

Policy Title:	
Lecture Capture Policy	
Purpose of Policy and to whom it applies (please specify cohorts):	
<p>The purpose of this policy is threefold:</p> <ol style="list-style-type: none"> 1) To inform students of the expectations and processes around lecture capture at the University of Northampton. 2) To support academic staff in implementing the policy on lecture capture across the University of Northampton. 3) To outline, for other relevant stakeholders, the approach to lecture capture as part of the wider approach to learning at teaching at the University. <p>This policy applies to all staff, students and other stakeholders who are involved in assessment that leads to credit at the University of Northampton, including assessment delivered through Education with Others.</p>	
Owner and Department:	
Learning and Teaching Enhancement, Library and Learning Services	
Principal contact:	
LTE@northampton.ac.uk	
Dissemination and implementation plan:	
<p>Via AQSC prior to approval by Senate. Policy uploaded on to Tundra and circulated to Deputy Deans, Faculty Managers and Quality Officers for further dissemination.</p>	
Date of initial committee approval (state committee name):	AQSC: 23 June 2023
Date of Senate approval:	19 July 2023
Date for implementation and cohorts to which it applies:	Academic year 2023-34 for all students and staff
Proposed date of annual update:	March 2024
Date of last annual update:	June 2022
Proposed date of full review:	2025-26
Date of last full review:	June 2022
Version number and date:	V2.0

Policy Document:

1. Introduction and Background

- 1.1. The University of Northampton is committed to supporting its students in their academic studies in ways considered appropriate and which adhere to the broader framework set by the institutional Learning and Teaching plan. To fulfil this commitment, the University aims to be responsive to the variety of stakeholders such as students, academic staff, professional services staff, and professional bodies, who are involved in delivering and support student learning.
- 1.2. All learning and teaching support practices take account of equality and diversity legislation and the differences brought about by student level, student profile, subject, and mode of study.
- 1.3. The University, as a provider of educational services, is already obliged to make reasonable adjustments to core learning and teaching material under the requirements of the Equality Act 2010 and the Disability Equality Duty. While there is no definitive list as to what constitutes a 'reasonable adjustment' the provision of content in alternative formats is included here, for example, a lecture transcript or subtitles. Factors such as practicality, appropriateness, intended audience and the extent of available institutional resources are relevant when reaching a decision on this. Provisions governing situations where individual students are given permission to make audio recordings of lectures for their own purposes, are already contained in the University [Policy on Electronic Recording of Lectures by Students](#). This Lecture Capture Policy is therefore intended to operate in a complementary manner to the Policy on Electronic Recording of Lectures by Students.
- 1.4. Recording of lectures has been identified as having the following main benefits:
 - 1.4.1. The recordings act as a *supplementary* aid to learning, for review and revision purposes.
 - 1.4.2. The recordings assist students for whom English is not their first language; and
 - 1.4.3. The recordings assist students with both identified and previously unidentified additional learning support needs.

- 1.5. The University approach to learning and teaching seeks to provide students with the ability to access core content and to participate in or collaborate on tasks to make sense of that content before they attend face-to-face sessions with their tutors. This policy is designed to support this approach whilst remaining responsive to student requests.
- 1.6. The Policy recognises the fundamental difference between the institutional approach to learning and teaching outlined in Section 1.5 (above) and that in many other HEIs where automatic/automated lecture capture is the norm. This difference permits implementation of an alternative approach during the period of transition to the new learning and teaching pedagogy.
- 1.7. In addition, the policy addresses concerns raised by staff during the consultation period and offers an approach that meets these concerns.

2. Purpose and Scope

- 2.1. The purpose of the Lecture Capture Policy is as follows:
 - 2.1.1. To inform students of the expectations and processes around lecture capture at the University of Northampton.
 - 2.1.2. To support academic staff in implementing the policy on lecture capture across the University of Northampton.
 - 2.1.3. To outline, for other relevant stakeholders, the approach to lecture capture as part of the wider approach to learning and teaching at the University.
- 2.2. The Lecture Capture Policy establishes a **priority-based approach** to recording of broadcast lectures. It clearly delineates the circumstances under which staff are expected to make recordings of their lectures and the circumstances when they are not. It promotes a consistent approach to lecture capture in keeping with the University approach to learning and teaching. It stipulates what should be recorded and directs staff to guidance on where and for how long recordings will be kept and made available to students. It also provides guidance as to the pedagogic context in which the recordings should be used.
- 2.3. Technological and pedagogical training to support staff to implement the policy is available via the Learning Technology team and through the C@N-DO framework and course redesign workshops including CAIeRO.

3. Definitions

- 3.1. **Audio recording:** The staff voice only is recorded i.e., there is no requirement for a video of the staff member. This may be through an audio recording using specialist software, a podcast or PowerPoint slides with an audio commentary.
- 3.2. **Blended pedagogy:** A blended learning or flexible learning module is one in which some of the teaching and learning takes place in face-to-face sessions and some of the teaching and learning takes place online, within the VLE. Students access a variety of different types of learning materials, including OERs, and take part in individual and collaborative activities which are used to support, enhance, and add value to face-to-face sessions. This kind of module requires students to come to campus on a regular basis. Well-designed blended or flexible modules enable face-to-face contact time with students, despite often being less than in a traditional course, to be used to its maximum pedagogical effect. The virtual aspect of a blended or flexible learning module must involve more than simply access to content – students need to be actively involved in tasks within the VLE, not simply accessing content and passively watching or reading. In other words, using NILE simply as a content repository would be poor blended or flexible teaching practice.
- 3.3. **Broadcast lecture:** A session with staff and students where the staff member is engaged solely in the transmission or broadcast of information to the student audience. There is very limited or no interaction in these sessions. There is no requirement that the broadcast element last for the duration of the timetabled session.
- 3.4. **Module materials:** Recordings produced in accordance with this policy will be considered part of the module materials when they are used to support student learning. As such, ownership of these recordings lies with the University of Northampton in accordance with the academic contract of employment. Performance rights in the recording remain with the tutor(s) featuring in the recording.
- 3.5. **Student interaction:** Where a session is interactive in nature, either through staff-student or peer-to-peer discussion.

4. Key Principles

- 4.1. Through adoption of a priority-based approach (see sections 4.2 and 4.3), this policy provides explicit alignment with the blended pedagogy through a focus on the creation of appropriate resources for students within a clear pedagogical framework that supports all students with their learning, irrespective of student level, student profile, subject and mode of study.

4.2. Production of a Custom Recording

- 4.2.1. First and foremost, staff are encouraged to respond to the student request for lecture capture through the provision of custom-made audio/video recordings that concentrate on the core concepts, are aligned to assessments and capable of being appropriately repurposed and reused as part of a blended approach.
- 4.2.2. It is good practice to use a pre-written script or detailed notes when making this recording to keep it concise and focused. This script should then be uploaded to NILE to provide an alternative way of accessing core material and as a reasonable adjustment under our equality and diversity obligations.
- 4.2.3. The recommended length for these custom audio/video recordings should not exceed 20 minutes, with shorter clips being preferable (approximately 10 minutes). Staff are advised to break longer sections of material into shorter 'chunks'.
- 4.2.4. Depending on the design of the module, such audio/video recordings may replace some of the face-to-face provision or be offered to students in addition to face-to-face sessions. The recordings should be produced with reusability in mind, for the benefit of future cohorts.
- 4.2.5. Technological support for this is available via the [Learning Technology](#) team. The [Learning Designers](#) can provide pedagogical guidance on the best way to approach this for specific subject areas.

4.3. Audio Recording of Live Sessions (ONLY if production of a custom recording is not possible and then only under certain conditions)

- 4.3.1. Capturing live broadcast sessions should be reserved for those occasions where creating a custom recording is NOT possible. This may be because the module has not yet been redesigned as part of the blended pedagogy.
- 4.3.2. In these situations, staff are expected to make an audio recording of purely 'broadcast' lectures, thereby providing an opportunity for all students to watch, replay, review, and revise core content, irrespective of identified additional need. There is no requirement for video capture, although screen capture of associated slides is expected where appropriate.

- 4.3.3. Staff are encouraged to share their pre-produced transcripts, associated teaching notes or subtitles with students via NILE. Guidance on how to produce subtitles for existing recordings is available from the [Learning Technology](#) team.
 - 4.3.4. It is expected that as the transition to a blended pedagogy nears completion the similarity between what students can meaningfully gain from watching a 'live' recording and the in-class experience will become increasingly disparate.
 - 4.3.5. Any recording produced in line with this policy to support students' learning, is considered part of the module materials. The act of making a recording for this purpose is considered implied consent on the part of the producer, that the recorded artefact is to be considered as part of the module materials and as such, the ownership of the recording rests with the University.
- 4.4. Staff making videos in line with the requirements of this policy are reminded that they must also comply with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. However, whilst the University will provide automated caption tools for recordings, these will only be human checked where there has been an identified benefit for the student (such as those receiving ASSIST support) or where particular students outside of ASSIST have identified a specific need.

Guidance on how to do this effectively using UoN-approved software is available:

- [Downloading a transcript for a Kaltura video](#)
- [Editing captions on a Kaltura video](#)

Learning Technology have also produced guidance on [making effective educational videos](#) and on [surviving and thriving in the world of teaching online](#).

5. Key Responsibilities

- 5.1. Introduction of this policy is not intended as a replacement to timetabled sessions. Students are still expected to attend scheduled sessions as these offer a higher quality learning experience with a consequent benefit on student engagement and attainment.

- 5.2. Staff must make it explicitly clear to students when they will be delivering a session that falls under the requirements of this policy. The core requirements are:
 - 5.2.1. The session is a broadcast lecture as defined in section 3.1
 - 5.2.2. There are no interactive elements in what is being recorded
 - 5.2.3. The student voice is not a core part of the session
- 5.3. Where the student voice is present in an otherwise broadcast lecture, staff are expected either to pause the recording or edit it afterwards using the software provided. At no point should the student voice obtained in this way be included as part of any recording shared with students or used as part of any NILE activities. This does not preclude the development of student-created content as part of a specific learning activity.
- 5.4. Staff must also make it explicitly clear to students when the nature of the session they are delivering is such that it does NOT fall under the requirements of this policy. This includes, but is not limited to, the following:
 - 5.4.1. Interactive sessions where student contributions are required and expected
 - 5.4.2. Sessions where students are discussing confidential issues, particularly those arising out of placement or work-based learning activities
- 5.5. In both sections 5.2 and 5.4, it is not the terminology given to the session that defines whether or not this policy will apply, it is the practical reality of the session being delivered.
- 5.6. If deemed appropriate, IT Services will identify those learning spaces across the institution where additional recording equipment, specifically specialist microphones, will require to be available to staff (see Appendix 1).
- 5.7. Academic staff will be expected to book out, use and return this equipment in a timely manner, in accordance with the requirements and expectations laid down by IT Services (see Appendix 1).
- 5.8. Faults with equipment should be reported to IT Services in the usual way.
- 5.9. Responsibility for the provision of supported software and training in using the software lies with the Learning Technology team. Academic

staff are expected to organise and plan for their own training needs as appropriate.

- 5.10. Responsibility for the storage, retention and removal of recordings produced in accordance with this policy lies with the Learning Technology team. Recordings will remain available for inclusion in NILE sites until they are archived. Information on storage, retention and removal of recordings will be made available to staff during any formal training sessions and will be available on request.
- 5.11. The Learning and Teaching Enhancement and the Learning Technology Teams are available to provide guidance to staff on the appropriate pedagogic context in which to use any recordings (whether custom-made or captured during a live lecture). This may include pre-viewing in a flipped classroom context, mid-way viewing as part of the resources for a topic or release at the end of the topic/module for the purposes of assessment revision.
- 5.12. Individual tutors will be responsible for ensuring that appropriate copyright permissions have been obtained for the use of third-party material (as is currently the case).
- 5.13. Recordings will be for the sole use of students enrolled on the relevant module. Students using recordings for purposes other than this may face action under the existing University disciplinary procedures.
- 5.14. There should not be a need to overlay lecture recordings with additional audio of someone explaining visual elements, as UON believes that this should be provided by the lecturers as part of their standard delivery. Staff training is available support academics in creating more accessible recordings at source

Appendix 1

IT Services - Support and Evaluation Processes for Lecture Capture

Author: IT Services

This document outlines the processes by which IT Services will evaluate existing lecture capture technology and implement any changes required to equipment and support processes.

Overview

Any recording of sound, screen or video will be undertaken using software recommended by the Learning Technology team. Equipment supplied to academic staff include an HP laptop with high quality camera and audio built into the product. This device is suitable for most recording requirements.

1. Broadcast lecture capture evaluation

IT Services tests the clarity and ease of use of all equipment. Testing varies depending on the business need.

a. Testing

Testing of hardware will be undertaken by the IT Services Audio Visual Team. They will check that new hardware meets minimum requirements of 720p video and high-quality audio.

b. Review of material

Test recordings will be reviewed by IT Services. Recorded audio should be clear of feedback, buzz and echo.

c. Enhancement

If a recording device does not provide the clarity and quality required, a replacement will be sourced with the Learning Technology Team. This equipment will be evaluated as outlined in 1a.

d. Audio recording evaluation

IT Services will procure headsets and evaluate the recording quality.

2. Provision and support of recording equipment

a. Equipment hire

External equipment will be available if a wider camera angle or increased audio capture capabilities are required. These are available to collect from the Student Information Desk (SID) on the ground floor of the Learning Hub at Waterside Campus. Requests to hire equipment should be placed via the [IT Services Portal](#) at least 2 working days prior.

b. Teaching spaces

Teaching spaces are BYOD (Bring Your Own Device). Staff are expected to use their UON issued device.

c. Offline audio recordings

Staff are expected to use their issued headset

d. Support

Any devices or software used for recording must be agreed by IT Services before use to ensure that support can be provided.

e. Live teaching

IT Services support any issues when undertaking live recording as soon as possible.

f. Broken Equipment

Broken equipment should be reported to IT Services when returned or via the [IT Services Portal](#).