



The Royal Show Debate

10th July 2009

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New Blood

- People
- Pupils
- Perceptions
- Prospects
- Profit
- Professionalism
- Profile

- There is no single “silver bullet” solution
- It is not only a problem in the UK
- Different sectors of the industry face different challenges:
 - Scale
 - Specialisms
 - Perceptions of lifestyle/profitability/
barriers to entry
 - Transferability of abilities
 - Competition from other sectors

The Learning Supply Chain

Supply Side

Training Provider
Colleges/Universities
Schools
Careers Services

Demand Side

Industry
Employers
Trade Associations
Professional Bodies

8 – 13 year olds –

13 – 16 year olds –

16 – 19 year olds -

19 +

22+

Aspirations

Choice of directions

Academic/Vocational

Stay at School

Further Education

Work place learning

Develop Individually

Develop Career

Career Changes

Higher Education

Continuous development upskilling

Leave the sector

Re-enter the sector

New blood from other sectors

The University/College Offer

We therefore have to reconcile 4 important stands in our education process.

- a) Learning to enhance the broader skills for individual development
- b) Learning to meet the subject aspiration of students
- c) meeting employers' demands for skills; and
- d) providing opportunities for continuing learning

Importance of work placement/experience

The value of good selection of people

Good management of people

People Development:

- retain those that we have
- re-train those entering from other sectors

Experiential Learning:

- we can and are delivering “credit” based learning
- including accrediting experience

Planning succession early – hold on to our own

Businesses can facilitate learning by:

Providing access to knowledge and information;

Creating opportunities to practice and develop new skills;

Provide effective support for the learning process;

Rewarding learning – monetary or “in kind”.

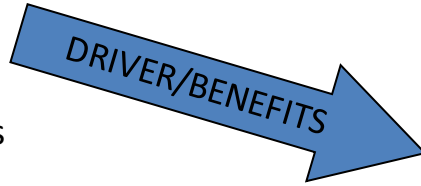
Grow / develop business
 Build a career
 Reach productive or employment potential
 Improve competitiveness (World Class)
 Economically sustainable

The Professional

The Sustainable Rural Entrepreneur

PEOPLE:

Energise
 Empower
 Benchmark
 Motivate
 Brokerage



GROUP OF LIKE MINDED INDIVIDUALS

PROFESSIONAL PERSPECTIVE

Drives demand for personal development...

PROCESS:



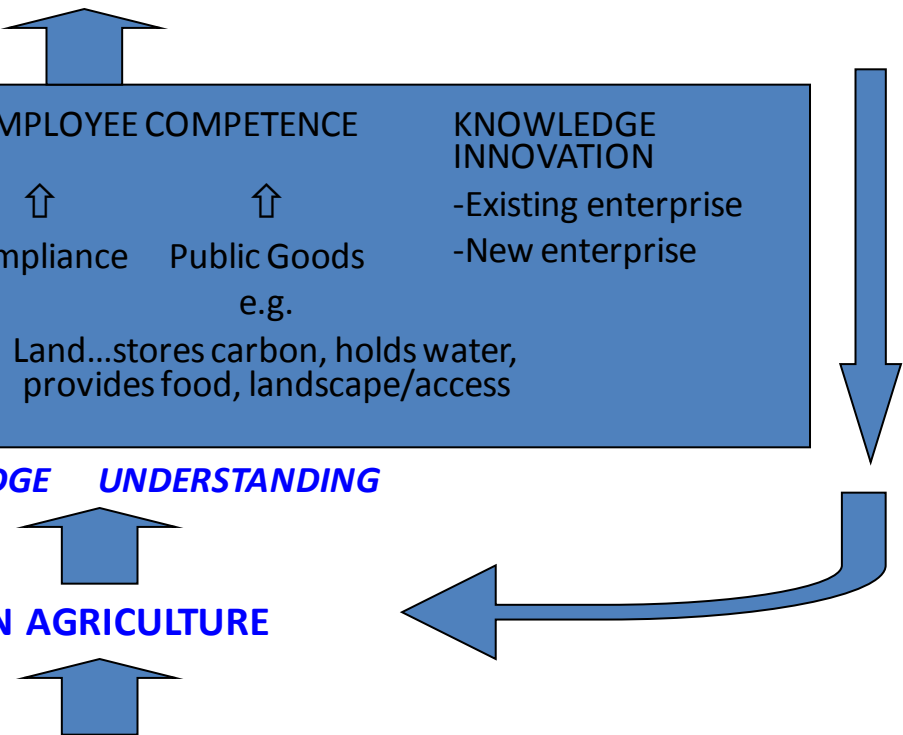
SKILLS KNOWLEDGE UNDERSTANDING

PROFESSIONAL:

KNOWLEDGE DRIVEN AGRICULTURE

CAREER / EMPLOYMENT / SATISFACTION
 For those already in the sector

ATTRACTIVE TO NEW ENTRANTS



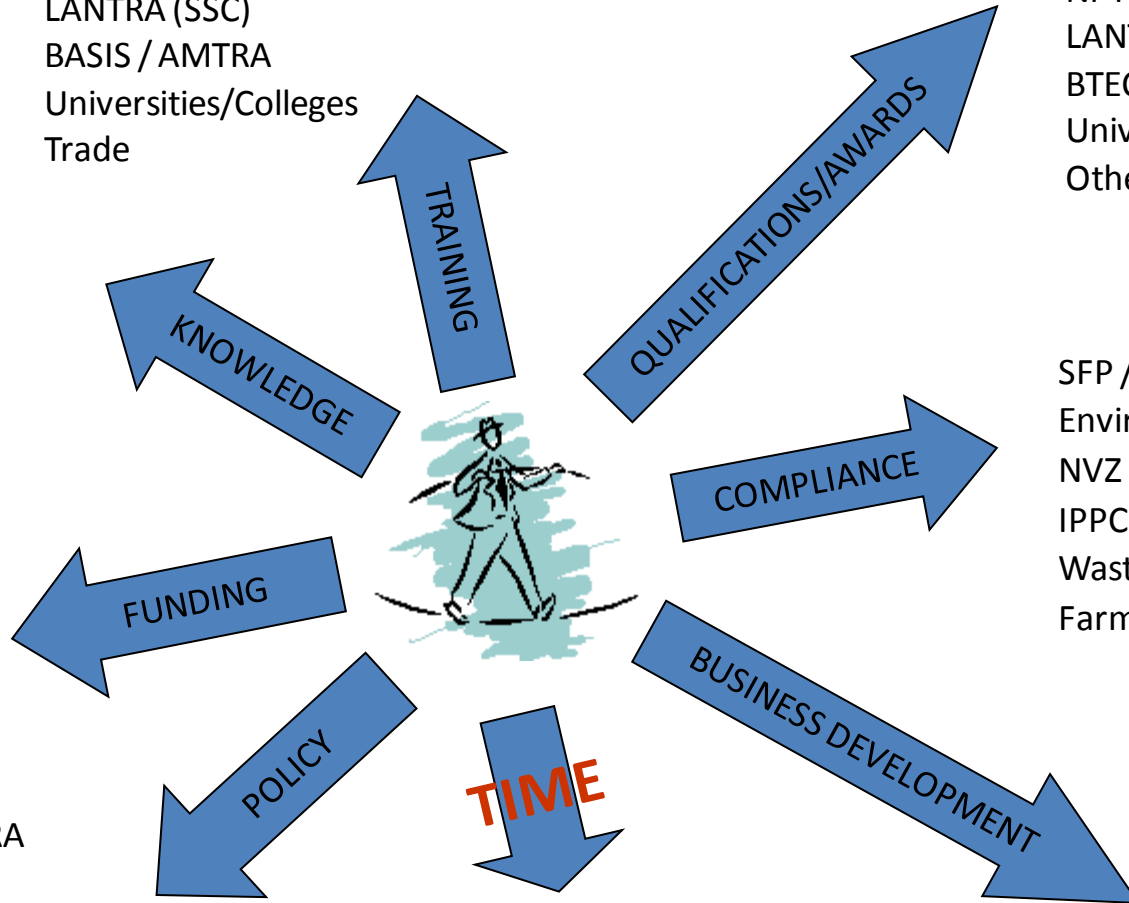
The Problem

BBSRC
Ag./Hort. Dev. Board
ADAS
Trade
Universities/Colleges
World Wide Web

LSC
HEFCE
RDPE
SELF

DEFRA
DBIS
DSCF
RDA
NFU

Sector Learning Partnership
CONNEXIONS
Train to gain
LANTRA (SSC)
BASIS / AMTRA
Universities/Colleges
Trade



QCA
NPTC City & Guilds
LANTRA Awards
BTEC / EDEXEL
Universities/Colleges
Other

SFP / RPA
Environment Agency
NVZ
IPPC
Waste Management
Farm Assurance

TIME TO ENGAGE
Money buys time
Less bureaucracy /
compliance buys time

Business Link
Private
Universities/Colleges

“You throw – I’ll catch” – training trade-offs

Empower

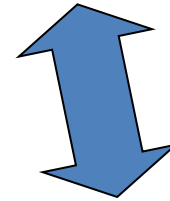
DIRECTION

Brokerage
Facilitation



DEMAND-led skills

(not the same as employer led)
SSC / Industry / **S.L.P.**
RDAs / Others

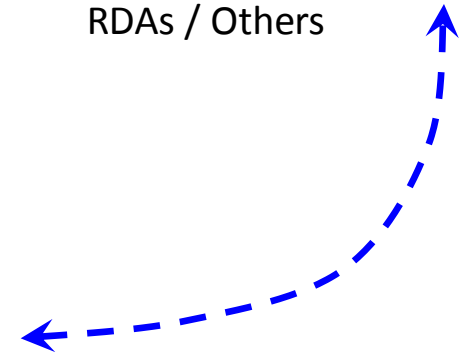


DELIVERY

Sector Learning Partnership



LANDEX / LANTRA / Private Providers / Others



If the process works for a micro-business it will work for a bigger business –
however it does not work vice versa

Concluding Comments

- The approaches to EXISTING workforce and NEW entrants may differ
- LEARNING is transferable to new situations therefore SKILLS and KNOWLEDGE important
- We need to recognise SKILLS and bring them closer together with QUALIFICATIONS
- Bureaucrats measure qualifications not skills
- Knowledge acquisition difficult to measure as SKILLS gained or QUALIFICATION
- Continuing Professional Development (CPD) could be a better benchmark than credit rating for knowledge development and management
- CPD can also assist us in putting a financial value on time spent in development
- Estimating the financial value may be important to illustrate to Government that we are engaging seriously
- Higher level skills does not mean graduates – they equate to technology, managerial, strategic
- The future looks better than the immediate past

Conclusion

- We can make progress on SKILLS AND QUALIFICATIONS – we need both
- We need industry commitment
- We have to identify demand so that we can convert from need
- The supply side can deliver what employers want (nothing is free)
- Agencies must work together to signpost, assist with funding, identify trade-offs to buy time - above all empower not frustrate
- Key challenges:
 - Linkage of levels 3 and 4
 - A sustainable business plan for delivery