



# **Recording of Learning and Teaching Policy and Procedure**

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Review Date: January 2026

Equality Impact Assessment Date: 28 January 2020

## History of Changes

<b>Version</b>	<b>Description of Change</b>	<b>Authorised by</b>	<b>Date</b>
1.1	New Policy	Jenny Stalker	28 January 2020
1.2	Wording amended to include mention of supporting guidance on Staff Zone	Beth Brownlee	10 January 2023

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see the bottom of this document for completed EIA.

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## **Introduction**

West Lothian College promotes an accessible and inclusive learning environment and recognises the need to make reasonable adjustments to support any students with learning support requirements and remove potential barriers to their learning. To this end, any students with specific learning needs may record lectures in accordance with the procedure outlined in Appendix 1 of this policy. It is the presumption that students who wish to record classes, tutorials or other teaching activities have a genuine learning need to do so and that they will only use the recordings for study purposes. The ownership of the information contained within the recording remains at all times with the lecturer, the college and anyone else connected with the content. It does not pass to the student making the recording.

## **Responsibilities of Student Support Manager**

Following any referral or self-referral for learning support services, the Student Support Manager will ascertain in collaboration with the Student Support Team whether a student should be given permission to record Learning and Teaching activities as part of their tailored support package. The Student Support Manager will collaborate with teaching staff to put arrangements in place. The process is shown in the flowchart in Appendix 1.

## **Responsibilities of teaching staff**

The lecturer will ascertain at the beginning of the class that the recording method employed by the student is not intrusive with regard to other students in the classroom; for example, a laptop or a small desktop digital recorder could be placed at an optimal point in the classroom.

Teaching staff will not normally refuse permission for a student to record classes. However, in order to comply with licensing, Intellectual Property Rights or other conditions imposed by third party owners of material to be presented in the classrooms, for example, extracts from films, books, documentaries, recording of classes may not always be possible. In these instances, the lecturer will advise the student of the fact at the beginning of class. The lecturer may then be asked for access to the material in an alternative format and this will be provided where feasible as a reasonable adjustment.

Teaching staff may have concerns over whether recording lectures compromises the rights of other students in the class under the Data Protection Act (e.g. if another student's name or voice ends up on the recording). Since the student making the recording will have signed a written agreement that all recordings are for their own personal study use, there should be no violation of the other student's rights.

All teaching staff should familiarise themselves with the Recording of Online Meetings and Learning and Teaching Activities guidance which accompanies this policy, available to download on the Staff Zone.

## **Student responsibilities**

Students should be aware that the College expects permission to record classes to be agreed in consultation with teaching staff as long as this requirement is noted in the Personal Learning Plan put in place by the Student Support Manager and the Student Support Team.

Students should make teaching staff aware that they will be recording classes and discuss and agree with them any occasions where it may not be appropriate to use a recording device.

All recordings are for personal study use only and should not be reproduced or given to anyone else except for transcription purposes. It would be reasonable to expect that once the recording is no longer needed it should be deleted.

Students have no intellectual property rights in relation to the recordings or their contents and therefore have no right to broadcast, publish, sell or post and share the material on the internet or via any social media platforms. Any misuse would be a matter for the colleges' disciplinary procedures.

Students should be aware that there may be occasions where permission to record a class or part of a class may be refused, for example, because the class is discussing a sensitive topic or students are disclosing personal or creative information. This should normally be agreed at the start of a class but, if it becomes apparent during the class that recording is inappropriate, it would be permissible for the college to ask the student to stop recording or maintain the right to keep the recording.

Students should be aware that recording a class is not a substitute for attendance and the student will normally be expected to be present to record the class unless the lecturer responsible has given permission for a recording to be made in the students' absence.

## **Associated Documents**

Alternative Assessment Arrangements Policy and Procedure v1.2

Recording of Online Meetings and Learning and Teaching Activities guidance

We acknowledge Colleges Development Network (CDN) for their permission to use their guidance in the development of this document.



## **Recording of Learning and Teaching Activities Consent Form**

The College wishes to make every effort to assist students with a disability or specific learning difficulty and students with additional support needs who would benefit from being able to record in class to ensure that they will be granted permission, depending on assessment by the Student Support team.

The Student Support team will collaborate with teaching staff to inform them of any student in their class who has been given permission to record and the student will be issued with written permission. Permission to record in class will also be noted in the student's Individual Learning Plan or Personal Learning Support Plan.

### **Student Agreement**

Name:..... Course:.....

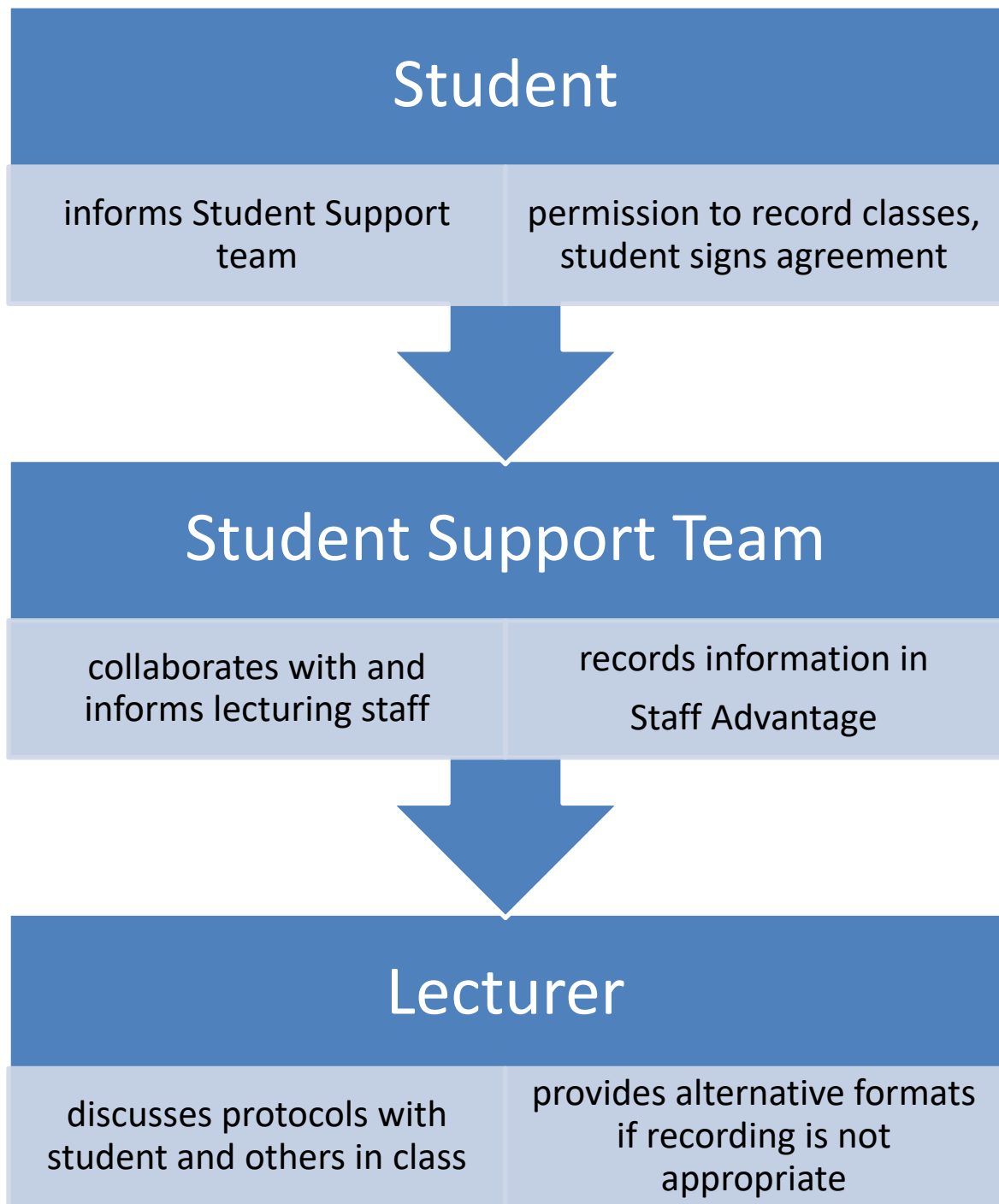
Student Number.....

I understand that I can record classes if I follow these guidelines.

- I understand that for reasons of copyright and intellectual property, the content of a class remains the property of the lecturer delivering it.
- I understand that I can use the recording only for my own personal study and that I will not reproduce it, broadcast it, sell it, abuse it by putting extracts online or pass it on to anyone else other than for transcription purposes.
- I understand that abuse of class recordings will lead to disciplinary action against me and that permission to record classes may be withdrawn.
- I will stop recording in class when a member of staff asks me to. This might be because the information or discussion is personal, sensitive or confidential.

Signed (student)..... Date.....

Authorised (staff)..... Date.....



## Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on iShare.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

<b>Policy/Practice (name or brief description):</b>	<b>Recording of Learning and Teaching Activities Policy and Procedure</b>
<b>Strategy/Policy includes Equalities Statement of Inclusiveness? Yes</b>	<p><b>Text to be included in strategy/policy:</b></p> <p><b>Statement of Inclusiveness</b></p> <p>West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p> <p>Please see end of this document for EIA.</p>
<b>Reason for Equality Impact Assessment (choose from the following options):</b>	
<ul style="list-style-type: none"> <li>• Proposed new policy/practice</li> <li>• Proposed change to an existing policy/practice</li> <li>• Undertaking a review of an existing policy/practice</li> <li>• Other (please give detail):</li> </ul>	<ul style="list-style-type: none"> <li>• Undertaking a review of an existing policy/practice</li> </ul>



<b>Person responsible for the policy area or practice:</b>	
Name:	Beth Brownlee
Job title:	Head of Quality, Student Support and Learning Resources
<b>An Equality Impact Assessment must be carried out if the policy/practice:</b>	
<ul style="list-style-type: none"> <li>• affects <b>operational</b> or <b>strategic functions</b> of the College</li> <li>• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)</li> </ul>	
Why the EIA is being carried out	The policy and procedure is relevant to the promotion of equality in terms of positively impacting accessibility of learning and teaching activities for students with identified specific support needs
<b>Equality Groups</b>	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• race (including ethnicity and nationality)</li> <li>• religion or belief</li> <li>• sex</li> <li>• sexual orientation</li> <li>• gender reassignment</li> <li>• pregnancy and maternity</li> <li>• marriage or civil partnership</li> </ul>	All, if they have identified specific support needs which would benefit from recording learning sessions

**Record your assessment against the following statements:**

<b>Statement</b>	<b>Equality assessment</b>
Detail the evidence of the needs of the identified equality groups and any gaps in information	Students presenting with hearing/visual impairment, conditions affecting focus and concentration, writing difficulties etc will be assessed by Student Support team
Will application of this policy/practice lead to	Initially all students may wish to have the right to record, but there are complications around

discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	GDPR and copyright which have to be strictly controlled
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	In the future it may be possible to overcome GDPR and copyright issues and development of VLE capacity may encourage mainstreaming of recording
State how this policy/practice will foster good relations:	Students will feel well supported to attain
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	Student Support Team

### Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

<p><b>Option 1:</b> No change required – the assessment is that the policy/practice is/will be robust.</p> <p><b>Option 2:</b> Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.</p> <p><b>Option 3:</b> Continue the policy or practice despite the potential for adverse impact, and which can be mitigated</p> <p><b>Option 4:</b> Stop the policy or practice as there are adverse effects cannot be prevented/mitigated against.</p>	<p>No change required – the assessment is that the policy/practice is/will be robust</p>
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<b>Monitoring</b>	
When will the policy/practice next be reviewed?	<b>January 2026</b>
<b>Publication of EIA</b>	
Can this EIA be published in full, now? Please state Yes or No  If No – please specify when it may be published or indicate restrictions that apply:	<b>Yes</b>
<b>Sign-off</b>	
EIA undertaken by  Name:        Date:  Accepted by person responsible for the policy/practice named above:  Name:        Date:  Approved by Equalities Committee  Date:	<b>Quality Officer</b>  <b>Shelagh Fraser, 10/01/2023</b>  <b>Head of Quality, Student Support and Learning Resources</b>  <b>Beth Brownlee, 10/01/2023</b>    <b>01/04/2020</b>

