



# SCOTLAND WORK PLAN: 2020 – 2021

**Enhancing Scotland's natural environment and supporting the rural economy, by increasing the number and diversity of employees in Scotland's land-based, aquaculture and environmental conservation sector and driving their skills development**



**Scottish Government**  
Riaghaltas na h-Alba  
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The Scottish Government's Directorate for Agriculture, Food and Rural Communities (Agricultural Development and Crofting) supports Lantra's work in Scotland.

# Scotland work plan 2020-21

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## 1. Introduction and context

Lantra works to ensure that our land-based, aquaculture and environmental conservation sector attracts and supports the skilled new entrants and workers that it needs. This is vital both to enhance Scotland's natural environment and to support the rural economy.

We do this in close partnership with Scottish Government, education partners, workforce development and skills agencies, trade organisations, membership bodies and individual businesses.

Our work focuses on three key themes:

- Promotion of the sector as a positive and rewarding career choice
- Supporting the development and maintenance of a skilled and diverse workforce
- Understanding skills needs and gaps and influencing skills policies and learning and training provision to help address them

Our work evolves to meet the changing priorities of the sectors we serve. Changes arising from Brexit, new initiatives such as the Skills Action Plan for Rural Scotland and an increasing focus on the climate emergency have all informed our planning. We also ensure ongoing alignment with Industry Leadership Groups (ILGs), Skills Forums and Committees whose work intersects with our own.

We will help our industries to attract and retain the diverse and talented workforce they need by promoting careers and showcasing the unique opportunities our sector presents. By doing so, our work makes a significant and innovative contribution to the sustainable development and resilience of Scotland's wider rural economy and communities.

We will continue to support skills development in organisations and businesses working to protect and enhance Scotland's environment, helping them to make a positive impact on climate change, biodiversity, the natural environment and prosperity and quality of life in Scotland's rural (and urban) communities.



Partnership working remains a fundamental part of our ethos, and Lantra often plays a key role in co-ordinating activities and tracking of actions, to ensure that nothing is missed. To this end, we will continue to help drive the work of the Skills for Farming Group, actively participate in and provide administrative support to the Forestry and Aquaculture Skills Groups, and ensure we are active participants of the other ILGs and Skills Forums associated with our sector. Where such forums do not currently exist (e.g. horticulture) we will facilitate their introduction.

## 2. Sustainability

Scotland is transitioning to net-zero emissions for the benefit of the environment, people, and prosperity. Its world-leading climate change legislation sets a target date for net-zero emissions of all greenhouse gases by 2045, with the aim that our contribution to climate change will end, definitively, within one generation. Moreover, Scotland aims to reduce such emissions through a Just Transition to a net-zero economy and society.



The change is vital, but the challenge is significant. There is nothing that has more of an impact on the environment than global agriculture, and yet nothing is more important for our daily survival. The challenge is to grow the benefits locally, whilst reducing our global environmental impact.



*Our twenty-first century economy may focus on agriculture, not information.*

**James Howard Kunstler**

Circular agriculture and technology such as blockchain, vertical farming and remote sensing, all present us with opportunities to

radically change the face of food production and how we use our land. From data science to animal husbandry, land conflict management to soil biota – all have an important role in addressing the climate emergency and stimulating the rural economy. However, such a diversity of technologies and approaches will require equally wide-ranging training and learning packages to support them.



Image provided by [Intelligent Growth Solutions](#)

Lantra is committed to supporting a sustainable future, by the responsible management of our own resources as well as promoting and supporting sustainability within our sector and the country's wider rural businesses and communities.

We are:

- integrating sustainability considerations into all our business decisions, from strategic planning to operational delivery and partnership working.
- ensuring our products and services enhance knowledge and understanding of environmental and sustainability issues and opportunities
- promoting sustainability within our business, our network, and our sector.

We will provide and champion a healthy working environment with opportunities to enhance personal well-being through the promotion of flexible working, sustainable travel, participation in volunteering activities, the ability to connect with our natural environment and the opportunity to support our local community.



Lantra has also committed to reduce energy use in our buildings; reduce CO<sub>2</sub> emissions arising from our travel, buildings and staff commuting through use of energy efficient equipment, good housekeeping and re-examining the way that we work. In 2020 we will pilot a range of new approaches including condensing working days, making better use of communications technology to reduce

travel and pledging one 'car free' day each, per week, making sure we are still flexible around the needs of the business.

We will also reduce Lantra's environmental impact by sustainable sourcing, conserving and making the most of our resources whilst minimising waste. We will do this by adopting the 3R principles of Reduce, Reuse, Recycle.



We will ensure that the training programmes and frameworks we support have access to a wide range of sustainability teaching and training resources by working in partnership with a range of assessors and environmental agencies.

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*...agriculture, forestry and fisheries, stable natural hydrological cycles, fertile soils, a balanced climate and numerous other vital ecosystem services can only be permanently secured through the protection and sustainable use of biological diversity.*

**Sigmar Gabriel**

The wide range of landscapes and variety of land use in Scotland requires an equally diverse range of approaches, as well as flexible and innovative training solutions. Lantra believes that we are ideally placed to support our sector on its journey to becoming the 'showcase nation' of truly integrated and sustainable land management, prior to Glasgow's hosting of COP26.<sup>1</sup>



### 3. Policy alignment

The work of Lantra Scotland closely aligns to the priorities of the Scottish Government and supports delivery in a wide range of areas including Education, Farming, Rural and Environment, Forestry, Climate Change and Food and Drink.

Despite Britain's exit from the European Union, Scotland's commitment to supporting a sustainable rural economy remains strong and has been reiterated by both the Cabinet Secretary for the Rural Economy and the Minister for Business, Fair Work and Skills.



<sup>1</sup> The 26th session of the Conference of the Parties (COP 26) to the UNFCCC - 9-19 November 2020

The 'Skills Action Plan for Rural Scotland', jointly supported by the Scottish Government and Skills Development Scotland (SDS), seeks to help learners, workers and businesses secure Scotland's future skills needs. The Skills Action Plan identifies 5 key priorities, including enhanced work-based learning pathways, and making education and skills provision more accessible.

Lantra works directly with a range of regional employer groups and individual businesses, which reflects the diverse and broad sector that we support. For example, we work with partners whose aim is to grow Scotland's food and drink industry, to ensure that it is promoted as an exciting and worthwhile career and that the routes into work and training in this area are clear and effective.

Lantra plays a key role in delivery of the Food and Drink Skills Investment Plan and sits on the People and Skills Board and Implementation Group, with a joint Priority 1 champion role to 'Raise the profile and image of the food and drink sector to attract new entrants'.

“*It has never been more important to do more at home to grow our locally sourced food and drink.*”

**James Withers**

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<sup>2</sup> This action plan was produced in response to the HIE report  
[https://www.ekosgen.co.uk/docs/093\\_221\\_aquaculturereport\\_1538649993.pdf](https://www.ekosgen.co.uk/docs/093_221_aquaculturereport_1538649993.pdf)

We also work closely with the Aquaculture Skills Group, playing a key role in the implementation of the Aquaculture Skills Action Plan<sup>2</sup>. Such collaborative working has already led to the production of “A New Wave of Talent” videos, launched by the Cabinet Secretary for The Rural Economy in January 2020.



In terms of primary production, we continue to work actively in partnership with Skills for Farming Group members such as NFUS, RHASS and RHET, and many others, in order to promote initiatives such as Farm Open Days, 'Farm to Fork' and other schools events. Such activities help address some of the negative public perceptions of farming<sup>3</sup>.

“*Consumers have never cared more, or known less about how their food is produced.*”

**Jack Bobo**

Their work includes innovative skills solutions and collaborative working to encourage and support new entrants. Lantra has been key to ensuring specific areas of work of this group are taken forward, eg expanding the work on education, skills and careers,

<sup>3</sup> See the work by Karol Kissane in this area - Nuffield Scholar 2018  
<https://www.nuffieldinternational.org/live/Report/IE/2018/karol-kissane>

Employer's Toolkit, The Royal Highland Show activities, Apprenticeship Week and career marketing and other events.

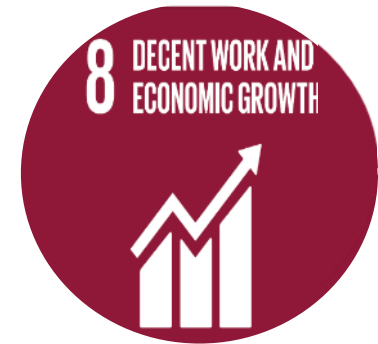
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*Scottish produce is enjoyed across the globe and Scots work in many of the world's finest kitchens. I want people to enjoy our quality food, but I also want children and young people growing up here to benefit from it too.”*

**First Minister, Nicola Sturgeon**

Lantra also supports the ongoing work to maintain and grow Scotland's forests and forestry industry, so that all may continue to enjoy the benefits they bring to our economy, environment, climate and wellbeing. To this end, we contributed to the 'Forestry Strategy for Scotland', helping to ensure that skills development is a key priority and we continue to work with the Scottish Forest and Timber Technology Industry Leadership Group as well as the Forestry Skills Forum of England and Wales.

Lantra supports learning and skills development in organisations and businesses working to protect and enhance Scotland's environment. Our work makes a significant contribution to the sustainable development and resilience of Scotland's wider rural economy and communities as we help ensure they can maximise the benefit of our natural resources.



We work with SDS and sector businesses and providers, to increase the range of opportunities for training and learning that exist within the rural sector, such as the Pre-Apprenticeship, the Shared Apprenticeship and the Technical Apprenticeship, as well as other flexible work-based provision.



Supported by Lantra colleagues with expertise in standards and qualifications, we play an important role in ensuring that our industries are directly engaged in the development of standards, qualifications and apprenticeships so that they are fit for purpose and meet employers' needs.

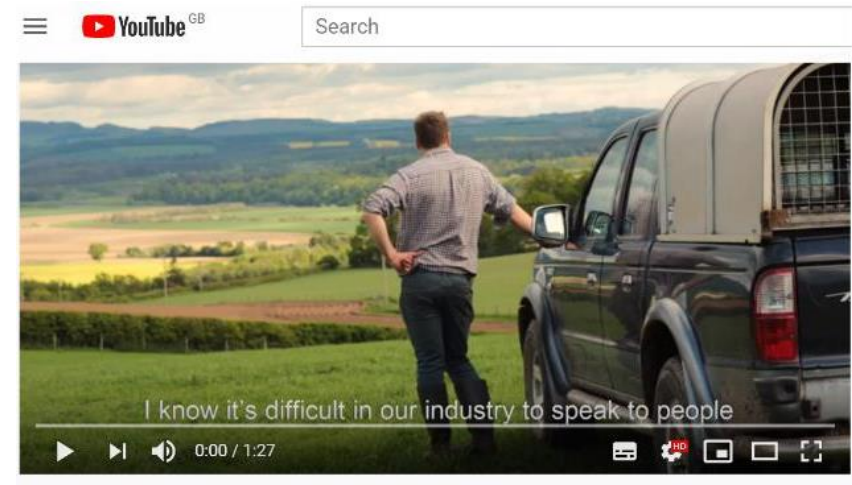
Lantra Scotland's work plan will continue to contribute to the 'Programme for Government' in key areas where learning and skills development impact. We will do this by increasing the number of apprenticeships, supporting young people and ensuring we secure the best skills and training outcomes for all of our land-based learners and businesses.

We will continue to use a range of approaches to ensure our message is reaching a diverse audience. There is no other sector that has such a diversity of job roles or working environments; it has something for everyone, no matter their background, age, qualifications or interests.



However this diversity makes it very hard to brand and to communicate effectively to the broad audience we need to reach. To ensure that this message of opportunity is reaching a wider audience we continue to use a range of promotional and engagement approaches, and to collaborate with partners. By continuously measuring effectiveness, we will adjust our approach to maximise impact.

By doing this we can ensure that more people have access to the increasing range of opportunities available, and that the sector can meet its growing requirement for an innovative, talented and skilled workforce.



*Generations will soon come into their power feeling differently about themselves than we do now, and in their re-enchanted world, they will wonder about us and what we did to their world, and what we thought we were doing.*

**James Howard Kunstler**

We will continue to build our network of Industry Champions, ensuring that our new entrants and young people are Informed,

Connected and Empowered, collaborating with Young Scot<sup>4</sup> and other organisations to ensure they are supported in their development.

#### 4. Background to the proposal

Key to the successful delivery of Lantra's work in Scotland is the ongoing support of the Scottish Government and it is to this end that we submit this workplan. We hope our proposed activities will be supported by our Stakeholder Group members in April 2020, and that they will confirm our work plan remains suitably focussed and aligned to the key themes. This support will enable Lantra to continue to ensure our work plan delivery reflects the evolving requirements of Scotland's land-based, aquaculture and environmental conservation sector.

We have used feedback from the Stakeholder Group and from industry and skills partners, including at regional skills consultation events in December 2019 and January 2020, to refine our proposal for 2020-21, including activities to support new and developing strategies and to collaborate with new partners. For example we have increased engagement with horticulture and the sustainability sector.

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<sup>4</sup> <https://youngscot.net/about-us#our-strategy>

<sup>5</sup> Overlapping objectives for each group can be found in the appendix, and have been cross referenced against our own aims and outcomes for ease of tracking.

#### 5. Skills Investment

Our 'conversation with industry', driven by Lantra's Scotland team and our National chair, remains integral to successful work plan delivery, ensuring that we are responsive to the changing needs of the sector post-Brexit. We will also help to support the delivery of the Enterprise and Skills Board's Strategic Plan (Working Collaboratively for a Better Scotland), by supporting a shift to a more demand-led skills system that better responds to current and future skills needs of land-based and aquaculture employers and individuals.

During the next phase of delivery, Lantra will continue to play a key role in driving delivery in various areas including the:

- Scotland Food & Drink Skills Investment Plan,
- Scottish Forest & Timber Technologies Skills Action Plan
- Aquaculture Skills Action Plan, and
- Skills Action Plan for Rural Scotland <sup>5</sup>





This proposal has integrated the aims and objectives of such work into Lantra’s overarching business plan, ensuring the required work is delivered synergistically, reducing overlap and increasing efficiency of delivery.

Flagship activities to showcase and celebrate education and skills development achievements have been retained, including Lantra’s work at the Royal Highland Show and our awards, renamed and rebranded as the ‘ALBAS’ (Awards for Land Based and Aquaculture Skills). Now in their 18<sup>th</sup> year, we will include a new




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<sup>6</sup> For example, SRUC is the only provider of Agriculture courses in the north east.  
<https://www.aberdeenshire.gov.uk/media/15921/land-based-sector-web.pdf>

category celebrating partnership working – ‘The Anna Murray Award for Partnership Working’, which allows us to further showcase excellence in collaborative working within the sector.

Lantra will build on research and consultation work undertaken during 2019, including the “Recruiting for the Future” report, produced after three regional round table consultations. This includes work on shared resources, the joint branding of the sector and supporting capacity building in outdoor education.

We will also increase the profile of our Industry Champions and other ambassadors. Working with the Scottish Schools Education Resource Centre (SSERC) and the STEM (Science, Technology, Engineering and Maths) Ambassador hubs we will facilitate a national network of ambassadors, accessible to careers influencers, teachers and community groups, and who will help us to increase the range and scope of our public engagement work.

Lantra will continue to support the work of Education Scotland and associated partners to maintain and improve the quality of learning and teaching for all (public and private training providers) within the sector. Organisations such as SRUC and UHI often play a critical role in the delivery of training and education to our industries<sup>6</sup>. However, the delivery of any programme is challenging when there

are low numbers of candidates (often for health and safety reasons) and resource requirements are high.



In order to support our education and training partners, we will use the results of research into Modern Apprenticeship delivery (commissioned late 2019) to inform our priorities for capacity building into 2020 and beyond.

At the same time, we will seek to grow and diversify the instructor network in Scotland, so that businesses can more readily access the professional technical training they require. We will build on the proposal submitted to the South of Scotland Enterprise Partnership Board, to increase the number of, and support available to, the instructors within that region and more widely.

With our long-term commitment to continuous improvement and high-quality delivery, Lantra Scotland will continue to support the sector via collaborative working and sharing of best practice,

ensuring that by working together with our key partners, we help to improve lives and businesses by promoting and enabling skills development.



## 5.2 Themes

We will deliver a work plan with the following key themes:

### **Theme 1: Promoting positive and rewarding career choices to a diverse audience**

*We will promote the sector as a positive and rewarding career choice, celebrating the achievements of learners, highlighting opportunities and raising the standard of new entrants.*

### **Theme 2: Influencing learning and training provision**

*We will influence skills policies, and learning and training provision, helping to address the requirements of, and skills gaps in, Scotland's land-based, aquaculture and environmental conservation sector.*

### **Theme 3: Driving investment in learning and skills development**

*We will support the development and maintenance of a skilled workforce, and help drive investment in learning and skills, by promoting the business benefits of, and opportunities for, investment in skills and training.*





## 5.3 Activities and Outcomes

### 5.3.1 Theme 1: Promoting positive and rewarding career choices to a diverse audience




In promoting our sector as a positive and rewarding career choice to a wider audience and by showcasing the achievements of individuals, Lantra aims to...


- Increase the number of new entrants (including young people)
- Increase influencers' awareness and understanding of career opportunities.
- Have more employers and employees actively engaged in championing skills and career opportunities.
- Increase equality and diversity within the land-based, aquaculture and environmental conservation sector.

Our aims and outcomes (mapped and cross-referenced where they intersect with the work of others) will be monitored and verified as follows:

Aim	Outputs and key activities	Outcomes and indicators	Means of verification	Important assumptions	Cross Ref <sup>7</sup>
<b>1.1 – To increase the number of new entrants (including young people)</b>     	Delivery of engagement and promotional activities at national events such as: <ul style="list-style-type: none"> <li>Royal Highland Show,</li> <li>Grow Careers</li> </ul>	<ul style="list-style-type: none"> <li>Raised sector profile and increased contacts</li> <li>Increased engagement and positive feedback</li> <li>Increased number of new 'non local' entrants to the sector</li> </ul>	<ul style="list-style-type: none"> <li>Increased network of contacts at national level</li> <li>Updating of approach to engagement, learning from (and applying where appropriate) best practice of others</li> <li>Home location identifiable from stakeholder reports e.g. HESA, SFC</li> </ul>	<ul style="list-style-type: none"> <li>There are no complicating factors such as changes to funding or access</li> <li>Studying away from home continues to be an attractive option</li> </ul>	RFFG -25 SAPRS-TD2
	Engagement with Developing the Young Workforce regional groups and provision of support for activities in each region	<ul style="list-style-type: none"> <li>Effective communication of the opportunities within our sector</li> <li>More referrals to come through DYW to Lantra or direct to partners</li> </ul>	<ul style="list-style-type: none"> <li>Number of events delivered</li> <li>Activity location</li> <li>Number of attendees and queries</li> <li>Uptake of careers brochures</li> <li>Recruitment measured through stakeholder reports</li> </ul>	<ul style="list-style-type: none"> <li>DYW priorities at a regional and national level continue to correlate closely with our own</li> </ul>	RFFG -25 ASR-1.1 SFSAP -4.4 SAPRS-TD2
	Facilitation of, and support for, more schools and partnership careers events across Scotland	<ul style="list-style-type: none"> <li>Increased number of new entrants</li> <li>Increased indirect engagement with partner organisations (eg FLS, DYW)</li> </ul>	<ul style="list-style-type: none"> <li>Number of events delivered</li> <li>Number of attendees</li> <li>Number of queries</li> <li>New delivery locations included</li> </ul>	<ul style="list-style-type: none"> <li>Schools continue to organise such events and to include agencies as well as employers</li> </ul>	NCRA-6E RFFG -25 ASR-1.1 SAPRS-TD2
	Delivery of career-focused activities that are engaging and effective, diverse in theme and partners	<ul style="list-style-type: none"> <li>Increased number of career changers</li> <li>Increased indirect engagement with partner organisations</li> </ul>	<ul style="list-style-type: none"> <li>Vox pops, evaluation forms, post-event feedback, anecdotal evidence) which indicate positive views about the land-based sector and the opportunities it presents</li> </ul>	<ul style="list-style-type: none"> <li>Such events are effective, even when we are unable to follow up directly with the audience</li> </ul>	FDSIP – 6-1A FSSA – 15 RFFG -25 ASR-1.1
	Refreshed and updated promotional materials and new marketing approaches adopted	<ul style="list-style-type: none"> <li>New promotional materials produced</li> <li>Forestry branding designed in collaboration with sector</li> </ul>	<ul style="list-style-type: none"> <li>New materials produced to complement existing range, but appropriate to the target audience (e.g. potential young entrants, unsure of next steps or career changers)</li> </ul>	<ul style="list-style-type: none"> <li>Such materials continue to be effective</li> <li>Existing materials still required for career advisors</li> </ul>	FSSA – C5 RFFG – 26 ASR-1.5 SAPRS-TC4
	Consultation on increasing range of schools provision	<ul style="list-style-type: none"> <li>Discussions of potential options facilitated with key partners</li> <li>New provision scoped (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Meetings well attended, supportive representation</li> </ul>	<ul style="list-style-type: none"> <li>Support for such activity continues and fits with SDS and SQA priorities</li> </ul>	FDSIP – 6-1B FSSA C1, C2 NCRA-6E SFSAP -4.2 SAPRS-TB1

<sup>7</sup> See section 6

Aim	Outputs and key activities	Outcomes and indicators	Means of verification	Important assumptions	Cross Ref
<b>1.2 - to ensure influencers have an increased awareness and understanding of career opportunities.</b>	Career Influencer Event delivered at a new location, engaging a new audience with the opportunities that land based and aquaculture careers presents	<ul style="list-style-type: none"> <li>Increased attendance from a wide range of attendees</li> <li>More referrals and emails from guidance teachers</li> </ul>	<ul style="list-style-type: none"> <li>Number of attendees</li> <li>Feedback during and after the event</li> <li>Uptake of careers brochures and information</li> <li>Recruitment measured through stakeholder reports</li> </ul>	<ul style="list-style-type: none"> <li>Positive engagement is received from a range of new stakeholders and contacts</li> </ul>	FSSA – C4, C5 NCRA-6E RFFG -25 ASR-1.5 SAPRS-TD2
<b>1.3 – For more employers and employees to be actively engaged in championing skills and career opportunities.</b>	18 <sup>th</sup> Awards for Land-Based and Aquaculture Skills delivered successfully, engaging new attendees as well as existing supporters	<ul style="list-style-type: none"> <li>Increased attendance</li> <li>Increased number of nominations received</li> <li>Nominations continue to be from the full range of areas and of a high quality</li> <li>Target sponsorship met</li> </ul>	<ul style="list-style-type: none"> <li>Successful delivery of the event</li> <li>Increased ticket sales</li> <li>Sponsorship</li> <li>Increased number of nominations</li> </ul>	<ul style="list-style-type: none"> <li>Sponsorship target met</li> <li>Adequate number of nominations received</li> <li>Required number of tickets sold</li> <li>Independent judges continue to provide support</li> </ul>	Note - this event is funded separately to the rest of the workplan activity
  	Increased recruitment to the Industry Champions and STEM Ambassador Initiatives	<ul style="list-style-type: none"> <li>Industry Champions supporting events</li> <li>Knowledge Exchange event run for Industry Champions</li> <li>Increased number of Ambassadors signing up to STEM Learning scheme</li> <li>Successful launch of Ambassador Schemes in: <ul style="list-style-type: none"> <li>Forestry</li> <li>Food and Drink</li> <li>Aquaculture</li> </ul> </li> <li>in collaboration with SSERC and STEM Learning</li> <li>Activities run by ambassadors taken up by schools</li> </ul>	<ul style="list-style-type: none"> <li>More Champions and Ambassadors delivering careers and skills messages directly as measured through videos, case studies, reflective feedback, anecdotal evidence including quotes, and through consultation and feedback.</li> <li>STEM Learning Hub reports</li> <li>Support materials created for teachers and ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Finalists for the ALBAS continue to become Industry Champions.</li> <li>Changes required to be made to the system by STEM Learning will be in place</li> <li>Industry engages positively with the STEM umbrella and the Ambassador programme</li> </ul>	FDSIP – 6-1C, 3A FSSA – C4 ASR-1.2 SAPRS-TC4

Aim	Outputs and key activities	Outcomes and indicators	Means of verification	Important assumptions	Cross Ref
<b>1.4 – To increase equality and diversity within the land-based, aquaculture and environmental conservation sector.</b>  	Promotion of the diverse range of opportunities the sector presents to a wider, more diverse audience	<ul style="list-style-type: none"> <li>Marketing materials include a more diverse range of individuals</li> <li>Land-based and aquaculture mentioned specifically in college Gender Action Plan reports.</li> <li>Work with partners on the scoping of the national 'agri-employability' programme proposed by the Women in Agriculture Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>Promotional materials</li> <li>Gender Action Plans</li> <li>Scoping report</li> <li>Increase in applications to land based qualifications from minority groups</li> </ul>	<ul style="list-style-type: none"> <li>Reports are available that contain the information required, filterable by provider, superclass code and key characteristic</li> </ul>	FDSIP – 6-1D SAPRS-TD3 WIAT-4.3, 7.1
	Promotion of the benefits diversity brings to the workplace, the business and the sector as a whole	<ul style="list-style-type: none"> <li>Increased awareness of the positive impact diversity has within the workplace and for the business.</li> <li>Uptake of unconscious bias training by Lantra team and stakeholders such as training providers, key partners (e.g. ALBAS judges) and champions</li> </ul>	<ul style="list-style-type: none"> <li>Increased support for and participation in diversity initiatives and anecdotal evidence including retweets and messages of support</li> <li>Increased activities delivered in partnership with and under the banner of Women in Agriculture, Women in Arboriculture, Women in Wellies, Women in Scottish Aquaculture and Equate's STEMinst programme</li> </ul>	<ul style="list-style-type: none"> <li>The activities of such groups continues, funded or otherwise, and they continue to be supportive of working in partnership</li> </ul>	NCRA – 4F SAPRS-TD3 WIAT – 2.1, 4.2




### 5.3.2 Theme 2: Influencing learning and training provision




By influencing skills policies and learning/training provision we will seek to ensure that the skills needs and skills gaps identified in Scotland's land-based, aquaculture and environmental conservation industries are addressed. Lantra will deliver the following outcomes:

- Increased awareness and understanding of land-based learning and training provision.
- Skills policies, strategies and support that increasingly reflects the needs of land-based businesses.
- Increased uptake of land-based learning and training provision.
- Improved quality and range of training provision.

Our aims and outcomes will be monitored and verified as follows:





Aim	Outputs and key activities	Outcomes and indicators	Means of verification	Important assumptions	Cross Ref
<b>2.1 – To increase awareness and understanding of land-based learning and training provision.</b> 	Skills briefing event which shares experiences of those involved in new initiatives and demonstrates how others can get involved	<ul style="list-style-type: none"> <li>Increased understanding of training, learning and new entrant opportunities and requirements among stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Direct participation and feedback (e.g. vox pops, evaluation forms, statements of intent, case studies, anecdotal evidence including quotes)</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful and palpable progress is reported after the 2019/20 skills summits which will then encourage future participation</li> </ul>	SFSAP -2.4 SAPRS-TA3
	Work with Education Scotland, SDS and partners to better communicate the links between sustainability and the land-based and aquaculture sectors	<ul style="list-style-type: none"> <li>Improved awareness of how studying sustainability can lead to high quality land based and aquaculture careers</li> <li>Increased delivery of education outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Notes from meetings</li> <li>Production of materials</li> <li>Increased number of direct enquires from schools and teachers</li> <li>Materials created to better support core curriculum outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland and SDS Learning for Sustainability Action plan timelines align with ours</li> </ul>	EDLSAP – 2.5 & 2.6 SAPRS-TD2
<b>2.2 – To ensure skills policies, strategies and support increasingly reflect the needs of land-based businesses whilst also promoting sustainable practice.</b> 	Industry engaged in standards, qualifications and apprenticeship framework reviews	<ul style="list-style-type: none"> <li>Increased attendance at standards, qualifications and apprenticeship framework developments with sustainability emphasised</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation at and during framework reviews</li> <li>Letters of support from industry</li> <li>Sustainability unit created</li> </ul>	<ul style="list-style-type: none"> <li>The current process of reviews continues and Lantra remains able to participate in such activity</li> </ul>	EDLSAP – 2.2 SAPRS-TC1
	Sector actively participating in (and promoting) skills policy and strategy consultations	<ul style="list-style-type: none"> <li>Consultation feedback reflected in updated policies, strategies and support (e.g. extracts, targeted funding or support).</li> <li>Aquaculture LMI research completed</li> <li>Support gained for review of Aquaculture NOS</li> </ul>	<ul style="list-style-type: none"> <li>Cross-referencing against Skills Action Plans</li> <li>Identified as a contributor within policy documentation</li> <li>Credited in press releases</li> <li>Aquaculture LMI research produced</li> <li>Support gained for review of Aquaculture NOS</li> </ul>	<ul style="list-style-type: none"> <li>Partners continue to be open to, and supportive of, collaboration</li> <li>Contributors are mentioned and tagged when publications are released</li> </ul>	FDSIP – 6-3C FSSA – C5,C9 RFFG -24 ASR-1.4, 3.3,5.2 SAPRS-TA1, TC1
<b>2.3 – To increase the uptake of land-based learning and training provision by industry</b> 	Rural and Agriculture Employers' Toolkits further distributed, followed up with updated/additional inserts if required	<ul style="list-style-type: none"> <li>Increased numbers undertaking landbased apprenticeships and/or offering placements or visits</li> </ul>	<ul style="list-style-type: none"> <li>Number of enquiries to training providers (anecdotal or otherwise)</li> <li>FISSS data</li> </ul>	<ul style="list-style-type: none"> <li>Toolkits continue to be effective in increasing the uptake of training and learning.</li> <li>There are no complicating factors such as changes to funding or access</li> </ul>	FDSIP – 6-3D NCRA-6A ASR-1.2 SAPRS-TB2, TC3
	Increased number and diversity of instructors and work-based assessors	<ul style="list-style-type: none"> <li>Increased delivery of training and programmes by a wider range of providers</li> </ul>	<ul style="list-style-type: none"> <li>Lantra Awards reports</li> <li>FISSS data</li> </ul>	<ul style="list-style-type: none"> <li>Funding is available to support instructor training and development</li> </ul>	FSSA– C10 SAPRS-TB3 WIAT-4.1, 4.3,7.2

Aim	Outputs and key activities	Outcomes and indicators	Means of verification	Important assumptions	Cross Ref
<b>2.4 – To improve the quality and range of training provision</b>      	Increased number of flexible training options available to employers	<ul style="list-style-type: none"> <li>Support provided for new and existing pre, shared and technical apprenticeships (as required) and in new areas (e.g. sheep)</li> <li>Innovative models of training are successfully supported and delivered</li> </ul>	<ul style="list-style-type: none"> <li>SQA, SDS, candidate and provider feedback</li> <li>End of year reports (e.g. Land-based pre-apprenticeship)</li> <li>Recruitment to the new Technical Apprenticeship</li> <li>Consultation and scoping of Sheep and Beef provision complete</li> </ul>	<ul style="list-style-type: none"> <li>There are no complicating factors such as changes to funding or access</li> </ul>	FDSIP – 6-3D FSSA – C3, C6,C7,C8, C11 SSSR-R4,5,6 ASR-5.2 SFSAP -2.4 SAPRS-TA2, TD4
	Option identified for filling the gap in SQA accredited courses at SCQF level 6	<ul style="list-style-type: none"> <li>Review, scoping and development (if appropriate) meetings held for a Foundation Apprenticeship (or equivalent) suited to the needs of the sector</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Number of attendees</li> <li>Letters of support</li> <li>SQA and provider feedback</li> </ul>	<ul style="list-style-type: none"> <li>There is support for such a development by key stakeholders such as SDS</li> </ul>	EDLSAP – 2.3 SFSAP - 4.1,4.2
	Increased satisfaction with and support for the courses and training available in our key training partners, colleges and universities	<ul style="list-style-type: none"> <li>Engagement with organisations already in this arena such as Education Scotland as well as stakeholders</li> <li>Effectively using published provider reports to identify where we can best add value and support</li> </ul>	<ul style="list-style-type: none"> <li>Student experience reports</li> <li>Range and amount of training undertaken within land and sea sectors</li> <li>Increased retention on courses within the sector measured through HESA, Lantra Awards, SFC and FISSS reports</li> <li>Lantra Awards customer feedback reports</li> </ul>	<ul style="list-style-type: none"> <li>Numbers enrolled on courses within the Land-based and Aquaculture area are sufficient to be visible on student experience reports</li> <li>Feedback for Lantra training can be used as an indicator of short course training generally</li> </ul>	SWD- 1 RFFG -24 SAPRS-TA2

### 3.3.3 Theme 3: Driving investment in learning and skills development

By promoting the business benefits and by raising awareness of opportunities, Lantra will help to drive investment in skills, and deliver the following outcomes and indicators of performance to evidence impact:

Aim	Outputs and key activities	Outcomes and Indicators	Means of verification	Important assumptions	Cross Ref
<b>3.1 – To increase awareness and understanding of the business benefits of investing in learning, skills development and training.</b> 	Industry speakers showcased at events such as the Royal Highland Show	<ul style="list-style-type: none"> <li>Case studies that can be used to encourage other businesses to get involved</li> <li>Increased business engagement with skills and training initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Statements of intent, case studies, anecdotal evidence including quotes), digital promotion (e.g. social media, e-newsletter).</li> </ul>	<ul style="list-style-type: none"> <li>Positive engagement at events is followed up by support for key initiatives</li> </ul>	SAPRS-TB3, TC3
	Businesses engaging positively at industry meetings and events, including Scottish Game Fair and Agriscot.	<ul style="list-style-type: none"> <li>Increased requests for advice or support</li> <li>Increased participation in learning and training</li> <li>Uptake of Farm Advisory Service support</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms, statements of intent, digital promotion (e.g. web site, social media, e-newsletter).</li> <li>ILMP requests</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	SAPRS-TB3, TC3
<b>3.2 – To increase investment in learning, skills development and training, and improved business performance.</b> 	ILG and Sector Skills groups work effectively with industry and training partners	<ul style="list-style-type: none"> <li>Member of Lantra Scotland team hosted by SAIC</li> <li>Provision of administrative support for Skills Groups</li> <li>Consult with horticultural groups and organisations on the potential creation of a Horticulture Skills group <sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>Working Agreement with SAIC renewed for 2020-21</li> <li>Minutes of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements continue to be beneficial to both parties</li> <li>Funding is sufficient to cover the additional administrative requirements</li> </ul>	FDSIP – 6-4C NCRA-6C RFFG -23 ASR-1.3 ASR-5.2 SAPRS-TE1
	Cross-referencing between our Outcomes and those of Sector (e.g. Rural) and ILG Skills plans	<ul style="list-style-type: none"> <li>Collaborative oversight, delivery and tracking of complementary skills investment</li> </ul>	<ul style="list-style-type: none"> <li>Review meetings and reporting of progress towards agreed objectives</li> </ul>	<ul style="list-style-type: none"> <li>Cross referencing is both feasible and trackable over time</li> </ul>	All

<sup>8</sup> Further to the publication of the HTA Scottish Horticulture Action Plan - <https://hta.org.uk/asset/E0EBB228-E150-41E6-A98F7F0BE79D50D1/>

## 6. Delivery resources, operational and direct costs

Lantra is a charity, registered in Scotland, and remains committed to its charitable objectives, which are to advance the education of the public and carry out educational research. It does this through the delivery of high-quality training, assessment and qualifications (by the Awarding Organisation) and by undertaking other work that meets the charitable objects where funding is available. Lantra's vision is: "To improve lives and businesses by promoting and enabling skills development".

In Scotland, Lantra's work is mainly supported by a contract with the Scottish Government's Directorate for Agriculture, Food and Rural Communities. This enables us to deliver an annual programme of activities to support and grow Scotland's land-based and aquaculture industries. The Scotland team also ensure delivery of a contract with Ricardo Energy and Environment which supports delivery of the Scottish Farm Advisory Service, specifically through quality assurance of registered farm business advisors and the integrated land management plans they deliver. It is hoped that post-Brexit this will continue into 2021 as there is the potential to further develop skills within this programme, overlapping with the aims and objectives of our work plan for Scottish Government.

### 6.1 Scotland team

- National Director (Liz Barron-Majerik)
- Project Manager (Sheena Howden, 0.9 FTE)

- Rural Skills Development Manager (Kevin Patrick)
- Project Co-Ordinator (Annabel Baker)
- FBAASS and Events Co-Ordinator (Lorna Teague, Scotland Workplan 0.6 FTE)
- Marketing Co-Ordinator (Jim Ewing)
- Policy and Partnerships Co-Ordinator (Jeni Adamson)
- Office Co-Ordinator – local support (Kelly Kirk 0.4 FTE)
- Office Co-Ordinator – Skills Groups (Jacky Carstairs 0.4 FTE)

Each team member has associated industries that they help to monitor and support. This ensures that key policy updates and developments within the sector are tracked and reported back to the rest of the team as appropriate, and communicated externally to skills and industry partners. For the 2020-21 workplan the associated industries are:

Liz Barron-Majerik:	Trees and Timber
Jeni Adamson:	Aquaculture, Game and Wildlife
Annabel Baker:	Land-Based Engineering and Animal Care
Sheena Howden:	Agriculture
Jacky Carstairs:	Equine
Kevin Patrick:	Environmental Conservation and Fisheries Management
Lorna Teague:	Horticulture
Jim Ewing:	Communication lead (cross-industry)

As identified in 2018-19, a key role for Lantra is to help develop, communicate and facilitate engagement in the 'bigger rural skills

picture' across Scotland, to increase participation in apprenticeships and to champion, monitor and review innovative industry solutions. In our planning for 2020-21 we have integrated this throughout the work plan and across the team to ensure our work is flexible and responsive to the needs of the land-based and aquaculture sector.

Lantra continues to build a strong teamworking culture, reflected in Times Best Companies reporting in 2018-19. A strong commitment to customer care and quality of service delivery<sup>9</sup> will be maintained in 2020-21, with a commitment to supporting internal employee forums and values working groups. The Lantra team will also contribute positively to the requirements of Investors in People and resource work plan delivery with their dedicated team based in Scotland office in Perth.

Direct support from the National chairs (both for Scotland and UK) at a governance level, and from senior management and specialist colleagues operating UK-wide, will continue. Corporate support and focused expertise are provided by several UK colleagues and teams. Examples include financial management, human resources, information technology, executive team guidance, standards and qualifications expertise, quality and risk management, and partnership working with colleagues in Wales, Northern Ireland and England. In addition, we benefit from the focused expertise and support of our Trustee / National Chair (Henry Graham). Lantra

Scotland supports associated operational costs through corporate overhead payments and, where appropriate, by attributing specific staff tasks and time to the Scotland work plan. Examples include:

- National chair (Scotland), Henry Graham;
- Jane Craigie (Trustee, Scotland)
- Chief Executive Officer, Marcus Potter;
- Operations Director, David Cooke;
- Head of Operations (including finance); Karen Turnock-Rogers
- Head of Standards, Apprenticeships and End Point Assessment, Jo-Anne Bryan;
- Human resources, information technology and quality (including audit);
- Provider support, product and instructor development as required to complement work plan delivery.

**In recognition of constraints imposed by the Spending Review, we have endeavoured to keep delivery costs for Lantra's work plan for 2020-21 the same as the previous financial year. We have succeeded in this aim, with yearly development costs coming to £515,000, comprising £402,000 operational costs and £113,000 direct costs. This has meant that some more ambitious projects have been put to one side for now, but we would welcome the opportunity to discuss these further, should the opportunity arise in future.**

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<sup>9</sup> Lantra is accredited by the British Standards Institution (BSI) for ISO 9001:2008

## **7. Further information**

Please contact Liz Barron-Majerik (Scotland Director) or Sheena Howden (Project Manager) if you would like to discuss Lantra's work plan in more detail:

Lantra, Inveralmond Business Centre, Auld Bond Road, Perth, PH1 3FX.

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[sheena.howden@lantra.co.uk](mailto:sheena.howden@lantra.co.uk)

## 8. Cross referencing

Publication	Code	Priority/Objective	Published /Draft
<u>Scotland's Future Skills Action Plan</u>	<i>SFSAP -2.4</i>	We will provide more opportunities for the current workforce to upskill and reskill and improve the delivery of those opportunities to both employers and workers. This includes a greater variety of short-term/flexible learning opportunities	2019
	<i>SFSAP -4.1</i>	We are embedding work-based learning as an integral part of the offer available to learners, fully integrating foundation and graduate apprenticeships into the education and skills system	
	<i>SFSAP -4.2</i>	We will enhance pathways from the College sector into Graduate Apprenticeships	
	<i>SFSAP -4.3</i>	We will strengthen community-based adult learning provision, promoting greater collaboration between colleges and local authorities to create clear pathways for retraining and upskilling for all	
	<i>SFSAP -4.4</i>	We will reinforce the important role that employers play by committing to support the DYW employer group infrastructure for at least a further 4 years	
<u>Skills Action Plan for Rural Scotland</u>	<i>SAPRS-TA1</i>	Further embed and widen use of evidence-based education and skills planning	2019
	<i>SAPRS-TA2</i>	Align education and skills provision and resource to the needs of employers and the rural economy	
	<i>SAPRS-TA3</i>	Capture the current and future skills needs of employers in rural areas through direct engagement	
	<i>SAPRS-TB1</i>	Increase choice and accessibility of high-quality education and skills development opportunities in rural areas and positively impact on transition from school to FE and HE	
	<i>SAPRS-TB2</i>	Increase engagement across Scottish Apprenticeships (Foundation, Modern and Graduate Apprenticeships)	
	<i>SAPRS-TB3</i>	Raise awareness of opportunities for career development on offer in colleges and with local training providers	
	<i>SAPRS-TC1</i>	Respond to the needs of employers' workforce in line with local demand	
	<i>SAPRS-TC3</i>	Encourage employers to understand their workforce development needs and access available support	
	<i>SAPRS-TC4</i>	Support individuals seeking to change or progress in their careers	
	<i>SAPRS-TD2</i>	Enable individuals and their influencers to make informed decisions and identify opportunities to develop their careers in rural areas	
	<i>SAPRS-TD3</i>	Create more workforce diversity in key sectors with a significant rural footprint	
	<i>SAPRS-TD4</i>	Enhanced work-based learning pathways in rural areas	
The Aquaculture skills review,	<i>ASR-1.1</i>	Develop a marketing strategy to promote and encourage new people into the sector	Draft
	<i>ASR-1.2</i>	Influencing the curriculum (at a range of levels) with aquaculture activities and career awareness	

informed by: <u>Skills Review</u>	<i>ASR-1.3</i>	Demonstrate the benefits of rural life, to help widen the recruitment pool	
	<i>ASR-1.4</i>	Undertake labour market analysis and provision mapping	
	<i>ASR-1.5</i>	Demonstrate the range of careers and occupations available within the sector to employers and employees	
	<i>ASR-3.3</i>	Identify specific roles within the industry	
	<i>ASR-5.2</i>	Promote the provision of Apprenticeships and work based learning within the sector	
<u>Roots for Further Growth – an Economic Strategy for Scotland’s Forest and Timber Technologies Sector to 2030</u>	<i>RFFG -23</i>	Work closely with others to develop, publish, and deliver a Sector Skills strategy and action plan that focuses on four key areas; talent attraction, new entrants, developing the workforce, and curriculum review	April 2019
	<i>RFFG -24</i>	Proactively engage with education and training providers to ensure sector needs are clearly understood and met	
	<i>RFFG -25</i>	Engage with relevant Scottish Government’s agencies and initiatives to raise the sector’s profile and promote the sector as a vibrant and progressive industry, rich with opportunities for rewarding careers	
	<i>RFFG - 26</i>	Establish and publish a comprehensive careers map for the skills required for the modern forest and timber technologies sector	
<u>A new blueprint for Scotland’s Rural Economy: National Council of Rural Advisors.</u>	<i>NCRA – 4F</i>	Address the rural gender pay gap by providing female-focused enterprise programmes and support for women returning to the workforce	Sept. 2018
	<i>NCRA-6A</i>	Create rural skills work experience opportunities	
	<i>NCRA-6C</i>	Encourage future entrepreneurship by ensuring the Scottish Government’s Skills Action Plan for Rural Areas meets the needs of the rural economy	
	<i>NCRA-6E</i>	Develop a rural-skills careers and opportunities plan for schools with REAG support	
<u>The Scottish Sheep Sector Review</u>	<i>SSSR-R4</i>	A skills gap analysis of the Scottish sheep sector should be carried out within 12 months to identify the training required, with recommendations as to the means by which any training needs identified can be delivered	2016
	<i>SSSR-R5</i>	Stakeholders in the sheep sector should come together to develop and deliver a sheep-farming Modern Apprenticeship programme building on the work of the National Sheep Association’s Next Generation Ambassadors initiative, the Ringlink (Scotland) interns initiative and the training initiatives of the Scottish Association of Young Farmers Clubs (SAYFC)	
	<i>SSSR-R6</i>	A review of the current provision of higher and further education and training within Scotland is required to deliver recommendations on course content, structure and delivery mechanism best suited to the needs of the modern sheep industry	
<u>A future strategy for Scottish Agriculture</u>	<i>FSSA - 15</i>	Scottish Farming must be more visible as a career option and must attract more young people	May 2018
	<i>FSSA – C1</i>	A coordinated approach to support and promote Skills for Work so that there is genuinely a “Career for All”, illustrating the very large number of qualifications which can emanate from a Rural Skills Course	
	<i>FSSA – C2</i>	Continued work to develop the National Progression Award at Level 5 with schools	
	<i>FSSA – C3</i>	A Needs Analysis for Foundation Apprenticeship for rural skills and Graduate Apprenticeships for agriculture, forestry, and other land-based industries	

	<i>FSSA – C4</i>	More training of teachers and the various types of industry Ambassador, in what the career possibilities are, and a Toolkit to illustrate course content, qualifications and career opportunities	
	<i>FSSA – C5</i>	Coordination of the work done by various bodies and organisations on resources including videos showing career opportunities (My World of Work, Scottish Association of Young Farmers Clubs, Lantra, Chartered Institute of Forestry, Food & Drink Federation of Scotland), to ensure consistency and availability	
	<i>FSSA – C5</i>	More detailed labour market intelligence for all of the sectors involved	
	<i>FSSA – C6</i>	Develop the pre-apprenticeship, building on existing initiatives such as the Ringlink internship programme, including how best it can be funded sustainably (including the potential for wider industry funding), the possibility of a new qualification, and how it can be rolled out nationally	
	<i>FSSA – C7</i>	Develop the new Technical Apprenticeship	
	<i>FSSA – C8</i>	Expansion of the Rural Skills Modern Apprenticeship with new pathways as well as estate maintenance and environmental management	
	<i>FSSA – C9</i>	The inclusion of self-employment skills in frameworks	
	<i>FSSA– C10</i>	Recruitment of new trainers, instructors, assessors and verifiers	
	<i>FSSA– C11</i>	Development of Shared Apprenticeships	
<u>Food and Drink Skills Investment Plan</u>	<i>FDSIP – 6-1A</i>	Raise awareness of career opportunities and pathways within the sector	Jan 2017
	<i>FDSIP – 6-1B</i>	Further develop entry routes into the sector for both young people and career changers	
	<i>FDSIP – 6-1C</i>	Foster greater partnership working between industry and the public sector to promote opportunities within the sector	
	<i>FDSIP – 6-1D</i>	Promote the sector and create opportunities for underrepresented groups	
	<i>FDSIP – 6-3A</i>	Promote better communication and engagement between employers and the skills system	
	<i>FDSIP – 6-3C</i>	Develop and promote provision that is specifically targeted at meeting the skills needs of employers in the primary sector	
	<i>FDSIP – 6-3D</i>	Explore options for using the expansion of the Modern Apprenticeship programme and Apprenticeship Family to address specific skills gaps and shortages	
	<i>FDSIP – 6-4C</i>	Deliver targeted support for the growing aquaculture sector	
<u>Education Scotland: Learning for Sustainability Action Plan</u>	<i>EDLSAP – 2.2</i>	The Scottish Qualifications Authority (SQA), working in partnership with Education Scotland and other organisations, will ensure that the inclusion of LfS-related content is considered when SQA national qualifications are being periodically reviewed	
	<i>EDLSAP – 2.3</i>	The SQA, in partnership with Education Scotland and other organisations, will develop new LfS qualifications and pathways where appropriate	
	<i>EDLSAP – 2.5</i>	Skills Development Scotland (SDS), in partnership with Education Scotland, will work to identify and raise awareness of how sustainability education can lead to high quality careers	

	<i>EDLSAP – 2.6</i>	Education Scotland will ensure that LfS-relevant senior phase and career pathways (identified with SCQF and SDS) are promoted and disseminated within the education sector	
<u>Final Report of the Women in Agriculture Taskforce</u>	<i>WIAT – 2.1</i>	Key Scottish agricultural organisations and businesses must undertake diversity and unconscious bias training, to specifically support cultural change and address the imbalance in representation of women in their leadership groups.	2019
	<i>WIAT-4.1</i>	Rural Training Platform: The Scottish Government will support the proposal set out in the Skills Action Plan for Rural Scotland to develop a suitable digital platform and resource detailing existing education and training provision. This will support a collaborative approach to training provision among partners by 2021. Any resource should also be made available as a smartphone application	
	<i>WIAT-4.2</i>	Agricultural industry influencers, key sector groups and training providers should encourage people, particularly women, to think about what skills they might have to offer, and what market there is for those skills. Identifying and encouraging potential future women trainers must be an integral part of training courses	
	<i>WIAT-4.3</i>	All agricultural training providers must make their training accessible and inclusive and should use the guidance note developed by the Women in Agriculture Taskforce. Training providers must be encouraged to complete unconscious bias training	
	<i>WIAT- 7.1</i>	The Scottish Government, its agencies and major agricultural organisations, including education providers, must address the skills gap facing some women new entrants to agriculture in the areas of business skills and confidence	
	<i>WIAT- 7.2</i>	Training providers delivering programmes for new entrants to agriculture should highlight their suitability for women and promote the Rural Training Platform being delivered by the Skills Action Plan	
<u>Scotland's Wild Deer, a National Approach</u>	<i>SWD- 1</i>	Provide the skills and knowledge required to manage deer as an integral part of Scotland's natural resources	2014