

Changes in forestry labour market and the effects on curriculum development at Wageningen University

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Content

1. History and methods of labour market survey
KLV-WU; Forestry curricula
2. Alumni on the labour market
3. Competences requested and offered
4. Curriculum changes
5. Discussion

History alumni surveys

- Obtain information for many stakeholders
- Start 1970; cooperation KLV - WU
- Database: now 40.000 items
- All or sampling?
- Questions: continuity
- Response

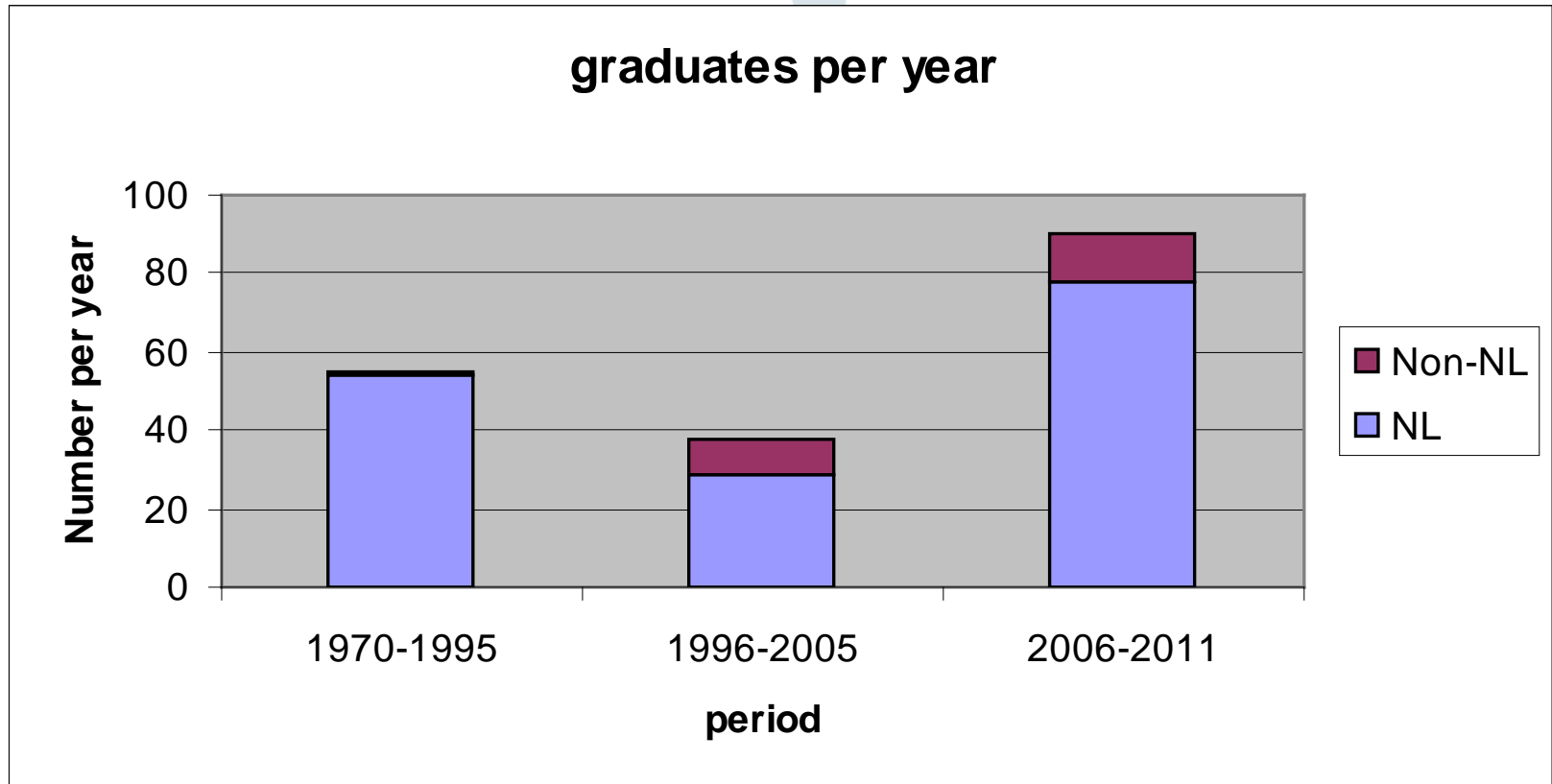
Forestry curricula Wageningen: LH, WAU, WU

- 1919 - ≈1956: 2 curr. Forestry, temp. and tropical
- ≈1956 - 1971: 2 curr. Forestry, ecological and technical
- 1971 - 1982: 1 curr. Forestry, three spec.
- 1982 - 1997: 1 curr. Forestry, five spec.
- 1983 - ≈2000: MSc Tropical Forestry (two years, for BSc graduates)
- 1997 - now: 1 curr. Forest and Nature Conservation,
3 spec. Since 2000 BSc - MSc format

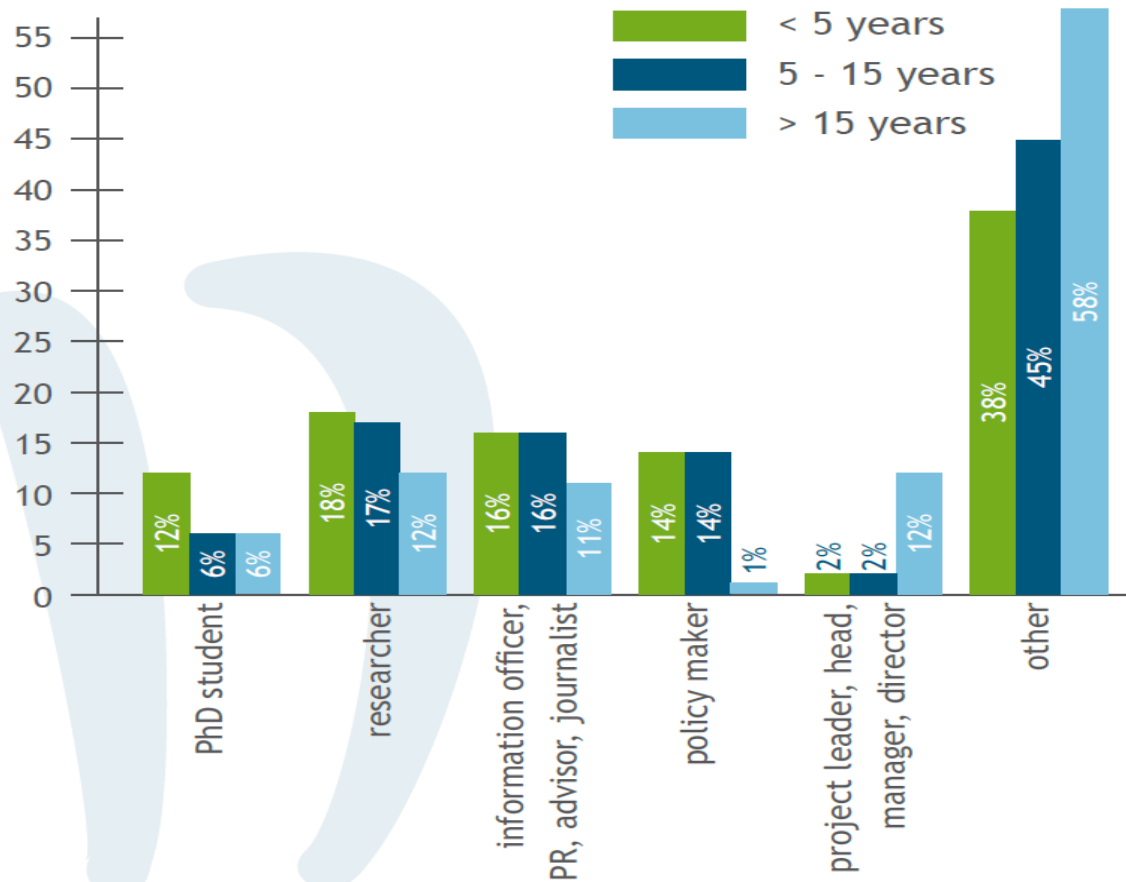
F (Ir) and MFN (MSc) Alumni 1970-2011

- Total: 1715;
- 74 % male; 26 % female
- 87 % Dutch; 13 % non-Dutch
- 11% Dutch alumni outside NL
- 73% ? non-Dutch alumni outside NL
- 8% (6% at WU) have a PhD

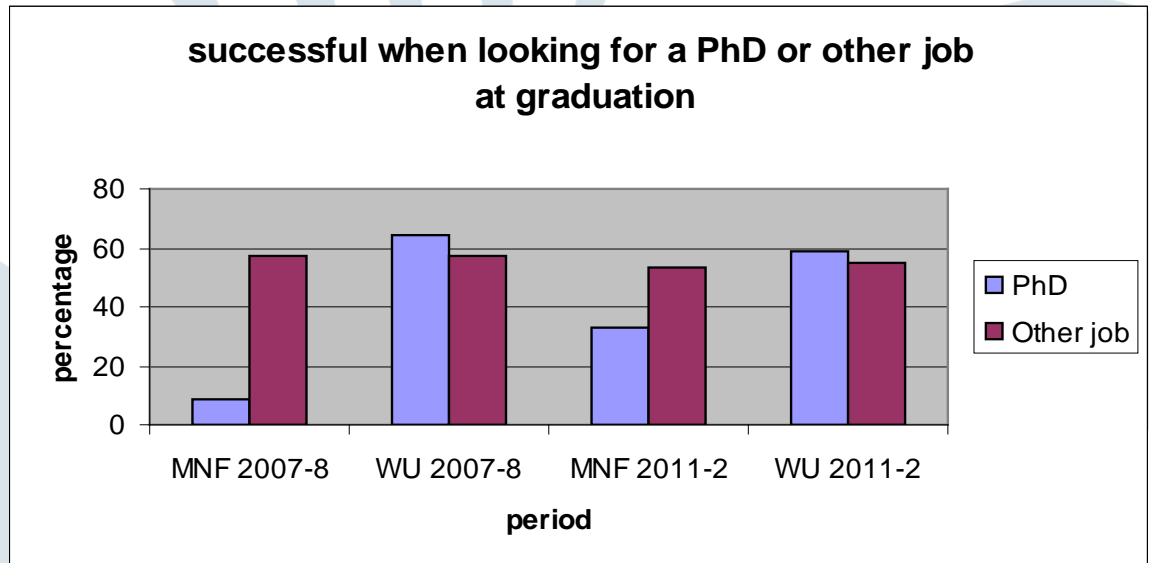
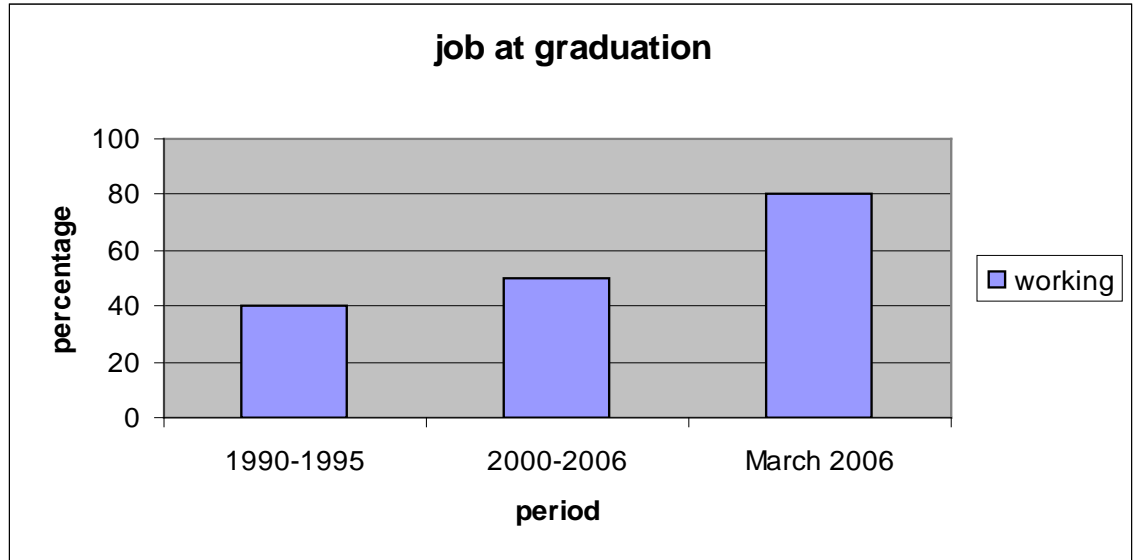
F (Ir) and MFN (MSc) Alumni 1970-2011



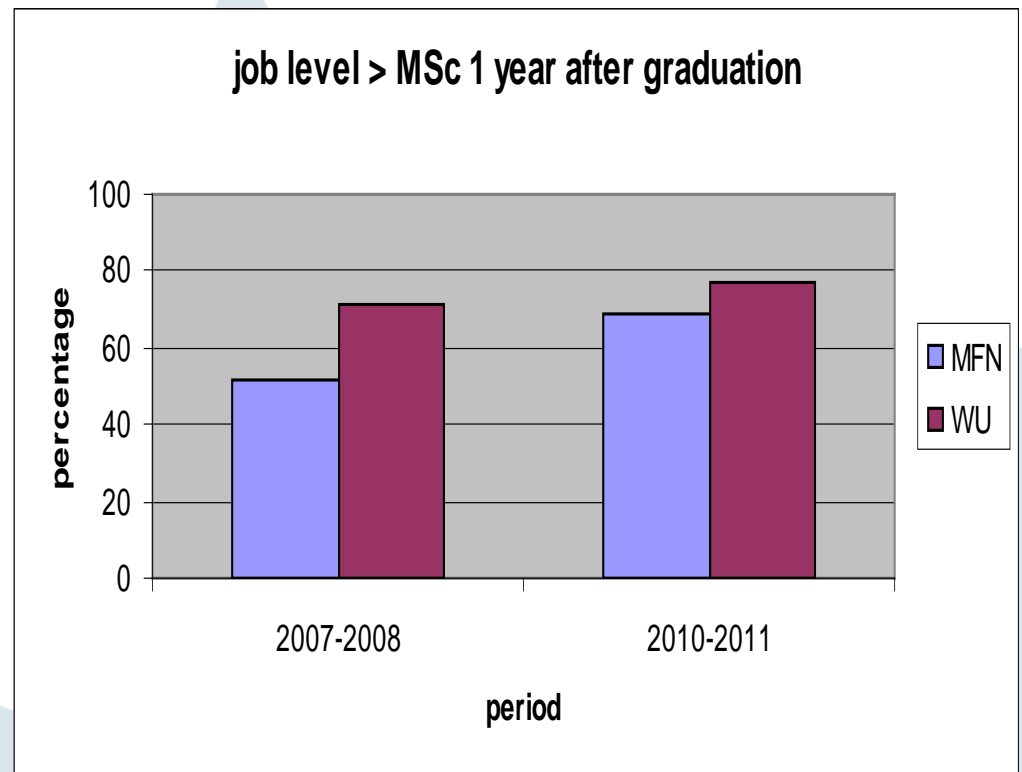
Functions graduates F & MFN, 1970-2011



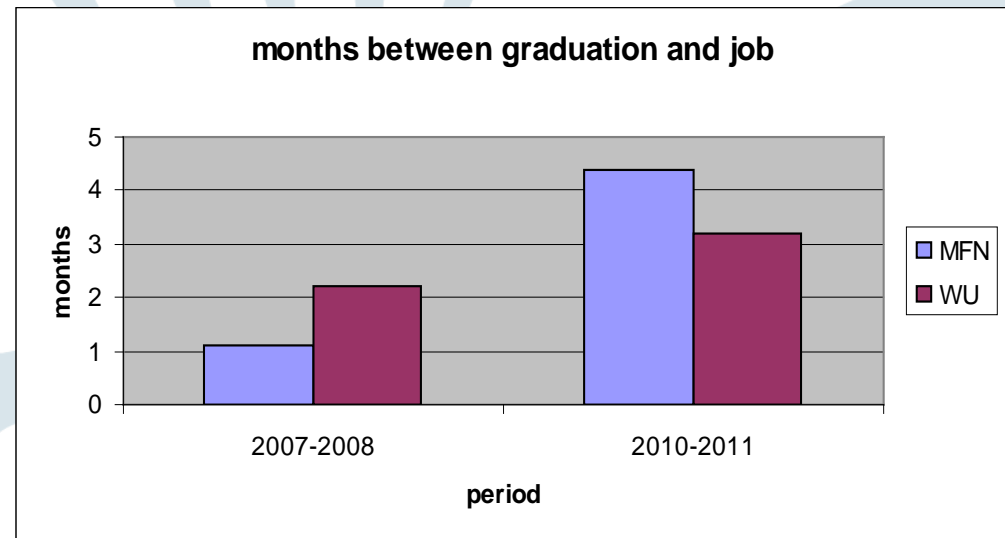
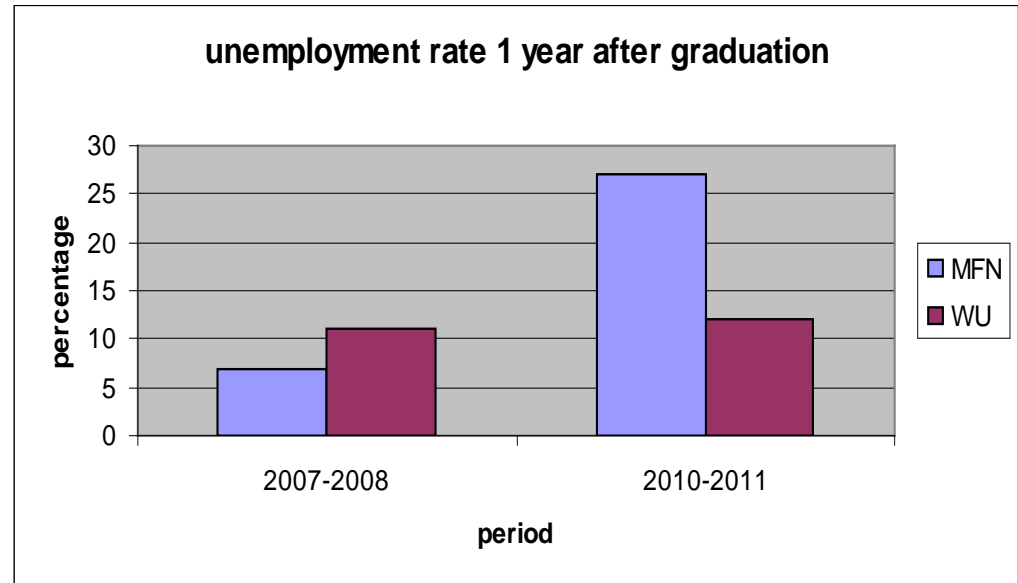
Just-graduated MFN (lower also WU) on the labour market 1



- Just-graduated **MFN** and **WU** on the labour market 2



- Just-graduated **MFN** and **WU** on the labour market 3





Requested competences in current job just-graduated MFN

1. Work independently (point of attention)
2. Making clear to others what you mean (sufficient)
3. Use of information and communication technology (point of attention)
4. **Note: long-term thinking is not included!** (not in the list)

(WO monitor 2012)



Competences offered by just-graduated MFN

1. Working together (cooperating) in a productive way
2. Logical reasoning
3. Gathering information
4. Making clear to others what you mean (MFN high)
5. Note: long-term thinking is not included! (not in the list)

(WO monitor 2012)

Competences requested at a higher level than offered by graduates (WU)

- Spot problems and chances
- Spot and make interrelations
- Discern main and minor issues
- Work in accordance with budget, plan, directives
- Functioning under pressure
- Taking decisions
- Thinking creatively (ideas, solutions)

Competences offered at a higher level than requested by employers (MFN) (WO monitor 2012)

- Knowledge own discipline
- Apply own discipline in practice
- Signal problems and chances
- Learn new things
- Cooperate productively
- Draw on capacities of others
- Communicating in foreign languages

Competences requested at a higher level than offered by graduates (MFN)

- Functioning under pressure (also WU)
- Taking decisions (also WU)
- Thinking creatively (ideas, solutions) (also WU)
- Knowledge other disciplines/field of studies
- Use of ITC
- Work independently

Competences requested at the start of and later on in the career (MFN)

Start career:

Research competences

Communication skills

Policy making skills (e.g. writing)

Later in the career:

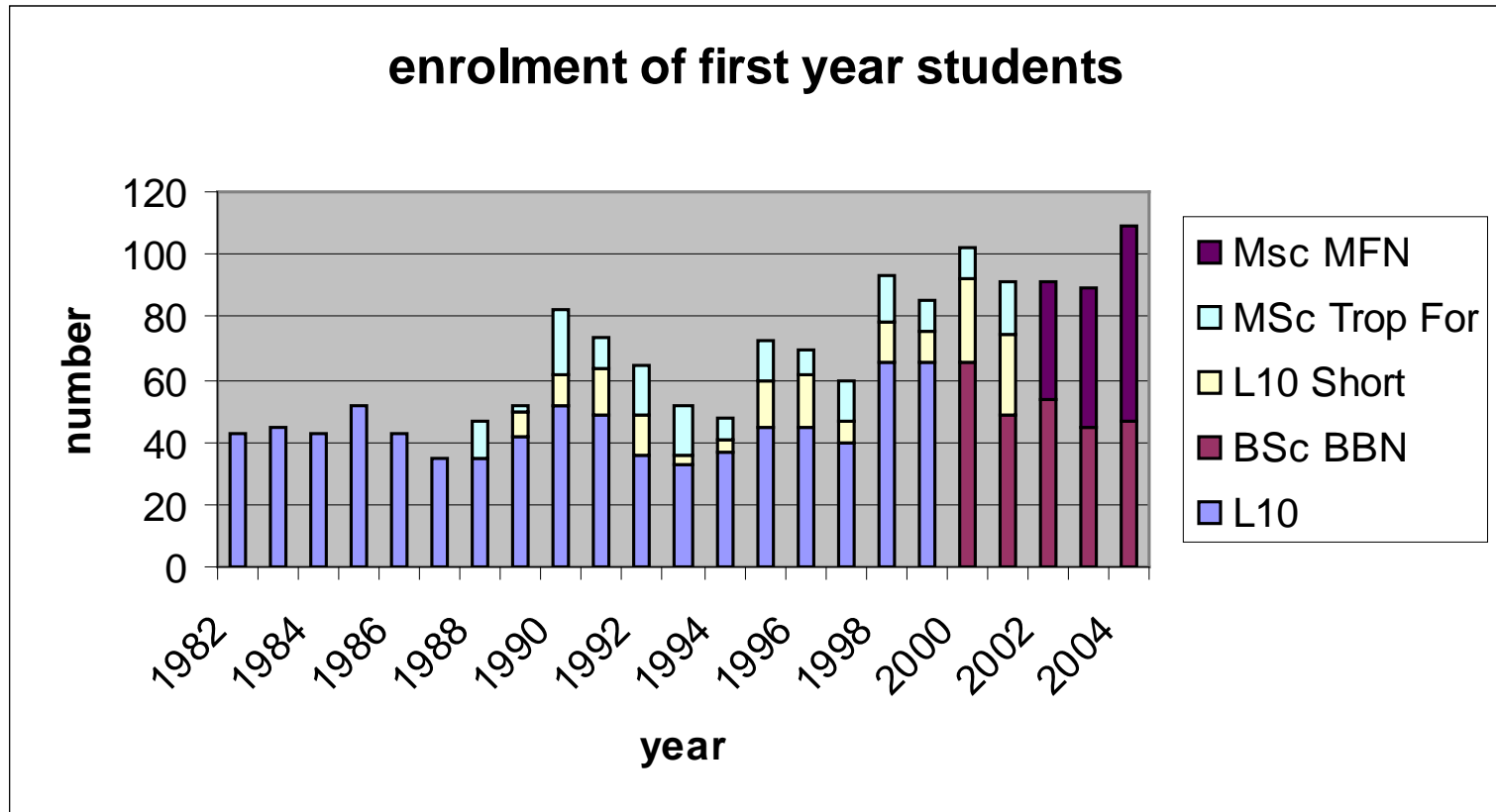
Management skills

Research competences

Major changes in curriculum

- 1971: Three to two cycles, propaedeutics skipped due to Dutch law after 1968.
- 1997: Forestry changed to Forest and Nature Conservation due to poor enrolment and market.
- 2000: Ir to BSc/MSc due to Bologna declaration.

Enrolment of first year students F and MFN



Minor changes in curriculum: competences

- Level curriculum
 - Old course out and new course in: I refer you to the next speaker.
- Level courses
 - Course evaluation
 - Update knowledge

Discussion

- Anecdote: three curricula taught simultaneously.
- From above or from inside.
- Work field commission rather reserved.
- Competences: attention needed.
- Competences: generally not bond to one course but spread over many.
- Attitude of the teacher: Research and long-term-thinking.
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Final

- Questions and Remarks ?

- Thanks !