

# **RURAL SKILLS SCQF levels 4 and 5**

*Skills for Work/National Progression Award*

Trees, timber & forestry

## **Support Handbook**

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**March 2011**

[updated November 2012]

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### **Important Notice**

This handbook is not intended to be fully comprehensive. It provides what we hope will be helpful ideas, good practice, advice and information. We have endeavoured to ensure we have given an accurate reflection of any regulations, required practices, and contacts, but their may have been changes since publication. Reference should always be made to the appropriate authority and/or agency, especially on legal matters, or on specific questions. Where websites and hyperlinks have been provided, again every effort has been made to provide up to date contact addresses. The update in 2012 does not cover course content – you should check for any changes.

### **Acknowledgements**

This handbook would not have been anywhere as useful without the accumulated insights and experience of those people I approached for help and feedback. In particular I would like to thank Sally York (FCS), Maxine Garson (Highland Rural Skills Schools Liaison Officer), Claire Glaister (Rural Development Initiatives Ltd.), Ishbel Crawford (Lantra), David Grant (SQA), John Salter (Rural Skills Awards Senior Verifier), Ian Pearce (Oatridge College, Livingston & RS verifier), Margaret Hamilton (Langridge College, Glasgow & RS verifier), Leanne Peoples (Wallace Hall HS/Queens Initiative, Thornhill, D&G), Andrew Treadaway (Barony College, Dumfries). Thank you all, and any others I have not mentioned specifically, for your contributions.

## 1 INTRODUCTION

This handbook is designed to provide support for centres (schools, colleges and other learning establishments) wishing to offer **Rural Skills [SCQF levels 4 & 5]** course awards. In the Highlands, a Schools Liaison Officer is funded to work with centres. A similar post, covering the rest of Scotland, is currently unlikely; this handbook has been developed to provide assistance to centres, particularly those wishing to include/ enhance a trees, timber & forestry component within a new/existing Rural Skills course/s, outwith the Highland & Islands area.

**Skills for Work** are a group of qualifications allowing learners to develop all four capacities aimed at by a Curriculum for Excellence, through practical, real world skills and experience. The focus on 'Skills for Learning, Skills for Life, and Skills for Work' is becoming an increasing part of secondary school life. Unlike the traditional week of 'work experience', skills for work courses enable a structured development of work skills, allowing students to explore careers across a sector, instead of just one particular job.

For a general overview of these courses and their benefits, visit [www.sqa.org.uk/sqa/25259.998.html](http://www.sqa.org.uk/sqa/25259.998.html) .

Any Rural Skills course is dependent on centre investment – staff time and some money. In the current climate of financial constraints, finding available resources can seem insurmountable. However, any project that is worthwhile, and has the commitment of the whole centre and staff, will always find ways to overcome the difficulties.

It is widely acknowledged that there are two key characteristics of successful and effective vocational/*Skills for Work* courses, such as *Rural Skills*. They are:

- 'hands on', mentored, work-related experience – provided through investment by industry providers – small or large<sup>1</sup>.
- competent standards in literacy, numeracy, and associated studies e.g. ecology, horticulture – provided through the investment of learning (e.g. schools) and skills training providers (e.g. agricultural colleges).

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<sup>1</sup> SQA guidelines promote partnerships with specialised FE Colleges providing simulated commercial environments, should suitable employers not be able to offer work placements/ work shadowing locally, at Intermediate 1/2/SCQF 4/5 levels.

**Learner participation** - Both components are important and must run together, and the application and transfer of skills from one, to the other should be planned with, made clear and emphasised for, the learner. A close working relationship between the providers, as well as with the learners, results in a successful learning partnership. This is highlighted in **Building the Curriculum 4** (see reference below/ link to LTS webpage) as good practice, at all levels of learning – but it is crucial to the delivery of successful Rural Skills awards.

**Industry participation** - The forestry/timber industry recognise that it needs to attract new entrants across all sectors and levels of its activity; to replace what is an ageing workforce. In future, it is hoped that many more within the forest/timber industry will join with the Forestry Commission in recognising that this is partly their responsibility to do something about. Across the UK, it is hoped that, especially in the business/commercial sector, planned engagement with students, and the provision of work placements (even with pay, as in Germany), will be seen as sound investment for future business sustainability and success.

To many in the forestry/timber technology industry, at the moment, the skills/qualifications and young people agendas are probably 'a bit of a mystery', and not something they necessarily see relevance/have the resources in engaging with. There is a 'selling job' to do in locating partners.

*Rural Skills* courses can excite young people interested in a potential future within the forestry/ timber industry. The industry needs a 'joined up' working approach to support such aspirations, and the qualifications that help young people towards their goal.

**This handbook has a clear focus on helping centres build successful learning partnerships in their local area, meeting their situation and needs.**

- **identifying common challenges in setting up Rural Skills courses, with a forestry/timber input**
- **suggesting possible solutions and ideas**
- **providing examples of good practice, drawn from others' experience**
- **explaining partnership responsibilities**
- **providing further information and resources**

## **2 PROMOTING 'RURAL SKILLS' TO THOSE THAT MATTER**

### **THOSE THAT MATTER 1 – Senior Management Team [SMT], other colleagues and students**

*"About 20% of students at level 4 continue to level 5, although there are many who stay on at school, and then at a later stage return to a career in the land-based sector - we have one student who has recently been accepted at Dick Vet (sic.) [Glasgow School of Veterinary Science]...much discussion through her interview was about the Rural Skills course."*  
Maxine Garson, Highland Rural Skills Schools Liaison Officer

The Rural Skills course awards are widely valued in the way that their practical focus provides a real alternative for practical/vocational learners, at the same time appealing to those more academic, with an interest in learning the basic practical skills associated with land-based industries, including forestry. Having said that, they often become the 'dumping ground' for lower achievers. This can be avoided by selecting students through **an interview process**, ensuring you get the really motivated students, and reinforce the course goals of 'skills for work' and employability.

These courses provide great opportunities for meeting the varied requirements of developing a Curriculum for Excellence for any school/centre, while at the same time providing learners with lifelong, work related, skills, through meaningful experiences. These are course strengths that you can identify, and use to support your promotion of such courses to students, and in the justification for resources with your Senior Management Team (SMT), to deliver these courses.

The promotion of *Rural Skills* is especially important in the current environment of government cuts – because, by the nature of the practical content, the courses can only generally service small numbers of students (10-16) and are, therefore, especially vulnerable; rather than being recognised for the quality product they provide for the students.

Have a look at the Education Scotland website – link through [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

- ***Curriculum for Excellence - Building the Curriculum 4 : skills for learning, skills for life, skills for work***  
[LTS 2009]

**Strengths of *Rural Skills* experiences and outcomes in meeting Curriculum for Excellence goals include:**

- **Skills for learning, life and work** - through internal and external partnerships and real/simulated experience
- **Outdoor learning and practical skills** – work-related skills and improved health and wellbeing
- **Interdisciplinary learning** – making connections between different skills and learning
- **Cooperative and collaborative, active learning** – firsthand experiential learning with, and from, others
- **Core skills** – communications, literacy, numeracy, problem solving, working with others, information technology
- **Capacities** – responsible citizens, successful learners, effective contributors, confident individuals
- **Employability skills** – generic skills/attitudes valued by employers, specific vocational skill/ knowledge

## **THOSE THAT MATTER 2 – SCOTTISH QUALIFICATIONS AUTHORITY [SQA]**

Any centre wishing to offer Rural Skills must seek approval from SQA, for each course and each level. Your centre's SQA co-ordinator will be able to advise on how to go about meeting the approval criteria. For assistance, or more information about the approval process, from the SQA Approval unit and/or Assessment Standards team, visit [www.sqa.org.uk](http://www.sqa.org.uk) , or contact **0845 213 5351**.

To gain approval the SQA need to be confident that the centre has everything in place to deliver the Rural Skills course, including:

- **staff with appropriate experience/qualifications**
- **appropriate internal systems**, including partnership agreements
- **access to protective clothing, equipment and tools** – at the centre, or partner provided
- **access to suitable accommodation and sites** - at the centre, or partner provided
- **teaching and learning plans and materials**
- **assessment strategy and materials**

### 3 WORKING WITH EXTERNAL PARTNERS 1 – building sustainable partnerships

For every cohort of 10-12 students you may be looking for around 4 business/industry partners, able to mentor 3-4 students each. A cohort of 15-16 is normally the maximum – allowing for a single minibus to provide transport for placements, or for visits.

Partners may be people already known to you, who are already in some way linked to your school/centre: e.g. parents, community leaders. It is important that in deciding whom to approach, those involved show an awareness of the links these people already have with the centre. It is tempting to return again and again to people who have been helpful in the past – try to avoid overloading trusted partners with requests for further assistance. Otherwise, you may be looking for completely new partners associated with the forestry/timber technology related industry.

**Investing in the benefits from partnership working** – Identifying local business partners is a key to setting up *Rural Skills* courses. Maintaining courses and effective partnerships means significant 'costs' to staff involved, in time and effort. Once established, however, those involved always acknowledge that the benefits far outweigh the costs – it's worth it! Give yourself plenty of time to set your course up, and get yourself well informed.

There will be internal and external partners involved in providing work experience placements or work related learning. Partnerships should include all/most of the following:

- **Education Employer - Local Councils** – overseer
- **Education Establishment/ Centre** – schools, FE/ specialist colleges and/or training providers
- **Work experience organiser** (if additional to above) – centre or independent agency
- **Work Experience provider** – government agency, business, NGO
- **Parent/Carer**
- **Students/learners**

*Curriculum for Excellence - Building the Curriculum (BtC) 4* [LTS 2009] stresses the importance of planning and delivering learning and other experiences that meet the needs of the individual young people where possible. The involvement of the learners themselves (or a representative) in the partnership planning process is a valuable step in enhancing the perceived relevance of the content by, and motivation of, students following the course.



Some courses are failing due to the students losing interest in the course content – be sure to consider how to engage with your students in helping them plan their learning journey and career pathway.

As the organising centre be aware of, and able to:

- **establish regular and effective communications** with all partners – have a **named contact**, in any partner organisation/s;
- **agree** both general, and specific **roles and responsibilities** of each partner;
- **agree commitment** in building a **sustainable and effective partnership** – each aware & tolerant of the others' perspective.
- **advise partners** on some of **the challenges** they may face;
- **advise where** they can get reliable **advice and information**.

Some will be generic across many industries, otherwise there may be forestry/timber sector- specific advice available.

**Some useful reading:**

- ***Guidance for employers: Getting involved in work experience and work related learning*** February 2010, Lantra<sup>2</sup> – available from the LANTRA website [www.lantra.co.uk](http://www.lantra.co.uk) . Helpful overview, with generic advice for employers.
- ***Good Practice Guidelines for Work Experience Placements*** March 2009 (unpublished) Forestry Commission Scotland – available from FCS – Sally York, Education Manager [sally.york@forestry.gsi.gov.uk](mailto:sally.york@forestry.gsi.gov.uk) . Helpful guidance for employers, specific to forestry/timber sector. Prepared by Rural Development Initiatives (RDI)<sup>3</sup>.
- ***Bridging the Gap: Improving outcomes for Scotland's Young People through School and Youth Work Partnerships*** 2010 Learning and Teaching Scotland [LTS] – available from LTS website. Helpful overview of partnership working, with case studies of how centres have worked with partnerships for the benefit of young people.

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<sup>2</sup> LANTRA- the environment and land-based industry Sector Skills Council for the UK

<sup>3</sup> RDI – a non-government organisation (NGO) working in partnership with the public sector to improve the profitability of forestry and land-based businesses, by providing both effective management and delivery of public/private funded training, business development and research projects.

The majority of Highland centres offering the trees and timber element have **Forestry Commission** as a key local partner. It is often more difficult to engage with the commercial sector – but not impossible!

Look at **LANTRA guidance** - clearly identifies the benefits for employers working with young people, and vice versa.

**SUSTAINABLE PARTNERSHIPS** – essential, given the time investment required by centres in setting things up, including:

- **researching potential business/industry partners locally**, making contact, and setting up agreements.
- **ensuring parent/carer consent, health and safety, and disclosure processes** are covered.
- **organising access to suitable equipment, tools and personal protective clothing.**
- **bringing together all the stakeholders** (colleagues, students, external partners & relevant others) in establishing a sound partnership, with a common understanding and language of the desired outcomes and skills development goals.
- **involving partners in all stages** of planning, delivering and reviewing the learning, practical experience and assessment processes.
- **agreeing and implementing workable attendance, reporting, monitoring, assessment and emergency procedures.**
- **keeping everyone informed of progress, challenges and achievements.**
- **offering/providing support to employers through training staff as required - adjusting to teaching young people.**

**PARTNERSHIP AGREEMENTS – SQA** centre approvals process requires school centres to draw up formal **partnership/service agreements**, and sign them, with the partner/s concerned, e.g. when colleges, training providers or businesses are supporting delivery of Rural Skills coursework.

Look at **Annex A** - **Partnership/Service Agreement** – use as template for use with businesses and other organisations.

**CASE STUDY Queensberry Initiative and Rural Partnership Working .**  
**WALLACE HALL ACADEMY, Thornhill, Dumfries & Galloway** [www.wallacehallacademy.com](http://www.wallacehallacademy.com)

The Queensberry Initiative [QI] is a school and community undertaking, linking the Wallace Hall Academy, its cluster primaries in Mid-Nithsdale, local businesses and third sector enterprises, and the Buccleuch family's Queensberry Estate, a local country estate with extensive outdoor opportunities.

The idea began when the Parent Council was looking for a way to support pupils in making better connections with their local communities, increase their employability and improve their health and well-being, by getting outdoors and using the opportunities on offer at the local Estate. In autumn 2008 a Strategic Group was established and funding sought from a variety of sources, and secured, including from Dumfries and Galloway Council, European LEADER Dumfries and Galloway, the Holywood Trust and Keir Community Council. A Development Officer was appointed in December 2009 and a full-time Project Officer and Cluster Support Worker are now in post. For further information, visit the website above.

The QI funds the Rural Skills courses, which are offered at Intermediate 1 and 2 to pupils of all abilities, keen to have practical work experience. They are delivered in partnership with the Buccleuch Estates, in particular providing year round access to their Drumlanrig Estate, within 10 minutes travel by minibus. Most of the coursework is based on agriculture. Teaching staff cover the coursework, with the practical weekly sessions being led by the QI Project Officer and Drumlanrig estate staff – knowledgeable and ever willing to help and enhance the learning. The forestry module is being piloted at Intermediate 2, in 2010/11, in a working partnership with the local agricultural college – The Barony, Dumfries, two periods a week. It is planned and taught by a lecturer, with support from the QI Project Officer, and Drumlanrig estate, providing sites and opportunities for developing/practicing relevant skills.

The main limitation to the possibilities available in working with students is time. Two periods, is equivalent to an hour and a half, less time to travel and get organised, means only around one hour to cover any meaningful learning per session. A further limitation to the opportunities for young people in learning practical skills, are that modern forestry is highly mechanised today, and requires machinery operators and mechanics, rather than practical hand tool skills. However, there are other traditional woodland management skills that are gaining popularity, which can be brought in to play e.g. coppice management, using horses for extraction; associated skills, such as woodland survey skills linked with multipurpose forestry management, or timber processing skills – traditional timber construction, pole lathes etc.

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The advantage of the partnership with The Barony was recognised over the severe weather of the winter 2010/11, when instead of going on site, students could visit the college and try out the machinery simulators there. The college were also able to provide appropriate learning materials and assessment procedures for the school students. An added advantage of working with the Buccleuch Estates, is the relatively open access offered to management records – using actual survey data, compartment maps and records, project costing (approximate values), multipurpose uses of forests (including leisure & conservation), and meeting with real, professional, estate foresters and rangers. This all makes a big difference to compiling case study portfolios, or setting up role-play scenarios.

Since this case study was first written, the school has run the course without the support of Barony College.

IF YOU HAVE AN EXAMPLE OF A WORKING SYSTEM TO DELIVER THIS COURSE WHICH CAN BE WRITTEN UP AS A CASE STUDY TO COMPLEMENT THIS EXAMPLE – PLEASE CONTACT [sally.york@forestry.gsi.gov.uk](mailto:sally.york@forestry.gsi.gov.uk).

## 4 WORKING WITH EXTERNAL PARTNERS 2 - Finding and choosing your partners

Most centres look for a range of partners providing experience across the land-based options of the course. Consider the possibilities locally, finding out about those particularly involved with trees, timber and forestry. Many centres in the Central Belt, both urban and peri-urban, have concentrated on horticulture and agriculture providers/employers, because they are easier to locate and provide greater employment opportunities. However, elsewhere even urban centres like Perth, Dundee, Aberdeen and Ayr are located close to extensive forest and woodland sites. It is often ignorance of the opportunities that explains why students don't choose/request a trees/ forestry option within their *Rural Skills* experience.

**FINDING YOUR PARTNERS** - Finding suitable employer partners, providing work experience/work related learning can be the greatest challenge. There are national agencies/organisations and commercial organisations that also operate at a local level. Centres should look at the whole spectrum of other potential partners in the trees, timber and forestry industry, operating locally – these may provide surprising results, if approached personally. Key groups are described below. Look at **Annex B: National/Local Networks and Organisations** for further contact details.

- **National Networks** – Two Scottish networks should be able to provide centres with help in locating potential partners in your local area.
- **Scottish Forest and Timber Technologies Group** (previously Scottish Forest Industry Cluster) serves the interests of the industry - largely funded by Scottish Enterprise.
- **Forest Education Initiative** brings together industry representatives with those involved with tree/forest education. A UK initiative - largely funded through the Forestry Commission. In Scotland, it has **15 local cluster groups** outwith the Highlands and Islands area.

**Trade Associations** play a similar networking role for the various commercial timber technology/processing organisations.

- **National Agencies and organisations** - The **national agencies and organisations** below may help/advise on providing partners for a trees/forestry/timber input. Most have local offices serving geographical areas, and can be found in the Phone book, or by internet Search.
  - **Forestry Commission Scotland [FCS]**
  - **Scottish Natural Heritage [SNH]**
  - **Institute of Chartered Foresters [ICF]**– membership organisation, no local offices
  - **Arboriculturalists Association [AA]** – membership organisation, no local offices

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- **LANTRA** - land based industries lead body
- **Skills Development Scotland [SDS] – Careers Scotland** – with greater responsibility for supporting this kind of course. Contact your local office/Job Centre to make contact with Career Advisers, or through your Guidance staff.
  
- **National commercial organisations** - National commercial enterprises may be operating locally in your area, including woodland management companies (Till Hill Forestry, Scottish Woodlands) and/or commercial native tree nurseries (e.g. Alba Trees, Christies). Some timber processing companies making timber, board or furniture products, and their related trade associations (e.g. Timber Trades Federation) may be approached individually, if they operate in your local area.
  
- **Local authorities** – What has your local council got to offer – visit their website, make contact? For example, Glasgow City has a Woodlands team within its **Greenspace Unit**; **Ranger Services** may have a woodland management remit, particularly those managing **Regional and Country Parks**, or may themselves have contacts with local landowners or community groups managing their own forest/woodland.
  
- **Local Networks and Community Groups** – Apart from the national networks working locally described above, there will be other local networks/groups who are a local source of advice, and perhaps partners. An increasing number of **communities** own and/or are managing local woodland/forest areas, and may be able/willing to provide practical skills and experience or talks/demos. Visit the Woodland Trust’s **Community Woodlands Network** website.
  
- **Other Schools, Colleges and Universities** – partnerships with other educational establishments may be based on a variety of bases – sharing expertise, tools & equipment, greenhouse/planting space, woodland sites,
  
- **Local Estates and farms** – the **Royal Highland Education Trust** works with schools, and private estates and farms who are willing to host visits, or in some instances work experience, space for a tree nursery and/or planting practice, and other support in kind. Some estates have a **ranger service**, generally with experience of working with young people e.g. Buccleuch Estates (D&G, Borders), Glen Tanar Estate (Deeside) and Atholl Estates (Highland Perthshire).
  
- **Voluntary Organisations – national and local** - there are a variety of conservation organisations with landholdings who may be able to enter a partnership in return for help in kind, managing/maintaining their woodlands/forests. This will depend on the local circumstances and personnel, and may not be possible in the same way across Scotland. For a

complete list of NGOs related to forestry – visit [www.cfa-international.org/NGO%20directory/DFA-135.htm](http://www.cfa-international.org/NGO%20directory/DFA-135.htm). Those listed below own and/or manage woodlands themselves across Scotland.

- **British Trust for Conservation Volunteers**
  - **John Muir Trust**
  - **National Trust for Scotland**
  - **Royal Society for the Protection of Birds Scotland**
  - **Scottish Native Woods**
  - **Scottish Wildlife Trust**
  - **Woodland Trust**
  - **Reforestation Scotland**
- **Local Businesses** – again much will depend on local circumstances and personnel. Entry may be through a variety of contacts – Parent Councils, Rotary Club, parents/family/friends, Trade Associations and the networks cited above.
- **Tree nurseries**
  - **Timber sawmills**
  - **Wholesale timber providers**
  - **Tree planting specialists**
  - **Woodland management specialists** – commercial/NGO
  - **Furniture designers/makers**
  - **Biofuel specialists**
  - **Private forestry consultants** – seed collecting, tree surgery, felling

**Meaningful learning** - Establishing a working partnership, whereby students are participating in 'real' projects – achieving tasks the partner has to do anyway - is hugely motivating. The students will not only realise they are gaining experience in applying new skills and achieving specific learning outcomes, but also being really helpful, contributing to the completion of a real project. This can make all the difference to the learners adopting a more mature approach to their work.

Students are often over-exposed to simulations and the virtual world of skills development. The experience of a real project, working with skilled experts/ professionals can enhance awareness of a range of real career choices for a student – this kind of expertise is far more valuable and harder to set up for students, than say raising funds for tools and equipment.

**Trees and Timber Challenge** – One of several factors that has put centres off taking up a **trees & timber focus at Level 4**, is the difficulty in 'exciting' students about plant growth – it takes too long, compared with growing flowers or food crops from seeds! However, this is not insurmountable if you have a local tree nursery, or can establish (through an enterprise project?) a tree nursery at your centre/nearby partner's site. In this case, all the stages of tree growth can be demonstrated, if not experienced directly by the learners. From collecting, sorting/storage/vernalising and planting seeds,

then seedling through to sapling and standard stages, ready for planting out. Learners can be involved in one stage at least, and know the phases of development before planting out.

**CHOOSING YOUR PARTNERS** - The choice of partner/s will probably be restricted and obvious. For many centres the Forestry Commission is often a first stop. More providers may be found through local Forestry Commission staff and their contacts. There are a variety of ways that external partners can contribute to the delivery of your course. For instance, those freelance professionals, may not have the resources to support work experience for students, but may be able to make a school visit, or provide a day's work shadowing. It is easier for you to match the experience required to the partner – few will offer! Partners can be involved at a variety of levels, depending on their ability to commit resources.

**Direct**

- Work shadowing
- Day release work experience – real project
- Industry day/centre Visit
- Work-based visit
- Talks /Demonstrations at centre

**Indirect**

- Site loan – tree nursery space, plantation
- Tool/equipment/protective clothing loan
- Information and materials

For inspiration, visit [www.sqa.org.uk/sqa/32015.html](http://www.sqa.org.uk/sqa/32015.html) for some ideas offering Rural Skills in the Highlands (2008) area.



## 5 WORKING WITH EXTERNAL PARTNERS 3 - practicalities and good practice

Most centres have established values, ethos and standards in welcoming and working with parents/carers and/or external visitors/partners. However, in the modern world we make no assumptions that your learners are aware of such life skills, or expectations! Here are some tried and tested procedural checklists:

### Initial/ Early Contact

- Be clear at the outset to share and clarify what your and their requirements/expectations are;
- Set realistic targets and timescales – business people, like teachers, need to be given reasonable notice.
- Explain how their input will contribute to students' learning – this may involve explaining accepted 'jargon' vocabulary, course structures, and/or the changes in approach Curriculum for Excellence is bringing.
- Give them the ages, ability range, and numbers of young people involved – including any students with additional needs, and check they are able and willing to take this number still.
- Visit them at their place of work/business to discuss their involvement more fully, and increase your understanding of their situation, activities, and challenges.
- Provide partners with a written summary (email or letter) of the arrangements that have been agreed at these less formal meetings, and keep a copy on file in school/centre.
- Use a draft **partnership/service agreement** as a way of negotiating, agreeing and formalising responsibilities on both sides; finalise and sign it as soon after as possible. These must be robust and last for the duration of the course or unit.

It is the centre's responsibility to ensure that the work experience/work related learning activities decided on with employer partners relate to the course undertaken by the young people concerned, and are meaningful for them.

### Hosting Partners' Visits to centres

#### *Preparation*

- Partners should be given a **named teacher contact** taking responsibility for the visit. A member of the school SMT should be aware of the arrangements in case of sickness or other absence;
- The contact teacher should brief participating pupils and teachers fully;

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- The contact teacher should brief the visitor/s fully – agree purpose, outcomes and content of visit activity/ presentation/ discussion; including a review of the learning by students;
- Partners should be given all the information they will need prior to the visit – location of school, directions, parking facilities, locating the entrance, signing in procedure etc.;
- Reception staff should be made aware of the visit, and know partners' names etc. in good time;
- The contact teacher is responsible for arranging provision of all necessary equipment and resources required by the visitor, and ensuring the school technician is available if required. Also all appropriate risk assessments should be completed, shared with all those to be present, and filed accordingly.

*On the Day*

- The contact teacher/ responsible student should remind reception staff of the visit.
- Reception staff should ensure partners sign in and receive visitor badges.
- Partners should be welcomed by a teacher/ responsible student/s; given a comfortable place to wait, away from the flow of student traffic, offered/ provided with refreshment, and not kept waiting unreasonably.
- Partners should be escorted/ helped with equipment to the room/outdoor space where their presentation/ skills activity/demonstration is to be held, and introduced to students personally, before the start.
- Student/s should give a 'vote of thanks' following the partner's input, and escort/help them with equipment back to their vehicle; also helpful for the contact teacher to ask for feedback on the experience after their visit.

**Meetings with Partners**

- Meetings should take place in a room/space that is appropriate for the purpose and free from interruptions; where appropriate, student learner representatives should be included. Visitors should not be kept waiting unreasonably.
- Tea/Coffee etc. should be provided, and lunch, if meetings happen over lunchtime;
- Meetings should be chaired and minutes taken, with action points highlighted (possibly student led?), and keep to time;
- If a meeting has to be cancelled, partners should be given as much notice as possible, and vice versa.

**Maintaining Relationships with Partners**

- Partnership meetings should be held regularly, in schools the Head Teacher should be present at initial meetings, to welcome partners to the school and make clear the whole school's commitment to Rural Skills.

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- Preparations for the following session should include renewing partnership agreements, reviewing risk assessment provision, and learning, teaching and assessment processes and materials.
- Centres/ schools should ensure partners know whom to contact at the centre about any issues relating to Rural Skills, pupil behaviour, etc. – give them a printed sheet with contact details.
- Centre reception staff should all be made aware of partners' involvement, so that they can forward their queries to an appropriate member of staff, if the contact teacher is not available.
- If a teacher/lecturer does not accompany students each time they are with partners, regular contact should be maintained – e.g. a conversation each time students are 'dropped off' or collected; telephone calls to check arrangements are still working well etc.
- Partners should be given term dates, and informed in good time if students will be absent because of prelims, study leave etc. The Yearly Plan can be used to help with this.
- Partners should be kept informed of progress and achievements e.g. if students win awards or prizes related to their work with partners, or there is any other positive outcome. Partners welcome hearing about the direct or indirect results of their involvement
- As a courtesy, and to maintain their interest, partners should be invited to celebratory, or other key events in school.
- Centre newsletters, or news in the Education section of the local press, should be used to highlight partners' involvement in school/college, and partners should be sent copies of newsletters.
- At the end of the session either hold a celebratory event as a means of thanking all partners, or at least send a letter from the Head Teacher thanking the partner/s for their participation during the year, and reaffirm their continued participation the following year.

**Reflection during, and at the end, of each year/session**

- During the work experience or work-related learning activity, but especially at the end, it is helpful to carry out an evaluation exercise – jointly between the centre and the employer.
  - Review the experience and reflect on the lessons learned
  - Reflect on whether outcomes and expectations were met – both/all side's perspective
  - Identify ways to improve/enhance the experience for young people in the future
- Involve the student/s concerned and gain their feedback on e.g. the activity, what they have learnt, workplace environment, and support provided
- Most centres ask the student's supervisor on the placement for a summary, or assessment of the young person's performance over the period of the activity.

## **6 Funding Matters – transport, tools and equipment**

Financing the *Rural Skills* courses will always be a challenge, but should not be a deterrent. Experience indicates that the **running costs of the *Rural Skills* courses are not huge**. There are **no additional costs** in adopting a trees & timber or forestry focus, compared with, for example, horticulture or animal husbandry.

**‘ON COSTS’** – The main ongoing cost will be **student transport** to reach work sites, or to take part in site visits. Every centre will vary as to the availability and costs of using centre minibuses, or other means of transport.

*“Highland Council has provided funding for all centres to get set up and have helped with running costs ....”* Maxine Garson (Highland Rural Skills Schools Liaison Officer)

There are **‘set up costs’** - providing the necessary **tools** and **personal protective clothing and equipment [PPE]** – these can be significant (£20-30/student for PPE) if partners/local authorities are not able to help with tools and materials. Most centres will have to stage the purchase of tools and equipment, meanwhile borrowing from the local authority, or in some cases being provided with it by partners.

**FUND-RAISING** - In the past, some local authorities would look favourably on supporting setting up costs for centres, but this is less likely under current government cut-backs. However, there are education charities that can be approached, charity shops can provide basic protective clothing, and there are a multitude of enterprising fund raising events that the students could organise and deliver. The general public are more likely to give for something definite, rather than just general ‘school funds’.

**STORING TOOLS AND EQUIPMENT** – In many cases a lockable store will need to be provided for storing equipment, tools and materials. If work is taking place with a partner, using centre owned tools, it may be convenient for them to hold the equipment. This is fine as long as it is detailed in the partnership agreement. It is advisable to have basic tools in the school so you can carry out maintenance tasks around the school; some partners might not have access to tools and ask the school to provide them.

## 7 Health and Safety Matters

**PARTICULAR ISSUES FOR FORESTRY** – Most of the issues associated with trees and timber, or forestry related activities and sites are similar to those in a modern agricultural/ horticultural environment – large, moving vehicles and potentially dangerous machinery and tools. There are generally **no additional issues** to cover.

**HEALTH AND SAFETY CHECKLIST** – All the information and advice you require to ensure any workplace site and/or activity meets the requirements set down under the Health & Safety legislation can be found at the Health and Safety Executive website <http://www.hse.gov.uk/youngpeople/>. In addition to this website, direct your partner employers to the Lantra *Guidance for Employers: getting involved in work experience and work related learning*, and/or the Forestry Commission Scotland report *Good Practice Guidelines for Work Experience Placements* which both provide a helpful overview and advice.

*"In Highland, all placements where students are working regularly must have a Health & Safety check, along with relevant insurance." ... check this out for your area.*

**Annex D Skills for Work - Practical Learning Experience – Employer Safety Assessment Checklist** - this is an exemplar used by Highland Council, and its *Rural Skills* centres.

- **Health and safety checks and insurance** - Each local authority will have its own system for organising work placements/ experience with external partners - it is worth checking with your SMT, and your Local Council regarding the current requirements for Health & Safety checks etc.
- Check the system your centre uses for gaining parent/carer consent for regular visits out of school/college.
- Check what Public Liability insurance your centre carries for staff and students working outdoors, or on placement.
- Check existing first aid, medical information, and emergency procedures and put in place systems.
- Take advice on working with external partners in ensuring the necessary disclosure checks, risk assessments and insurances are in place. All workplaces employing staff must have Public and Employer's liability insurance - while students are working with partner 'employers', they are considered an 'employee'. Most centres offering the trees and timber/forestry options have a partnership of some sort with Forestry Commission Scotland [FCS] – as a government department/agency FCS is Crown exempt from providing insurance.

**RISK ASSESSMENTS** - most local authorities have guidelines set out on activity and site **risk assessment** and these should always be followed. If you want more background relating to risk assessment, outdoor learning and schools, then visit the outdoor learning pages of the Education Scotland website at <http://www.educationscotland.gov.uk> .

*Within the Employability Skills unit the students must be able to carry out a risk assessment - so make this part of the learning process – see below.*

- **Centre – led** - The best approach is to involve the students themselves in assessing the risks of a site/activity, and consequently drawing up their own code of behaviour for all visits/work placements – they are more likely to stick by it. You may build up from a simple simulated situation to the real thing – real projects bring greater satisfaction.

**Annex E – Exemplar risk assessment form for young people** - provides a format devised by the **Royal Society for the Prevention of Accidents (RoSPA)** for involving young workers in the process for themselves.

- **Partner-led** - If the activity is taking place in the partner's workplace, it is their responsibility to do the site and activity risk assessments, although you may wish to accompany the process. The results should be provided in advance of any visit (verbally/in writing), to inform the contact teacher/lecturer of all relevant hazards and risks that might affect the students. It is then the responsibility of the teacher/s to involve the students in reviewing and reflecting on appropriate behaviour/s to avoid any consequences from the identified hazards.

**Verbal or written** - If a business has **more than 5 employees**, risk assessments must be **written** down and recorded on file. If **fewer than 5** employees these may be **verbal**. It is recommended that through working with the students **a verbal risk assessment becomes a written document**.

**Remember!** Risk assessments are working documents to be used to keep people safe, not to prevent new experiences; they should be reviewed regularly and used positively to enable activities to take place, rather than to hinder them.

## **8 Learning, teaching and assessing achievement**

All of the *Skills for Work* courses have been designed primarily for school age learners from S3 upwards – the majority of candidates are Secondary school students from S3/S4, or College students. The key characteristics of the Rural Skills courses, at SCQF levels 4 and 5/Intermediate 1 and 2, is the emphasis on ***experiential learning*** – learning from experience and by reflecting on that experience. Courses are awarded upon the successful completion of the Units that make up the course.

### **COURSE CONTENT – Learning Outcomes**

#### **Skills for Work - Rural Skills - Intermediate 1**

*Skills for Work* Courses are different from other vocational provision, because they focus on ***generic employability skills*** needed for success in the workplace. The courses offer opportunities for learners to acquire these skills through practical experiences, linked to a particular vocational area, such as rural skills.

The course is designed to be an introduction to the land based sector, with specific aims:

**a) Introduce** candidates to:

- the various disciplines of the land-based sector
- the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land based industries at this level e.g. forestry

**b) Allow** candidates to:

- develop a basic knowledge of a selection of land-based industries and related job roles
- experience an outdoor working environment
- develop an understanding of the very flexible requirements of the individual who works with plants and/or animals
- develop an awareness of H&S issues that are integral to a career in the land based industry
- develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land based industries at this level

**c) Prepare** candidates for:

- more focussed further learning opportunities, study and training for employment in land based industries

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The *Skills for Work* framework is a **four credit qualification**:

- **2.5 credits** from **three Mandatory Units** (Estate Maintenance, Land Based Industries and Employability Skills);
- **1.5 credits** from **two Optional Strands/Units (animal or crop focus)**.

The learning outcomes are described as follows:

➤ **MANDATORY UNITS**

***Estate Maintenance: An Introduction*** (Int 1, SCQF level 4)

1. Use tools and equipment commonly used in estate maintenance
2. Carry out a range of estate maintenance tasks

***Land Based Industries: An Introduction*** (Int 1, SCQF level 4)

1. Contribute to a group investigation into the nature of a range of Land-based industries
2. Demonstrate knowledge and understanding of a selection of jobs available in a range of land-based industries

***Employability Skills for Land-based Industries*** (Int 1, SCQF level 4)

1. Demonstrate work practices which enhance employability in land-based industries
2. Review and evaluate own skills developed in practical contexts.
3. Demonstrate knowledge and understanding of the requirements for a safe working environment in a land-based industry

➤ **OPTIONAL STRANDS/UNITS** allowing **trees, timber & forestry** input

***Crop Production: An introduction*** (Int 1, SCQF level 4) (*native tree/commercial forestry tree nurseries*)

1. Assist with preparing the site/growing medium and establishing a selected crop
2. Assist with maintaining healthy growth of a selected crop
3. Demonstrate knowledge and understanding in relation to selecting, establishing and maintaining a selected crop

***Soft Landscaping: An Introduction*** (Int 1, SCQF level 4) (*tree planting/woodland amenity*)

Outcomes

1. Assist with the establishment of a soft landscaped area
2. Assist with the maintenance of soft landscaped areas



### **National Progression Award [NPA] - Rural Skills - Intermediate 2**

The NPA award is aiming to be attractive as a 1 year Course, to both schools and colleges, allowing both direct entry and progression from the *Skills for Work* level 4/Intermediate 1 course.

The NPA *Rural Skills* framework will be a **three credit qualification**:

- 1 credit from **one Mandatory Unit** (Rural Business Investigation)
- 2 credits from **one of eight Optional Strands/Units** (specialist legs containing 2 units; each worth 1 credit - agriculture, animal care, equine, estate skills, fisheries operations, forestry, game keeping, horticulture.

The **trees, timber and forestry** related units and learning outcomes are described below:

#### **MANDATORY UNIT**

##### ***Rural Business Investigation*** (SCQF Level 5)

- 1 Investigate the nature of a local rural business enterprise
- 2 Describe and explain the job roles within the rural business enterprise
- 3 Describe the main sustainable features of the local rural business
- 4 Investigate an alternative enterprise which the rural business could diversify into

##### ***Production & Care of Young Trees*** (SCQF Level 5)

- 1 Propagate woodland and forest trees
- 2 Conduct tree on-growing and planting out operations
- 3 Conduct establishment, care and maintenance operations on young trees

##### ***Forests & Woodlands: An Introduction*** (SCQF Level 5)

- 1 Identify common and commercially significant trees
- 2 Investigate commercial forest and woodland operations
- 3 Investigate leisure and conservation-based forest and woodland activities

### **COURSE DELIVERY – Teaching approaches**

As with all *Skills for Work/Rural Skills* teaching and learning programmes, those about trees & timber, and forestry should include some/all of the following:

- Learning in real or simulated workplace settings
- Role-play activities in vocational contexts
- Carrying out case study work
- Planning, carrying out and reviewing practical tasks, and where possible, real assignment projects

Learning through reflecting at all stages of the experience should include some/all of the following:

- Preparing and planning for the experience
- Reviewing their thoughts, behaviour and actions throughout the experience and adapting as necessary
- Reflecting after the activity has been completed, evaluating their contributions and achievements, and identifying learning points

### **ASSESSMENT and ACHIEVEMENT**

**Assessment is carried out internally, and externally verified by SQA appointed verifiers.** Assessments will use a range of different tasks reflecting the achievement of knowledge, skills, understanding, and attitudes by the young people involved, including:

- **Practical tasks and assignments** – including using ICT for presentations
- **Short tests** – verbal, written, illustrated, multi-choice
- **Keeping personal records, journals or portfolios**

As well as developing the *Core Skills*, added value is provided by the focus placed on using the core skills as a vehicle for achieving skills and attitudes for *employability*. For example, the development of agreed generic *attitudes/ skills* such as:

- **Workplace and employee responsibilities** – time keeping, appearance, working with others, and safe, risk aware, working

- **Adaptability**, and flexible approaches to change and solving problems – in different environments
- **Positive attitude to work and learning**, with self-evaluation skills
- **Confidence to set personal goals**, make mistakes, reflect and learn from experience
- **Specific vocational skills and knowledge** relating here to forestry, trees and timber technology
- **Awareness of National Occupational (and Professional) Standards**, progression opportunities, and career pathways.

There are also plenty of opportunities for students to take part in activities, events, interviews and competitions where related achievements may be recognised and celebrated.

## **EXISTING MATERIALS**

General feedback has been that the existing materials are serviceable, if a bit dated. Hopefully as more people offer the courses and begin to exchange ideas on GLOW, more active, interactive and/or engaging materials will be developed and made available.

**Teaching and Learning materials** - available through Scotland's Colleges website for the *Skills for Work* courses  
<http://www.scotlandscolleges.ac.uk/curriculum/skills-for-work/rural-skills.html>

**National Assessment Bank [NAB]** – NABs are available through the SQA secure site for the *Skills for Work* courses. For the National Progression Award/level 5, NABs are available for the mandatory units, and one of each optional leg has been developed. This is work in progress as more centres become involved more materials are developed. Some centres are developing NABs themselves, and in time these will probably be made available to other centres through SQA.

**Assessment Support Packs** – also available through SQA secure site.

## **SHARING AND DEVELOPING NEW APPROACHES, MATERIALS AND EXPERIENCE**

Learning and Teaching Scotland has been encouraging local authorities to skill up teachers/lecturers to use GLOW. Those centres particularly interested in trees, timber and forestry can form a GLOW Group and use GLOW intranet as a vehicle for communicating with colleagues across the country; for exchanging ideas, and sharing information/ advice/ materials/

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experience around their delivery of Rural Skills courses. If everything is presented in an agreed format – normally Word – this enables the user instant access to materials requiring only editing, rather than rewriting.

A GLOW group is very easy to set up and doesn't require an IT expert. Maxine Garson, Highland Rural Skills Schools Liaison Officer is currently developing a model, that may be replicated outwith the Highland area, by a group of centres interested in working through a GLOW group.

The *World of Work Wednesdays* on GLOW, provided through GLOW meets, is ideal for supporting Land-based Industries projects. Contributing to these would allow a wide range of forestry/timber workers/professional support the course for real at one centre, and in other areas, remotely e.g. a virtual visit to a sawmill, with live interview responses. By using this technology, people can post questions/comments, and similarly get advice from fellow *Rural Skills* teachers.

Most centres will require a point of contact to get advice and support - **Maxine Garson, Highland Rural Skills Schools Liaison Officer** is happy for her contact details to be included here for anyone looking for advice, and/or help to create a forum on the GLOW group, even from outwith the Highland area.

**Telephone:**   **Mobile:** 07919 691422                   **Office:** 01349 863 441   **E mail:** [Maxine.garson@highland.gov.uk](mailto:Maxine.garson@highland.gov.uk)

#### **OTHER USEFUL RESOURCES/ SOURCES OF INFORMATION**

As well as online resources there are also more traditional sources of information and inspiration.

**Radio 4 & Television Programmes** – programmes such as **BBC's** *Lambing Live*, *Spring* and *Autumn watch*, *Costing the Earth*, *Farming Today*

**Other** – **Royal Highland Education Trust** produce good value DVD's about agriculture, similar could be developed for forestry; **Forestry Commission** have their Tree Trunk virtual resource box, DVD's about forestry issues e.g. climate change, and powerpoint presentations on careers in modern forestry, available on their website.

## **9 CAREERS IN MODERN FORESTRY**

Through discussions with **Skills Development Scotland** it is evident that **Careers Scotland** field advisers, working with schools, are generally not well – informed about careers in modern forestry or timber technology. The forest and timber industry has also recognised this, and the need for better promotion of, and information about careers across all sectors of the industry.

The **Scottish Forest and Timber Technologies Group**, **Forestry Commission Scotland** and **LANTRA** have all been actively developing publications, and online information and resources to fill the gap. In addition Forestry Commission Scotland has developed a pilot workshop template, which it hopes local **Forest Education Initiative Cluster Groups** will roll out, in their areas. They are targeted at careers advisors, guidance teachers and *Rural Skills* centres, with young people potentially interested in careers within the forest and timber industry, including self-employment.

**For further information:** visit the relevant organisation's website, and/or phone to speak with someone.

Currently, particularly useful websites to visit – see **Annex B National Networks and Organisations** - are:

- Forestry Commission Scotland
- Institute of Chartered Foresters
- LANTRA
- Scottish Forest & Timber Technologies Group

Keep a regular look out for new resources and events as they are developed.



## **Skills for Work - Operational Agreement**

### **1. Parties**

This operational agreement is between:

&

*Together the "Parties"*

### **2. The Programme**

- 2.1 The programme is for the (year group) – (name of subject), Skills for Work (year(s) course will run)
- 2.2 This programme and agreement are supported by Highland Council through the Determined to Succeed initiative.
- 2.3 This programme will begin delivery in (date) and will last for 2 academic years
- 2.4 The programme will be delivered each (day of week), during term time.
- 2.5 It is the joint responsibility of the school and partners to cover all aspects of the course.

### **3. Aims of the Programme**

- 3.1 The core aim of the programme is to provide vocational opportunities for school pupils and to give an insight into vocational qualifications and career progression
- 3.2 (Name of course and level)

The general aims of the course are to:

- Widen participation in vocationally related learning for 14-16 year olds
- Allow candidates to experience vocationally-related learning
- Provide candidates with a broad introduction to the (name of) sector

- Encourage candidates to develop a good work ethic including reliability, flexibility and a positive attitude to work
- Provide opportunities to develop core skills in a realistic context
- Encourage candidates to take charge of their own learning and development
- Provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- Facilitate progression to further education and/or training

### **3.3 The specific aims of this course are to:**

Insert bullet point list of aims of the course taken directly from National Course Specification (Course Details), on the SQA website. E.g. Rural Skills list begins as follows:

- Introduce candidates to the various disciplines of the land-based sector
- Allow candidates to develop a basic knowledge of a selection of land-based industries and related job roles
- Allow candidates to experience an outdoor working environment.

### **4. Responsibilities of Education Authority**

- 4.1 The Council will provide support and guidance to schools delivering Skills for Work qualifications
- 4.2 The Council will provide appropriate CPD for teachers involved in delivery of Skills for Work qualifications
- 4.3 The Council will maintain accurate records of employers participating in Skills for Work
- 4.4 The Council will provide guidance on health and safety to employers participating in Skills for Work

### **5. Responsibilities of the Centre – School/College**

- 5.1 (Name of Centre) will be responsible for co-ordination of promotion, recruitment and selection for the programme.
- 5.2 (Name of Centre) will include partners in recruitment and selection for the programme.
- 5.3 In consultation with the partners, ensure that the programme selected for the pupil is appropriate for the pupil's needs in order to enable progression.
- 5.4 Provide background information to Partner organisations on each pupil in relation to achievement, medical requirements, additional support needs and any behavioural issues.
- 5.5 Provide the Partners with all appropriate information and documentation required for the programme.

- 5.6 Ensure that each pupil is aware of the standards of behaviour expected while attending the Partner Placements and the responsibilities associated with attendance, including the application to them of relevant disciplinary procedures at the Placements.
  - 5.6 Liaise with the parents/carers of each pupil on all issues of achievement, behaviour discipline and attendance at the Placements.
  - 5.7 Reach an agreement with the Partners on any funding or additional resources required in relation to the programme.
  - 5.8 Obtain appropriate written confirmation from each pupil/parent/carer releasing them from school in order to attend the Placements, in form of Pupil Agreement and off premise permission form. If a teacher is not present with pupils at any time, the school will clarify where and when the partners' responsibility starts and ends.
  - 5.9 Unless other arrangements have been made with partners, transport the pupils to and from Placements in time for the agreed start of classes.
  - 5.10 The School will be responsible for presenting the pupils to SQA for their **(Name of subject)** Skills for Work qualification.
  - 5.11 Host termly partnership meetings.
  - 5.12 Ensure all pupils are kitted out in appropriate PPE.
  - 5.13 Inform the partners as soon as possible if pupils will not be attending the placements.
  - 5.14 Ensure a named school contact is available to employers (e.g. on telephone) while pupils are on placement.
- 6. Responsibilities of Partners**
- 6.1 Participate in recruitment and selection of candidates for the programme.
  - 6.2 Deliver the education programme for each student, as stated in the programme description sheet.
  - 6.3 Provide **(name of school)** with verbal updates on the progress of pupils.
  - 6.4 Assist the teacher to assess the pupils' work.
  - 6.5 Complete an annual evaluation, provided by Highland Council, on course units they have helped to deliver.
  - 6.6 Ensure that appropriate health and safety requirements are met (including the wearing of appropriate personal protective equipment and clothing and providing accurate risk assessments).
  - 6.7 Ensure that pupils are given appropriate instructions in safe working practices.



- 6.8 Attend Partnership meetings organised by the school, to aid the smooth running of the course.
- 6.9 Report any behaviour issues, pupils' concerns, or instances of good work, to the school at the earliest opportunity.
- 6.10 Report any non attendance of pupils to the school as soon as possible.
- 6.11 Ensure all adults working with student are Disclosure Scotland checked.

## **7. Contacts**

The Education Services contact with responsibility of implementation of the project is:

The **School contact** with responsibility for implementation of the project is:

The **Partner contact** with responsibility for on site work is:

## **8. Date & Signature of the Parties**

Education Authority:

Partners:

School:

## **Appendix: the Programme**

### **COURSE STRUCTURE**

*The Appendix should provide information on number and length of units which pupils must complete, as described in the Unit Specification (see SQA website). Below is an example for Rural Skills Int 1.*

**This course is 160 hours, and pupils must complete three mandatory units (2.5 credits) and one optional unit (1.5 units) to achieve the full award.**

**The MANDATORY section consists of the following units:**

Estate Maintenance: an Introduction

1 credit (40 hours)

**The delivery and assessment of this Unit will be the responsibility of e.g. Name of Employer and/or school**

Land-based Industries: an Introduction (40 hours) 1 credit (40 hours)

**The delivery and assessment of this Unit will be the responsibility of e.g. Name of Employer and/or school**

Employability Skills for Land-based Industries (20 hours) 0.5 credit (20 hours)

**The delivery and assessment of this Unit will be the responsibility of e.g. all partners involved and co-ordinated by the school**

**The OPTIONAL units are:**

Crop Production: An Introduction (40 hours) 1 credit (40 hours)

&  
Soft Landscaping: An Introduction (20 hours) 0.5 credit (20 hours)

**The delivery and assessment of these Units will be the responsibility of .....**

Animal Husbandry: An Introduction (40 hours) 1 credit (40 hours)

&  
Animal Handling: An Introduction (20 hours) 0.5 credits (20 hours)

**The delivery and assessment of these units will be the responsibility of .....**

(Name of Centre) will provide an induction to the course including important aspects of health and safety as well as employability skills.

**ANNEX B : NATIONAL/LOCAL NETWORKS AND ORGANISATIONS – Resources and Websites**

<b>Arboricultural Association</b>	Local members – talks/demos	<a href="http://www.trees.org.uk/Job-finder/Further-qualification-and-careers-information">www.trees.org.uk/Job-finder/Further-qualification-and-careers-information</a> 01242 522152
<b>Association of Scottish Hardwoods</b>	Local members – talks/demos	<a href="http://www.ashs.co.uk">http://www.ashs.co.uk</a>
<b>British Trust for Conservation Volunteers</b>	Local volunteers/leaders, tools, tasks, demos, advice, contacts	<a href="http://www.btcv.org.uk">www.btcv.org.uk</a>
<b>Cairngorms National Park</b>	Woodland management, local staff & Rangers, contacts, visits, talks, resources, tools	<a href="http://www.cairngorms.co.uk">www.cairngorms.co.uk</a>
<b>Careers Scotland (Skills Development Scotland)</b>	Careers advice, CPD, events	<a href="http://www.careers-scotland.org.uk/GreenJobs/CaseStudies/Robincs_tpg.asp">http://www.careers-scotland.org.uk/GreenJobs/CaseStudies/Robincs_tpg.asp</a> <a href="http://www.careers-scotland.org.uk/GreenJobs/CareerPaths/CareerPaths_tpg.asp">http://www.careers-scotland.org.uk/GreenJobs/CareerPaths/CareerPaths_tpg.asp</a>
<b>Commonwealth Forestry Association</b>	Networking – list of forestry NGOs in Scotland, contacts	<a href="http://www.cfa-international.org">www.cfa-international.org</a>
<b>Community Woodland Network</b>	Networking – full list of CW members, advice	<a href="http://www.frontpage.woodland-trust.org.uk/communitywoodlandnetwork">www.frontpage.woodland-trust.org.uk/communitywoodlandnetwork</a>
<b>Community Woodland Association</b>	Networking – member contacts - visits, talks, partners	<a href="http://www.communitywoods.org">www.communitywoods.org</a>
<b>Confederation of Forest Industries (UK) Ltd</b>	Networking – list of members, contacts, advice	<a href="http://www.confor.org.uk">http://www.confor.org.uk</a>
<b>Exploring Science &amp; Engineering of wood</b>	Online teaching/learning resources, demos	<a href="http://www.cte.napier.ac.uk/firrs">www.cte.napier.ac.uk/firrs</a>
<b>Forestry Commission Scotland</b>	National agency with local offices – staff, contacts, funding, sites, centre visits, partners	<a href="http://www.forestry.gov.uk/employment">www.forestry.gov.uk/employment</a> Education Policy Adviser 0131 314 6458

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<b>Forest Education Initiative</b>	Networking – contacts, advice, tools, local volunteers	<a href="http://www.foresteducation.org.uk">www.foresteducation.org.uk</a> Co-ordinator Scotland 01738 771034
<b>Institute of Chartered Foresters</b>	Local members – talks/demos, career pathway examples, web-based careers advice	<a href="http://www.charteredforesters.org/default.asp?page=79">www.charteredforesters.org/default.asp?page=79</a> 0131 240 1425
<b>John Muir Trust</b>	Woodland management, local staff & Rangers, contacts, visits, talks, tools, partners	<a href="http://www.jmt.org/homs.asp">www.jmt.org/homs.asp</a>
<b>LANTRA Sector Skills Council</b>	Online Guidance, advice, contacts, careers info	<a href="http://www.lantra.co.uk">www.lantra.co.uk</a> <a href="http://www.lantra.co.uk/Industries/Trees-and-Timber.aspx">http://www.lantra.co.uk/Industries/Trees-and-Timber.aspx</a> <a href="http://www.lantra.co.uk/Careers/Career-Finder.aspx">www.lantra.co.uk/Careers/Career-Finder.aspx</a> 01738 553 311
<b>Loch Lomond and the Trossachs National Park</b>	Woodland management, local staff & Rangers, contacts, visits, talks, resources, tools, partners	<a href="http://www.lochlomond-trossachs.org">www.lochlomond-trossachs.org</a>
<b>National Trust for Scotland</b>	Woodland management, local staff & Rangers, contacts, visits, talks, resources, tools, partners	<a href="http://www.nts.org.uk">www.nts.org.uk</a>
<b>ProSkills Sector Skills Council</b>	Guidance, advice, contacts, careers info	<a href="http://www.proskills.co.uk/careers">www.proskills.co.uk/careers</a> <a href="http://www.prospect4u.co.uk/">http://www.prospect4u.co.uk/</a>
<b>Reforesting Scotland</b>	Networking – sites, contacts, advice, talks/visits	<a href="http://www.reforestingscotlands.org">www.reforestingscotlands.org</a>
<b>Royal Forestry Society</b>	Local members – talks/demos, contacts	<a href="http://www.rfs.org.uk/about/careers-training">http://www.rfs.org.uk/about/careers-training</a>
<b>Royal Society for the Protection of Birds Scotland</b>	Woodland management, local staff & Teacher/naturalists, contacts, visits, talks, resources, partners	<a href="http://www.rspb.org.uk">www.rspb.org.uk</a>

**RURAL SKILLS Trees, Timber & Forestry** SCQF Levels 4 & 5  
**Forest Education Initiative : Support Handbook** Updated November 2012

<b>Rural Development Initiatives Ltd</b>	Networking/facilitating SFTTG – contacts, further training advice, careers	<a href="http://www.ruraldevelopment.org.uk">www.ruraldevelopment.org.uk</a> 0845 226 2890
<b>Scottish Countryside Rangers' Association</b>	Networking – contacts for private estates with Rangers as well as Local Councils; practical skills, talks, visits	<a href="http://www.scra-online.co.uk">www.scra-online.co.uk</a>
<b>Scottish Forest &amp; Timber Technologies Group</b>	Scottish Forest Industry Cluster Group – networking – local members - develop guidance/ advice on careers, contacts	<a href="http://www.forestryscotland.com">www.forestryscotland.com</a>
<b>Scottish Furniture Makers</b>	Local members – contacts, careers, talks, visits, partners	<a href="http://www.scottishfurnituremakers.org.uk">www.scottishfurnituremakers.org.uk</a>
<b>Scottish Natural Heritage</b>	National agency with local offices – staff, contacts, sites, centre visits, talks, demos	<a href="http://www.snh.org.uk">www.snh.org.uk</a>
<b>Scottish Land &amp; Estates [Scottish Rural Property and Business Association]</b>	Scottish Landowner's Federation – local contacts, site visits, local talks/ demos	<a href="mailto:info@srpba.com">info@srpba.com</a> <a href="http://www.srpba.com">www.srpba.com</a>
<b>Scottish Wildlife Trust</b>	Woodland management, local staff & Rangers, contacts, visits, talks, resources, tools, partners	<a href="http://www.swt.org.uk">www.swt.org.uk</a>
<b>Timber Trades Federation</b>	Local members – contacts, careers, talks, visits, partners	<a href="http://www.thedoorway.org.uk/">http://www.thedoorway.org.uk/</a>
<b>Woodland Trust Scotland</b>	Woodland management, local staff, contacts, visits, talks, resources, tools, partners	<a href="http://www.woodland-trust.org.uk">www.woodland-trust.org.uk</a>

**ANNEX C : SKILLS FOR WORK – PRACTICAL LEARNING EXPERIENCES SAFETY ASSESSMENT**

*Haven't removed the Highland Council logo from any of these – not sure what FCS wants to do about that?*

ID Nos	
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**SKILLS FOR WORK  
 PRACTICAL LEARNING EXPERIENCES  
 SAFETY ASSESSMENT**

<b>Company Name:</b>	
<b>Address:</b>	
<b>Contact Name &amp; Title:</b>	
<b>Telephone No:</b>	
<b>Mobile No:</b>	
<b>Date of Visit:</b>	

\*\* Certain responses to questions with a double asterisk may require the placement to be withdrawn.

\* Certain responses to questions with a single asterisk require information to be given to the placement provider to ensure remedial action to be taken, with a possible further visit to verify action has been carried out.

**Overall Assessment**

Is workplace suitable / unsuitable for placement? Yes  No

Risk Category (please tick): Low  Medium  High

Comments:

Signature of Assessor:

Date:

**ANNEX D : EXEMPLAR RISK ASSESSMENT FOR YOUNG  
PEOPLE TO COMPLETE**

*This should be 2 pages but I can't make it appear! This originally came from Claire's document...if you want to see it – am sending it separately.*



**RISK ASSESSMENT RECORD FORM**

<b>Company name</b>	<input type="text"/>
<b>Address</b>	<input type="text"/>
<b>Date of assessment</b>	<input type="text"/>
<b>E mail</b>	<input type="text"/>
<b>Tel/fax no</b>	<input type="text"/>
<b>Signed</b>	<input type="text"/>
<b>Review date</b>	<input type="text"/>

**What is the hazard?**

(eg slipping/tripping, fire, chemicals, machinery/ equipment, working at height, confined spaces, electricity, pressure systems, dust, manual handling, noise, poor lighting, biological agents, vehicles, violence, extremes of temperature etc)

**List hazards here:**

<input type="text"/>
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