Remit and focus of study

• Investigation of current training provision
• Undertaking of a skills needs assessment
• Identification of routes to employment
• Identification of barriers to current training provision
• Creation of an action plan to address training needs
The definition of FTT for this study was sector activity and training provision that covered:

• The science and practice of managing forests, trees and woods in rural and urban settings
• Timber processing
• Timber engineering and wood technologies
• Wood energy and woodfuel
• Forest-based services
Method

• Contextual / secondary data
  • Literature review (104 documents)
  • HESA stats (SFC stats)
  • UCAS database and college/university/training provider web-page searches (156 courses identified)
  • Surveys and work around other strategies and plans (6 documents)

• Questionnaires and surveys
  • On-line questionnaire developed – warned off applying this and pilot test received null response
  • Interview survey schedule applied: 1 for training providers and 1 for industry reps

• Sampling approach
  • Snowball sampling
  • Response rate approx 30% – 105 contacted, 32 interviews (4 people had multiple roles)
Sector need

• Skilled technical forestry workers
• Forest Operators
• Forest managers and professional occupations
• Forest workers and contractors able to operate to quality standards.
Sector need (cont).

- Workers required along the value chain
- Evidence of training need in sawing / milling sector
- Conflicting evidence re the size of demand
Skills and training: specific concerns in the sector

- The need to recruit suitably trained candidates
- Retaining and developing existing employees
- An ageing workforce
Skills and training: educational perspective

• Numbers of HE students within Scottish FE-HE institutions are increasing but in FTT related subjects they are falling.
• The numbers of students enrolling into FTT courses has decreased markedly since the 1970s.
• Scottish HE providers have moved away from part-time courses towards full-time courses.
Student first year enrolment in Forestry and Arboriculture courses in Scottish HE institutions between 2003/4 and 2013/14 (HESA data)
Skills and training: educational perspective (cont)

• There is little capacity for employer provided training.
• There is a lower rate of employer provided training and CPD undertaken by FTT employees compared with other businesses.
Work based learning

• Significant barriers to employers and providers in delivering the MA model
• Pathways into employment require work placements and internships in both full time and part time modes of delivery, at both FE and HE levels.
The barriers: Industry

• Logistics of Modern Apprenticeships not matching needs of sector
• Perception that courses don’t match needs of industry
• Confidence in course content and training pathways
• Range of training options with different providers
• CPD and certification confusing
The barriers: Students and trainees

• Lack of awareness of what training is available
• Perceived lack of a central register of courses, modes of delivery and trainers.
• Poor perception amongst potential students and trainees of what FTT courses and the industry has to offer
• Poor understanding of career progression
• Location of training providers relative to industry/students
• Multiple information sources and many messages
The barriers: Training providers

• Low numbers of recruits
• Costs of specialised training modules and trainer / learner ratios high
• The on-going difficulties of designing student centred courses within existing frameworks and funding structures.
• The availability and allocation of resources for training.
The training resource:

• FE/HE providers generally located in the right place to service the needs of the sector
• Consider increased cross border links
• Need to generate alternative funding mechanisms to support and develop existing training provision and trainers.
Training frameworks

• Need to ensure frameworks and training progression pathways suit students and employers.

• Progression between SCQF levels is an incentive to student recruitment.
Curricular and course content:

• Map and market the available training and trainers
• Sharing more information on course content and its alignment to industry need
1. Increased provision of training and skills for forest mechanisation and use of harvesting machinery

2. Secure funding sources (particularly through innovative models) to support forest training and skills delivery

3. Consider best fit models for MA delivery tailored to FTT sector

4. Map available trainer knowledge and location within FE/HE institutions

5. More effective forestry business management training and skills development into training

6. Support for the development of SVQ and frameworks for growing wood energy sector
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<th>Number</th>
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<tr>
<td>7</td>
<td>Increased provision of training and skills in mechanisation and processing machinery</td>
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<tr>
<td>8</td>
<td>More effective and targeted knowledge transfer from sector practice into training courses across the sector</td>
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<td>9</td>
<td>Establish credible and well known established career pathways and professional development</td>
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<td>10</td>
<td>Ensure training is current and responsive to inclusion of new approaches to silvicultural practice e.g. adaptive management</td>
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<td>11</td>
<td>Implement unified, effective marketing and communication strategies around available courses and training opportunities</td>
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<td>12</td>
<td>Embed training in forest planning using GIS</td>
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<tr>
<td>13</td>
<td>Ensure general level IT competency, numeracy and skills ensure as standard across all training delivery</td>
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