

# Skills Conference Workshop Outputs

## Workshop 1 – Delivering Trees, Forest & Woodlands into the National Curriculum

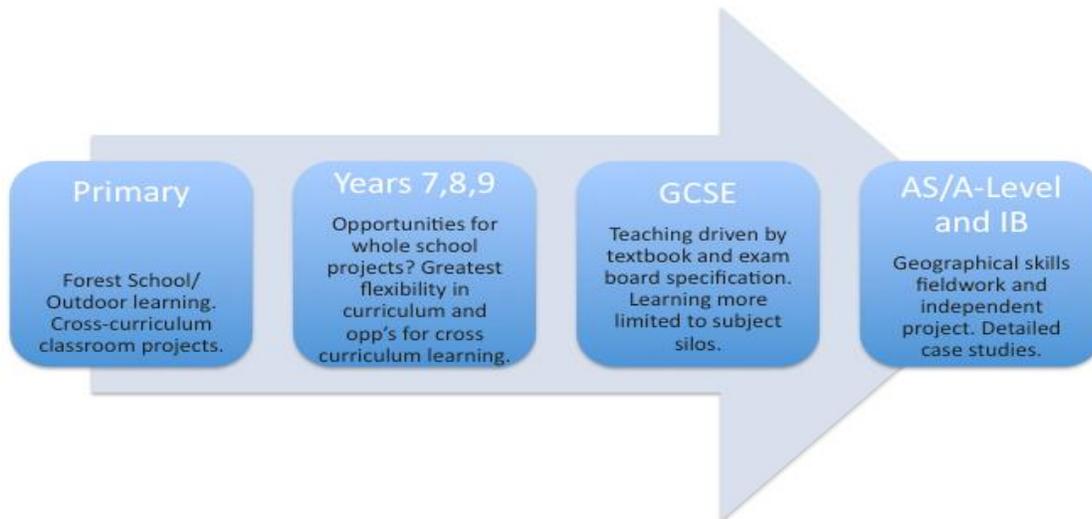
Breakdown language barrier for forestry and arboriculture. The aim is to increase awareness and promote learning that involves trees, forests and woodlands. Focus on language that resonates with the end consumer (public, parents, teachers, learners, etc.) not the profession.

Delivering more tree related material via the national curriculum will bring multiple benefits to the sector that can be built on. Simply more engagement with the sector would be desirable. There is opportunity to capitalise on the implicit sense of stewardship and environmental concern of today's youth. This will additionally lead to more environmental beneficial behaviour. Children inform and influence their family so targeting them will have a ripple effect of increasing knowledge within the community at large. Engendering an interest in all things trees will naturally lead to positive study choices and eventually career choice. Career awareness will be increased at the same time which will lead to having a larger pool of recruits. It must be embedded that the sector is a profession that can be entered and does have a variety of long-term career prospects. Overall a paradigm shift in public perception is required to be developed which requires a long term plan and approach.

The approach to ensuring trees are in the national curriculum naturally means that the main audience will be learners – the children from infants and primary through to post-16. Getting the information to them means that teachers and teaching assistants will be involved. If the sector wishes forestry, arboriculture and silviculture to be directly in the curriculum, qualification bodies, politicians and the Department for Education will need to be engaged. Teacher training organisations may be targeted to embed ideas with teachers as they enter the profession.

In addition to the above audience, parents and careers advisors need to be educated so that they know of the opportunities that the sector offers. This will need involvement from tree professionals from across the sector. The new 'Tree Champion' could be used as a conduit to get awareness and ideas into the public domain.

The simplest approach to enact change is to embed into the current subject provision rather than add to the overall curriculum offer. This method is also more likely to succeed than petitioning for inclusion to an already crowded subject marketplace and would allow for tangential (indirect) approaches. The tree sector industry is multi-disciplined, so there is enormous potential to input into several aspects of the National Curriculum, and, this can be done across all age groups enabling a succession of learning that reinforces the message throughout the learners' educational journey.



*1The opportunities to maintain and increase forest education vary at different ages and stages in schools in England (Jen Hurst, 2018, Sylva Foundation)*

Teachers are often enthusiasm rich and time poor; providing teaching materials for use within lessons that reduce preparation time for facilitators is key to the successful uptake of any resources that are produced and it is this that we should be aiming to achieve. Using existing hooks and curriculum links (eg. temperate woodland systems to complement existing tropical systems resources) case studies and other resources should be produced. Organisations such as SAPS (Science & Plants for Schools) and TES resources (Times Educational Supplement) can be utilised to host and distribute materials. Online access for distribution allows easy access for the end user and gives the additional benefit that utilisation and uptake can be measured. The upcoming anniversary of 100 years of the UK Forestry Act - which in turn established the Forestry Commission - gives an additional marketing tool to highlight the importance of the sector and should, where possible, be exploited, use of social media and potentially the hash tag #yeartoftrees or #TreeCentenary could accompany this as well as the use of 'Vlogging' (Video Blogs). Residential Study Centres such as those run by FSC and the Forest Education Network (FEN) should be approached for both input and to potentially deliver the message.

The first set of materials to be produced could be maths related, maths runs throughout the whole curriculum and has to be embedded within all subjects. Resources can be produced for all learners from age 5 (e.g. simple counting activities) through to age 18 (e.g. application of statistics to ecological survey data). The current National Curriculum needs to be mapped to understand where opportunities lay – non-academic outputs from the educational system also need to be explored these may include, but not be limited to, employability and enterprise, Global citizenship, and community challenge.

Sylva Foundation Model (Jen Hurst) 'Planning Geography Fieldwork' breaks down many of the barriers by introducing PGCE (teacher training) interns to methods that can be used when they go into practice. Tree Ambassadors who have knowledge of the system could be trained and deployed (RH notes that Royal Society of Biology (RSB) use ambassadors to drive membership in universities)

Action	Who	Notes	Timescale
Map national curriculum to identify potential topics to target for the production of teaching materials	Sylva (already have results from 2015) feedback to FSF		By Oct 2018
Approach SAPS to determine feasibility of hosting resources	ICF / FSF		By Oct 2018
Find examples of 'gold standard' resources as examples of what could be produced	FSF	Suggest a central depository is set up to record findings	By end 2018, Ongoing updates
Identify practitioners (teachers and tree professionals) that could produce resources	FSF		By end 2018, Ongoing
Procure resources to fund production of materials – approach stakeholders, look for grants etc.	FSF	Suggest a central depository is set up to record findings	By end 2018, ongoing
Produce a range of Maths based materials across the spectrum of the Key Stages	FSF organisations in partnership with educators previously identified.	Dr Liz Barron-Majerik (UHI) to lead?	July 2019
Open up our woodlands to secondary schools for fieldwork – create a central contact or database for schools to find their local forester.	FSF	"Open Woodlands – find a forester" could be a simple list hosted and updated by FSF member	July 2019
Give talks to secondary schools in classroom or in forests using ambassadors or sector professionals	FSF members and contacts	Could volunteers also be added to "Open woodlands" resource?	Ongoing
Mentor A Level students doing independent investigations on real life forestry issues	FSF organisations	Add names / contact details of mentors to the "open woodlands" database	July 2019
Engage with national teaching bodies e.g. Geographical Association who are involved in curriculum development	FSF		July 2019
Identify ways to replicate and extend the Sylva Foundation's 'Planning Geography Fieldwork' program e.g. through work FSC do with other universities.	FSF		By end 2018
Support 'TreeSparks' initiative to get ambassadors into every HE/FE provider	FSF		By July 2021

\*FSF – Forestry Skills Forum

\*FCS – Forestry Commission Scotland

\*ICF – Institute of Chartered Foresters

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## Workshop 2 – Career Pathways – Building relationships between Further Education (FE) and Higher Education (HE) providers

HE and FE providers need to talk to one another to help establish clear and apparent pathways for careers in the sector. In order for this to be as productive as possible employers, learners, parents, and industry bodies all need to be involved in the process to differing degrees. There are clear, multi-faceted benefits for better relationships to be forged between the educational establishments who are ultimately working towards the same goal. A clear pathway leads to progression of knowledge, learners end up with the required skills and understanding; and are therefore confident practitioners with a practical passion for HE. Involving industrial partners in the process will help industry understand the plethora of qualifications that are available in the modern education system.

There are a number of barriers that need to be overcome, broken down or removed to progress with this goal. Not all FE courses are allocated UCAS points despite being available at level three. This means that with rigid entry requirements, some learners are unable to progress into HE without undergoing further training first. FE qualifications need to be suitable for entering the industry and for progression to HE pathways. This may need changes to those qualifications, changes to the HE requirements or a better understanding of how the level three awards can be delivered by FE Institutions (FEIs) that make them suitable for progression (unit selection etc). [Appendix 1](#) shows how the various City and Guilds (C&G) qualifications in Land Based Services are allocated UCAS points and some examples of entry requirements of some HE Institutions (HEIs) – progression is possible with these FE qualifications. FE provision is expensive, to do technical work, ‘tickets’ are required. This means small groups of learners (4-6 individuals) to adhere to health and safety. ‘Ticket’ only courses are not enough, they need the intellectual and technical training to join the dots. Any technical training provided also needs partners to enable the practical work to be carried out. The majority of FEIs and HEIs are separate businesses. In combined institutions there is an obvious business case for progressing students from FE into HE ‘within house’. This is not the case for standalone FEIs where they are often judged by statistics such as “% in full time employment 6 months after the end of the course”. FEIs need to consider directing students into further study where appropriate, not just employment publishing destination data as “% in employment or further study”. Graduates from HEIs tend to become employed in senior management roles whereas FEIs deliver operational staff or those deemed as ‘being on the tools’. What support is there to move between these types of role and how can FEIs and HEIs help deliver this support together?

In order to increase the number of people entering the profession (see also National Curriculum Strategy, above), up to date and accurate information needs to be provided to those seeking it. For example, the National Careers Service list two forestry careers: <https://bit.ly/2u7XtJW> and <https://bit.ly/2m3yNhd>; neither of which use engaging language to make the sector attractive and are not helpful in using ‘old’ language like ‘lumberjack’ when the sector is innovative, technologically advanced and forward facing.

Further questions will continue to be raised as the education system is continually evolving. Where does the new 'T' level fit in to the current suite of offerings and will it have allocated UCAS points allowing direct progression to HEIs? The development of Higher Level Apprenticeships will demand similar investigation. What role do bodies like Confor play?

Action	Who	Notes	Timescale
<b>Courses need to provide training for those in employment</b>	HEIs and FE providers	Will require industry input to determine what is wanted / required	<i>Enquiries by Oct 2018</i>  <i>Course development by Sept 2019</i>
<b>Industry to support year in industry /placement</b>	Industrial partners	Encourage pledges of support at conference (see below) Central list of opportunities hosted by FSF?	<i>Ongoing</i>
<b>Investigate whether industry want HLAs (higher level apprenticeships) and, if so, how to make them work for learners, educational establishments and industrial partners.</b>	FSF		<i>By end 2018</i>
<b>Need to hold a conference for industrial partners to discuss what they see as needed and engage with Education providers. This discussion can be used to influence policy on educational provision.</b>	ICF with FSF		<i>Oct 2018</i>

Appendix 1: UCAS Tariff for C&Gs qualifications in Forestry and Arboriculture

\*correct at last UCAS update (May 2018) from <https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points>

Example entry requirements:

Qualification	Title	HEI	UCAS points
BSc Hons	Forestry	Bangor University	104-128
BSc Hons	Forest Management	Cumbria	96-112
FdSc	Arboriculture and Urban Forestry	Askham Bryan College	48

### City & Guilds qualifications in Land Based Services

This suite of qualifications includes the following subjects:

- Agriculture
- Countryside Management
- Animal Management
- Forestry and Arboriculture
- Horse Management
- Horticulture
- Land-based Technology

### City & Guilds Extended Diploma in Land Based Services

Grade	Tariff points
D*	168
D	144
M	96
P	48

Size band: 4+4+4 = 12

Grade bands: 4-14

### City & Guilds Diploma in Land Based Services

Grade	Tariff points
D*	112
D	96
M	64
P	32

Size band: 4+4 = 8

Grade bands: 4-14

City & Guilds 90-credit Diploma in Land Based Services

Grade	Tariff points
D*	84
D	72
M	48
P	24

Size band: 3+3 = 6

Grade bands: 4-14

City & Guilds Subsidiary Diploma in Land Based Services

Grade	Tariff points
D*	56
D	48
M	32
P	16

Size band: 4

Grade bands: 4-14

City & Guilds Certificate in Land Based Services

Grade	Tariff points
D*	28
D	24
M	16
P	8

Size band: 2

Grade bands: 4-14