



FAWC Report on Stockmanship and Farm Animal Welfare

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CHAIRMAN'S FOREWORD

The Farm Animal Welfare Council has always maintained that stockmanship is the single most important influence on the welfare of farm animals. This Report recognises that stockmen, working either as self-employed farmers or employees, have demanding responsibilities as they strive to understand and cater for the needs of their animals. The foundations of good stockmanship lie in the principles of animal husbandry, honed by practical experience; healthy animals with a high standard of welfare improve both job satisfaction as well as profitability.

The Report is timely since the quality of British stockmanship is under threat from a variety of causes, including the low profitability of farming leading to reductions in staffing to reduce costs, and the breakdown of succession on family farms as new generations seek different careers. Over time, these factors will diminish the knowledge, skills, and experience of British stockmen that are essential for high standards of welfare.

The Report outlines the “Three Essentials of Stockmanship”, which provide the foundations of sustainable livestock farming. Based on these, a major focus of the Report is the provision of effective education and training of stockmen on a regular and progressive basis. The expertise to educate and train the stockmen of the future is available within universities, colleges and elsewhere but requires continual support and investment by the livestock industry and Government to ensure a steady supply of motivated, skilled stockmen.

The Report reviews the current provision of accredited training and vocational qualifications, and highlights a culture in which formal training and qualifications appears not to be valued within some sectors of livestock farming. There are difficulties in educating and training stockmen that are common to all sectors of livestock farming. These include single-handed working, remoteness from colleges and universities, and access to trainers and courses off-site. These problems can be overcome by industry-led schemes that can be both feasible and effective. Initiatives in the poultry and pig industries, and in the ruminant sector in Wales, provide models of excellence in the education and training of stockmen.

The Report also recommends that both the farming industry and Government should evaluate the benefits of education and training in terms of staff satisfaction and retention, the value to farming businesses, and the standards of animal welfare on British farms. I hope that the recommendations made in this Report will be received positively by Government, the livestock industries and others within the food supply chain. Their support and encouragement will help to maintain high standards of British stockmanship and thereby raise the prosperity of livestock farming and the welfare of farm animals in Great Britain.



Professor Christopher Wathes
June 2007

PART I: INTRODUCTION

1. The Farm Animal Welfare Council (FAWC) was established in 1979. Its terms of reference are to keep under review the welfare of farm animals on agricultural land, at market, in transit and at the place of slaughter; and to advise the British Government, including the devolved administrations, of any legislative or other changes that might be necessary. The Council has the freedom to consider any topic falling within this remit.

2. FAWC has long realised the vital importance of stockmanship¹ in ensuring good animal welfare. Past FAWC reports have reinforced the view that stockmanship is the single most important influence on the welfare of farm animals. The Five Freedoms are particularly pertinent to the stockman since he has the responsibility for ensuring the highest standards of welfare for animals in his care. Allowing stockmen to exercise their knowledge and skills is also essential for the prosperity of farm businesses.

3. The timing of this Report coincides with certain worrying trends in livestock farming. These include i) low profitability, leading to reductions in staffing to control costs; ii) a perceived negative image of the industry, which contributes to poor staff retention and recruitment; and iii) the break down of succession in farming as new generations seek different careers. These factors have created a partial vacuum of knowledge, skills and experience.

4. FAWC believes that there is a strong case for improvements in education and training to ensure a steady supply of skilled stockmen, while making effective use of public and private resources. Both Government and industry have a right to expect a fair return on their investment in stockmanship to ensure the development of sustainable livestock farming; systems will be needed to monitor progress. Support and encouragement by all within the food supply chain will be essential to guarantee the high standards of British stockmanship that will continue to be needed in the future.

5. The aims of this Report are (i) to identify the elements of good stockmanship; (ii) to determine the role of stockmanship in relation to the welfare of farmed animals; (iii) to analyse the training provision for stockmen and its effectiveness; and (iv) to make recommendations that will ensure a high standard of stockmanship on British farms, which will deliver a high standard of welfare. The impact of the production system and management policy is not covered. We hope that this Report will focus attention on the unique contribution of good stockmen to the health, welfare and productivity of livestock, leading, in turn, to sustainable and profitable livestock farming.

¹ Throughout the report the terms “stockman” and “stockmanship” relate to both men and women working in this role.

FAWC's philosophy of approach

6. Animals are kept for various purposes and in return their needs should be provided for. Farm animals are recognised as sentient beings in the Treaty of Amsterdam. We have a moral obligation to each individual animal that we use. This obligation includes never causing certain serious harms to farm animals and, when deciding on our actions, endeavouring to balance any other harms against benefits to humans and/or other animals.

7. The achievement of high standards of animal welfare requires awareness of animal needs and both caring and careful efforts by all who are involved in the supervision of farmed animals. General guidelines as to what those who use animals should provide in order to avoid suffering and other harms are contained in the Five Freedoms:

Freedom from hunger and thirst, by ready access to fresh water and diet to maintain health and vigour

Freedom from discomfort, by providing an appropriate environment including shelter and a comfortable resting area

Freedom from pain, injury and disease, by prevention or rapid diagnosis and treatment

Freedom to express normal behaviour, by providing sufficient space, proper facilities and company of the animal's own kind

Freedom from fear and distress, by ensuring conditions and treatment which avoid mental suffering

8. When assessing any welfare problem, it is necessary to consider the extent of poor welfare, the intensity of suffering and its duration. Welfare assessment concerns individual animals. However, where there are indications of poor welfare, we consider that the more animals that are affected, the more serious is the problem.

9. In order to offer useful advice about the welfare of farm animals, FAWC takes account of scientific knowledge and the practical experience of those involved in the agricultural industry. A broad-ranging approach, considering all relevant views and attempting to balance human benefit with a concern to ensure that the animal's interests remain to the fore, is used in the formulation of FAWC recommendations.

10. Knowledge based on scientific studies of the welfare of animals is increasing rapidly. The term "animal welfare" is employed frequently in scientific and legal documents and in public statements. In our view, welfare encompasses the animal's health and general physical condition, its psychological state and its ability to cope with any adverse effects of the environment in which it is kept.

Remit and method

11. In 2003 FAWC established a Working Group to examine stockmanship in livestock farming. The Group carried out a public consultation in July 2003 and written evidence was received from a range of organisations. In addition, oral evidence was taken from invited experts from the livestock industry, academic and research institutions, and animal protection organisations. We are grateful to all who participated in the study and gave their time and expertise (Appendix II).

PART II: BACKGROUND

12. The British livestock industry is changing rapidly due to the reform of the Common Agricultural Policy (CAP), the emphasis placed by the European Commission on animal welfare and the increasing focus by consumers on the welfare provenance of livestock products.

13. The GB Animal Health and Welfare Strategy (2004) recognises that good health and welfare of farmed animals make a major contribution to the sustainability of the livestock industry and calls for an enhanced level of knowledge and skills among all who have responsibility for the care of animals. One of the strategic outcomes identified was that animal owners and carers should appreciate the wider impacts of good animal husbandry on animal health and welfare.

14. The GB Animal Health and Welfare Strategy outlines the roles and responsibilities of animal keepers and other stakeholders as follows. All farmers, stockmen, traders and dealers should understand and provide for the physical and welfare needs of the animals in their care. They should be able to recognise the signs of disease and should know which diseases are notifiable to Government. All animal keepers have a responsibility to be vigilant, report any suspicion of disease early on, and maintain good disease prevention and control (biosecurity) practices, including compliance with regulations such as livestock stand-stills and the safe disposal of carcasses. These measures significantly reduce the spread of disease and help to maintain high standards of animal health, animal welfare and public health. In order to meet their responsibilities and legal obligations every animal keeper should employ veterinarians as necessary.

15. The development of farm assurance schemes in the livestock sector has focussed on standards that can be checked easily during a short inspection. Housing, construction and maintenance of buildings, space requirements, records of medicine and vaccine use, amongst other input measures, are natural candidates for an inspection protocol of the 'tick box' variety. FAWC's report on the Welfare Implications of Farm Assurance Schemes (2005) clearly stated that ways of objectively assessing the competence and effectiveness of stockmen should be found and be a priority for all scheme owners, because of the close relationship between stockmanship and animal welfare.

16. Within the European Union, the Community Action Plan on the protection and welfare of animals (2006 - 2010) provides a strategic direction for future activities by the European Commission. These include cross-compliance with animal welfare legislation for those receiving direct payments, and new measures under the Rural Development Programme to support farmers who adopt animal husbandry practices that go beyond the legal minimum.

17. EU Council Directive 98/58/EC concerning the protection of animals kept for farming purposes encapsulated within the UK Welfare of Farmed Animals Regulations 2000 (as amended), summarises the minimum requirement for stockmanship thus; "animals shall be

cared for by a sufficient number of staff who possess the appropriate ability, knowledge and professional competence.”

18. In 2001 an estimated 292,000 stockmen were employed within Great Britain. The small enterprise nature of agriculture is reflected by the fact that 60% of farm businesses have single operators while only 6% have 10 or more employees, the remaining 34% having between 2 and 9 employees (Lantra, 2001).

PART III: ROLE AND SCOPE OF STOCKMANSHIP

19. The stockman has a unique role within livestock farming in ensuring high standards of animal welfare. His knowledge must cover the principles and practices of animal husbandry, a basic knowledge of disease prevention and treatment, and the operation and maintenance of equipment. He must have a sound grasp of reproduction management, neonatal care, nutrition, behaviour, health and animal handling amongst many other topics that are essential to good farming practice. This wide range of expertise and skills underlines the need for effective education and training that should continue throughout his working life on a regular and progressive basis through continuous professional development.

20. In any production system, the knowledge, skills, abilities and attitude of the stockman are integral to the standard of welfare. Good stockmanship can often compensate for deficiencies in a livestock production system but the converse is never true. This basic principle has been enshrined in Government codes of recommendation for the welfare of livestock.

The three essentials of stockmanship

21. The attributes of a good stockman include an affinity and empathy with livestock, patience, and keen observational skills amongst others. Knowledge of animal husbandry based on animal science is beneficial but it is essential that this is honed by practical experience.

22. The good stockman is distinguished by characteristics and qualities that are often termed “stock sense”. FAWC believes that many components of stock sense can be acquired with experience and well targeted training, provided that suitable staff are recruited, the production system is well designed and effective management support is provided. Effective education and training are essential in the first few years after recruitment and should continue on a progressive and continuous basis. Lack of effective training is quoted as one of the reasons why staff leave the agricultural industry within the first five years.

23. FAWC proposes that the following attributes should be considered as the “Three Essentials of Stockmanship”, analogous to the “Five Freedoms”.

Knowledge of animal husbandry. Sound knowledge of the biology and husbandry of farm animals, including how their needs may be best provided for in all circumstances.

Skills in animal husbandry. Demonstrable skills in observation, handling, care and treatment of animals, and problem detection and resolution.

Personal qualities. Affinity and empathy with animals, dedication and patience.

24. FAWC believes that education, training and motivation in all their forms have a predominant effect relative to inborn characteristics in influencing the quality of stockmen. The “Three Essentials of Stockmanship” should be the basis of education, training and motivational programmes for stockmen.

PART IV: SUSTAINING STOCKMANSHIP KNOWLEDGE AND SKILLS

The structure of the livestock industry and trends in the workforce

25. Reform of the CAP will continue to stimulate structural change in the livestock industry. Some farm businesses will become larger while others will diversify, become part-time enterprises or cease farming altogether. The pool of skilled stockmen is likely to continue to decline, making it all the more important to retain and add to the existing base of knowledge and skills. The ending of output-related farm subsidies, support for welfare labelling and welfare assessment systems will motivate producers to embrace high welfare standards.

26. There is growing concern within the livestock industry about the age of farmers. In 2005 for example 18% of dairy farmers were over 65 years old with only 4% under 35². The low entry rate into farming (2% over the last 5 years), compared with the high exit rate (18% in the same period), highlights potential staffing problems, especially as the total numbers of farmers and farm businesses are declining. The increasing age of proprietors is of particular concern in an industry where 60% are sole operators and where the work demands a high degree of physical fitness.

27. The main route into farming is through family succession and the low rate of new entry into family farms reflects the recent poor financial returns and the poor image of the industry compared with alternative occupations. Many older farmers find that they cannot retire because of an inadequate pension, lack of affordable housing or lack of succession. Stockmanship knowledge and skills are likely to diminish progressively at a time when they are most needed, unless action is taken to halt this decline.

28. The situation with employees is different with half the workforce in the livestock sector under the age of 35 years. Anecdotal evidence suggests a drain of experienced stockmen leaving the industry for more satisfying and lucrative occupations. Although the demand for stockmen is declining because of the contraction of the livestock industries, there is evidence of insufficient supply. For example, in the pig industry, which has undergone several years of poor profitability and is substantially reduced in size, the inability to find competent stockmen is quoted as one reason for business closures.

29. FAWC is also concerned about the growing number of hobby and lifestyle farmers, who may not have the necessary knowledge and skills required for good animal husbandry, potentially leading to welfare problems. In addition, an increasing proportion of farmers may subsidise their income with part-time jobs. Both groups need adequate training in stockmanship.

30. Staff from overseas now represent an increasing proportion of the livestock workforce in Great Britain. The lack of resources to train these workers in animal husbandry principles

² Agriculture in the United Kingdom 2006, Defra.

and practices in their own language must be addressed. This problem and the short-term nature of employment of many of these workers may further exacerbate the shortage of good stockmen and compromise high standards of welfare.

Recommendation

31. *We recommend that the Sector Skills Council, in association with industry livestock bodies, establishes the skills base of stockmen in terms of their experience, education, training and qualifications, so that current and future investment can be judged against need.*

32. The ability to recruit, retain and motivate good stockmen is closely linked to the industry's image. Some pundits subscribe to a negative image, which has been affected by publicity from single-issue campaign groups, major disease outbreaks and a disconnection between the producer and the marketplace. Others trumpet the positive aspects of a responsible, caring and rewarding profession.

33. Incorporating agriculture, food production and the humane, caring treatment of livestock in the school curriculum (probably as part of citizenship) has a prime role to play in presenting a balanced view of livestock farming. Unless children are taught to think intelligently, logically and rationally about the origins of food and other products from farm animals, then their decisions as consumers may lead them to make ill-informed choices. We note that the 'Outdoor Classroom' is being promoted under the Government's "Growing Schools" initiative. This has the potential to provide an even-handed view and an improved understanding of farming from the primary school upwards if properly funded and supported by the farming industry and Government. We note that the Year of Food and Farming (for 2007/2008) is an industry-led initiative, supported by Defra, with the objective of connecting children with the whole food chain. The initiative will allow every school child to visit a farm and experience first hand where food comes from. This is an opportunity to show the livestock industry in a positive light and will complement the Government's '14 to 19' initiative, which makes provision for schoolchildren to embark on work placement and training in livestock farming, linked to industry-led recruitment campaigns.

Recommendation

34. *We recommend that Government should incorporate the basic elements of agriculture, food production and the humane, caring treatment of farm animals, including educational visits to livestock farms, in the national curriculum to encourage the development of a responsible attitude towards farm animals and their products.*

Stockmen as part of successful livestock farming

35. Skilled stockmen provide a cornerstone of successful livestock farming. However, where there is declining profitability, staffing and investment are often the first to be cut, potentially leading to health and safety problems and poor human welfare.

36. With single operator farms there is considerable concern over the effect of stress on the welfare of stockmen, whether caused by isolation, excessive hours of work, lack of succession, ill-health or financial concerns, and consequently on the welfare of stock under their care. Evidence from the agricultural chaplaincy suggests that stress and health problems among stockmen are rarely detected and are increasing. Circumstances can alter quickly and an early warning system is required to identify problems on this type of holding. Resources are required to identify and support the worst cases in a sympathetic and practical way. Current support is reliant largely on voluntary contributions.

37. FAWC recognises the importance of the stockman in managing disease outbreaks and that they need to be supported in these difficult circumstances. We would like to remind the Government of the effect of mass culls on the morale of stockmen and the effects this can have on stockmanship standards (FAWC Report on Foot and Mouth Disease 2001 and Animal Welfare: Lessons for the Future).

38. Current requirements for registration of holdings do not seek any evidence regarding the competence of livestock keepers. The introduction of cross-compliance rules for animal welfare from 1 January 2007 provides a good opportunity to influence livestock farmers to improve animal husbandry. Guidance and advice should be offered, similar to that provided for environmental cross-compliance programmes, such as seminars, demonstration farms and self-help groups. It is essential that the ‘enforcement’ aspect of cross-compliance is balanced with recognition and reward for good animal welfare. This could be achieved through high welfare schemes analogous to the current environmental schemes for the premium Single Farm Payment.

39. The Rural Development Programme in England (ERDP) will establish rural development measures for the period of 2007 – 2013, and is a prime opportunity to address many of the problems associated with stockmen. It is disappointing that the options in the Programme’s consultation documents in both England and Wales did not include animal welfare. The benefits of including animal welfare in the Rural Development Programme are readily apparent in the Land Management Contract in Scotland; up to £1200 a year is available towards the costs of veterinary input and farmers’ time in preparing health and welfare plans.

Recommendation

40. *We recommend that the Government should give financial support under the Rural Development Programme to schemes that improve stockmanship. We also recommend that structures should be put in place to provide support to stockmen during major disease outbreaks, to ensure that appropriate standards of welfare are maintained under these difficult circumstances and to minimise stress on stockmen.*

Education, training and CPD

41. Continuous professional development (CPD) in its widest sense includes knowledge transfer, skills development, advisory support and the motivation to undertake lifelong

learning. In addition to enhancing stockmanship, husbandry-based CPD contributes cost-effectively to the Government's policy objectives of food safety and environmental improvement. However, the historic provision of education, training, knowledge and skills in stockmanship through both the land-based college network and private training provision has weakened considerably in recent years. Low levels of uptake have led to a downward spiral of reduced provision at a time when enhanced knowledge and skills are vital. Reasons for this include the failure of training to meet needs, the distance for farmers to travel to receive training, the lack of formal training, and poor quality training. There is also no mechanism for assessing prior knowledge and skills of stockmen in the workplace.

42. In order to enhance stockmanship, education and training must be comprehensive and link sound principles and best practice. High quality experienced trainers are essential while assessors must be experienced and have equivalent expertise. This will ensure that assessment is fair and consistent. Research in Australia and the UK has shown that effective on-farm training in animal husbandry improves animal welfare by enhancing animal handling and neonatal survival, for example. The virtuous circle of CPD leads to greater knowledge of animal husbandry, raising both the standard of welfare and productivity while increasing job satisfaction. We believe there are opportunities for knowledge transfer within this sphere.

43. Education and training programmes to teach and enhance stockmanship should be based on the principles of good husbandry. There should be a strong emphasis on understanding animal behaviour and its interpretation as indices of physical and mental wellbeing. The behaviour of an animal provides a good index of its level of wellbeing and the degree of harmony with its environment.

44. Training and associated certification of stockmen has reached varying stages of development in the livestock industries with that in the poultry industry most advanced (Appendix I). Initiatives in the pig industry have been accelerated in recent times while training provision in the ruminant sector, particularly for beef cattle and sheep, has developed least and, to some extent, has regressed since the demise several years ago of the Agricultural Training Board. However, progressive education, training and advisory initiatives in the ruminant sector in Wales in recent years are deserving of recognition and replication in other regions of Britain.

In-house and part-time group training

45. Traditionally, stockmanship knowledge and skills have been handed down from generation to generation; from parent to child or expert to apprentice. The mechanism is largely a mixture of instruction and practical experience and can be very effective provided that the trainers are knowledgeable, skilled and effective teachers. It is a good example of "context-embedded learning", i.e. the process of learning through practical experience in a work environment. Such training is not accredited in any way except informally by the trainer.

46. More formal in-house training can take the form of specific courses relevant to the needs of the farm business, such as lambing, farrowing or calving, foot trimming of cattle or sheep,

shearing, beak trimming of poultry and body condition scoring of cattle, sheep and pigs. More structured, regular and progressive in-house training is becoming more common in larger livestock farms, especially in the poultry, pig and dairy sectors. Structured training to meet identified needs is carried out by either experienced farm staff or by external trainers such as the farm vet. In some cases, the farm may be affiliated to a recognised Training Provider with a nationally approved certification system in place. Trainees in such cases can gain nationally recognised vocational qualifications (VQs).

47. Part-time group training can take place at a local farm or other venue with the form of training relevant to the needs of trainees. Such training may or may not be certificated. Discussion groups are also a valuable form of training. Participants normally have a common objective and this is the formative basis of the group. Success depends on the experience, knowledge and skill of the facilitator in maximising the learning experience.

Formal full-time training

48. Formal courses at colleges and universities can last from 6 months to 4 years and accredited awards include VQs, Certificates, Diplomas and Degrees.

49. In consultation with stakeholders, we identified the critical points for effective formal vocational training in the livestock industries as:

- (i) Ongoing availability of a series of effective courses in animal husbandry, which provide structured education and skills training for new and experienced staff.
- (ii) Delivery of training by industry specialists. Essential material specific to needs is unlikely to be covered adequately by those with only general experience rather than specialist expertise.
- (iii) Delivery of training at suitable locations and times to comply with biosecurity requirements, availability of staff and transport rather than specialist expertise.

50. Existing provision of formal training is mainly college based. As the number of livestock businesses has declined, the ability of stockmen to access formal college based training has reduced, particularly for less mobile students or those wanting to combine courses with practical work. To overcome this problem, some of the larger farming companies have developed in-house training that is “purpose built to needs”.

On-farm training purpose-built to needs

51. We are aware of unpublished research which indicates that livestock farmers and stockmen have a strong preference for on-farm training in animal husbandry. This allows the training to be responsive to the particular needs of each farm and to be flexible enough in timing to allow all stockmen to attend training together.

52. The impact of effective on-farm training in husbandry on indices of animal health and welfare normally improves overall livestock performance. Such improvements enhance production efficiency and financial margins. While training in the workplace is more expensive to provide than alternative forms, it can often be more effective and cost efficient³.

53. Based on the outcomes of research and development studies, several tools are now available to support on-farm training. Two high quality husbandry-based interactive CDs have been financed by the Meat and Livestock Commission and Defra to support training and self learning in the pig sector. Both are now used by livestock farmers and stockmen, veterinarians, farm advisers, farm assurance assessors and students. They have the potential to improve the consistency of both training and certification on a national basis. We suggest that similar training packages should be developed for other livestock species.

54. The pig industry has recently launched a new set of Certificates of Competence qualifications in pig husbandry for producers in England and Wales. These new qualifications are practical and relevant and can be delivered and assessed within the workplace. They have been designed by pig producers and overcome the historical barriers to training including off site training courses, bio-security concerns and many paper-based assessments. We suggest that other industries should follow this lead.

The role of development and demonstration farms and centres of vocational excellence

55. Development farms provide the link between research and practice, developing research findings and new technologies into workable on-farm practices. They compare alternative systems and practices in both physical and financial terms, illustrate sustainable husbandry and publicise the outcomes of their developments. Some land-based colleges incorporate a demonstration farm so that students have the opportunity of linking classroom education with practical hands-on training in farming methods, good husbandry and business management. This combination of development farm and agricultural college can constitute a Centre of Vocational Excellence (COVE). Typically a COVE will concentrate on one or only a few selected enterprises so as to provide specialist education and training in poultry, pig, dairy, and beef or sheep production. In the Welsh initiative (Appendix I), there is provision for on-farm advice on a range of topics including animal husbandry, animal welfare, animal health, environmental protection and business management.

Recommendation

56. *Recognition and encouragement of stockmanship by employers and managers is extremely important. We recommend that the Sector Skills Council and the livestock sector bodies establish a central source of information about stockmen training, certification and funding to benefit both employers and employees alike.*

³ CBI Human Resources Brief March 2003.

PART V: ASSESSMENT AND CERTIFICATION OF “STOCKMANSHIP COMPETENCE”

Assessment of stockmanship

57. Competence in stockmanship should be measured objectively and include an assessment of the welfare of animals in the stockman’s charge with due regard for the farming system which he has to operate. A comprehensive recording system should be in place and accurate records kept of all aspects which affect animal welfare. Assessors need to be trained to a consistently high standard in animal husbandry and welfare so as to achieve objective assessment and consistent audit on a national basis. Against this background, audits of stockmanship should cover the following areas:

- Verification of experience and vocational qualifications of all stockmen involved in the livestock enterprise.
- Full details of experience and both formal and informal training received (both principles and practice).
- Verification that animal care and management (e.g. health plans) are being recorded. These records should show details of welfare and/or ill-health encountered, the animals involved, remedial husbandry and treatments applied and outcomes achieved.
- Verification of knowledge and understanding of all animal care processes and procedures in place on the farm.
- Verification of practical ability by means of an accompanied inspection, designed to view the conditions of the farm and the wellbeing of the animals (e.g. body condition, cleanliness, signs of injury, disease or discomfort, flight distance, approach behaviour, and other behaviours indicative of pain and fear, and general comfort). Assessment should also be made of ability to recognise animal welfare related problems, work out a remedy and apply remedial husbandry and treatment.

58. FAWC has considered carefully the question of whether stockmen should be licensed to care for livestock. In some parts of the livestock industry, licensing is mandatory, e.g. for slaughtermen. Legislation already sets a baseline of competence and we believe that there would be practical difficulties of enforcement of a licensing scheme, leading to costs that would be disproportionate to benefits. We propose instead that demonstrable competence (i.e. the Three Essentials of Stockmanship) should be part of the farm assurance process and that a national register of competence should be kept. We understand that the National Proficiency Test Council has a register of the certificates that it has awarded and this should be developed in association with Lantra.

Recommendation

59. *We recommend to the Government that licensing of stockmen is not required because we consider its costs would be disproportionate to its benefits and that the existing legislation is sufficient for its intended purpose.*

Role of accreditation of courses in improving knowledge and skills development

60. Accreditation of courses has a central role to play in the development of an industry-based programme of education, training and advice for enhancing stockmanship.

61. Accreditation provides the framework around which the livestock industry can set its standards for knowledge and skills transfer and uptake. This can provide a benchmark for the delivery of knowledge and skills, whether leading to a qualification or as a part of knowledge transfer. An accredited training programme provides a mechanism for the spread of best practice and a conduit for dissemination of new technology. Whilst accredited courses must be aligned to National Occupational Standards, they must also be relevant to the requirements of livestock industries, which are becoming increasingly specialised. The over-general nature of vocational qualifications in the livestock industries and their comparative lack of relevance to current needs is one reason why the uptake of vocational qualifications continues to fall from a level which was already low. In response to this unsatisfactory situation, the Qualifications and Curriculum Authority is proposing to develop a framework that is more responsive to the needs of industry in general and which encompasses both formal and informal learning. This proposal has the wholehearted support of the livestock industry.

62. Accreditation of course programmes and qualifications also allows the development of career structures, which are essential for a professional image during recruitment. Development of a demand-led accredited qualification system demonstrates a long term commitment to CPD.

Certification via National Vocational Qualifications and National Proficiency Tests

63. There are currently two formal systems of national certification to VQ Level 3 in the livestock industries, which differ greatly in terms of recognition, style of learning and assessment. The NVQ system leads to an award of either a Foundation Modern Apprenticeship (NVQ Level 1 and 2 and Key Skills), or an Advanced Modern Apprenticeship (NVQ Level 1, 2 and 3, Key Skills and with a requirement for a significant amount of guided learning off-farm leading to technical certificates). NVQ Levels 3 and 4 constitute managerial level with certified competence in finance, personnel and technical management that is designed to raise the technical and economic efficiency of businesses. National Proficiency Tests (Certificates of Competence) cover key livestock areas and are examined as 'one-off' modules.

64. The NVQ is mainly delivered through local colleges but can be delivered successfully *in situ* in larger enterprises through work-based training providers. The college-based NVQ is delivered through a combination of work experience placement and integrated college training and assessment. While vocational training should be based in the workplace, the majority of training and certification in the livestock industry takes place in colleges. Some employers have been critical because they have found that VQ attainment in colleges does not equate with competence in the workplace. A major difference between college and on-farm systems is that trainers and assessors in work-based training work alongside the trainee and offer a consistent standard of training delivery relevant to the workplace needs. The cost of providing training and assessment *in situ* is higher but there are considerable benefits in terms of effectiveness.

65. National Proficiency Tests are an assessment of a skill, e.g. handling of livestock, in a 'test situation'. They are a nationally recognised qualification, available in a unitised form. Funding is limited for such training and this qualification has attracted little interest from industry, other than when dictated by legislation, though we note that such a system has just been launched in the pig industry in England and Wales.

Addressing the low uptake of training towards National Vocational Qualifications and National Proficiency Tests in the livestock industries

66. FAWC is concerned by the low uptake (less than 1%) of training and certification opportunities by stockmen. This may indicate a lack of suitability in relation to need. In 2000, Lantra highlighted the high proportion of all workers in agriculture who possess no formal vocational qualifications and has emphasised the need to raise the proportion of stockmen qualified at VQ level 3 or higher.

67. The lack of qualifications appears to be a general problem for small and medium sized enterprises (SMEs, i.e. companies with less than 250 employees) in many industries, as highlighted by the CBI (2003).

68. To obtain a full VQ, a candidate is required to pass up to 12 topics or units which together are designed to cover the general requirements of his work. Some of these units may be less relevant to an individual's particular job than others. However, until all prescribed units are passed the VQ is not awarded and Government funding for the training agency is not released. The CBI (2003) has proposed that a wider range of units should be offered so that the candidate, together with his employer, can select those that are most relevant. FAWC is supportive of this proposal.

69. As work in livestock farming becomes more specialised, the VQ system must be adapted accordingly. For instance in modern pig production, stockmen may have specific management and care roles in any one of the breeding, farrowing, rearing, weaner and grower–finisher sections of the farm.

70. Current assessment systems for the NVQ process have also attracted criticism, particularly at Levels 1 and 2. There are concerns over the reliance on written work and the repetitive nature of some parts of the qualification, which deter practically orientated candidates and fail to assess their stockmanship abilities.

71. There is a particular concern over entrants to the industry who may have special learning needs. Many of these stockmen have a good affinity with their stock, are competent in animal care and are enthusiastic about improving their skills. Special provisions are required for assessing their competence in animal care and accreditation for appropriate vocational awards. The visual impact and associated commentary in the high quality husbandry-based Training Packages referred to in paragraph 53 will be useful in training stockmen with learning difficulties.

72. FAWC suggests that there is a need to reorganise the current system of stockmen training and certification to provide a skills-based qualification that is easily recognised by employers and is based on the Three Essentials of Stockmanship. Access needs to be improved by making the delivery unitised and flexible, with access to public funding and support by the industry itself. Consideration should be given to the use of IT for assessment of the candidate and accreditation of the qualification. The framework of the new system will vary between the livestock sectors, requiring industry to work closely with training providers and funding bodies.

Concern about “sole traders”

73. Although there is a trend towards larger farms and more part-time stockmen, many farmers still work single-handed. This suggests that innovative ways must be found to take training and advisory support on to such farms, allowing for their particular needs and challenges.

74. Many livestock farmers are interested in effective training in animal husbandry for its own sake and are not interested in gaining VQs. Research has shown that farmers find such training useful and want it regularly, and that it boosts their morale and increases their hopes for the future viability of their enterprise. However, we consider that there is a market failure in reaching those farms which are SMEs. There are inherent difficulties in providing training to such farms including remoteness, preference of farmers for training on-site, and finding cover for the farm during courses. In addition, unlike larger enterprises, training is not employer driven and, to encourage uptake, it must show that the more highly skilled farmer will attain a benefit to his business, e.g. increased profitability. We suggest that, with the assistance of the Government, training and advisory support should be encouraged that permits learning in short “bite-sized” modules to help alleviate these problems.

Recommendations

75. In the light of the mixed record of success with the current training provision, we recommend that the livestock industry and Government develop improved accredited programmes for education and training of stockmen, similar to those pioneered by the pig and poultry industries, taking into account the needs of immigrant workers and those with special learning needs where necessary.

76. We recommend that vocational qualifications for livestock farmers and stockmen should be simplified so that training and certification is largely undertaken on-site, is based on an assessment of knowledge and competence in the workplace, without an onerous requirement for off-site guided learning, and should be available in a unitised format.

PART VI: TRAINERS

77. The Policy Commission on the Future of Farming and Food⁴ was critical of the current provision of education, training and advisory support in agriculture, and made recommendations for improvement:

“We believe that – in farming at least – England should match Scotland and Wales in removing the 25 years age limit on entering Modern Apprenticeships.

Universities and land-based colleges should be fully involved in the Centres for Vocational Excellence (COVE) programme. Lantra and Defra should review agricultural education in full. Every institution should aim to develop at least one COVE by 2004.

We also recommend that universities and colleges in general provide a much broader range of learning opportunities, including distance learning courses and modular courses with particular focus on continuing education.”

78. We share the concerns of the Policy Commission about the adequacy of the current provision of education, training and advisory support to guide and assist farmers and stockmen in attainment of business and Government policy objectives. Many farmers, managers and other professionals within the livestock industry are qualified to degree and diploma level and form the cadre of trainers of stockmen. Veterinary surgeons have a particularly valuable role to play in educating and training stockmen about animal husbandry. However, the content of husbandry and practical skills in undergraduate courses in animal science, veterinary medicine and related disciplines has been reduced over the past decade. Some experienced veterinary surgeons have commented that new veterinary graduates appear to be less competent in dealing with livestock husbandry than they themselves were at the same stage of their career. We have discussed this informally with the Royal College of Veterinary Surgeons and have been informed that procedures are in place to ensure that veterinary undergraduates are suitably trained in farm animal husbandry, including animal handling. Overall, we are concerned about a potential shortage of professionals capable of providing leadership and training in animal husbandry to stockmen.

Recommendation

79. We recommend that the universities, land-based colleges, the Royal College of Veterinary Surgeons and the livestock industry should keep under regular review the provision and supply of professionals with knowledge of animal husbandry to educate and train stockmen.

⁴ Farming and food. A sustainable future. The Policy Commission on the Future of Farming and Food (2002).

PART VII: FUNDING OF STOCKMANSHIP TRAINING

80. One of the main factors affecting the uptake of stockmen training is cost. Staff development and business development and success are closely linked and this improvement can be shown to defray the cost of effective training. We have not been able to establish the annual expenditure on stockmen training by the industry and taxpayer, and suggest that such data should be collected. Nevertheless, there are good reasons for public funding for the development of knowledge and skills training and advisory support, and VQ certification within the livestock industries:

- (i) The low level of current vocational qualifications requires pump-priming funding to reverse the current trend.
- (ii) Much public funding is linked to VQ certification through the Modern Apprenticeship Scheme. This is funded by the Department for Education and Skills and delivered by the Learning and Skills Council on a regional basis. The majority of the livestock industry has fallen outside the scope of this scheme because of the age profile of the livestock industry with little provision for the over 25s in the Learning and Skills contracts, while only a full qualification rather than individual units is eligible for funding. The Government has guaranteed free tuition for a full first level 2 NVQ qualification for all adults but access is denied to many stockmen because of the age barrier, inappropriateness and inflexibility of the full qualification, and geographical remoteness. These constraints have set in train a downward spiral of demand, which further limits provision. The regionalised nature of the Learning and Skills Council makes funding of a national industry-led scheme considerably more difficult.
- (iii) Improving the training and development of stockmen is an essential component for delivery of the GB Animal Health and Welfare Strategy, as well as for disease surveillance and on-farm food safety initiatives.
- (iv) The cost of training is not just its provision but also that for travel and travelling time from a rural location. In small businesses, this can be significant and is often one of the main barriers to training.

81. We believe that public funding should continue to be made available to support training of stockmen but with greater emphasis on the types of training as recommended above. The barriers preventing the industry accessing funding to support accredited learning have already been raised. Other funding schemes are available through the Department of Trade and Industry but tend to be time-limited and regionalised. Defra funded the Vocational Training Scheme which, although extremely flexible in supporting non-accredited delivery, was regionalised and has been criticised for poor administration. The scheme ended in April 2006 with no successor currently announced.

82. There is also a strong case for the ‘public good’ provision of effective education, training and advisory support in stockmanship to improve farm animal welfare as part of CAP reform to enable farmers to meet the increasing demands of consumers for high quality products. Welfare-orientated husbandry courses could also be extended to embrace food safety and environmental issues.

83. The Policy Commission on the Future of Farming and Food recommended public good provision to farmers for a limited ‘pump-priming’ period of three years in the form of three days of free advice and annual training credit grants of £250 per farm. Such training and advisory support has the potential to make a significant contribution to the improvement of animal welfare, food safety and environmental quality, as well as to the financial viability of farm businesses. However, the Government was not persuaded that either three days of free advice or the training credit proposed by the Policy Commission would represent the most effective use of public funds. We are disappointed by this response and would encourage Government to reconsider their decision.

84. As stated earlier, this report favours a change of approach from central to on-farm training of livestock farmers and stockmen to enhance animal welfare. Because of such a radical change and in view of the existing very low training culture in the livestock industries, pump-priming ‘public good’ finance from Government is essential, for example, in the first five formative years to stimulate widespread uptake of husbandry-based training. During these transitional years, the impact of the new approach to training should be monitored carefully so that the effectiveness of training can be analysed in order to guide future initiatives and also to provide accountability to taxpayers.

85. In the CAP Reform arrangements, there is considerable scope via modulation and cross compliance mechanisms to institute the initiatives proposed in the foregoing in the Rural Development Programme.

Recommendation

86. *We recommend that public support for education, training and certification of stockmen is reviewed by the Government, in association with the livestock industry, to ensure that it meets both public and private requirements for sustainable livestock farming based on a skilled workforce. This review should be part of a joint strategy to improve stockmanship skills to enhance farm animal welfare.*

Monitoring the impact of investments in training of stockmen in terms of animal welfare

87. We perceive a need to monitor the impact of investment in stockmen’s education and training on farm animal welfare. Impacts on welfare should be based on animal-based and other criteria. These include measures of production, disease and behaviour and the animal’s interaction with stockmen.

88. Farm Assurance Schemes are increasingly embracing animal welfare in their assessment of farm livestock enterprises. They were widely endorsed in our Report on Farm Assurance Schemes (2005), though there is much to be done before such schemes can provide complete assurance about animal welfare. We would expect the adequacy of stockmanship to be observed during such assessments and set against the requirements of the Three Essentials of Stockmanship. Assessors need to be trained to a consistently high standard in husbandry and welfare relevant to the livestock systems they are auditing to ensure objectivity and consistency.

Recommendation

89. *We recommend that the impact of the proposed education, training, advisory and certification initiatives on farm animal welfare should be evaluated to quantify the benefits of expenditure of both public and private funds on the education and training of stockmen.*

APPENDIX I

SECTOR STUDIES

Presented below are brief studies of current education, training and certification provisions in the poultry, pig and ruminant sectors to outline the different stages of development in these industries and also the scope for further progress.

Sector study 1. The poultry sector

1. Meat production from broilers and commercial egg production from laying fowls constitute by far the major components of this sector, with production from ducks, turkeys, geese and other species among the smaller but still significant parts of the industry.
2. Meat production from broilers and egg production from commercial laying fowls are concentrated in large integrated companies. 85% of broiler meat production is in the hands of 5 companies while 90% of commercial eggs are produced by 28 companies. The balance of meat and egg production comes from a large number of relatively small businesses.

Provisions for education, training and accreditation

3. The large integrated companies have driven the development of training and national certification to meet their specific needs in all stages of production, namely, basic breeding, hatchery, commercial egg production, broiler production, catching, handling and transportation of live birds.
4. Specific short training courses on bird welfare awareness have been developed to meet legislative needs and are on offer to personnel in all stages of meat and egg production. Formal training is a requirement of the main Quality Assurance Schemes (Assured Chicken Production for meat birds and the Lion Brand scheme for eggs). There is strong encouragement within large companies for employees to aspire towards National Vocational Qualifications. These have been developed by industry working closely with the Qualifications and Curriculum Authority to ensure that training and qualifications meet required needs. These training and accreditation programmes and associated career structure development are designed to improve staff recruitment and retention, enhance bird welfare and productivity, and confer a marketing advantage to those companies that are most proactive in these initiatives.

Associated development of specialist training companies

5. Recognition of the advantages of regular progressive training, national accreditation and development of a career structure for employees has stimulated the development of specialist training companies and specialist Further Education (FE) college divisions to provide for industry needs. One major company, has, in partnership with an FE college, been granted COVE status and been awarded capital funding. While the college oversees the management of the COVE, the company concentrates on provision of on-farm training in technology,

husbandry and welfare and assessments towards the VQ. The advantage of this arrangement is that the Training Company, working in unison with the major producers, can determine the exact training needs of employees, prepare training materials, deliver effective training, and liaise with the partner college and the Qualification and Curriculum Authority to ensure that National Vocational Qualifications comply with industry needs. Through employment of specialist staff, the company is also in a strong position to apply for EU and UK public funding to help finance training and accreditation. This process is determining what is needed at grass roots level, is industry lead and driven and facilitated by economies of scale.

6. An additional advantage of this process is the ability within specialist training companies to review research, sift relevant findings, incorporate these into training packages and facilitate technology and knowledge transfer in a very effective way. This speeds up the process of translating research findings into practice and helps to increase the return on investment in research.

Challenges and barriers to be overcome to facilitate further progress in large poultry companies

7. Among these are the following:

- Recruitment and retention of staff. The poor industry image portrayed by the media has a major impact and there is a pressing need for a more balanced picture of the industry to be communicated to both the public and prospective employees. Well balanced, high quality information packs for use in schools are likely to be helpful in this respect.
- Provisions for the training, motivation and retention of immigrant workers. Immigrant workers from Eastern Europe and elsewhere constitute a rapidly expanding sector of the workforce in the poultry industry. However, these workers tend to be transitory, creating challenges in the provision and funding of effective training since this is tied to the attainment of national vocational qualifications.
- Funding for the training and certification of older employees. Much of the public funding for training and certification is available only to young employees (under 25 years) while an increasing number of potential recruits to the poultry industry are older and therefore ineligible for such funding.
- The need for funding for training and certification to be available on a national rather than regional basis and to be available over a longer time frame. Such provisions are essential for national provision of continuous professional development.
- The high cost of attainment of VQs. This can range from £1000 to £2000 per candidate depending on a range of circumstances including economies of scale achievable in larger companies.
- The need for Degrees, Diplomas and Certificates gained at colleges and universities to be more relevant to industry needs. Such provision is essential for producing the stockmen and managers needed by the industry and also the trainers and advisers to provide purpose-built to needs education, training and advice to poultry industry staff.

Challenges to be addressed in smaller poultry businesses

8. There are many thousands of small poultry businesses which do not have the advantages of the economies of scale of large poultry meat and egg production companies. However, they have similar challenges to overcome as their larger counterparts and face the same problems as those experienced by small farms in other types of livestock farming.

Sector study 2. The ruminant sector in Wales

1. Beef and sheep production, and dairying are the predominant industries in this sector.
2. A high proportion (approximately 75%) of the farming businesses in Wales are staffed solely by family labour with the remainder employing an additional 1 to 3 employees in their livestock enterprises. Thus, in terms of the workforce, Welsh agriculture is composed of a very large number of micro businesses operating in a diverse range of climatic and soil conditions.

The “Farming Connect” initiative in Wales

3. This project was initiated by the Welsh Assembly and was designed to improve the efficiency and sustainability of farming in Wales since agriculture, particularly livestock production, is a major pillar of the Welsh economy. The initiative set out to achieve effective cooperation between all services to agriculture and the environment, so as to harness and maximise financial support and services to farming businesses.
4. Farming Connect is supported by the Agriculture Guidance and Guarantee Fund of the European Union, the Welsh Assembly, the Welsh Development Agency / Agri-Food Partnership and other key agencies including the Forestry Commission, Wales Tourist Board, Countryside Council for Wales, Environment Agency Wales, and the Welsh Local Government Association.
5. Farming and ancillary sectors involved in formulating the strategies included the Farming Unions, the Young Farmers Movement, the Levy Boards (Milk Development Council and Meat Promotion Wales), the FE colleges, Lantra and industry consultants.
6. The Farming Connect initiative, as the name implies, was designed to be a “one stop shop” in linking the farming industry with Government, funding and providers of education and training.

Education, training and advisory mechanisms

7. Farming Connect serves farmers via a network of development farms, demonstration farms, discussion groups, benchmarking, advisory leaflets and newsletters, college and group training and on-farm advice. Development farms provide the link between research and practice, developing research findings and new technologies into workable on-farm practices.

They compare alternative systems and practices in both physical and financial terms, illustrate sustainable husbandry and publicise the outcomes of their developments. The Dairy Development Centre at Gelli Aur is incorporated within an FE College so that students have the opportunity of linking their classroom education with practical hands-on training in progressive farming methods, animal husbandry and business management.

8. The network of 16 demonstration farms covers dairy, beef and sheep production. These commercial farms are spread throughout Wales and cover a wide range of farm conditions. They serve as focal points for discussion groups and on-farm education and training, allowing for individual training needs to be assessed and provision made for meeting these needs. There is also provision for on-farm advice on a range of topics including animal husbandry, animal welfare, animal health, environmental protection and business management.

9. The considerable usefulness of these provisions is illustrated by the very large numbers of farmers and stockmen attending regular open days and facilitator-led discussions on the development and demonstration farms and from the good feedback received afterwards. The high uptake and positive feedback indicate that these events are purpose-built to the needs of the recipients, providing effective continuous, professional development for farmers and their employees.

Future challenges to be addressed

- Continuity of funding. The main source of finance for this initiative is the EU Objective I funding for disadvantaged areas, which finished at the end of 2006 and places this successful initiative in jeopardy. Continuity of support funding for these educational, training and advisory initiatives is essential in the interests of achieving sustainability of livestock farming in Wales, in maintaining acceptable standards of animal welfare and health, and also in safeguarding food safety and environmental values.
- The problem of certification being a requirement for future funding. A considerable proportion of Government funding available for training is linked to certification, i.e. attainment of nationally recognised Certificates of Competence or Vocational Qualifications. The overall costs of gaining such certification is extremely high for very small businesses and this creates an argument for the finance of training for its own considerable value without the pre-requisite of national certification in such circumstances.
- Recruitment difficulties. The perceived negative image of livestock farming, the recurring economic problems, and the social problems associated with weekend working are contributing to problems in recruiting new employees as well as resulting in younger members of farming families seeking employment outside agriculture. Part of the vacuum created is being filled by new recruits to farming and by workers from Eastern Europe. This influx of new, often inexperienced, personnel imposes considerable challenges in provision of effective education, training and experience to ensure competence in animal care and husbandry.

Sector study 3. The pig sector

1. The UK Pig Industry has undergone significant decline over recent years. The number of pig holdings have more than halved from 12,600 in 1990 to 6,000 in 2003.
2. Holdings have become increasingly specialised with a move to two or three site production, and a separation of ownership and management of the pigs, with a large section of ownership of the industry in the hands of a few companies.
3. The infrastructure that supports the industry has also fallen with a consequent reduction in technical and advisory services that have historically been a key source of knowledge transfer.
4. Despite the downsizing of the industry, there is a recruitment and retention problem which is limiting business development and in some cases causing businesses to close.
5. Formal accreditation nearly ceased over this period apart from a limited number of industry-led in-house schemes, in larger companies or through groups of producers such as Agskills.

The strategy for skills development within the pig production industry in England

6. The benefits of a skilled, proficient and stable workforce were recognised by the pig industry and its partners in 2005 with the publication of the five year strategy for Skills Development, which highlighted the difficulties and declining provision of adequate formal training and accreditation. The strategy was developed by the British Pig Executive, the National Pig Association in conjunction with Defra, Lantra, Agskills and ADER (Agricultural Development in the Eastern Region).
7. The objectives of the strategy were a) to develop a skills and qualification structure that is relevant to industry needs, accessible at all levels and flexible; b) to provide and promote an attractive environment for a progressive career in the pig industry; and c) promote the benefits of skills development as being central to business development.
8. The development of the strategy objectives has been funded initially by levy money from the British Pig Executive with additional external sponsorship.

Progress on the strategy objectives

9. One year on from the launch, the industry has made significant progress in meeting the strategy's objectives. Key milestones have been:
 - (i) The development of a structured series of three levels of certificates of competence that have achieved national accreditation standards.

- (ii) Development and delivery of trainee and trainer manuals to assist with the delivery of these formal certificates. These manuals are in a format that can easily be updated to take account of new techniques and research.
- (iii) Development of a network of trained assessors.
- (iv) Considerable effort and resource has been directed by the national pig organisations to promoting and developing the strategy. However, there are considerable barriers to overcome relating to funding of the formal accreditation process, which are preventing the qualification embedding as a central plank of pig industry development.

Pig industry professional register

10. Alongside the formal accreditation, the industry has recognised that there is a huge wealth of skills and knowledge that has gone unrecorded with poor recognition and reward for the personal training and professional development that has always been undertaken in the industry. The launch of the pig industry professional register in 2006 is the industry's system of implementing CPD to provide recognition and encourage progression within the industry. Registration is available at several levels of skilled stockperson, supervisor, manager and associate/advisor with members required to accrue a certain number of professional development points over a three year period. Professional development activities and events attract points to provide recognition of individual competencies gained through a range of learning opportunities.

11. These industry schemes are at a fledgling stage of development and demonstrate the scale of progress that can flow from a joined-up industry and Government approach to training, accreditation and business development. The strategy is seen to underpin other major areas of work such as the Strategy for British Pig Health and Welfare, the Strategy for Research, Development, Knowledge Transfer and Industry Uptake and Defra's Sustainable Development Strategy. The building blocks are in place to provide considerable private and public good benefits from schemes that promote and develop good stockmanship.

Barriers and challenges to uptake

12. There are still barriers, which if removed would significantly enhance uptake and encourage further improvements to the schemes. These are:

- (i) The need to unravel funding provision so that it is accessible to employer-led initiatives, particularly solving the following problems:
 - The need for funding for training and certification to be available on a national rather than a regional basis to suit the requirements of comparatively small industries.
 - The need for funding to enable rural businesses to access the most appropriate accreditation provision.

- Funding to suit the age profile of the industry, particularly with regard to the ageing demographic profile.
- (ii) The need to develop appropriate induction and integration procedures for migrant workers who are becoming such a valuable part of the workforce.
- (iii) The need to encourage uptake through genuine reward for recognition of good stockmanship, and continuing professional development. Welfare assessments that are based on outcomes will highlight the demanding role of the stockman and the depth of knowledge and experience required.
- (iv) Reward to encourage good business behaviour and motivate industry-led schemes should be a primary consideration to act as a cost-effective early catalyst to developing these skills rather than relying on expensive enforcement of later problems. A rewards-based system is synonymous with and necessary for the success of an industry demand-led solution.

APPENDIX II

THOSE WHO GAVE EVIDENCE AND ASSISTANCE

Advocates for Animals
Agricultural Chaplaincy
Agskills
British Cattle Veterinary Association
British Egg Industry Council
British Pig Executive
British Poultry Council
British Society of Animal Science
British Veterinary Association
Confederation of British Industry
Defra Learning Skills and Knowledge Programme Team
Elmwood College
Farmers Union of Wales
Freedom Food Ltd
Gelli Aur College, Wales
Grampian Country Food Group
Harper Adams University College
Hybu Cig Cymru - Meat Promotion Wales
Humane Slaughter Association
Institute of Auctioneers and Valuers
Kingfisher Veterinary Practice, Somerset
Lantra
Livestock Auctioneers Association
MacAulay Land Use Research Institute
Meat and Livestock Commission
Milk Development Council
National Beef Association
National Council of Women of Great Britain
National Farmers Union (England, Wales and Scotland)
National Pig Association
National Proficiency Test Council
National Sheep Association
Northumberland Sheep Training Group
Oatridge College
Pork Chain Solutions
Poultec
Quality Meat Scotland

Road Haulage Association
Rodbaston College
Roslin Institute
Royal Agricultural College
Royal (Dick) School of Veterinary Studies
Royal Society for the Prevention of Cruelty to Animals
Scottish Agriculture College
Scottish Association of Young Farmers Clubs
Scottish Branch of the British Veterinary Association
Scottish Society for the Prevention of Cruelty to Animals
Sheep Veterinary Society
United Kingdom Egg Producers Association Ltd
Universities Federation for Animal Welfare
University of Aberdeen
University of Bristol
University of Plymouth at Seale Hayne
Vegetarian Economy and Green Agriculture
Young Farmers Clubs (England, Wales and Scotland)

Professor JMM Cunningham
Dr Dick Esslemont
Mrs Gill Evans (beef and sheep farmer)
Mike Foster (Deans Farms Training Manager)
David Soutar (pig, beef and sheep farmer)
Meryl Ward (as a farmer)

APPENDIX III

MEMBERSHIP OF THE FARM ANIMAL WELFARE COUNCIL (DECEMBER 2006)

Professor Christopher Wathes – Chairman

Mr Robin Anderson

Mr Ian Baker

Professor Richard Bennett

Mrs Rosemary Berry

Mr Huw Davies

Professor Sandra Edwards

Professor Peter English

Mr Graham Godbold

Mr David Henderson

Mr George Hogarth

Professor Alistair Lawrence

Mrs Ruth Layton

Mr Stephen Lister

Dr David Main

Mr Richard Maunder

Professor David Morton

Mr Andrew Nicholson

Miss Miriam Parker

Reverend Professor Michael Reiss

Mrs Barbara Smith

Mr Mike Vaughan

Ms Alison Ward

Mrs Meryl Ward

APPENDIX IV

GLOSSARY OF TERMS

Accreditation - To certify as meeting required standards

Animal Health and Welfare Strategy - The Animal Health and Welfare Strategy for Great Britain is the initiative to improve the health and welfare of kept animals in England, Scotland and Wales. It is a Strategy for Government, the food and farming industries, veterinarians, consumer groups etc. It covers pets, livestock, game and wildlife where it impacts on kept animals.

Animal husbandry - The science of rearing and caring for farm animals.

Certification - To endorse or guarantee that certain standards have been met.

Common Agricultural Policy - A system of subsidies paid to European farmers to guarantee minimum levels of production and to ensure a fair return for those dependent on agriculture.

Community Action Plan - European Commission's Community Action Plan on the Protection and Welfare of Animals 2006-2010 to define EU animal welfare policy more clearly and to promote higher animal welfare standards.

Confederation of British Industry - Lobbying organisation for UK business on national and international issues.

Continuous Professional Development - An ongoing process of personal development to improve capability and achieve full potential in the workplace.

Context-embedded learning - The process of learning through practical experience in a work environment.

Centre of Vocational Excellence - Centre focussed on meeting the skills needs of employers giving individuals access to high quality training.

Farm Assurance - Voluntary schemes which producers can join to assure customers that certain standards have been maintained in the production process.

Growing Schools Initiative - A Government programme to encourage all schools to use the outdoor classroom.

Lantra - The agricultural sector skills council.

Modern Apprenticeship Scheme - Training for young people and adults to gain new skills and gain qualifications while working. Funded by the Department for Education and Skills and delivered by the Learning and Skills Council.

National Occupational Standards - Statements of the skills, knowledge and understanding

needed in employment and defining the outcomes of competent performance.

National Proficiency Tests Council - Awarding body for agricultural land based qualifications.

National Vocational Qualification - Work-related, competence-based qualification.

Outdoor Classroom - The use of school grounds for educational purposes.

Policy Commission on the Future of Farming and Food - Set up by the Prime Minister in August 2001, this independent Commission presented its report to Government on 29 January 2002 setting out a vision for the farming and food industry.

Rural Development Programme - Sets out how the Government is implementing the EU Rural Development Regulation. There are separate programmes for England, Wales and Scotland.

Sector Skills Council - Employer led, independent organisation to help reduce skills gaps and shortages.

Small and Medium Sized Enterprises - Companies with fewer than 250 employees.

Stockman - Person engaged in the rearing and care of farm livestock.

Stockmanship - The practice of rearing and caring for farm livestock.

Vocational Training Scheme - Scheme under the Rural Development Programme that offered funding towards training in agriculture. Closed in 2006.

Year of Food and Farming - An industry-led initiative aimed at helping children and young people learn more about how food is grown and produced and how it reaches the consumer.

APPENDIX V

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