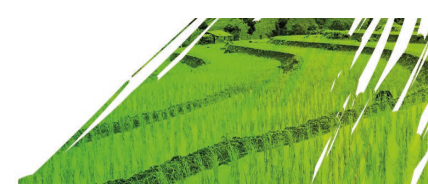


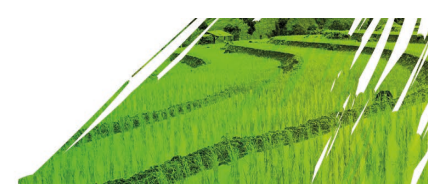
Unit title	Land-based Business Improvements
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
Unit 3: Understanding Environmental Management Unit 7: Work Experience in the Land-based Sectors	

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

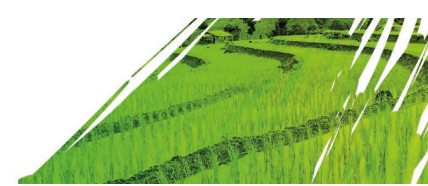
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore the land-based business environment to identify opportunities for improvements				
1-2	A1: The scope and importance of land-based businesses	GW/IS	<ul style="list-style-type: none"> • Lead in: Introduction to the unit and the learning aim. What are land-based business improvements? How will the unit be delivered in terms of theory sessions and assessment? • Tutor presentation: What are the differences between a business and an organisation? What is the difference between commercial, not-for-profit and regulatory? • Paired activity: Split learners into pairs to produce mind maps of the different land-based businesses in the local area. Have them 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



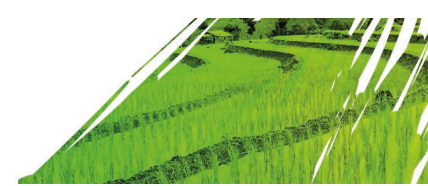
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>identify which are commercial, which are not-for-profit and which are regulatory.</p> <ul style="list-style-type: none"> • Tutor-led discussion: How land-based businesses are influenced by regional economies, local economies and the environment. Learners could develop notes to evidence the issues discussed. • Independent activity: Learners carry out research and identify the aims of different land-based businesses. • Tutor-led discussion: Learners feed back their findings. You can record this on the board for all learners to take down to ensure they have a thorough and comprehensive list. • Tutor presentation: The importance of keeping financial records and what financial records can tell us. • Small group activity: Ask learners to consider what financial information and records need to be kept. • Plenary: A short Q&A session about the importance of land-based businesses. 	
3	A1: The scope and importance of land-based businesses	GW	<ul style="list-style-type: none"> • Lead in: Recap the previous session, covering the financial information that must be kept for the business. • Tutor presentation: How do we keep financial information? What does it tell us? Requirements for financial records. • Paired activity: Split learners into pairs to discuss what financial information should be recorded and why. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



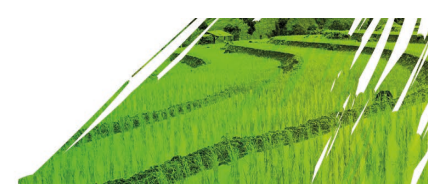
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Tutor-led discussion: How can this help us to improve the business and plan for the future? • Small group activity: Learners produce tables and charts for keeping financial records. Circulate the groups to prompt and ensure accuracy. • Plenary: A short Q&A session about financial information. 	
4	A1: The scope and importance of land-based businesses	IS/GW	<ul style="list-style-type: none"> • Lead in: Recap the previous session with Q&A about the importance of financial information and other important influences on the business. • Tutor-led discussion: Different influences on the land-based business marketplace. • Independent activity: Learners produce mind maps about the different influences on the land-based business marketplace. • Group discussion: Learners feed back their findings to the group. A larger mind map can be created by the group capturing all of the learners' ideas, which can be recorded by all to ensure they have comprehensive notes. • Knowledge quiz: A short quiz about the different influences on the land-based business marketplace. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
5-6	A1: The scope and importance of land-based businesses	IS/GW	<ul style="list-style-type: none"> • Lead in: Introduction to the session about associated industries and how they fit into supply chains. • Tutor presentation: A supply chain – what it involves at the 	<ul style="list-style-type: none"> • Tutor presentation and notes



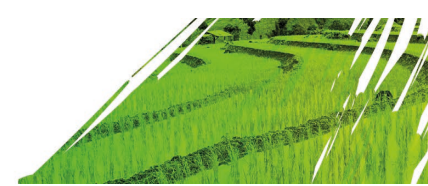
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>different stages within it and how they influence one another.</p> <ul style="list-style-type: none"> • Paired activity: Give learners a simple supply chain, i.e. suppliers, distributors, processors, customers. Learners should annotate the supply chain with local and global examples. • Tutor-led discussion: How the different stages in the supply chain influence and depend on one another. • Independent activity: Case study – learners could draw a supply chain for a local business and research other people or businesses that could enter the supply chain. • Group presentation: Short group presentations for learners to feed back their findings to the group. • Knowledge quiz: A short question and answer session to ensure learners have secured knowledge of supply chains. 	<ul style="list-style-type: none"> • Computers • Paper and pens
7	A1: The scope and importance of land-based businesses	IS	<ul style="list-style-type: none"> • Lead in: Recap the previous session, then move onto organisations that are associated with land-based businesses. • Tutor-led discussion: Brainstorm different organisations that can influence the land-based sector. • Tutor presentation: Evolving technology and its influence on the sector. • Independent activity: Learners list different evolving organisations and industries, including primary, secondary and tertiary, and describe how they can influence business performance. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



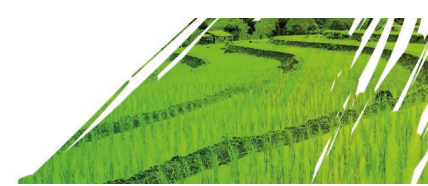
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Group discussion: Create a list of all suggestions on the board. Learners discuss their advantages and disadvantages. • Independent activity: Learners carry out research and list all the organisations, local and global, that influence land-based businesses in their local area. • Plenary: An exposition session to ensure learners have a thorough understanding of the session. 	
8	A2: Land-based business operations	IS	<ul style="list-style-type: none"> • Lead in: An introduction to different business types. • Tutor presentation: What are the different business types? Outline mixed, livestock, arable, fruit and vegetable farms. • Tutor-led discussion: Types of businesses, including suppliers of goods and services, crops or animals, advisers, machinery suppliers, etc. • Independent activity: Learners carry out research and find local examples of all the above business types. • Group discussion: Learners feed back their findings to the rest of the group. • Plenary: A Q&A session to ensure learners have a thorough understanding of the session. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens • Access to the local area • Any protective footwear required to access structures
9	A2: Land-based business operations	IS/GS	<ul style="list-style-type: none"> • Lead in: Recap the previous session, using Q&A to prompt and remind learners. • Tutor-led discussion: What are the aims and objectives of different 	<ul style="list-style-type: none"> • Tutor presentation and notes



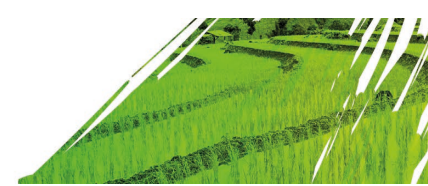
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>business types? What are their mission or purpose?</p> <ul style="list-style-type: none"> • Guest speaker: A guest speaker from a land-based business, e.g. livestock producer, milk producer or crop grower, could talk to learners about their aims and objectives. • Knowledge quiz: A quiz to ensure learners have secured knowledge of the aims and objectives of the business. 	<ul style="list-style-type: none"> • Computers • Paper and pens
10	A2: Land-based business operations	GW	<ul style="list-style-type: none"> • Lead in: An introduction to the roles and importance of key operations. • Tutor presentation: The roles and importance of key operations, including monitoring, performance targets, benchmarking and legislation. • Paired activity: Learners work in pairs to research the definitions and measure a local business they have chosen against the roles and importance of key operations. • Group discussion: The pairs should feed back their findings to the group and share similarities and differences. • Plenary: A Q&A session so you can ensure definitions and examples are accurate. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
11	A2: Land-based business operations	GW	<ul style="list-style-type: none"> • Lead in: Introduction and recap of the previous sessions, outlining how they will enhance this session. • Tutor presentation: On the uses of financial information to determine business success. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers



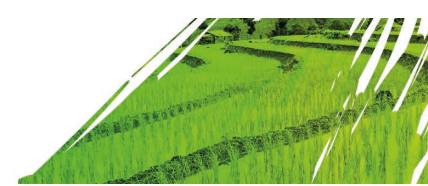
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Whole group activity: Ask the group to look at charts and graphs and interpret them. • Group discussion: A summary of the activity, ensuring learners understand the process. • Case studies: Issue learners with financial information for a business. Ask them to analyse, draw conclusions and present their findings. • Plenary: A Q&A session to ensure learners have a secure knowledge of how to use financial information as a tool. 	<ul style="list-style-type: none"> • Paper and pens
12	A2: Land-based business operations	IS	<ul style="list-style-type: none"> • Lead in: Recap the previous session on interpretation of financial information and introduce financial forecasting. • Tutor presentation: On opening and closing statements of financial position, capital to show investment needed, cash flow forecast, fixed and variable costs and break-even point. • Whole group activity: A short Q&A session to ensure a good knowledge and understanding has been secured. • Independent activity: Set up each of the financial forecasting activities on tables. Learners should rotate around all of the activities and complete them until they have attempted all of them. Circulate and assist as required. • Plenary: Check learners have completed activities correctly and understand the methods. Give feedback on their performance. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Sample assessment materials • Paper and pens



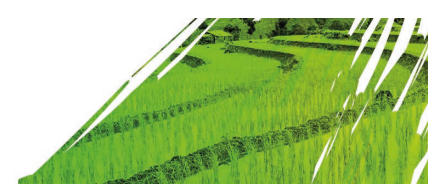
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
13	A2: Land-based business operations	GW	<ul style="list-style-type: none"> • Lead in: An introduction to the session on the structure and organisation of a business. • Tutor-led discussion: Outline the different structure types, including hierarchical, flat and matrix. • Paired activity: Learners work in pairs to research a local land-based business and outline its original structure. • Tutor-led discussion: Learners share their research. You should record this on the board for learners to take down. • Knowledge quiz: A short quiz to ensure a good level of knowledge and understanding has been secured. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
14	A3: The land-based business marketplace	GW	<ul style="list-style-type: none"> • Lead in: An introduction to the land-based business marketplace. • Tutor presentation: About the land-based business marketplace and what it is made up of. • Small group activity: Working in small groups, learners look at how customers, competitors and others in the marketplace interrelate. • Group discussion: Learners feed back their findings to the group. • Plenary: A short Q&A session to ensure knowledge and understanding have been secured. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens • Resources for making posters
15	A3: The land-based business marketplace	GW	<ul style="list-style-type: none"> • Lead in: Recap the previous few sessions where you prompt and remind learners of the impact different agricultural and horticultural processes can have on the environment. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers



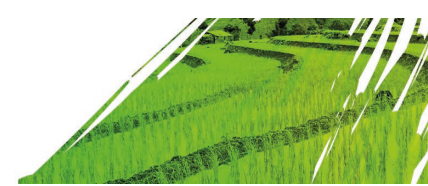
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Tutor presentation: A detailed presentation informing learners of the reasons why fertilisers are used in agriculture and horticulture, and their advantages and disadvantages. • Small group activity: Learners should work in small groups to research and list the different types of fertilisers that are available and their purpose, advantages and disadvantages. • Plenary: Learners share their findings in a discussion. You should recap the session in order to reiterate any missed information. 	<ul style="list-style-type: none"> • Paper and pens
16	A3: The land-based business marketplace	IS	<ul style="list-style-type: none"> • Lead in: An introduction to the session: what is a stakeholder? • Tutor-led discussion: Outline the differences between internal, external and community stakeholders. • Independent activity: Learners research a local land-based business and produce an original chart showing the stakeholders. • Group discussion: Learners feed back their findings. • Knowledge quiz: A quiz where you can establish that learners have a thorough understanding of stakeholders. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
17	A3: The land-based business marketplace	GW	<ul style="list-style-type: none"> • Lead in: Recap the previous session and introduce the importance of efficiency in supply chains. • Tutor presentation: What is a supply chain? Who is involved? Why is efficiency so important? What is interdependency and why is it so important? • Paired activity: Learners work in pairs to produce posters outlining 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



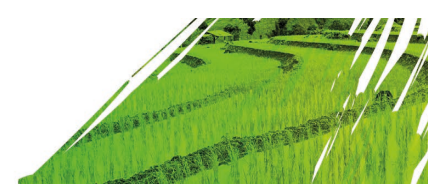
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<p>supply chains.</p> <ul style="list-style-type: none"> • Plenary: Learners should present their posters, with questions at the end. 	
18	Assessment preparation	IS	<ul style="list-style-type: none"> • Lead in: Summarise the learning aim and ask learners if they would like you to go over any of the learning aim content that they are unsure of. • Independent activity: Learners prepare for assessment and look at the sample assessment materials, drawing out the learning aim A work and attempting this part of activity 1 in order to prepare them for the set task. • Plenary: Give learners feedback on their performance. 	<ul style="list-style-type: none"> • Computers • Paper and pens • Resources for making posters
Learning aim B: Examine the influences on land-based business performance				
19	B1: Product trends and consumer trends	IS	<ul style="list-style-type: none"> • Lead in: An introduction to the session – why do we monitor product trends? • Tutor presentation: How can we use product trends to influence the development of the business? • Independent activity: Learners produce leaflets about how product trends can be monitored and how these trends can allow us to tailor the growth and development of the business. • Independent presentation: Learners present their leaflets. • Plenary: Recap the session to ensure learners have a secure understanding of product trends. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



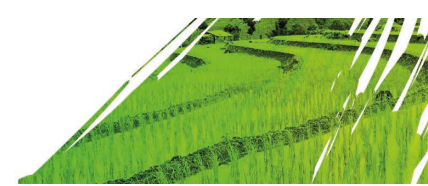
Lesson	Topic	Lesson type	Suggested activities	Classroom resources
20	B1: Product trends and consumer trends	IS	<ul style="list-style-type: none"> • Lead in: An introduction to PESTLE as an analysis tool. • Tutor presentation: What is PESTLE? What do we use it for? Why do we use it? • Independent activity: Carry out a PESTLE analysis for an allocated land-based business. • Independent presentation: Learners feed back and explain their PESTLE analysis. • Plenary: Recap the session to ensure learners have a secure understanding of PESTLE analysis. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
21	B2: Other influences impacting on land-based business performance	GW	<ul style="list-style-type: none"> • Lead in: An introduction to the session – what is migration? • Tutor presentation: The positive and negative effects of migration, and its impact on the region. • Small group activity: Working in small groups, learners research and make notes for a class discussion about where migration has had positive and negative effects. • Knowledge quiz: A short quiz to establish that learners have good knowledge and understanding. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
22-23	B3: Benefits and risks associated with growing a land-based business	IS/GW	<ul style="list-style-type: none"> • Lead in: Recap the previous sessions with Q&A and introduce the session on business growth. • Tutor presentation: What are the benefits and risks associated with growth in a land-based business? 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners work in pairs and research support mechanisms for business growth. • Independent activity: Learners research and identify new market developments. • Group discussion: About recognition and reputation of land-based businesses, and their importance. • Plenary: Recap the session and clarify any issues. 	<ul style="list-style-type: none"> • Presentation resources
24	Assessment preparation	IS	<ul style="list-style-type: none"> • Lead in: Summarise the learning aim and ask learners if they would like you to go over any of the learning aim content that they are unsure of. • Independent activity: Learners prepare for assessment and look at the sample assessment materials, drawing out the learning aim B work and attempting this part of activity 1 in order to prepare them for the set task. • Plenary: Give learners feedback on their performance. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
Learning aim C: Plan opportunities for improvement in a land-based business				
25	C1: Improving land-based business performance	IS	<ul style="list-style-type: none"> • Lead in: An introduction to the session – what is a business plan? • Tutor presentation: The purpose of a business plan, why they are used and their importance. • Tutor-led discussion: What information do we put into a business plan? 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Independent activity: Learners produce business plan templates. • Group discussion: Learners feed back their templates to the rest of the group and all share information. • Plenary: Recap the session and ensure a secure knowledge is evident. 	
26	C1: Improving land-based business performance	GW	<ul style="list-style-type: none"> • Lead in: Recap the previous sessions about business planning via Q&A and introduce SWOT analysis. • Tutor presentation: SWOT analysis as a tool – what does SWOT mean? How does it help us? • Tutor-led discussion: What do we use SWOT for? • Paired activity: Learners produce a template for completing a SWOT analysis. • Group discussion: Learners share their findings with the group. • Plenary: A Q&A session to ensure a thorough understanding has been secured. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
27	C1: Improving land-based business performance	IS	<ul style="list-style-type: none"> • Lead in: Summarise business planning and SWOT analysis, before moving onto key indicators of business performance. • Group discussion: About the key indicators of business performance. • Independent activity: Learners produce mind maps about how key indicators can improve business performance. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens



Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Knowledge quiz: A short quiz to check knowledge of key indicators of business performance. 	
28	C2: Planning land-based business improvements	IS	<ul style="list-style-type: none"> • Lead in: Recap learning aim C1, where learners looked at and developed templates for business planning, SWOT analysis and key indicators. Introduce the session and the tasks that will be completed. • Independent activity: Learners complete a business plan, a SWOT analysis and a list of key indicators for an allocated land-based business. Circulate around the group, prompting, assisting and keeping learners on task. • Plenary: Give learners feedback on their activities. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Paper and pens
29-30	Assessment preparation	AW	<ul style="list-style-type: none"> • Lead in: Summarise the learning aim and ask learners if they would like you to go over any of the learning aim content that they are unsure of. • Independent activity: Learners prepare for assessment and attempt the sample assessment materials in preparation for their set task. • Plenary: Give learners feedback on their performance. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Computers • Sample assessment materials • 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>				