# Introductory Guide to Lecture Recordings and Lecture Capture

Lecture recordings, made via the lecture capture service Replay, are made available to students for study on the University’s Virtual Learning Environment (VLE), Canvas. Typically, audio and video feeds are used, with an additional video feed for PowerPoint presentations.

## Why is it important?

Lecture capture is a tool to support and reinforce learning from the live lecture and enables better access to lecture materials for many disabled students. Disabled students may experience one or more of the following challenges that impact on their learning during a live lecture. They may:

* need to take frequent breaks;
* write or type slowly and with difficulty;
* experience pain and/or fatigue with a consequent impact on concentration;
* experience difficulties in processing information at speed;
* experience significant anxiety.

These issues have a detrimental effect on students’ ability to take meaningful notes and to participate fully, hampering the student’s subsequent intellectual engagement with the ideas and concepts covered. A student with a disability might also experience a substantial impact on attendance as a result of their disability. This could be due to the fluctuating nature of the condition, requirements to attend medical appointments, or if physical access was temporarily unavailable.

## What are the benefits of lecture recordings?

* Reduce the pressure and need to take comprehensive notes at the time, enabling students to focus and engage with the ideas/concepts during the session itself, as notes can be supplemented afterwards with reference to the recording
* Reduce the need for note-takers to attend lectures
* Support independent review and reflection of the material afterwards for those with information processing or concentration difficulties (e.g. those with dyslexia, dyspraxia or ADHD), including for revision purposes
* Whilst not a like-for-like replacement for the live lecture, they ensure teaching sessions are not entirely lost to the student if they miss them as a result of their disability
* Reduce the pressure associated with ‘getting’ a lecture first time for those with chronic anxiety or other mental health conditions
* Reduce the need for students to make their own personal recordings, providing more control for departments/lecturers in the creation of content (e.g. ability to edit recordings)

## Anticipating duty and reasonable adjustments

Adoption of lecture capture for all lectures within a department, made available to all students, contributes to meeting the University’s [equality duty](https://academic.admin.ox.ac.uk/common-framework-for-supporting-disabled-students#tab-1751201). This duty is to anticipate needs, not just respond to those of individuals. This means thinking ahead about the common barriers to study those with a [protected characteristic](https://academic.admin.ox.ac.uk/glossary#collapse1802596) (as specified in the Equality Act, and including disability) may experience and removing them for everyone.

Adoption of lecture capture across a department for all students has a number of advantages over access via reasonable adjustments in a Student Support Plan:

* It reduces the burden of departments arranging a large number of individual adjustments (20% of students have a disability)
* It doesn’t require students to engage with disability services to gain access and therefore promotes the social model over the medical model of disability
* Students don’t experience delays or oversights in the implementation of individual adjustments
* All students benefit, including disadvantaged students and those with English as an Additional Language

**If a student is recommended access to recordings as a reasonable adjustment in their Student Support Plan, then departments should provide this, whether or not they have adopted lecture capture more widely.**

Universities are under a legal obligation under the Equality Act (2010) to make reasonable adjustments for disabled students to ensure that they are not put at a substantial disadvantage in comparison with students who are not disabled.

The University has committed to providing ‘exemplary inclusive practice’ in its [Common Framework for Supporting Disabled Students](https://academic.admin.ox.ac.uk/common-framework-for-supporting-disabled-students). An inclusive approach to education values individual differences, and recognises the benefits that diverse students and staff bring. It aims to improve the educational experience of all students, by taking into account students’ varied learning needs from the outset. Every student studies in their own way; access to lecture capture gives students greater flexibility and control over their learning, creating a more inclusive learning environment.

##

## What do I need to do?

* Your local IT officer and academic administrator or disability coordinator will make the practical arrangements for you for the recording. The administrator will schedule the recording in Panopto (the University’s lecture capture software), link the recording to the relevant canvas course and manage any access restrictions that need to be put in place. The [IT/AV officer](https://help.it.ox.ac.uk/replay/local-support) will set up the room so that the recording happens automatically using the room’s AV equipment. If this is the first time you have recorded a lecture in a particular location, you may wish to talk with the IT officer so that they can help you familiarise youself with the set-up.
* Read this [guide on creating accessible educational recordings](https://www.ctl.ox.ac.uk/creating-accessible-videos) with useful tips on delivering lectures that are also being recorded.
* Sign the [Presenter Release form](https://help.it.ox.ac.uk/replay/downloads#widget-id-2174241). You only need to do this once per academic year, when your first teaching session is recorded.
* Inform your students at the beginning of the session that the lecture is being recorded and any contributions may be audible.
* Exceptionally, if you are recording a highly interactive session, ask your students to sign the Participant Release Form, which can be found in the [Replay legal documents pack](https://help.it.ox.ac.uk/replay/downloads#widget-id-2174241).

## How is lecture capture implemented at the University of Oxford?

* See the [Educational Recordings Policy](https://academic.admin.ox.ac.uk/a-z-policies-guidance#widget-id-1310616) and related [Frequently Asked Questions](https://help.it.ox.ac.uk/replay/faq)

## Student Responsibilities

* In viewing lecture recordings, students agree to the [End User License](https://help.it.ox.ac.uk/replay/downloads#widget-id-2174241) which states that recordings are not to be downloaded, passed to any other person (other than for the purpose of note-taking) or published in any form. Any breach of the agreement will be treated as a disciplinary offence.
* Students should be aware that lecture capture acts as a supplementary learning tool to a teaching session, and cannot substitute for attendance. Whilst recordings improve access to the content for students who struggle to take notes and to process information at speed, they miss the interactivity and the shared learning space that live lectures provide.
* There is a guide for students on [Making the most of recorded lectures – evidence based tips and ideas for students](https://www.ox.ac.uk/students/academic/guidance/skills/recorded-lectures) on the Study skills and training webpages for Oxford students.

## Further Information

University of Oxford [Educational Recordings Policy](https://academic.admin.ox.ac.uk/a-z-policies-guidance#widget-id-1310616) and [FAQs](https://help.it.ox.ac.uk/replay/faq)

[Guide to creating accessible educational recordings](https://www.ctl.ox.ac.uk/creating-accessible-videos)

[Making the most of recorded lectures – evidence based tips and ideas for students](https://www.ox.ac.uk/students/academic/guidance/skills/recorded-lectures)

The [University of Oxford’s IT Services Replay Service web-pages](https://help.it.ox.ac.uk/replay) provide information about the technical implementation of lecture capture at Oxford