



# AGRI12011 *Developing Emerging Business Opportunities*

## Term 1 - 2020

Profile information current as at 19/04/2024 11:15 am

All details in this unit profile for AGRI12011 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

You will be introduced to the principles and practices of creating a business plan for developing a new, or existing, agricultural opportunity. The unit provides you with an understanding of business planning and the tools that will enable you to test the feasibility of a business idea or opportunity and then establish a business plan to guide the development of the new or existing venture.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite AGRI11005 Agricultural Business Planning

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Bundaberg
- Emerald
- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **Presentation**

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Moodle feedback

##### Feedback

More technical business skills like accounting and further explorations of topics like macroeconomics.

##### Recommendation

The Moodle feedback comments suggest that students expected some more content on technical skills such as accounting. While this is covered in weeks 2-4 of this unit and while these skills are covered in other units there may be more room for such skills in AGRI12011. Any such skills must be developed in the context of developing emerging business opportunities.

#### Feedback from Moodle Feedback

##### Feedback

AGRI12011 too similar to AGRI12012

##### Recommendation

The Moodle feedback comments from students suggests that there seems to be some cross over between AGRI12011 and AGRI12012 both in terms of unit content and student expectations. Students commented that the learning. While this is to be expected to some extent given that they are both units in the agribusiness minor, the unit coordinators for these units should discuss both unit schedules to ensure that the themes covered are not too similar.

#### Feedback from Moodle feedback In-class discussion

##### Feedback

Link the entrepreneur video series with an assessment piece

##### Recommendation

Student engagement with the entrepreneur video series was quite low. These videos are a great resource and a good opportunity for students to learn a great deal from a number of high calibre industry contacts. In order to give students the opportunity to engage fully with this resource, and as a way of developing creative assessment, the entrepreneur video series should be associated with an assessment item in future terms.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse the viability of an agricultural business.
2. Review commercially viable agricultural business ideas and opportunities.
3. Develop a business plan for a new agricultural business opportunity.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
<b>1 - Written Assessment - 20%</b>	•		

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Presentation - 20%		•	
3 - Written Assessment - 60%			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•		•
3 - Critical Thinking	•		•
4 - Information Literacy	•	•	•
5 - Team Work		•	
6 - Information Technology Competence		•	•
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•	•						
2 - Presentation - 20%	•			•	•	•				
3 - Written Assessment - 60%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Wordprocessing, spreadsheets and powerpoint software

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Saba Sinai** Unit Coordinator  
[s.sinai@cqu.edu.au](mailto:s.sinai@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Entrepreneurship and Business Opportunities in Agriculture		

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Feasibility Analysis		

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Business Planning to Access Investment and Finance		

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Writing A Business Plan For New Opportunities		<b>Agricultural Business Viability Report</b> Due: Week 4 Friday (3 Apr 2020) 11:45 pm AEST

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Entrepreneurial Journey		

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 20 Apr 2020</b>		
Commercialisation of Agricultural Products & Innovations		
<b>Week 7 - 27 Apr 2020</b>		
Creativity and Innovation		
<b>Week 8 - 04 May 2020</b>		
Insurance, Risk and Protecting Intellectual Property		<b>Farm Diversity Profiles Presentation</b> Due: Week 8 Friday (8 May 2020) 11:45 pm AEST
<b>Week 9 - 11 May 2020</b>		
Collaboration & Competition		
<b>Week 10 - 18 May 2020</b>		
International Markets and Free Trade Agreements		
<b>Week 11 - 25 May 2020</b>		
Marketing New Opportunities		
<b>Week 12 - 01 Jun 2020</b>		
Supports For Agribusiness Development: Government Agencies, Peak Bodies and Development Corporations		<b>Business Plan Research Report for a New Agricultural Business Opportunity</b> Due: Week 12 Friday (5 June 2020) 11:45 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
<b>Exam Week - 15 Jun 2020</b>		

## Assessment Tasks

### 1 Agricultural Business Viability Report

#### Assessment Type

Written Assessment

#### Task Description

In Assessment 1: Agricultural Business Viability Report, you will be required to conduct a feasibility study for a proposed new agricultural business opportunity. You will be presented with a number of detailed proposals and are to select one for your report. To complete this assessment, you will use the First Screen Feasibility Analysis tool, which will be introduced in the Week 2 lecture and tutorial.

The maximum word count for this assessment is 1500 words, excluding tables, captions, headings and references. You must support your report with evidence from reputable sources including government publications, industry reports and academic journal articles. You must include at least seven (7) references.

**Assessment Due Date**

Week 4 Friday (3 Apr 2020) 11:45 pm AEST

**Return Date to Students**

Week 6 Monday (20 Apr 2020)

Assessment will be returned to students within 10 working days

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

You will be marked on:

- Your use of clear and professional communication
- Your analysis of the feasibility of the selected business
- Your use of evidence and references to support your claims
- The correct use of the First Screen Feasibility Analysis tool
- Referencing and formatting

A marking rubric will be available via Moodle

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Analyse the viability of an agricultural business.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 Farm Diversity Profiles Presentation

**Assessment Type**

Presentation

**Task Description**

Assessment 2: Farm Diversity Profile Presentation has an individual and a group component. Both components are due on 08/05/2020 (Week 8) and a marking rubric will be available on Moodle.

In the Group Component your group of 3 to 4 students will review one of the five agricultural products listed below and critique the Agrifutures Farm Diversity Profile associated with that product. Agrifutures Farm Diversity Profiles are information sheets on plants or animals that can be used in agribusinesses in Australia. See <https://www.agrifutures.com.au/farm-diversity> for more. After selecting one of the five product options your group should assess the relevant Agrifutures Farm Diversity Profile and, using evidence from a variety of reputable sources, critique and "fact-check" the claims made throughout the profile, identify discrepancies and, if applicable, offer alternative information in light of your findings.

Farm Diversity Profiles:

- Game Birds
- Jackfruit
- Buffalo
- Industrial Hemp
- Spotted Gum

For the Group Component, you are required to submit a 15-minute PowerPoint or similar presentation with audio (not a video). Presentations should be no shorter than 14 minutes and no longer than 16 minutes. You should include at least 10 references. The group component is worth 15/20 for Assessment 2.

The individual component requires you to individually develop a 5-minute presentation reflecting on the strengths and weaknesses of the Agrifutures Farm Diversity initiative, commenting on its effectiveness for Australian agribusinesses.

These presentations should be no shorter than 4 minutes and no longer than 6 minutes. The individual component is worth 5/20 for Assessment 2.

**Assessment Due Date**

Week 8 Friday (8 May 2020) 11:45 pm AEST

**Return Date to Students**

Week 10 Friday (22 May 2020)

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

For the group component you will be marked on your:

- Clear, professional and appropriate oral communication
- Critique of the selected Farm Diversity Profile
- Use of evidence from reputable and referenced sources to support your claims
- Formatting and Presentation

For the individual assessment you will be marked on your:

- Clear, professional and appropriate oral communication
- Reflections on the strengths and weaknesses of the Agrifutures Farm Diversity initiative
- Formatting and Presentation

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online Group

**Submission Instructions**

One member of the group is to submit the presentation but each student must complete their individual component and submit it individually.

**Learning Outcomes Assessed**

- Review commercially viable agricultural business ideas and opportunities.

**Graduate Attributes**

- Communication
- Information Literacy
- Team Work
- Information Technology Competence

## 3 Business Plan Research Report for a New Agricultural Business Opportunity

**Assessment Type**

Written Assessment

**Task Description**

You are to select from a list of agricultural business opportunities (to be provided on Moodle) and develop a 2700-word research report outlining the features, benefits and limitations of the selected product which could then be used by Australian producers to inform a business plan for a new agricultural business opportunity.

You will develop the research report for this new agricultural business opportunity using the following format (See AgriFutures Farm Diversity profiles for more details):

- Title Page (Course, Report /Assessment Title, Student Name and Number, Course coordinator Name, Date Due)
- Table of Contents
- Overview of the Business Opportunity
- Uses
- Production Requirements
- Infrastructure and Personnel Requirements
- Harvesting and Processing
- Markets and Marketing
- Risks and Regulations
- Relevant Industry Bodies
- Conclusion & Summary
- References



You must write your report in third person. You must remain within 10% over and 10% under the word limit. You must include at least 10 references. A marking rubric will be available on Moodle.

**Assessment Due Date**

Week 12 Friday (5 June 2020) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (19 June 2020)

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

You will be marked on:

- Clear and professional communication
- Ability to identify a new agricultural business opportunity
- Ability to analyse risks, opportunities, strengths, weaknesses, marketing opportunities and other relative factors
- Ability to adhere to the format provided
- Clearly explain the elements of the business opportunity including uses, production processes and harvesting requirements
- Ability to consistently and persuasively link available literature with the information in the report
- Use of recent evidence to support the report
- References and formatting

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Develop a business plan for a new agricultural business opportunity.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem