coach to coach with empathy, effect and understanding.</p> <p>Demonstrate effective communication – listening, questioning, negotiating – to support learning and development.</p> <p>Support the coach to recognise, use and generate feedback.</p> <p>Demonstrate understanding of requirements of all coaching assessments.</p> <p>Support the coach to be able to use the Training Scale as objective measurement criteria.</p> <p>Demonstrate understanding of appropriate professional standards and boundaries, working ethically and within relevant laws and codes of practice.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Candidate will work with a coach capable of working up to the required level.</p> <p>Two or three horse/pony/rider combinations capable of various qualities of work from limited to very good.</p>

	Sole use of an enclosed area either surfaced or on grass.
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### Section 4 and Section 5. Verbally evaluate horse and rider partnerships (2)

<b>Assessment Criteria</b>	<p>Demonstrate competence to evaluate the performance of horses and riders working on the flat and over show jumps.</p> <p>Demonstrate competence to recognise and explain a range of strengths and areas to develop in performance.</p> <p>Demonstrate clear communication skills.</p>
<b>The range and scope of the section will include</b>	<p>Candidates will assess two horse and rider partnerships.</p> <p>Horses/ponies/riders capable of various qualities of work from limited to very good.</p> <p>Sole or shared use of an enclosed area either surfaced or on grass.</p>

### Section 6. Coaching theory (3)

<b>Assessment Criteria</b>	<p>Show developed Interpersonal skills in a discussion situation.</p> <p>Show developed technical knowledge across the range of subject matter.</p> <p>Show awareness of personal limitations and ability to develop.</p>
<b>Subject matter will include</b>	<p>The training of riders for all BHS assessments.</p> <p>The requirements of horses within assessments at all levels.</p> <p>The Training Scale.</p> <p>Coaching styles.</p> <p>Learning styles, preferences and mindset.</p> <p>Basic competition rules and requirements.</p>

## Assessment: Riding

### Qualification title: BHS Stage 5 Riding

Upon achievement of the qualification, you are able to list or advertise *Stage 5 Ride* after your name, should you wish.

#### Entry requirements:

- BHSQ Stage 4 Senior Ride for Training Eventing (unit), EQL Level 4 Diploma in BHS Riding and Training Horses, BHS Stage 4 Ride or equivalent or direct entry.
- A minimum of 18 years of age.
- BHS Accredited Professional or BHS Gold Member.

#### Assessment overview

This qualification covers essential knowledge and skills required to produce horses suitable for training riders, with emphasis on horse welfare, wellbeing, longevity, and versatility.

The assessment involves five sections. All sections must be achieved on one assessment day for the qualification to be awarded. Sections cannot be 'banked' for any re-sit attempt.

The Riding assessment will usually last for approximately four hours (half-day assessment). You will ride five horses throughout the assessment and complete a theory section via professional discussion.

The sections in the Riding assessment may be assessed in any order.

#### Section overview

Within all your riding sessions you will evaluate the horse's way of going and their level of training. From your evaluation you should continue to work the horse, using appropriate exercises to develop the horse. You must plan your ridden training sessions to develop the skills in each horse. You must work with empathy, effect, feel and understanding for the horse's capacity to learn and their wellbeing.

You will evaluate the sessions with your assessor and plan the horse's future training for development.

#### 1. Outside ridden assessment of one horse

You will assess a horse on the flat and over fences as if for personal or centre purchase. The assessment will take place outdoors on grass and you may share the area with up to three other candidates. You will discuss your evaluation with the assessor.

Section 1 should last approximately 30 minutes, including discussions with the assessor.

#### 2. Ride and assess two horses

##### Dressage

You will ride two horses during this section. One, or both horses will be able to work up to and including advanced medium level.

The guidance below relates to each horse.

Section 2 should last approximately one hour, including discussions with the assessor.

### **3. Ride and assess one experienced horse to develop the training**

#### **Show jumping**

You will ride one horse during this section. The horse will be capable of jumping up to 1.20m.

There will be a pre-prepared jumping area. The fences will not be numbered but will allow for linking of two or more fences. An assistant will be available to alter fence sizes as requested. You will be expected to assess the fences available before your assessment begins, although this time is not factored into the timetable of the day, so please ensure you arrive in time to do this before your assessment briefing.

Section 3 lasts approximately 30 minutes, including discussions with the assessor.

### **4. Ride and assess one young, green or inexperienced horse**

#### **Cross-country**

You will ride one horse during this section. The horse will be capable of jumping technical cross-country fences up to 1.05m.

There will be a pre-prepared jumping area. The fences will not be numbered but the direction of the jump will be indicated by white and red flags. You will be expected to assess the cross-country area and fences available before your assessment begins, although this time is not factored into the timetable of the day. Please ensure you arrive in time to do this before your assessment briefing.

Section 4 should last approximately 30 minutes, including discussions with the assessor.

### **5. Riding and training theory**

This section will give you the opportunity to discuss your training philosophies, methods, experience retraining horses and the maintenance of horses up to BHSI requirements. You will demonstrate an understanding of the requirements of horses within assessments at all levels, referencing the Training Scale in your discussions.

Section 5 should last approximately 45 minutes. You may be assessed individually, in pairs or groups.

## Syllabus

## BHS Stage 5 Riding

In all sections of each assessment, the criteria **shown in red** must be achieved. The (number) shown at the end of the title of each section is the minimum number of criteria that must be achieved to pass the section.

<b>Performance criteria assessed over all the Riding assessment</b>
Show commitment to prioritising the wellbeing and welfare of the horse.
Show ability to effectively interact and communicate with people.
Show ability to read the horse's body language and empathise with all equines demonstrating a practical application of learning theory.
Show practical competence when handling horses and equipment demonstrating appropriate techniques.
Show ability to maintain composure, focus and self-control at all time.
Show ability to recognise their own limitations and remain receptive and perceptive.
Show ability to work in a pressurised situation subject to time constraints.
Show understanding of the role of the BHS within the equestrian community.
Show understanding of the links between coaching and competition.
Show ability to self-reflect and evaluate performance.

## Section 1. Outside ridden assessment of one horse (6)

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to assess and discuss a horse's level of training in an outdoor situation on the flat and over fences.</p> <p>Demonstrate competence to work effectively in company showing balance and harmony.</p> <p>Demonstrate competence to work with empathy, effect, feel and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate competence to use jumping equipment in a safe and logical manner.</p> <p>Be able to use the Training Scale and the scale of marks as objective measurement criteria.</p> <p>Demonstrate competence to discuss development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Assessment will be in a field, with varied terrain, in a group of up to four riders.</p> <p>A variety of jump equipment available.</p> <p>Horse may be any size, type, sex or age from four years upwards.</p> <p>Horse may be of any level of training and experience.</p> <p>Horse may be capable of work quality ranging from limited to very good.</p> <p>Horse may be of varying levels of fitness.</p> <p>Horse may be wearing schooling tack or competition tack.</p> <p>Horse may be shod/unshod/studded/not studded.</p> <p>Potential areas for discussion may include the horse's ability (current and potential), relating the horse's way of going to their conformation, the horse's level of fitness and market value. This list is not exhaustive.</p>

## Section 2. Ride and assess two horses (8)

<p><b>Assessment Criteria</b></p>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to accurately assess horses on their potential for training riders on the flat up to and including Advanced Medium level.</p> <p>Demonstrate competence to plan ridden training sessions.</p> <p>Demonstrate competence to develop skill levels in horses.</p> <p>Demonstrate competence to work with empathy, effect, feel and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate and discuss the requirements of dressage riding for competition (up to and including Advanced Medium) and assessments.</p> <p>Show clear and accurate communication skills when discussing horses.</p> <p>Show understanding of systematic training of dressage horses.</p> <p>Be able to use the Training Scale and the scale of marks as objective measurement criteria and understand the collective marks.</p> <p>Demonstrate competence to discuss development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<p><b>The range and scope of the section will include</b></p>	<p>Candidates will ride two horses in an enclosed arena.</p> <p>Horses may be competition horses or school horses.</p> <p>Horses may be any size, type, sex or age from four years upwards.</p> <p>Horses may be capable of work quality ranging from limited to very good.</p> <p>Horses may be of varying levels of fitness and muscular development.</p> <p>Horses may be wearing competition or schooling tack.</p> <p>Candidates may ride alone, in pairs or groups.</p>

**Section 3. Ride and assess one experienced horse to develop the training (8)**

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to accurately assess horses on their potential for training riders over show jumps.</p> <p>Demonstrate competence to plan a ridden training session.</p> <p>Demonstrate competence to develop skill levels in horses over show jumps.</p> <p>Demonstrate competence to work with empathy, effect, feel and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate and discuss the requirements of show jump riding for competition (up to and including 1.20m) and assessments.</p> <p>Show clear and accurate communication skills when discussing horses.</p> <p>Show understanding of systematic training of school horses for show jumping including the differences between the requirements for a school horse, grassroots horse and competition horse.</p> <p>Be able to use the Training Scale as objective measurement criteria.</p> <p>Demonstrate competence to discuss development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Candidates will ride one horse in an enclosed arena.</p> <p>Horse may be a competition or school horse.</p> <p>Horse may be any size, type, sex or age from four years upwards.</p> <p>Horse may be capable of work quality ranging from limited to very good.</p> <p>Horse may be of varying levels of fitness.</p> <p>Horse may be wearing competition or schooling tack.</p> <p>Candidates may ride alone, in pairs or groups.</p>

**Section 4. Ride and assess one young, green or inexperienced horse (8)**

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to accurately assess young, green or inexperienced horses on their potential for training riders over cross-country fences.</p> <p>Demonstrate competence to plan a ridden training session.</p> <p>Demonstrate competence to develop skill levels in horses.</p> <p>Demonstrate competence to work with empathy, effect, feel and understanding for the horse's capacity to learn and their wellbeing.</p> <p>Demonstrate and discuss the requirements of cross-country riding for competition (up to 1.05m) and assessments.</p> <p>Show clear and accurate communication skills when discussing horses.</p> <p>Show understanding of systematic training of school horses for cross-country.</p> <p>Be able to use the Training Scale as objective measurement criteria.</p> <p>Demonstrate competence to discuss development and future planning.</p> <p>Show ability to use a positive self-reflection process.</p>
<b>The range and scope of the section will include</b>	<p>Candidates will ride one horse in a suitable area.</p> <p>Horse may be competition or school horse.</p> <p>Horse may be any size, type, sex or age from four years upwards.</p> <p>Horse may be capable of work quality ranging from limited to very good.</p>

	<p>Horse may be of varying levels of fitness.</p> <p>Horse may be wearing competition or schooling tack.</p> <p>Candidates may ride alone, in pairs or groups.</p> <p>Assistance will be available to alter equipment where required.</p>
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### Section 5. Riding and training theory (3)

<b>Assessment Criteria</b>	<p>Demonstrate developed interpersonal skills in a discussion situation.</p> <p>Demonstrate developed technical knowledge across the range of subject matter.</p> <p>Demonstrate awareness of personal limitations and ability to develop.</p>
<b>Subject matter will include</b>	<p>The training, retraining and maintenance of school horses up to BHSI requirements.</p> <p>The requirements of horses within assessments at all levels.</p> <p>The Training Scale.</p> <p>Basic competition rules and requirements.</p>



## Assessment: Working Horses from the Ground

### Qualification title: BHS Stage 5 Working Horses from the Ground

Upon achievement of the qualification, you are able to list or advertise *Stage 5 Working Horses from the Ground* after your name, should you wish.

#### Entry requirements:

- BHSQ Stage 4 Senior Lunge (unit), BHS Stage 4 Lunge or equivalent or direct entry.
- A minimum of 18 years of age.
- BHS Accredited Professional or BHS Gold Member.

#### Assessment overview

Lungeing or long reining using two reins is an essential exercise to train and develop a horse's way of going. This assessment demonstrates your advanced skills in lungeing with one rein to two, and long reining horses.

This assessment involves one section.

#### Section overview

##### 1. Working horses from the ground

You will be given one horse to assess and work from the ground to develop their way of going.

The horse will be tacked up with any relevant equipment. You should check equipment for comfort and safety before you begin your session.

You should warm up the horse to assess their way of going. From your assessment you should continue to work the horse using appropriate techniques and exercises to develop the way of going and aid improvement. You should be prepared to utilise a combination of lungeing with two reins and long reining, unless you feel that one technique is unsuitable for the horse. You will work the horse with empathy and positive influence while developing an effective rapport with the horse. You must demonstrate an understanding for the horse's capacity to learn and their wellbeing. Safe practice is paramount.

You will discuss your session with the assessor highlighting the strengths and limitations in the horse's performance, your evaluation of the exercises and techniques chosen, your performance, and how you would plan to develop this horse's training with future sessions.

The section will last approximately 30 minutes.

## Syllabus

## BHS Stage 5 Working Horses from the ground

In this assessment the criteria **shown in red** must be achieved. The (number) shown at the end of the title of each section is the minimum number of criteria that must be achieved to pass the section.

Performance criteria assessed over all the Working Horses from the Ground assessment
Show commitment to prioritising the wellbeing and welfare of the horse.
Show ability to effectively interact and communicate with people.
Show ability to read the horse's body language and empathise with all equines demonstrating a practical application of learning theory.
Show practical competence when handling horses and equipment demonstrating appropriate techniques.
Show ability to maintain composure, focus and self-control at all time.
Show ability to recognise their own limitations and remain receptive and perceptive.
Show ability to work in a pressurised situation subject to time constraints.
Show understanding of the role of the BHS within the equestrian community.
Show ability to self-reflect and evaluate performance.

## Working horses from the ground (7)

<b>Assessment Criteria</b>	<p>Maintain health, safety and welfare of horse, self and others.</p> <p>Demonstrate competence to lunge a horse/pony on the flat with empathy and positive influence with an understanding for the horse's capacity to learn and their wellbeing.</p> <p>Assess and evaluate the horse's action and way of going on the lunge and work appropriately.</p> <p>Progress to work the horse using two lines on circles and straight lines.</p> <p>Recognise strengths and limitations in horse's current and potential performance.</p> <p>Demonstrate clear understanding of systematic training of horses.</p> <p>Select and demonstrate an appropriate plan to develop the way of going when working from the ground, using lunge techniques, long reining techniques and/or working in hand.</p> <p>Demonstrate competence to plan development and future learning.</p> <p>Show ability to positively self-reflect.</p>
<b>The range and scope of the section will include</b>	<p>Equipment may be of any variety, and candidates may bring their own equipment if required.</p> <p>Sole or shared use of an enclosed arena.</p> <p>Horse may be any size, type, sex or age from three years upwards.</p> <p>Horse may be of any level of training and experience.</p> <p>Horse may be capable of work quality ranging from limited to very good.</p> <p>Ground poles and assistance are available if required.</p>

## Assessment: Stable Managers

### Qualification title: BHS Stage 5 Stable Managers

Upon achievement of the qualification, you can list or advertise *Stage 5 Stable Manager* after your name, should you wish.

#### Entry requirements:

- BHSQ Stage 4 Senior Care (unit), BHS Intermediate Stable Manager or equivalent or direct entry.
- A minimum of 18 years of age.
- BHS Accredited Professional or BHS Gold Member.

#### Assessment overview

You will demonstrate your competence and comprehensive knowledge for managing the care and welfare of horses and ponies in a range of situations. You will be expected to handle all types and ages of horses safely and confidently, showing respect and consideration for horses and any assistants. The assessment will be a combination of practical tasks and discussion and you will have opportunities to discuss your broad working knowledge of the equine industry. You will also deliver a training session to show your ability to impart your knowledge to others to support their development.

The assessment involves four practical sections. All four sections must be achieved on one assessment day for the qualification to be awarded. Sections cannot be 'banked' for any re-sit attempt.

The Stable Managers assessment will usually last for approximately four hours (half-day assessment). The sections in the Stable Managers assessment may be assessed in any order.

#### Section overview

##### 1. Feeding and fitness

You will evaluate a horse's health, condition, fitness, and muscle development.

You will assess one horse in the stable. You will be required to age the horse. From a static analysis you will be expected to estimate the level of fitness and assess the development of main muscular groups. You will not be required to discuss in detail the horse's conformation strengths or weaknesses, unless you think it is directly affecting the horse's health, condition, or muscle development. Your evaluation will progress to the management of different types of horses with a specific focus on feeding and fitness.

Discussions surrounding the management of a horse and their fitness work and feeding will include from out of work to participation/competition. You will be expected to discuss a variety of disciplines.

Section 1 should last approximately one hour, conducted individually or in pairs.

##### 2. Veterinary, saddlery and practical skills coaching

The veterinary section will be a professional discussion for you to demonstrate your practical competence and understanding of the yard manager's responsibility towards drugs and preparations, as described by the veterinary profession. You will be aware of good practice to implement within a yard with regards to staff training and policies and procedures for storing, handling and administering medications.

The saddlery section will assess your ability to evaluate the use of a wide variety of tack for different horses in commercial and competitive environments.

There will be a range of saddles, bridles, bridle work and training aids available for discussion. Discussion may include saddlery for all disciplines or the commercial environment.

For the practical skills coaching session, you will showcase your ability to deliver training to others on a stable management task. The topic you will be asked to deliver will be chosen at random by your assessor on the day of your assessment. The topic for your training session may include, but not limited to:

- Fitting tack.
- Methods of restraint for safety and welfare.
- Administration of medication.

You will not be required to bring a lesson plan to your assessment; however, we recommend you are prepared to deliver any of the topics listed above. Your training session should last no more than 15 minutes. You may be asked to deliver to a fellow candidate or staff/volunteer at the centre.

Section 2 should last approximately one hour, conducted individually or in pairs.

### **3. Static and dynamic assessment of conformation and action for purchase**

For this section you will analyse static and dynamic conformation, including limb conformation and foot balance. You will then discuss your analysis, the horse's potential use and market value.

You will analyse two horses, one at a time. You will not be given any information about the horses. The horses may be of any age, type, breed, size and conformation. An assistant will be available to hold and trot up the horse as per your instructions which should be clear and polite. There will be a suitable outside area to observe the horses.

You will be expected to observe each horse from all angles, up close and from a distance. You will be required to age the horses. Possible areas for discussion include conformational strengths and weaknesses, condition, muscle development, straightness of movement, soundness, injuries and blemishes, and potential performance capability. Following your observations, you will discuss each horse's possible use, conformational suitability for various disciplines and any factors that may affect this. You will make recommendations for the horse's management and workload with the view to promote good health, welfare, wellbeing, fitness, and longevity.

Finally, you will discuss the buying and selling of horses, vetting procedures and factors that contribute to the horse's market value.

Section 3 should last approximately 30 minutes.

### **4. Breeding, static assessment of breeding stock and grassland management**

For this section you will confirm your understanding and knowledge surrounding the breeding of horses, their management and young horse handling. Although you may not choose to breed horses within your career, you should have a working knowledge of breeding processes and requirements for breeding stock.

You will assess one mare in the stable. You will not be given any information about the mare. The mare may be of any type, size, age, and condition. You will be required to carry out a static assessment only. You will also age the mare.

For the grassland management discussion, you will be required to assess and evaluate grassland for its maintenance and improvement.

Section 4 should last approximately 30 minutes, conducted individually or in pairs.

## Syllabus

## BHS Stage 5 Stable Managers

## Assessment criteria

In all sections of each assessment, the criteria **shown in red** must be achieved. The (number) shown at the end of the title of each section is the minimum number of criteria that must be achieved to pass the section.

<b>Performance criteria assessed over all the Stable Managers assessment</b>
Show practical competence (safety of self, others and horses) and efficiency when handling a variety of horses.
Show an awareness of current research and practice affecting horse management.
Show developed interpersonal skills in a discussion situation.
Show developed knowledge across the range of subject matter.
Show understanding of practical application of knowledge.
Show ability to give clear instructions to assistants.
Show ability to present knowledge as though to educate others.
Show developed coaching skills across a range of practical stable management topics.
Show awareness of personal limitations and ability to develop.

## Section 1. Feeding and fittening (6)

<b>Assessment criteria</b>	<p>Show competence when handling horses of varying fitness.</p> <p>Show ability to assess levels of fitness by static evaluation.</p> <p>Show understanding of the principles of fittening for a variety of disciplines.</p> <p>Show understanding of the principles of feeding for a variety of disciplines.</p> <p>Demonstrate sound knowledge of equine nutrition.</p> <p>Show ability to assess development of main muscular groups.</p> <p>Be able to discuss feeding and fittening in a range of situations.</p> <p>Be able to discuss feeding and fittening from a welfare, economic and safety viewpoint.</p> <p>Explain the practicalities of nutrition before, during and after transit.</p>
<b>The range and scope of the section will include</b>	<p>The horse provided may be of any age, type or size. Candidates will assess the horse's level of fitness through static evaluation only, including muscular development. Candidates must be able to suggest potential competition use or the type of work the horse may be in.</p> <p>Fittening horses – from out of work to participation, to include:</p> <ul style="list-style-type: none"> <li>• planning and implementation of programmes to maintain and to develop fitness.</li> <li>• identification of factors which could affect a programme.</li> <li>• ability to adjust programmes to overcome problems/setbacks.</li> <li>• programmes to suit the individual horse (biomechanics, temperament).</li> <li>• instructing staff on practical considerations.</li> <li>• knowledge of performance requirements across a variety of disciplines.</li> </ul> <p>Feeding horses – from out of work to participation, to include:</p>

	<ul style="list-style-type: none"> <li>• knowledge of feeding requirements across a variety of disciplines</li> <li>• planning and implementation of feeding regimes to maintain health and performance.</li> <li>• nutritional requirements.</li> <li>• health conditions.</li> <li>• breeding stock.</li> <li>• practical application in yards of different sizes and disciplines, including economy and clean sport.</li> </ul> <p>Travelling horses – national and international travel.</p>
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**Section 2 Veterinary, saddlery and practical skills coaching (6)**

<b>Veterinary</b>	
<b>Assessment criteria</b>	<p>Show practical competence and understanding when discussing the yard manager's responsibility towards drugs and preparations as prescribed by the veterinary profession and other routine stable management procedures, such as testing led de-worming and necessary vaccinations.</p> <p>Show sound knowledge of routine veterinary procedures including diagnostics and treatment.</p> <p>Demonstrate understanding of the welfare, ethics and legislation when using other healthcare professionals.</p> <p>Policy for the training of staff in the application of certain drugs and the possible contraindications.</p> <p>Biosecurity considerations at the yard, for horses stabling away at competitions and those travelling abroad.</p>
<b>The range and scope of the section will include</b>	<p>There will be a range of veterinary medications available for discussion. Candidates should have a practical awareness of veterinary diagnostic tests and treatments in common use for a wide range of equine conditions and injuries.</p> <p>Discussion points may include:</p> <ul style="list-style-type: none"> <li>• Routine or common veterinary procedures may include castration, wound requiring stiches, colic surgery.</li> <li>• Practical viability of long-term use of drugs and preparations, applications, costs, effect, availability, contraindications, administration, restrictions and storage, and routine veterinary procedures.</li> <li>• The lay-persons responsibility when giving guidance concerning equine health and welfare. Insurance consequences.</li> <li>• Advise on a Yard Welfare and Ethics Policy, including the use of other health care professionals.</li> <li>• Training staff members in the handling and application of certain drugs, and on the bio security regulations as implemented on your yard.</li> <li>• Give advice to a client on the use of a range (3) of diagnostics, and possible cost.</li> <li>• Current FEI &amp; British Equestrian vaccination policy including dates and timing.</li> <li>• Microchipping.</li> <li>• Show an understanding of the difference between banned and controlled substances.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the possible consequences of using herbal or alternative medicines.</li> <li>• Know where to go to find out the implication of certain drugs in line with the FEI Clean Sport agenda.</li> </ul>
<b>Saddlery</b>	
<b>Assessment criteria</b>	Show practical competence when assessing saddlery
<b>The range and scope of the section will include</b>	<p>There will be a range of saddles, bridle work and training aids available for discussion covering tack for all disciplines.</p> <p>Discussion points may include:</p> <ul style="list-style-type: none"> <li>• Use and misuse.</li> <li>• Condition, age and quality.</li> <li>• Value and replacement costs.</li> <li>• Insurance implications.</li> <li>• Availability, popularity and current developments.</li> </ul>
<b>Practical skills coaching</b>	
<b>Assessment criteria</b>	Show ability to plan a time managed coaching session. Show ability to assess the prior knowledge, experience and current skill set of a student or colleague.
<b>The range and scope of the section will include</b>	<p>Candidates will deliver a 15-minute practical training session to a member of staff or a student. Training should be tailored to the recipient and should include practical demonstration of the task.</p> <p>Topics for delivery will be practical stable management tasks and may include but will not be limited to:</p> <ul style="list-style-type: none"> <li>• Fitting tack.</li> <li>• Methods of restraint for safety and welfare.</li> <li>• Administration of medication.</li> </ul> <p>There will be a range of equipment available for use whilst coaching. Horse provided may be of any type, size, age and any level of fitness.</p>

**Section 3. Static and dynamic assessment of conformation and action for purchase (6)**

<b>Assessment Criteria</b>	<p>Show ability to estimate a horse's age and assess static and dynamic conformation using systematic processes.</p> <p>Show ability to recognise and discuss injuries and blemishes.</p> <p>Show ability to recognise lameness in horses and identify potential causes.</p> <p>Identify chronic and acute conditions affecting a horse's ability to work.</p> <p>Be able to discuss treatment and management of health and soundness issues including cost implications.</p> <p>Show ability to recognise long term management issues in horses.</p> <p>Show understanding of current horse market values.</p>
<b>The range and scope of the section will include</b>	Candidates will assess two horses. Horses may be of any age, type, size and condition.

**Section 4. Breeding, static assessment of breeding stock and grassland management (7)**

<b>Breeding and static assessment of breeding stock</b>	
<b>Assessment Criteria</b>	<p>Show ability to age and assess static conformation of breeding stock using a systematic process.</p> <p>Assess the suitability for possible career intentions, long term soundness, ability to breed and ease of foaling.</p> <p>Show ability to identify a horse's suitability for breeding.</p> <p>Be able to discuss the costs and ethics of breeding.</p> <p>Be able to discuss the planning and options available for breeding including veterinary implications and procedures.</p> <p>Be able to discuss the care of youngstock from weaning onwards.</p>
<b>The range and scope of the section will include</b>	<p>Candidates will assess one horse in the stable.</p> <p>Horses may be of any age, type, size and condition.</p> <p>An assistant will be available.</p> <p>Candidates should be able discuss the practical planning required when considering breeding.</p> <p>Breeding options may include natural covering, artificial insemination, embryo transfer, Intracytoplasmic sperm injection (ICSI) and cloning.</p>
<b>Grassland management</b>	
<b>Assessment Criteria</b>	<p>Be able to assess and evaluate grassland.</p> <p>Be able to discuss maintenance and improvement of grassland including practicality, environmental considerations, costs and enrichment, for a range of equine needs.</p> <p>Be able to discuss the use of land for hay and haylage.</p> <p>Be able to discuss methods of maximising turn out potential.</p> <p>Be able to discuss the impact of turn out on horse welfare and social license.</p>
<b>The range and scope of the section will include</b>	Grassland may be small paddocks, larger areas or track systems. Grassland may be equine specific or agricultural.



## Assessment: Business Management

### Qualification title: BHS Stage 5 Business Management

Upon achievement of the qualification, you are able to list or advertise *Stage 5 Business Management* after your name, should you wish.

#### Entry requirements:

- BHSQ Stage 4 Senior Management (unit), BHS Intermediate Instructor (BHSII), or direct entry.
- A minimum of 18 years of age.
- BHS Accredited Professional or BHS Gold Member.

#### Assessment overview

This qualification covers essential knowledge and skills required of a manager to run a successful equestrian business with confidence and competence. The assessment will be discussion based, and you will have opportunities to evidence your broad working knowledge of the equine industry.

This assessment involves two sections. All sections must be achieved on one assessment day for the qualification to be awarded. Sections cannot be 'banked' for any re-sit attempt.

The Business Management assessment will usually last for approximately two and a half hours. You will begin with Section 1 and then progress to Section 2.

This assessment can be taken face to face at a BHS Assessment Centre or via online video call.

#### Section overview

##### 1. Professional Discussion or Presentation

For this section you will demonstrate your knowledge in a chosen topic from the syllabus.

You may choose one topic from the following for this section:

1. Practical yard management
2. Staff management
3. Marketing
4. Business planning, development and risk management
5. Legislation, administration and its impact
6. Finance

Further information regarding the content within each topic is listed from page 28 (topics within the Section 2 syllabus).

We recommend you choose a topic that is relative to your own experience. This will help you to provide examples of your practice to evidence the skills, knowledge and behaviours required within the assessment criteria. This means you can discuss examples of what you do in your day-to-day practice, why you do it (what knowledge has influenced your practice), and how you do it. You should include how you keep informed of new ideas and practice, and what are your considerations before implementing any changes.

You have the option to deliver this information via a professional discussion or a presentation.

What is a professional discussion?

A structured two-way conversation between yourself and the assessor, rather than a question-and-answer session. The assessor may ask structured questions to prompt your discussion, but the expectation is for you to lead the discussion. You should prepare for the discussion with examples of where your experience evidences the topic content and assessment criteria. You will be able to bring notes or prompt cards to support your professional discussion.

What is a presentation?

A pre-prepared oral presentation where you will take the lead delivering information on your chosen topic. You should prepare with examples of where your experience evidences the topic content and assessment criteria. A presentation is useful if you wanted to display evidence such as tables, graphs, images or videos. Your assessor may ask questions at the end to ensure that the assessment criteria has been covered. You will be able to bring notes, prompt cards or presentation slides (such as Microsoft PowerPoint) to support your presentation. You must provide your own equipment and resources. You could present to an individual (your assessor), or a small group of other peers and practitioners.

Whichever method you choose to deliver your information, remember this section is about you and what you do in your day-to-day practice. In your preparation for this section decide what you want to say and come prepared with relevant examples. Your assessor will be managing the timing of the section, so may move the discussion on if they have heard enough. They will want to support you by ensuring you have opportunity to cover the assessment criteria.

Section 1 should last approximately 20 minutes.

## **2. Business management**

You will cover the range of policies, procedures, and good working practice you would implement within a successful business. You will explore the policies an equestrian business would follow for it to comply with employment law and legislation, how you would implement the range of procedures that underpin the policies, the training that may be required and how you will ensure all employees follow good working practice.

You may provide examples of your practice to evidence the skills, knowledge and behaviours required within the assessment criteria. If you do not have working examples, consider examples of working practice you would implement as a business manager.

This session will not include further discussion on the topic chosen for section 1.

Section 2 should last up one hour and 40 minutes, conducted individually or in pairs. This section is assessed through discussion. The assessor will prompt discussion by asking questions.

## Syllabus

### BHS Stage 5 Business Management

In both sections of the Business Management assessment the criteria **shown in red** must be achieved. The (number) shown at the end of the title of each section is the minimum number of criteria that must be achieved to pass the section.

<b>Performance criteria assessed over all the Business Management assessment</b>
Show developed interpersonal skills in a discussion situation.
Show developed knowledge across the range of subject matter.
Show understanding of practical application of business management.
Show ability to present knowledge as though to educate others.
Show self-awareness and ability to develop.

### Section 1. Professional Discussion or Presentation (4)

<b>Assessment Criteria</b>	<p>Show ability to research and discuss in depth one topic from the business management subjects (topics within Section 2)</p> <p>Show developed knowledge on a specific subject (topics within Section 2) that is relevant to their own experience.</p> <p>Demonstrate evidence of study and research on a specific subject (topics within Section 2)</p> <p>Be able to validate sources of information.</p> <p>Show ability to use support material to enhance a presentation.</p> <p>Show ability to evaluate and answer questions on a specific subject.</p>
<b>The range and scope of the section will include</b>	<p>Candidates may present their information as a professional discussion or as a presentation, using resources of their choice. The candidate is encouraged to choose a topic and discuss its practical application as related to their occupation or a business they have been involved with.</p> <p>Assessment will take place either online or in a classroom setting. Candidates must provide their own equipment and resources.</p> <p>You may present to an individual (who may be your assessors) or a small group.</p>

## Section 2 Business Management (6)

<p><b>Assessment Criteria</b></p>	<p>Identify and evaluate practical yard management skills.</p> <p>Identify and discuss staff management requirements.</p> <p>Identify and evaluate marketing for an equestrian business.</p> <p>Identify and evaluate business planning, development and risk management.</p> <p>Explain the practical application of current legislation, administration and its impact.</p> <p>Discuss the financial management of running an equestrian business.</p> <p>Be able to identify defined sources of information and discuss their validity.</p> <p>Evaluate the use of technology in equestrian business.</p>
<p><b>The range and scope of the section will include</b></p>	<p>Business management topics:</p> <ol style="list-style-type: none"> <li>1. Practical yard management <ul style="list-style-type: none"> <li>• Horse and staff work allocation</li> <li>• Facilities maintenance</li> <li>• Purchasing and economy</li> <li>• Equine welfare</li> <li>• Communication</li> <li>• Care and use of equipment</li> <li>• Stock taking</li> </ul> </li> <li>2. Staff management <ul style="list-style-type: none"> <li>• Wellbeing (physical and mental)</li> <li>• Development and career progression</li> <li>• Working hours and conditions</li> <li>• Contract requirements</li> <li>• Recruitment and retention</li> <li>• Incentives and rewards</li> </ul> </li> <li>3. Marketing <ul style="list-style-type: none"> <li>• Client management and retention</li> <li>• Digital marketing</li> <li>• Social licence</li> <li>• Public relations</li> <li>• In house marketing</li> <li>• Price, product, place, promotion</li> <li>• Regional market forces</li> <li>• Unique selling point</li> </ul> </li> <li>4. Business planning, development and risk management <ul style="list-style-type: none"> <li>• Diversification</li> <li>• Business model</li> <li>• Social Licence</li> <li>• Dealing with emergency situations</li> <li>• Policies and procedures</li> <li>• Business growth</li> </ul> </li> <li>5. Legislation, administration and its impact <ul style="list-style-type: none"> <li>• GDPR</li> </ul> </li> </ol>

	<ul style="list-style-type: none"><li>• Safeguarding</li><li>• Health and Safety</li><li>• Diversity, Equity and Inclusion</li><li>• Employment</li><li>• Animal Welfare</li><li>• Environmental</li><li>• Contractors</li><li>• Records</li><li>• Payment systems</li></ul> <p>6. Finance</p> <ul style="list-style-type: none"><li>• Bookkeeping</li><li>• Taxation</li><li>• Purchasing and sales</li><li>• Insurance</li><li>• Payroll</li><li>• Budgeting</li></ul>
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