

Unit 6: Land-based Business Improvements

Delivery guidance

This is a mandatory unit in all of the pathways from 540 GLH and above. At 180 GLH and 360 GLH it is optional, for learners studying the International Level 3 in Agriculture, Horticulture or Land-based Subjects. Developing a sound understanding of the ways that businesses operate will stand learners in good stead to work in the sector. Learners need to fully understand:

- how to identify opportunities within the land-based marketplace
- why and when a land-based business requires improvement
- the internal and external influences on a land-based business
- how to plan for land-based business improvements.

You should include variety within the sessions to ensure a good knowledge and understanding is achieved, your learners are engaged and motivated, and they also learn practical skills. Sessions should include:

- theory lessons with engaging activities
- presentations to ensure knowledge and understanding is secured
- guest speakers to give learners an industry perspective
- preparation for the set task, using the Sample Assessment Materials.

Approaching the unit

This unit is essential to allow progression to supervisory and management levels within the land-based sector. It gives an understanding of management, making it very advantageous for learners working in the sector.

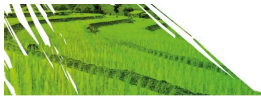
The focus of the unit is to give learners skills and knowledge and an understanding of the impact of good business management and planning on the success of a land-based business.

Learners will learn about the business features within the land-based sector and how to improve business performance.

Begin this unit by discussing the importance of having a good knowledge and understanding of business operation, business improvement methods and management systems. You also need to make your learners aware that the assessment for this unit involves them carrying out a task set by Pearson, and the Sample Assessment Materials can be used to prepare them for this.

Your learners can draw on any previous knowledge they may have if they have completed or are completing *Unit 7: Work Experience in the Land-based Sectors*; they will see different management operations first hand.

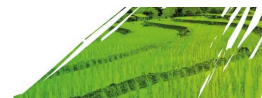
Learning aim A will explore the land-based business environment to identify opportunities for improvements. Within this learning aim, you will cover different organisations and their purpose, associated industries and organisations, different business types, their aims and objectives, financial records and forecasts. As well as organisational structure, the marketplace, supply chains and quality assurance, your



learners would also benefit from some input from guest lecturers to enhance the delivery of this unit.

Learning aim B will examine the influences on land-based business performance. Within this learning aim, you will outline product and consumer trends and what influences them, tools for analysing business performance, different influences on business performance – including regional, internal and external – business growth, development and associated risks.

In learning aim C1 you will teach all about the tools that we can use and how to use them, including business plans, strategies, SWOT analysis, performance indicators and contingency planning. Then, in learning aim C2, learners will complete business plans, looking at performance indicators, carrying out SWOT analysis and contingency planning.



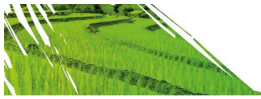
Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the land-based business environment to identify opportunities for improvements	A1 The scope and importance of land-based businesses A2 Land-based business operations A3 The land-based business marketplace	This unit will be assessed through a Pearson Set Assignment.
B Examine the influences on land-based business performance	B1 Product trends and consumer trends B2 Other influences impacting on land-based business performance B3 Benefits and risks associated with growing a land-based business	
C Plan opportunities for improvement in a land-based business	C1 Improving land-based business performance C2 Planning land-based business improvements	

Assessment guidance

This unit is assessed through a Pearson Set Assignment where learners demonstrate their knowledge and understanding of environmental management. Learners' work will be submitted in the form of a completed assignment which will be assessed by the centre staff using the assessment criteria in this unit.

Sample Assessment Materials are available on the Pearson website. These will help you to prepare your learners for the Set Task Assignment. These materials can be used to create similar style activities for learners to attempt as an assessment preparation exercise.



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 6: Land-based Business Improvements

Introduction

This unit prepares learners going into the land-based sector as it gives them a good knowledge and understanding of business operations, and how to maintain and develop a successful business within the sector.

Learning aim A – Explore the land-based business environment to identify opportunities for improvements

Learning aim A1

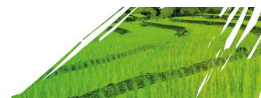
- Begin this learning aim by looking at the differences between a business and an organisation: what is the difference between commercial, not-for-profit and regulatory?
- Split learners into pairs to produce mind maps of the different land-based businesses in the local area and identify which are commercial, which are not-for-profit and which are regulatory. This could involve the development of focused case studies material on selected businesses.
- Have a discussion about how land-based businesses are influenced by regional economies, local economies and the environment.
- Give a presentation about associated industries in the primary, secondary and tertiary sectors.
- Allocate learners with different associated organisations and get them to produce leaflets about their aims, objectives and services they offer.

Learning aim A2

- Get learners to carry out research and identify the aims of different land-based businesses, and have them feed back their findings. Record this on the board for all learners to take down, to ensure they have a thorough and comprehensive list.
- Give a presentation about the importance of keeping financial operational records, and what these records can tell us. Discuss what a financial forecast is, and how this affects business operations. A visiting practitioner/expert could talk about how they use financial records to monitor and plan improvements to their business activities.
- Get learners to work in small groups to consider what financial information and records need to be kept. Consider percentage increases and decreases in performance measure.
- Have a group activity interpreting graphs, charts and tables, and show how this information can be used to improve performance.
- Discuss organisational structure and have learners divide their list into hierarchical, flat and matrix.

Learning aim A3

- Have a group discussion about the different influences on the land-based business marketplace.
- Get learners to produce mind maps of the different influences discussed.



- Give learners a simple supply chain, i.e. suppliers, processors, customers. Learners should annotate the supply chain with local and global examples. Follow this with a discussion about how the different stages in the supply chain influence and depend on one another.
- Get learners to list different evolving organisations and industries, including primary, secondary and tertiary, and describe how they can influence business performance. Then create a list of all suggestions on the board and have learners discuss the advantages and disadvantages of them.
- Get learners to research and list all organisations (local and global) that influence land-based businesses in their local area.
- Have a guest speaker from a land-based business (such as a livestock producer, crop grower or leisure resources provider) to talk to learners about business development and management.
- Set up each of the financial forecasting activities on tables. Ask learners to rotate around all of the activities until they have attempted all of them. Circulate and assist as required.
- Have a discussion outlining the different organisational structure types, including hierarchical, flat and matrix.

Learning aim B – Examine the influences on land-based business performance

Learning aim B1

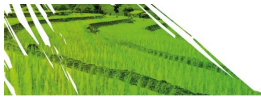
- Give an introduction on what different factors can influence a business, whether internal, external or global.
- Deliver a presentation on how we can use product trends to influence the development of a business.
- Have a discussion about evolving technologies and technological developments.

Learning aim B2

- Give a presentation looking at PESTLE. What is PESTLE? What do we use it for? And why do we use it?
- Get learners to work in pairs and carry out a PESTLE analysis for an allocated land-based business.
- Hold a teacher-led discussion about the positive and negative effects of migration and its impact on the region. Learners should take notes to underpin points raised.
- Get learners to work in small groups to research and prepare presentations about the internal factors that impact on business performance.

Learning aim B3

- Have a group discussion about business growth, consolidation, diversification and expansion, where learners compile lists about the advantages and disadvantages.
- Get learners to work in pairs and research support mechanisms for business growth.
- Get learners to make a mind map of ideas for new market developments, considering niche products, unique selling points, specialist products, leisure services and customer experience.
- Deliver a presentation on the benefits and risks associated with growth in a land-based business.



- Hold a group discussion about recognition and reputation of land-based businesses, and their importance.

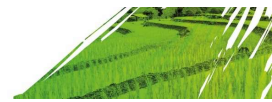
Learning aim C – Plan opportunities for improvement in a land-based business

Learning aim C1

- Start by introducing the different tools that can be used to plan, improve and develop land-based businesses.
- Deliver a presentation about the purpose of a business plan: why are they used and what is their importance?
- Have a group discussion about what information we put into a business plan. You can give learners an independent activity to produce business plan templates.
- Deliver a presentation about SWOT analysis as a tool: what does SWOT mean? How does it help us?
- Hold a teacher-led discussion: what do we use SWOT for?
- Have a Q&A session about business planning and SWOT analysis to ensure a thorough understanding has been secured.
- Have a group discussion about the key indicators of business performance, such as efficiency, competitiveness and market share.
- Get learners to produce mind maps about how key indicators can improve business performance.

Learning aim C2

- Get learners to 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.
- A motivating case study could be used to illustrate, for example, business diversification in the region.
- Get learners to prepare for assessment and attempt the Sample Assessment Materials in preparation for their Set Task. It could be useful to guide learners on how assessment criteria and essential information for assessment decisions can help them achieve their potential.



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

This unit links to:

- Unit 7: Work Experience in the Land-based Sectors.

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 and Land-based Subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Pettinger, R – *Business Studies for Dummies* (Wiley, 2013) ISBN 9781118348185. This is a useful text that simplifies much of the content within this unit.

Richards, C, Dransfield, R, Goymer, J, and Bevan J – *BTEC Level 3 National Business Student Book* (Pearson, 2010) ISBN 9781846906343. This text outlines different business strategies and enhances the unit content.

Dalton, C – *Brilliant Strategy for Business: How to Plan, Implement and Evaluate at any Level of Management* (Pearson, 2016) ISBN 9781292107844. This text will be useful for outlining different management techniques throughout much of the unit.

Evans, V – *The FT Essential Guide to Writing a Business Plan: How to Win Backing to Start Up or Grow Your Business* (FT Publishing, 2015) ISBN 9781292085142. This text will be useful for learning aim C.

The SWOT Analysis: A key tool for developing your business strategy (50Minutes.com, 2015) ISBN 9782806269324. This text will be useful for learning aim C.

PESTLE Analysis: Understand and plan for your business environment (50Minutes.com, 2015) ISBN 9782806270672. This text will be useful for learning aim C.

Journals

International Journal of Rural Management – a useful journal that will allow learners to read about different techniques and their success around the world.

Land – Open Access Journal – a useful journal that will allow learners to read about different techniques and their success around the world.

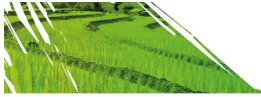
Websites

Visit the BusinessBalls website, which contains many business and marketing planning resources.

Visit the Entrepreneur website, which contains information to help entrepreneurs start up and grow.

Visit the Enterprise Nation website, which contains expert advice and support for small businesses.

Visit the Freelance Switch website, which contains business advice and information for maintaining a productive business.



BTEC INTERNATIONAL LAND-BASED SUBJECTS UNIT 6: LAND-BASED BUSINESS IMPROVEMENTS

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.