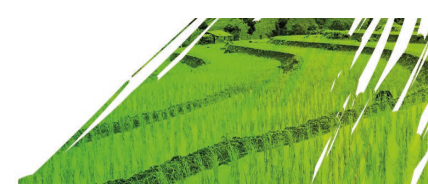


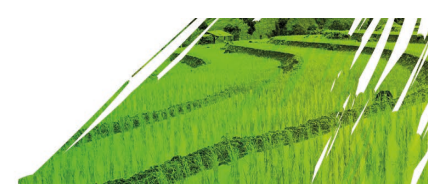
Unit title	Developing a Land-based Enterprise
Guided learning hours	60
Number of lessons	24
Duration of lessons	2.5 hours
Links to other units	
Unit 7: Work Experience in the Land-based Sectors Unit 5: Operational and Environmental Activities in Land-based Enterprises	

Key to learning opportunities			
AW	Assignment writing	V	Visit
GS	Guest speaker	GW	Group work
IS	Independent study		

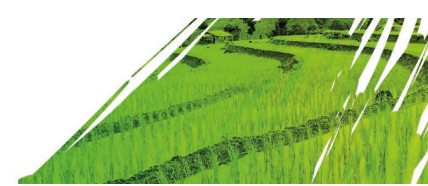
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore features, processes and resource requirements of land-based businesses				
1	A1: Features of land-based businesses	IS/GW	<ul style="list-style-type: none"> • Lead in: Introduce the unit and provide learners with a classroom health and safety briefing. • Class discussion: Learners suggest different land-based business types. Draw a mind map on the board to collate their ideas. • Tutor presentation: On ownership and liability of these different land-based businesses. Include business type objectives such as supply of goods or services for or not for profit. 	<ul style="list-style-type: none"> • A list of case studies that will be used throughout the delivery of this unit



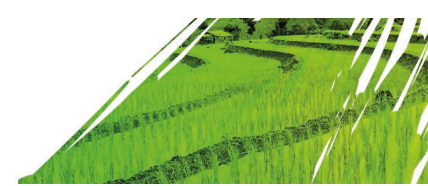
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual activity: Learners are to use the business type objectives as headings and list underneath which the business models from the mind map fall under. This helps learners begin to understand how and why these different business types operate. • Small group activity: Learners compare their ideas and justify the reasons for them to the group. This also helps you ensure learners have understood the introduction of the unit. • Class discussion: Discuss the scope of business activities, including local, national and international positions. Ask learners which businesses fall under which headings and consider how they are affected by external, local, national and international organisations such as Natural England, the EU and US markets, oil prices, fluctuation etc. • Homework: Ask learners to consider how these businesses are linked to each other, as well as other areas of their supply chain. 	
2	A1: Features of land-based businesses	IS/GW	<ul style="list-style-type: none"> • Lead in: Discussion of homework. Learners suggest their thoughts on how land-based enterprises are linked to different areas, such as tourism in an area around a farm shop, or advertising for a tree surgery enterprise. • Class activity: Learners begin formalising their shared ideas by producing a flowchart or similar of how land-based businesses link to other businesses and areas. This task can be as big or as small as time permits, with a small flowchart or a huge poster with 	<ul style="list-style-type: none"> • Poster paper • Examples of business links



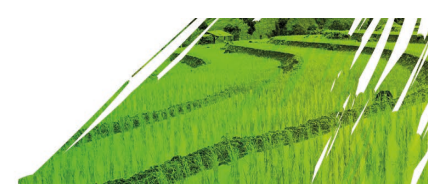
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>interlinked flowcharts.</p> <ul style="list-style-type: none"> • Tutor presentation: On the intrinsic link between land-based and associated industries in the supply chain, how this affects the success of an enterprise and how they differ, depending on the types of business in question. • Group activity: Give learners examples of different aspects of business that link with other areas written on small cards, e.g. logistics, marketing, cleaning, primary, secondary and tertiary production, farmers, nurseries, gamekeepers, camp sites. Ask learners to put these on paper and draw arrows in between in order to show how these are linked together, with a description along the arrow. A prize could be given for the most accurate amount of links between them. • Homework: Ask learners to consider the importance of a land-based business on its locale. 	
3	A1: Features of land-based businesses	IS/GW	<ul style="list-style-type: none"> • Lead in: Learners suggest the importance of land-based industries to regional and local economies, with you adding these headings onto a list on the board. • Tutor presentation: On how land-based businesses affect the local economy, as well as the knock-on effects in other areas such as environment, education and legislation. • Group activity: In groups, give learners an example of a specific land-based business, for example a crop grower, and ask them to 	<ul style="list-style-type: none"> • Examples of land-based business case studies



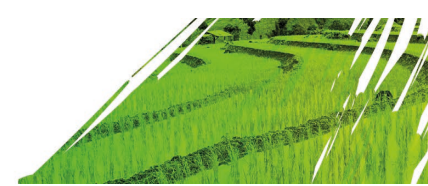
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>research how this business affects its locale, both positively and negatively.</p> <ul style="list-style-type: none"> • Class activity: Ask groups to elect a spokesperson and feed back their findings to the rest of the group. Learners should take notes of each other's findings, guided by the notes you make on the board to ensure accuracy. • Individual activity: Learners should look for common themes between different business effects on local employment, environmental factors and other socioeconomic areas. • Plenary: Ask learners questions about today's lesson to ensure learning has taken place. Make sure everyone is asked at least one question. 	
4	A2: Resource requirements of land-based businesses	GW	<ul style="list-style-type: none"> • Lead in: Discuss the physical resources required by land-based businesses. • Group task: Give learners generic examples of land-based businesses such as livestock and arable farms, tree nurseries, game farms and arboricultural services. Ask learners to research the costs of the physical resources required for a business type that interests them. This will have learners looking at sales sites and reference materials, talking to salespeople and suppliers that they may use during their own employment. This gets them used to knowing where to look, as well as who to speak to, regarding costing of equipment and other resources when it comes to their employment. 	<ul style="list-style-type: none"> • John Nix Farm Management book • PCs with internet access



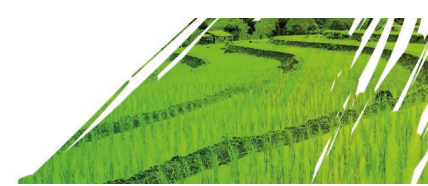
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Class discussion: Learners feed back to the rest of the class their findings on resource requirements and procurement methods. Learners should take notes of each other's findings and go on to discuss common themes. • Tutor presentation: On the physical, human and financial resources required by a land-based business. • Group task: Give learners an example of a business and an amount of money for the purpose of salaries and wages. Ask them to suggest what job positions they think are required and the appropriate payment. This will help you assess how well the learners have taken on the information set out in your presentation. • Homework: Learners research an education resource utilised by a land-based business in order to function correctly, and utilise the resources discussed during today's lesson. 	
5	A2: Resource requirements of land-based businesses	IS	<ul style="list-style-type: none"> • Lead in: Learners should each name an educational resource that they have found for their homework. These should include books, journals, websites and seminars produced by a broad range of organisations. • Tutor presentation: On the different educational resources available to land-based businesses. This also gives learners a list of resources that may be available for their own education. Ask learners to take note of these. Remember to include government, private and charity educational resource facilitators and producers. These could be found from the government website and could be 	<ul style="list-style-type: none"> • www.gov.uk/agricultural-skills-and-training • www.yellowwellies.org



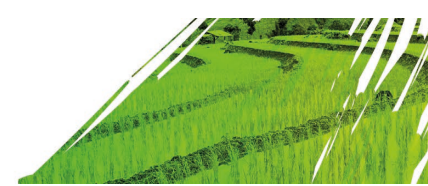
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>quite diverse, such as health and safety (see <i>Yellow Wellies</i>), practical skills with specific resources or business and financial skills provided in conjunction with banks.</p> <ul style="list-style-type: none"> • Individual task: Join this lesson with any self-reflection required for other units, perhaps work-based learning, and give learners time to sign up for or pursue educational resources that they feel will be of specific benefit to them. This could be done under your guidance or that of another lecturer who works with the learners in a more practical setting, to achieve results best suited for the learners' required skill set. • Plenary: Learners feed back to the group things they have signed up for or things they intend to sign up for or to utilise for their own education, and the reason they feel this will be useful to them in the future. This will make learners think about other lines of enquiry they may not have come to themselves. 	
6	A3: Land-based business processes and procedures	V	<ul style="list-style-type: none"> • Visit: Take learners to see a land-based business, equipped with pre-prepared questions. <p>While travelling, explain to learners that this is in order to consider the importance of legal aspects and management within the business. While there, they should also focus on how the business plans its production or how it will deliver its services. This should be linked with the specific sales and associated marketing measures carried out in order for the business to work effectively.</p> <p>Have learners ask about legal recording requirements, the details</p>	<ul style="list-style-type: none"> • A site to visit • Clipboards and paper



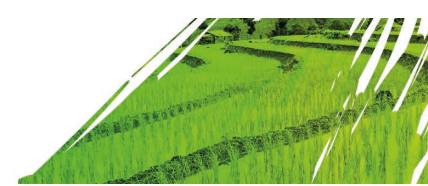
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>and purpose of relevant registration schemes, and how this information can be recorded in order to measure and improve performance by the business, the industry and specific staff members. It is a good idea to send these requirements to the site being visited beforehand, to allow them to have the information required to hand for the learners. Where possible, ask learners to talk to different types of employees within the business about their specific roles to give them a broader idea of future employment opportunities.</p>	
7	<p>A3: Land-based business processes and procedures</p>	GW	<ul style="list-style-type: none"> • Lead in: Ask learners to recount what they saw during last week's visit. • Class discussion: Ask learners to suggest the specific points of the land-based businesses that they noted while on the visit. Write these up on the board and ask learners to take these notes down themselves, as a way of checking their notes and sharing their information. Build up a picture of the land-based business with regard to its product or service production and delivery, and the planning required behind this, as discussed during the visit. • Tutor presentation: Building on the notes written up during the class discussion, go on to explain how the business benefits from registration schemes such as farm assurance schemes or forestry stewardship. Give examples of schemes the business does and doesn't use. • Group task: Learners discuss the requirements of some of the 	<ul style="list-style-type: none"> • Notes from the visit during the last lesson • Poster paper



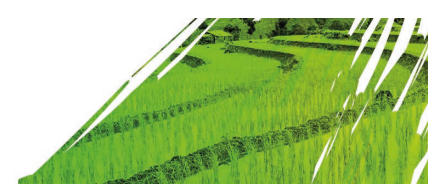
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			schemes that the business doesn't currently take part in. Using the internet, research the requirements and evaluate if the business model could take part in these schemes.	
8	A3: Land-based business processes and procedures	GW	<ul style="list-style-type: none"> • Lead in: Introduce risk assessment, its purpose and types, and potential hazards. • Class discussion: Ask learners 'What is a risk assessment?' • Paired activity: Give learners examples of risk assessments from different areas of industry. Risk assessments can be taken from other industries as well, as it is not the subject matter, but the methods employed in producing them that are important. Ask learners to look for common features. • Group activity: Tour your centre's land-based resources, such as gardens, farm or similar, and ask learners to fill in a risk assessment for work carried out in them, either by current staff or by staff of a future business that could take out work in this environment. Return to the classroom and ask learners to suggest their ideas to the rest of the class, noting down common themes and filling in any areas missed by learners. 	<ul style="list-style-type: none"> • Examples of risk assessment
Learning aim B: Investigate the viability of land-based enterprises				
9	B1: Market research and analysis	IS	<ul style="list-style-type: none"> • Lead in: Ask learners who will make use of different given land-based businesses, from agricultural, horticultural, arboricultural, conservation and game-based enterprises, i.e. who is the target market? 	<ul style="list-style-type: none"> • Worksheet with examples of different land-based businesses from local,



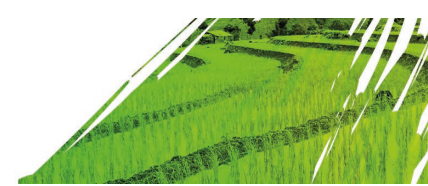
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Tutor presentation: On the topic of target markets, broken down into types and demographics of customers such as different ages, locations, income and private or commercial companies. • Individual activity: Give learners worksheets with different land-based businesses on them. Ask them to write down every different type of target market that this business will aim for. Higher achieving learners may go on to suggest which markets are going to provide the most income for the different businesses. • Class discussion: Learners feed back their ideas to the rest of the class. They should take notes from each other's ideas, led by what you agree and disagree with from their findings. 	national and international places
10	B1: Market research and analysis	IS/GW	<ul style="list-style-type: none"> • Lead in: Introduce the subject of primary and secondary research. • Class discussion: Learners give examples of where they think primary and secondary research of the same thing may give different answers; e.g. primary research may ask people to select their favourite meat and secondary research may give the most commonly selected options like beef and chicken, missing out more obscure options like ostrich or crocodile, which may disappear into the option of 'other'. This question also completely shuts out vegetarians or people who consider fish not to be meat, who then choose a different and possibly inaccurate option. • Individual task: Ask learners to write a questionnaire of around ten questions (or for bigger groups, fewer questions) on the topic of their choosing, such as 'Are you left or right-handed?', or 'What is 	<ul style="list-style-type: none"> • Examples of primary and secondary research, data, graphs and charts



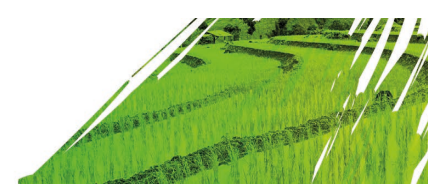
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>your favourite colour/food/sports team/drink/TV programme?</p> <ul style="list-style-type: none"> • Group task: Learners ask their classmates to complete their questionnaires. • Individual task: Learners use their primary research raw data to produce tangible information as secondary research. • Learner presentation: Learners feed back their information. Other learners should take notes on the methods of data processing for this information, such as line, bar and pie graphs, as well as percentages and other methods employed. • Tutor presentation: Discuss with learners the benefits and drawbacks of using both primary and secondary research information for findings, as well as the different graphs and charts utilised and their individual qualities. • Plenary: Show learners different graphs. Question them on what type of graphs they are and what types of information they are useful to convey. 	
11	B1: Market research and analysis	GW	<ul style="list-style-type: none"> • Lead in: Discuss the last lesson and introduce the more in-depth business analysis headings carried out by land-based businesses. • Class discussion: Ask learners to suggest what they think is meant by these headings or how they are applied. • Tutor presentation: On the topic of business analysis models, such as Porter's Five Forces model, SWOT and PESTLE. 	<ul style="list-style-type: none"> • Examples of PESTLE and SWOT analysis for basic and technical businesses



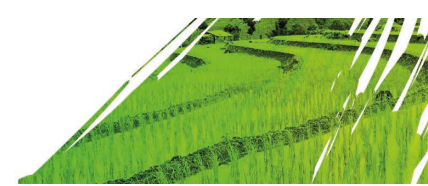
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Group task: Give learners a case study business and ask them to produce a full PESTLE analysis of it. • Class discussion: Ask learners to feed back to the group on the subject of their PESTLE analysis. • Plenary: Ask learners questions about today's lesson to ensure learning has taken place. This could involve suggesting a business and asking different learners to come up with one of the SWOT analysis areas. 	
12	B1: Market research and analysis	IS/GW	<ul style="list-style-type: none"> • Individual task: Learners come up with a definition of 'competition', in the business sense. • Tutor presentation: On the subject of competition and how businesses recognise their direct and indirect competitors in a local, national and international setting. Cover how businesses govern a market share and how this can change over time due to fluctuations in reputation, price and customer base, with learners taking notes throughout. • Group task: Ask learners to imagine that a land-based business of their choosing was to be built within your centre. What competition would it face locally, nationally and internationally? • Plenary: Learners feed back their ideas to the group. This should show you if they understand what they have been taught during the lesson. 	<ul style="list-style-type: none"> • Poster paper
13	B1: Market research and	IS/GW	<ul style="list-style-type: none"> • Lead in: Question learners on barriers to a business other than 	<ul style="list-style-type: none"> • PCs with Excel



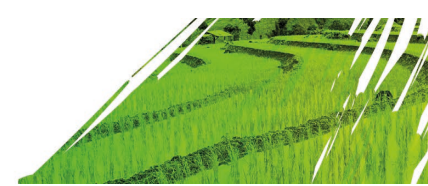
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	analysis		<p>competition.</p> <ul style="list-style-type: none"> • Tutor presentation: Explain to learners the barriers to setting up a land-based business and go on to explain how to produce a cash flow. • Individual task: Learners produce a check list of setting-up factors for a land-based business. Give learners an example of sales over a month and ask them to produce a rudimentary cash flow. • Group task: Learners show each other their cash flow ideas. In groups, get them to pick out strong points and weak points from each other's work, with a view to them producing a strong list of cash flow components. • Tutor presentation: On the correct way to produce a cash flow and other financial documents. 	
14	B1: Market research and analysis	V	<ul style="list-style-type: none"> • Visit: Visit a flourishing smaller land-based business. Ask a representative to discuss how the smaller business manages to keep in business in the midst of bigger competitors selling to local and national markets, and with local, national and international competitors supplying the same markets perhaps more cheaply or more efficiently. 	<ul style="list-style-type: none"> • A site to visit
15	B1: Market research and analysis	GW	<ul style="list-style-type: none"> • Lead in: Link back to last week's visit, reiterating the main findings discussed. • Tutor presentation: On how smaller and larger businesses both require finance which pays for set-up costs. Make comparisons to 	<ul style="list-style-type: none"> • Learner notes from previous two lessons



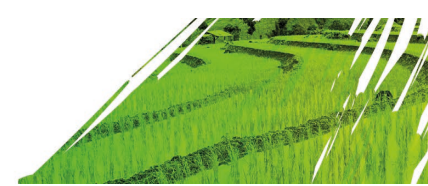
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>show how both have fixed and variable costs, but through economies of scale, a larger business can profit more than a smaller business. This should link in learners' minds with the competition factors discussed over the last two lessons.</p> <ul style="list-style-type: none"> • Group task: Give groups hypothetical amounts of money, ranging from hundreds to millions. Groups are to produce a simple plan for the same type of business; they must note how they will spend their money and how big their business will be as a result. They should discuss their market, competition and how they will meet the needs and requirements put on the business by both. • Class discussion: Learners feed back their group ideas. Go on to discuss where learners think their businesses may have found their finances. • Tutor presentation: On sources of finance for businesses, including investment, self-funding, grants and loans. • Plenary: Ask learners to answer questions on today's lesson. Ask the whole group and then pick a name at random. This gets all learners thinking about an answer, as they could be selected by you. 	
16	B2: Financial feasibility of a land-based enterprise	GS	<ul style="list-style-type: none"> • Lead in: Looking back to the task from the previous lesson, ask learners to consider if they had too much money or not enough for the business they were trying to produce. • Class discussion: Learners suggest how much money they actually required for last week's task. 	<ul style="list-style-type: none"> • Learner notes from last lesson's task • Visiting speaker



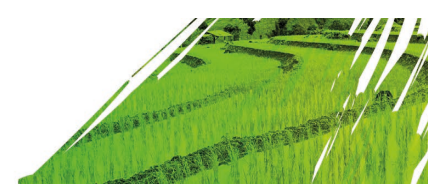
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Visiting speaker: Invite a finance manager from a land-based business give a lecture, in conjunction with you, on capital within a business. This should include further discussion of sources of capital, financial accounts and records, as well as more detail on cash flow and profit margins. • Plenary: Learners should ask questions of the visiting speaker about their position within their business, and any advice they may have on employment within the field. 	
Learning aim C: Carry out business start-up planning for a land-based enterprise				
17	C1: Features of a business start-up plan	IS/GW	<ul style="list-style-type: none"> • Lead in: The assignment for this unit requires learners to undertake a Set Assignment, considering the viability of business enterprises and preparing a business start-up plan. This should be introduced to learners at this point so they can see why they are learning what they are over the next few lessons, in relation to their assignment. • Group task: Give learners examples of different business start-up plans and ask them, in groups, to look for what they think are the key components of the documents. • Class discussion: Ask groups to feed back to the class their ideas on the key features of their documents. Add these to a list on the board as you go along; learners should take notes of each other's ideas for future reference. • Tutor presentation: On the purpose of enterprises; learners should take notes. Link these purposes with different real-world 	<ul style="list-style-type: none"> • Assignment briefs



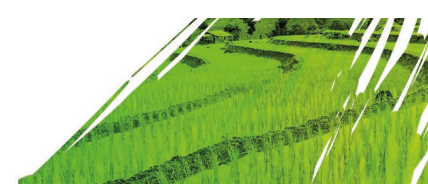
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			business aims. <ul style="list-style-type: none"> • Individual task: Learners produce their own business aims for a future business they would like to run. • Class discussion: Ask learners to feed back their ideas on business aims, with direction from you and the class as to how to improve these or make them more achievable. • Plenary: Ask learners questions on the day's lessons to ensure learning has taken place. This could be done in the style of a quiz, with a small prize for the most correct answers. 	
18	C1: Features of a business start-up plan	IS	<ul style="list-style-type: none"> • Lead in: Ask learners what they think are the legal requirements of a land-based business. • Class discussion: Ask learners to feed back their thoughts on the legal requirements of a land-based business. • Tutor presentation: On the topic of legal structure and operation within a business. • Individual task: Learners produce a checklist of legalities which are addressed while setting up a business of their choosing. This should be researched using books and the internet and written up as a formal document. Learners can use this as part of their assignment, or as an aid to it. • Homework: Learners consider what resources are required for the land-based business that they have worked on during today's lesson. 	<ul style="list-style-type: none"> • Books on the topic of business legal requirements • PCs with internet access



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
19	C1: Features of a business start-up plan	GW	<ul style="list-style-type: none"> • Lead in: Give learners examples of five different land-based businesses. Ask them to consider the resources required individually. • Group task: Learners work in groups to produce a list of specific required resources for the different businesses. • Class discussion: Learners feed back their ideas on resource requirements, with you producing a list on the board for learners to take notes from each other's ideas. • Tutor presentation: On the resource requirements of land-based businesses. Where possible, show learners some of these resources in the centre's machinery storage. Show learners some of the basic maintenance tasks and storage methods for best retention of resources. • Homework: Ask learners to find examples of land-based business promotion. 	<ul style="list-style-type: none"> • Land-based business equipment and resources
20	C1: Features of a business start-up plan	GW	<ul style="list-style-type: none"> • Lead in: Ask learners to show and discuss the findings from their homework. • Tutor presentation: On the promotion of different land-based businesses. Specifically, discuss different marketing methods and the associated costs. This should link with further discussion on financial forecasts for businesses and how they are formulated. • Group task: Give learners examples of different land-based businesses and ask them to produce a plan to promote the 	<ul style="list-style-type: none"> • Business case studies • Poster paper • Felt pens



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>business. Make a special point of the finances involved in this and why they think the expenditure is necessary for different reasons.</p> <ul style="list-style-type: none"> • Plenary: Learners feed back their group work to the rest of the class. Lead a discussion about aspects of their work which may need some improvement, but also make a particular point of what they have done correctly. 	
21	C1: Features of a business start-up plan	IS/GW	<ul style="list-style-type: none"> • Lead in: Discuss with learners what they think are the key measures of success for a land-based business. • Tutor presentation: On the financial and non-financial performance indicators for a business. Cover how these can be affected by market analysis and risks such as competition, and what contingency plans can be put in place to ensure the continued success of a business. 	<ul style="list-style-type: none"> • Examples of business performance indicators
22	C2: Presenting the business plan	IS	<ul style="list-style-type: none"> • Lead in: Give learners examples of different business plans and ask them, in groups, to look for what they think are the common features. • Class discussion: Ask groups to feed back to the class their ideas on the common features of a business plan. Add these to a list on the board for learners to note down. • Tutor presentation: On the correct procedure for producing business plans. • Individual task: Learners begin producing their own business start-up plan, now that they have a firm understanding of the purpose of 	<ul style="list-style-type: none"> • Examples of business plans



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>a business.</p> <ul style="list-style-type: none"> • Plenary: Ask learners questions on what they feel they should focus on in the next lesson, in order to use their time effectively for their assignment. 	
23	C2: Presenting the business plan	AW	<ul style="list-style-type: none"> • Lead in: Explain to learners that today's lesson is to be used for working on their assignment, and give direction as required. Ask learners if there is anything which they feel they need further development on, and explore common issues for assessment preparation. 	<ul style="list-style-type: none"> • Access to PCs
24	C2: Presenting the business plan	GW	<ul style="list-style-type: none"> • Class discussion: Ask learners if they feel they have recognised common themes of success and failure, and what they are. 	<ul style="list-style-type: none"> • Examples of business plans
	Unit summary	GW	<ul style="list-style-type: none"> • Unit summation: Ask learners to write anonymously on a piece of paper a question that they feel they should know the answer to on the unit but may have felt it was too late in the delivery to ask it without being embarrassed. Read these out to the class and answer them, as there may well be more than one learner whom it will benefit. • Plenary: Quiz learners on their understanding of business plan presentation in order to make sure that learning has taken place. Explain to them the benefits of self-reflection and ask them to consider themselves in relation to what they have learnt. 	<ul style="list-style-type: none"> • Paper and pens
<p><i>Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.</i></p>				