

entrepreneur, start-up, business plan, challenge, success, confidence, values, self-belief, goal setting, cash flow, start-up, VAT, financial research, book keeping, profit & loss account, mark up, margin, SWOT, limited partnership, turnover, marketing,

Business Start-Up Course sales,

branding, market research, branding techniques, graphics, marketing, business plan, marketing,

Accredited Training for Small Business logos, planning techniques, business planning, website,

trading online, planning, legal structure, business formation entrepreneur, start-up, business plan, challenge, success, confidence, values, self-belief,

Course Handbook goal setting, cash flow,

Spring/Summer 2011 start-up, financial

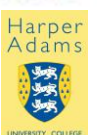
research, book keeping, profit & loss account, mark up, margin, SWOT, limited partnership, turnover,

marketing, branding, market research, branding techniques, logos, graphics, market segmentation,

marketing mix, advertising, planning techniques, business planning, website, trading online, sales

planning, start-up, business plan, challenge, success

WiRE



Contents

1. Welcome
2. Overview of Accredited Training for Small Business Programme
3. How does it work?
4. How is the training delivered?
5. Courses
6. Meet the Team
7. Assignment Outline and Activities
8. The Learning Resource Centre

Appendices

1. Programme Specification
2. Reading List
3. Assignment briefing forms, assignment submission form and assignment notes
4. Harper Adams Rules and Regulations
 - a. Harper Adams' Guide to Report Writing and Guide to Citing References
 - b. Assessment Regulations
 - c. Guidance on Academic Misconduct: Cheating, Collusion & Plagiarism
 - d. Generic Marking Scheme for Coursework
 - e. Arrangements for Claiming Mitigating Circumstances
 - f. Student Complaints Policy and Procedure
5. WiRE Wiki

1) Welcome

Welcome to your Course Handbook for the Harper Adams University College accredited **Business Start-Up Course**. It provides you with all the information that you will need to complete the course as well as telling you where you can obtain help and support during your time as a student.

Throughout the booklet you will find notes that look like this ^{W1} these refer to the course Wiki and expand on the topic; which is interesting but not vital, leaving you free to concentrate on the tools and resources which really make a difference to your business.

The coalition government's first major announcement in May 2010 was a pledge to "...*make the next decade the "most entrepreneurial and dynamic in our history"*". Studies show that businesses are more likely to succeed if they have investigated and understood their product, researched their market and planned the systems, finances and processes. The Business Start-Up course will provide you with the information, tools, resources, confidence and networks to start your own business and give it the best possible chance of success.

We wish you every success in your studies

2) The Accredited Training for Small Business Programme

The Business Start-Up Course is provided as part of the Harper Adams^{W1} Employer Engagement project ReedNet^{W2} it is delivered by WIRE^{W3}.

The employee engagement project REEDNet at Harper Adams supports work based learning^{W4} and business development in the rural economy through training. The training courses within this programme are all accredited^{W5} which means that the content, design, development, assessment and delivery of the training has been subjected to a framework of academic regulations and quality assurance so that academic credits can be awarded to the learner.

The training offers small rural businesses the opportunity to take up flexible and relevant skills based accredited courses for their owners and staff. Each training course in this suite of four is worth 15 academic credits; these credits can be combined and may be used toward a Higher Education Award^{W6}

For the employer, employee or the small business owner this means that you can benefit from high quality business training which:

- can help the learner (employee or business owner) work towards a qualification and maintain and update their skills while they work
- is extremely valuable for new and growing rural businesses to support business growth and development
- is competitively priced because it is part funded by Harper Adams

3) How does it work?

The training is open to anybody; there are no delegate restrictions, you do not have to be running a business, you may have started your business years ago and now want a refresher, you may be employed but want to learn more about running a small business or you may be thinking longer term. The main requirement is that you have a desire to increase your skills, to improve your understanding and help your business grow.

There are just 3 conditions of eligibility for this training:

- Learners must attend the 3 day face-to-face training sessions
- Learners must submit an assignment; this is a written piece (usually a plan or strategy) based on the business and what you have learned during the sessions. The assignment is marked in accordance with academic standards, but not graded so you do not pass or fail.
- There must be a financial contribution by the employer (if you are self-employed, that is you), but because this programme is part funded the cost is significantly less than the market rate. If

you are employed but acquiring business skills would be useful your employer will probably pay (especially if there is a risk of redundancy) there may also be bursaries and grants available.

As with all training and development the more you put into your training, the more you will get out of it. Much of the support is gained through the group shared experiences of starting up and developing a business and the learning depends on collaboration and discussion of experiences. We provide reading lists and online resources and there will be plenty of opportunities for networking with the rest of the group to share skills and expertise.

Delegates can join one of the open courses, by signing up online and having immediate access to the resources and networking areas, they later join the classroom training sessions and benefit from shared learning experiences. Courses may be delivered on behalf of larger organisations (County Councils, Enterprise Partnerships etc.) with have a commitment to starting and growing enterprises in their region or collaboratively with another project. Training can be delivered anywhere in the UK (providing 10 delegates can be guaranteed).

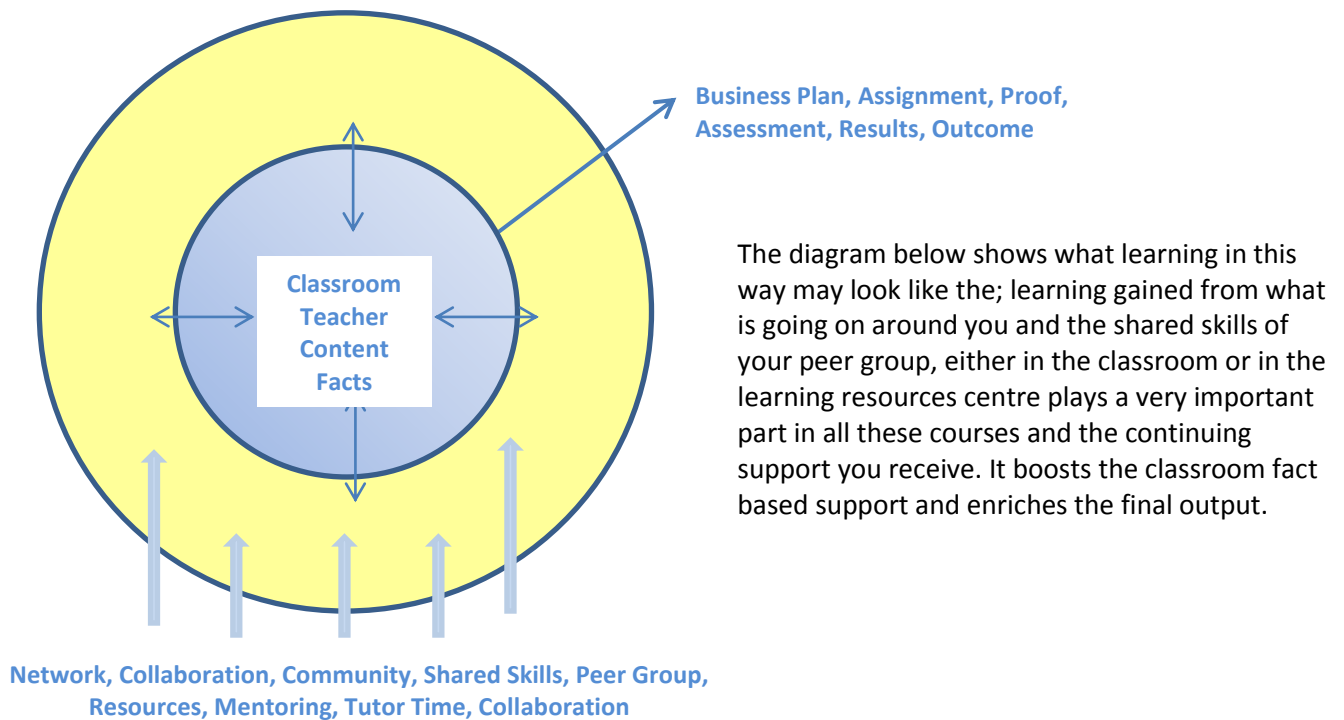
4) How is the training delivered?

Work based learning should be flexible and fit in with the learners other commitments. The training will take place at a variety of locations (please see the WiRE website for dates) some courses will run over 3 consecutive days some over several weeks. Access to the online resource centre and to the group is available before, during and after the classroom session. Learners are encouraged to use the online network area to share and collaborate, to resource their assignment, to open up their ideas and assignment for discussion.

The training follows 3 basic stages:

Enrolment	This can be completed any time prior to the start of the chosen course, immediately upon enrolment (and payment if you are joining an open course) the learner will be allocated a login and password and have access to the course resources, learning and network area. If you are being enrolled in the course on behalf of an employer or another project you will receive an email to confirm your course details and login. A course enrolment form must be completed on day one of the course, this allows the student to be subscribed onto the SITS, the student management database, SITS tracks course attendance, academic credits and awards.
Classroom	All courses involve 3 full classroom days, learners will be expected to engage in a blended programme of training and support that will include attendance at these classroom sessions and some self-directed learning. There will be a mixture of on-line and face to face support from your group and the course tutor
Continuing Support	To qualify for the subsidised training you must submit an assessment no more than 8 weeks after the completion of the classroom sessions. You will have continued access to the online resources centre during this time and you are encouraged to use the shared experiences and skills of your cohort group to feed into your assignment. There is no mark assigned, just a pass and fail. When you pass you will be awarded a certificate to confirm your 15 credits. You will have access to the online resource centre for 3 months after your classroom sessions.

Each of the Accredited Business Courses (see list in section 5) is awarded 15 academic credits, which constitutes about 150 learning hours. This is not just the classroom time, it includes everything you have done in advance; all the reading, research and development. It includes all the time you spend sharing skills, experiences by collaborating and networking with group during and after the classroom time and finally the work you put into preparing and submitting your Business Plan Assignment constitutes a large part of the learning hours.



The diagram below shows what learning in this way may look like the; learning gained from what is going on around you and the shared skills of your peer group, either in the classroom or in the learning resources centre plays a very important part in all these courses and the continuing support you receive. It boosts the classroom fact based support and enriches the final output.

5) Courses

Business Start Up	Building on the success of the Opening Doors business start-up programme which trained over 600 rural business women and started about 300 businesses; this three day Start-up Course will cover everything you need to know about starting and running a small business. It will help you create a working business plan and cash flow and give you the tools and resources to give your new business the best possible start.
Marketing & Social Media	This module reinforces the importance of a clear marketing strategy and enables students to create a marketing plan in the context of a new and fast moving commercial environment. Through a series of classroom and online dynamic exercises and the production of a new marketing plan, new skills will be developed to incorporate social media into the marketing mix.
Tools for Growth	Aimed at small business owners wishing to expand their organisation it explores a range of issues to help minimise risks throughout the expansion process. It uses business tools to help delegates understand how their role may change as a business grows and includes a re-evaluation of the sales process and new approaches to customer relationship management.
Professional Development	Helps students to investigate and assess their role as business owner and make assessments of the skills that they will need to fulfil their role now and in the future. They will learn to map and identify the skills they require to develop and grow their businesses.

6) The Team



Helen Allen – WiRE Opening Doors SFEDI Trainer and Advisor

Helen is a SFEDI accredited Business Advisor and has a HND in Agriculture and Agricultural Business Management from Northants College of Agriculture. After leaving college she took over the management of the Staffordshire County Council educational farm. Helen and her husband became tenants of Staffordshire County Farms and now have a herd of 250 Pedigree Jersey cattle. Helen is also qualified in the care of looked after children.

01952 815475 helen@wireuk.org



Sarah Roberts - WiRE Opening Doors SFEDI Trainer and Advisor

Sarah is a SFEDI accredited and award-winning Business Advisor. She also edits WiRED, the business magazine. Sarah has significant experience of running micro-business in rural areas. She helped set up the family business a catering company plus delicatessen retailing local produce and is a volunteer advisor for Young Enterprise Shropshire and Staffordshire.

01952 815474 sarah@wireuk.org



Fiona Davies – REEDNet Small Business Development and WiRE Business Manager

With a background in sales, marketing and training and a degree from Essex University Fiona has worked for Harper Adams for nearly 13 years starting on a farm diversification project and moving to WiRE on day one, along the way Fiona launched and ran her own successful business. Working on just about every aspect of business support, from training to website development and marketing, Fiona now manages the Opening Doors Start-Up training.

01952 815319 fiona@wireuk.org



Nigel Hill – Harper Adams Link Tutor REEDNet Small Business Courses

Senior Lecturer and Head of Negotiated Studies at Harper Adams University College. Nigel has a background in agricultural training, having worked for the Agricultural Training Board. During this time he developed and delivered courses on people management.

7) Assignment Outline

Your assignment for the **Business Start-Up Course** is the production of a Business Plan and Cash Flow for either your own business or for a business suggested by the tutor, the assignment is worth 100%. The assignment brief will be explained (launched) on the first day of the 3 day course, we recommend that you submit your 'work in progress' to the tutor to gauge progress, receive feedback and to help inform and fine tune your business plan. Your final assignment must be submitted in both paper and electronic format (either directly to the course tutor or by recorded post and by email attachment) 8 weeks after the end of the final training day, you will be given actual dates during the classroom session.

Your work will be marked by both WiRE tutors and Harper Adams University College. Specific criteria are given within the assignment briefs, this criteria is based on the Harper Adams 'Generic marking Scheme for Coursework' link in Appendix 4.0. Results will be recorded as pass/fail only.

As a student of Harper Adams University College you are subject to the college's rules and regulations, a link is available in Appendix 4.0. Some of the regulations are complex because they need to cater for a wide range of situations but their practical application is generally straightforward: work hard, follow the advice that is provided and ask when you are unsure.

You can be sure of receiving a quality education at Harper Adams. The Quality Assurance Agency expressed 'broad confidence' (the best possible result) in the academic programmes and standards. See the report at www.qaa.ac.uk you will also find the Universities Code of Practise here.

Assignment Activities

These activities relate to various different parts of the course workbook which forms the backbone of the classroom sessions. Undertaking all the activities will help build the component parts of the Business Plan Assessment and fulfil the intended learning outcomes as defined in Appendix 3.

1. Understanding skills and motivations:
Exercises to help define transferrable skills/expertise, and to understand the importance of goal setting. Evaluate personal motivations and potential challenges to aid clarity about the vision and mission of the business.
2. Business strategies:
Create a model for the business through understanding of business formation, strategies and processes. Define the business overview, business description and the preferred legal status and recognise facts concerning legal requirements, websites, record keeping and intellectual property protection.
3. Going it alone:
Use comparison and group discussion to analyse viability and market position of the business idea and realistically measure start-up costs, stock, equipment and requirements for launch.
4. Marketing and Sales:
Use PEST and SWOT analysis to define market position and the USP. Undertake market research exercises, competitor evaluation and customer identification to create a marketing plan and brand identity.
5. Finance and Accounting:
Spreadsheet based exercises to create a personal survival budget, profit & loss account and cash flow forecast.
6. The Business Plan:
Combined, the activities above coupled with your personal research and reflection the feedback from your peer group and tutor and your additional development work, will create a professional business plan to underpin future business success.

“When I started out in business, I spent a great deal of time researching every detail that might be pertinent. I still do the same today. People often comment on how quickly I operate, but the reason I can move quickly is that I’ve done the background work first, which no one usually sees. I prepare myself thoroughly, and then when it is time to move ahead, I am ready to sprint”.

Donald Trump

8) Getting started with the Learning Centre

The Opening Doors Learning Centre offers vital resources and learning materials to support your classroom sessions. You will find all the paperwork and administration along with useful articles, video and templates.

Everything in this area is designed to support your face to face sessions. Your course tutor will also support you within the Learning Centre, she will add resources as they are discussed in the sessions, you can access it anytime during and after the course.

It can be reached by going to www.wireuk.org/learning-centre.html

The screenshot shows the Learning Centre website. On the left is a green navigation menu with the following items: Meet the Team, What We Do, Market Place, Members Area, Home, Latest News, Blogs, WIRE National & Regional Events, WiRE On Show, Networks, Training (highlighted), Opening Doors Start Up (highlighted), Hear About the Course, Lantra, Noticeboard, Discussions, Business Help, WiRE on Video, Press & PR, Site Map, Contact Us, and Advanced Search. The main content area has a light green background with the title "Learning Centre". Below the title is a white box titled "In Opening Doors Start Up" containing four links: Meet The Team, Success Stories, Course Content, and Learning Centre (highlighted). Below this box is a paragraph: "Here you will find everything you need to support your learning, the first section covers information that you may find useful in writing your business plan. Scroll further down the page for all the paperwork and administration that you will need." Underneath is the heading "WiRE Guides Hints and Tips" followed by four resource cards: 1. "Websites Made Simple" with a blue icon containing "http://www"; 2. "Intellectual Property Grid" with the Intellectual Property Office logo and the text "also see IPO Website"; 3. "Business Plan Template" with a circular diagram icon; 4. "Thinking about a Business Name" with an icon of a person shouting into a megaphone.

1	Awarding Institution:	Harper Adams University College
2	Teaching Institution:	WiRE
3	Course Accredited by:	Harper Adams University College
4	Final Award and Level:	15 Credits at Level 4
8	QAA Benchmark Statement(s):	The programme will align with the QAA Framework for Higher Education Qualifications
9	Language of Study	English
10	Module Number:	R4020

CONTEXT AND RATIONALE

This module provides a vehicle to articulate and analyse business ideas for individuals who wish to start a rural business or develop their skills to understand small businesses start-up. The module provides a foundation of essential business theories and tools for use in the development of a business plan and in day to day running of a rural business. The module will do this primarily by facilitating the development of potential entrepreneur's business ideas, culminating in the formation of a professional business plan.

Participants will develop knowledge and understanding about business start-up, they will understand the value of and gain experience in using a range of business tools and they will systematically reflect upon their own role in the business start-up process.

This accurately mirrors Harper Adams mission to provide *"higher education for the delivery of a sustainable food chain and rural economy"*.

GENERIC AIMS

- a. Identify individual values underpinning a business start-up idea and describe personal motivations for, and potential challenges to, starting up a business.
- b. Analyse and evaluate an initial business idea using a range of business tools
- c. Prepare a cash flow forecast for business start-up costs and initial trading to inform start-up development.
- d. Develop a brand identity and plan a marketing strategy for a new business.
- e. Combine a range of planning techniques to produce a professional business plan to underpin future practice.

AWARD-SPECIFIC AIMS

The award of 15 credits aims:

- a. To enable learners to evaluate their personal values and compatibility of values with business success, to plan and manage change and set goals with a view to building a stronger business.
- b. To enable learners to adopt research and intelligence gathering techniques to develop marketing and brand policies.
- c. To explore the use of business tools to create plans and strategies.
- d. To create sound financial understanding based on standard cash flow and profit and loss models.

Appendix 2

Reading List Business Start-Up Course

Module Workbook produced by WiRE

Carnegie, D. 2007. How to Win Friends and Influence People. London: Vermillion

Jackson, A. and **Spain, M.** 2005. Start Up! How to Start a Successful Business from Absolutely Nothing, What to Do and How it Feels. London: Prentice Hall.

Rickman, C. and **Roddick, A.** 2005. The Small Business Start-up Workbook: A Step-by-step Guide to Starting the Business You've Dreamed of. London: How To Books Ltd

Recommended Reading:

Black, G. 2009. Introduction to Accounting and Finance. 2nd ed. Harlow: Pearson Education.

Burns, P. and **Dewhurst, J.** 1996. Small Business and Entrepreneurship. 2nd ed. Basingstoke: Macmillan.

Dewhurst, J. and **Burns, P.** 1993. Small Business Management. 3rd ed. Basingstoke: Macmillan

Pettinger, R. 2002. Introduction to Management. 3rd ed. Basingstoke: Macmillan Business.

Storey, D.J. 1994. Understanding the Small Business Sector. London: Routledge.

Appendix 3

Assignments, submission and marking

Students should follow the guidelines as laid out in the **Assignment Brief for Students** table in this section.

Module tutors are bound by marking criteria and guidelines as explained in the **Assignment Marking Brief** table in this section.

The form on the following pages should be signed by the student and attached to the printed assignment, a duplicate form can be found in the Learning Resources Centre

The tutor will complete the feedback form and return to the student, a copy will be retained for second marking and records.

ASSIGNMENT BRIEFING FORMS

Module title:	Business Start-Up Course
Module number:	R4020
Module Leader:	N. Hill
Module Tutors:	S. Roberts/H. Allen/F. Davies
Launch date:	Day one of classroom teaching
Time guide:	24 - 30 hours
Interim submission date*:	4 weeks after final day of classroom teaching (Guide: optional draft business plan with outline cash flow)
Final submission date*:	8 weeks after final day of classroom teaching
Return date:	2 weeks after submission

* students will be notified of specific dates for assignment submission during the classroom sessions.

ASSIGNMENT BRIEF FOR STUDENTS	
Title	Business Plan for Small Business Start –Up
Assignment Outline Brief	<p>Your assignment for the Business Start-Up Course is the preparation and production of a professional Business Plan and Cash Flow for either your own business or for a business suggested by the tutor.</p> <p>A business plan is the road map for business success; it helps the new business to:</p> <ul style="list-style-type: none"> • spot potential pitfalls before they happen • structure the financial side of a business efficiently • focus growth and development efforts • develop a process for measuring success <p>This assignment seeks to enable the learner to develop relevant skills to critically analyse business practises and processes to aid the development of a plan for business start-up and growth. It will encourage learners to engage with and adopt a range of information, resources, best practises and business theories to supplement their existing business knowledge.</p> <p>Teaching activities to support this assignment are contained within Section 7 of this course handbook. Combined these activities contribute to the final business plan (assignment).</p>
Format	<p>Templates are provided for use as outline business plans, cash flow and profit and loss accounts however any format is acceptable. All business plans should as a minimum contain the following categories:</p> <ul style="list-style-type: none"> • Business name and logo • Business and personal details

	<ul style="list-style-type: none"> • Business Overview (business description, legal status, mission statement, general information, skills) • Director skills and expertise and staffing • Start-up costs (equipment and stock, start-up funding) • Marketing and Sales (market research, competitors, USP, customers, marketing plan, SWOT analysis) • Legislation • Finance and Accounting (personal survival budget, profit & loss, cash flow forecast)
Word count	The total word count should be between 1250 – 2500 (guide) words
Review	<p>The interim review date (4 weeks after final teaching day) is when the assignment should be submitted as a work in progress. This is not obligatory and will not impact your final assessment but it is very helpful to help the tutor in reviewing your progress, your tutor will give you feedback to help refine and strengthen the assignment if necessary.</p> <p>If the student does not submit a final assignment at the due date, this interim work will be submitted for marking.</p>
Assignment Submission Instructions	<p>Paper copy should be submitted along with the signed assignment submission form either directly to the module tutor or by post to WiRE, Harper Adams University College, Newport, Shropshire TF10 8NB (please obtain proof of posting).</p> <p>You should also email an electronic copy to training@wireuk.org or upload at the Learning Resources Centre (please ensure you keep the email receipt as proof of submission)</p> <p>The digital copy will be reviewed by TURNITIN; this is the standard plagiarism checking programme used for all Harper Adams assignments it ensures only original and unique work is submitted, see www.turnitin.com</p>

ASSIGNMENT MARKING BRIEF

<p>Module Outcomes Assessed</p>	<p>This assignment covers the following outcomes:</p> <ul style="list-style-type: none"> • Identify individual values underpinning a business start-up idea and describe personal motivations for, and potential challenges to, starting up a business. • Analyse and evaluate an initial business idea using a range of business tools • Prepare a cash flow forecast for business start-up costs and initial trading to inform start-up development. • Develop a brand identity and plan a marketing strategy for a new business. • Combine a range of planning techniques to produce a professional business plan to underpin future practice.
<p>Mark the assignment against how it fulfils these criteria</p>	<p>The assignment will be assessed according to the extent which it offers:</p> <ul style="list-style-type: none"> – a professional standard of presentation with an analysis of the brand and values underpinning the business – a clear statement outlining the business proposal using tools and recognised processes to identify risks, determine long term success and challenges and prioritise areas for further development of research. – an understanding and evaluation of key business concepts and the application to the business idea. This should show the student’s ability to select information drawn from the teaching, from independent information gathering or from professional experience and apply it to the business plan to ensure it is both practical and robust. – comprehensive research and knowledge of the market and of business processes and practises. – the application of key financial information in forecasting business turnover, using tools to manipulate data for a variety of “what if” scenarios. <p>Based on key elements as approved by Academic Standards Committee, March 2004, revised September 2010 Harper Adams University College, <i>Academic Quality Assurance Manual</i>, Annex 5.10</p> <p>Knowledge = recognition and recall of facts Understanding = interpretation, translation, summary or paraphrasing of information Analysis = separation of whole into its parts, until relationship between the elements is clear Application = use of information in a situation different from original situation or learning context Evaluation = decision making, judging or selection based on criteria and rationale</p>

Assignment brief moderated and approved by: **Charles Cowap** Date: **18th March 2011**



ASSIGNMENT SUBMISSION FORM

Business Start-Up Course
R4020

This section must be completed by the student(s) and the whole form attached to the assignment being submitted for assessment.

Student Surname -----

Forename -----

Student Signature -----

HAUC Sits Number -----

In submitting this assignment I/we acknowledge that I/we understand the definition of, and penalties for, cheating, collusion and plagiarism set out in the assessment regulations. I/we also confirm that this work has not previously been submitted for assessment for an academic award, unless otherwise indicated.

ASSIGNMENT ASSESSMENT FORM Business Start-Up Course R4020

This section will be completed by tutors

Module Leader: N. Hill

Module Tutors: S. Roberts/H. Allen/F. Davies

Assignment Title: Business Plan for small business start-up

Overall grade: _____ (All grades are subject to moderation by the Assessments Board)

Marker's Signature _____

Date:

Assessment moderated by: _____

Date:

Module Tutor's / Leader's Comments

THIS ASSIGNMENT FORM – is to be completed by the module leader and moderated under arrangements approved by the Head of Academic Group.

IMPORTANT: All returned assessed work must be retained by students and be made available for scrutiny by external examiners on request

Appendix 4

Harper Adams Rules and Regulations

These are the standard rules and regulations guiding all academic delivery and assignments they can be downloaded at www.wireuk.org/learning-centre.html

- a. Harper Adams' Guide to Report Writing and Guide to Citing References
- b. Assessment Regulations
- c. Guidance on Academic Misconduct: Cheating, Collusion & Plagiarism
- d. Generic Marking Scheme for Coursework
- e. Arrangements for Claiming Mitigating Circumstances
- f. Student Complaints Policy and Procedure

Business Start-Up Course WiKi

<p>^{W1} Harper Adams</p>	<p>Harper Adams is a university college situated on a single-site campus near Newport, Shropshire. It is Harper Adams' mission to provide higher education for the delivery of a sustainable food chain and rural economy and it is committed to building partnerships with industry, the professions and the community to promote the transfer of knowledge. Harper Adams aim to develop intellectual and practical skills to enable individuals to realise their full personal, social and vocational potential and participate in lifelong learning. www.harper-adams.ac.uk</p>																		
<p>^{W2} ReedNet</p>	<p>REEDNet is the Rural Employer Engagement Development Network, a network of England's land based colleges led by Harper Adams University College in Shropshire and the Royal Agricultural College in Gloucestershire. REEDNet has government funding through the Higher Education Funding Council for England to support work based training and staff development in the rural economy. REEDNet's task is to stimulate and support the rural economy by a massive expansion of recognised work based qualifications. www.reednet.org</p>																		
<p>^{W3} WiRE</p>	<p>WiRE is the only national UK organisation to promote, support and develop rural businesswomen. Based at Harper Adams Agricultural University WiRE offers its 2000 members a package of realistic business services designed specifically to help rural businesswomen. WiRE helps create and grow rural businesses, sustaining and regenerating rural economies and puts rural businesswomen on the political and business agenda. www.wireuk.org</p>																		
<p>^{W4} Work Based Learning</p>	<p>Training and development are key ingredients for small business, ensuring you as the business owner and your staff, have the skills you need for growth and success. As part of a life-long learning agenda, work-based accredited learning offers employees and the self-employed the opportunity to develop new and enhance existing skills within the workplace. Work based learning takes a holistic approach, it considers all the ways in which the learner may acquire skills and uses the workplace as a learning environment. Not just about sitting in a classroom it encompasses previously acquired experience, on-going skills learnt as part of the job and practical experiences – then adds additional training in flexible & accessible units http://en.wikipedia.org/wiki/Lifelong_learning</p>																		
<p>^{W5} Accredited Learning</p>	<p>The development, content and delivery standards of accredited training must be externally monitored and approved by a suitably qualified and competent authority. The training will be judged to provide the necessary content and skills assessment to make the successful candidate competent in the skills as outlined in the agreed module descriptor. Accredited training is developed using small units of credit as the building blocks this means that awards such as Certificates and Diplomas can be 'built up' to an award; flexibly and with the needs of the trainee at the fore. Harper Adams undergraduate courses are based on a credit accumulation system, where one credit represents 10 hours of student study time</p>																		
<p>^{W6} Higher Education Award</p>	<p>Harper Adams undergraduate awards are based on a credit accumulation system, where one credit represents 10 hours of student study time. Modules are 15 credits and multiples thereof. Courses leading to specific awards comprise core modules, optional modules from which students must select choices up to the number of credits required. Credits are accumulated to comprise an award minimum credit requirements needed to progress to final awards are listed below:</p> <table border="1" data-bbox="293 1549 1567 1799"> <thead> <tr> <th data-bbox="293 1549 719 1661">Award</th> <th data-bbox="719 1549 870 1661">Minimum total credits</th> <th data-bbox="870 1549 1114 1661">Maximum lowest level credit and range of levels</th> <th data-bbox="1114 1549 1341 1661">Min highest level credits</th> <th data-bbox="1341 1549 1567 1661">Max general credits to advance</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 1661 719 1745">University College Foundation Certificate</td> <td data-bbox="719 1661 870 1745">60</td> <td data-bbox="870 1661 1114 1745">20 at level 2</td> <td data-bbox="1114 1661 1341 1745">40 at level 4</td> <td data-bbox="1341 1661 1567 1745">60 at level 4</td> </tr> <tr> <td data-bbox="293 1745 719 1799">Certificate of Higher Education</td> <td data-bbox="719 1745 870 1799">120</td> <td data-bbox="870 1745 1114 1799">30 at level 3</td> <td data-bbox="1114 1745 1341 1799">90 at level 4</td> <td data-bbox="1341 1745 1567 1799">120 at level 4</td> </tr> </tbody> </table>				Award	Minimum total credits	Maximum lowest level credit and range of levels	Min highest level credits	Max general credits to advance	University College Foundation Certificate	60	20 at level 2	40 at level 4	60 at level 4	Certificate of Higher Education	120	30 at level 3	90 at level 4	120 at level 4
Award	Minimum total credits	Maximum lowest level credit and range of levels	Min highest level credits	Max general credits to advance															
University College Foundation Certificate	60	20 at level 2	40 at level 4	60 at level 4															
Certificate of Higher Education	120	30 at level 3	90 at level 4	120 at level 4															