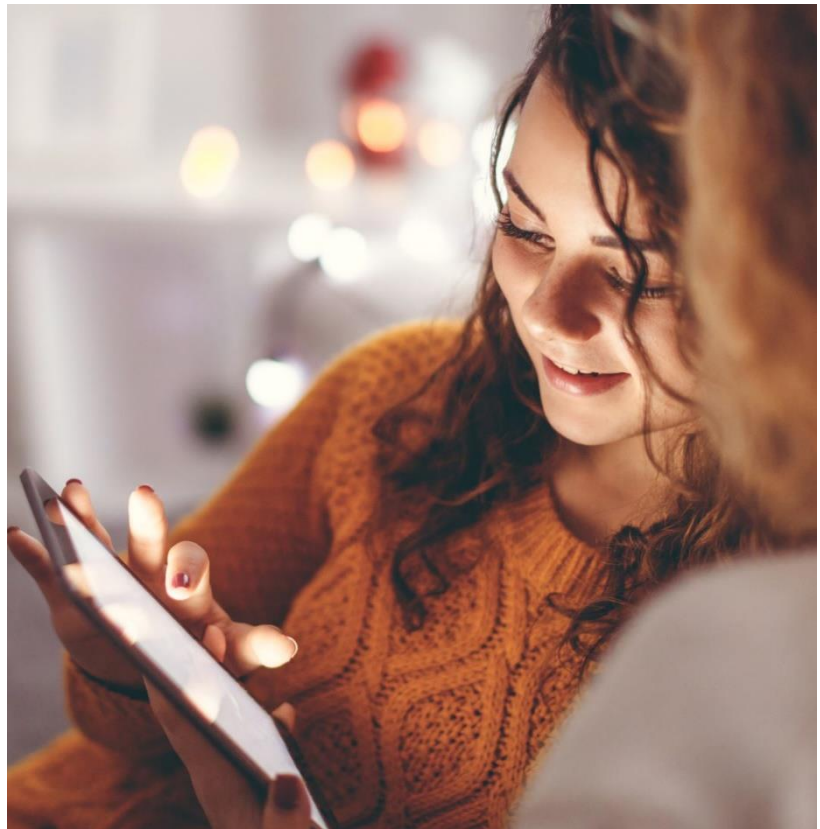


Learning, Teaching, & Quality
Enhancement

Policy: Recording of Educational Activities



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1. Introduction

- 1.1 This policy governs the production, storage, publication and use of recorded educational activities at the University of Bradford.
- 1.2 The policy aims to ensure that the audio and/or visual recording of educational activities/resources is conducted responsibly and consistently, and that all parties are clear on their roles, responsibilities, and legal obligations with regards to its use.

2. Aims

- 2.1 The audio/visual recording of teaching and learning activity has become commonplace across the Higher Education sector and aligns with the University's strategic objectives in the following areas:
 - Delivering a portfolio of high-quality, engaging, and inspirational programmes delivered through excellent learning and teaching practice.
 - Offering inclusive and flexible learning environments that provide equality of access for all students to personalised support, high-quality resources, and inspirational teaching.
 - Expanding digital capabilities by embedding the use of technology in active and collaborative learning experiences that equip graduates for future success.
 - Providing opportunities for staff to reflect on their own practice and participate in activities such as peer observation and mentoring as part of their own continuing professional development.
 - Meeting our legal obligations with respect to equality, diversity, and inclusivity, and embedding a consideration of the impact of EDI into all aspects of our work.

3. Purpose

- 3.1 This policy applies to all staff, students and third parties (e.g., guest speakers) directly involved in the audio/visual recording of educational activity at the University of Bradford.
- 3.2 For the purposes of this policy, 'educational activity' is defined as any activity used to support the delivery of University of Bradford taught programmes. This might include, but is not limited to, lectures, seminars, tutorials, practical workshops, assessment/feedback activities, self-directed study resources, and professional services support sessions.
- 3.3 This policy seeks to be technologically - and pedagogically - 'neutral' in so far as it applies to the audio/visual recording of educational activity regardless of hardware/software/platform and regardless of the teaching, learning, and assessment approaches employed on a given module or programme.

4. Types of Recordings/Materials

- 4.1 The recording and publication of educational activity can be used in a variety of ways to support inclusive teaching practice and enhance student learning. This aligns with the ambition of the University's [Learning, Teaching and Student Experience Strategy](#)¹ (LTSES) to develop courses which embrace the principles of Universal Design for Learning (UDL) and which offer students an 'integrated digital experience'.

Capturing of Live Teaching Sessions

- 4.2 In its most basic form, the capturing of live teaching sessions, either face-to-face or online, provides students with a valuable opportunity to review content for revision and consolidation purposes. This is particularly relevant for certain groups of students, for example those for whom English is not their first language, those with specific/additional learning needs, and those who are legitimately unable to attend the precursive live sessions (e.g. due to illness).

Standalone Recording of Content

- 4.3 The recording and publication of a 'standalone' audio/visual resource (i.e., as opposed to a captured 'live' session), can be valuable to both staff and students as it provides the opportunity to produce and access a durable resource not only for revision/consolidation purposes, but also as directed preparatory work, potentially freeing contact time for more interactive/in-depth learning activities (such resources are often referred to as 'learning objects' and the broader pedagogical approach as 'flipped classroom').

Interactive Learning Resources

- 4.4 Many learning tools/platforms used for audio/visual recording can also be used to store and edit presentations and add interactive elements (e.g., quizzes, polling, Q & As) into the teaching, learning, and/or assessment practice of a programme or module. These elements, either alone or when combined with audio/visual recordings, can be useful tools to support student engagement and enhance learning (these resources can be called and/or used as learning objects).

5. Use of Recordings/Materials

- 5.1 The production and use of captured and/or standalone recorded sessions should be designed as part of a Programme Team's curriculum planning and utilised for the intended purpose as agreed upon during this development process.
- 5.2 The opportunity to record sessions is designed to support and enhance the teaching and learning experience of staff and students on a given programme. It is not intended that such recordings necessarily replace face-to-face/in situ teaching interactions, impede, or curtail pedagogic options, or forestall discussion and debate of topics relevant to the academic subject in question.

¹ <https://unibradford.ac.sharepoint.com/sites/planning-intranet/SitePages/University-Strategies.aspx>

- 5.3 There may be instances where the production of recordings will not be possible and/or appropriate for a number of reasons (e.g., due to copyright restrictions, the use of sensitive personal data, the need to support and safeguard vulnerable participants, the suitability for specific pedagogic approaches, or the availability of equipment). It is at the discretion of the session leader, and through the planning process of the wider Programme Team, as to whether an educational activity, or part of an activity, is appropriate to record.
- 5.4 Other than in exceptional circumstances, recorded resources/sessions should not be used as an ad hoc replacement for planned and timetabled 'contact' sessions (i.e., when staff and students are expected to attend a session 'live'). Exceptional circumstances might, for example, include business continuity measures in the event of staff absence or in the event of physical/technical infrastructure issues impacting the ability to deliver live sessions as planned. In such cases, agreement must be sought from the Programme Leader, the Associate Dean (Learning and Teaching) and, wherever possible, any members of staff featured on the recording(s) in question. In the context of this policy, and as per clause 5.7, industrial action is not to be defined as an 'exceptional circumstance'.
- 5.5 Audio/visual recordings of educational activities may be used for the purposes of staff development and/or the sharing of best practice to promote the quality enhancement of the student learning experience. This may be through formal mechanisms such as the Peer Supported Review of Teaching Practice, the Bradford:Fellowship Scheme and other such professional development activities, or through informal peer-to-peer arrangements. In all such cases, written consent (e.g., via email) must be sought from the members of staff who feature on the recording(s) in question.
- 5.6 Any recording of educational activity will not form part of the contractual obligations of staff nor be used as part of any standard performance review and/or capability processes of the University, unless offered/initiated by the recorded member of staff themselves for such purposes.
- 5.7 Recordings of educational activity may be used to support investigations as part of the University's staff and student disciplinary policies and procedures, but such use must be timely and directly pertinent to the allegation in question.
- 5.8 In the event of staff exercising their right to participate in industrial action, the University will not repurpose any previously recorded sessions as a substitute for taught provision.
- 5.9 Audio/visual recordings of educational activities may be made available externally or via third parties for the purpose of supporting the wider strategic aims of the University. Where there is a desire to share such content externally, explicit agreement must be sought from the Faculty Management Team under which the programme (and associated learning resources) sit, as well as consent from any recorded participant(s).

6. Participation

Staff

- 6.1 Staff who choose to produce and publish audio/visual recordings as part of their programme's teaching, learning, and assessment strategy, consent to adhere to the expectations and obligations outlined in this policy.
- 6.2 Staff who wish to participate in the recording of their teaching sessions and/or the uploading of pre-recorded material will be supported to do so via one or more of the University's supported TEL tools. Further detail about these tools is available from the [Supporting your Teaching at Bradford space](#)² on Canvas.
- 6.3 Programme Teams should explicitly plan and communicate their use of technology and audio/visual recordings as part of their programme's learning, teaching, and assessment strategy to ensure clarity and consistency for staff and students across the programme.
- 6.4 While staff are not obligated to participate in the recording of their teaching sessions, Programme Teams should consider the impact of mixed practice with regards to equity of opportunity/experience for students across the programme and should ensure that students are clear about any and all learning materials made available to them for preparation, consolidation, and revision purposes.

Students

- 6.5 Students for whom audio/visual recordings of educational activities are made available, and who choose to participate in the viewing of this content, consent to adhere to the relevant expectations and obligations outlined in this policy.
- 6.6 Where a session involves the recording of student contributions, either directly or indirectly, session leaders should give students the opportunity to request that their contribution is not captured and/or published. Measures to accommodate such a request might include:
 - Allowing/advising students to sit in areas of a lecture theatre/teaching room which will not capture them on an audio/visual recording.
 - Establishing a range of mechanisms for students to ask questions (e.g., verbally in the session, virtually in the session using a TEL tool or via an active and monitored discussion board after the session).
 - Pausing the recording during student contributions.
 - Editing the recording afterwards to remove student contributions.
- 6.7 Where audio/visual recording is utilised as part of students' compulsory assessment (e.g., video recording of a student presentation, OSCE, etc.), this should be used for the marking and moderation process only unless explicit agreement is obtained from the student(s) involved to use/publish for wider purposes (e.g., as exemplars for future students).

² <https://bradford.instructure.com/courses/9610>

Third Parties

- 6.8 In the case of teaching and learning activities delivered by third parties (e.g., non-UoB guest speakers), written consent must be obtained from all presenters prior to recording the session. An information sheet and consent form template for third parties is provided in the appendices to this policy.

All Participants

- 6.9 All staff, students and relevant third parties should read this policy and any related guidance documentation to understand their roles, responsibilities, legal obligations, and rights with regards to the production and use of audio/visual recordings at the University.
- 6.10 Participants involved in the creation, publication, dissemination, and use of audio/visual recordings at the University should report any content or behaviour they deem inappropriate or harmful to a relevant member of staff (e.g. module tutor/module leader/programme leader for students and line managers for staff).
- 6.11 Any content or behaviour deemed inappropriate or harmful may result in the removal of recordings, sanctions relating to the participant's use of I.T. (e.g., removal of permissions or restricted access) and/or broader disciplinary action.

7. Data Protection

- 7.1 All data, including any '[special category](#)' data³ (as defined in the [Data Protection Act 2018](#)⁴, also known as 'sensitive personal data'), obtained and/or published via audio/visual recording tools in support of a taught academic programme of the University must be processed and stored in accordance with the General Data Protection Regulation (GDPR), the Data Protection Act 2018 and the University's [Data Protection Policy and Privacy Notices](#)⁵.
- 7.2 All University-supported audio/visual recording tools also maintain and publish their own Privacy Policies/Statements explaining any data they collect and process.
- 7.3 Where any breach of data protection legislation and/or University data policy is suspected to have occurred, access to the recording should be removed immediately and the Data Protection Officer of the University should be notified (data-protection@bradford.ac.uk) to advise on any further action required.
- 7.4 A Data Protection Impact Assessment of this policy has been provided in the appendices for reference.

³ <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/special-category-data/#scd1>

⁴ <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

⁵ <https://www.bradford.ac.uk/data-protection/>

8. Intellectual Property and Performance Rights

- 8.1 Any recorded educational activity (as defined in this policy) comes under the broader definition within academic staff contracts of ‘course materials’, meaning any material produced in the course of a member of staff’s employment for the purposes of delivering a curriculum of a University programme. Such material shall belong to the University unless there is prior written agreement to the contrary.
- 8.2 In line with University Regulation 14⁶, any student contributions to audio/visual recordings produced as part of the learning, teaching, and/or assessment of their University of Bradford programme shall belong to the University unless there is prior written agreement to the contrary.
- 8.3 The University respects the right of all recorded participants to be acknowledged as authors, performers and/or contributors to an audio/visual recording. If an acknowledgement of authorship or performance is requested by any contributor to the recording, the session leader should ensure that this is apparent in the description of the published recording and/or is included within the recording itself (e.g., on an introductory slide or via a voiced statement).
- 8.4 The above terms and conditions relate only to audio/visual content that is processed and distributed to support the delivery of University of Bradford taught provision. General terms and conditions relating to the rights of staff and students with regards to intellectual property and copyright can be found in the University’s employment and student contracts.
- 8.5 The content and performance rights of third parties in relation to audio/visual recordings are to be negotiated and agreed in writing via an employment contract and/or an audio/visual consent form (see appendices) in advance of the scheduled session. Requests for consent of third parties should take into consideration any potential future use of the recording.
- 8.6 All parties participating in the audio/visual recording of educational activities should ensure that any materials presented during a recording adhere to intellectual property regulations as outlined in the Copyright, Designs and Patents Act 1988, as well as any University licences from the Copyright Licensing Agency. Further information and guidance on these can be found in the University Library guidance on [Copyright and Licensing](#)⁷.
- 8.7 Users should report any content they deem to have breached copyright to a relevant member of staff (e.g., module tutor/module leader/programme leader for students and line managers for staff).
- 8.8 Where a recording is found to have breached copyright regulation, access to the recording should be removed immediately and the content author will be asked to either edit the recording to remove the copyright breach or delete it completely.

⁶ <https://www.bradford.ac.uk/media-v8/site/governance/regulations/Regulation-14.pdf>

⁷ <https://www.bradford.ac.uk/library/find-out-about/copyright/>

9. Recording, Editing and Publication

- 9.1 Specific guidance relating to the processes involved in the set-up, recording, editing, and publishing of audio/visual recordings on different platforms is available from the [Supporting your Teaching at Bradford space](#)⁸ on Canvas.

Planning and Set-Up of Recordings

- 9.2 Wherever possible, the recording of educational activities on a programme should be factored into the normal planning cycle of Programme Teams. This allows for teams and individuals to request specific functionality (e.g., lecture capture-enabled rooms) and/or equipment as part of the timetabling, Canvas rollover, and module preparation processes.
- 9.3 For recordings of live, on-campus activities, session leaders can check the location, facilities, and equipment available in their assigned teaching spaces, along with guides for how to use the AV equipment, via the [IT Services SharePoint site](#)⁹. It is the responsibility of IT Services to ensure that the facilities and equipment in communal teaching spaces is maintained.
- 9.4 For recordings on personal devices (University-owned or otherwise), session leaders should ensure that the appropriate hardware and software is installed and accessible as part of their session preparation.
- 9.5 For all recordings, session leaders, and Programme Teams more broadly, should ensure that the space(s) for storing and disseminating recordings is correctly set up (e.g., that Canvas spaces are integrated correctly with the relevant TEL tool). Support for this is available from the University's Digital Learning Developers within the Learning, Teaching and Quality Enhancement Directorate.
- 9.6 The choice of whether to produce an audio only, video only, audio/presentation and/or audio/video recording is dependent upon both the availability of equipment for the session and the preference of the session leader. There is no obligation to utilize certain equipment simply because it is available in on-campus spaces or on a given PC. The choice of recording type should, wherever possible, be determined by the intended use of the recorded activity rather than the availability of equipment.
- 9.7 Wherever possible, the recording of live teaching sessions for a programme should be planned and scheduled prior to the beginning of each semester. Ad hoc recordings are possible on all the University-supported platforms, but there are limitations to this approach. Further details relating to this point for the different University-supported TEL tools is available from the [Supporting your Teaching at Bradford space](#)¹⁰ on Canvas.

⁸ <https://bradford.instructure.com/courses/9610>

⁹ <https://unibradfordac.sharepoint.com/sites/it-services-intranet/SitePages/teaching-space-av-services.aspx>

¹⁰ <https://bradford.instructure.com/courses/9610>

Beginning of Recording (Capturing a Lecture/Session)

- 9.8 At the beginning of a live recording, the session leader should ensure that notice is given to the audience/participants that a recording is taking place, how and when the recording will be made available, as well as their options with regards to contributing during the session.
- 9.9 Session leaders should also ensure that any audio/visual equipment (e.g., PC, microphone, projector) is switched on and functioning correctly.

Editing and Publication

- 9.10 For captures of live sessions, it is recommended that recordings are made available to students within one week (five working days) of the session end time. This is to ensure session leaders have sufficient opportunity to review recordings and make any edits where necessary/desired while also providing students with timely access to the recordings.
- 9.11 Where applicable, the session leader must ensure that any unauthorised or inappropriate content (e.g., student contributions (if requested), sensitive personal data, copyright restrictions, and so forth) is removed from the recording prior to publication. This may involve:
- Pausing and/or stopping the recording mid-session to avoid capturing the 'unpublishable' content.
 - Editing the recording post-capture to remove the relevant section(s).
- 9.12 Other than in the scenario outlined in clause 9.11 above, there is no obligation and/or expectation for session leaders/recording authors to edit their recordings prior to publication.

Distribution

- 9.13 As outlined in Section 4 (Use of Recordings/Materials), recordings should have a clear purpose and intended use to support the delivery of a University of Bradford taught programme. The audience/recipients of recorded content should not use and/or distribute any materials and/or recordings outside the parameters of their intended purpose and use.
- 9.14 Any breaches relating to the use and/or distribution of recordings should be reported to a relevant member of staff (e.g., module tutor/module leader/programme leader for students and line managers for staff) and action taken to halt the unauthorised use/distribution. Extreme cases of deliberate misuse and/or unauthorized distribution of recordings may result in sanctions (e.g., removal of I.T. permissions or restricted access) and/or broader disciplinary action in line with staff and student contracts.
- 9.15 Recordings of educational activity should not be made available for recipients to download unless there is a clear rationale do to so which has been agreed by the Programme Team. Exceptions to this are permissible when, for example, the recording download is made available to an individual student in support of their Learner Support Profile (LSP).

Retention

9.16 In line with the University's Document Retention and Disposal Policy¹¹, it is recommended that any audio/visual recordings published to students remain accessible during the remainder of their programme of study for revision/consolidation/reflection purposes. However, it is at the discretion of the recording author and/or wider Programme Team as to whether recordings are appropriate to remain published to students (e.g., if the content of a recorded session is no longer relevant, current, and/or accurate).

Production Quality Monitoring

9.17 For the purposes of clarity and transparency, recipients of captured and/or pre-recorded educational activities should be made aware of the intended use of the recordings and that such recordings do not aim to replicate the performance and/or production quality of a professionally produced audio/visual recording.

9.18 Session leaders should ensure that their recordings are explicitly attributed to them so recipients can flag any significant issues with access and/or production quality.

9.19 Where the set-up, publication and/or editing of recordings is proving burdensome, session leaders should liaise with their wider Programme Team and line managers to discuss workload allocation, alternative approaches to implementation and/or the appropriateness of recording the activities in question.

9.20 The University reserves the right to sample recordings of educational activity to monitor the audio/video quality of the recording tool(s) and equipment utilized, and to edit and/or remove any recordings which do not adhere to the terms of use as outlined in this policy. Session leaders/recording authors will be contacted prior to any editing/removal of content.

10. Accessibility and Inclusivity

The Equality Act

10.1 The Equality Act 2010 places a legal obligation on the University to make reasonable adjustments to its services and meet the requirements of students with a disability and/or specific educational needs. The audio/visual recording of educational activity for preparation/revision/consolidation purposes in itself enables the provision of teaching resources in an alternative format and helps provide educational material in more accessible and useful formats for students with additional support needs and/or for whom English is not their first language.

10.2 An Equality Impact Assessment of this policy has been provided in the appendices for reference.

¹¹ <https://unibradford.ac.sharepoint.com/sites/information-governance-intranet/SitePages/Records-Management.aspx>

Accessibility Regulation

- 10.3 Audio/visual recordings of educational activity at the University must comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, meaning that they must be “perceivable, operable, understandable and robust”.
- 10.4 Many accessibility features are built into the audio/visual recording tools available at the University as standard and these are detailed and documented in the relevant platforms’ Accessibility Policies/Statements.
- 10.5 Further detail, expectations, and good practice relating to the concepts of “perceivable, operable, understandable and robust” in the context of audio/visual recordings is available from the [Supporting your Teaching at Bradford space](#)¹² on Canvas.

Programme Approach to Accessibility and Inclusivity

- 10.6 As outlined in Section 6 (Participation), staff are not obligated to participate in the recording of their teaching sessions.
- 10.7 Decisions about whether to record activities (and if so which ones, when, how, by whom etc.) should be discussed and agreed at programme-level as a minimum (as opposed to on a module-by-module basis). As part of this Programme Team discussion, the following points should be agreed and communicated to students:
 - Which educational activities will be recorded.
 - The purpose, audience, and intended use of any recordings.
 - Which tool(s) will be used for recording. (NB: It is usually good practice to agree upon and use a consistent tool or set of tools for audio/visual recording purposes rather than multiple tools that perform the same/very similar functions).
 - How and when the intended audience should access and use recordings.
 - Which parts of the programme are not included in the suite of recorded activity.
 - Where recordings are not being made available, what other mechanisms are in place to ensure appropriate and comprehensive support for preparation, revision, and consolidation across the programme.
- 10.8 In cases where it has been agreed that a particular activity will not be recorded, the session leader may allow students to make their own recordings if there is a legitimate rationale and/or obligation to do so (e.g., in support of a student’s Learner Support Profile). Such personal recordings must be utilized for the intended purpose only and not used and/or distributed more widely. Any breaches of the agreed upon use of such recordings will be managed in line with clause 9.15 of this policy.

¹² <https://bradford.instructure.com/courses/9610>

Accessibility Expectations of Session Leaders/Recording Authors

- 10.9 As a minimum expectation of facilitating the accessibility of audio/visual recordings, users responsible for the recording of an educational activity should ensure that the automated captioning and/or transcript functionality of the relevant platform/tool is enabled and signposted to students.
- 10.10 The University recognises that there will inevitably be some level of error and misrecognition in the captioning/transcript functionality.
- 10.11 While it is good practice to monitor the accuracy of recording captions and transcripts, there is no expectation for session leaders/recording authors to edit captions and/or transcripts, as long as key technical terms, formulae, and other disciplinary-specific terminology are provided in a clear and accessible alternative format elsewhere (e.g. on accessible presentation slides or a glossary, as well as described verbally during the recording).
- 10.12 Where session leaders have a disability, a reasonable adjustment plan in place and/or concerns that they may require additional support to opt in to the recording of educational activity or adhere to the requirements/expectations set out in this Policy, this should be discussed with their line manager in the first instance. Advice, guidance and support to facilitate the use of recording platforms in such cases is available from IT Services, the digital learning function of the Directorate of Learning, Teaching and Quality Enhancement, as well as other central professional services such as the Disability Service.

11. Oversight, Implementation and Support

- 11.1 This policy and its implementation are owned and overseen by the University of Bradford's Learning and Teaching Committee.
- 11.2 The policy and accompanying appendices shall be reviewed annually.
- 11.3 Support with the planning and implementation of recording educational activities is available from the Digital Learning Developers and Educational Developers within the [Learning, Teaching and Quality Enhancement Directorate](https://www.bradford.ac.uk/teaching-quality/contact/)¹³.

¹³ <https://www.bradford.ac.uk/teaching-quality/contact/>

Appendices

1. Equality Impact Assessment - available on request from aqpo@bradford.ac.uk
2. Data Protection Impact Assessment - available on request from aqpo@bradford.ac.uk
3. Consent Form for Recording of Third Parties - available on request from aqpo@bradford.ac.uk