

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Rural Business Planning				
Module Code	UILXTA-15-2	Level	2	Version	1.1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	FdSc Agriculture FdA Agricultural Business Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014 V1.1- 31 July 2017		Revised CAC approval date	V1.1- 31 July 2017	

CAC Approval Date	27 January 2014
--------------------------	-----------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Produce and defend a business plan (A). 2 Evaluate the main business environment factors which may affect rural enterprises (A, B). 3 Articulate current thinking on effective business practices and development strategies for rural enterprises (A, B). 4 Explain various concepts of entrepreneurship in a rural setting (A). 5 Describe the sources of financing for a rural business and prepare, analyse and interpret information shown within the financial statements of various rural enterprises (A, B). 6 Analyse the basic requirements for the effective marketing of rural products and services (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Business environment: the nature of the business environment; impact of economic, social, political and legal, physical, legislation, ecology and technological forces on business decisions; environmental scanning; responding to change business principles and structures; employment. 2 Health and safety: recording information and accounting requirements to comply with business planning and monitoring. 3 Entrepreneurship and business development strategies: business profile, comparative measures of performance, analysis of business information; internal and external factors affecting business; problem-solving strategies; human resource and financial resource efficiency; sources of advice; business objectives and plans.

	<p>4 Business finance and financial management : raising finance; cash flow management; control of working capital; interpretation of accounts; investment appraisal; financial statements; control within the accounting system; accounting for different enterprises; development of plans and budgets and the influence of target setting on managers</p> <p>5 Marketing: definitions of marketing, principles of supply and demand and buyer-seller relationships; product life-cycle, range, evaluation pricing and development; market research; sales promotion and promotional tools; distribution; vertical and horizontal integration; costs</p> <p>6 Business plans: consider education and experience of owner of rural business, current profitability and repayment of existing loans, history of land use and soil type, current cropping and livestock enterprises, vision and goals for business, potential for value-added products.</p>												
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td>TOTAL HOURS</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL HOURS	150				
Lectures, guided learning, seminars etc	33												
Self directed study	3												
Independent learning	114												
TOTAL HOURS	150												
Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Virtual learning environment (VLE) This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>												
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key information set – module data</p> <table> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <i>Written exam</i>: Unseen written exam, open book written exam, in-class test. <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. <i>Practical exam</i>: Oral assessment and/or presentation, practical skills assessment, practical exam. 	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Number of credits for this module	15												
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours									
150	36	114	0	150									

	<p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="1" data-bbox="938 344 1066 488"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
Written exam assessment percentage	0%								
Coursework assessment percentage	75%								
Practical exam assessment percentage	25%								
	100%								
Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Allen, K R (Current Edition). <i>Launching New Ventures: An Entrepreneurial Approach</i>. Boston, USA: Houghton Mifflin Harcourt • Barringer, B R and Duane Ireland, R (Current Edition). <i>Entrepreneurship: Successfully Launching New Ventures</i>. Upper Saddle River, New Jersey: Pearson Education Inc. • Bhide, A V (Current Edition). <i>The origin and evolution of new businesses</i>. New York: Oxford University Press. • Burns, P (Current Edition). <i>Entrepreneurship and Small Business</i>. Basingstoke: Palgrave. • Deakins, D and Freel, M (Current Edition). <i>Entrepreneurship and small firms</i>. Maidenhead: McGraw-Hill. • Stokes, D and Wilson, N (Current Edition). <i>Small Business Management and Entrepreneurship</i>. London :Thomson. • Stutley, R (Current Edition). <i>The Definitive Business Plan</i>. FT: Prentice Hall. • Wickham, P (Current Edition). <i>Strategic Entrepreneurship</i>. Harlow: Prentice Hall. <p>Journals:</p> <ul style="list-style-type: none"> • International Journal of Agricultural Management. • Journal of International Farm Management. <p>Websites and databases:</p> <ul style="list-style-type: none"> • The Institute of Agricultural Management www.iagrm.org.uk/services. • Department for Environment, Food & Rural Affairs http://www.defra.gov.uk. 								

Part 3: Assessment

Assessment Strategy	<p>The students will be assessed via an oral presentation defending their written assignment.</p> <p>The oral presentation has been chosen so as to allow the student to demonstrate the knowledge and intellectual skills gained throughout the module by defending their written assignment.</p> <p>The written assignment has been chosen so as to facilitate in depth utilisation of the information covered throughout the module, as well as via additional study. This will also facilitate the development of transferable skills, demonstrated whilst writing a business plan.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, on examination feedback sheets and on the VLE.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>		
Identify final assessment component and element	Oral presentation.		
% weighting between components A and B (Standard modules only)	A:	B:	
	25%	75%	
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral presentation (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written assignment (2,000 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral presentation (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Written assignment (2,000 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			