



Lecture Recording Policy

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Brief Description & Purpose:	While this policy principally concerns the live recording of lectures and provision to students for educational purposes, the university recognises the scope for the use of audio and video recording in other contexts including formative and summative assessment and the pre-recording of material for use as part of the learning environment. The university actively encourages colleagues to explore the use of technology for enhancing student learning via diverse approaches that they judge appropriate to student learning. Further information can be found at https://one.northumbria.ac.uk/tel/Pages/What-is-TEL.aspx		
Applicable to (list cohorts):	Staff: All staff	Students: All students	Third Parties: All who are in a formal relationship with the University
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Contents

- 1 Context..... 1
- 2 Decisions as to the recording of lectures..... 3
- 3 Use of recordings..... 4
- 4 Legal Considerations 4
- 5 Consent..... 5
- 6 Management and retention of recordings 6
- 7 Future Developments..... 6
- 8 Bibliography 7

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1 Context

This policy is written in the light of the University's Technology Enhanced Learning Principles (<https://one.northumbria.ac.uk/tel/Pages/What-is-TEL.aspx>) and the Corporate Strategy. In particular, the University recognises the potential for the use of technology to enhance student learning. The university's aspiration is to transform how students and academic staff consume, provide and engage with learning content providing access anytime, anywhere and on any device.

There is an increasing use of lecture recording nationally and internationally in higher education. Nationally, provision in universities currently ranges broadly as follows:

- i. near total adoption of the recording of all lectures across the university
- ii. adoption decided at departmental level with provision for opt out for individual academics
- iii. encouragement and facilitation of lecture recording by individual members of staff

Current research into the provision of recorded lectures suggests the following:

- i. Students make most use of recorded lectures when having missed lectures and when revising for assessments (Soong et al., 2006; Traphagan et al., 2009; Gosper et al., 2008)
- ii. Students prefer access to live lectures with recorded lectures welcomed as a supportive tool (Karnad, A., 2013)
- iii. Student feedback on recorded lectures has been largely positive (Woo, 2008)
- iv. Evidence for higher levels of attainment is mixed; with some studies indicating higher levels of attainment and others indicating no or a negligible effect (Karnad, A., 2013)
- v. Evidence that recorded lectures leads to lower student attendance in lectures is mixed (Karnad, A., 2013)

Northumbria University has been using lecture recording for several years in several departments. Experience so far in the university suggests:

- i. Lecture recording can be successfully integrated into delivery across a department
- ii. In most situations, audio recording of the lecture is sufficient. Video recording generally adds little value and presents more difficulties in terms of presentation and staff and student comfort with the system
- iii. Students overwhelmingly welcome the recording of lectures
- iv. Students engage most with recorded lectures in the run up to assessment
- v. Lecture recording is believed by several staff to have enhanced student performance in assessment

- vi. Support and training is necessary for staff with an initial time cost in terms of familiarity with the system. Staff are able to use the portable equipment currently on offer. The university is in the process of upgrading classrooms in which lectures commonly take place to include fixed audio visual technology
- vii. In some areas attendance is unaffected by lecture recording but there are incidences of lecture attendance being affected and concerns that those not attending may not be engaging with the missed material

The university concludes, in the light of the emerging research and experience in the university and elsewhere that:

- i. Lecture recording is increasingly prevalent across the Higher Education sector
- ii. Lecture recording is welcomed by students and is a policy of the student union
- iii. Many students use lecture recording, mostly in revision periods
- iv. Lecture recording may have the potential to enhance student performance
- v. Lecture recording has particular benefits for students whose first language is not English and students with some forms of disability
- vi. Lecture recording enables students to revisit particularly complex or difficult areas to increase their understanding
- vii. Lecture recording provides an opportunity to students to return to return to material to better understand and contextualise it
- viii. Lecture recording should be seen as an additional resource to enhance student learning. It is not a replacement for attendance at lectures or a replacement for student contact hours
- ix. Induction, option choice and assessment briefings are often important one off events that would benefit from recording for students who miss the event unavoidably

The university recognises that lecture recording is not always appropriate in every lecture situation. Examples of when lecture recording may be considered inappropriate include:

- i. Lectures in which sensitive issues are being discussed
- ii. Highly interactive lectures where recording will be of less use and may inhibit contribution
- iii. Lectures in which the delivery style of the lecture will be significantly altered by the fact of recording and which cannot be overcome by portable recording devices

The university strongly supports the recording of lectures where appropriate. The university concludes that lecture recording should be carefully designed into the learning experience at the programme level as a part of the learning experience and that there has to be a dialogue between students and staff as to the benefits and pitfalls presented by their provision and use.

2 Decisions as to the recording of lectures

In order to ensure that decisions are taken as to lecture recording that are appropriate to students' programmes of learning, the decision as to the recording of lectures is to be taken by the Head of Department or their nominee(s) in appropriate consultation with departmental academic staff. Departments have the option to record across all programmes or select certain programmes for lecture recording while omitting others. A clear record of decisions should be considered by FSLE and submitted to University SLEC. All decisions should include clear reasons as to why lectures are being recorded or not.

As a minimum offer to students, departments should ensure that all initial programme induction briefings (from September 2016) and assessment briefings (from September 2017) are recorded and made available to all students for their relevant programme. As an alternative or an additional offer, departments may take the decision to pre-record programme induction and assessment briefings which should be made available to all students. It is strongly recommended that departments also give consideration to other events which might be regularly recorded – for example option and pathway briefings; instructional briefings on the use of equipment, placements and other information giving events.

Where departments opt to record lectures across the department or on certain designated programmes, the default position will be that all lectures in the department or on those designated programmes will be audio recorded using the Panopto lecture capture system. If the decision is taken not to record all lectures on programme, this does not preclude individual lecturers from recording lectures, nor does it preclude the department deciding to record certain designated lectures. It is the responsibility of those recording individual lectures in this way to inform students of the purpose of recording and the use that can be made of it.

Where lectures are recorded across departments or on designated programmes, departments should ensure that all students are given guidance on the purpose of recorded lectures and how they can be used to enhance learning.

The university will provide online and other forms of support and training for all staff who are using the lecture recording system. Where fixed audio/visual equipment is not in place, the university will provide portable technology to allow for the recording of lectures to take place.

The decision to record lectures in the department will be communicated to all staff. Individual members of staff may decide not to record any or all of their lectures. If any member of staff wishes to opt out of recording their lectures generally they should:

- i. Communicate that decision to the Head of Department or their nominee(s)
- ii. Indicate their reasons for not recording their lectures
- iii. Agree with the relevant programme leader(s) how students will be informed of the lectures that will not be recorded

Where members of staff are generally recording their lectures, they may opt not to for certain lectures or portions of them but students should be informed of the decision and the reasons for it.

3 Use of recordings

It is the responsibility of the member of staff recording the lecture to upload the lecture to the elp and make it available to students.

Recordings are only to be made available to students studying on the programme(s) for which the recordings were made in that year of study unless the member of staff recorded requests that the recording be made more widely available.

Except where authorised by the university, recordings are not for public consumption by any means. Students infringing this principle may be subject to disciplinary proceedings (see the Handbook of Student Regulations (<https://www.northumbria.ac.uk/about-us/leadership-governance/vice-chancellors-office/legal-services-team/handbook-of-student-regulations/>)).

Students who wish to audio record any lecture themselves should only seek to do so in accordance with the Handbook of Student Regulations – which includes provision for students with Disability Support Recommendations.

Recordings will not be used for performance management purposes.

4 Legal Considerations

There are three main legal considerations to consider when recording lectures.

4.1 Copyright

Where materials are produced by an individual working within the course of their employment, the default position in law is that copyright in the work will belong to the employer, unless there is a contract or agreement to the contrary.

Accordingly, where materials are created by the lecturer working within their course of employment, the university will usually own copyright in the works and copyright permission will not be required to include those works in a recording.

The Copyright and Rights in Performances (Research, Education, Libraries and Archives) Regulations 2014 of the Copyright Designs and Patents Act 1988 and subsequent amendments allow the use of copyright works in any medium as long as it is within fair dealing; solely for the purposes of instruction; is accompanied by sufficient acknowledgment; and is for non-commercial purposes. The copyright works must only be communicated to staff and students which belong to the institution.

Advice on the use of the educational exceptions as well as copyright and ownership in general can be obtained from the University Library's Copyright Service – <http://library.northumbria.ac.uk/copyright>

Where materials are created by non-employees (including students, Visiting Speakers, Guest Lecturers') permission to reuse the material, or a licence from the copyright owner will be required.

Students requiring advice on copyright and ownership should contact the University Library <https://www.northumbria.ac.uk/sd/central/library/help/copyright/>

Visiting Speakers and Guest Lectures are themselves responsible for ensuring that they have the correct permissions to use materials featured in their lecture.

4.2 Data Protection

The Data Protection Act 1998 provides individuals with the right to know what information is processed about them and to control how it is used.

By recording the images and voices of identifiable living individuals, the University is processing personal data. The University is therefore obliged to obtain consent from individuals to record, store and publish both their images and voice recordings.

Consent should be obtained from any individual who is the focus of a recorded lecture in order to process their personal data fairly.

- This will include the lecturer and any other active participants.
- All attendees should know that a recording is taking place, the purpose of the recording and to whom it will be made available.

When visual recording is taking place, where possible, an area should be made available within the venue where students can sit without their images being recorded. The lecturer shall be responsible for ensuring that students are aware that recording is taking place and advising individuals where to sit.

In all cases students should indicate that they do not wish to be recorded, including when answering questions in an audio recording and provision should be made for the pausing of recordings where required and

The university encourages staff to use audio only recording unless there is a good reason why audio visual will enhance the recording.

4.3 Performance Rights

Delivery of a lecture potentially amounts to a performance in respect of which the individual lecturer might be conferred performer's rights under section 180 of the Copyright, Designs and Patents Act 1988.

5 Consent

5.1 Staff Consent

Staff making use of the system will be asked to provide their consent to be filmed/audio recorded and for the lecture to be published on Blackboard. A consent form will be signed at the start of each Academic year.

The consent form will also be used for staff to verify that the content of teaching materials does not contain anything that would breach Copyright.

The staff member will also be asked to assign their performance rights to the university so that the recording may be published.

5.2 Guest Speakers

If the event organiser wishes to record a guest speaker, the guest speaker must agree to being filmed/audio recorded and published. They should be asked for permission to be

recorded prior to their arrival and must upon arrival sign a consent form. The responsibility for obtaining a signature and retaining the consent is the responsibility of the event organiser.

5.3 Students

Students enrolled on programmes utilising lecture capture will be notified via the programme handbooks that recording is likely to occur. Provision in all programme handbooks is the responsibility of the programme leader.

Doors to rooms where lecture capture facilities are available will be clearly marked and a notice posted at the front of the room.

Students who do not wish to appear in recording are permitted to 'opt-out' at any time. Students will be advised that the preferred method for opting out of recording is to inform the lecturer in advance who will then be able to direct the student to an area that is not being visually recorded and be able to pause recording if the student wishes to contribute.

5.4 Where consent is not given

Where consent is not given, the individual(s) has the right not to have their image captured and published or to have their voice recorded. Staff running the session must ensure that the individual is not recorded.

6 Management and retention of recordings

Completed recordings will be uploaded onto the Blackboard system at the earliest convenience. Access to recording will be limited to only those students enrolled on a particular programme or programmes which utilise the teaching on that module, including those who attend via Distance Learning.

Recordings will be available until the start of the next academic year and then archived.

7 Future Developments

The university is committed to providing technological solutions which render the systems used accessible, efficient and fit for purpose. The university will continue to develop classroom equipment to provide fixed and appropriate audio visual technology. The university will explore providing systems which are scheduled to record and upload through the timetabling system to reduce the requirement on staff

The university is committed to evaluating the outcomes of widespread lecture recording for staff and students.

8 Bibliography

Gosper, M. et al., 2008. Final Report: The Impact of Web-Based Lecture Technologies on Current and Future Practices in Learning and Teaching, Sydney: Australian Learning and Teaching Council.

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Version No.	Reviewer	Date	Changes
1.0			Original Version
2.0	Governance and Enhancement Administrator	28/08/2024	Administrative changes to include updated cover sheet to be in line with Policy guidance and include a change log