

## Digital Education Recording Policy – Guidance for Departments

This page summarises the College's Digital Education Recording Policy regarding recordings of educational activities. Please note that this guidance document is not a substitute for the full policy which you can view [here](#). The policy has been developed following consultation with both staff and students.

### What is recorded?

The policy considers three main situations:

**Lectures (see section 2)** – are defined as oral delivery of information, background, theories, equations and include critical analysis of this material and its application to problems. This is typically supported by written or projected text and diagrams (handwritten or previously assembled), videos and demonstrations. Lectures may be given live or pre-recorded (including material for blended or flipped learning). The Digital Education Recording Policy consultation indicated that students value recordings of lectures to revisit difficult or complex concepts, to improve their lecture notes and for revision. Recordings also allow students to access the material of lectures given as part of that Course, irrespective of the time zone where they are living. The general principle of the policy is that all lectures will be recorded.

**Other teaching - seminars, study groups, tutorials and lab classes (see section 3)** – are more active styles of learning involving discussion, peer-to-peer assistance, problem solving, interactive questioning or learning by investigation. The Digital Education Recording Policy consultation indicated that students and many staff were concerned that recording of highly interactive teaching, particularly when in smaller groups, might inhibit students from contributing, reducing the educational value of such sessions. The general principle of the policy is that other teaching will not be recorded.

**Assessments (see section 4)** – The general principle of this policy is that recordings of Assessments should not be made. Recordings of Assessments may be made where they are required to meet the learning outcomes. Examples of such Assessments could include: group presentations, design pitches etc.

Importantly, as teaching styles develop, if a teaching session contains a blend of both lecture and other teaching (for example flipped classroom), the defaults described above will initially apply to the relevant parts.

For recordings made in accordance with the policy, student consent is not required provided that they have been (a) notified that the session will be recorded, and (b) informed of what action, if any, they may take to avoid being recorded. This may entail either being seated in a particular part of the room, or turning off their camera/microphone for virtual sessions.

Notification is best done via the relevant course student handbook, with a reminder given in the welcome sessions for the year group.

### Changing what is recorded

The policy explains how, if in the lecturer's judgement, the default digital recording position for an activity in a module needs to be changed, this might be achieved following consultation with students to reach a collective decision. Discussion are based in the Staff-Student committee. This decision should be guided by the need for students to have access to recordings to meet the learning outcomes of the module.

In a similar way, students can request that the default is changed. It is particularly simple (see section 3.2) for students to ask that recording of 'other teaching', such as a discussion session, be made. This can come into effect immediately, and then noted for the following year.

Departments keep a record (for example in a summary table) of where defaults are changed for a module so that students in the subsequent years can be informed via the course handbook or website.

### Specifically Commissioned teaching materials

In general principles (section 1.8) the policy highlights what can be called 'Specifically Commissioned' teaching materials. Such materials start with prior agreement with the lecturer as to how the teaching is to be used. Such arrangements currently exist within, for example the Business School, and with modules developed in collaboration with commercial partners, for example within the Dyson School of Design Engineering and the School of Public Health. The approach is as follows:

Departments agree in advance with a team of Lecturers to specifically commission teaching materials which are intended to be used for several years on a variety of modules. Such modules and courses may be for use within the College, With such specifically commissioned modules and courses, copyright, performers' rights and reuse of modules will be determined by the College's Intellectual Property Policy and any agreement between the Department, the lecturer and any commercial online platform provider, but the principles of access to such materials by students contained in this policy are expected to apply

## Use of recordings

The various copyright and performance rights generated by a recording are complex and are summarised in the Table of Rights. In summary, in keeping with the College's [Intellectual Property Policy](#), the College generally waives any claim it might have to copyright in underlying teaching materials including the spoken words of the lecture. In a collaborative spirit, under the policy the respective rights holders (staff and students) agree to provide the necessary consents or licences to the College so that the College can use the recordings for the defined purposes outlined in the policy.

For teaching administration, the practical implications of this for the three main categories defined above are as follows:

**Lectures** – the underlying content (e.g. slides, words, quizzes videos, code etc) belong to the lecturer. When they are used to make a recording under the policy, that recording can be used by the Department only in the ways explained by the policy. Specifically, this is to be made available to the cohort they were recorded for until that group graduates or otherwise leaves the College. All other uses require the permission of the lecturer.

A specific case considered by the policy (section 5.5) is to show optional advanced modules to students in the same year group. This is possible, but requires the consent of the lecturer (and if 'other teaching' is recorded, the students). This is best achieved by notifying in advance of recording (for example in the first lecture and in the student handbook).

**Other teaching - seminars, study groups, tutorials and lab classes** – these as a default are not recorded. If recordings are made, then again they can be used only in the ways explained by the policy. All other uses require the permission of the lecturer and the students (section 1.7).

For example, if you want to record an example session for an open day. The simplest way to do this is to ask the students (and lecturer) before the recording, explain what you want to use it for, and get their consent. Students were also sensitive about being identifiably associated on the internet with remarks they may have made during a discussion. The above approach avoids this.

**Assessments** – When assessments are recorded under the policy, they can be used only in the ways explained by the policy. For assessments this is principally to make them available to exam boards. All other uses require the permission the students (section 1.7)

For example, if you want to record the best student talk for an open day you need the winning student's consent. While this could be achieved by asking the student cohort before the presentations, it may be simpler to record the winner (with consent) after the examination.

The policy specifically defines (General Principles section 1.12 – 1.18) what recordings may not be used for. Importantly, this includes the prohibition of using recordings to cover industrial action or performance management.

A recording could be used to cover other staff absence (for example parental leave) – but only with the consent of the member of staff.

## Storage of recordings

Recorded lectures (or the underlying materials) do not have to be hosted on the College VLE (currently Blackboard). From the staff feedback it was clear that there is much material hosted on platforms such as GitHub or YouTube. The policy (see general principles 1.6) allows Lecturers and Departments to host material elsewhere, provided it is well sign-posted, and available on-line to all students. These last points are made because some students complained that it was sometimes difficult to know where material was, or that they could not access the site from where they were.

There are advantages to using the College VLE. As it is secure and private it is easier to claim 'fair dealing' for use of third-party copyright as part of your teaching. It is also not exposed to web-crawlers which have in the past led to claims for third party copyright infringement.

The policy asks (section 2.4) that lecture recordings should identify the Lecturer, College, and (where relevant) the module before it is shared or made available. This is to protect the Lecturer and the College from misuse of the recorded material.

This can be easily done in the first slide or image of the recording.

## **Academic Seminars**

The policy is clear that academic research seminars do NOT have to be recorded. The definition of Lecturer specifically excludes academic speakers as does Section 8 of the policy (which deals with 'event Lectures'). Event lectures are a special category of specific, often named, lectures that Departments or the College may wish to record for posterity.