

Annexe G

REMOTE TUTORIALS

1. Introduction

It is recognised that tutorials will meet a range of circumstances over the coming months and in different parts of the United Kingdom. Many will have social distancing and some may anyway be held remotely over the internet. Several local associations gained experience in delivering tutorials remotely during 2020 while the national Written Board Workshop has become a webinar and the National Tutorial a series of webinars.

2. Candidates for the 2022 Examinations will need certificates for 24 hours of recognised CAAV tutorials each of at least an hour, whether held physically or remotely, from between 1st September 2019 and 31st October 2022.

3. Remote/On-Line Tutorials

System Requirements – A variety of formats have been found to provide on-line tuition both nationally and locally, requiring a host who has subscribed to the relevant service.

4. If files are to be transferred (especially if they are videos or include a significant number of photographs and plans), then those attending will need to be in a place with broadband that is strong enough to handle that.

5. Varied Formats – The tutorial can be given as a webinar, a voice over Power Point or in a more interactive way. Whichever approach is adopted, those attending should not be allowed to be passive but drawn in to engage with the topic, especially as many may have had less on-farm experience or direct time with principals and clients since March 2020. The format adopted should enable questions to be asked:

- of those attending, as by using the polling facility in some systems
- by them with answers given, as by using the Chat Box or Question function of systems.

6. Zoom (and also Teams) has been found to give greater opportunity than other formats for engagement and discussion with smaller groups. It allows presenters to:

- speak directly to those in the tutorial
- do a presentation as a conversation between two tutors (perhaps requiring prior coordination) which has been found to be very effective
- use screen sharing for slides or photographs
- have a panel of tutors handling questions.

7. Remote formats may tend to drive shorter and more varied sessions.

8. It may help to break sessions up with exercises, such as answering mock examination questions, undertaken in breaks as well as before the tutorial. If wanting to review mock answers, allow a reasonable period of time for looking at them before doing so (as well as for any IT issues in their return).

9. Most formats allow questions to be put as polls with voting on the answers. These should be set up beforehand and the results may prompt further discussion.

10. Interaction – It is important to achieve interaction with and responses from candidates.

11. Where there are smaller numbers (say, under 20) this can be more easily achieved through Zoom than by Teams or a webinar system. All those attending should be expected to have their webcams switched on throughout the tutorial. The various reaction functions (Raise Hand, etc) can be used to good effect in some situations. This becomes more complex when there are more present than will appear on a single screen, detracting from the sense of a fully shared meeting.

12. Where interaction is through a Chat Box or Questions box into which questions are typed, this will typically need someone other than the speakers to marshal the questions, enabling the speakers to concentrate on delivery. That person would then put the questions to the speakers on behalf of the audience, enabling similar questions to be put effectively – as well as anonymously.

13. Larger groups are likely to need a more formal webinar system which offers the same facilities but may require more work to achieve and sustain interaction. However, the Written Board Webinar showed this can be achieved through the Question Box.

14. Video Material – This offers a means to consider topics requiring observation or visual explanation and discussion, as for a farmstead, machinery or crops, on which questions can be set or conversation developed.

15. While direct circulation of videos has been found to be difficult for those with poorer broadband connections, larger files can be distributed beforehand through a service like WeTransfer but time should then be allowed for slower downloading by some.

16. Example – One tutorial in 2020 placed a paper and photographs of farm livestock and deadstock in a folder on OneDrive that was then made available to participants on the day. Starting in the morning with an introduction and work on the use and layout of the notebook, mock Practical questions were circulated with the photographs for all candidates to answer with a two hour session that afternoon. Tutors were available in the period in between. Each candidate took a turn in answering a question, not knowing which they would be asked about.

17. That format could be used equally well to cover the Oral part of the examinations with the observational question, the quickfire round and the national Oral questions.

18. Recording? – Consideration can be given to recording the tutorial for subsequent reference by those present, tutors, organisers and possibly others. Recordings of the National Tutorial and the Written Board Webinar are offered the CAAV website.

19. Conclusion – With the differing topics for tutorials – from taxation to crops – there are many ways in which remote tuition can be given but the need is for it to be effective and interesting. All are still learning how best to do this and the points above should help with the further experience gained in 2021 which will in turn help develop practice for the future.

20. Certificates should only be issued to those who were present throughout the tutorial.