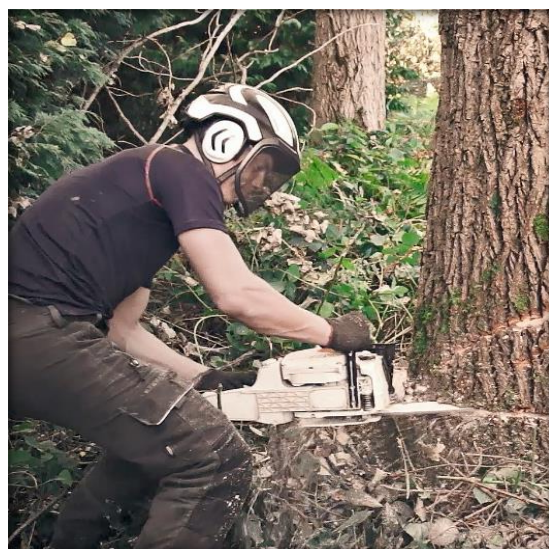


---

# FORESTRY SKILLS PLAN 2019-2024



---

## Forestry Skills Forum

A PLAN FOR ENGLAND & WALES

FEBRUARY 2019

# CONTENTS

Introduction.....	3
The Vision .....	3
Plan Oversight and Monitoring .....	4
Theme 1: Talent Attraction .....	5
The challenge.....	5
What do we need to happen?.....	5
What's already happening? .....	5
Forestry careers web and social media presence .....	5
Talking to the public.....	6
Diversity .....	6
Primary and secondary schools .....	6
Talent attraction action plan .....	9
Theme 2: Skills and Technical Knowledge .....	13
The challenge.....	13
What do we need to happen?.....	13
What's already happening? .....	14
Forest machine operators: .....	14
Technical skills of new entrants & mid-career operatives & managers:.....	14
Skills and technical knowledge action plan.....	15
Theme 3: Education Provision .....	20
The challenge.....	20
Higher education .....	20
Further education .....	20
What do we need to happen?.....	21
What's already happening? .....	21
Further education .....	21
Higher education .....	22
Education provision action plan .....	23
Theme 4: Employer Support.....	28
The challenge.....	28
What do we need to happen?.....	28
What's already happening? .....	29
Informal professional development.....	29
Employer understanding .....	29
Employer support action plan .....	30
Acronym Glossary.....	32
Works Cited .....	32

## Introduction

The Forestry Skills Forum (FSF) is dedicated to promoting education, skills, learning and development across the forestry sector in England and Wales, and maintains close links with the equivalent group in Scotland. Members comprise the sector's leading authorities, charities, companies, educational institutions and training providers. They represent all areas of the sector, including employers, trade associations, education providers, funders, research centres, and include specialists in all age groups: early years, primary, secondary, further and higher education. The FSF is an independent group, supported by Forestry Commission England.

The purposes of the Forestry Skills Forum are:

- Agree actions across the forestry sector on priority skills and education issues
- Share information and resources among members of the Forestry Skills Forum
- Advocate and promote education, learning and development in British forestry.

The primary objectives of Forestry Skills Forum are:

- Support the development and delivery of a Skills Action Plan
- Challenge and encourage the industry and employers to take the lead with the skills and learning agenda
- Inform and influence qualification development and professional/educational interaction
- Represent the sector on education, learning and development issues.

The Forestry Skills Forum published 'A Forestry Skills Study for England and Wales' (1). The study demonstrated that while employers are more confident about the availability and suitability of staff than they were previously, there are still skills challenges facing industry including:

- The availability and skills of machine operators. Employers need operators who are more technically competent and able to work in more demanding situations
- The availability of chainsaw operators, especially those able to fell larger hardwoods
- The supply of competent tree planters
- The practical and business skills of graduate recruits
- The absence of British forestry-related content in both the primary and secondary school national curricula
- The decline in the number of students enrolling in forestry degree courses in England and Wales (although some universities report higher enrolment in the 2017/18 cohort)
- The lack of focus on forestry related skills training in further education colleges
- A lack of female and BME recruits to the industry.

## The Vision

This plan has been written by the partners of the FSF to address the identified challenges in the report and has been written following the principals of the FSF, which believes that the partners can achieve more by collaborating rather than working in isolation. The plan will facilitate a long term, coordinated and targeted approach to tackle skills issues that are difficult to address. It will help Forum members prioritise activity, work more efficiently and take ownership of the skills agenda.

The FSF identified four key themes for action from the report; talent attraction, employer support, education provision and skills and technical knowledge. Each theme has several work strands. The plan takes each theme in turn and develops their work strands into action plans.

## Themes of the Forestry Skills Plan



## Plan Oversight and Monitoring

This plan is owned by the Forestry Skills Forum and delivered by the Forum members. It is hosted on the Royal Forestry Society website.

The Forum uses the plan to drive their activity and the agenda at meetings. They will change and update the plan as required at meetings. Dates in the plan are structured by the meetings with Q1 indicating the meeting at the end of the first quarter of the year. Q2 represents the meeting in the second quarter of the year etc.

The final meeting of each calendar year will be dedicated to the plan. A report on progress will be produced and a full update / review of the plan carried out.

Each work strand has a lead organisation / person. The lead is responsible for monitoring activity for their strand and this includes actions being delivered by other organisations. They are the main point of contact for the strand and propose changes, engage with the partners and report on progress to the FSF.

Monitoring of the plan will be by:

- 1) **Monitoring progress of actions.** The leads will monitor that proposed activity occurs by the dates suggested or make changes to the plan if time frames change. This will be reported to the Forum at each meeting with a full report once a year
- 2) **Monitoring outputs.** These will be monitored quarterly where practical. Some will be monitored at different frequencies depending upon availability
- 3) **Measuring outcomes.** The FSF will repeat a similar study to the Forestry Skills Study for England and Wales (1) three years into the delivery of the plan and again at the end.

# Theme 1: Talent Attraction

## The challenge

The sector has a shortage of new recruits and the diversity of the workforce is narrow:

- Most employers feel there is a shortage of new entrants coming into the sector (1)
- Employers reported advertising on several occasions for forestry graduates
- Forestry was 98% white and 2% non-white in Great Britain in 2009/10 (2). Another study averaged 99% white and 95% UK British nationality in the period 2014-16 (1)
- 93% of the British forestry workforce was male and 7% female in 2009/10 (2). The UK data for the State of Europe's Forests 2015 indicated it is 9.3% female (1).

## What do we need to happen?

### Outcomes

- Improved perception of the industry and a higher profile for potential new entrants
- More high-quality new entrants from diverse backgrounds coming into the industry
- Stronger training provision resulting from higher course numbers.

### Outputs

- Promote forestry careers to a diverse audience
  - Increased information on careers in forestry to teachers, parents, careers advisors and young people
  - More applicants for training and new entrant positions
  - Increased numbers on training courses
  - Increased diversity of recruits for the industry at all levels
  - Employers report fewer hard to fill vacancies
  - Forestry Careers website up to date and being used.
- Increase forestry awareness in primary and secondary schools
  - Support, sustain and promote existing school based programmes on forestry
  - Increase the use and understanding of British forestry topics in primary and secondary school national curricula.

## What's already happening?

### Forestry careers web and social media presence

The Royal Forestry Society hosts the industry careers website, called [Forestry Careers](#) (3), on behalf of the Forestry Skills Forum. This site achieves significant web traffic and is the focus of careers information on the web for the industry.

Many partners have a strong web and social media presence. This may be promoting careers or promoting the sector. For example, Tir Coed have a new marketing post which will promote a range of forestry sector information to a wider audience through social media; ICF have a 'forestry in 60-seconds' video on their website.

The National Careers Service has profiles on [Forestry Worker](#) (4) and [Forest Officer](#) (5). Neither has the up to date apprenticeship title or the Forestry Careers website as a link.

**Opportunity:** improve the [Forestry Careers](#) (3) website by updating the content and the technology to make it more up to date, exciting, user friendly and mobile phone compatible. A coordinated effort on social media and increased links between partner web pages would also help potential new entrants find the information they need. Identify a specific 'hashtag' for all forestry skills partners to use e.g. #ChooseForestry.



## Talking to the public

Many partners attend careers fairs, public events and have sites visited by the public. Examples include the Woodland Trust membership team who are present at events around the country, the Royal Forestry Society attend careers fairs, as do colleges. BIFoR invite forestry stakeholders to careers events on campus (for undergraduates). Tir Coed have a presence at careers fairs & events. Forestry Commission (FC) and Woodland Trust both have public sites that draw significant visitor numbers (these have varied facilities).

**Opportunity:** to create shared downloadable careers promotional resources that partners can use both online and by printing out. They could include posters, leaflets, social media suggestions and shared hashtags. These should drive potential new recruits to the Forestry Careers website. Target audiences are colleges for course recruitment and any partners who have either a public facing site or presence at events to help them promote careers alongside their other activities, particularly where there is local forestry, educational or training provision.

## Diversity

The Royal Forestry Society (RFS), Lantra and the Institute of Chartered Foresters (ICF) all ensure diverse representation online, in journals and other materials.

The Small Woods Association (SWA) hope to undertake a project in the South West working with a group to encourage younger (14-25 year old) women into forestry. The project will build on research undertaken in the area regarding barriers to engaging with the forestry sector.

Forest School programmes in schools are inclusive so children of all ages, abilities and backgrounds take part. Children attending Forest School sessions experience being in a woodland environment and participating in woodland management activities from a very young age whilst also learning about safe use of hand tools such as bow saws, knives, hand drills and loppers. The use of tools in real life practical woodland management situations empowers both girls and boys at a young age and can spark an early talent and enthusiasm for forestry.

The ICF ran their *'I look like a forester campaign'* to promote the diversity of people in the industry.

Several FSF partners have research that may be of use e.g.

- Sylva Foundation: local Oxfordshire consultation with young people of secondary school age (11-18) identified attitudes to using forests and working in forests
- RFS undertook diversity workshops - bringing minority workers together to identify issues and generate an unpublished report. A few barriers were reported, including geographical locations and pre-conceived ideas about the industry and prospects for workers
- RFS have a survey on 18 year olds' attitudes to woodlands.

**Opportunity:** combine experience and research within the partnership and develop a more comprehensive and representative research project that will inform ideas / guidance to make the sector more appealing and reach a more diverse audience.

## Primary and secondary schools

There is a long tradition of using woodlands and forests for learning, both to deliver the national curriculum and to experience and connect with forests and the environment. There are many established national, regional and local school programmes run by FSF partners. Some of these partner organisations provide support, training and resources to teachers, educators and practitioners, and others provide programmes in woodlands directly to visiting schools.

- [The University of Birmingham's Institute of Forest Research \(BIFoR\)](#) (6) has developed some GCSE resources using data sets from their Forest Research Facility in Staffordshire. BiFoR will continue to develop Science and Geography teaching resources around forests and the water and carbon cycle for secondary school pupils (11-18 year olds) and undergraduates.

- England's [Forest Education Network \(7\)](#) (FEN) seeks to support teachers, environmental educators, Forest School Leaders and woodland owners to enable more young people to benefit from time spent in forest and woodland environments and to learn about British forestry. FEN is hosted by the Council for Learning Outside the Classroom (CLOT) and is co-ordinated by a steering group made up of key national forest education providers. Members of FEN receive a regular bulletin of national forest education news, events and resources and a biannual CPD event is held to increase the knowledge and skills of educators in British forestry.

[Forest School Association](#) (FSA) (8) is the professional body for Forest School providers. A Forest School programme can be established by any school or organisation owning, or with access to, a woodland. Forest School sessions become embedded in the school timetable and they follow six key principles including promoting nature connection, ecological awareness and the holistic development of young people, enabling academic achievement back in the classroom.

The Forest School approach differs from other outdoor education activities as young people participate in regular sessions throughout the year in a woodland site. Forest School Leaders go through training to achieve a Level 3 qualification which includes the study of British forestry, tree identification and health, and creation of a woodland management plan for their Forest School site. The FSA and Forest School trainers direct trainee Forest School Leaders to many of the FSF partners for further training, teaching resources and information on British forestry.

Informed by continental models of woodland kindergartens, Forest School programmes have predominantly been delivered in early year's settings and primary schools. However, an increasing number of secondary schools are using the Forest School approach to improve the well-being of pupils, engage them in learning and provide a location for developing woodland skills and knowledge which may lead pupils to seek land-based careers.

- Herefordshire Hub brings local people involved in forestry education together to coordinate activity in the county. Partners include Forest School Association and employers plus primary, secondary and further education providers.
- Royal Forestry Society '[Teaching Trees](#)' (9) works with primary schools and landowners, offering schools one-off educational visits to local woodlands. The visits are curriculum linked and teach about trees, wildlife and forestry.
- The Heart of England Forest is working closely with schools to develop progressive forest learning programmes, rather than one-off visits, in order to maximise the impact for young people. Informed by the latest research, the programmes will offer frequent, continuous and progressive learning experiences which deliver national curriculum objectives as well as wider outcomes such as improved resilience, mental health and relationships. The Heart of England Forest will address the barriers to access for disadvantaged groups, for example through the provision of low-cost camping residential experiences in the Forest.
- The Sylva Foundation provides a free web-based woodland management planning tool called [myForest for Education](#) (10). Designed for teachers, environmental educators, Forest School Leaders and woodland owners who are managing small woodland sites for outdoor learning activities or Forest School sessions. myForest for Education introduces education professionals to basic forest management concepts and provides beginners with links to other FSF partners such as RFS, SWA and the Forestry Commission who offer further information and/or training on British forestry and woodland management. Funded by Ernest Cook Trust and in partnership with the Forest School Association, Sylva Foundation is leading the Forest Schools for All project. A national survey will identify barriers and opportunities experienced by educators and woodland owners in providing outdoor learning and Forest School in woodlands and forests.
- Woodland Trust engages with over 10,000 schools as part of the [Green Tree Schools Award](#) (11) which encourages tree planting, environmental projects and outdoor learning. This inspires

youngsters about British woodland and trees and so could be the early introduction that leads to a later career choice in forestry or conservation. In the teaching community the Woodland Trust is the most well-known provider of free teaching and learning resources for all age groups on the topics of British woodlands and forestry. A recent resource called [Tree Tools for School](#) (12) provides information and activity ideas to teachers. Woodland Trust continue to provide free tree packs to schools to encourage them to establish small copse, hedgerows and woodlands up to 400 trees in proportion with their school grounds.

- Tir Coed, in partnership with RFS, deliver [Dysgu am Goed](#) (13) (Teaching Trees programme in Wales) in primary schools, raising awareness of forest-related jobs at an early age. They are also developing a new woodland-related qualification for individuals who may have struggled within the education sector but who have interest/aptitude/skills in this area - as a step towards woodland-related careers.
- The National Forest have launched their [Creating a Forest for Learning](#) (14) programme which has an ambition for every school child in the National Forest to experience outdoor learning in a woodland setting as a regular part of their education. This ambition is being achieved by surveying schools to identify the opportunities and barriers to outdoor learning, then putting in place teacher training, small grants and local networks to overcome the barriers and sustain outdoor learning for all children.

Many of the initiatives above involve the early years foundation stage and primary national curriculum (3-11 year olds). There are fewer forestry focussed education programmes at secondary school level (11-18) which has led FSF partners to develop projects to address this gap. FSF partners have developed a variety of activities to increase the use of British forestry content at secondary school level in England:

- The Forest Education Network for England provides an information [directory for educators](#) (15).
- Sylva Foundation's [Timber](#) (16) website is a platform for resources on British forestry and lists other key forest education resource websites
- The Crown Estate, Forestry Commission and other partners produced a resource about British forestry, international forestry and climate change called [Forests for the Future](#) (17)
- The Institute of Chartered Foresters (ICF) have been talking to the Royal Society of Biology about their successful campaign to get plant health into the secondary school curriculum. Dr Celia Knight advises that tree health might be a good 'hook' to get forestry into the secondary school science curriculum achieved through teacher training
- The Sylva Foundation has run a 'Fieldwork in the Forest' project for several years working with University of Oxford's secondary school PGCE Geography tutor and trainee teachers. Methodologies for fieldwork in woodlands have been developed and evaluated by the trainee teachers. In 2018 Forestry Commission England supported the production of films and resources to enable geography teachers in England to use their local woodlands and forests for GCSE and A level fieldwork; . These will be launched in January 2019 on Sylva's website.

#### **Opportunities:**

- To share experiences of successful working with secondary schools and collaborate to produce teaching materials on British forestry for teachers and pupils
- The Forestry Skills Forum can provide organisations working with schools with information on pathways into forestry training and careers
- The forestry sector can encourage and support woodland owners to enable schools to access their woodlands for outdoor learning and Forest School.



## Talent attraction action plan

### Work strands for theme 1: talent attraction

	Work Strand	Lead	Priority	Impact	Deliverability	
1.1	Promote forestry careers to a diverse audience	RFS	High	High	Easy	The Heart of England Commission, ICF, Syl
1.2	Increase forestry in primary and secondary schools	Sylva Foundation (as FEN Chair)	High	Very high	Medium	FEN steering group: Woodland Trust, Fore Forest, Council for Le The Heart of England

### Work strand 1.1: promote forestry careers to a diverse audience (owner RFS)

Action	Lead	Partners	Milestones	Target date	Status
Produce promotional resources for forestry under the 'forestry careers' banner. Available to download	FC	FC , RFS , Woodland Trust, People and Land, Landex	Proposal and costings produced for funders	Q1 2019	
			Funding identified for resources	Q1 2019	
			Resources produced	Q2 2019	
			Resources promoted	Q2 2019	
			Use and impact monitored (every six months)	Q4 2019	
Update of the Forestry Careers website	RFS	FC , FSF, People and Land	Mechanism for partners to update, link to and promote identified	Q1 2019	
			Form created, distributed and returned by all FSF partners	Q1 2019	
			Forestry Careers Website URL linked from all FSF partner websites	Q1 2019	
			Updates monitored	Ongoing	
			Proposal produced to revise site and make more mobile friendly	Q2 2019	
			Funding, possibly sponsorship, identified to develop website	Q3 2019	
			Website developed and launched	Q4 2019	
	RFS	FSF	Mechanism for communication about careers activity developed	Q1 2019	

Coordination of careers event activity			(likely to be careers sub group) Linked to Forestry Careers branding		
			Identify relevant careers fairs across UK, divvied into sectors of responsibility, common message	Q1 2019	
			Mechanism implemented	Q2 2019	
			Reach and impact monitored	Q4 2019	
Improve appeal and reach to a more diverse audience	RFS	Woodland Trust, People and Land, FC	Identify barriers to recruitment of diverse workforce	Q1 2019	
			Provide guidance & incorporate findings into careers actions	Q2 2019	
	The Heart of England Forest		Heart of England Forest coordinated programme to support access into the industry e.g. work experience, structured volunteering opportunities, apprenticeship and one-year paid internships	Q4 2019	
	The Heart of England Forest		Trial new Mini Foresters and Young Foresters volunteering groups which will raise awareness of forestry careers to new audiences	Q4 2019	
	FC	FC, RFS	National Careers Service approached to update links and content in line with Forestry Careers content. Provide up to date information to the careers Kudos website	Q1 2019	
Herefordshire Hub coordinates industry and education providers to improve knowledge about forestry and entry opportunities	Duchy of Cornwall	FSA, Herefordshire and Ludlow college, primary and secondary providers	Meeting held and terms of reference agreed	Q1 2019	

**Work strand 1.2: Increase forestry in primary and secondary schools (owner Sylva Foundation as FEN Chair)**

Action	Lead	Partners	Milestones	Target date	Status
Support, sustain and promote existing school based programmes on forestry.	Sylva Foundation as FEN Chair  Forest Education Network England Steering Group	Council for Learning Outside the Classroom (Sally Thompson – FEN Co-ordinator)	Biannual FEN event “Putting Forestry into Forest Education” 4th April 2019. A one day CPD event of workshops run by forestry experts to give educators skills and knowledge of British trees and forestry	Q2 2019	
		Sylva Foundation (Head of Forest Education Jen Hurst – also FEN Chair)	Fundraising to support FEN’s continuation to sustain forest education support through the FEN bulletin and other services to educators across England	Q3 2019	
		Forest School Association (CEO Gareth Davies and Director Sarah Lawfull)			
		Woodland Trust (Schools & Communities Engagement Manager Karen Letten)	At least one member of FEN steering group to attend each FSF network meeting to share work of FEN and help deliver Forestry Skills Action Plan	Each quarter	
		Forestry Commission (National Learning Manager, Rachel Giles)  National Forest (Education Officer Caroline Scothern)  RFS (Teaching Trees Programme Officer Becky Wilkinson)	One or more members of FEN steering group to participate in other national outdoor learning organisations and initiatives to keep forestry sector up to date with education policy and practice (e.g. IOL, Outdoor Council, Countryside Classroom)	Q2 2019	
	RFS	RFS	Pilot and then roll out an accredited train the teacher Teaching Trees programme	Q1 2019	

	Heart of England Forest		Develop exemplar progressive learning programmes in partnership with schools, evaluating and promoting the impact	Q3 2019	
Increase the use and understanding of British forestry topics in primary and secondary school national curricula	Sylva Foundation Jen Hurst FC	FEN FSF	To keep FSF and FEN up to date with any changes in national education policy and practice and subject curricula. Members of FSF and FEN to engage with professional teacher's organisations such as the Geographical Association and the Association of Science Education. Long term aim to influence the subject content process for inclusion of British forestry in primary and secondary curricula	Q2 2019	
	Sylva Foundation	FC FEN	To enable geography secondary school teachers and pupils to carry out fieldwork in their local woodlands and forests. Fieldwork guides and films to be launched by Sylva January 2019 as part of the 'Fieldwork in the Forest project'.	Q1 2019 launch	
	BIFoR	FSF	Produce and disseminate GCSE and A level teaching resources using datasets from the BIFoR FACE research woodland	Q3 2019	
	Heart of England Forest		The Heart of England Forest will develop and pilot progressive programmes in partnership with secondary schools	Q4 2019	

## Theme 2: Skills and Technical Knowledge

### The challenge

The sector has identified a lack of entry level (predominantly higher education) technical skills and knowledge, as well as a shortage of mid-career continuing professional development (CPD) training opportunities. Forestry Machine Operator (FMO) provision is lacking within England. There are reported shortages of skilled chainsaw operatives, especially those with the experience of felling larger trees, particularly hardwoods. Barriers include lack of training providers and downtime costs for contractors (who tend to be small independent outfits). Challenges include:

- Many employers expressed a concern that graduate recruits lack technical skills which they need, such as mensuration, soils and GIS. Others are concerned about the lack of business and managerial 'soft' skills
- An understanding of planting (and ground preparation) was identified as a shortcoming in those leaving education
- FMO training provision is lacking within England leading to a shortage of harvesters in some areas. Research shows an appetite among employers to increasing machine operator skill sets so that they can work more efficiently, potentially following the Scandinavian 'Forest Technician' model (1). This view has been confirmed in recent industry meetings.
- There is a need to engage with industries, such as agriculture, where forestry is occurring and ensure these workers have the skills required to manage woodlands and forests.

### What do we need to happen?

#### Outcomes:

- CPD points accredited from ICF for partner courses
- Short Courses that address areas identified as currently lacking in the skills survey
- A stronger understanding of planting and site suitability/species choice
- Raised profile of existing mid-career options
- Improve Forest Machine Operator skills in England and Wales to improve efficiency and availability
- Increase number of experienced chainsaw trainers and operators, specifically for larger trees

#### Outputs

- Machine operator training
  - Appropriate, available and suitably priced FMO training provision
  - Investigate development of forest technician grade
- Technical skills of new entrants & mid-career operatives/managers
  - Increased numbers on training courses
  - Increased opportunities for mid-career operatives to gain theory and practical knowledge/recognition
  - Employers reporting fewer knowledge gaps
- More skilled planting contractors
- Consistent understanding and quality of planting required for England
- Succession planning for large hardwood tree felling
  - On-line portal to record and verify experience, skills and work record of operators
  - Training provision for new trainers and potentially new entrants
  - Harnessing experience of long-term trainers and operators to ensure experience is not lost
- Promote forestry skills in other sectors e.g. planting, establishment and maintenance
- Forestry higher education courses recognised by wider audience (CIEEM, RICS etc.)



## What's already happening?

### Forest machine operators:

- Scotland's Rural College (SRUC) provides extensive FMO provision, various other colleges across England and Wales offer base tractor & attachment tickets
- Confor, RFS & Forestry Commission are in the early stages of working towards a project to increase FMO provision in England, there is a funder identified to aid this. Confor is leading this initiative with Forestry Commission & RFS providing a supporting role. It is currently undecided whether the sector should be focusing on training new operatives or upskilling existing contractors in line with NPTC/Lantra tickets & FISA/HSE guidelines
- University of the Highlands and Islands (UHI)/SRUC have launched an FMO apprenticeship in partnership with Forestry Commission Scotland.

### Technical skills of new entrants & mid-career operatives & managers:

- RFS ran seven CPD short courses this year ranging from tree identification to geographic information systems (GIS) & soil science. They held more than 100 woodland meetings and an overseas study tour of German forests. They run annual conferences and lectures and held the first National Student Conference and Demo Day 2017. Two hundred and fifty students and young professionals participated with a 2<sup>nd</sup> conference planned for 2019.
- The RFS certifications, [Cert Arb & Cert For. \(18\)](#) scheme for middle management/ CPD target has been industry recognized for more than 100 years. They give long service awards for practical foresters and run whole society meetings.
- The RFS's 'Forestry Roots' is a project to help students get their first forestry job role. Three further education and one higher education leaver a year for 3 years, are being placed with industry partners in areas identified in the skills study (1) e.g. planting, under-forester.
- ICF are the Chartered accrediting body for forestry. They run annual a national conference and young professionals tour. Working with the Forestry Commission they have delivered workshops to improve technical knowledge of management and operational planning. They also run a range of other educational events including woodland creation and design events in conjunction with the Forestry Commission and long-term forest management plan events in Wales.
- Woodland Trust run internal training courses.
- Forestry Commission offer training placements through a two-year programme aimed at those with forestry related degrees who need practical training. Four trainees are taken on per year. Format is under review.
- [Get Into Woodlands Programme \(19\)](#) is a collaboration between Duchy of Cornwall, Herefordshire and Ludlow College and The Princes Trust. This is an annual event in Herefordshire that brings young people into the sector. This is a five-week programme comprising three weeks of college training, including a number of certificates, and two weeks experience with an employer. It can lead to employment, further education, self-employment or apprenticeships.

Woodland Heritage's Woodland to Workshop courses link 'tree growers with wood users', broaden horizons and raise awareness by educating participants from the forest through to the workshop and beyond. This course is supported by knowledgeable practitioners and eminent speakers from the timber industry. Based in the woodland, timber yard, sawmill and joinery workshop for two days, with a third spent at the Duchy of Cornwall's woodlands nearby.

## Skills and technical knowledge action plan

### Work strands for theme 2: skills and technical knowledge

	Action	Lead	Priority	Impact	Deliverability	Partners
2.1	Machine operator training	Confor	High	Medium	Medium	Forestry Commission, Tir Coed, RFS & Forest Industry Safety Accord (FISA)
2.2	Technical skills of new entrants & mid-career operatives/managers	RFS	High	High	easy	ICF, Forest Enterprise, Forestry Commission, Woodland Trust
2.3	More skilled planting contractors	RFS	High	High	easy	The Heart of England Forest, Confor, Tir Coed, Woodland Trust
2.4	Promote forestry skills in other sectors e.g. planting & establishment	RFS	High	High	Easy	The Heart of England Forest, Country Land and Business Association Limited (CLA), Tir Coed
2.5	Health and Safety	FISA	High	High	Medium	FISA members

**Work strand 2.1: machine operator training (owner Confor)**

Action	Lead	Partners	Milestones	Target date	Status
Establish a way forward for FMO training in England and Wales	Confor	Forestry Commission, Forest Enterprise, FISA, *UK Forest Products Association (UKFPA), mwmac Ltd, assessment / training providers	Plan Meeting to discuss needs for FMO training and strategic way forwards	Q1 2019	
			Run meeting	Q1 2019	
			Develop outline proposal and action plan. This should outline the skills required and a route to identify if new content is required and how this will be developed. It should also address training and assessment requirements	Q1 2019	
Deliver proposal	Confor	Forestry Commission, Forest Enterprise, FISA, *UKFPA, mwmac Ltd, assessment / training providers	Verify proposal with key partners	Q1 2019	
			Identify resources to deliver proposal. This may be funding or partners undertaking actions to develop new content	Q2 2019	
			Source funding if required to deliver training	Q2 2019	
			Develop content, if required	Q3 2019	
Deliver FMO training	Confor	Forestry Commission, Forest Enterprise, FISA, *UKFPA, mwmac Ltd, assessment / training providers	Learners undertake training	Q4 2019	

\*Please Note UKFPA merged with Confor at the end of 2018

**Work strand 2.2: technical skills of new entrants & mid career managers (owner RFS)**

Action	Lead	Partners	Milestones	Target date	Status
Increase CPD opportunities & ensure cohesion of content & delivery with partners (Mid-career focus)	RFS	ICF , Forest Enterprise, Forestry Commission, Woodland Trust	Compile data of current UK CPD offerings from partners & externals	Q1 2019	
			Decide on viability of existing and new courses – use strengths of partners	Q1 2019	
			Events advertised under Forestry Careers / FSF but delivered by individual organisations	Q1 2019	
			Advertised and promoted cohesively across the sector by different organisations	Ongoing 2019	
Identify technical training required for new & mid-career managers	ICF	Confor, Arboricultural Association, Forestry Commission, RFS, Woodland Trust	Engagement with employers to identify CPD opportunities in line with FSS evidence base	Q1 2019	
			Utilise ICF Membership survey data to identify potential CPD themes in line with employer demands / priorities	Q1 2019	
			Pull both data sets together and identify four priority themes as a result of evidence	Q2 2019	
Deliver technical training courses	ICF	Confor, Arboricultural Association, FC, RFS, FR, Woodland Trust	Develop four priority courses and content with partners	Q1 2019	
			Provide programme of courses for 12 month period	Q1 2019	
	Woodland Trust	RFS, FC, Tir Coed	Develop a Heritage Lottery Fund submission for ancient woodland restoration training	Q3 2019	
	Duchy of Cornwall	Princes Trust, Hereford and Ludlow College	Run 2 'Get Into Woodlands' programmes	Q4 2019	
Promote distance learning to increase accessibility	People and Land	RFS, National School of Forestry, Plumpton College	Investigate potential, availability and success factors for distance learning in forestry	Q1 2020	

Succession planning for large hardwood / difficult / diseased tree felling	RFS	FISA, City & Guilds, Forestry Commission, Woodland Trust	Scoping document written	Q2 2019	
--	-----	--	--------------------------	---------	--

### Work strand 2.3: more skilled planting contractors (owner RFS)

Action	Lead	Partners	Milestones	Target date	Status
Increase training provision on planting (+site suitability & species selections)	RFS	FC, Confor, Tree Council, Woodland Trust, ICF, Tir Coed	Identify current delivery across sector	Q1 2019	
			Gather feedback from ICF/FC woodland creation workshops	Q1 2019	
			Co-ordinate delivery, promotion and location of 2019 provision – ensure good North/South split of provision	Q1 2019	
Provide free of charge guidance literature on planting	RFS	JAH Forestry, Tomorrow's Forests (Devon)	Approach Author	Completed	
			Receive drafts & peer review	Completed	
			Publish Online & share to FSF	Q1 2019	

### Work strand 2.4: promote forestry skills in other sectors (owner RFS)

Action	Lead	Partners	Milestones	Target date	Status
Engage with other 'related' chartered bodies	ICF	RFS	Engage with RICS/CIEEM/LI/RTPI etc. to raise the profile of forestry CPD courses and HE provision	Q2 2019	
Nurture closer links with Horticulture sector for skills	RFS	Steve F (FC) & Horticultural Correspondence College,	Building on existing links e.g. through the trailblazer partnership, identify partners for collaboration. E.g. Horticulture Trades Association, Royal Horticulture	Q1 2019	



planning and careers (Grow Careers website).		Confor Nursery Producers Group, Tree Council	Society, Chartered Institute for Horticulture and British Association of Landscape Industries (BALI)		
			Approach partners and start discussions	Q2 2019	
			Sharing of links and information on websites	Q2 2019	
Raise awareness of the forestry/arb/tree sector to national bodies such as ROLO/BALI	RFS		Approach bodies	Q1 2019	
			Confirm meeting date	Q1 2019	
			Discuss how forestry/arb can be professionally recognized and what courses, CPD & certifications are valid - Cert arb etc.	Q1 2019	
Explore opportunities for collaboration on promotion of careers in the timber supply chain	FC	Wood for Good, Forestry Commission England, Forestry Commission Scotland	Initial meeting to explore options with Wood for Good	Q1 2019	

### Work strand 2.5: Health and Safety (owner FISA)

Action	Lead	Partners	Milestones	Target date	Status
Health and safety module inclusions	FISA		Hold a meeting to discuss health and safety inclusions	Q1 2019	
			Develop a more detailed plan/identify priorities. To discuss the feasibility of using existing health and safety course provision and look at how applicable this could be	TBC following meeting	

## Theme 3: Education Provision

### The challenge

The forestry industry has access to training and assessment products including short vocational courses, informal knowledge exchange opportunities, apprenticeships, vocational, degree and post graduate qualifications. The options include assessment, formal training and informal knowledge exchange. There are short courses and longer programmes of learning. Offerings are at all academic levels from entry level to level 8 (e.g. PhD). There are, however, challenges with keeping products economically viable for providers to run, quality of delivery, availability and keeping content in line with industry needs.

#### Higher education

The numbers of graduates from forestry degree and post graduate courses are falling and there is evidence that employers are taking graduates who have undertaken related subjects such as geography (1). Most employers see this diversity of recruits as positive, but this approach does require supplementary training. The same research indicated that employers want forestry specific skills in their graduates with an emphasis on mensuration, soils and silviculture.

Providers such as the National School of Forestry, who have a significant practical and work based element in degree programmes, report challenges with identifying high quality work placements for students.

#### Opportunities:

- work with the higher education sector and employers to ensure courses deliver the skills needed in the industry
- work with employers to secure enough work placements for higher education students
- facilitate more interaction with employers while learning e.g. through study trips and guest speaking spots.

The apprenticeship partnership has undertaken a survey (unpublished) that supports findings from the recent research (1), indicating a need for a higher / degree level technical apprenticeship in forestry.

**Opportunity:** further investigate the need for a higher / degree apprenticeship and, if appropriate, start the development process.

There are people studying for PhDs that are relevant to the forestry industry. Some are attached to established forestry departments, others are linked to other specialisms such as geography, social science, conservation, pathology and ecology. Promoting relevant PhD placements, supporting their work and the dissemination of findings are all important for the industry. There are also opportunities for the industry to influence research topics and engage with this part of the higher education sector.

#### Opportunities:

- closer working with PhD students might give a better understanding of where PhD research is happening and how it can be supported
- encourage students to study questions that forestry needs answering.

#### Further education

Employers report inconsistent quality of further education vocational training; some are happy with their provision and others struggle to identify trainers with the required skills (1). Of concern was the commercial competence of some trainers; they can train learners to pass assessments, but they do not have the experience to provide learners with the skills required in a commercial environment.

**Opportunity:** work with further education colleges to ensure availability of provision, increase quality and inform content.

In England post-16 education has been undergoing reform both for work based and technical training. The forestry industry has engaged with these reforms, including developing a Forest Operative apprenticeship as part of the Government's 'trailblazer' pilots. This became available in late June 2017 and by the end of April 2018 there were less than 5 registrations on this programme. There are signs that the programme is gaining momentum, but this should be monitored and managed. The barriers to take up are:

- Slow adoption by training providers; low volumes and rural challenges make this a lower priority than other standards with very strong numbers and fewer logistical issues
- Slow adoption is exacerbated by uncertainty generated by the significant changes that the further education and training sector is adapting to
- Barriers to training providers registering on the Register of Apprenticeship Training Providers (RoATP). This is especially a challenge for employer providers
- Predominance of micro and small employers in the sector – 83% of trees and timber employers in the UK have less than 20 staff (2)

**Opportunity:** the forest operative apprenticeship is being adopted slowly and collaborative action will speed up this process, leading to more learners.

The introduction of T-Levels in England across all industry sub-sectors (including Agriculture, Environment and Animal Care) is scheduled for 2020. These broad-based qualifications will be offered as a technical, college-based, alternative to A-Levels. Forestry is currently excluded from these qualifications and is deemed 'apprenticeship only'.

**Opportunity:** collective action to influence implementation of the England post-16 skills plan will try to ensure these reforms benefit the forestry industry.

## What do we need to happen?

### Outcomes

- Improve education provision to provide new entrants and the existing workforce with the skills to deliver a high quality, efficient and productive forestry sector.

### Outputs

- Improve further education provision:
  - Employers report higher quality of further education provision
  - Improved liaison at a higher education level with employers to inform course content
- Engage with government reforms e.g. T levels so that they work for forestry
- Improve liaison with higher education provision
  - Ensure higher education work placements are available, provide content such as guest lectures and support field trips to improve the technical skills and understanding of new graduates
- Support the delivery of existing apprenticeships
  - Work with providers to ensure availability of the forest operative apprenticeship
  - Increase in numbers of apprentices registering
- Develop new Higher / degree apprenticeship(s) if required
- Promote and support PhD provision

## What's already happening?

### Further education

The trailblazer apprenticeship partnership is working to increase uptake of the Forest Operative apprenticeship. Forestry Commission, Heart of England Forest and the Duchy of Cornwall all have, or want to have, apprentices on the standard. They recently ran an event for training providers and are maintaining communication with them. This dialogue aims to understand barriers to delivery and provide

support to providers who might consider offering it. City & Guilds (C&G) are also promoting the standard to providers through webinars.

Royal Forestry Society hosts the careers website to direct learners and employers. They engage with colleges and work with the trailblazer partnership to drive up delivery. They are also promoting the apprenticeship and answering enquiries from membership. They support further education through the Silky Fox Handsaw Award plus regional awards for excellence to drive up achievement, and undertake visits and presentations to bring current information to colleges.

Forestry Roots is a unique RFS project which matches college and university leavers with employers for Careers with a Future, helping to address acknowledged skills gaps within forestry.

Successful applicants are awarded a one-year paid job which may lead to permanent employment. During their Forestry Roots year they also receive additional Continuous Professional Development (CPD) training to help them qualify for the RFS Certificate in Forestry.

All employers are corporate members of the RFS and are committed to high standards of training.

RFS also run a student conference and demo day to bring students together, inform them about cutting edge practice and network them. They also maintain lists of colleges where provision is offered.

The Heart of England Forest is working on a coordinated programme to support access into the industry at different levels, from high quality work experience, structured volunteering opportunities, apprenticeships and one-year paid internships.

### Higher education

Royal Forestry Society have four study bursaries available to higher level learners for CPD and travel (UK and worldwide). They deliver a student conference (both higher and further education) to provide up to date content and network students. They organise visiting lectures to bring cutting edge content to courses and local woodland visits for students. RFS signpost availability of content on the Forestry Careers website alongside careers videos promoting higher level learning in forestry. RFS certification now has a higher education award for those with degrees.

Forestry Commission offer two-year training placements aimed at those with forestry / related degrees who need practical training. Four trainees are taken on per year, although the format is under review.

The Institute for Chartered Foresters (ICF) have information from higher education institutions who offer forestry and arboriculture and will talk to them about their industry engagement. ICF annually present to higher education students and have regular engagement with lecturers. This engagement takes various forms that include direct communication; support when reviewing, re-accrediting or creating newly accredited programmes; input as members of the ICF's Professional & Educational Standards Committee (PESC); or input as a member of ICF's Council.

The ICF established a separate charity in 1984, the ICF Education & Scientific Trust (EST) which aims to advance education in all aspects of forestry and arboriculture. The trust fund is made up of donations and is managed by a group of Trustees, who include the ICF President and Vice President. Further information on how students can apply for educational grants is available on the [ICF website](#) (20).

[Prince of Wales Forest Leadership Award](#) (21) is available to forestry students and recent graduates and those selected undertake a work placement exchange with Canada. It aims to showcase the international opportunities that forestry offers and invest in future leaders for the industry. It is a partnership between the ICF, the Canadian Institute of Forestry, and the Duchy of Cornwall.

The Heart of England Forest is running an internship scheme to support entry into the sector. These one-year paid placements include formal training (e.g. certificates of competence etc.), informal training (e.g. wildlife monitoring, managing for public access, etc.), and a project chosen by the intern to help them to develop a portfolio to use in their future career development. This year, as well as general forestry internships, the Heart of England Forest has also offered an arb/forestry internship, which will focus on managing and improving the charity's formal arboretum.

## Education provision action plan

### Work strands for theme 3: education provision

	Action	Lead	Priority	Impact	Deliverability	Partners
3.1	Improve further education provision	RFS	Medium	medium	easy	Trailblazer, HIP Partnership, ICF
3.2	Engage with Government reforms e.g. T-levels	Forestry Commission	High	High	Difficult	Trailblazer
3.3	Improve liaison with higher education provision	ICF	High	Medium	Medium	Trailblazer, HIP Partnership, NSF, The Heart of England Forest, RFS
3.4	Support the delivery of existing apprenticeships	Forestry Commission	high	Medium	medium	Trailblazer, HIP Partnership, NSF, RFS, Forest Enterprise, ICF
3.5	Develop new Higher / degree apprenticeship(s)	ICF	High	Medium	Medium	Forestry Commission/ Harper Adams
3.6	Support PhD provision	ICF	Medium	Medium	medium	BiFor, NSF, RFS



**Work strand 3.1: improve further education provision (owner RFS)**

Action	Lead	Partners	Milestones	Target date	Status
Meeting to discuss current further education provision. Identify areas that FSF can aid providers with and vice-versa. Providers & C&G: open question panel on trailblazer. Explanation of Cert Arb scheme for further education providers	RFS	Providers, Trailblazer & C&G	Approach partners to find suitable date	Q1 2019	ongoing
			Hold event	Q3 2019	
			Produce short report	Q4 2019	
Improve co-ordination between further and higher education providers – tied to action in work strand 3.3	RFS	ICF, Providers, Trailblazer & C&G		Q3 2019	
Continue/improve/support awards & extracurricular opportunities for further education students and providers	RFS	FE Providers, FC	Silky Fox handsaw awards 18	Q3 2019	
			Review guest lectures at colleges on forestry & careers	Q4 2019	
			2019 Student & young professional conference & demo	Q4 2019	

**Work strand 3.2: Engage with government reforms e.g. T levels (owner Trailblazer Forestry Sub Group)**

Action	Lead	Partners	Milestones	Target date	Status
Monitor government reform programme and coordinate response to engagement opportunities e.g. consultations	FC	Trailblazer group, FSF	Response to consultations	Ongoing	
Approach Institute for Apprenticeships / T-Level Panel for discussion on inclusion of forestry	FC	Trailblazer group	Letter sent	Q1 2019	

**Work strand 3.3: improve liaison with higher education provision (owner ICF)**

Action	Lead	Partners	Milestones	Target date	Status
Identify current course content that includes trees, forests or woodlands at higher education level	ICF	Confor, Woodland Trust, Tir Coed, FSF	Background research required related to higher education provision	Q1 2019	
		Confor, Woodland Trust, Tir Coed, FSF	Help higher education institutions to engage with local employers to help develop course content that is relevant to employers and industry	Q1 2019	

**Work strand 3.4: support the delivery of existing apprenticeships (owner Trailblazer Forestry Sub Group)**

Action	Lead	Partners	Milestones	Target date	Status
Increase availability of the apprenticeship	Trailblazer	FC	Engage with training providers and identify the current position	Q1 2019	
			Communicate to Government any barriers to delivery related to training providers accessing funding	Q1 2019	
			Explore alternate delivery models to help with provision	Q3 2019	
			Forest Enterprise to apply to become an apprenticeship employer-provider	Q3 2019	
			Identifying and supporting providers to offer the apprenticeship	Ongoing	
			Investigate mechanisms to develop groups of forestry apprentices with a training provider. Including supporting training provider events and showcases	Q2 2019	
Promote the new apprenticeship to apprentices	Trailblazer	FC	Shared recruitment materials published	Q2 2019	
			Promote the apprenticeship using shared materials	Q3 2019	

Promote the apprenticeship to employers	FC	Trailblazer	Improve employer guidance for taking on an apprentice	Q1 2019	
			Publish articles in industry journals	Q2 2019	
			Develop communications plan for the apprenticeship	Q2 2019	
Update Forestry Careers page	RFS	Steve Fowkes / Forestry Commission	Write content – provide to RFS	Q1 2019	
			Upload and format	Q1 2019	
			Share links to FSF partners	Q2 2019	
Monitor implementation of the forest operative apprenticeship	FC	Trailblazer	Monitor start data to measure progress	Ongoing	
			To support Government review of apprenticeships and to monitor any changes that might need to be made to keep the Standard relevant and up to date		
			Identify data required to monitor quality of delivery and develop plan to acquire it either through in-house surveys or through Government	Q3 2019	

**Work strand 3.5: develop new higher / degree apprenticeship(s) (ICF supporting trailblazer group)**

Action	Lead	Partners	Milestones	Target date	Status
Identify whether there is an industry demand for higher level apprenticeships (Forestry & Arboriculture)	ICF on behalf of the trailblazer group	Trailblazer Forestry Sub Group, FC, ConFor, Arboricultural Association	Survey current job vacancy adverts to find common theme	Q1 2019	
			Deliver employer workshop to find synergies between professions and also specific job roles that could be filled by apprenticeships	Q1 2019	
			Produce evidence based report	Q2 2019	
			Decide course of action	Q2 2019	
Develop new higher / degree level apprenticeship standard for job role(s) identified (*Dependent on outcome of employer demand and output of employer workshop*)	ICF on behalf of the trailblazer group	FC, ConFor, Arboricultural Association, Trailblazer, Institute for Apprenticeships (IfA)	Identify and review similar standards already in place	Q2 2019	
			Create a new standard for job role(s) identified in report	Q4 2020	

**Work strand 3.6: support PhD provision (Owner ICF)**

Action	Lead	Partners	Milestones	Target date	Status
Identify current PhD opportunities within forestry and arboriculture	ICF	Confor, National School of Forestry	Liaise with HEIs to produce a list of PhD opportunities	Q2 2019	
			Promote list on website	Q3 2019	
			Promote list on social media	Q3 2019	
Identify other sectors that could develop PhD provision within forestry and arboriculture	ICF	Confor, National School of Forestry	Identify organisations and institutions that could potentially provide PhD opportunities	Q4 2019	
			Produce a report on potential cross-sector PhD provision via additional HEI engagement	Q1 2020	

## Theme 4: Employer Support

### The challenge

Forestry employers identify that the workforce is under-mobile. Devolution of the Forestry Commission and differing skills systems in the devolved countries means movement of workers across national boundaries is less likely for work or learning. Social changes are also reducing mobility (for example both parents in a family are more likely to work with employment rates for mothers increasing by 12 percentage points to 74% since 1996 (22)). This means that workers with families are more likely to have child care and a partner's work to consider, making re-location less likely.

In the late 1990s there was a period of 10-15 years where poor economic performance in forestry led to low recruitment levels. This has generated a current scarcity of mid-career workers. The lower workforce mobility, scarcity of mid-career workers and the breakup of the Forestry Commission have reduced capacity for internal networking and mentoring within some companies (1). This is exacerbated by the increase in graduates being recruited from non-forestry subjects such as geography.

**Opportunity:** to increase networking and information exchange opportunities between companies to provide support and development for workers where this is not available in-house.

The education system in England is changing e.g. the introduction of the apprenticeship levy, new apprenticeship structures and funding, and the implementation of the post 16 skills plan (e.g. T Levels). The challenge for training providers was discussed in the section 'Theme 3: Education Provision'. Employers also struggle to keep track of these changes. Many courses and qualifications that relate to forestry are an option or specialism within another subject e.g. countryside or arboriculture. This means employers can struggle to know what they should expect from a new worker based on their education.

#### Opportunities:

- to share and disseminate information written for employers by partners and national agencies
- to explore development of dedicated employer information on the Forestry Careers website covering various topics about skills

European funding for forestry skills has been available in the UK from the European Agricultural Fund for Rural Development (EAFRD) over many years. Funds have several objectives, including improving the competitiveness of farming and forestry (23). Each member state is responsible for managing the funds and this has led to the Rural Development Programme for England (RDPE) (24) and the Wales Rural Development Programme (25). There is evidence that these programmes led to an increase in demand for training, although this may be linked to the improved economic position for forestry in this same period. The skills strands of these programmes are no longer available (1) and trainers are keen to see replacements included in the EU exit plans.

**Opportunity:** EU exit negotiations are still in the early phase and this level of detail is not yet being discussed. There will be opportunities to engage with the EU exit teams to ensure that skills programmes are included and that they work for the forestry industry.

### What do we need to happen?

- Promote informal professional development within & between organisations
- Improve employers understanding of education system
- Influence funding for skills (including post-EU exit)



## What's already happening?

### **Informal professional development**

Several partners run in-house networking events for example Tir Coed. There are also programmes run both nationally and at a local level by Royal Forestry Society and the Institute of Chartered Foresters.

### **Employer understanding**

There is significant information about various skills topics on the Government websites and on the Forestry Careers website. Partners run articles and events that include an element of information about skills. This includes City & Guilds monthly employer newsletter, articles in trade association's newsletters about apprenticeships and T-Levels etc.

## Employer support action plan

### Work strands for theme 4: employer support

No	Action	Lead	Priority	Impact	deliverability	Partners
4.1	Promote informal professional development within & between organisations	FSF	High	high	Easy	RFS, Confor, ICF
4.2	Improve employers understanding of education system	RFS	High	Low	Easy	FSF
4.3	Influence funding for skills (including post EU exit)	FSF	High	high	Difficult	Forestry Commission, Woodland Trust

### Work strand 4.1: Promote informal professional development within & between organisations (Owner FSF)

Action	Lead	Partners	Milestones	Target date	Status
Review how better coordination could promote networking and knowledge transfer events	People and Land for FSF/ICF	Confor	Consider methods for improving communication about network events e.g. use of websites such as Nick Potts ArbJobs, enhancement of the forestry careers website or other data sharing options	Q2 2019	
			Decide on course of action	Q3 2019	
			Develop action plan to implement	Q4 2019	
Review new mechanisms for networking and knowledge exchange	People and Land for FSF/ICF	Confor	Review ways of networking and knowledge exchange e.g. webinars and online discussion groups	Q3 2019	
			Develop business case if new ways of networking identified	Q4 2019	
			Agree course of action including sourcing funding and implementation		

**Work strand 4.2: improve employers understanding of education system (RFS)**

Action	Lead	Partners	Milestones	Target date	Status
Update the Forestry Careers website with employer focused information	RFS	FSF, City & Guilds	Incorporate an employer focus into Forestry Careers website review (strand 1.1)	Q4 2019	
Apprenticeship Employer Guide	Trailblazer Group		Need for an apprenticeship employer guide evaluated (see strand 3.4)	Q3 2019	
Communications activity	People and Land	FSF, Woodlands Trust, ICF	Paper written about collaborative communications from the FSF on key skills issues	Q2 2019	
Employer Guide for engaging with schools	Forest Schools Association	FSF	Guide produced and information disseminated by partners		

**Work strand 4.3: influence funding for skills (including post EU exit) (Owner FSF)**

Action	Lead	Partners	Milestones	Target date	Status
Monitor the progress with EU exit decisions	FC	FSF, ICF, Confor, Defra	Rural skills funding discussions begin	Responsive to external timeframes	
Engage with policy makers when the ERDPE funded programmes are discussed	FC	FSF	Forestry Skills Forum articulate industry skills needs for any proposed funding	Responsive to external timeframes	
			These needs are proposed as priorities in the new programme		

## Acronym Glossary

Name	Acronym
British Association of Landscape Industries	BALI
Confederation of Forest Industries	Confor
Continued Professional Development	CPD
Council for Learning Outside the classroom	CLOT
Country Land and Business Association Ltd	CLA
Field Studies Council	FSC
Forest Education Network	FEN
Forest Industries Safety Accord	FISA
Forest Machine Operator	FMO
Forest School Association	FSA
Forestry Commission	FC
Forestry Skills Forum	FSF
Geographical Association	GA
Geographic Information Systems	GIS
Health and Safety Executive	HSE
Higher Education Institution	HEI
Horticulture Innovation Partnership	HIP
Institute for Apprenticeships	IfA
Institute of Chartered Foresters	ICF
Royal Forestry Society	RFS
Scotland's Rural College	SRUC
Small Woods	SWA
United Kingdom Forest Products Association	UKFPA
University of Birmingham's Institute of Forest Research	BIFoR
University of Highlands and Islands	UHI

## Works Cited

1. **Rural Development Initiatives.** *A Forestry Skills Study for England and Wales.* s.l. : Forestry Skills Forum, 2017.
2. **Sutcliffe, Richard, et al.** *The trees and timber industry in Great Britain.* s.l. : Lantra, 2011.
3. **Forestry Skills Forum.** Real Careers in Forestry. *Forestry Careers.* [Online] n.d. [Cited: 08 12 2018.] <http://www.rfs.org.uk/forestry-careers.aspx>.
4. **National Careers Service.** Forestry Worker. [Online] n.d. [Cited: 08 12 2018.] <https://nationalcareers.service.gov.uk/job-profiles/forestry-worker>.
5. **National Careers Service.** Forest Officer. [Online] n.d. [Cited: 08 12 2018.] <https://nationalcareers.service.gov.uk/job-profiles/forest-officer>.
6. **University of Birmingham.** Useful Links. *Birmingham Institute of Forest Research.* [Online] 2018. [Cited: 08 12 2018.] <https://www.birmingham.ac.uk/research/activity/bifor/about/usefullinks.aspx>.

7. **Council for Learning Outside the Classroom.** Forest Education Network in England. [Online] 2018. [Cited: 08 12 2018.] <https://www.lotc.org.uk/fen/>.
8. **Forest School Association.** Good Practice. [Online] n.d. [Cited: 08 12 2018.] <https://www.forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>.
9. **Royal Forestry Society.** Teaching Trees. [Online] n.d. [Cited: 08 12 2018.] <http://www.rfs.org.uk/learning/teaching-trees/>.
10. **Sylva Foundation.** myForest for Education. *myForest*. [Online] n.d. [Cited: 08 12 2018.] <https://sylva.org.uk/myforest/education>.
11. **Woodland Trust.** Green Tree Schools Award. [Online] [Cited: 08 12 2018.] <https://www.woodlandtrust.org.uk/get-involved/schools/green-tree-school-award/>.
12. **Woodland Trust.** Tree Tools for Schools. [Online] [Cited: 08 12 2018.] <http://treetoolsforschools.org.uk/menu/>.
13. **Tir Coed.** Dysgu am Goed. [Online] 2018. [Cited: 08 12 2018.] <http://tircoed.org.uk/dysgu-am-goed>.
14. **The National Forest.** Creating a Forest for Learning. [Online] 2018. [Cited: 08 12 2018.] <https://www.nationalforest.org/creating-a-forest-for-learning>.
15. **Council for Learning Outside the Classroom.** Resources. [Online] 2018. [Cited: 08 12 2018.] <https://www.lotc.org.uk/fen/forest-education/resources/>.
16. **Sylva Foundation.** Timber! [Online] [Cited: 08 12 2018.] <https://www.sylva.org.uk/timber/home>.
17. **The Crown Estate.** Forests of the Future. [Online] [Cited: 08 12 2018.] <http://www.forestsforthefuture.co.uk/unit-overview/our-wood-culture>.
18. **Society, Royal Forestry.** RFS Education and Learning Resources. [Online] [Cited: 08 01 2019.] <https://www.rfs.org.uk/learning/qualifications-post-nominal-awards/>.
19. **Duchy of Cornwall.** Get into Woodlands. [Online] [Cited: 17 12 2018.] <https://duchyofcornwall.org/get-into-woodlands.html>.
20. **Institute of Chartered Foresters.** Educational and Scientific Trusts. [Online] [Cited: 17 12 2018.] <https://www.charteredforesters.org/about-us/education-and-research/educational-and-scientific-trust/>.
21. **Institute of Chartered Foresters.** The Prince of Wales Forest Leadership Award. [Online] [Cited: 17 12 2018.] <https://www.charteredforesters.org/about-us/forestry-arboriculture-awards/prince-of-wales-forest-leadership-award/>.
22. **Office for National Statistics.** Families and the Labour Market, England: 2017. *Office for National Statistics*. [Online] 2017. [Cited: 03 08 2018.] <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/familiesandthelabourmarketengland/2017#main-points>.
23. **European Commission.** Agriculture and rural development. *European Commission*. [Online] n.d. [Cited: 06 08 2018.] <https://ec.europa.eu/agriculture/cap-funding/funding-opportunities>.
24. **Gov.uk.** Rural Development Programme for England. *Gov.uk*. [Online] n.d.
25. **Welsh Government.** Welsh Government Rural Communities - Rural Development Programme 2014-2020. *Welsh Government*. [Online] 2018. [Cited: 2018 08 06.] <https://gov.wales/topics/environmentcountryside/farmingandcountryside/cap/ruraldevelopment/wales-rural-development-programme-2014-2020/?lang=en>.

## LEAD ORGANISATIONS



## PARTN



People  
and Land

