

Recording taught sessions

Recordings of taught sessions are a helpful tool in supporting access and inclusion for disabled students, and are likely to benefit all students.

There are many reasons why recordings of taught sessions can be helpful:

- Recordings can be a helpful revision tool.
- Recordings help students to go back over anything they didn't hear or understand first time around.
- Knowing the session is being recorded allows students to listen and engage, rather than worry about taking perfect notes.
- Recordings allow students to proactively catch-up on sessions they miss.

Providing recordings of taught sessions supports us to meet our legal obligations under the Equality Act 2010. Providing recordings can be an 'anticipatory adjustment' and may reduce the need for individual reasonable adjustments.

Ideally, all lectures and taught sessions would be filmed and uploaded to Moodle. This is known as 'lecture capture'. Lecture capture is now common practice across the sector, with 71% of institutions recording sessions (UCISA, 2016).

However, even if it isn't currently possible to film every session, there are still steps you can take.

- Upload audio-only recordings to Moodle, which can be used to supplement written resources
- Let all students know they can make their own recordings without asking permission, and positively encourage them to do so.

The following case studies show how recording taught sessions can support the inclusion of disabled students:

Case study 1

Omar needs to attend an important medical appointment, which he has been waiting for a long time. The appointment coincides with his dissertation briefing, which it is important to attend. The dissertation briefing is filmed and put on Moodle. This means that Omar is able to go to his medical appointment and then catch-up on the dissertation briefing. As a result of attending his medical appointment, he has access to treatment which supports his health and attendance in his final year.

Case study 2

Jay is about to start their BA at LCF. Jay is worried about notetaking in lectures, as they have found this difficult in the past. They see in their course handbook that their course allows students to take recordings freely, as long as they are for personal use only. Jay decides to record lectures on their phone, which allows them to relax in lectures and listen to what is being discussed.

Case study 3

Grace has a long-term health condition that causes significant pain and fatigue. She finds that if she attends college one day, she is less likely to be able to attend the following day. Because her course records lectures, she decides to watch these from home. In doing so, she is better able to attend the workshop and making sessions, which require her to be in college.

Here are the responses to the most commonly asked questions about recording taught sessions.

Won't students just stop coming to lectures?

A 2017 study from University of Aberdeen found "no evidence for a negative effect of recording use, or that attendance and recording use were related". Similarly, a 2018 study from LSE found that "very few students used lecture recordings as a replacement for attendance, preferring to use it as a revision tool or where they had valid reasons to miss the lecture".

What about intellectual property?

UAL's intellectual property policy (3.7) says "Students are generally permitted to make recordings of lectures and events". It also says that only in "exceptional cases" should recordings not be permitted. UAL's intellectual property policy can be found on Canvas.

What if students share the recordings irresponsibly?

UAL's intellectual property policy (3.7) says "[Students] must not share or distribute these recordings to any other persons or organisations through any means". Any student who shares recordings could be subject to disciplinary action. We recommend making it clear to students that recordings are for personal use only.

What about copyright?

There are several exceptions to copyright law which allow copyright works to be used for educational purposes. You should ensure that works are referenced, and that the use is 'fair dealing' (i.e. will not undermine sales of a copyright work). Further information can be found online:

https://www.gov.uk/guidance/exceptions-to-copyright#teaching

How can I find time to implement this?

Recording sessions may be a positive investment in time, as less time may need to be spent repeating information and catching students up on sessions they miss. Recording sessions supports students to be independent learners.

Recording taught sessions supports UAL to meet its duty to make anticipatory adjustments under the Equality Act 2010. It also supports inclusion for all students, irrespective of whether they have disclosed that they are disabled or not.

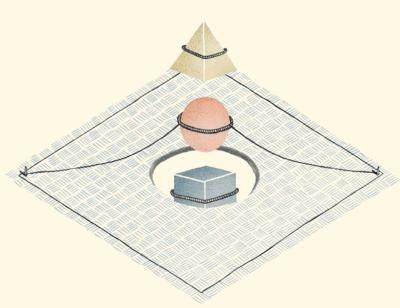
The Disability Service can provide training and consultancy about recording taught sessions. Please contact the Disability Service on 020 7514 6156 or email disability@arts.ac.uk to discuss further.

References

Equality Act 2010. Available at: http://www.legislation.gov.uk/ukpga/2010/15/contents

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Nordmann, E., Calder, C., Bishop, P., Irwin, A., & Comber, D. (2017, November 10) 'Turn up, tune in, don't drop out: The relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study.' Available at: psyarxiv.com/fd3yj



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Illustration by Augusta Akerman, UAL Graduate

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