# At-a-Glance: Recording of Taught Sessions

## Why Record Taught Sessions?

Being able to revisit new information delivered in taught sessions is useful for students as it allows them to catch-up on sessions or material that they may have missed, revisit key content and prepare for assessments. The primary mechanism to support students to do this is through the recording of taught material and the expectation is that in most cases, this is what students will be provided with.

This is part of our Baseline Inclusive Measures [link when available] to reduce barriers for students and build an inclusive environment, and so is a significant part of providing an equitable experience across the university. Revisiting information in video format is valuable for all students, but particularly for international students and those with certain types of disability because they can change the speed of the video, use the captions, repeat sections, etc. as needed to ensure that they understand the material.

Where a lecturer chooses not to record a taught session where new material is being provided, an acceptable alternative should be provided instead, as defined in the code of practice.

## Which Sessions Should Be Recorded?

The delivery of any ‘new material’ (that is, information that the student may not have received in the course so far) should be recorded, unless a legitimate reason applies (Section 4 of the Code of Practice). This includes sessions delivered on campus as well as those delivered online. Recording should be accommodated within the time allocated for the preparation and delivery of a session.

Recordings should be made using software supported by the University. The default software is Panopto due to its inclusive features and integration with Blackboard. Other supported recording tools, such as Teams and ScreenPal, may be used in situations where Panopto is not suitable. Recordings should be released to students via the module Blackboard site during the same week in which the session occurred, using a consistent approach for all recordings in the module.

## Staff and Student Responsibilities

Lecturers have overall responsibility for the recording process and publication to students. They must inform students when a session or parts of a session will not be recorded prior to the start of the session (this could be via the Blackboard site or at the start of the session, and ideally both).

Lecturers have discretion for deciding whether the interests in not recording a session, in part or in entirety, outweigh the interests in recording. The University recognises there are exceptions where new material in all or part of a taught session should not or cannot be recorded (section 4.1 of the Code of Practice). Where new material is not recorded during a taught session, the students should be informed about the reason for not recording and any alternative way of providing the same information that is to be used instead.

Students may only use recordings for their personal study, and may not share, display, or otherwise make available, recordings, in whole or part, to any other person.

Support staff, e.g. note takers, may also view recordings to support students where a learning contract is in place.

## Data protection

Our legal basis for the recording of teaching is ‘contractual basis’. This means we are using recordings to fulfil our obligation to provide teaching & learning opportunities to our students. Staff are not legally required to obtain consent for recording from each student and do not have any personal liability for obtaining consent, though it is good practice to make participants aware that a recording is being made at the start of the session.

Under data protection legislation students have the right to request their contributions to be removed from recordings. Where it is appropriate and resource allows, edits can be made to remove an individual from a recording. Similarly, if students raise objections to being recorded at the start of the taught session, a compromise should be made to allow fulfilling the contractual basis for recording for the other students (e.g., a student can sit away from the camera if on campus or keep their own camera off it the session is taking place remotely).

If there are any individual cases with specific concerns, the [Information Governance team](https://sheffieldhallam.sharepoint.com/sites/3037/SitePages/Information%20Governance.aspx) is available for advice and any suspected data protection breach would be dealt with through the approved University [process](https://sheffieldhallam.sharepoint.com/sites/3037/SitePages/Data-Incident-Breaches.aspx).

## Performance Rights

Performance rights reside with those in the recording, such as the lecturer (Section 6 of the Code of Practice). The retention of performance rights by staff is specifically included to prevent the use of a video from one cohort with another cohort without the lecturer’s permission. Releasing recordings via the relevant Blackboard sites ensures only the relevant cohort of students can access them.

However, lecturers may want to make their previous recordings available to their new students, provided the material is still relevant and timely. This is permitted and would be an individual choice by lecturers and is the direct result of them retaining the performance rights. This approach also enables staff to make best use of their recordings, manage their time and adopt approaches to teaching such as ‘flipped classroom’ to engage their students.

## Support

* In the case of an issue with hardware, contact IT Help (x3333).
* Support in using Panopto is available through the [Digital Learning drop-in](https://go.shu.ac.uk/digitallearninghelp), via the Digital Learning email address, and from your [school/institute Digital Learning contacts](https://blog.shu.ac.uk/digitallearning/digital-learning-contacts/).

Further information on Management of Data and Recordings, Exceptions to Recording, Intellectual Property and Performance Rights and Web Accessibility can be found in the Recording of Taught Sessions Code of Practice below.

Code of Practice for Recording of Taught Sessions

Contents

[1. Introduction 5](#_Toc164688146)

[2. Responsibilities 5](#_Toc164688147)

[2.1 Institution 5](#_Toc164688148)

[2.2 Lecturers 5](#_Toc164688149)

[2.3 Students 6](#_Toc164688150)

[2.3.1 Student Recordings on a Personal Device 6](#_Toc164688151)

[2.4 Other Staff Members 6](#_Toc164688152)

[2.5 External Speakers 6](#_Toc164688153)

[3. Management of Data and Recordings 7](#_Toc164688154)

[3.1 Retention Period 7](#_Toc164688155)

[3.2 Publishing Period 7](#_Toc164688156)

[3.3 Editing of Recordings 7](#_Toc164688157)

[3.4 Students Requesting Edits and Removals 7](#_Toc164688158)

[3.5 Staff Leaving Employment with the University 7](#_Toc164688159)

[4. Exceptions and Alternatives to Recording 8](#_Toc164688160)

[4.1 Exceptions to Recording 8](#_Toc164688161)

[4.2 Alternatives 8](#_Toc164688162)

[5. Freedom of Information and Data Protection Legislation 9](#_Toc164688163)

[6. Intellectual Property and Performance Rights 9](#_Toc164688164)

[7. Student Access to Recordings 9](#_Toc164688165)

[8. Student Presentations and Other Assessed and Non-assessed Activities 10](#_Toc164688166)

[9. Inclusive Practice 10](#_Toc164688167)

[9.1 Learning Contracts 10](#_Toc164688168)

[9.2 Web Accessibility 10](#_Toc164688169)

# Introduction

This document outlines staff responsibilities and best practice relating to the recording of taught sessions (recordings) at Sheffield Hallam University (the University). Recording is a component of our approach to teaching and learning at the University and on-campus taught sessions should be recorded in addition to online ones.

Recording at the University is intended to support student learning and the overall learning experience by allowing students to view, participate in or recap taught sessions, and is a core aspect of our commitment to inclusive teaching and learning. Lecturers are also able to use recordings to reflect on their own teaching practices. It is not to be used to monitor or assess staff performance, unless specifically agreed with the staff member, e.g. as part of a professional body assessment process or the Peer Review and Evaluation (PRE) process.

# Responsibilities

## 2.1 Institution

The University will provide recordings to students on the Blackboard site of the module to which the taught session relates. By default, it will also provide access to the staff associated with the Blackboard site for the module.

The University will also provide sources of advice to lecturers e.g. queries over potential copyright infringement, including the [Library Copyright Service](https://libguides.shu.ac.uk/copyright). The University will offer training opportunities for staff and access to relevant training materials for staff and students, to support both groups in the effective practices related to recording.

The University will ensure there is clearly visible signage in teaching rooms to indicate whether a venue is equipped for recording.

## 2.2 Lecturers

Lecturers have overall responsibility for the recording process and final recordings and are responsible for ensuring that:

1. recorded materials comply with copyright rules.
2. visible citations are provided for third party materials, such as photographs or illustrations, used on slides and for existing video and audio recordings used within recorded teaching. These citations should include, at minimum, the names of the material and its author/creator, and ideally a link to the source.

Additionally, lecturers have the discretion to pause the recording during sessions, though students should be informed when this happens so that they can take fuller notes. Situations where this might apply would include where sensitive or confidential information is being discussed, or where students are presenting back to their peers.

Lecturers may consider recording sessions in smaller sections by stopping and restarting recording at appropriate points. This can result in more focused recordings that better support learning, as well as make any potential editing easier.

Lecturers are not responsible for the use of comment and chat functionality by students in online sessions, whether in the recording of an online session or as comments added to a published recording.

## 2.3 Students

Students may only use recordings for their personal study, and may not share, display, or otherwise make available, recordings, in whole or part, to any other person. Where students are allowed to download recordings for offline viewing, they must delete any downloaded recordings once they are no longer enrolled at the University.

Students must not disclose personal data in a recording or the associated comment and chat functionality, though they should use their real name to ensure accountability.

Students must adhere to the University’s [Code of Conduct for Students](https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/student-conduct) when participating in discussions and using commenting functionality.

The University reserves the right to investigate any misuse of recordings and follow the [student disciplinary regulations](https://www.shu.ac.uk/-/media/home/myhallam/university-life/rules-and-regs/student-conduct/disciplinary-regulations-and-procedures.pdf).

## 2.3.1 Student Recordings on a Personal Device

Where recording is not used, the students may still be allowed to make personal recordings based on the University’s [guidelines for student recordings](https://crmportal.shu.ac.uk/knowledgebase/article/KA-01659/en-us). However, where recordings are provided by the university, students should not make their own recordings on a personal device unless this is a reasonable adjustment covered in their learning contract.

## 2.4 Other Staff Members

This staff group may, for example, include Hallam Help staff, staff providing support for students with learning contracts, e.g. note takers, IT staff or lecturers teaching other modules and courses.

Recordings may be made available to note takers to support students with learning contracts, rather than requiring live attendance at the session by the note taker.

## 2.5 External Speakers

Where speakers from external organisations are delivering sessions, in whole or part, to students, written consent of the speaker to record and share with the relevant students must be obtained in advance of the recording being created. The external speaker is free to refuse to be recorded or later request that a published recording is taken offline without needing to state a reason. External speakers (or their employer, as appropriate) retain copyright on work and any other intellectual property rights they generate and, by accepting the terms of the external speaker agreement on recording, agree to grant the University a non-exclusive licence to use the recording solely for the purpose of supporting learning and teaching at the University.

# Management of Data and Recordings

## 3.1 Retention Period

Recordings should be retained in line with the University’s Blackboard retention period as students will access recording through their module sites: Blackboard sites will normally be available for 30 days after the last student who was enrolled on the module completes that course. The module site is then removed from the live system and archived. Module sites are retained for 5 years after archiving.

## 3.2 Publishing Period

Recordings should be published to students through Blackboard by five working days after they took place.

## 3.3 Editing of Recordings

Individual staff retain control over their own recordings, including editing and deleting. The University reserves the right to make edits to recordings if deemed necessary for legal or data protection reasons. This would only be done in exceptional circumstances and the shortest section possible removed, with the relevant lecturer fully informed of the edits being made and the reason.

## 3.4 Students Requesting Edits and Removals

Students can request the editing of a recording in order to have any of their [own personal data](https://www.shu.ac.uk/about-this-website/privacy-policy/information-governance-policy) removed. The student should contact the relevant lecturer to request this in the first instance. Agreeing to the request is at the discretion of the lecturer who will take into account the data protection legislation, as well as whether the request can be resourced and is appropriate. The lecturer may wish to contact the Information Governance Team for advice on specific cases.

If a student does not agree with their lecturer’s decision, they should raise a complaint through the [student complaint procedure](https://www.shu.ac.uk/myhallam/university-life/university-rules-and-regulations/study).

## 3.5 Staff Leaving Employment with the University

Where a member of staff leaves the university during the academic year, any recordings they have produced will be retained for use in line with the University's archiving and retention period for Blackboard (see 3.1). This is to ensure that students are not disadvantaged by changes to the course team. However, such recordings must not be used with new cohorts of students.

As the university retains the copyright of the recordings and the materials they contain, these should not be used by the leaving staff member at any future employer without the explicit permission of the relevant head of school/institute.

# Exceptions and Alternatives to Recording

## 4.1 Exceptions to Recording

The University recognises there are situations where all or part of a taught session should not or cannot be recorded. Among these are that:

1. there may be legal, ethical or privacy reasons for not recording part or all of a session.
2. there are teaching approaches that may not be suitable for recording, such as those with a high degree of interactivity.
3. the recording service is not available in the room e.g. specialist spaces.

Where no part of a teaching session should be recorded, this should be communicated to the relevant students prior to the start of the session. An example of this communication is:

“[Session X] will not be recorded, but there will be a short screencast available instead and/or the opportunity to attend a module leader drop-in on [day] at [time]”

Lecturers have discretion for deciding whether the interests in not recording a session, in part or in entirety, outweigh the interests in recording. They should consider whether the options to either pause recording or to later edit the recording would allow sections of the session to be recorded.

Where recording has been halted without prior planning, such as due to technical issues or the nature of student input, this should be announced in the session to reduce student confusion and allow them to take fuller notes.

## 4.2 Acceptable Alternatives

Where the recording of a full or part taught session is not appropriate, an acceptable alternative means should be used to provide students with the same information. These acceptable alternatives might include:

* restarting the recording at the end of a discussion section and providing a summary of the key points raised.
* sharing a written or screencast summary of the material that was not recorded and which has any sensitive aspects removed.
* pre-recorded demonstrations of techniques where the timetabled room does not have the required recording equipment to adequately record the material live.
* linking to publicly available videos made by third parties that cover the same or similar material, supported by a document that provides additional context for the students.

Note that an acceptable alternative should be over and above the standard material provided for the teaching session. For instance, providing only the slides used in the session would not be sufficient.

When selecting an acceptable alternative to recording, reasonable adjustments should be made to ensure that teaching is inclusive and reflects any learning contracts for the affected students. Students should also be told what alternative to recording will be provided.

# Freedom of Information and Data Protection Legislation

The University has carried out [data protection impact assessment](https://sheffieldhallam.sharepoint.com/%3Aw%3A/s/4027/EU3vRpf-fMVKkUp7aBuDy5UBZHi3_xk45I_5U5A70BqLEg?e=45YMy5) for the recording of taught sessions and [data protection guidance](https://sheffieldhallam.sharepoint.com/sites/3037/SitePages/FAQs%281%29.aspx) is available.

The University would normally consider recordings of taught sessions that include personal data to be included in responses to subject access requests. Further [guidance](https://www.shu.ac.uk/about-this-website/privacy-policy/data-subject-rights/subject-access-request) is available.

# Intellectual Property and Performance Rights

In accordance with the [Intellectual Property Policy for Lecturers and Research Staff](https://sheffieldhallam.sharepoint.com/sites/3005/polproc/SitePages/intellectual.aspx), copyright ownership of recordings of University employees lies with the University.

Performance rights reside with the lecturer and other recorded participants, though the University is allowed use a recording of their performance for the purpose of supporting learning and teaching at the University, in line with the retention and publishing periods, on a contractual basis.

A lecturer may use recordings of their own sessions within their own performance review or to facilitate peer observation of their teaching. The lecturer must inform attendees that a taught session will be recorded and used for the purpose of peer observation and/or their own performance review. Lecturers may also use their prior recordings as supplementary materials for subsequent teaching.

Use of third-party materials may fall within the “fair dealing” copyright exception if used for the sole purpose of illustration for instruction. Notwithstanding this, where a session includes broadcast or other material under a licence that does not clearly permit copying that material further, the lecturer must pause the recording while using the licenced material or edit it out of the recording prior to publication. Where appropriate, lecturers should subsequently provide students with separate access to the licenced material (for example, linking it from the module site in Blackboard).

# Student Access to Recordings

Students will have access through Blackboard to published recordings from the modules on which they are enrolled. Students will normally have access to their recordings for the duration of their enrolment. Recordings will not normally be available to students not enrolled on those modules; however, lecturers may choose to use their recordings with other cohorts provided it does not replace contact time.

# Student Presentations and Other Assessed and Non-assessed Activities

Recording can be used to capture presentations given by students for assessment purposes, such as for group assessments or oral examinations. Students should be made aware as early as possible during module delivery (e.g. at the start of the semester) that recording will be part of their form of assessment.

These recordings are only to be used for the purposes of assessment and moderation and must be deleted after the relevant assessment board sitting. A recording may be released to a student presenter at the lecturer’s discretion, but it must not be published wider.

# Inclusive Practice

Recordings of new material are an important element of the University’s commitment to an inclusive teaching and learning culture [link to Baseline Inclusive Measures, when available], as they support enhanced engagement with the learning process for all students. They are particularly important for disabled students, international students, and commuter students as they provide increased flexibility in reviewing material, both in terms of being able to adjust the speed of recordings, view captions, etc. as well as being able to review material in a wide range of settings, including on campus, at home and on public transport.

## 9.1 Learning Contracts

Recordings of taught sessions replace the need for note takers in most cases, therefore it is essential that new material is recorded to ensure that students with appropriate learning contracts continue to get the support that they require.

## 9.2 Web Accessibility

Web accessibility legislation requires that subtitles be available in video recordings produced by public sector bodies, including universities. The Panopto and Teams platforms provided by the University will automatically generate these subtitles for recordings and so meet this legislative requirement and the University’s moral obligation to students. However, students must be made aware that the subtitles are automatically generated and may contain errors, so should not be solely relied on for revision purposes.

Staff are not required to review and/or edit automatically generated subtitles before publishing recordings.

Students may bring subtitling errors to the attention of their lecturers so that they can be reviewed and corrected where there is the potential to negatively impact understanding. In addition, lecturers and other presenters should follow the University’s [web accessibility guidance](https://sheffieldhallam.sharepoint.com/sites/4071) when developing materials that will be used in recordings in order to reduce potential barriers for students in viewing the content.

*Version 3*

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