

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

Case study by: **Myerscough College**

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Managed by:



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OVERVIEW

Project Summary

In preparation for the T-levels and the changes in education i r relating to work experience and employer engagement, we focused on using Virtual Reality Technology to enhance student practical skills in preparation for employment and work experience . This was attained through scenario-based learning packages and application of learning in real life industry settings, which were developed and co-designed with educational and industry leaders.

Our focus was on the Equine, Agriculture and Sportsturf industries. Our goal was to strengthen employer and educational partnerships,(existing and new), through employer engagement and input to address perceived skills gaps by the industries using Virtual Reality.

Project Objectives

The two main aims of the project were:

- Teachers developing the skills and confidence to use Virtual Reality as part of their teaching and assessment.
- Improving partnerships with employers and employer-led package development to supplement current learning experiences.

The short term goals were:

- Education partners understand and are well-prepared to respond to T-levels through collaborative working, shared development and evaluation of technology in teaching and learning.
- Employers play a fuller part in learning programmes as a result of their central role in developing the VR packages and improved understanding of teaching and learning and technical routes.
- Learners are prepared well for work and/or placement as a result of challenging learning and assessment using Virtual Reality packages as part of their learning programme.

Project Method

Initial Research:

Both teaching staff and industry employers looked at the current provision and identified gaps in our learner's practical skills. We then had to assess the teaching methods used for these areas. We went back to basics and looked at pedagogy and andragogy and then onto digital learning theories. These are the theories and how we believe they fit together to form outstanding teaching and learning. This led us to Virtual Reality as a technological tool for practical skills.

This academic year at Myerscough, there was a new initiative called the TEL Spiral, which was based on digital skills and technology enhanced learning. The TEL Spiral categorizes the tutors' use of technology in their teaching and how effectively it filters down to the student. The aim of this is to enhance and develop both tutors' and learners' educational experiences and digital skill set.

The E-Learning team used the following models to conclude that Virtual Reality would be a beneficial technology to address the skills gap found in our learners:

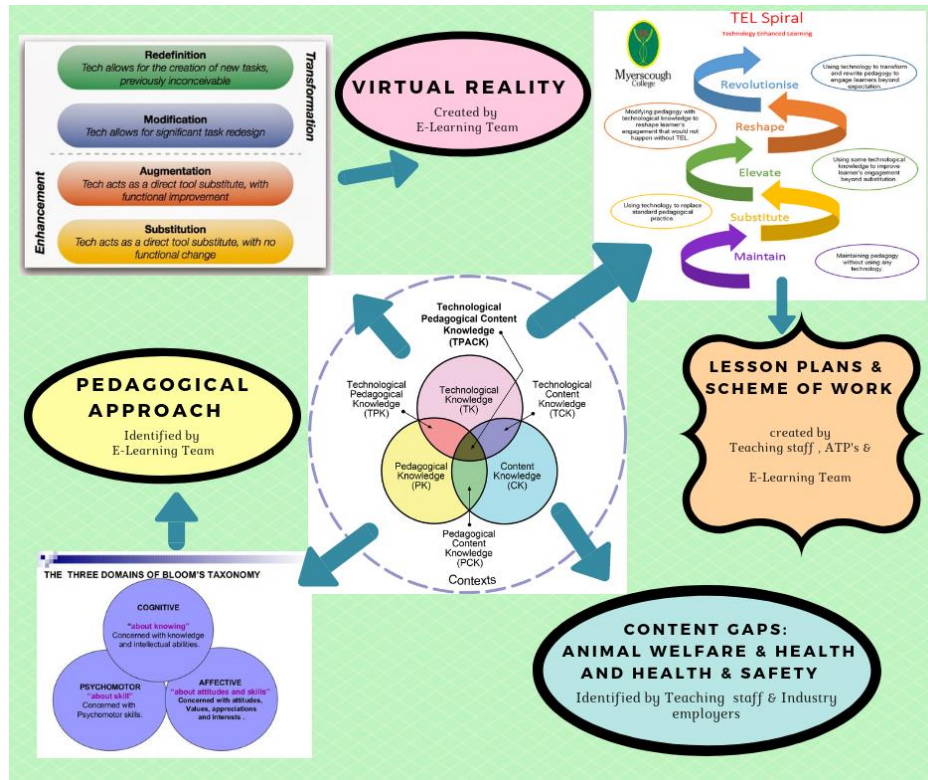
Bloom's Three Domains

SAMR Model

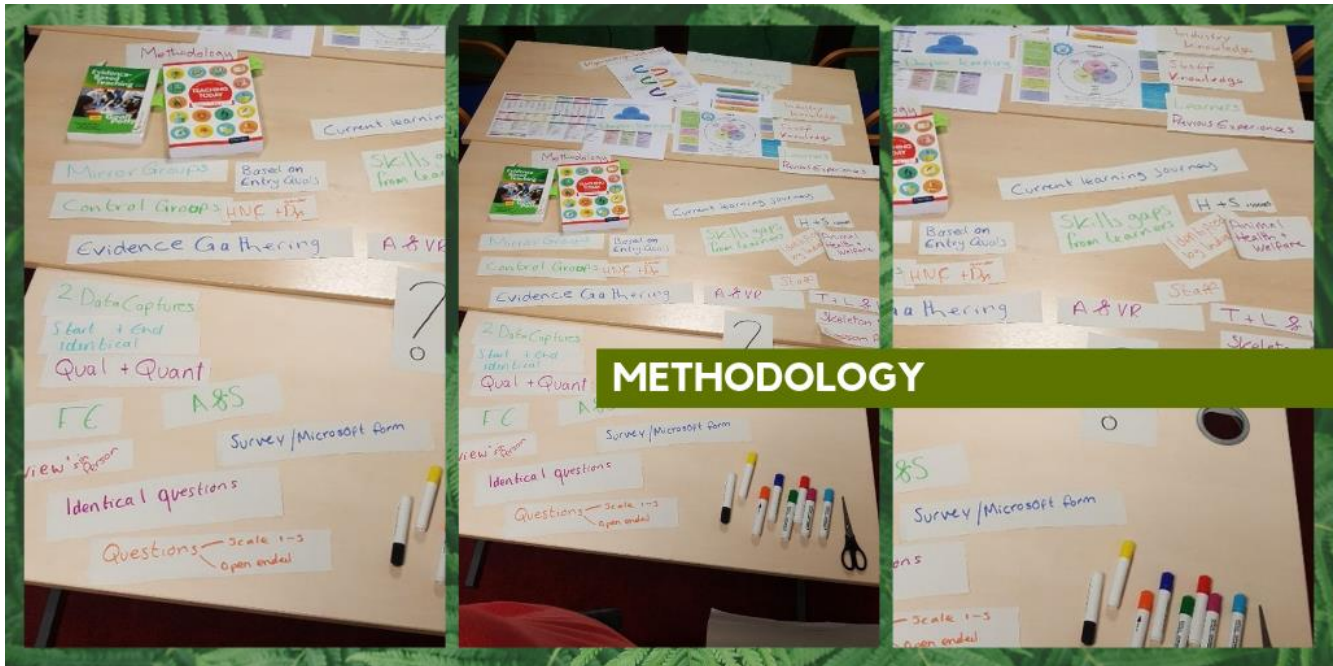
TPACK Model

TEL Spiral Initiative

The technology, when implemented effectively, could reshape the way tutors taught within sessions to engage students beyond expectations.



Methodology



The methodology designed by the E-learning Team began with two groups in each area with similar course profiles; so there were a similar number of learners with High Needs Funding (HNF), Special Educational Needs and Disability (SEND), ethnic backgrounds, genders etc. One group would then be participating in the VR Project and the other would not. However due to the time constraints, timetabling and learner numbers this was not possible. The route taken was that there would be no control group and all learners, across all three academic areas and levels in Further Education would participate instead.

For the evidence gathering the team decided on two data captures: at the start and at the end with identical questions. There would be different formats (entry and exit interviews, surveys and observations of sessions) depending on the participant (Employer, Teaching Staff, Learners and Apprenticeships). This would give us both qualitative and quantitative data. There would be a significant amount of qualitative data in the sessions with learners and staff, this was chosen to allow for richer data. For example, quotes that could be both positive and negative allowing for deeper analysis, the E-learning staff in the sessions would try to note this down or voice record where possible.

WHO WAS INVOLVED?

Educational Partners

The lead organisation for this project was Myerscough College: a specialist land-based Further and Higher Education provider based in the North West. The Project Lead was Laura Power, our E-learning Developer and Practitioner. Case studies were led by Alexandra Nutter E-learning Advisor.

The second educational partner was Plumpton College, a specialist land-based Further and Higher Education provider based in the South Downs near Lewes. They acted as critical friends for sharing best practices from their previous experience using 360° video and Virtual Reality in education. This was led by James Maltby, Learning Technology Manager at Plumpton College.

The third educational partner was HEROS Equine Charity: a Charity for re-homing and rehabilitating ex-racehorses, as well as delivering apprenticeships as an education provider based on North Stud Farm in Cambridge. This was led by Eleanor Bowden, Educational Manager at HEROS.

The fourth educational partner was Ambito Beaumont College, a specialist Special Educational Needs and Disability (SEND) college based in the North West, which offers both residential and day programmes in Lancaster for young people aged between 18 – 25 with a broad range of physical and/or learning impairments. They acted as a critical friend for the project advising on accessibility and Virtual Reality for a range of different physical and learning impairments. This was led by Fil McIntyre and Craig Brown, Assistive Learning Technologists from their Assistive Technology Learning Unit.

The fifth educational partner for this project was Barnsley College, a general Further Education provider based in Barnsley in the North East. The case study there was led by Nathan Kenworthy, a Learning Technology Assistant within their Learning Technology Unit.

Industry Partners

The first Agricultural partner was Shepherd Agri which is made up of four divisions: G Shepherd Animal Health, Shepherd Dairy Services, Shepherd Coatings Ltd & Moorside Polled Herefords. Their main focus is on Animal Health and innovation through continued improvement both in the retail and wholesale platforms of their innovative range of animal health and nutritional product lines, based in the North West.

The second Agricultural partner was LLMVets. They are a Veterinary team committed to the progression of the livestock industry through excellence in all that we do. Established in 1999, they were the first farm only vet practice to set up in the UK and have since developed their services to help our clients maximize their performance and profitability.

The third Agricultural partner was Ian Pye from Old Holly Farm, which is an all-weather family attraction designed to appeal to visitors of all ages. Being a family run, working diary farm, the team at Old Holly are passionate about giving children (and adults alike) the opportunity to see, touch, smell, hear and taste the experience of a real working farm, based in the North West.

The first Equine Industry partner was HEROS Charity, a Charity for re-homing and rehabilitating ex-racehorses.

The second Equine Higher Spen Equine Limited who focus on hydrotherapy are equipped with one of the best equine hydrotherapy facilities in the UK with livery and rehabilitation services.

Special thanks to Lee Metcalfe the Head Groundsperson at Manchester City Football and Chris Grey at the Institute of Groundsmanship Learning Programme Architect as they inputted as critical friends to the project to help aid with the design of the Sportsturf packages.

EMPLOYER CASE STUDIES



Employer Involvement in the project

This is a general summary of the role the employers were involved in the project:

- Identifying the skills gaps which students enter employment with.
- Co-designing the Virtual Reality Packages working with the Project Lead.
- Working with tutors to enhance the curriculum through guest speaker sessions, and where possible identifying changes in industry which need to be reflected in curriculum.
- Attending Dissemination events.
- Understand T-levels and their implication for the future work force and employers.

30th April Employer Event

This event was held at Myerscough college and was the starting point for the Agriculture and Sportsturf employers. The event included an introduction to the project and T-levels. The Equine industry employers worked with us directly through contacting the project lead directly after the event due to timing, via emails and phone calls.

From the event it was made clear that though most employers were aware of the changes coming to the Further Education sector, they were not aware of how this impacted them or how they could influence the changes. This discussion opened up signposting for the employers in regards to T-level information from our Work Placement Manager.

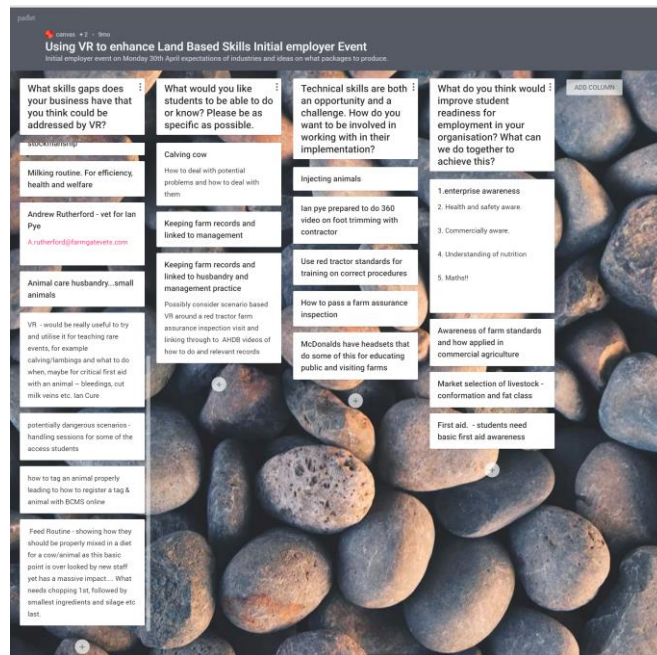
After the T-level discussion about work placements and employer implications, the employers were introduced to the two types of Virtual Reality that we were sustainably able to create: static images with hotspots and scenario-based learning via 360° video, instead of computerised environments. A few employers offered suggestions and included examples of how Virtual Reality was already being used in the industries, such as fast food chains using Virtual Reality as a marketing awareness tool.

Subsequently, this lead to a discussion supporting the change of employer mindset from moving away from Virtual Reality for marketing to focus on teaching and learning with Virtual Reality, with the intention of creating real life experiences for students, based on industry skills gaps. The reasoning for Virtual Reality being the technological tool of choice was due to the possibilities it creates, such as opportunities for students (experiencing different environments that may not be possible in real life due to resource constraints – health and safety, cost, lack of accessibility to a genuine resource) student engagement (different learning preferences and diversification for different needs) and deeper learning through pathways (scenario and choice based learning).

Furthering into skills gaps discussions and how to address them using Virtual Reality based on the following questions:

- What skills gaps does your business have that you think could be addressed by VR?
- What would you like students to be able to do or know? Please be as specific as possible.
- Technical skills are both an opportunity and a challenge. How do you want to be involved in working with in their implementation?
- What do you think would improve student readiness for employment in your organisation? What can we do together to achieve this?

The employers discussed their thoughts and added them to an online mood board called [Padlet](#) so we had a record of what packages they would like to see created to address specific skills gaps.

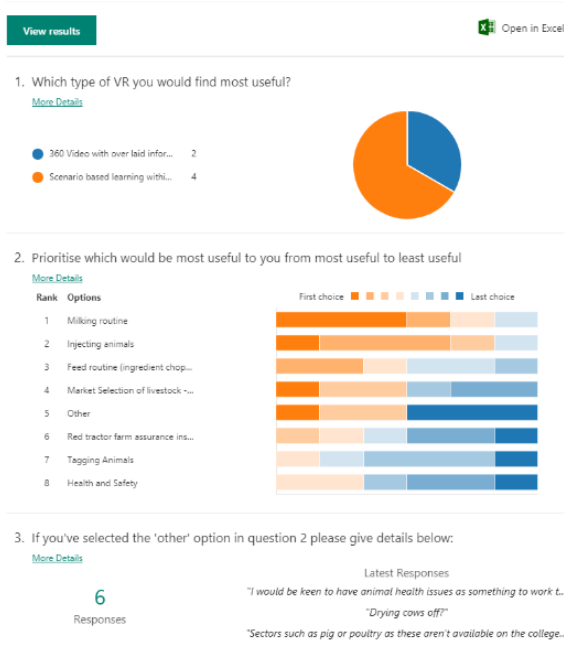


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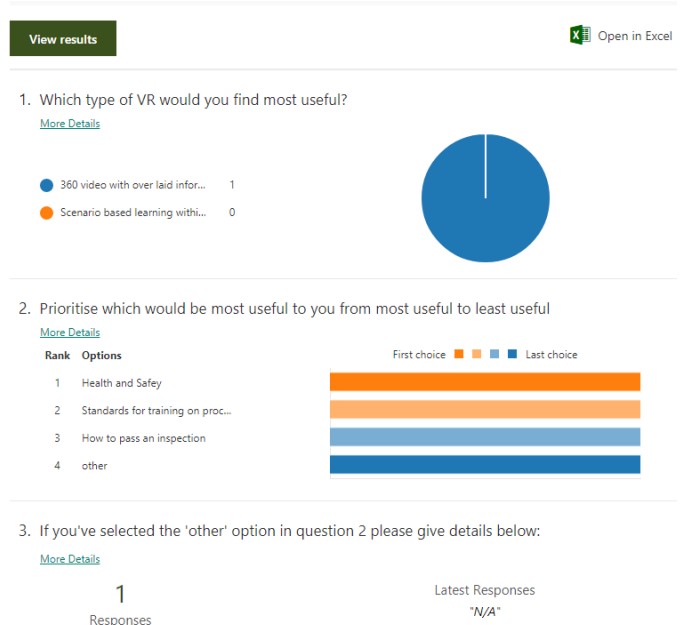
The collaborative work lead to 3 commonalities of skills gaps in: unique events (out of the ordinary situations), basic protocols and health and safety. As there was a wealth of ideas from the employers, it was decided that the information would be collated and then made into a survey for the employers to prioritize which package they would like for their area. As due to time limits of the project, we only had availability for development of one guaranteed package per area.

The event concluded with working relationships and key people volunteered as points of contact for future working on the Virtual Reality packages dependent on subject specialism. Following on from this event, they then decided upon the Virtual Reality package via Microsoft Form, which was designed based on their collated input from the introductory event.

Agriculture



Sportsturf



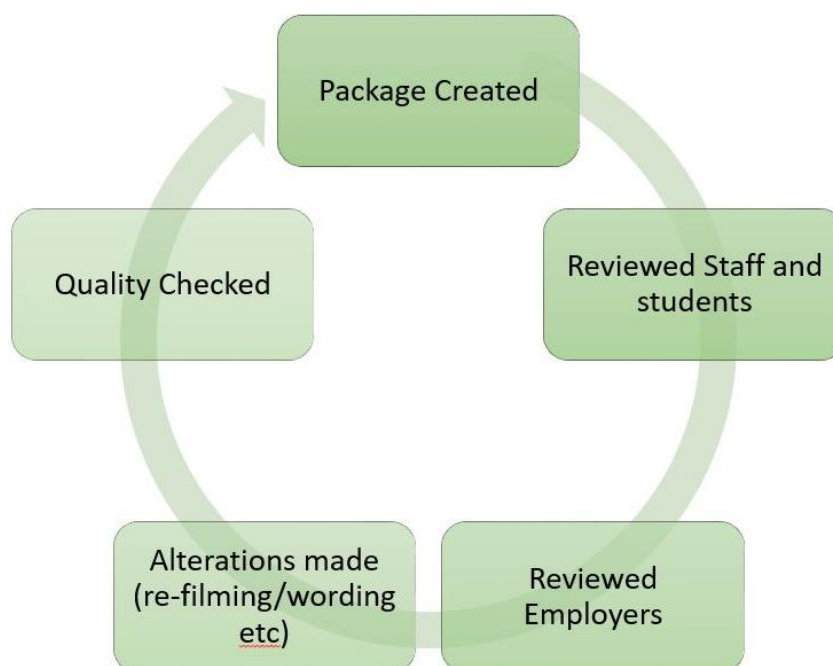
Industry experts of the packages chosen were then contacted to co-design the storyboard for the filming of the 360° videos for the packages. Equine agreed on the topic of a package and then sent a storyboard through, working closely with the Project Lead to finesse the storyboard.

This working method led to a continuous feedback loop, with all employers, to co-design the packages through emails and phone calls. The packages were filmed in house at Myerscough College for all areas; Agriculture, Equine and Sportsturf as the industry areas requested it to be done this way for the initial packages. This was due to filming timing needing to be over the summer and time restrictions within the industries for the specific topics. However, with close work with the HEROS charity Educational Manager, filming for a second equine package took place at the industry setting later in the summer.

The overall packages, topics and settings chosen led to a lack of scenario-based learning due to employer choices and more want to create packages which showed best practice, with options built in for different aspects. So this is the path we went down for the packages with the employers.

The packages were created and then reviewed by employers, tutors and learners until they were perfected according to industry and curriculum needs while keeping the salient points from employer identified skills gaps.

Co-design Feedback loop model:



Though the packages were finessed over the late summer/early autumn with employers, tutors and learners, when applied in sessions it was discovered that the design process was more dynamic due to learners continued feedback for practical application.

30th November Employer Event

Since the previous April event, some of the employers had come into teaching sessions as part of the curriculum to discuss progression routes, industry standards and skills gaps with the students.

At the 30th November event, the Equine and Agriculture key industry leaders revised the potential impact of T-levels and the skills gaps with tutors from the areas, reflecting on the previous April event and their involvement throughout the project to date. Discussion of soft skills development being a skills gap in industry arose from the Equine employers, though this was not the focus for the Agriculture industry as practical skills were a priority. The focus of the discussion was based on the following questions:

- What do the T-levels mean to you?
- How will they impact on your business/teaching?
- How could we help you with training staff with the VR?
- What are the challenges with offering work placements to 16 – 18 y/o students?
- How can we work together to deliver a relevant curriculum/training for learners so they are ready for employment?

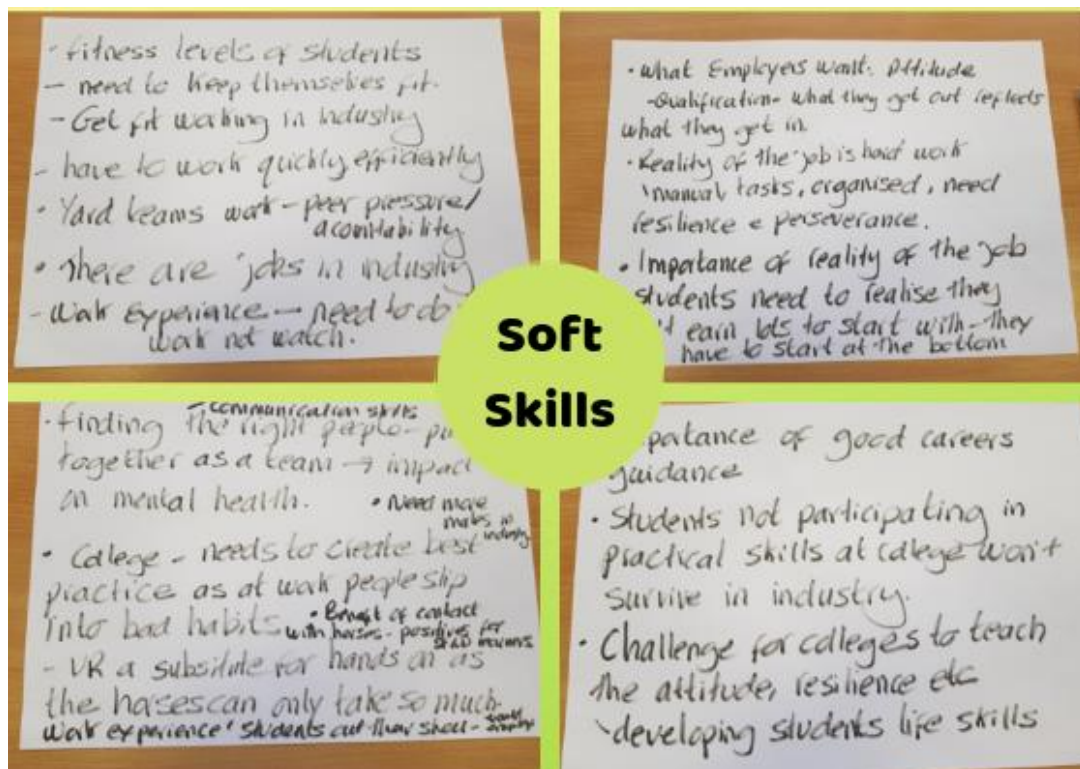
The discussion around T-levels led to an understanding that employers needed to understand what they could get out of it and also understand that they could impact the structure through projects and government lead schemes. There would be a strong emphasis on work placements.

There was a marked difference between the areas as to what skills they needed within their industries. Equine were confident in the practical skills students already acquired through their certification, as the employer could show the students' any small gaps in practical skills according to their specific industry needs, for example racing saddles. The skills gaps were more to do with the soft skills of the students; resilience, attitudes to working, team work and customer service. As shown below:

T-Levels:



Soft Skills:



The employer still valued the tacking up packages and enjoyed the option to see two different working environments to compare tacking up, as part of teaching and learning for the students to experience. They wished to progress the Virtual Reality to scenario-based learning as an introduction to a topic, for example: for riding on the road and making choices.

After experiencing the packages, the Agricultural employers talked to tutors and discussed the options for scenario-based learning, understanding the positive impact it had on deeper learning based on tutors' feedback from their sessions.

A working relationship after the project's life were established between Higher Spen Equine Limited and the Myerscough Croxteth Campus, based in Liverpool. The setting was a deprived area, with intent to create aspirational and industry specialized visits for the students learning experience. Shepherd Agri and LLMVets representatives also agreed to continue to give feedback and work with Myerscough to create Virtual Reality packages.

AREA CASE STUDIES

Areas involved:

- Agriculture
 - Level 3 Year 2
 - Level 3 Year 1
 - Foundation Level 1

 - Apprenticeship Level 2
- Greenspace
 - Level 3 Year 1 (Sportsturf & Arboriculture)
 - Level 3 Year 2 (Sportsturf & Arboriculture)
 - Apprenticeship Level 2 (Sportsturf & Horticulture)
- Equine
 - Level 3
 - Level 2
 - Level 6 (H.E)
- Partners
 - Barnsley
 - HEROS Apprenticeship L2

“

“It has improved my knowledge of industry needs.... From observation and speaking to learners they are interested in trying new technology...the 360 ° works well with both media giving the tutor the option to use either dependant on the group.””

SUSANNA BRANDON
GREENSPACE
MYERSCOUGH

Agriculture

Level 3 Year 2



This session was held at Myerscough College. After the package was completed, the project Lead and the E-learning Advisor meet the Head of Agriculture & Countryside to organise his use of the Virtual Reality package in a session. They quickly realised that he was snowed under with his workload and lacked confidence with educational technology. He talked the project team through his Scheme of Work and thoughts for the session. Areas were identified where the project team could support his use of technology.

As the E-learning Advisor's lecturing post had been in that department previously, it gave them a unique position to create a lesson plan that only needed a small amount of tailoring to the unit content and criteria by a tutor.

As the Virtual Reality project was not just about Virtual Reality, we needed to remind tutors and Advanced Teaching Practitioner's that it was about enhancing land-based skills and working with industry. In the Scheme of Work the tutor and project team identified possible sessions which the industry partners could be included in.

Lesson SOW - Ag

Week No.	Week 2018-19	Subject/Topic	Assessment Information
Term 1			
1	10 Sep	Induction	
2	17 Sep	Parlour types, dairy hygiene, equipment, parlour routine and operation, washing (VR headsets used for day and night routines)	
3	24 Sep	Dairy regulation & farm assurance	
4	01 Oct	Mastitis – types, symptoms, causes, prevention (Jan Cure LLM Vets Industry talk)	Milking Assessments for LO4 commence
5	08 Oct	Husbandry & health of the new born calf	Milking duties begin in preparation for milking assessment (LO4)
6	15 Oct	Calf rearing and feeding	
Half Term – Monday 22nd October to Friday 26th October			
7	29 Oct	Heifer rearing and management incl. target weights, growth rates	Parents Evening: Cattle – Tues 30 th Oct Wetmore Traffic – Weds 31 st Oct Preston – Thurs 1 st Nov
8	05 Nov	Selection of breeding stock – Industry talk (Industry talk, Michael Parkinson (Callanmore))	Formative assessment – LO2
9	12 Nov	LO3 Recap, Feedback and preparation for summative assessment	Feedback
10	19 Nov	Summative Assessment	Summative assessment – LO2
11	26 Nov	Selection of breeding stock (Linear Assessment)	
12	03 Dec	Intro to the Dairy Industry – dairy statistics, trends and markets	
13	10 Dec	Dairy breeds and breeding for production	
Christmas Break – Monday 17th December to Friday 4th January			
Term 2			
1	07 Jan	Production cycle – phases – early, mid, late, dry, fresh	
2	14 Jan	Breeding management – oestrus cycle, detection, targets, PD	
3	21 Jan	Breeding management – bull selection, AI, natural, E1, synchronization	
4	28 Jan	Feeding requirements and impact on fertility/breeding	
5	04 Feb	Dairy Tech Show – VR/Industry talk/Industry participation	
6	11 Feb	Feeding regimes – TMR, feed to yield, fat rate, partial TMR, pasture	
Half Term – Monday 18th Feb to Friday 22nd Feb			
7	25 Feb	Low Signals Training (& Housing Requirements) – Industry talks – Cans Belling Agriculture)	
8	04 Mar	Feeding and metabolic problems – arthrosis, ketosis, milk fever, grass staggers	Formative assessment (LO3)
9	11 Mar	Preparation for summative and recap and feedback on LO3	Feedback
10	18 Mar	Summative assessment LO3	Preston – Thurs 14 th Mar Summative assessment (LO3)
11	25 Mar	Milk contracts, dairy pricing and testing regimes	
12	01 Apr	Dairy Gross Margins and Fixed Costs	
Easter Break – Monday 9th Apr to Friday 26th April (Easter Day Sunday 21st April)			
Term 3			
1	29 Apr	Calculation of gross margins and price sensitivity	
2	06 May	Work Experience	Bank Holiday: Mon 8 th May
3	13 May	Dairy Gross Margins	Formative assessment (LO1)
4	20 May	Prep for summative, recap and feedback on LO1	Feedback
5	27 May	Summative Assessment – LO1	Summative assessment (LO1)
6	03 Jun	Milking assessments – LO4 (VR Revision tool of process)	Bank Holiday: Mon 27 th May
7	10 Jun	Milking assessment – LO4 (VR Revision tool of process)	
8	17 Jun	Visit	
9	24 Jun	Visit	

VR as intro

Industry Involved

Industry Involved

Industry Involved

VR as part assessment tool (without labels – description)

Possibility - VR used to discuss process of where/how to test within protocols

“

"It was clear that the students really enjoyed the session – I haven't seen them voluntarily give a round of applause before!! Very well done and thank you for coming along to run the VR and helping make sure the lesson worked well. With such a great response I think there is a strong case for more VR to be used!!"

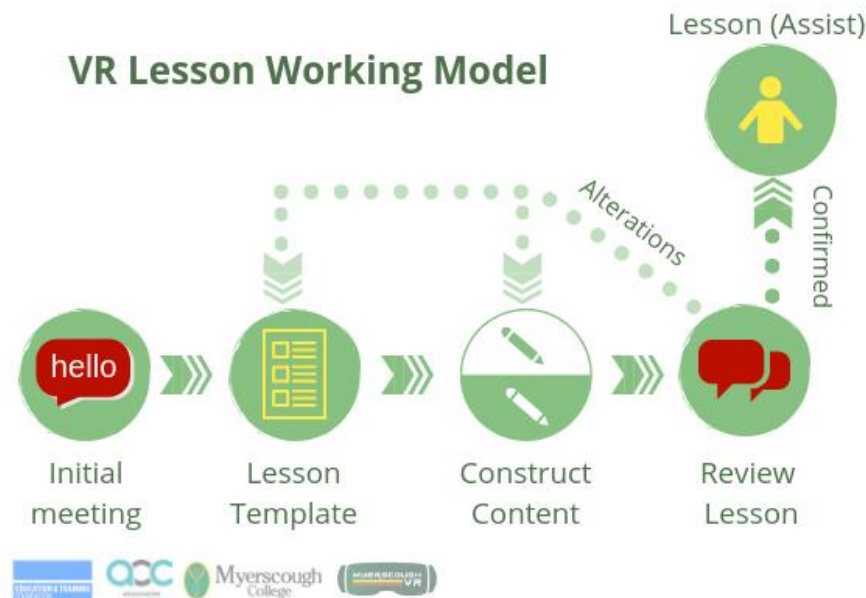
CRAIG THOMPSON
HEAD OF AGRICULTURE
MYERSCOUGH

As we only had 6 headsets and all our student groups were more than 10, we needed a way to combat learners waiting and or complaining to use the headsets. Also, they could be a distraction to students who are not using them. The E-learning advisor decided to create a technique called "Tech Submersion" which means the new 'cool toy' technology is hidden with other technology.

Thus the session became a carousel; 2 out of 3 tables were technology based and the third was a practical tour of the dairy. We used the Virtual Reality package: our video platform (Planet eStream) as an interactive video and a trusty Kahoot quiz for attention grabbing 'Tech Diversion' part of the overall 'Tech Submersion.'

All the learners participated fully in all elements of the session without complaint, even requesting in a lull in the session to watch the Virtual Reality package on the interactive board again. After the session while we were packing up, we received an unsolicited round of applause. Once the learners had left the tutor remarked on the fact they had never done that and therefore he must aim to repeat this type of teaching if they were that engaged and happy.

As the learners were so engaged and happy, we decided to use this format with all areas and created a 'VR Lesson Working Model'. This would help with comparison of the Virtual Reality in other practical areas and supports alleviating planning pressure for staff.



In the session, the project lead and E-learning Advisor ran the technology tasks which outside of this project would not be feasible for the tutor. The E-learning Advisor explained to the tutor that he needed to increase his use of TEL to help engage the students and he could do this by creating a leadership programme within this unit. The Leadership programme would entail each task/table and a teacher card which explains the task/s rules and answers would need to be created. One learner in each group takes on this role and it must rotate throughout the session. By the end of the session, or a group of sessions, all learners have practiced the teacher role, thus embedding employability skills into the group; communication, leadership, discipline, team work and responsibility.

Level 3 Year 1



This session was held at Myerscough College. The Lesson Template and the Level 3 year 2 Lesson plan were sent to the tutor so they could they create a plan for their session. The session was a carousel; 2 out of 3 tables were technology based and the third was a Health & Safety recap in preparation for a nearing exam. We used the Virtual Reality package, our video platform (Planet eStream) as an interactive video and a Kahoot quiz. The E-learning Advisor and the E-learning apprentice ran two of the tables while the tutor ran another table. Again this would not be possible outside but we have a support programme in place now for all staff. We will attend the first two sessions when a staff member is using a new Technology Enhanced Learning activity to support them with Teaching Learning and Assessment or technical issues. There will also be the option to scale this according to class size and tasks, so that a tutor can replicate the process when they teach on their own.

In the session the Inclusive Learning Assistant (ILA) participated in the group as there were enough headsets. She asked if they could be available for support staff in their induction as many of the Agriculture Inclusive Learning Assistants didn't always have agricultural backgrounds and it would improve the quality of their support for the learners. Supporting the use of Virtual Reality is an important introductory tool for both staff and students.

The learners said they liked the different way the lesson was structured. A couple of learners from different groups asked why they needed to see the milking routines as they already knew how to milk. We then asked them to compare what they had seen with their own experiences and it became clear that not all were working to the same hygiene, welfare and professional standards. The next question from the students was "If we have always done it that way, what are the issues?" This informed the tutor of a knowledge gap and the need to clarify Legislation, Codes of Practice and Welfare protocols and the science behind them. This allowed students to develop their understanding, as well as deeper learning via analytical thinking and practical application skills through an opportunity which would not have been identified without experience of the Virtual Reality package.

The learners asked for gamification to be on the packages as they could interact with it more. They also suggested that they would be best used as introduction packages for Farm Duties and that all the tasks should be included.

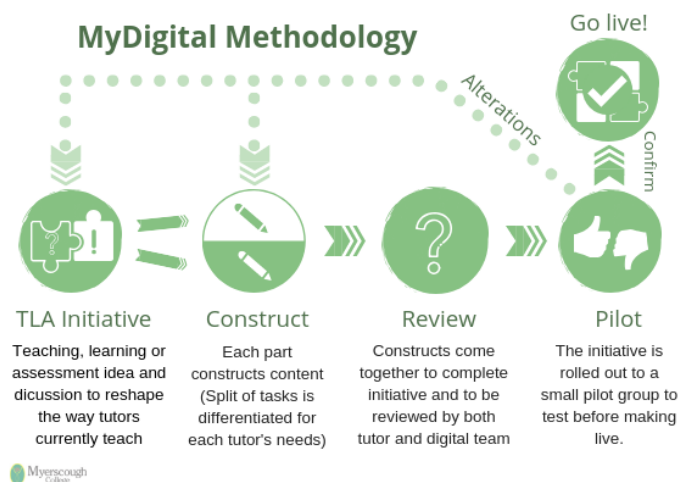
Foundation Level 1



This session was held at Myerscough College. The lesson template was sent to the tutor however their edits were not consistent with the tech submersion method we had been using. In the confusion during staff absence, this was not picked up on prior to the session. So, on entering the class, there was some confusion on the tutor's part as she handed the class over to us on entering. So, we ran with it, we divided the cohort into two groups: one for the headsets and the other for smart board viewing.

Each group went through the morning routine, night routine, milking & washing down on a headset and the board. We then had a whole group discussion on the pros and cons of both methods of viewing. The learners liked that they could see the process before having to do it for real and they then said it made them more confident. They suggested other areas they would like to see before doing shearing and dosing.

As a consequence of the confusion around the running of the session, we have created a model of practice which clearly sets out the way we will interact with staff (our learners) and the learners (their learners)



Apprenticeship Level 2



This session was held at Myerscough College. This was a very positive session and the learners really enjoyed it. The tutor and E-learning Advisor collaborated on the lesson based on the template. The lesson continued the tech submersion plan but as it was a small cohort they changed the carousel tables to successive tasks, one activity after the other.

The tutor delivered a PowerPoint with key facts and then the learners enjoyed seeing how the college milking parlour protocols worked on the Virtual Reality headsets and they discussed the differences between their personal experiences and that of the college. This allowed the tutor to guide the learner through the correct Legislation, Codes of Practice, Welfare protocols and the science behind them.

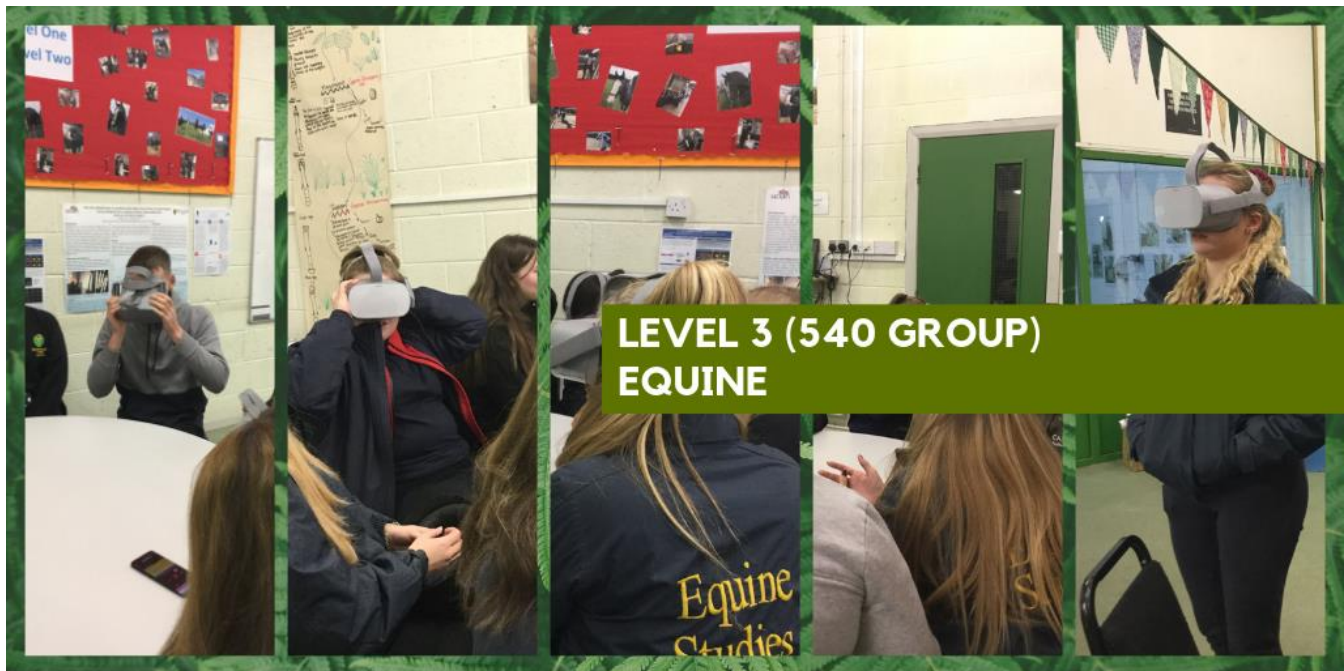
Then the learners were asked to create a comic page with three different ways to reduce mastitis in dairy cows. They were taught how to use a new app Strip Designer to help provide annotated photograph evidence which was very useful for A&S learners.

The learners in this session enjoyed being able to use technology which is not often the case on the job but they can now see how they can take it back with them. They requested that the VR package include interactions to make it more challenging.



Equine

Level 3 (540 group)



This session was held at Myerscough College. The Project Lead had a meeting with an equine Level 3 course tutor to explain the Virtual Reality lesson format (project template) and the input we needed from her. The session was slightly different than the lesson plan as it was a course tutorial based in employability skills. This fitted with other sessions using Virtual Reality and the topic suited the industry involvement.

Due to the size of the group, a carousel session was planned: the carousels followed previous lesson formats of a video station, a Virtual Reality station and a Q&A paper-based activity. The start of the session was led by the tutor through a question and answer session discussing the employability session which the HEROS Educational Manager had attended at the college.

Whereas within previous sessions the students had a hands on approach to trying. This lead to a discussion with the tutor of the different approaches between the students. The tutor pointed out that those learners coming to a practical subject from academic backgrounds differed in willingness to participate practically and engage in sessions compared to learners from vocational backgrounds.. Though those with an academic background exceeded expectations and had high level ability for the theory of the course, there is a considerable difference when practically involved in the subject.

Level 2



This session was held at Myerscough College. After the successful lesson in agriculture, we decided to create a template for all the Virtual Reality sessions based on the carousel tech submersion theory. We then had a meeting with an equine tutor to explain the Virtual Reality lesson format (project template) and the input we needed from her.

There were a couple of opportunities missed in the planning stages due to workload of the tutors, the tech submersion was then thought to be weakened. Therefore, the tasks in the session were; starter Kahoot, task 1 Virtual Reality, 2 YouTube, 3 tack room 4 handout. The fourth task was added due to the level of the cohort and the length of the session, this was paper based. The interactive quiz video (Reshape) was not possible and in its place was a YouTube clip with a written task. However, it was such radical change to their usual teaching and even though it was a lower level tech activity (substitute), they thoroughly enjoyed it.

"I like this kind of approach...erm....to lessons I hate just copying off a board. It's boring" - Ed

"Breaking the lesson up like this means I get more attention, like for my learning not me me me" - Luke

We have been aiming for the tech submersion to be at a high level of the TEL Spiral with the interactive video quiz this was changed out to watch YouTube and write a summary of the video. It has not altered the TEL Spiral level or the level of enjoyment for the learners, but I feel the task change has had a detrimental effect on learning. I believe the original task was going to be analyse on Blooms Taxonomy but was only knowledge.

The learners were discussing the speed of the tutor in the Virtual Reality package and asked if we could refilm with another staff member. We asked why? the Learners stated they liked the other staff more and it would be faster to watch. Another learner said the speed should not be a judge of the quality as a whole because sometimes you are just taking care of your work or have found an issue while doing it.

We also then discussed that liking someone should not be how we judge their standard of work but on the job they are doing. These discussions are based on the soft skills that the learners need to gain and then use in employment. A great benefit of Virtual Reality Headsets which was not intended here.

In the session E-learning Advisor and Project Lead ran the Virtual Reality task, which outside of this project would not be feasible for the tutor. The E-learning Advisor explained to the tutors that they needed to increase their use of Technology Enhanced Learning and they could do this by using the template from today's session and other Technology Enhanced Learning templates we have. They have subsequently attended a Technology Enhanced Learning training programme and are now creating reshape activities for themselves. This is a true example of tutor reflection and development.

“

"I'm going to focus on the Technology Enhanced Learning spiral training because I can see the benefits for the students now that I've used the VR lesson template"

SIMONE COLLINGE
EQUINE TUTOR
MYERSCOUGH

Apprenticeship Level 2



This case study was run at HEROS Charity in Oxfordshire. This was run by a new cohort and a new tutor to both HEROS and the Virtual Reality project. The tutor had seen the links to the Virtual Reality packages and the lesson plan but not had the time to incorporate them into his teaching as he was new to this post. We therefore went down to HEROS and showed the tutor and the learners the different Virtual Reality packages. We used this session as a consultation for all packages for both content and quality, Myerscough College Tacking up & horse preparation, HEROS Banding & tacking up then Plumpton College Jumping A grid & Jumping A Fence course.



"(VR training) ... was very informative and my students loved it!"

PAUL WILCOX
EQUINE TUTOR
HEROS CHARITY

We used both headsets offline with internal storage and on the smartboard. They were able to view all the packages in both formats. On the whiteboard, we created a grid with pros and cons for each package.

A learner part way through the sessions had begun to master the controls of the Virtual Reality Headsets and was teaching the others how to move through the various packages. This led to the other learners exploring their headsets and they felt encouraged to ask her questions as they were more comfortable with their classmates than us as visiting tutors.

A learner had stopped what they believed to be an error on a rider's part but the tutor disagreed, however, the tutor said that neither could clearly see due to the quality of the footage for a definitive answer. On the shared package from a partner, they had filmed a linear scene but due to the nature of 360° filming, it at some point appears convex when it is not. This is good feedback for all involved with 360° filming.

Sportsturf Level 3 Year 1



This session was held at Myerscough College. For these learners we have not been able to use the lesson plan template before interviews. This is due to project confusion after a consultation on staffing, resulting in staff changes and the changeover of the Head of Teaching and Learning. The tutors had shown the learners the draft packages on the smart board prior to the Teaching and Learning meeting on how we were collecting the data from the learners.

Therefore, we went into a session and allowed the learners to use the headset and then had a discussion on pros and cons of both viewing methods. The learners enjoyed the headsets over the smartboard. They were keen to include other forms of technology into their learning and asked for drones. They think that the ability to incorporate the drone footage into the Virtual Reality package could provide a good learning experience.

The learners enjoyed the headsets over the smartboard as it was an immersive experience for them. They also enjoyed the individual learning path to work at their own pace.

“

“I like that it’s more independent”

**SAMUEL
LEARNER
MYERSCOUGH**

Level 3 Year 2



This session was held at Myerscough College. For these learners, we have not been able to use the lesson plan template before interviews. This is due to project confusion after a consultation on staffing, resulting in staff changes and the changeover of the Head of Teaching and Learning. The tutors had shown the learners the draft packages on the smart board prior to the Teaching and Learning meeting on how we were collecting the data from the learners.

“

“This is G and you’re G!...it felt like you were actually there”

**JAMES
LEARNER
MYERSCOUGH**

We went into a session and allowed the learners to use the headset and then had a discussion on pros and cons of both viewing methods. The learners enjoyed the headsets over the smartboard.

The learners did ask that if there aren’t any interactions, is there any point in it being on a headset from the cost benefit angle. They suggested that gamification could be added into the packages for testing their learning.

Level 2



This session was held at Myerscough College. For these learners we have not been able to use the lesson plan template nor conduct the before interviews. This is due to project confusion after a consultation on staffing, resulting in staff changes and the changeover of the Head of Teaching and Learning. The tutor had created two different simple questionnaires for the learners; one for the beginning of the session and one for the end.

The learners were split into two groups, one group used the headsets and completed the Health and Safety workshop package independently. The other group did it together on a smartboard. They then switched activities, they quickly said they preferred the headset. However, one learner had to take time out as they were suffering from sensory overload: a possible effect for those with sensory sensitivity linked to Special Educational Needs and Disabilities.

When questioning the learners about both activities, the group that did the headsets first then the group smartboard liked it as a consolidation task for their learning. They also enjoyed the competition element of the activity of who could find the most hazards in the work shop. The students also suggested wanting to make their own 360° videos for the headsets to use with other students.

From this session the E-learning team have made it clear to staff that they must consider the learner profile when using the VR headsets and offer alternatives, for example the iPad or smart device. Doing the VR package in different formats is beneficial as we cannot see what the learner is doing while inside the headset which reinforces good teaching practices in classes with Technology Enhanced Learning.

“

I'm going to bribe my mum to get me one for Christmas.....it'd be good for English and Maths!”

**JAMES
SPORTSTURF LEARNER
MYERSCOUGH**

Motorsport

Level 2 Motorsport

This case study was run at Barnsley College with the Level 2 Motorsport cohort by the Motorsport tutor. The Barnsley Learning Technologies Unit created their own Virtual Reality package after discussing best practice with Myerscough. As their general further education provision is different to Myerscough's, they worked together and found a commonality within the Motorsport sector from both institutes.

Barnsley did not use the same learning model as Myerscough, instead they used the session to test whether the Virtual Reality worked for them in their own way. The feedback from this session supported the findings from Myerscough and HEROS where students liked the flexibility of having the VR headset and using phone and tablet via QR codes, as it supports differentiation in the class. Additionally, this case study supported the finding that VR has experienced unexpected learning outcomes in regard to collaborative learning occurring within the session.

From an industry standpoint, there is an understanding from students around what technology is used in areas. This is through the changes in the technology industry and its impact on the curriculum as it filters into Further Education. Though there are strong industry links already in most colleges, they can potentially be underutilised as students reported wanting more industry involvement even though it is understood that the industry has an impact on the curriculum.



(VR) Develops higher order thinking. Surprisingly, collaborative learning took place during the lesson”

DARREN SPEIGHT
MOTORSPORT LECTURER
BARNSELEY

BENEFITS

Outcomes achieved

All outcomes (short-term and long-term) were achieved:

- Education partners and employers are better prepared to respond to T-levels through their experience of collaborative working on this project, via employer events. The college has been able to work with employers to develop work placement opportunities and has been able to learn from employers about the skills and attributes they want their future employees to have.
- Employers and teachers have shared in the development of Virtual Reality technology and contributed to the development of appropriate industry specific learning packages.
- Employers, teachers and learners have developed and evaluated the use of Virtual Reality in teaching and learning and found that it is effective for their students' engagement and engaging deeper learning.
- Employers have played a fuller part in learning programmes as a result of their central role in developing the Virtual Reality packages and improving their understanding of teaching and learning and technical educational routes.
- Learners are well prepared for work and/or placement as a result of challenging learning and assessment using Virtual Reality packages as part of their learning programme. This has enabled them to become more familiar with industry contexts before starting a work experience placement.
- Tutors feel more confident with using Virtual Reality in sessions, as well as general technology to help engage their learners and challenge themselves through reflective practice.
- learners feel more engaged when using the Virtual Reality in sessions compared to traditional teaching models.

Unexpected outcomes

There were a few unexpected benefits to using the Virtual Reality within sessions directly relating to soft skill development. These included:

Virtual Reality Teaching Learning and Assessment model of practice developed and used within sessions lead to students developing and highlighting the following:

- Collaborative peer learning through professional discussions between students based on the Virtual Reality headsets and the experiences within them, based on comparisons between past experiences and the Virtual Reality packages.
- Interpersonal skills such as relationship management and workplace etiquette through discussion of Professionalism with judging people and their work based on appearance or personal preference and how to work with people you may not usually associate with.
- Leadership skills being developed as some students led the way in how to use the VR and became leaders, helping to teach and guide other students. Leadership program being developed in Agriculture, this lesson could be based in any session/area.
- Employers also wanting soft skill development was a main priority as well as practical skills.
- H.E students were encouraged by their tutors to be involved in a student led design for future curriculum iterations of Equine courses, from further education to Higher Education. This was based on their current student experiences going through the different levels of Equine education and identifying packages and places where Virtual Reality would have helped them. This led to learners highlighting the benefit of the packages as introductory tools for topics and practical sessions, as well to see the aspirational scope and variation of Equine industries (Grooming, Racing, Riding schools etc).

Collaboration in Review

This project was a true collaboration between the main educational partners as well as the employer partners. The key collaborations were within sharing best practice to evolve the educational partners current teaching, learning and assessment practices using Virtual Reality (Plumpton College, HEROs and Ambito Beaumont College) as well as the technical skills for creation of Virtual Reality (Barnsley College). Employers also played a key part in co-design of packages and sharing industry best practice with tutors in the areas, as well as discussion and inclusion of industry within curriculum. Including future links between employers and colleges which will outlast the project life. For future collaborations, industry involvement for other partners to work within their local areas would be beneficial and a key advancement for helping to address the skills gaps. The model of practice used at Myerscough to include employers in curriculum will be replicated in other partner colleges in the future.

Project Reach

The reach of the project through indirect participants has been larger than expected and this will have a cumulative effect in the future, impacting all students who are taught within the partner colleges. As well as having a larger reach due to other academic areas and wishing to be involved with employers already lined up, having agreed to work together.

Number of Direct Participants:

PARTNER	DIRECT PARTICIPANTS TUTORS	DIRECT PARTICIPANTS LEARNERS
Myerscough College		
Equine tacking up protocols HEROS vs Myerscough (industry differences)	5	53
Agriculture Milking Package	6	91
Sportsturf Health and Safety and pre-start Machinery checks	6	75
Barnsley College		
Motorsports under the carriage	2	5
HEROS Charity		
Tacking up protocols comparing HEROS vs Myerscough (industry differences)	1	4

Number of Indirect Participants:

AREA	INDIRECT PRACTITIONERS	INDIRECT LEARNERS (WITH EVIDENCE)	INDIRECT EMPLOYERS
Agriculture	3		
Equine	6	32	
Sportsturf	10	9	
Other	40		3

Though the numbers of indirect participants are small, they are still more than we anticipated and are due to promotion via tutors and their positive experiences with the working model and technology, without promotion from the Project team themselves. We have developed such momentum for this project's working model with employers and Virtual Reality that there is a waiting list to collaboratively create more Virtual Reality packages.

FUTURE PROGRESSION

Sustainability

This project approach has been put into the QulP of both Myerscough and Barnsley College. All partner colleges have shared Virtual Reality resources (from this project and previous projects) and expect to reuse all of the resources created in the next academic year.

Additionally, developing new resources as a result of the indirect participation of other curriculum teams who have been inspired by the project, such as Motorsport at Barnsley. Myerscough College also plans to develop a resource sharing partnership with industry employers so that continuation of the close working relationships with industry and curriculum can continue after the project finishes. As some employers have agreed to work with Myerscough after the completion of the project in the development of future packages and feedback. They will also be involved in the curriculum as guest speakers and assist in delivery in teaching sessions with students.

Relationships will be sustained in current areas (Agriculture, Equine and Sportsturf) and will lead to other packages being developed based on the skills gaps identified by employers.

Employers have agreed to work with Myerscough after the completion of the project in the development of future packages and feedback. They will be guest speakers and assist in delivery in teaching sessions with students.

Additionally, as there has been investment into the model of practice of using Virtual Reality in teaching and learning via lesson plan templates, VR package working models and how-to guides within this project, the initial set up for tutors to recreate the teaching and learning model is also available for all to use. This will allow for effective replication of the teaching and learning model across all colleges.

For the technical side of the project to continue, the VR equipment updates, software and hardware has all been featured within the college's budget for the future. The E-learning team at Myerscough College now has the expertise to create resources and share best practice with other institutes and has created a design template for storyboarding VR to use to streamline future package development. In using 360°-degree video where materials can be easily recorded in-house for future resources, this also helps the students adopt a more personalized experience of the resource as it is industry specific.

Myerscough are also looking into looking into assessment using Virtual Reality and 360° videos through the creation of truly pathway orientated Virtual Reality packages to allow for true scenario-based learning; whether this is done through verbal discussion, streaming or recording pathway on the Oculus Go headsets.

Scope

The scope of this project has widened dramatically since the start of the projects. Relationships will be sustained in current areas (Agriculture, Equine and Sportsturf) and will be developed other areas of the college starting with Animal Studies, Photography and General Education. Virtual Reality will be advertised across college as a resource. Exploratory meetings have already been booked in with Arboriculture, Animal, further Agriculture packages, Sportsturf and potentially Sport and photography.

On top of this project other Virtual Reality projects for Teaching and Learning are being looked into and bids being placed to further the impact of the project after it's lifespan. The college has been successful in gaining funding for a new OTLA project with the Education and Training Foundation to develop the use of Virtual Reality to enhance the teaching of Maths and English.

CONCLUSION

The benefit for teaching & learning using Virtual Reality was most prominent for 'Induction & Orientation' and 'Knowledge Retrieval' tasks as requested by the students, tutors and employers. The induction and orientation process is inclusive of staff and learners for areas they are not familiar with: for example Inclusive Learning Support staff are familiar with Special Education Needs and Disabilities for their learner but not necessarily the curriculum and industry content such as milking a cow.

The project took an initial step back to 360° video with hotspots from the initially planned scenario-based learning in the first steps. This was due to a lack of understanding of Virtual Reality potential as a teaching, learning and assessment resource. As well as the opportunities available to create learning pathways by both curriculum and industry. This was caused by preconceived ideas around Virtual Reality only being a marketing tool due to a lack of exposure to Virtual Reality as a teaching, learning and assessment tool as there are little, possibly few, context specific examples for practical land-based subjects.

It was discovered that the 360° video with hotspot packages creates passive learners rather than active learners due to low level thinking skills required to complete those packages. Compared to higher level thinking for scenario based learning, with options on Virtual Reality and discussions around analyzing choices and reasoning.

Since this project the key industry leaders and tutors recognize the need for furthering into gamification type scenario learning in Virtual Reality, with correct and incorrect pathway design, for teaching and learning. Virtual Reality is an effective tool, which when used correctly can unlock a learners' full potential. Assessment will be based within formative assessment as the technology is not there at a cost effective, sustainable level for summative assessment.

Additionally, these case studies supported the finding that Virtual Reality has unexpected learning outcomes in regard to collaborative learning and soft skills occurring within the session, refer back to 'unexpected Outcomes'.

From an industry standpoint, there is an understanding from learners around what technology is used in industry, however depending on industry area depends on what they think technology is. Technology is a broad term and as some students view them as equipment they don't consider it classed as technology. For example, tagging animals, mechanical horses for riding experience and ThetaKits for measuring moisture in the ground.

Though there are strong industry links already in most colleges, they can potentially be underutilised as learners report wanting more industry involvement even though it is understood industry impacts curriculum. So it can be concluded that it may not be the amount but how explicit the relationship between industry and curriculum is portrayed to learners.

It would be useful for Land-based consortiums and organizations to consult with the certification boards which will be running the T-levels to discuss industry variations and skills gaps. And those organizations who are meeting with certification board need to ensure they consult and fully inform other peers and members of new initiatives in education etc.

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APPENDIX

Feedback Forms

Partners:

Barnsley Feedback, Learners: <https://www.surveymonkey.com/results/SM-CH2PQS9QV/>

Barnsley Feedback, Tutors: <https://www.surveymonkey.com/results/SM-VKKPCT9QV/>

Plumpton Feedback, Tutors: <https://www.surveymonkey.com/results/SM-2CVJRFQWV/>

Myerscough Tutor Introduction Interviews:

Name	Which academic area do you belong to?	How do you hope this project will impact on your knowledge of industry needs?	Impact on industry and academic relationships?	What do you think VR brings to OTLA?
Simone Collinge	Equine	Develop a better understanding of the different methods used in Industry when carrying out routine tasks.	Bridge the gap between colleges and employers. Colleges can develop students' practical skills to better meet the needs of the industry.	The ability to create realistic scenarios that can help develop a student's practical confidence and put classroom scenarios into a realistic industry context.
Nicola Eminson-Smith	Agriculture	Improve industry knowledge to be able to help learners better.	Improve industry relationships with the college and potential placements for learners.	More skills and interest towards industry skills
Lauren Ormston	Equine	Make myself more aware of what industry require learners to be aware of so as this can be implemented into my teaching practice.	Enhance the relationships with industry to bridge the gaps in education which employers feel practical some learners may have from studying an FE course full time.	Implements the use of information technology and virtual reality together to enhance the learners learning. Learners tend to engage well with technology due to the nature of social media and the internet.
Susanna Brandon	Sportsturf	As ATP of the department I hope that involvement in the project will give me a good understanding of the links between college and the industry with the aim of better understanding the needs of the industry to	To further develop links for more effective employer engagement and prepare our learner to be industry ready on	I believe VR brings a resource that will engage learners from across all programmes of study. It is easily accessible, transferable and with the ability to track and

'Using Virtual Reality to enhance Land-based Skills'

		enable support in developing links for more effective employer engagement and prepare our learner to be industry ready.	completion of their course.	measure learner progress can be a very effective planning tool for tutors and self / peer assessing tool for the learners to track their own progress.
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Name: Susanna Brandon

Which academic area do you belong to? Sportsturf

How do you think this project has impacted on your knowledge of industry needs? It has improved my knowledge of industry needs

Do you think using the VR has helped with your teaching and your students learning? From observation and speaking to learners, they are interested in trying new technology, some levels have been better managed without headsets, however, the 360 works well with both media giving the tutor the option to use either dependent in the group. More students from the interactive sessions enjoyed this form of learning.

Do you think it would be useful to carry on industry relationships at the end of this project?
Yes

How do you think industry should be involved in teaching/curriculum? Regular TAB meetings, visits and guests. This ensures that learners are industry ready and all involved can share current best practice in a way that suits curriculum & industry requirements.

What other skills gaps do you think could be addressed using VR? Be useful to show dangerous or expensive activity within areas that can't be easily set up due to H&S or budget constraints.

Employers:

Employer Event Padlet 30th April (read only copy): <https://padlet.com/canvas/ayomtszw2pfy>

Employer Event Virtual Reality Package choices - Agriculture:

Name	Which type of VR you would find most useful?	Prioritize which would be most useful to you from most useful to least useful	If you've selected the 'other' option in question 2 please give details below:
1	Scenario based learning within 360 video - choices affect pathway	Milking routine; Feed routine (ingredient chopping, mixing etc.); Injecting animals; Tagging Animals; Red tractor farm assurance inspection visit; Market Selection of livestock - conformation and fat class; Health and Safety; Other;	non
2	360 Video with over laid information and hotspots (like the tractor example)	Milking routine ;Feed routine (ingredient chopping, mixing etc);Other; Health and Safety; Injecting animals; Tagging Animals; Market Selection of livestock - conformation and fat class; Red tractor farm assurance inspection visit;	Body condition scoring

3	360 Video with over laid information and hotspots (like the tractor example)	Market Selection of livestock - conformation and fat class; Injecting animals; Red tractor farm assurance inspection visit; Milking routine ;Feed routine (ingredient chopping, mixing etc);Tagging Animals; Health and Safety; Other;	Milking routine
4	Scenario based learning within 360 video - choices affect pathway	Other; Injecting animals; Market Selection of livestock - conformation and fat class; Health and Safety; Milking routine ;Feed routine (ingredient chopping, mixing etc.);Red tractor farm assurance inspection visit; Tagging Animals;	Sectors such as pig or poultry as these aren't available on the college farms
5	Scenario based learning within 360 video - choices affect pathway	Milking routine ;Injecting animals; Market Selection of livestock - conformation and fat class; Feed routine (ingredient chopping, mixing etc.);Tagging animals; Health and Safety; Red tractor farm assurance inspection visit; Other;	Drying cows off?
6	Scenario based learning within 360 video - choices affect pathway	Injecting animals; Milking routine ;Other; Red tractor farm assurance inspection visit; Feed routine (ingredient chopping, mixing etc);Tagging Animals; Market Selection of livestock - conformation and fat class; Health and Safety;	I would be keen to have animal health issues as something to work through and clinical signs as something to show students that then have a choice of where to go next and then choices based on outcomes.

Employer Event Virtual Reality Package choices - Sportsturf:

Name	Which type of VR would you find most useful?	Prioritize which would be most useful to you from most useful to least useful	If you've selected the 'other' option in question 2 please give details below:
Lee Metcalfe and Chris Gray	360 video with over laid information and hotspots	Health and Safety; Standards for training on procedures; How to pass an inspection; other;	N/A