

# Unit 16: Business Management in the Land-based Sector

<b>Unit code:</b>	<b>M/600/9709</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The learner will look at the business environment, the roles and responsibilities of those employed in land-based businesses and resource requirements. They will develop their skills in business operations and produce a business plan.

## ● Unit introduction

The successful operation of all land-based industries depends on staff having a working knowledge of the business environment and marketplace, while performing their duties in a professional, responsible manner. This is particularly important for the large number of small and medium-sized enterprises that operate in the environment and land-based sector.

Learners will discover the range of businesses directly involved in producing goods or providing services, and ancillary businesses and organisations that support the industry. They will then explore how a range of physical and human resources are necessary for successful business operation and how their management can result in improved business performance.

Businesses in the environmental and land-based sectors have needed to become increasingly aware of the marketplace and market requirements. Learners will explore this, together with the quality assurance systems that enable these requirements to be met.

Record keeping is a vital function in the management and control of any business, so learners will investigate and complete a range of financial and physical records that are required to meet legal and management information requirements. They will also investigate how records can be used to monitor and control business performance.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the breadth and importance of an industry within the environmental and land-based sector
- 2 Understand business resources and structures
- 3 Understand the business marketplace
- 4 Understand how to use financial and physical record keeping systems.

# Unit content

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## 1 Understand the breadth and importance of an industry within the environmental and land-based sector

*Range of organisations:* typical types of businesses and other organisations in the sector (eg commercial businesses, representative, regulatory, not-for-profit organisations); regional variations

*Importance to the economy, environment and society:* using measures available to the industry eg value of output, contribution to GDP, employment, participation, land use; local, regional and national importance; economic and social benefits; trends in importance

*Associated industries:* relevant industries in primary, secondary and tertiary industrial sectors (eg suppliers of raw materials, processors, distributors, retailers, service providers)

*Associated organisations:* specific interrelationships between one business and other associated organisations – suppliers of goods and services, representative organisations and professional bodies (eg National Farmers Union, British Horse Society), regulatory bodies (eg Health and Safety Executive, DEFRA, local authority), competitors, customers; aims and roles of important organisations in the sector

## 2 Understand business resources and structures

*Legal structure and organisation:* features of the main business types eg sole trader, partnership, limited company, not-for-profit organisation, charity, public sector organisations; organisation staffing structure

*Physical resource requirements:* buildings; land (size, topography, soil type and drainage); vehicles and machinery; tools and equipment; stock eg feed, bedding, seed, fertiliser; livestock; management of physical resources eg maintenance and repair, stock control procedures, insurance of physical resources, animal housing and feeding, waste disposal systems

*Job roles and responsibilities:* job roles relevant to the sector eg director, manager, supervisor, team worker, trainee, administrator, volunteer, sub-contractor; job title, job description, responsibilities for financial, physical and human resources; staff motivation and performance management; person specification (typical skills, qualifications and experience required to fulfil the role); legal rights and responsibilities in work (eg pay, working hours, holidays, equal opportunities, health and safety, employment protection), relevant employment legislation eg Health and Safety at Work Act 1974, Working Time Regulations 1998, Disability Discrimination Act 2005

## 3 Understand the business marketplace

*Marketplace, customers and competitors:* size of market (eg value of sales, number of customers); external influences on the market (political, economic, socio-cultural, technological); customer base (number, type, characteristics, market segments); direct and indirect competitors, competitor analysis, market share

*Supply chain:* suppliers, distributors, processors, intermediaries, customers; choosing suppliers, ensuring supplies of inputs; supply chain assurance (eg environmental, animal welfare)

*Quality management:* important aspects of quality in the sector; formal quality standards or approval (eg Farm Assured, ISO 9000, BHS approval 150, 14000, 18000); systems and practices to achieve quality; problems arising if quality is not achieved

## 4 Understand how to use financial and physical record keeping systems

*Financial records:* importance of keeping accurate records (legal requirements and management efficiency); purchasing and ordering procedures; order forms, deliveries, receipts; invoices and sales records, credit control; payment methods; bookkeeping (cash analysis, petty cash, cash flow, computer accounts programmes); basic accounts (gross margin, trading account, balance sheet, depreciation); taxation (VAT, income tax, national insurance contributions, corporation tax); wage calculation

*Physical records:* records appropriate to the industry relating to eg production, inputs, staffing, customers, resource use; data protection; legal requirements to keep records eg pesticide use, veterinary medicines, transport, animal movement, passports

*Monitor business performance and progress:* use of financial and physical records to monitor business performance eg gross margin comparisons, production levels, costs of production, financial efficiency; monitoring against targets, budgets, previous periods; relevant review periods (eg weekly, monthly, annually); appropriate remedial actions; staff roles in recording and analysing information

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
<b>P1</b> describe the importance of businesses within the industry to the economy [IE]	<b>M1</b> discuss the impact of other organisations on a specified land-based business	<b>D1</b> discuss how resources, business structure and relationships with other organisations affect success in a specified land-based business	
<b>P2</b> outline the range of associated businesses allied to the industry [IE]			
<b>P3</b> explain the legal structure and organisation of a land-based business [IE]			<b>M2</b> discuss how job roles relate to the business structure, use of resources and enterprise performance in a specified land-based business
<b>P4</b> explain the physical resource requirements of a selected land-based business [IE]			
<b>P5</b> describe different job roles and responsibilities in a selected land-based business [IE, SM]			
<b>P6</b> describe the marketplace, customers and competitors for a land-based business [IE]	<b>M3</b> discuss the importance of meeting market requirements for a specified land-based business		<b>D2</b> analyse physical and financial records to evaluate business performance and recommend improvements.
<b>P7</b> explain features of an efficient supply chain in a land-based context [IE]			
<b>P8</b> review quality management systems and practices within a land-based business [IE]			

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> review financial records for a selected land-based business [IE]</p>	<p><b>M4</b> discuss the use and purpose of physical and financial records, including how they may be used to monitor business performance and progress.</p>	
<p><b>P10</b> examine physical records for a selected land-based business</p>		
<p><b>P11</b> examine the use of financial and physical records in monitoring business performance and progress. [RL, SM]</p>		

**PLTS:** This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Delivery of this unit should focus on the learner's specialist sector of the environmental and land-based sector. Some familiarity with businesses in the sector would be advantageous to learners so the unit could build on experience from prior employment, work placements and the operation of a centre's practical unit. Centres are encouraged to organise talks from employers and specific professionals from industry. Learners would also benefit from visits to a variety of establishments to add depth to the learning experience.

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, seminar presentations, site visits, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Work placements should be monitored regularly to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit prior to any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to use financial and/or physical record keeping systems and they should be encouraged to ask for observation records and/or witness statements as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

Whichever delivery methods are used, it is essential that tutors stress the importance of accuracy and the need to manage the resource using legal methods. Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as a part of their programme of study.

For learning outcome 1, learners will investigate the size, scope and importance of their specialist sector within the environment and land-based industries, and any trends in importance. This type of information is more readily available in some sectors than others (eg agriculture), so learners should be supported in accessing whatever information is available relevant to their sector. They will also investigate the range of business types and other organisations that are represented in their sector, including important regulatory, professional or representative organisations. Wherever possible this should be related to specific businesses and organisations. This outcome is likely to require formal teaching, which should be supported by relevant information on businesses and organisations within the sector, and could include speakers representing these. Independent study and investigation should also be encouraged.

For learning outcomes 2 and 3, delivery is likely to include use of a range of case studies, supplemented by visits and guest speakers. Some classroom-based delivery to establish the principles and concepts is also anticipated, which may include seminars, workshops and lectures.

Learning outcome 2 focuses on the legal and resource implications of forming a business. Learners will explore the range of business organisations in the private and public sectors, and the legal and practical implications of different business types. This should be related to the types of business important in their sector. Learners will investigate the physical resource requirements of businesses, and how they are managed. It would be appropriate for learners to undertake a case study on a business premises in their sector and appraise its strengths and weaknesses for a given business use. The understanding that learners will gain on job roles and responsibilities has links with the requirements for work experience, and employers could be invited to explain their expectations in the workplace. Learners' investigations should focus on job roles within their specialist sector.

For learning outcome 3, learners will analyse the market for a specific land-based business. This is likely to involve a case study project and should identify, for that business, information listed in the unit content. External influences should be relevant and current to that business. Specific competitors should be identified and analysed to highlight strengths and weaknesses of the case study business. When investigating the supply

chain, learners need to identify the flow of resources from production of raw materials, through relevant manufacture and processing, to end consumers. Quality management will include reference to any formal standards or approvals that are relevant. It should also consider the quality standards required by the industry, any systems and practices that are used to achieve quality, and implications of failing to meet prescribed or assumed levels of quality. This should be related to specific businesses and teaching could again be supported by relevant visiting speakers from industry.

Learning outcome 4 focuses on the range of financial and physical records that are required to meet legal requirements as well as to ensure effective business operation. Learners need to complete simple examples of the range of financial records listed. They should be aware of paper-based and computerised systems for financial records but are not expected to become competent in the use of IT accounts software. The range of physical records investigated should be related to the needs of learners' specialist sector, and should include important current examples of legally required records. This content could link with other specialist vocational units. Learners may gain first-hand experience in maintaining and using records from a centre's practical unit or work experience. In addition to completing a range of records, learners need to investigate how specific examples can be used to aid decision making, monitor and control business performance.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Organisations and Businesses in a Land-based Industry</b> (P1, P2, M1)
Tutor introduces the assignment.
Theory session and workshop investigation into the range of organisations found in a land-based industry, their economic and social importance.
Learner research and presentation on the range of allied industries, their role and importance to the industry.
Theory session on other organisations (statutory, professional, representative) and their links with businesses.
Visit and workshop investigation into how one business has links with a wide range of other organisations.
Learner research and assessment completion.
<b>Assignment 2: Business Structure and Resources</b> (P3, P4, P5, M2, D1)
Tutor introduces the assignment.
Class discussion on the features of the main business types and organisation staffing structures.
Introductory lecture on business physical resources followed by practical investigation and audit of the resources of a case study business.
Introductory lecture on job roles and responsibilities. Workshop investigation into different job roles in the sector; preparation of job descriptions and person specifications.
Visit and case study exercise: how job roles relate to business performance.
Learner research and assessment completion.
<b>Assignment 3: The Business Marketplace</b> (P6, P7, P8, M3)
Tutor introduces the assignment.

Topic and suggested assignments/activities and/assessment
Lecture introducing the concept of a market and market analysis.
Workshop research into market data and competitor analysis.
Learner research and discussion on external influences on the market.
Theory session on the supply chain.
Guest speaker session on quality management with workshop investigation into formal quality standards or approval.
Learner research and assessment completion.
<b>Assignment 4: Financial and Physical Record Keeping</b> (P9, P10, P11, M4, D2)
Tutor introduces the assignment.
Theory session introducing the role and importance of business records.
Workshop sessions investigating and completing a range of physical records.
Workshop sessions covering the range of financial records in the unit content.
Workshop sessions analysing physical and financial records.
Learner research and assessment completion.
Unit review.

## Assessment

For P1, learners are required to describe the range of businesses found within their chosen industry and show their importance to the local, regional or national economy. Evidence could be a poster, factsheet or report.

For P2, learners need to outline the types of businesses associated with the industry selected. Evidence should illustrate the range of allied organisations and businesses that are found within the chosen industry. It should show the range of interrelationships that one selected business has with other organisations, to include suppliers of goods and services, representative organisations and professional bodies, regulatory bodies, competitors and customers. The roles and importance of these relationships to the business should be explained. Evidence may be in the same form as that produced for P1.

P3, P4 and P5 could be assessed through one piece of work, in which learners produce a profile of a selected business in the environmental and land-based sector. The business could be commercial, not-for-profit or a statutory organisation. This could be the same business that was featured for P1 and P2. Learners could present evidence on a business known to them, or centres may arrange a case study visit. Alternatively, it may be appropriate to base this assignment on a work placement.

For P3, learners need to include the business name, products or services that it provides, its legal structure and the organisation structure chart. Evidence could be presented in a variety of formats such as written report or an electronic presentation.

For P4, learners need to explain the physical resource requirements of the selected business, which should include the main resource categories shown in the unit content. Learners need to explain why each resource is required by the business, and should give an indication of the quality requirements (eg land type) as well as the quantity (eg land size). Evidence may be in the same format as for P3, or an annotated map of the business illustrating its resource requirements.

For P5, learners need to describe the roles and responsibilities of three different jobs within the business. Evidence may be a written report, oral presentation or annotated structure chart.

For P6, learners need to describe the marketplace, customers and competitors for a land-based business. This could be a business currently operating, case study material, or a proposal for a new business. Learners need

to report information on the size of the market locally or nationally, include examples of at least four current and relevant external factors influencing the market, the customer base of the business, and direct and indirect competitors. Evidence may be a presentation, written report or email to the business owner.

For P7, learners are required to explain the features of an efficient supply chain in a land-based context. This would be best explained using a selected business example, which may be the same one studied for P6 or P3. Evidence may be a report, poster or presentation.

For P8, learners are required to review the quality management systems and practices within a selected business, which may be the same one studied for other criteria. It will be important for learners to define quality for the business studied, which may be through a formal quality assurance system, or based on market requirements or competitor standards. Learners must explain how the business ensures it achieves the quality required through its management systems and practices. Evidence may take the form of a report, poster, presentation or leaflet.

For P9 and P10, learners need to complete a range of key physical and financial records that are relevant to a business in the land-based sector. For P9, evidence should include examples of at least four different financial records or statements from the unit content. For P10, the range of records must include at least four different physical records, including examples that are required for legal and for management purposes. These are likely to be relevant to other units in the programme. Learners may be able to collect evidence from a work placement, centre practical unit or simulation exercises.

For P11, learners must use data from at least one financial and at least one physical record to monitor business performance and progress. This will require learners to carry out calculations and then assess the business performance compared to objectives set. This could be based on real business data or a simulation. Evidence may take the form of a verbal or written report to the business owner.

For M1, learners must discuss the impact of other organisations on a specific business in the environmental and land-based sector. This should include at least one example of each of the following: suppliers of goods, suppliers of services, representative organisations or professional bodies, regulatory bodies and customers. Evidence may be an extension of the work produced for P1 and P2 and take the same format.

For M2, learners must discuss how job roles relate to the business structure, use of resources (physical, financial and human), and enterprise performance in a selected land-based business. The evidence should relate to at least three different job roles in a selected business and cover at least two levels of responsibility (ie managerial, supervisory, team worker, trainee), and may be presented in the same format as for P5.

For M3, learners must discuss the importance of meeting market requirements for a specified business. This should include the particular priorities for the type of business studied, such as meeting legislative requirements, customer satisfaction, reputation, repeat business and price received. Evidence may be an extension of that for P6, P7 and P8 and take the same format.

For M4, learners must discuss the use and purpose of physical and financial records, including any legal requirements. They should also discuss how they may be used to monitor business performance and progress. Specific reference must be made to all of the four physical and four financial records presented for P9 and P10 and the two records monitored for P11.

For D1, learners must discuss how the resources, business structure and relationships with other organisations affect business success in a selected land-based business. Learners need to present evidence on how the structure, physical and staffing resources and organisational relationships in the selected business impact on output, profitability, customer satisfaction or other relevant measures of business performance. They also need to discuss strengths and weaknesses, and potential improvements. Evidence may be an extension of that for M1 and M2, and may take the same format.

For D2, learners must analyse physical and financial records to evaluate business performance. Evidence should include a report that analyses data from at least one physical record and one financial record, which may be real or simulated. The financial record selected should be either a gross margin, trading account,

cash flow record or balance sheet. The report should identify strengths and weaknesses in performance compared with objectives set, data available for previous years and/or data available for similar business types. The report should include an assessment of the business's competitive position and how well it meets market requirements, and include recommendations for appropriate actions.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Organisations and Businesses in a Land-based Industry	You need to provide a briefing for a politician taking over a remit for the land-based sector. This must show the range of organisations involved, the importance of one industry, and the impact of organisations on one land-based business.	Poster or factsheet.
P3, P4, P5, M2, D1	Business Structure and Resources	You need to produce a report for an investor who is considering purchasing an existing land-based business. This must give a complete picture of the current structure, staffing and physical resources of the business. Include how the resources, structure and relationships with other organisations affect success, and your recommendations for improvement.	Illustrated written or oral report on a case study investigation.
P6, P7, P8, M3	The Business Marketplace	You need to produce a further report to the potential investor that investigates the marketplace of the business, including market size, trends, supply chain and quality standards. Include the importance of meeting market requirements for this particular business, and how it achieves these standards.	Written report.
P9, P10, P11, M4, D2	Financial and Physical Record Keeping	You are working as a manager in a land-based business. Within this role you need to complete a range of records and use them to monitor and evaluate the business's performance. Part of your role is to train the supervisor in record keeping: explain how and why the records are kept, and how you can use them to monitor performance and progress.	Portfolio of completed records.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work Related Experience in the Environmental and Land-based Industries	Undertake an Investigative Project in the Land-based Sector
	Undertake and Review Work Related Experience in the Land-based Industries

### Essential resources

Learners need to access relevant information about their industry. They also need to be able to collect information about a business in their industry through personal contacts, work experience or case study visits. They also require access to physical and financial records for completion.

### Employer engagement and vocational contexts

This unit enables learners to gain valuable insight into the operation of businesses within their specialist sector. Work related experience provides an ideal opportunity for learners to gather much of the evidence needed for this unit.

### Indicative reading for learners

#### Textbooks

Bovee C and Thill J – *Business in Action with Real Time Updates* (Pearson Education, 2008)  
ISBN 9780132082693

Dooley D and Dransfield R et al – *BTEC National Business* (Heinemann, 2007) ISBN 9780435465445

Jones R, Raffo C, Anderton A and Hall D – *Business Studies, 4th Edition* (Causeway Press, 2008)  
ISBN 9781405892315

Nix J – *Farm Management Pocketbook 2010 40th Revised Edition* (The Anderson Centre, 2009)  
ISBN 9780954120184

Warren M – *Financial Management for Farmers and Rural Managers* (Blackwell, 1997)  
ISBN 9780632048717

## Websites

[www.beta-uk.org](http://www.beta-uk.org)

[www.bhs.org.uk](http://www.bhs.org.uk)

[www.bized.co.uk](http://www.bized.co.uk)

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

[www.cla.org.uk](http://www.cla.org.uk)

[www.defra.gov.uk](http://www.defra.gov.uk)

[www.foodchaincentre.com](http://www.foodchaincentre.com)

[www.hmrc.gov.uk](http://www.hmrc.gov.uk)

[www.lantra.co.uk](http://www.lantra.co.uk)

[www.netregs.gov.uk](http://www.netregs.gov.uk)

[www.nfuonline.com](http://www.nfuonline.com)

[www.the-hta.org.uk](http://www.the-hta.org.uk)

[www.ukagriculture.com](http://www.ukagriculture.com)

British Equestrian Trade Association

British Horse Society

Business Studies Teaching Resources

Business Link is a free business advice and support service, available online and through local advisers

Country Land and Business Association

Department for Environment, Food and Rural Affairs

The Food Chain Centre's vision is the most efficient UK food chain supported by the most effective flow of information.

HM Revenue & Customs

Lantra Sector Skills Council

Environmental regulations

National Farmers' Union

Horticultural Trades Association

UK Agriculture

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	investigating the industry and market of a land-based business investigating physical and staff resources of a selected business
<b>Reflective learners</b>	analysing business performance from records
<b>Self-managers</b>	maintaining business records.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	presenting information on their industry or business case studies
<b>Reflective learners</b>	analysing their performance on assignments
<b>Team workers</b>	researching and presenting information
<b>Self-managers</b>	conducting investigations and working to meet deadlines
<b>Effective participators</b>	contributing to group exercises and class discussions.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the internet for information
Manage information storage to enable efficient retrieval	keeping all assignment work saved in appropriate folders and with back-up copies
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching information for assignments
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	preparing assignment reports
Present information in ways that are fit for purpose and audience	presenting assignment reports
<b>Mathematics</b>	
Identify the situation or problem and the mathematical methods needed to tackle it	analysing data from business records
Select and apply a range of skills to find solutions	analysing data from business records
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	making recommendations for improvement based on analysis of business data
<b>English</b>	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting assignment reports.