

# Alla Naidyonova

---

## The system of training of agricultural specialists in the UK educational institutions

---

Edukacja - Technika - Informatyka 4/1, 326-330

---

2013

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

**Alla NAIDYONOVA**

National University of Life and Environmental Sciences of Ukraine, Ukraine

## **The system of training of agricultural specialists in the UK educational institutions**

Agriculture is becoming more and more developed in terms of the use of agricultural machinery and other equipments. Policy of fundamental transformation of the village, the change of the productive forces and relations of production in agriculture require significant changes in training of specialists including middle managers for work in agricultural sphere. Today replenishment of labour resources in agriculture is almost entirely due to the younger generation. At the same time, young people do not have sufficient labour skills, experience; they are not accustomed to the work discipline. All this requires much more attention to the professional young agricultural workers, creating the necessity of socio-economic conditions that contribute to their consolidation of the village.

In the transition to a market economy there is the issue for educational institutions, of training the specialists, which are able to participate in the production of competitive goods in the world market. Today, the agricultural production of Ukraine needs new leaders and professionals who are fluent in the organization and technology of production, able to work not only on state enterprises and cooperatives, but also as consultants of farms, these specialists must be able to lead or work in their structure, deeply analyze and predict the results of the economic activity. The most important task was the reorientation of training of workers, who must not only have new techniques, but also know advanced technology, the economy, labour organization etc.

It should be noticed that today it is clearly insufficient that agricultural educational establishments train only specialists with agro- or livestock skills. Students' high level of economic, philosophical, ecological, legal training, and ability to manage a team, to understand patterns of agricultural production and social change in rural areas is also very important [Chuchmiy, *Training...*].

Training of agribusiness specialists should provide future needs of agriculture in Ukraine, but also be as the basis of development of a vocational school as a system, bringing it to the social needs. Also it is very important to analyze foreign experience of developing competitive agricultural specialists. The experience of vocational education in England is particularly interesting. Firstly, UK

– one of the most economically developed countries, and agriculture plays a leading role in the economy, and secondly, college – British „invention”, is the main reason of learning more about the content of training agricultural profile, thirdly, the United Kingdom, in the last decade is the „trendsetter” in education, so we want to analyze college education [Chuchmiy, *Training...*].

Referring to the experience of the UK, it should be noticed that its agricultural education has evolved along with the higher education system. K. Dvoyashkina considers that the concept of modern agricultural vocational education in England, Wales and Northern Ireland provides professional training that corresponds with four basic levels of qualifications: a farmer, a qualified agronomist, a mechanical engineer and agro manager [Dvoyashkyna, *Preparation...*].

Those who study agriculture in UK have prospective career opportunities in the field of veterinary medicine, agribusiness, nutrition, and teaching and conducting of research.

Britain is famous for its educational programs in the field of agriculture, land management and veterinary. In these fields the graduates of British universities are demandable worldwide. Having a British degree in „Agriculture”, graduates are able to advise on issues such as forest management, protection of water resources, global biosafety, the role of agriculture in the national economy, environmental protection, land management etc. They also deal with marketing or development of new products in the food and agricultural industries.

There are several reasons why the UK is one of the leading developed countries where agricultural education is at a high level of teaching, such as:

- it requires extensive research and careful planning to support sustainable global development, and UK universities and colleges are world leaders in these fields;
- as agriculture is a very applied field, British institutions offer a wide range of vocational courses in this area. In the UK there are many agricultural colleges based on existing farms, land and botanical gardens;
- in UK students receive proper veterinary training, which is also important for the agricultural economy.

Teaching in Higher Education UK is based on the colleges and universities of higher education. The training agricultural profile is performed by professional colleges, where students of agricultural specialisation receive certificates with following levels:

*The first level* – National Certificate of Agriculture awarded in England, Wales and Northern Ireland. Training lasts one or two years. With this certificate, you can work as an employee or be the owner of a small farm [<http://rac.ac.uk/>].

*The second level* – National Diploma of Agriculture, Rural problems, Forestry, Horticulture, Animal husbandry and Livestock (awarded in England, Wales and Northern Ireland) is a farmer level. Training lasts three years. The

first and third years – college, the second year – practice on the state farms or overseas.

*The second level* – National Diploma of Agriculture, Rural problems, Forestry, Horticulture, Animal husbandry and Livestock (awarded in England, Wales and Northern Ireland) is a farmer level. Studying lasts three years. The first and third years – college, second year – practice on the farms of the country and abroad

*The third level* – a Higher National Diploma (HNDs) of Agriculture or Foundation Degree. This certificate entitles working as a farmer or being the owner of large farms. The specialist must have a level of knowledge on the animal physiology, be able to carry out computerization of farms and possess skills of personnel management, etc.

*The fourth level* – Bachelor (BSc) of Agriculture, Rural recreation and tourism, Environmental protection, Horticulture, Land farming and Landscapes Designing. Studying takes from three to four years. This qualification entitles the graduates to work as farmer managers, be the owner of a large farm or a hired manager. After receiving this Bachelor's Degree, students have the opportunity to choose one out of a hundred postgraduate (Masters or Postgraduate) specialties: from MBA in proper field to the possibility of conducting global or national research in the field of agriculture.

*The fifth level* – Master of Agriculture. Studying takes five years. It is believed that the specialist's professionalism such of this level depends on qualifications in the field of agriculture.

*The sixth level* – Doctor of Philosophy. Studying is provided only if candidates have Master's Degree and it lasts three – four years. This is the highest degree that certifies qualified scientist in the field of agriculture, business and agricultural management [Dvoyashkyna, *Preparation...*].

Significant state financial support is provided for researches in areas such as Genetically Modified Crops and Diseases of Farm Animals. Most graduates often find work in government agencies, research institutes and international companies.

One of the most popular educational institutions of further education in the UK is college. Colleges provide a specialized secondary and higher education. Until 1992, colleges were under the control of local authorities. In accordance with the legislative act 1992 (Act about general and specialized secondary education), colleges became independent self-governing corporations. Authority of the college is „College Society”. It includes local entrepreneurs, citizens of the city, as well as a representative from the Teachers' Union and Educators' Union. The Principal is the head of the college [Finegold 1992].

In England all education institutions of college system are divided into colleges: a) higher education – multidisciplinary four-year institutions, b) further

education colleges, mainly specialized in technical, which appeared from mechanical institutes, c) 2–3-year colleges that provide vocational education.

Colleges themselves determine the content of education. They can examine students according to official requirements, approved by the National Academic Award Certificates and, guided by the well-known minimum general requirements, set their own requirements for applicants.

One of the leading educational institutions of England is the Royal Agricultural College. It is like a national centre for agricultural education that provides primary, undergraduate and postgraduate agricultural education. Founded in 1842, the college has been one of the major educational institutions in the field of agriculture since 1845 when it was awarded as the Royal Charter. College has a world-wide reputation as a world-class both in the UK and abroad in developing leadership skills which are necessary for successful management of agricultural enterprises. College consists of three departments: Agriculture, Business Economics and Farm Management and Real Estate (Rural Economy and Land Management), each of which offers a higher and postgraduate education [<http://rac.ac.uk/>].

Due to the leadership and corporation of the college education institution has the right to participate in international cooperation on education problems, to improve the training of agricultural specialists and establish direct links with colleges and organizations in other countries.

The college has a good educational base: total land area of 850 hectares, the number of study farms, greenhouses, machine and tractor fleet, training plantations, grain storage, soil science laboratories, animal feed, agricultural zoology, agriculture, molecular biology and genetics.

Program of higher education (undergraduate degree) at the Royal Agricultural College provides students with a flexible enough schedule. All programs Bachelor of Science (BSc Honours) are studied for 3 years and consist of 24 modules, eight modules in each academic year.

Modules devoted to the basic principles of business, are required for all students. The curriculum of agriculture, horse breeding, business and property management also includes modules devoted to agriculture, food production, ecology and environmental policy. The rest of the curriculum consists of specialized modules for each separate department: Agriculture Business Economics and Farm Management and Rural Economy and Land Management. Certification is carried out on the basis of current class and home tasks and examinations including group projects. Some modules are certified only on the basis of current problems [<http://rac.ac.uk/>].

In conclusion we can say that agricultural education in the system of UK higher education is implemented in professional colleges which are part of large universities and subordinated to them or act as independent educational institu-

tions, but in any case these colleges provide agricultural specialists with six levels of certificates.

And market economy in agriculture of Ukraine, which increases demand for the highly qualified professionals is an important factor of the production efficiency, so the availability of skilled specialists is one of the necessary conditions for creating successful national agricultural enterprises in the competitive world market and for increasing national profits.

### **Literature**

Baimbridge M. (2001), *Institutional determinants of entry into UCAS clearing: a study of economics departments* // „Journal of further and higher education”, vol. 25, №1, p. 21–28.

Bartlett C., Ghosdal S. (1989), *Managing Across Borders. The Transnational Solution*, London: Century Business, 146p.

Chuchmiy V.N., *Training of agricultural specialists in Higher Education: International Experience*.

Dvoyashkyna K.N., *Preparation of professionals in the agricultural economy*.

Finegold D., Soskice D. (1992), *The Low Skill Equilibrium: an Institutional Analysis of Britain's Education and Training Failure*. University of Oxford, D. Phil theses, 108 p.

<http://rac.ac.uk/>

<http://www.educationuk.org/Russia/Article/RUART261262429672158>

### **Abstract**

The article deals with the features of agrarian training in the UK, the necessity of reforming the system of higher agricultural education in Ukraine in connection with more requirements of global competition in the agricultural labour market.

**Key words:** college, agricultural education, manager of agriculture, agrobusiness, certificate.