

Learning Capture and Staff-led Teaching Recordings Policy

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1. Purpose of the Policy

This policy sets out the University's approach to the recording of staff-led teaching. It establishes a consistent institutional framework for learning capture, supporting the University's anticipatory duty to provide an equitable, inclusive and accessible learning environment.

The policy balances the need for consistent, accessible learning provision with respect for professional judgement in teaching practice.

Recordings are intended to capture the core staff-led explanation of key learning outcomes across a range of teaching formats. They are designed to support students in reviewing, consolidating and revisiting essential taught content, rather than to replace active participation in scheduled teaching.

This policy ensures that:

- recording is implemented consistently across modules as a standard learning support practice;
- students and staff understand their rights, responsibilities and the conditions under which recordings are captured, stored, accessed and reused;
- teaching staff can use recording confidently without needing to alter their teaching approach or compromise the learning environment;
- recorded content is used to enhance learning, while maintaining the importance of attendance and engagement; and
- legal, ethical, accessibility and data protection obligations are met.

This policy supports the University's commitment to inclusive education, the Teaching, Learning and Student Experience Strategy, and the provision of a supportive and flexible learning environment.

2. Policy Principles

These principles set out the University's overarching expectations for the recording of staff-led teaching. Operational responsibilities and detailed guidance are provided in the subsequent sections and appendices.

- 2.1 **Recording is a learning enhancement tool**, intended to support student review, revision and comprehension. It is not a replacement for attendance, except where required as part of a Reasonable Adjustment.
- 2.2 **Recording forms part of the University's standard approach to accessible learning and is expected to be implemented consistently across modules** as a standard learning support

practice. Clear communication will be provided to students about when recordings are and are not available.

- 2.3 **Lectures delivered in recording-equipped rooms are expected to be recorded as standard practice.** Recording is initiated and managed by the member of staff delivering the session using the University's designated systems.

Brief staff-led explanatory segments within other teaching formats may also be recorded where this supports learning and does not compromise the learning environment. Full-session recording of highly interactive, practical or discussion-based sessions is not normally appropriate.

- 2.4 Staff may depart from the standard expectation to record where:

- recording would capture sensitive or personal content,
- recording would materially disrupt interactive or practical learning,
- recording would breach copyright/licensing restrictions; or
- recording is prevented by technical failure.

In such cases, staff will provide alternative learning support (e.g. annotated slides, summary materials, or equivalent resources covering core learning points).

- 2.5 **Staff are not required to change their teaching approach to facilitate recording** and will not be expected to re-record sessions in the event of technical failure.

- 2.6 **Recording must be conducted in accordance with legal and ethical requirements**, including data protection, intellectual property rights, and third-party copyright.

- 2.7 **Automatic captioning will be enabled for all recordings** to support accessibility. Staff are expected to make reasonable efforts to correct significant errors where these materially affect comprehension, particularly where issues are identified or reported.

- 2.8 **Recordings will not be used for routine staff performance management** or monitoring. Access to recordings for other purposes will occur only in exceptional circumstances, in line with university regulations (for example, safeguarding or serious misconduct investigations).

- 2.9 **Unauthorised recording, sharing or publication of teaching content** by students is prohibited and will be treated as misconduct under the Student Conduct and Disciplinary Regulations.

3. Scope of the Policy

This policy applies to the recording of **staff-led teaching** across the University. Staff-led teaching refers to any structured element of a session in which a member of staff provides explanation, clarification, or delivery of key learning outcomes, regardless of the wider teaching format.

Lectures, as a structured form of staff-led teaching, are expected to be recorded as standard practice when delivered in recording-equipped rooms. Recording is initiated and managed by the member of staff delivering the session using the University's designated systems.

Other teaching formats – including seminars, workshops, practical classes or small-group sessions – may include brief staff-led explanatory segments that can be recorded where this supports learning and does not compromise the learning environment. Full-session recording of these formats is not normally appropriate due to their interactive, practical or sensitive nature.

Staff exercise professional judgement within the expectations and defined exception criteria set out in this policy. Where recording is not undertaken, staff must provide appropriate alternative learning support to ensure students are not disadvantaged.

Where a student has a Personalised Academic Study Support (PASS) plan requiring access to recorded or downloadable content, or permitting personal recording, these adjustments must be

met in line with university guidance. This sits alongside the University's anticipatory approach to accessible learning, within which recorded content forms part of standard provision.

Recordings must be captured using the University's designated systems – Panopto for in-room capture and Microsoft Teams for online delivery. Staff are responsible for ensuring that recordings are appropriately initiated, managed, and made available to students via the relevant module VLE area.

For programmes delivered wholly online, this policy applies in the same way. Staff-led teaching sessions are expected to be recorded where appropriate, with the same principles of standard expectation, selective capture, defined exceptions, and access through the module VLE.

4. Activities Not Normally Suitable for Recording

Some teaching activities are not normally suitable for recording where doing so would be inappropriate, impractical, or would compromise the learning environment.

This includes situations where:

- teaching involves highly interactive, discussion-based or participatory learning, where recording may inhibit engagement or capture student contributions in a way that affects openness;
- teaching is primarily student-led (e.g. presentations, group discussions or peer-learning activities), unless recording forms part of an assessment process and all participants are informed;
- sessions involve sensitive, personal or confidential subject matter, including where students may share lived experiences or personal perspectives;
- external contributor or guest speakers are involved and consent for recording has not been obtained;
- Copyright or licensing restrictions prevent materials from being captured.

In these contexts, staff are expected to exercise professional judgement, including pausing or disabling recording where appropriate. Recording may still be used selectively to capture key staff-led explanation where this supports learning and does not compromise the activity.

Where a session, or part of a session, is not recorded, staff must provide appropriate alternative learning support to ensure students are not disadvantaged.

5. Participants Covered

This policy applies to all individuals involved in the delivery, support or participation in staff-led teaching where recording may take place.

This includes:

- **Academic staff** delivering teaching, whether on campus or online.
- **Visiting lecturers, guest speakers and external contributors.**
- **Students** participating in teaching sessions, including where contributions may be captured.
- **Professional services staff** supporting teaching, learning technologies, or the management of recordings

This policy applies across all modes of delivery, including in-person, online and hybrid teaching, and covers recordings created using the University's designated systems.

6. Acceptable and Unacceptable Uses

Recordings are a learning support tool and must be used responsibly and in line with university expectations.

6.1 Acceptable Use

- Students may use recordings for personal study, including revision, clarification of concepts, and reinforcement of learning.
- Staff may reuse their own recordings for teaching, professional development or as part of a blended or flipped learning approach.
- Recordings may support continuity of learning in exceptional circumstances (for example, disruption to teaching delivery) but are not a substitute for scheduled teaching.
- Where students have Reasonable Adjustments requiring access to recorded or downloadable content, recordings form part of the University's approach to meeting those requirements.

6.2 Unacceptable Use

- Recordings must not be used as a replacement for scheduled teaching or to routinely manage timetable clashes.
- Recordings must not be copied, edited, shared, published, or distributed by students or other unauthorised individuals.
- Recordings must not be used to create, share or distribute content (for example transcripts, summaries or other materials, including those generated by automated tools) beyond personal study use.
- Recordings must not be released outside the University without appropriate permissions and rights checks.
- Recordings must not be used for routine staff performance management or monitoring. They may only be accessed for other purposes in exceptional circumstances, in line with university regulations.

7. Responsibilities

7.1 Staff Responsibilities

Staff delivering teaching are responsible for:

- clearly informing students about the use of recording within their module, including when recordings will be available and how they support learning;
- initiating, pausing and stopping recordings appropriately during teaching sessions, in line with this policy;
- ensuring recordings and supporting materials are made available to students via a clearly labelled and consistently structured location in the module VLE area;
- exercising professional judgement to pause or disable recording where sensitive, personal, confidential or restricted material arises, or where recording would compromise the learning environment;
- providing appropriate alternative learning support where recording is not undertaken in line with the policy;
- ensuring that recording practices comply with copyright, licensing and data protection requirements;
- enabling automatic captions and making reasonable efforts to correct significant errors where these affect understanding.

7.2 Student Responsibilities

Students are responsible for:

- Creation and Use of Audio-Visual Recordings for personal study, in line with the University General Regulations.

- not copying, editing, sharing, publishing or distributing recordings or related materials;
- engaging with scheduled teaching, using recordings as a supplementary resource rather than a replacement for attendance (unless supported by a Reasonable Adjustment).
- positioning themselves outside recording capture where they prefer not to be included and raising any concerns about recorded contributions where necessary.

7.3 School and Programme Responsibilities

Schools and programme teams are responsible for:

- ensuring consistent implementation of recording practices across modules;
- supporting staff in timetabling teaching in appropriate spaces and formats where recording is required;
- ensuring students are informed where recording arrangements differ or where planned recordings cannot take place;
- ensuring students on wholly online programmes receive equivalent access to recorded staff-led teaching in line with this policy.

7.4 Support Services Responsibilities

Relevant University services are responsible for:

- maintaining and supporting recording systems and teaching space technology (including Panopto and Microsoft Teams);
- Providing guidance and support to staff on recording, captioning, accessibility and the effective use of learning technologies;
- Supporting students in accessing and using recordings, including through digital skills and accessibility guidance;
- Providing advice on copyright, licensing and data protection in relation to recorded teaching.

8. Technical Guidance

8.1 Recording Systems

The University's designated systems for recording staff-led teaching are:

- **Panopto**, for the capture and storage of in-room teaching;
- **Microsoft Teams**, for the capture of online teaching.

Staff are responsible for initiating records using the appropriate system and ensuring that recordings required for student access are made available via the relevant module VLE area.

Where teaching is recorded using Microsoft Teams and the recording is required for ongoing access, it must be transferred to the appropriate Panopto module or programme folder. This ensures consistent access, captioning, and management of recorded content.

Recording systems do not automatically capture all teaching activity. Staff are responsible for ensuring that recordings are started, managed and saved appropriately.

8.2 Storage, Retention and Management

Recorded teaching content is managed in accordance with the University's Records Management Policy and Data Protection requirements.

Panopto is the University's primary platform for the storage and management of recorded teaching content. Recordings stored within Panopto are subject to institutional retention and archiving processes.

Recordings created in Microsoft Teams are subject to system-specific retention limits. Where recordings are required for teaching, learning or assessment purposes, they must be transferred to Panopto to ensure appropriate retention and access.

Further operational detail on storage, archiving, restoration and deletion is provided in **Appendix B – Panopto Content Retention Guidance** and associated University guidance.

Pre-recorded Content

Pre-recorded teaching materials (such as narrated presentations or short explainer recordings) must be stored within the appropriate module or programme Panopto folder to ensure consistent access, captioning and retention.

Staff should ensure that such materials are accurate, up to date, and comply with accessibility, copyright and data protection requirements.

8.3 Accessibility

Automatic captions must be enabled for all recordings.

The University recognises that automated captions may not be fully accurate. Staff are expected to make reasonable efforts to correct significant errors where these materially affect understanding.

Students with Reasonable Adjustments requiring alternative formats or downloadable content must be supported in line with university guidance.

9. Data Protection, Privacy and Consent

Recording teaching sessions involves the processing of personal data and must be undertaken in accordance with UK data protection legislation and University policy.

Students, staff and any external participants must be made aware when recording is taking place. Teaching staff are responsible for ensuring that participants are informed and understand how recordings will be used and accessed.

Recording should focus on staff-led teaching activity. Where student contributions may be captured, staff must take reasonable steps to minimise unnecessary recording of personal data, including advising students of capture areas and using pause or edit functions where appropriate.

Recording must not take place where special category (sensitive) personal data is likely to be disclosed, unless there is a clear and appropriate basis for doing so and all relevant participants have been informed.

Where privacy concerns arise, staff are expected to exercise professional judgement, including pausing, stopping or editing recordings as appropriate.

Recordings must not be shared outside the University environment without appropriate permissions or without a lawful basis for doing so.

Any recordings must be processed in line with the University's Data Protection Policy and Student Privacy Notice.

10. Intellectual Property and Copyright

The University retains ownership of the recording file as part of its responsibility for managing teaching and learning resources and institutional records.

Academic staff retain rights over the intellectual content they create and deliver as part of their teaching. The creation of a recording does not transfer ownership of that intellectual content to the University.

Staff may request the removal of recordings containing their teaching, subject to the University's Records Management Policy and any legal, regulatory, or academic requirements.

Recordings are intended to support teaching and learning and are not a substitute for teaching provision. The use and reuse of recordings for teaching purposes remains subject to appropriate academic oversight.

Staff must ensure that any third-party materials used within recorded teaching comply with copyright and licensing requirements. Where materials cannot be lawfully captured, recording should be paused and alternative access provided (for example through linking to licensed resources within the VLE).

11. Use of Recordings in Investigations

Recordings are not used for routine staff performance management, monitoring, observation, or evaluation of teaching practice.

Recordings may be accessed only in exceptional circumstances in line with formal University procedures where there is a clear and legitimate need to do so, and always in accordance with university regulations and established procedures.

Such circumstances may include, for example:

- student conduct or disciplinary investigations;
- safeguarding concerns;
- serious misconduct or legal obligations.

Any access to recordings for these purposes must be proportionate, appropriately authorised, and limited to what is necessary to address the specific concern.

12. Support and Assistance

Support for staff and students in relation to learning capture, recorded teaching and digital accessibility is available through:

- **UniHelp (Digital and AV Support)**
Provides technical support for Panopto, Microsoft Teams recordings, teaching space equipment, and VLE integrations.
- **Centre for Education and Students (CES)**
Provides guidance on effective teaching practice, including the use of learning capture, digital tools and inclusive curriculum design.
- **Student Digital Skills (Libraries and Learning Skills)**
Provides support for students in accessing and using recordings, including guidance on digital tools, study practices and accessibility features.
- **Student Wellbeing (PASS and Reasonable Adjustments)**
Supports students requiring adjustments to access recorded content or alternative formats as part of their Personalised Academic Study Support (PASS) plans or other Reasonable Adjustments.
- **Library & Learning Services (Copyright and Licensing Support)**
Provides advice on the use of third-party materials in teaching and recorded content.

Staff and students may access support through UniHelp or relevant University services where further guidance is required.

Students may also seek guidance through their School, Programme Team or Personal Academic Tutor (PAT) where appropriate.

13. Review and Maintenance

This policy will be reviewed on a regular basis to ensure it remains aligned with legislative requirements, institutional priorities, and developments in technology and teaching practice.

A formal review will normally take place every two years, or earlier where required due to changes in legislation, regulation, or University policy.

Appendix A – External and Institutional Reference Points

This appendix sets out the external and institutional frameworks that underpin the Learning Capture and Staff-led Teaching Recordings Policy. These reference points provide the broader legal, regulatory and quality context for inclusive teaching practice, accessible learning environments, academic governance and the effective use of digital learning resources. Together these ensure that the design, delivery and recording of staff-led teaching align with national expectations, sector standards, and the University's commitments to high-quality, student-centred education and regulatory compliance.

External Reference Points

These establish the national and sector-wide expectations for accessibility, quality, and learning environments that underpin this policy.

Equality Act 2010

Provides the legal framework requiring universities to prevent discrimination and take an anticipatory approach to removing barriers for disabled students, including an anticipatory duty to ensure accessible teaching and learning. Underpins inclusive education practices and reasonable adjustments, supporting the need for accessible recorded content and equitable learning resources.

[Legislation.gov.uk | Equality Act 2010 | Web](https://legislation.gov.uk/ukpga/2010/154)

QAA UK Quality Code for Higher Education

Sets out the UK-wide expectations for securing academic standards and assuring and enhancing the quality of learning, teaching and assessment. Provides an external reference framework for high-quality, student-centre learning environments and supports institutional approaches to accessible, well-designed learning materials and digital provision.

[QAA | UK Quality Code for Higher Education | Web](https://www.qaa.ac.uk/quality-code)

Institutional Strategic Frameworks

University-wide strategies that shape inclusive and accessible teaching, digital learning, student partnership and academic practice.

Teaching, Learning and Student Experience Strategy

Sets the University's vision for inclusive, engaging and flexible learning, co-created with students and supported by high-quality teaching and learning practices. Provides the strategic foundation for approaches such as learning capture that enhance accessibility and student success.

[University of Lincoln | Teaching, Learning and Student Experience Strategy | Web](#)

Office of Quality, Standards & Partnerships – General Principles and Quality Assurance Policy

Defines the University's approach to designing, approving and reviewing programmes to ensure high-quality teaching, learning and assessment aligned with sector expectations. Provides the quality assurance framework within which learning capture and the use of learning materials operate.

[Office of Quality, Standards & Partnerships | Quality Assurance Manual: General Principles and Quality Assurance Policy | PDF](#)

University General Regulations

Set out the overarching academic and procedural requirements governing teaching, assessment, academic integrity, student conduct and learning support. Provide the regulatory context within which learning capture practices must be consistent, fair and aligned to institutional expectations.

<https://lncn.ac/uniregs>

Student Support, Accessibility and Conduct Frameworks

Policies that shape inclusive learning design, reasonable adjustments, student privacy and rights.

Reasonable Adjustments University General Regulations

Reasonable Adjustments: Defines the University's anticipatory approach to embedding accessibility within teaching and assessment, with many adjustments provided as part of an anticipatory, inclusive approach to teaching and learning, and individual PASS plans used where further tailored adjustments are required to prevent disadvantage.

<https://lncn.ac/uniregs>

Student Services – Reasonable Adjustments

Explains the University's embedded approach to reasonable adjustments within everyday teaching and learning and directs Students to Student Wellbeing where needs go beyond the embedded measures, or for exam-related adjustments. Complements Regulations (above) by providing the student-facing access route and guidance.

[Student Services | Reasonable Adjustments | Web](#)

Teaching, Learning & Evaluation Frameworks

Policies that underpin student voice, evaluation of learning environments and continuous enhancement.

Module and Programme Evaluation Policy

Sets out the University's framework for gathering and using student feedback to enhance teaching, curriculum design and academic support. Ensures evaluation processes are inclusive, accessible and evidence-informed, including feedback on digital learning and recorded staff-led content.

[University of Lincoln | Module and Programme Evaluation Policy | PDF](#)

Digital Learning, Data and Learning Resources

Policies and guidance governing the responsible use of digital materials, compliance and learning technologies.

Data Protection Policy

Sets out the University's framework for complying with UK GDPR and the Data Protection Act 2018, including the principles governing lawful, fair, secure and accountable processing of personal data. Establishes roles and responsibilities for data protection across the University and underpins the handling of personal data captured in learning and teaching recordings.

[University of Lincoln | Data Protection Policy | PDF](#)

Student Privacy Notice

Explains how the University collects, uses and manages students' personal data throughout their studies, including data processed as part of teaching and learning activities. Sets out the legal basis for processing, data-sharing safeguards and students rights, providing essential context for how recorded teaching content containing personal data much be handled.

[Legal & Compliance Services | Student Privacy Notice | Web](#)

Records Management Policy¹

¹ Records Management Policy and Annexes (V2.0 September 2024) due to be reviewed/refreshed AY25.26

Sets out the University's requirement for creating, storing, securing and disposing of records in all formats, in line with UK GDPR, the Data Protection Act 2018 and the Freedom of Information Act. Provides the governance framework for the compliant retention, storage and deletion of recorded teaching content, recognising recorded teaching content as university records that must be managed, retained and disposed of securely and appropriately.

[University of Lincoln | Records Management Policy | PDF](#)

Panopto Authorised User Privacy Policy

Explains how Panopto processes, store and protects personal data on behalf of the University as its data processor. Sets out how user-generated content, including recorded teaching sessions, is handled, accessed and retained within the Panopto platform, aligning with the University's responsibilities as the data controller. Provides essential context for the secure management and retention of recorded content used in learning capture.

[Panopto | Panopto Authorized User Privacy Policy | Web](#)

Panopto Content Retention Guidance

Summarises the operational rules for managing recorded teaching content within Panopto, including archiving and deletion processes. Full details provided in Appendix B.

Copyright and Licensing Guidance

Provides guidance on legally compliant use of third-part materials in teaching, including how to share, link to or embed resources without breaching copyright or licence terms. Supports the Learning Capture Policy by outlining when copyrighted materials may be included in recorded teaching and when recording must be paused or alternative access provided.

[Libraries and Learning Skills | Copyright | Web](#)

Appendix B – Panopto Content Retention Guidance

This appendix provides detailed operational guidance on the University's retention rules for recorded teaching content stored within Panopto. These rules support compliance with data protection legislation, digital security expectations and the University's Records Management Policy. They apply to all recordings used as part of learning and teaching and complement the summary retention information provided in Section 8.2 of this policy.

The processes described below reflect the current configuration of Panopto and may be subject to change. The University will ensure that any changes remain aligned with its Records Management Policy.

1. Overview

Panopto is the University's designated platform for capturing, storing and distributing recorded teaching content. Each module and programme site within the VLE automatically generates a Panopto folder for storing recordings. Panopto operates two primary forms of storage:

- Stored videos: immediately available to watch by authorised staff or students.
- Archived videos: available on request, following a retrieval period of up to 48 hours.

The retention rules below govern how videos transition between these states and when content is archived or deleted.

2. Module and Programme Folders

Module and programme folders are automatically created by the Panopto integration with the VLE. Only those enrolled on the associated site have access.

Retention rules:

- Any stored video not viewed within 14 months is automatically moved to archive.
- Any archived video that was created more than 7 years ago and has been in archive for more than 3 months will be permanently deleted.

3. Personal Folders ("My Folder")

Personal folders provide a private space for staff or students to create, upload or edit recordings before transferring them to another folder if required.

Retention rules:

- Any stored video not viewed within 18 months is automatically moved to archive.
- Archived videos in personal folders are not automatically deleted. They are retained indefinitely unless manually removed.

4. Restoring Archived Videos

Archived recordings may be restored by users with the appropriate permissions. The following rules apply:

- Restoring content may take between 1 and 48 hours, depending on how long the content has been archived.
- Once restored, if the video is viewed within 30 days, it will remain stored until it again meets the criteria for archiving (e.g. 14 months of inactivity for module folders).
- If the video is not viewed within 30 days of restoration, it will automatically return to archive.

During restoration, Panopto will display a message indicating that restoration has begun and the estimated time until the content is available. Users will normally receive an email when content has been successfully restored.

5. Relationship to Records Management

Recorded teaching content constitutes a university record. As such, these retention rules operate alongside and are subordinate to:

- the Records Management Policy,
- the Student Privacy Notice, and
- the University’s contract with Panopto, under which Panopto acts as a data processor.

Where institutional policies or system capabilities change, updated retention guidance issued by the University will take precedence.

6.Deletion of Recordings

Creators may delete recordings they have created within Panopto. As recorded teaching content constitutes as a university record, any deletion must be undertaken in line with the University’s Records Management Policy, which requires information to be managed, protected and disposed of appropriately, securely and in compliance with relevant legislation.

Before deleting any recording, staff should ensure that:

- the content is no longer required for teaching, assessment, quality assurance, student casework or regulatory purposes;
- the recording is not needed to support a reasonable adjustment or alternative learning support; and
- deletion will not conflict with the retention expectations summarised in Section 8.2 of this policy.

Where larger-scale removal of recordings is being considered (for example, the end of a programme cycle), Schools should ensure that any deletion activity remains consistent with the Records Management Policy and the retention framework outlined in this appendix.

Staff who are unsure whether content should be deleted should seek internal advice through appropriate local or institutional channels.

Appendix C – Frequently Asked Questions (FAQ)

A support resource for staff and students

This FAQ is designed to support the implementation of the Learning Capture and Teaching Recordings Policy by addressing common queries from staff, students and visitors.

Are all lectures recorded?	Lectures delivered in recording-equipped rooms are expected to be recorded as standard practice. Recording is initiated and managed by the member of staff delivering the session. Staff-led teaching delivered online may also be recorded where appropriate. Brief staff-led explanatory segments within other teaching formats may be recorded where this supports learning. Full-session recording of highly interactive or practical activities is not normally appropriate. Where recording does not take place, staff will provide alternative learning support to ensure students are not disadvantaged.
Are seminars, workshops or practical sessions recorded?	These sessions are not normally recorded in full, as they are designed to be interactive, discussion-based or practical nature. However, short staff-led explanations within these sessions may be recorded where this supports learning and does not affect participation. Where recording is not appropriate, alternative learning support will be provided.
Why are recordings used?	Recordings are used to support inclusive and accessible learning by allowing students to review, consolidate and revisit key explanations of learning outcomes. They form part of the University's anticipatory approach to accessibility and are designed to support learning alongside, not instead of, attending and participating in teaching sessions.
Can I rely on recordings instead of attending classes?	No. Recordings are a supplementary resource, not a replacement for active participation in teaching sessions. Attendance and engagement remain essential unless a formal Reasonable Adjustment explicitly states otherwise.
What if the recording fails? Will staff re-record the session?	No. Staff are not expected to re-record sessions following technical failure. Where recording is not possible due to technical issues, sensitivity, or the nature of the teaching, staff will provide alternative learning support such as annotated slides or a summary of key content.
Who owns the recordings?	The University owns the recording file as part of its responsibility for managing teaching and learning resources. Academic staff retain rights over the intellectual content they create and deliver.
Can recordings be used with AI tools?	Recordings may be used by students for personal study, including generating notes or summaries.

	However, recordings or any materials created from them must not be shared, uploaded, or distributed beyond personal study use.
What if I don't want to be captured in a recording?	Students may sit outside the camera or microphone capture areas where possible. If a student contribution is captured and raises a concern, students may request that it is removed where appropriate.
Can I download recordings for offline use?	Recordings are normally accessed via streaming. Downloadable version may be provided where this is required as part of a Reasonable Adjustments.
How long are recordings kept?	Recordings are managed in line with the University's Records Management Policy and retention processes. Detailed information about storage, archiving and deletion is provided in Appendix B.
Can recordings be used in staff performance review or disciplinary processes?	Recordings are not used for routine staff performance management or monitoring. They may only be accessed in exceptional circumstances, such as formal investigations.
Are guest speakers recorded?	Guest speakers will only be recorded where they have given explicit consent. If consent is not provided, recording will be paused or disabled, and alternative learning support will be provided where necessary.
What about copyrighted material?	Staff must ensure that any third-party materials used in recorded teaching comply with copyright and licensing requirements. Where materials cannot be lawfully captured recording should be paused and alternative access provided (for example, by linking to licensed resources in the VLE).
Where can I get help with recordings or accessing content?	Support is available through a range of university services, including UniHelp (Digital and AV Support), Student Digital Skills (Libraries and Learning Skills), the Centre for Education and Students, Student Wellbeing and Library Services. Further details are provided in Section 12 of the policy – Support and Assistance.
What happens if I need adjustments to access recordings?	Students requiring adjustments to access recorded content, including downloadable formats or enhanced accessibility features, should contact Student Wellbeing. Support will be provided in line with the University's Reasonable Adjustments and PASS processes.

Appendix D – Staff Quick Reference Guide to Learning Capture and Teaching Recordings

This quick reference guide supports academic and professional services staff in implementing the Learning Capture and Teaching Recordings Policy. It summarises the key actions, decisions and expectations for staff before, during and after a recorded teaching session.

Before the Session

Lectures and core staff-led teaching are expected to be recorded as standard practice, unless exception criteria apply.

Check the room setup

- Confirm whether the room is equipped for audio and/or video capture.
- Check camera positioning, microphone placement and Panopto/Teams availability.

Confirm how recording will be used in the session

Standard recording practice:	Not normally suitable for full-session recording:
– Standard lectures – Orientation/introductory sessions – Assessment briefings – Demonstrations or explanations where recording aids consolidation	– Highly interactive workshops or practical sessions – Student-led activities unless part of formal assessment – Sessions involving sensitive or personal discussions – Guest-led teaching without prior consent

If a recording does not take place under the policy's exception criteria, prepare alternative learning support (slides with notes, summary materials).

Inform students

At the start of the module (and at session start where needed), explain:

- Whether the session will be recorded
- How recordings are intended to support learning
- How students can opt out of appearing in a recording (sitting outside capture zones)

During the Session

Start (or confirm) the recording	Pause/stop the recording as needed	Maintain normal teaching practice
Use Panopto (or Teams if delivering online). Ensure automatic captions are enabled.	Pause recording if sensitive topics arise; students share personal information; or restricted copyrighted content is shown.	No need to adapt teaching style for recording. Cameras are designed to capture typical lecture movement.

After the Session

Check the recording	Upload supporting materials	Respond to caption issues
Review the recording where needed to ensure successful capture or make minor edits: – Review the start and end to ensure capture – Trim sections if needed – Add a title or description for clarity	Ensure slides, resources and reading lists are available on the VLE. Provide a summary if the session was not recorded.	If students report significant caption inaccuracies, correct major errors where reasonable.

Storing pre-recorded content

Store pre-recorded materials (narrated slides, micro-lectures, explainer videos) in the appropriate module/programme Panopto folder so they follow the same access and retention processes as other teaching content.

Key Do's and Don'ts

Do	Don't
– Use your professional judgement in line with the policy's expectations and exception criteria – Communicate clearly with students – Pause recording when needed – Ensure copyright compliance – Provide alternative learning support when recordings cannot take place – Contact UniHelp if you experience technical issues	– Re-record sessions after technical failure – Share recordings outside the VLE environment – Capture sensitive or personal data without explicit consent – Record highly interactive sessions in full unless appropriate

Where to Get Help

UniHelp – AV/technical support for Panopto, Teams and teaching spaces

Centre for Education & Students (CES) – Panopto guidance on using recordings effectively

Student Wellbeing – Reasonable Adjustments and PASS-related queries

Library Services – copyright and licensing guidance

Appendix E – Student Guide: Making the Most of Lecture & Teaching Recordings

Recorded teaching is there to help you review, consolidate, and revisit key explanations from staff-led parts of your learning. Recordings support your study – they are designed to support, not replace, attendance and participation in teaching sessions.

This guide explains how to use recordings effectively and responsibly.

1. What recordings are (and aren't)

- They are for review and consolidation: to replay explanations, check notes, and prepare for assessments.
- They do not replace participation: attending and engaging in sessions remains essential unless your PASS plan states otherwise.
- They won't always cover a whole session: seminars, workshops and practicals are not normally recorded in full; although key staff-led explanations may be recorded where appropriate.
- Sometimes there will be no recording: e.g. technical issues, sensitive content, guest speakers without consent, or highly interactive/practical activities. Your module will provide alternative learning support where needed.

2. Using recordings effectively

- Preview / Review: skim the last recording before class; after class, re-watch key moments to reinforce understanding.
- Target what matters: use timestamps, sections, search and playback speed to jump to specific explanations, worked examples or diagrams.
- Take purposeful notes: summarise ideas in your own words rather than transcribing.
- Use captions: turn on captions to support understanding; if you spot major errors that hinder comprehension, let your lecturer know.
- Respect the learning environment: if you prefer not to be captured, sit outside camera/microphone zones. You can request removal of a verbal contribution if you have privacy concerns.

3. Access, downloads and adjustments

- Streaming by default: recordings are normally streamed online.
- Downloads by adjustment: downloading is only provided where your PASS/Reasonable Adjustment specifies it.
- If you need adjustments (e.g. different formats, enhanced captioning, permission to download), contact Student Wellbeing via the route in Section 12 – Support and Assistance.

4. If a recording isn't available?

Recordings may not be available if a session was interactive, sensitive, guest-led without consent, or due to technical issues. In these cases, check your VLE: staff will provide slides with notes, a short summary, annotated materials or equivalent resources.

5. Using recordings for your assessments (when asked to record)

- Check the brief: follow assessment instructions on length, format and where to upload (usually to a Panopto assigned folder on the VLE).
- Audio first: speak clearly; test your mic; minimise background noise.
- Keep it accessible: use readable slides, sufficient contrast and clear structure, enable captions where available.
- Practise the workflow: do a quick test record and playback before the real thing.
- Ask for help early: if you are unsure how to create or submit a recording, the service listed in Section 12 can support you.

6. Your responsibilities and good digital citizenship

- For personal study only: don't copy, edit, share, publish or redistribute recordings or any downloaded content supplied as a Reasonable Adjustment.
- Do not upload recordings or materials created from them (such as transcripts or summaries) to shared platforms or tools beyond personal study use.
- Be copyright aware: don't re-post clips or screenshots from teaching recordings.
- Be considerate: use recording to support your own learning, not to avoid engaging with classes or group work.

7. Quick troubleshooting tips

- No sound / poor audio: check your device volume, headphones and browser tab sound; try another browser.
- Video won't play: refresh the page, clear cache, or try a different browser/device; check your internet connection.
- Captions missing or inaccurate: toggle captions on; if key errors hinder understanding, let your lecturer know.
- Can't find the recording? Look in the module's VLE area where recordings are normally posted; check announcements for any exceptions and alternative materials.

8. Where to get help (see Section 12 – Support and Assistance)

- UniHelp (Digital & AV Support): technical issues with Panopto / Teams or access in the VLE.
- Student Digital Skills (Libraries and Learning Skills): how to use Panopto effectively for study and create recordings for assessments; help with captions and playback features.
- Student Wellbeing (PASS/Reasonable Adjustments): if you need adjustments to access recorded content.
- Library Services (Copyright & Licensing): if you have questions about using third-party materials in your own recorded assessments.