

**Landscape Unit Planning Guide Training
Summary of Participant Response**

**Ministry of Forests
Forest Practices Branch
Strategic Planning & Policy Section**

**Ministry of Environment, Lands & Parks
Habitat Branch**

Victoria, British Columbia

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Executive Summary

The Ministry of Forests and Ministry of Environment, Lands and Parks held Landscape Unit Planning Guide (LUPG) training sessions in several BC cities throughout the months of February to May of 2000 as a required step towards implementing two priority biodiversity conservation initiatives - old growth and wildlife tree retention management. Trainers distributed questionnaires among participants to evaluate the effectiveness of the sessions and to provide direction on where additional instruction will be needed. The two government agencies have now reviewed the questionnaire responses and will use this information to guide further communication and training efforts in landscape unit planning.

Summary of Feedback on LUPG Training

According to completed participant questionnaires, Landscape Unit Planning Guide training sessions were successful in illustrating the concepts, policies and procedures behind landscape unit planning in BC. For each session reviewed, the majority of participants indicated that the session was very helpful to their understanding of old growth management area (OGMA) and wildlife tree retention (WTR) patch creation. Fully 67% of questionnaire respondents rated the session as a 3, 4 or 5 on a scale of 1 being the least helpful to 5 being the most helpful. Participants cited the case study, old growth management area discussion, and wildlife tree retention review as being the most helpful components. As well, more than 80% stated that the objectives of the training exercise were clear with numerous comments made indicating that it was well presented, informative, and straightforward. Many participants thought the session was a good overview of landscape unit planning, OGMA creation and WTR management and felt their questions were answered thoroughly.

Although much of the response from participants was positive, many suggestions were made on how to better improve the training process. One of the most frequently mentioned regarded the appropriateness of the presentation for a diverse audience. Many individuals with a technical background felt that more detailed training and practical work would be helpful before planners carry out landscape unit planning. Several from the public sector or other ministries voiced that the session was too complex for their background and suggested tailoring the presentations for different audiences. Most participants cited the case study as being very useful in their understanding of the landscape unit planning process. Some others felt that they needed more clarification on identifying and resolving “Red Flag” issues identified in the Regional Landscape Unit Planning Strategy review.

Participants varied in their feelings concerning the five main components of the training session. Most felt that the first two components, opening remarks and overview, were effective in creating a contextual framework for landscape unit planning. Opinion of old growth management area and wildlife tree retention discussion was generally favourable though several comments were made on methods for improvement. The case study and use of the participant workbook was continuously cited as being integral to successful understanding of OGMA creation. Overall, participants felt the sessions were well presented, questions thoroughly answered and the training content informative and helpful.

1.0 Introduction

1.1 Background

The Forest Practices Code Joint Steering Committee approved the release of the Landscape Unit Planning Guide (LUPG) in March 1999 under the condition that formal training must precede implementation. Between February and May of 2000, the Forest Practices Branch of the Ministry of Forests and the Habitat Branch of the Ministry of Environment, Lands and Parks delivered eleven training sessions throughout the province. Training was provided in all regions except Cariboo where the region is taking the lead, in co-operation with headquarters staff, to adapt and deliver LUPG training.

The purpose of the training was to convey the concepts, policies and procedures of landscape unit planning to staff responsible for planning activities and to others such as the forest industry who are involved in the process. The focus of the sessions was on learning to use the LUPG to maximise the benefits to biodiversity within the rules designed to meet the timber supply impact cap set by government in 1996.

To ensure timely implementation and to focus priorities on the most critical elements of conserving biodiversity, the LUPG primarily deals with two elements of biodiversity – old-growth forests and wildlife trees. As a result of these two priorities, training participants were instructed primarily on the process of delineating old-growth management areas (OGMAs) and wildlife tree retention (WTR) patches. Case studies were used to illustrate these two initiatives.

1.2 Report Structure

The following report collates the comments and suggestions offered by participants of the LUPG training sessions. By analysing the content of questionnaires administered during the sessions, government will learn whether landscape unit planning training has been successful and where additional communication and extension will be needed.

Section 2 of the report reviews the number and affiliation of training participants as well as questionnaire response rates for all eleven sessions. The questionnaire, a copy of which can be found in Appendix A, is comprised of questions which evaluate session content and training effectiveness as well as a component allowing assessment of specific elements of the presentation. Section 3 reviews those comments made regarding training session content and effectiveness, including which training components were found most valuable, whether Regional Landscape Unit Planning Strategy (RLUPS) “Red Flag” issues were addressed and the clarity of training session objectives. Section 4 reviews those comments made regarding specific elements of the presentation such as OGMA and WTR discussion. Section 5 presents a conclusion and outlines further direction intended for LUPG training.

2.0 Training Session Attendance

2.1 Number and Affiliation of Participants

More than 500 individuals attended the LUPG training sessions from February to May of 2000, represented by a diverse cross-section of BC society, including employees of the Ministry of Forests (MoF), Ministry of Environment, Lands and Parks (MELP), forest licensees, First Nations, private consulting companies and members of the public. Attendance at LUPG training sessions and the affiliation of participants are shown in Table 1.

Table 1. Attendance of LUPG Training Sessions by Affiliation

Location	Date/2000	Total People	MoF	MELP	BC Parks	Other Gov't	Consulting Companies	Licensees	First Nations	Public
Nanaimo	Feb. 4	50	29	9	1	1	3	3	2	2
Kamloops	Feb. 7	48	23	5	0	0	4	10	1	5
Kelowna	Feb. 8	27	18	5	0	0	0	0	0	4
Prince George	Feb. 10	65	31	9	2	0	5	14	1	3
Smithers	Feb. 23	25	10	6	0	1	2	3	0	3
Nelson	Feb. 29	75	18	15	3	1	9	24	0	5
Richmond	Mar. 9	40	16	6	1	0	4	7	0	6
Fort St. John	Mar. 15	42	25	1	0	1	1	12	0	2
Campbell River	Apr. 12	47	17	3	0	0	1	25	0	1
Victoria	Apr. 13	76	56	7	1	10	2	0	0	0
Kamloops	May 2	43	19	3	0	2	0	19	0	0
Total		538	262	69	8	16	31	117	4	31

The majority of LUPG training participants were Ministry of Forests employees with forest licensees and Ministry of Environment representatives following in number. Representation of the public sector, First Nations, and consulting companies was lower than the top three groups in each city the presentation was held. Figure 1 gives a visual breakdown of all training session participants by affiliation.

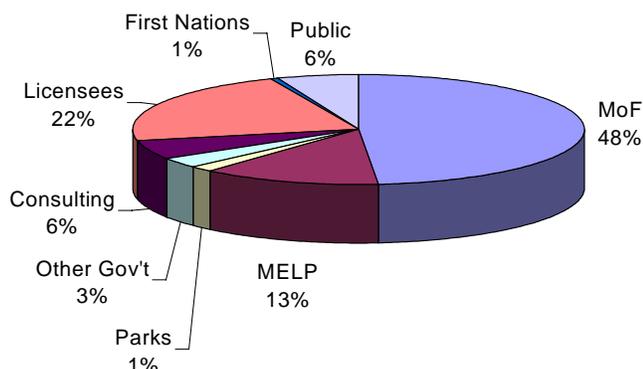


Figure 1. Attendance at LUPG Training Sessions by Affiliation

2.2 Questionnaire Response Rates

Questionnaires were circulated among participants of the final seven LUPG training sessions in order to review the content and effectiveness of training material. Questionnaires were not issued prior to the Smithers session held on February 23 so the following review of training sessions does not pertain to the first four presentations held. Throughout the last seven sessions, 98 questionnaires were completed by participants resulting in a response rate of 28% overall. Response rate varied for each city, from a high of 56% in the first questionnaire training session in Smithers, to a low of 7% in Richmond. In other cities, response rate averaged 31%. As a result, analysis of training sessions must be considered with this response rate in mind.

Questionnaire response rates for each city are depicted in Table 2.

Table 2. LUPG Training Session Questionnaire Response

Location	Questionnaire Issued	# Questionnaire Respondents	Total # Participants	% Response Rate
Nanaimo	No	N/A	N/A	N/A
Kamloops	No	N/A	N/A	N/A
Kelowna	No	N/A	N/A	N/A
Prince George	No	N/A	N/A	N/A
Smithers	Yes	14	25	56%
Nelson	Yes	17	75	23%
Richmond	Yes	3	40	7%
Fort St. John	Yes	15	42	36%
Campbell River	Yes	14	47	30%
Victoria	Yes	18	76	24%
Kamloops	Yes	17	43	40%
Total		98	348	28%

3.0 Questionnaire Response

Section 3 reviews comments made regarding LUPG training content and effectiveness. Responses to each questionnaire component are briefly summarised followed by a breakdown of individual comments in bullet form. Comments may seem to contradict general response trends in places, but it is necessary to note that although opinions of training were generally positive, participants were requested in some areas to state issues they felt needed further attention.

3.1 Clarity of LUPG Training Objectives

The majority of questionnaire respondents found the objectives of the LUPG training session clear, numbering 84% over the seven sessions surveyed. Individuals that found the objectives only partly clear totalled 13% and the remaining 3% either did not answer the question (2%) or found the objectives unclear (1%). Most participants found the presentation focused and well prepared. Other comments regarding the objectives of the training session are listed below.

- Not clear whether session was meant as a general overview of LUPG principles, or perhaps better if more focus was given on finer details and technical use of LUPG;

- Thought the course would have more emphasis given to biodiversity issues and found too much focus on timber supply impacts;
- Not clear on the priority rating of landscape unit planning, who it will be a priority for, and on what time scale it is to be completed

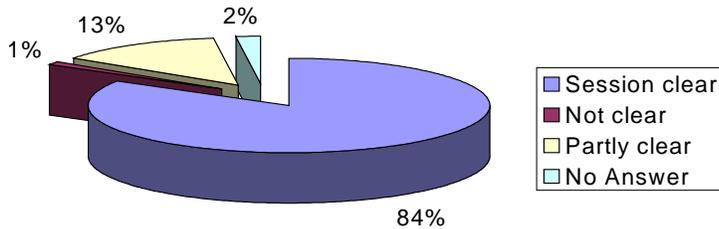


Figure 2. Participant Response Regarding Clarity of LUPG Training Sessions

3.2 Component of Training Most Valuable to Participants

Three components of the training sessions were consistently named as being the most helpful to participants regarding the concepts and procedures behind landscape unit planning. Discussion of old growth management areas, wildlife tree retention, and the practical activities of the case study were seen as being the most beneficial aspects of the presentation. Components of the session that were viewed as being most helpful are listed below in order of frequency mentioned.

- Case study /practical work, calculations;
- Discussion of old growth management areas;
- Discussion of wildlife tree retention;
- Policy overview, linkages to operational planning;
- Question and answer sessions – group debates - interaction of representatives from different agencies, licensees and ENGOS;
- Priorities of current planning process;
- Introduction of rules and regulations behind LUPG planning

3.3 Changes suggested for LUPG Training

Session participants commented on a variety of details they felt should be reviewed concerning LUPG training. Many suggestions centred on the need for more practical training using real-life and operational-level examples as well as orienting the training sessions more toward specific agencies. The following is a list of some of the most common recommendations made for both the training process and the presentation itself.

- Training not technical enough for planners themselves, too technical for the public (i.e. ENGOS and Parks employees) - perhaps better to tailor sessions for different audiences;

- For technical audience, would be advantageous to spend more time on practical training including more case studies, map exercises, computer work (Geomedia) etc.;
- Allow more time to discuss regional/agency-specific issues regarding land use planning (i.e. oil & gas in Ft. St. John, implications for parks, First Nations etc.);
- Emphasise constraints to encourage discussion on problem solving;
- Checklist needed for establishing planning objectives and for mapping;
- Emphasise aspects of policy that allow finer scale of representation in certain situations;
- Better clarification needed on subzone swapping;
- Need to firm up timber impact budget calculation in recruitment situation;
- Need a practical example/exercise illustrating principles of WTR

3.4 “Red Flag” Issues

Many questionnaire respondents did not seem to feel that “Red Flag” issues had been addressed during LUPG training sessions and several were confused about what these issues were. A number of participants assumed that “Red Flag” issues were unresolved policy topics and were unaware that most policy issues were already covered in the LUPG. Of 98 respondents, almost half (48%) gave no answer to this question. Of those that did respond, 17% stated that mechanisms for resolving “Red Flag” issues were well conveyed, whereas 35% felt that they were not.

Figure 3 illustrates participant response to “Red Flag” issues.

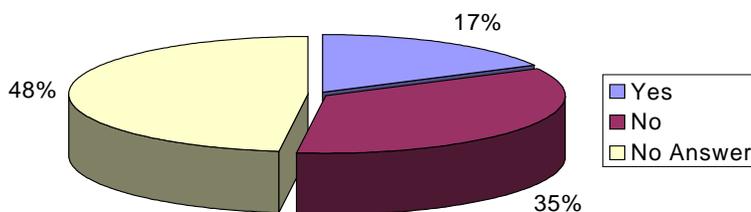


Figure 3. Training Sessions Conveyed Mechanisms for Resolving "Red Flag" Issues

Respondents’ comments pertaining to issues requiring further direction to resolve “Red Flag” issues are listed below in random order.

- More discussion needed on dispute resolution process;
- Instruction needed on how to cover off Marbled Murrelet areas;
- Gas & oil issues, green-up provisions;
- Ground checking huge task because inventories are not “landscape” level inventories;
- LU objectives will be redone again and again, hence some OGMA’s will be short term;
- Relationship between plans and cost implications to licensees not that clear (i.e. Vancouver Island Land Use Plan (VILUP 5 ha clear cuts);

- Clarification needed on recruitment rules so that individuals know what options exist;
- Concerns regarding age class and inventory accuracy will be important factors in decisions regarding OGMA candidates;
- Many red flags exist at the district level that are not treated as such because of overbearing provincial/regional planning legislation;
- “Red Flags” will only become evident at the operational level once working with the spatial delineation of OGMAs;
- Not enough time for districts to respond to red flags, therefore the Regional LUP timeframe of implementing landscape units is unrealistic;
- Possible compromise of biological integrity given current policy direction to not implement all six biodiversity characteristic objectives per landscape unit – need associated risk assessment;
- Interaction between landscape units, forest development plans, silviculture prescriptions not clear – interaction of operations and biodiversity needs more clarification;
- Code and guidelines should present minimum acceptable standards – training session seemed to discourage ‘code plus’ management;
- More discussion needed on possible long-term implications (i.e. many areas will contribute “overtime” to OGMAs), monitoring (need to develop key indicators) and tracking

3.5 Case Study

Afternoon case study exercises were presented during LUPG training sessions and attended by 79% of questionnaire respondents. The case study was repeatedly mentioned in questionnaires as being a very important aspect of the presentation and participants voiced disappointment when none was made available. Attendance at case study sessions is presented in Figure 4.

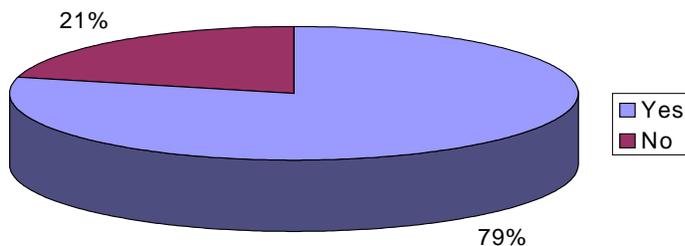


Figure 4. Participant Attendance of Afternoon Case Study

3.6 Session Helpfulness

The majority of questionnaire respondents (67%) rated the training session as being helpful. In each city the presentation was held, the majority of respondents classified the training by a category of 4, indicating that they found the session “very helpful”. There was no noticeable discrepancy in participant satisfaction among cities where the session was presented. Individuals that did not answer the question of session helpfulness were significant in some cities (36% in Smithers and 43% in Campbell River).

Figure 5 illustrates participant satisfaction with LUPG training sessions.

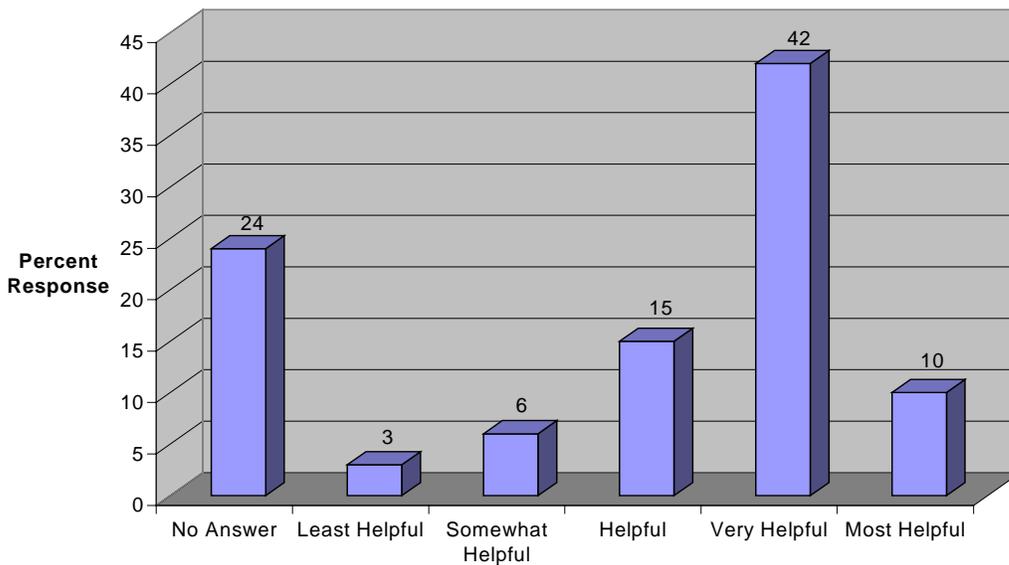


Figure 5. Helpfulness of LUPG Training Sessions

3.7 Final Comments

Participant comments regarding the overall effectiveness of the LUPG training sessions were numerous and varied. Observations are listed below.

- From Environmental Non-Governmental Organisation (ENGO) point of view, not clear if putting energy into this process is worth it given the small timber supply impact cap – options should be made to public showing different timber supply impact scenarios;
- Disappointed in lack of flexibility allowed in LUP process (i.e. oil & gas reserves will make implementing LUs in Peace area difficult – need more flexibility with NDT 3 age classes);
- Training is so early in the process of implementing landscape unit planning and so many things may still change, that training will most likely have to be redone again at the District level;
- A thought process needs to be applied to patch size distribution as it conflicts with present legislation - this debate needs early attention;
- Concern from industry that the expected timber supply impact will be greater than estimated at the present time;
- Need information on linkages between LU planning and the Identified Managed Wildlife Strategy;
- Working relationship needs to be established between FES, BCFS planners and environment specialists (rare species) regarding BC Parks and OGMA's;
- Some key topics not discussed include whether OGMA's will be treated like “parks” in the future. Also designating only class 9 OGMA's may be short sighted considering in 20 to 50 years they might be dilapidated – perhaps better to put aside age classes 7-9 as OGMA's;
- Page references should be made to the LUPG during training sessions

4.0 Assessment of LUPG Training Session Presentations

Section 4 reviews comments made pertaining to the five components of the LUPG training session presentation.

4.1 Opening Remarks

Most participants felt that the first component of the LUPG training session, opening remarks, was an effective general introduction to landscape unit planning and training. Participants commented that the opening remarks were useful and set a political context for landscape unit planning. A few commented that this section was somewhat lengthy.

4.2 Overview

As with the opening remarks, most participants felt that the overview component of the training session was well presented, clear and placed the process well in the context of past and current forestry issues. A few individuals commented that this section was either too long or too complex for some members of the audience. An explanation of the Timber Supply Planning Process was requested to be included in this section, in order to make later discussions of WTR and OGMA creation clearer.

4.3 Wildlife Tree Retention (WTR)

Reviews of the wildlife tree retention section were somewhat mixed as most individuals found it helpful and well presented although some found it unclear and confusing. Detailed discussion of calculations for creation of wildlife tree patches proved to be overwhelming for certain individuals. Several participants indicated that increased use of slides and diagrams depicting “real life” areas being managed for WTR would be helpful for training purposes. Other individuals stated a need for more information concerning how WTR will be tracked in the provincial inventory for “monitoring” as well as clarification of issues surrounding percent retention and impacts to land base.

4.4 Old Growth Management Areas (OGMAs)

Opinions of the old growth management area presentation were generally positive. Most individuals found this section to be clear and well explained although a few found it complicated and expressed a need for more discussion of OGMA establishment. Slides, handouts and diagrams pertaining to specific examples of OGMA creation were suggested for the presentation. Individuals also stated that emphasis needs to be given early on that OGMA creation is Biogeoclimatic Ecosystem Classification (BEC) variant based, an aspect of landscape unit planning that was not evident to some training participants. Others commented positively that the process for creating OGMAs provides managers with the opportunity to be creative in their decision-making efforts.

4.5 Case Studies and Participant Workbook

Most participants responded very favourably to the inclusion of the case study and use of the participant workbook for LUPG training efforts. Some individuals felt that there was too little time and too many complex issues to address in the short time allocated for the case study. Others felt that the economic aspect of the planning process was trivialised, in particular when regarding the effects of creating OGMAs. Also suggested was a reworking of the case study making it more relevant to planners at the operational level. Some participants found the exercise vague in

explaining priorities for choosing OGMA's once the non-contributing (NC) old and Timber Harvesting Land Base (THLB) old was filled (i.e. whether next oldest NC would be chosen over THLB). Overall, training participants indicated that a practical exercise was necessary to gain a full understanding of the principles and procedures driving landscape unit planning.

5.0 Conclusion and Recommendations

5.1 Concluding Remarks

The LUPG training sessions were successful in illustrating the concepts and procedures for old growth management and wildlife tree retention as well as other elements of landscape unit planning. Comments from almost 100 individuals were reviewed and will be considered in deciding future direction of landscape unit planning implementation and training.

5.2 Recommendations & Future Direction

The following recommendations provide direction for future landscape unit planning training initiatives and are based on review of questionnaire responses.

Additional Training

1. WTR training – stand level

Additional training will be required for wildlife tree retention to deal with stand level application, ensuring that Forest Development Plans reflect landscape unit objectives, and monitoring.

2. Training on LUP template & Geomedia

Subsequent to adequate piloting, it will be necessary to provide suitable training on the LUP Template and the related use of Geomedia.

3. Training on objective writing

Training on establishing and writing landscape unit planning objectives will be developed and delivered (options: present in three locations, computer based training).

4. Additional training on policy direction in LUPG

Given the level of satisfaction indicated in this report, no additional formal training on landscape unit planning policy currently provided in the LUPG will be delivered.

5. Additional training on “Red Flag” issues

“Red Flagging” Landscape Units provides a signal that these units require extra care and attention during planning. Red flag issues are currently addressed either in the LUPG or through extension and communication with the Forest Practices Branch and will be dealt with as they arise in implementation. Additional training on “Red Flag” issues will not be provided at this time. However, this recommendation should be reviewed once the first year of implementation is complete and implementation results can be assessed.

Extension and Communication

6. Information exchange on examples generated around BC

A landscape unit workshop in the fall of 2000 and spring of 2001 will provide a venue for planners to exchange information on landscape unit planning progress. The Forest Practices Branch must maintain its' website to provide an exchange of information and planning examples for regions and districts.

7. Questions and answers/presentations on website

Questions and answers as well as landscape unit planning presentations must be published and kept current on the Forest Practices Branch website.

8. Ongoing extension

Staff will provide extension on implementation issues, policy interpretation and conflict resolution on an ongoing basis by attending workshops, ad hoc meetings, through email, information bulletins and newsletters.

Landscape Unit Planning Guide Training
Kamloops BC
May 2, 2000
Participant Feedback

Thank you for participating in the Landscape Unit Planning Guide training. Your feedback is important and will assist with further extension work around Landscape Unit Planning.

Affiliation _____ Name _____
(Optional)

1. Were the objectives of the training session clear?

Yes No partly

Comments:

2. What section of the training was most helpful?

3. What changes would you suggest if any?

4. Has this training conveyed the mechanisms for resolving the "Red Flag" issues identified in the RLUPS review, and if not what issues require further direction so that they may be resolved?

5. Did you stay for the afternoon case study? Yes or No

6. **Specific Comments:** (Consider clarity / content / format / materials / pace)

Opening Remarks

Overview

Wildlife tree retention

Old Growth

Case Studies and participants workbook

How helpful was this training session to you?

Least 1 2 3 4 5 Most

Other comments on this session or further training or information needs: