

## Unit 4: Developing a Land-based Enterprise

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### Delivery guidance

There are many different areas and vast opportunities for enterprises to flourish in the land-based sector. This unit will provide learners with the understanding of the development of these enterprises and the skills required to pursue a career in this sector.

It will enable learners to explore the features, processes and resource requirements of land-based businesses. They will investigate the viability of land-based enterprises in different areas and be able to carry out business start-up planning for a land-based enterprise of their preference. There is the chance for learners to engage with employers, which will expose them to a range of possible future employment, training and further understanding.

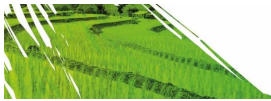
### Approaching the unit

To deliver the content in learning aim A, it is recommended that you introduce learners to the variety of land-based enterprises and get a feel for what interests the different learners in the class have for these areas. You will inspire learners by arranging visits to land-based businesses such as game, fish, arable and livestock farms, and arboricultural and recreational businesses too. The primary objective is to get learners thinking about the types of business that they will encounter and then to start recognising common features between them as they develop their understanding of how land-based businesses are composed. Having representatives tour learners around business grounds and buildings is the best way for learners to become confident in the inner workings of the sites visited, and is also a chance for learners to engage with possible future employers. Where possible, visit similar businesses on different scales of production and explain the difference between the resources required and utilised by these different scales of business.

You will cover different types of land-based enterprises and how to correctly recognise how land-based enterprises are intrinsically linked to each other and different markets in a local and international capacity. You will review the physical resources, legal factors and planning methods of these businesses by giving presentations and inviting guest speakers to give talks at the centre. By the end of learning aim A, learners should be confident with the features, processes and resource requirements of land-based businesses.

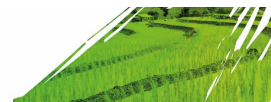
Learning aim B focuses on the market aspect of land-based businesses and the different financing requirements and opportunities they have. This should be taught through the use of formal presentation; however, discussion with industry representatives should also be promoted, during both lectures and visits, to make the subject come to life for learners. You will help learners to carry out their own questionnaires so they can see how market research data can be best interpreted and transformed into tangible information, which will aid in the direction and development of a land-based business.

Finally, learning aim C sees learners discovering the key features and aspects of a business start-up plan, with a view to producing their own and presenting it to their peers. Learners should be given the opportunity in this aim to produce a business plan for a business they see themselves running one day. All areas of land-based business should be considered by learners to produce something which they themselves see as



important and beneficial to their future employment within the industry, and which they may well one day develop in order to take on and impress investors.

A catalogue of businesses and employers should be produced over the years this module is delivered, to be shared between lecturers with a view of building links with possible future employers of the learners. This will also produce a wide range of sites to visit, as well as possible visiting speakers.



### Assessment model

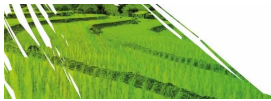
Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore features, processes and resource requirements of land-based businesses	<b>A1</b> Features of land-based businesses <b>A2</b> Resource requirements of land-based businesses <b>A3</b> Land-based business processes and procedures	This unit will be assessed through a Pearson Set Assignment.
<b>B</b> Investigate the viability of land-based enterprises	<b>B1</b> Market research and analysis <b>B2</b> Financial feasibility of a land-based enterprise	
<b>C</b> Carry out business start-up planning for a land-based enterprise	<b>C1</b> Features of a business start-up plan <b>C2</b> Presenting the business plan	

### Assessment guidance

As the unit is assessed by a Pearson Set Assignment, it is advisable to ensure learners are fully aware of the preparation required. Discussing preparation strategy with learners will allow them to form their own best systems for preparation of assessment, rather than a 'one size fits all' plan.

Visual, read/write, audio and kinaesthetic learners each have their own favoured methods, which themselves can be made up of a range of learner styles. By producing a contents or chaptering system of their notes, learners can produce a list of the different topics for preparation. This can then be divided or ordered into a list that the individual feels they need to spend more or less time reviewing, and then they can revise accordingly.

Learners should factor in plenty of time for recreation, nutrition and exercise during this preparation period. This assessment will take place in the form of an assignment; as such learners should carry out practice assignments regularly throughout the delivery of the unit, not only on the assessed material but on related subjects too, in order to aid in their recall and vocabulary use in the genuinely assessed piece.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 4: Developing a Land-based Enterprise

#### Introduction

Understanding the operation of any business is vital if it is to be successful. This includes knowledge and understanding of the business environment, marketplace and business management skills.

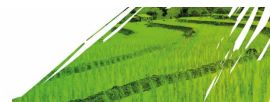
The land-based sector is predominantly made up of small- and medium-sized businesses, and this provides many opportunities for learners to set up their own business at whatever scale they see fit. In this unit, you will teach about the resources and processes that businesses operating in the land-based sector need; these include human, physical and financial features. You will undertake delivery of a financial viability study, preparing cash flows, an income statement and a statement of financial position. You will explain how to carry out market research in order to identify a viable enterprise, leading to the production and presentation of a viable business start-up plan for a chosen land-based enterprise.

These activities will prepare learners for employment in the land-based sector, in a role such as unit manager, and for self-employment in the sector. This unit also enables them to progress to a higher-education course, such as a degree in land-based business management or a relevant vocational degree, for example horticulture and countryside management.

#### Learning aim A – Explore features, processes and resource requirements of land-based businesses

##### A1

- In order to introduce the unit and the first learning aim, have learners suggest to the class the different land-based business types that they have heard of, seen, worked in or are otherwise aware of. Produce a mind map on the board listing these and linking them to each other, and any off shoots which may be produced by the class. Present to the class how these businesses are structured within the industry, making particular note of the business type objectives, i.e. does the business produce goods for sale or does it provide a service which can be bought? Discuss with learners the differences between these businesses and when and where these differences cross over each other, or in other words, when a business provides both goods and services.
- A mind map produced in class examples of land-based goods and/or services, from which learners then make links to land-based businesses and business types. Have a class discussion on the ideas given by the learners and go on to discuss the scope of activities that these businesses can carry out during their function. Consider with learners the applications of the businesses on a local, national and international scale, as well as the limitations within these different scales.
- After learners have formed a basic understanding of the features of land-based businesses, have them produce a list detailing how land-based businesses link to other businesses and areas, both in the business's own locale and further afield. This task can be either big or small, depending on the learners' requirements. A poster can be produced individually or by groups, which can then be grouped together to make an overall piece of work which shows the infrastructure of the



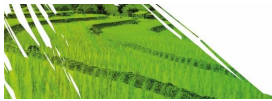
entire land-based industry and its connections. Extend this even further by including the links, connections and effects on other areas such as employment, environment, legislation and society.

## **A2**

- In order for learners to understand the resource requirements of land-based businesses, give them generic examples of land-based businesses such as livestock and arable farms, tree nurseries, game farms and arboricultural services, as well as others you deem relevant. Ask the learners first to list the resources they think are required by different businesses, and then research the costs of these for a business type that interests them. If appropriate, show learners resources in the centre's workshops or visit a business to review their physical resources. Encourage learners to use websites, books and catalogues to locate prices of the resources they think are important to a land-based business; this is a skill required during their employment as either a basic level worker or a managing director. The John Nix farm management book is a good starting point for this. Once a firm idea is put together of the requirements, learners may be able to talk to salesmen and suppliers that they may use during their own future employment. This has them getting used to knowing where to look, as well as how to speak to people employed in the procurement and costing of equipment.
- Go on to explain to learners the academic resources required by businesses and the training methods required to attain these. The large bulk of these are based on employees' skills and abilities and as such, this is a good time for learners to look to their own training requirements. Encourage them to reflect on their own future wants of employment and their current capabilities. Learners should use these thoughts to produce a small list of training they think they need. Use the internet to find where and how these may be carried out and, by linking up with a work-based learning unit, have learners book and organise these extra training courses in order to improve their skills. Learners should consider government, private and charity educational resource facilitators and producers.

## **A3**

- Take learners to see a land-based business. On the way, explain to learners that the visit 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. Have learners ask about legal recording requirements and the details 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. All of these aspects when put together form the processes and procedures of the land-based business. It is advisable to mention these requirements to the site being visited beforehand, to allow them to have the most up-to-date information required to hand for the learners, and any questions that they may have. Where possible have learners talk to different types of employees within the business about their specific roles to give them a broader idea of future employment opportunities.
- During a lecture back at the centre, have learners recount the visit, discuss their findings with their peers and formalise their notes. The visit will be beneficial to visual, kinaesthetic and auditory learners, while the classroom lecture will help the



read/write learners.

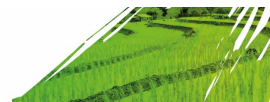
### Learning aim B – Investigate the viability of land-based enterprises

#### B1

- To introduce learning aim B, ask learners who they think will make use of the different given land-based businesses from agricultural, horticultural, arboricultural, conservation and game-based enterprises, focusing on the target markets. Develop learners' ideas by giving a formal presentation on target markets. This should be broken down into types and demographics of customers such as the different ages, locations, incomes and whole private or commercial companies. By giving learners a worksheet containing the different land-based businesses and having them write down the target markets of them, you can ensure learners have understood what has been taught to them. Have learners feed back to the class to ensure learning has taken place, and during the plenary revisit any areas that learners have had trouble with.
- To introduce the topic of primary and secondary research, you could give learners examples of each and have them recognise where the two can become confused to give false information. For example, where a question gives options for answers, those being questioned may pick an answer closest to their preference when their own is not available: if this were on the subject of picking a preferred meat and the options given were chicken, beef, lamb and pork, somebody who prefers turkey may choose chicken. If a business is built around this and increases the supply of chicken, a competitor who sells turkey will get the sales for the person whom the research suggested wanted chicken.
- Have learners give their own examples of where they think primary and secondary research of the same thing may give different answers and why. By using real-life information and letting learners come to their own conclusions on its accuracy and application, they should form a stronger understanding than if they simply had the information conveyed to them. The research does not have to come from the land-based industries and where possible should be compared to other industries, so learners can recognise common themes and improve their cognition of business as a whole.
- Learners should produce a simple questionnaire and have their classmates answer it. They can then dissect the information and turn the primary into secondary research. Learners should note areas where inaccuracies are produced by comparing mean averages with modal averages and similar.

#### B2

- In order to get learners thinking about finances in a business, they could be given an amount of hypothetical money with which to produce a simple plan. Different groups should be given different amounts of money. They should note how they will spend their money and how big their business will be as a result. They should discuss their markets and competition, and how they will meet the needs and requirements put on the business by both in order to make a profit. This could be like one of the many television business programmes familiar to learners where candidates have to win the respect of business judges by giving a successful presentation.
- Have a finance manager from a land-based business give a lecture, in conjunction with you, on capital within a business to the learners. This could include further discussion of sources of capital, financial accounts and records, as well as more detail on cash flow and profit margins. By utilising external speakers, information can be conveyed to learners in a refreshing manner so as to keep them interested in the topic, as well as being able to engage with a possible future employer.



### Learning aim C – Carry out business start-up planning for a land-based enterprise

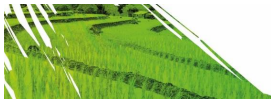
The assignment for this unit requires learners to undertake a set assignment considering the viability of business enterprises and preparing a business start-up plan. This should be introduced to learners at this point so they can see why they are learning what they are over the next few lectures, in relation to their assignment.

#### C1

- Give out examples of different business start-up plans and have learners, in groups, look for what they think are the key components of the documents. They will begin to recognise common features of a business start-up plan and as a result will know how best to formulate their own plans when necessary. This can be instilled by learners suggesting their thoughts to the rest of the class and you writing them up in list form on the board. If required, give more in-depth definitions and descriptions as you go along. Have learners look up some different business aims and link these to the common features of the plans; this could form a game where learners match up given businesses with linked business aims. Learners could produce some of their own business aims for a business they hope to run during their careers.
- Give a formal lecture on the topic of legal structure and operation within a business; a visiting speaker may be able to go into greater depth on this topic. During this time learners should produce a checklist of legalities which are addressed while setting up a business of their choosing. This should help them come to understand the logic behind the legal structure and the importance of adhering to them. These aspects can be researched using books and the internet, and written up as a formal document for use in future assessment preparation, and this works as well as an aid to their assignment.
- Give learners examples of different land-based businesses and have them produce a plan to promote the business, making particular reference to the costs involved in this and why they think the expenditure is necessary for different reasons. This should be fed back to the group, with you leading discussion as to aspects of their ideas as they deliver them. This is also an assessment method which will show you the different levels of understanding that the learners are working at, and will aid in further discussion and preparation for assessment.

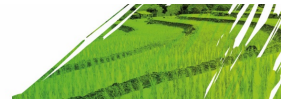
#### C2

- After producing business start-up plans, the formalisation of complete business plans require discussion with the learners. Give learners examples of these and have them recognise the common features.
- Have learners prepare a small business plan and produce a presentation to you on it. You will act as an interviewer in the form of a money lender and ask appropriate questions to pick up on areas learners may have missed out detail on. After an initial practice at this, have learners work in bigger groups over a few weeks to produce a full business plan.
- Have a bank manager or similar visiting speaker come in during the next lecture in order to interview learners and decide which businesses will and won't be lent money to or invested in due to the abilities of the learners. A chance should be given after the interviews for the bank manager to give points for improvement to the learners, based on this task. This task covers a useful skill for learners to have as they may very well need to be able to speak to investors during their employment. These interviews can be used again as a method of understanding how proficient learners are becoming with their knowledge of the subject.



This can be used for assessment preparation sessions to further establish learners' knowledge.

- As a summary of the unit, ask learners to write anonymously on a piece of paper a question on the unit that they feel they should know the answer to but may have felt uncomfortable with, as if 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. This should finalise learners' understanding of the unit and set them well on track to their future employment in the field.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 6: Land-based Business Improvements
- Unit 47: Sustainable and Renewable Land-based Practices.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International qualifications in Agriculture/Horticulture/Land-based Studies. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Website

Yellow Wellies – a charity aimed at training people who work in the land-based sector with regard to their health and safety.

*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.*