

**LANTRA**



UK Skills Assessment

**Summary Report**

2010/2011

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## Foreword


I am delighted to introduce Lantra's UK Skills Assessment Summary for 2010. This annual report brings together research from across the United Kingdom on all the industries in the land-based and environmental sector. Farming is the largest industry representing around 35% of the sector by employment, but the Assessment also covers areas such as landscaping, horticulture, land-based engineering, animal welfare and a further 11 industries.

High quality research is central to all Sector Skills Councils. We are required to produce authoritative Labour Market Information (LMI) for our sector and demonstrate an extensive understanding of the current and future skills needs of businesses. Lantra's Skills Assessment analyses current and future skills needs, shows how job roles are changing, identifies the new skills that will be required, and examines major shifts in employment. It is an essential tool for policy makers and researchers responsible for developing evidence based policy about skills and our sector.

Lantra's Skills Assessment also identifies those drivers for change that are having a major impact on the sector and employment. These include global climate change; the need for enhanced levels of environmental protection; increased demand for food, energy and water; and the need to reduce our consumption of fossil fuels. Much of our sector operates in a globalised economy, and future business and employment prospects are very much shaped by this.

The headline conclusions of the 2010 Skills Assessment support the key messages from previous research studies – the rapid changes in the sector are driven by drivers for change; the urgent need to recruit new entrants of all ages; the challenge of engaging small businesses in structured skills and business development; the need for constant updating of skills to align with market changes, new knowledge and technological developments.

The outcomes of the Report are a major determinant in shaping Lantra's own research programme: they also inform Lantra's Business Plan to ensure that our work has a strong evidence base.

A handwritten signature in black ink, appearing to read 'Peter Martin', with a long horizontal line underneath it.

Peter Martin  
Chief Executive of Lantra

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# UK Skills Assessment Summary Report

## 2010/2011

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# 1.0 Introduction

The land-based and environmental sector touches all our lives wherever we live in the UK. The sector feeds our nation and is indispensable for our current and future economic prosperity. Land-based and environmental businesses safeguard the UK's natural environment and natural heritage and are in the front line in the drive for food security, sustainable development, renewable energy, adapting to climate change and a low carbon economy, reducing greenhouse gases, growing the rural economy and supporting healthy, active living through our parks and green spaces.

As Caroline Spelman MP, Secretary of State for Environment, Food and Rural Affairs, stated in June 2010<sup>1</sup>; *'Farming and food contribute around £86 billion to our economy – you [the sector] are an absolutely indispensable part of the green economy we are putting at the heart of our economic recovery.'*

To meet these challenges, sector businesses need to be more highly skilled and equipped with the latest technologies and knowledge. Increasingly the role played by life sciences and research and the need to transfer knowledge to sector practice is becoming vital for the sustainability of businesses.

The Skills Assessments for the land-based and environmental sector in the UK form part of a wider programme of research reviewing the supply and demand for skills within the sector across the UK. This summary report provides a UK overview of the demand for skills. The suite of associated Skills Assessment reports for England, Northern Ireland, Scotland and Wales, as well as the UK-wide report<sup>2</sup>, provide detailed evidence and a national context for skills requirements and solutions. This summary focuses on a broader overview, and will, among other things, provide perspectives on indicators for skills development in the land-based and environmental sector.

## 1.1 Description of Lantra's sector

The land-based and environmental sector is complex and diverse, covering a range of industries across the UK. Businesses in the land-based and environmental sector enhance the quality of life for every man, woman and child. They improve well-being, supply quality-assured food, ensure the health and welfare of animals, provide leisure activities, enrich the rural and urban environment, and protect our natural heritage.

Lantra is responsible for the skills interests of employers and businesses in the land-based and environmental sector and defines the sector in terms of a range of industries (see Table 1).

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1 Cereals Show, 'Biodiversity – The canary in the mine', 10 June 2010

2 For a detailed look at the Skills Assessment reports for the UK and the four nations see <http://lantra.co.uk/Research.aspx>

**Table 1: Industries within the environmental and land-based sector (Lantra footprint)**

• Agricultural Crops	• Trees and Timber
• Agricultural Livestock	• Fencing
• Production Horticulture	• Floristry
• Aquaculture	• Land-based Engineering
• Animal Care	• Farriery
• Animal Technology	• Veterinary Nursing and Ancillary Activities
• Equine	
• Environmental Conservation	• Fisheries Management
• Game and Wildlife Management	• Horticulture, Landscaping and Sports Turf

Increasingly, workers are being required to acquire new skills to remain competitive in the workplace. The application of research and new technologies together with requirements for business and entrepreneurial knowledge and skills is leading the sector to require an evolving mix of skills and flexibility to meet customer expectations and to comply with legislative and policy drivers. For all businesses, the acquisition of new skills requires an investment in time and often money, but those in rural areas face additional obstacles in terms of the distance to learning opportunities combined with economies of scale when delivering training and development to micro and small businesses which predominate the sector.

The sector comprises some 230,000 businesses and 1,182,750 employees within the land-based industries (see Table 2). In addition, the sector relies heavily on migrant labour (particularly within agriculture and production horticulture) and volunteers (particularly within animal care and environmental conservation).

**Table 2: Distribution of business and employment numbers across the four nations and the UK**

	<b>Business</b>	<b>Percentage</b>	<b>Employment</b>	<b>Percentage</b>
<b>England</b>	158,660	69%	905,500	77%
<b>Scotland</b>	23,680	10%	121,500	10%
<b>Wales</b>	18,300	8%	90,750	8%
<b>Northern Ireland</b>	28,940	13%	60,250	5%
<b>UK</b>	229,960	100%	1,182,750	100%

Business numbers rounded to nearest 20 and employment numbers rounded to nearest 50

England has the largest share of business and employment in the land-based and environmental sector in the UK. Agriculture accounts for 47% of businesses and 35% of employment.

In terms of the UK sector's workforce, their socio-demographic characteristics can be summarised by the figures in Table 3. It is a male dominated industry, with over three quarters of people working full-time and with almost half being self-employed. The age profile of the sector, where over a quarter are aged 55 or over, is much older than that across the UK as a whole. Given the age profile it is envisaged that over the next ten years there will be a high replacement demand due to retirement.

There is also evidence that 15% of the workforce have no formal qualifications. However, the sector's workforce is in fact highly skilled, but this is often developed through non nationally-accredited learning rather than fully accredited qualifications, and is therefore not officially recognised in national statistics. For example, 9,000 individuals have gone through the Rural Development Programme for England's LandSkills programme, which is not a full qualification or accredited but is captured on Lantra's Skills Manager<sup>3</sup>.

**Table 3: Workforce characteristics in the UK**

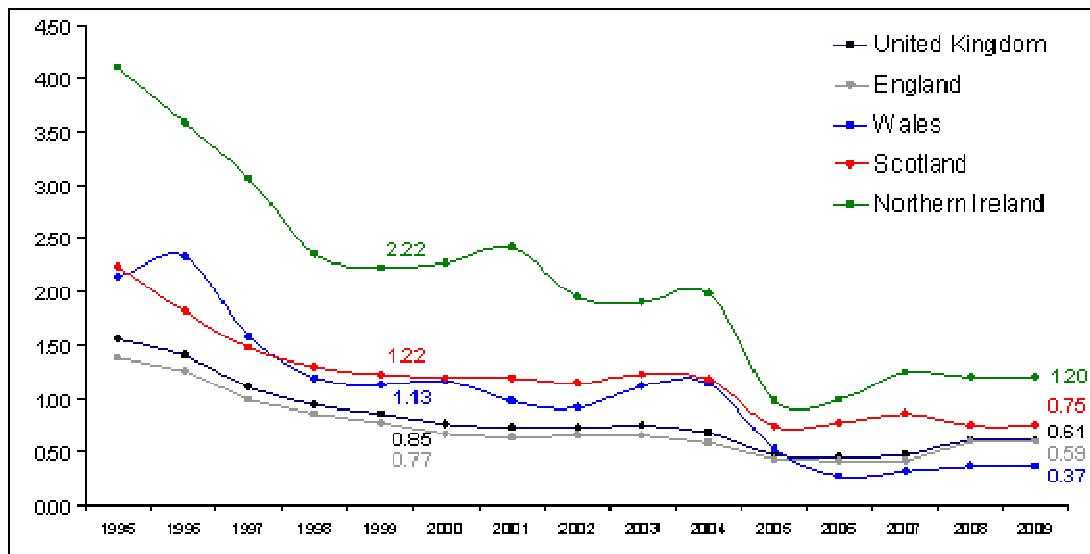
<b>Gender</b>	Male 68% Female 32%
<b>Employment Status</b>	Full-time 77% Part-time 23%
<b>Working Status</b>	Self-employed 46% Employed 52% Unpaid Family Worker 2%
<b>Age</b>	16-24 13% 25-54 62% Over 55 25%
<b>Qualification</b>	L3+ 43% Entry – L2 42% No qualifications 15%

It is not possible to examine the performance of the land-based and environmental sector as a whole using economic performance measures, both due to the type of organisations that make up the individual industries, and because the data is not available. Herein we have focussed on the agriculture sector, due to the availability of robust official data sources for this industry.

The Department for Environment, Food and Rural Affairs (Defra) estimates that the agricultural industry accounted for around 0.6% of the UK economy in 2009, measured in terms of gross value added (GVA), as shown in Figure 1. England accounted for around 83% of GVA for the agricultural industry in the United Kingdom, Scotland accounted for about 9.0%, Northern Ireland for 4.0% and Wales for 3.0%. When this industry is viewed as part of the food supply chain this figure jumps to an estimated 7% of UK GVA.

<sup>3</sup> Lantra's Skills Manager is a skills' assessment and recording system for sector-based businesses.

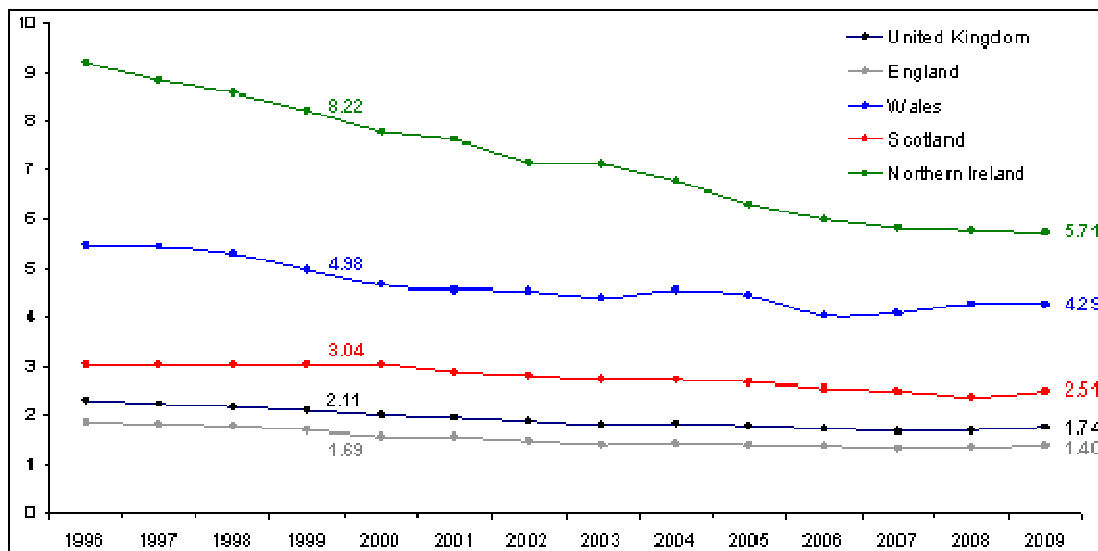
**Figure 1: Agriculture's share (%) of total gross value added at basic prices by nation**



Source: Defra Statistics

The measures 'Agriculture's share of total national gross value added at basic prices' (Figure 1) and 'Agriculture's share of total national employment' (Figure 2) give an indication of the relative importance of the agricultural industry to each country in the UK. Agriculture's share of total national employment is greatest in Northern Ireland and least in England. Similarly, agriculture's share of GVA was greatest in Northern Ireland and second least in England (Figure 1).

**Figure 2: Agriculture's share of total national employment (%)**



Source: Defra Statistics

## 1.2 What drives demand for skills?

Overall for the land-based and environmental sector, the main drivers are reasonably well recognised. In all, eight key drivers for change were identified by employers across the UK: economic conditions; labour supply; climate change/low carbon economy; food safety and security; animal health and welfare; energy, fuel and security; health and safety and technological development. By exploring the drivers for change that impact on the land-based and environmental sector, the current and future skills needs have been identified. Interestingly, a PESTLE analysis (Political, Economic, Sociological, Technological, Legislative and Environmental) by the Agriculture and Horticulture Development Board reveals similar drivers and issues<sup>4</sup>.

The impact on businesses of the key drivers are summarised below. The national and UK reports explore each of these issues in greater detail and within its national context. The impact on skills and business requirements, however, appears to be similar in each country and across the sector.

**Table 4: Summary of skill issues against drivers for change**

<b>Drivers for change</b>	<b>Main issues</b>	<b>Impact on skills and business requirements</b>
<b>Labour supply</b>	<ul style="list-style-type: none"> <li>• Attracting new entrants of all ages</li> <li>• Succession planning by industry</li> <li>• Providing opportunities for career progression and development</li> <li>• Influencing migration policy and operation of control mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Effective marketing of careers</li> <li>• Better careers advice and guidance for all</li> <li>• Proper recognition of competence for all</li> <li>• Integrated frameworks to support lifelong learning and Continued Professional Development (CPD)</li> <li>• Entrepreneurial education</li> </ul>
<b>Economic conditions</b>	<ul style="list-style-type: none"> <li>• Impact of the recession</li> <li>• Understanding and responding to changing consumer demand</li> <li>• Customer relationship management</li> <li>• Global markets</li> </ul>	<ul style="list-style-type: none"> <li>• Business advice, guidance and support</li> <li>• Business management skills</li> <li>• Sales and marketing</li> <li>• ICT and commerce</li> </ul>

<sup>4</sup> Agriculture and Horticulture Development Board Corporate Business Plan 2011-14, (2010)

<b>Drivers for change</b>	<b>Main issues</b>	<b>Impact on skills and business requirements</b>
<b>Animal health and welfare</b>	<ul style="list-style-type: none"> <li>• Higher standards now required of all people handling animals</li> <li>• Legislation relating to animal transport</li> </ul>	<ul style="list-style-type: none"> <li>• Development of integrated CPD across all practitioners</li> <li>• Recognition of competence</li> <li>• Skills relating to animal handling and care, disease control and disease identification and bio-security</li> </ul>
<b>Health and safety</b>	<ul style="list-style-type: none"> <li>• Legislative requirements</li> <li>• Safer working environment</li> <li>• Reduction in occupational hazards to minimise ill health</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness raising, knowledge of requirements and how to comply</li> <li>• Improved learning provision in terms of Continual Professional Development</li> <li>• Recognition of health and safety competence</li> </ul>
<b>New approaches to land management and environment</b>	<ul style="list-style-type: none"> <li>• Common Agricultural Policy, Single Farm Payments and cross compliance</li> <li>• Water Framework Directive</li> <li>• Sustainable Use Directive</li> <li>• Nitrate Vulnerable Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Developing skills for environmentally sensitive land management</li> <li>• Management of nitrogen, phosphorus and other nutrients</li> <li>• Improved grassland management skills required</li> <li>• Knowledge of legislation and how to comply</li> </ul>
<b>Knowledge transfer and technology change</b>	<ul style="list-style-type: none"> <li>• Knowledge transfer from research to practical application</li> <li>• Inclusion in training and development programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Research into new methods and processes, e.g. soil science, animal nutrition, weed science, crop pathology</li> <li>• Technology transfer</li> <li>• Business development</li> <li>• New technologies</li> <li>• Higher level technical skills for new production methods</li> <li>• Need to revise training provision</li> </ul>

<b>Drivers for change</b>	<b>Main issues</b>	<b>Impact on skills and business requirements</b>
<b>Climate change</b>	<ul style="list-style-type: none"> <li>• Reduction in greenhouse gas (GHG) emissions</li> <li>• Voluntary action plans to reduce GHG</li> <li>• Need to adapt to changing climate in the longer term</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption of methods to mitigate climate change, such as low carbon farming</li> <li>• Farms having to respond to changes in the climate</li> <li>• Respond to specific skills/re-skilling issues in relation to carbon sequestration, water management, nitrous oxide and methane production</li> </ul>
<b>Energy and fuel security</b>	<ul style="list-style-type: none"> <li>• Cost to business of fuel and energy</li> <li>• Use of waste as a resource, e.g. anaerobic digesters</li> <li>• Sector as a supply of bio-mass and bio-fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Research community to provide knowledge</li> <li>• Knowledge of agronomy of different crops</li> <li>• Development of bio-mass supply chains</li> </ul>
<b>Food security</b>	<ul style="list-style-type: none"> <li>• Food 2030 strategy, increased Government interest in food security</li> <li>• Food quality, traceability and quality assurance</li> <li>• Proposals on food information for consumers</li> <li>• Consumer behaviour – demands for greater convenience, healthy lifestyles, wide range of choice</li> <li>• Developments in trade and markets and supply chains</li> <li>• New approaches to land management i.e. conflicting priorities for land use</li> </ul>	<ul style="list-style-type: none"> <li>• Business management skills</li> <li>• Risk management</li> <li>• Business advice, guidance and support</li> <li>• Information and communications technology</li> <li>• Supply chain management</li> <li>• Contract management and negotiation</li> <li>• Production methods and animal welfare</li> <li>• Sales and marketing</li> </ul>

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## 2.0 Evidence of current demand for skills

Current skills needs for the sector essentially translates to skills demand. It is necessary to recognise, when skills demand is being considered, that demand is heavily influenced by employers' overall product/service marketing tactic. It is not always the case that a higher product/service (i.e. quality) requires higher level skills for effective delivery, and there are questions raised about the prevailing assumption of a relentless rise in employer demand for more and more high level skills. Significant change in demand patterns would be dependent on shifts in business market positioning and work organisation.

Lantra's forecasting model projects that the largest positive net requirements in terms of employment are expected to be for sales and customer service occupations (44,000), managerial occupations (41,000) and skilled trades occupations (39,000). The high priority the sector places on the role played by life sciences and the need for the acquisition and application of new knowledge and innovation in primary production is evident. This must be achieved through research, development and knowledge transfer to deliver efficiencies, increase yield and improve profit potential.

In terms of the sector overall, there is a projected net requirement over the period 2010 – 2020 of 11,000 people at national Level 5, about 44,000 people at level 4 and about 54,000 people at Level 3. In relation to lower level qualifications, there is a net requirement for about 58,000 people at Level 2 and 47,000 at Level 1. Assuming that the current qualifications profile of the workforce does not change substantially, the forecasts suggest that there will also be a net requirement for 29,000 people without qualifications.

With 94% of businesses being micro businesses employing less than 10 people, the need to help business owners/managers and the self-employed with management and business development skills is paramount. In terms of land management and production, the need to deliver greater environmental sustainability through efficient resource management of water, soils, fertilisers, pesticides, energy and waste, together with a greater understanding of measures that will reduce emissions of greenhouse gases and enable adaptation to climate change, is essential. To meet these challenges the sector needs to be more highly skilled and armed with the latest technologies and knowledge. The micro and small businesses that dominate the sector must continue to invest to maintain their productivity and competitiveness and contribute fully to the sustainability agenda.

The drivers for change are providing an impetus for the increased professionalism of the sector. There is strong evidence that jobs are becoming increasingly skilled within the sector. The potential development of CPD systems for agriculture's sub-industries, as part of the AgriSkills Strategy, will recognise and capture such skills development. In addition, the development of the new smaller bite size learning units within the Qualifications and Credit Framework (QCF) and awards in the Scottish Credit and Qualifications Framework (SCQF) will help support such lifelong learning in a manner which meets businesses' preferred styles of learning.

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## **3.0 Evidence for future demand for skills**

A forward looking component of the UK Skills Assessment enables a much better understanding of the dynamics of future change in the sector. In order that the sector is fully prepared for the future, it is necessary to understand the impact of future drivers on employment on skills needs. However, it needs to be recognised that economic forecasting can only provide a guide as to what might happen in the future. The projections set out in this summary document are based on work by the Institute of Employment Research (IER) at the University of Warwick, who were specially commissioned to develop a set of forecasts for Lantra industries.

Scenarios have been used as a strategic planning method for the land-based and environmental industries to provide potential for flexible long term plans. The scenarios concentrated on the effect of global warming, a peak oil crisis and its effect on food production and the epidemiology in terms of unexpected diseases in respect of animal health and welfare. Different forecasts and different scenarios can lead to significantly different projected figures and trends depending upon the assumptions underpinning each. Employment projections are forecasts generated by economic models that are based on what has happened in the past. They provide a guide for what might happen in the future if employment patterns continue in the same way as they have in previous years and based on other assumptions that might impact on these trends.

These projections point to an overall net decline in numbers employed in Lantra's sector in the UK over the next 10 years. Although there will be a natural shrinkage in the workforce, the sector in the UK still has a net total requirement for 242,000 new workers between 2010 and 2020.

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## **4.0 Lantra's response: priorities for action**

There are a number of priorities for action based on the findings outlined in the full Skills Assessment reports, set out under the following headings:

- Supporting entry to employment for new entrants, adults and career changers
- Promoting lifelong learning and continued professional development
- Supporting careers information, advice and guidance.

### **4.1 Supporting entry into employment**

Supporting the entry of young people into employment, particularly through apprenticeships, is a key element of the Government's skills policies. Governments continue to co-invest in entry to employment programmes for young people as a central way of ensuring the UK's continuing economic wellbeing.

The sector predominantly has an ageing workforce with difficulties in the recruitment of young people/new entrants into the sector due to unclear career pathways. Image and attractiveness of the sector are also an issue. Providing clear information about career entry, progression and professional development opportunities for potential and recent entrants into the sector could support the supply of new entrants and appropriately skilled workers of all ages.

Given the age profile, it is envisaged that over the next 10 years there will be a high replacement demand as owners and older workers retire. The sector therefore needs to attract the right quantity and quality of new entrants to replace those retiring from the sector. There is a need to ensure appropriate and flexible learning opportunities are available and that individuals have access to high quality careers information, advice and guidance, so that they can make informed choices about the sector and their careers.

It is important to consider what Lantra has been doing in order to address the issues mentioned above. Lantra has:

- Developed a Sector Qualification Strategy (SQS) which sets out how current and future skills for the sector will be met through improving qualifications and training
- Supported the development of curriculum and qualifications for learners aged 14 plus to provide more information about the sector including the Environmental and Land-based Diploma in England, National Progression Awards in Scotland, sector-specific units for Occupational Studies in Northern Ireland and sector-based Principal Learning for the Welsh Baccalaureate

- Worked with Ofqual<sup>5</sup> and the Scottish Qualifications Authority in Scotland to ensure that qualifications in the land-based and environmental sector are reviewed, updated and regulated to meet expected standards
- Reviewed the appropriateness, content and delivery of apprenticeships across the UK and made recommendations to Governments as to flexibility required for the sector
- Raised industry specific awareness of skills requirements via the development of National Occupational Standards (NOS)
- Promoted QCF units and qualifications incorporating business and enterprise knowledge and skills through 'Qualify with a Business'
- Developed the National Student Database which helps align skills development in land-based learners (and potential new entrants) to employer demand
- Developed 'Enterprise Essentials' with the enterprise standards from Small Firms Enterprise Development Initiative (SFEDI) which allows a self diagnosis of small business management skills to help identify skills 'gaps' and signpost to provision. This diagnosis of skills can be tailored to any stage of the business entrepreneurial cycle i.e. thinking about, planning for or running a small business
- Developed Skills Manager – a range of skills assessment and recording systems for sector-based businesses.

## **4.2 Promoting lifelong learning and continued professional development**

Employers want skills and development which adds value to and supports the sustainability of their businesses by retaining and raising skills of existing staff as well as the recruitment of new staff. In training terms, this largely means sector approved, NOS-based vocational and occupational qualifications for (younger) new entrants and smaller unit-based provision, rather than 'full' qualifications, for all other learners. Secondary research evidence indicates that when employers in the sector invest significantly in skills acquisition this directly meets their and their workers' needs. Research also indicates that the Total Factor Productivity of the sector is the second highest of all sectors in the UK.

When recruiting for vacancies it is evident that there is currently a lack of value placed on qualifications and training, and the role such ongoing development of individuals and businesses plays in the skills development of the current workforce. Those in employment need to be appraised of the skills development opportunities, not just in terms of complying with legislative and supply chain requirements, but also in respect of knowledge and technology transfer and business development.

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<sup>5</sup> For England, Wales and Northern Ireland

Respondents to primary research often associate the word 'training' with formal courses or those leading to recognised qualifications and do not take into account more informal methods such as manufacturer updates, advice from technical experts, learning through discussion/business clubs or technology transfer events. In addition, very few businesses responding to primary research in Northern Ireland (4%) had a business, training or development plan. To have training and development forming an integral part of a business planning process is seen as a desirable goal for the sector. The most commonly cited reasons by businesses for not training were cost, time taken up by training and that staff did not require any training. A lack of information on the courses that are available and the appropriateness and quality of training provision were also factors identified by survey respondents.

Lantra's business needs analysis was conducted with key employers to ascertain new and developing working practices, consequential skills needs, and whether there is sufficient learning provision to meet demand and highlighted very specific 'niche' requirements. In those areas where provision is not available, Lantra is stimulating providers to develop the new provision. In many cases, this learning is delivered by suitably trained professionals in the sector (e.g. veterinarians) rather than traditional providers.

Lantra can demonstrate that the European Rural Development Programmes (RDP) provide more flexible learning against business needs, drive up private investment, and offer an effective delivery model. This unique model of delivering skills is enhanced by the links that Lantra has with the research bodies, levy bodies, learning providers and industry partners. Through the AgriSkills Strategy, these organisations aim to increase the professionalisation of the workforce and ensure that high productivity and environmental standards are met.

The RDP quality-assured skills providers reach beyond colleges direct to vets, soil experts and farm managers, providing specialist development. The potential development of CPD systems for agriculture's sub-industries as part of the AgriSkills Strategy will recognise and capture such skills development. Similarly, Lantra supports Farming Connect in Wales and the Farm Business Adviser Accreditation Scheme for Scotland.

It is important to consider what Lantra has been doing in order to address the issues mentioned above. Lantra has:

- Developed, in conjunction with industry representative organisations, the AgriSkills Strategy (*'Towards a New Professionalism'*) which supports the UK Government's 'Food 2030' policy and calls for the professionalisation of agriculture and horticulture with the introduction of CPD and associated registration schemes
- Supported the upskilling and reskilling elements of the Rural Development Programme, such as the LandSkills programmes in England for businesses to access skills and knowledge and technology transfer
- Facilitated engagement between university academics, industry and levy companies with a specific focus on innovation and technological change
- Encouraged the uptake of leadership and management skills through funded programmes such as RDP and Women in Work

- Signposted relevant provision through the use of CourseFinder which enables individuals to locate appropriate provision and similarly the One Stop Shop in Scotland, providing access to training and development for sector businesses
- Developed in partnership with the Small Firms Development Initiative (SFEDI) the tool, 'Enterprise Essentials', to support the promotion and take up of management and leadership skills and training
- Worked with the new Qualifications and Credit Framework (QCF) to develop smaller bite size learning units which can build into a nationally recognised qualification in England, Wales and Northern Ireland to support professional development
- Ongoing development and maintenance of National Occupational Standards (NOS) for Lantra's industries to ensure the requirements for skills, knowledge and understanding in tasks and for occupations is both current and reflects best working practices
- Developed Skills Manager – a range of skills assessment and recording systems for sector-based businesses.

### **4.3 Supporting careers information, advice and guidance (IAG)**

The Government recognises that the present system for delivering IAG and careers services, especially in England, is not fit-for-purpose. They intend to move towards a system where high quality information on careers, the economic return on skills investment, and better information on learning provision are readily available to the individual regardless of age or employment status, echoing systems in other home nations. Individuals will then be better informed and empowered to make decisions which materially affect their livelihoods.

Given the need to support entry to employment for all ages and at a variety of levels, employer demand is high for Lantra's work on careers and IAG, even though we are not presently core-funded for these activities. At the request of industry, Lantra delivers a broad range of sector-specific, impartial careers information and training choices. In producing materials both for new entrants and those in or rejoining the workforce and by linking to industry and organisation specific information, new (or potential new) entrants can access a range of information which demonstrates the opportunities and learning available and illustrates career progression. The output of these activities has also been strongly supported by various careers advisory services.

Lantra has demonstrated (through the Adult Advancement Careers Service (AACCS) LMI project and Jobs4U) that it is able to produce accurate, industry approved and up-to-date labour market and occupational information. Lantra already supports IAG with a range of products including Skills Manager, the National Student Database, CourseFinder and Job Shop where clients can identify skill gaps, produce development plans, signpost to solutions and match skills to jobs. Lantra's new careers website makes clear the skills that employers require within each job role, career progression routes, earnings potentials, and the various qualification and training pathways to achieve these.

It is important to consider what Lantra has been doing in order to address the issues mentioned above. Lantra has:

- Developed a Recruitment, Image and Careers Strategy as a framework in which to guide its activities to raise awareness, promote opportunity and engage businesses in the sector
- Produced high quality and contextualised labour market information for Information Advice and Guidance (as evidenced by the work for AACCS in England), production of careers fact sheets for specific industries and nations
- Engaged with the Careers Services in each nation to ensure industry specific information relating to land-based and environmental industries is available
- Undertaken careers events promoting sector careers to young entrants and adult career changers. These events engaged schools, Higher Education Institutions and Further Education Colleges
- Developed a careers specific section on Lantra's website to provide information on jobs, careers and progression and courses in the land-based and environmental sector
- Developed Lantra CourseFinder which has free and easy access to almost 10,000 courses from around 900 training providers
- Raised the profile of land-based and environmental sector careers via press releases and articles.

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## 5.0 Conclusion

As is evident, the degree of change occurring within the land-based and environmental sector is significant. The requirements for individuals and businesses to have a profile of skills and competencies which mixes high level technical skills with business management skills is essential for sustainable businesses and to cope with increasing environmental and legislative demands driven by consumers, technologies and policy.

From the evidence presented in the suite of Skills Assessments and in identifying solutions, it is clear that the sector is making in-roads into the skills agenda but that flexibility from the UK's skills systems is required to maximise skills development for the sector. Lantra has demonstrated that by increasing engagement with businesses and providing access to a range of products and services tailored to the needs of individuals and businesses in the sector, a substantial impact can be achieved.

In partnership with employers, trade representative organisations, learning providers, awarding organisations and Governments, Lantra will continue to promote the needs of this essential sector of the UK economy. Lantra's provision of an ongoing evidence base, the UK Skills Assessment and associated national reports together with industry and region specific factsheets, presents the underpinning evidence required to support investment in skills to support individuals and sector businesses.

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## Lantra

Lantra is the Sector Skills Council supporting skills, training and workforce development for businesses in the environmental and land-based sector. We are committed to helping everyone access the training, qualifications, skills and knowledge they need for business success and to develop their career.

We are an independent, UK-wide organisation that is owned and managed by our industries, which are grouped around land management and production, animal health and welfare and environmental industries.

We lead the way in understanding our industries' future skills and business needs. We work together with trade organisations, unions, training providers, governments and many more to maximise investment in skills.

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