

Lecture Recording Policy

1 Introduction

1.1. Purpose

The purpose of this policy is:

- To inform staff and students of the expectations and the required processes that we have in place regarding lecture recording and individual recording for teaching and learning purposes at York St John University (YSJU);
- To explain to staff and students the necessary limits of the University's approach to lecture recording and individual recording for teaching and learning, including how these relate to our agreed Core Inclusive Practices;
- To outline, for other relevant stakeholders, YSJU's approach to lecture recording and individual recording for teaching and learning as part of our wider approach to learning, teaching and inclusive practice at the University.

This policy delineates the circumstances in which lecture recording and individual recording for teaching and learning may take place, the types of recording that may be made, the respective responsibilities of those involved in such recordings, plus the implications of any breaches of this policy.

1.2. Scope

The policy applies to all undergraduate and postgraduate taught courses, and to taught components of L7 and L8 research degrees (e.g., professional doctorates) delivered at York St John University and across all campuses. It covers the responsibilities of the institution, its staff and students.

The policy does not apply to partner institutions due to their distinctive technical infrastructure and capabilities. Where partner institutions possess an existing Lecture Recording Policy, or equivalent, this will be reviewed as part of the institutional partnership approval process.

The recording of student assessments, including oral presentations, viva voce examinations, performances, practical assessments or presentations, is not covered by this policy.

1.3. Scope context

This policy is compliant with the University's policies on data governance and security (including the [Data Protection Policy](#), [Records Management Framework](#) (comprising policy, Records Retention Schedule and guidance), [Copyright](#), and [Intellectual Property](#)).

Nothing in this policy is intended to conflict with the academic freedom of staff members as enshrined in the Code of Practice on Freedom of Speech and Academic Freedom.

It also forms part of our institutional response to the Public Sector Equality Duty by supporting the delivery of an inclusive teaching environment as represented by our Core Inclusive Practices.

2 Definitions

- 2.1. **Lecture:** any 'broadcast' style teaching which involves the exposition by a session teacher of facts, theories, summaries or contextual overviews of core subject matter about which they would expect students to take notes in order to reinforce, revise or build on their knowledge at a later point. Such expositions can form all or part of a teaching session. This category is not limited to the activity type 'Lecture' as used in timetable booking.
- 2.2. **Lecture recording:**
 - 2.2.1. The process of capturing sound and / or visual images of classroom-based or online lectures as videos and making them available for students to review and interact with before or after their classes. The process consists of hardware and software components that work in synergy to record audio and the visual components of the lecture (i.e., the slides, video of the lecturer, etc.).
 - 2.2.2. Any sessions on our YSJU campuses that are recorded in rooms that have been equipped with the centrally supported lecture recording hardware and software solutions, or via the use of additionally provided recording equipment.
- 2.3. **Individual recording for teaching purposes (staff):** refers to the creation of bespoke lecture summaries as revision aids to students where it has not been possible to record live lectures. It can also refer to additional teaching and learning support materials created by lecturers to reinforce and communicate essential information (e.g., talking through an assignment brief) or to guide students' independent learning. These recordings are typically shorter, in a different format to that of a formal lecture, produced using a PC, laptop, or mobile device, and recorded without an audience present.
- 2.4. **Individual audio recording for learning purposes (student):** covers recordings made in lieu of notes by students attending lectures (i.e., teaching sessions in which information is being broadcast or transmitted to them that they need to be able to refer to or recall at a later point). Such recordings are expected to be permitted by staff as part of the implementation of the University's Core Inclusive Practices.

All such recordings should be for students' personal use only. They should only be kept as long as they are needed to support the individual student's learning and should not be uploaded to any website or tool external to the University especially where they may contain the intellectual property of others (see Section 18).

Individual recordings should never be undertaken covertly.
- 2.5. **Core Inclusive Practices:** are a defined set of inclusive practices the University has approved to be embedded across all academic

programmes at YSJU. These include practices around

- the production, provision and communication of teaching and learning materials
- the design and delivery of teaching sessions (including ensuring lecture recordings are made wherever possible and permitting students to record in lieu of taking notes as an anticipatory practice rather than as a reactive adjustment)
- the design and conduct of assessment and feedback (especially presentations)
- These practices aim to ensure compliance with the [Equality Act 2010](#), which requires universities to make anticipatory reasonable adjustments for disabled students, as well as reactive reasonable adjustments (i.e., [Learner Adjustment Plans \(LAPs\)](#)).

2.6. **Public Sector Equality Duty:** The statutory duty on public authorities and institutions to consider how their functions (including programmes, services and the implementation of policies) impact people protected under the Equality Act 2010 and take steps to both eliminate unlawful conduct prohibited by the act (e.g., discrimination) and also advance equality of opportunity between people who share and people who do not share relevant protected characteristics.

2.7. **Competence Standards:** Requirements that define essential skills or knowledge for a course or assessment. Under the Equality Act 2010, adjustments cannot be refused unless competence standards are clearly defined and objectively justified.

2.8. **Hidden curriculum:** a term coined by P.W. Jackson in 1968 in *Life in Classrooms*, 'hidden curriculum' refers to those things that students incidentally learn about their discipline and the culture of their provider through their experience of the practices and organisational structures of their institution rather than via direct instruction, defined learning outcomes or institutional statements. These features, despite not being explicit, are important in ensuring students' success within an institutional context and – if unrecognised or unaddressed – reproductive of disadvantage and inequality.¹

3 Roles & Responsibilities

3.1 Education Committee is the policy owner and it has authority to initiate reviews of and approve changes to the policy as required. Education Committee will ensure that equality considerations are embedded in the routine review of this policy, including the monitoring the impact of exemptions from and adjustments to the policy on students with protected characteristics.

3.2 The Head of Teaching and Learning Enhancement [HoTLE], together with the Application and TEL Manager and the Head of Disability and

¹ 'Hidden curriculum' in C. Kridel (Ed.) (2010) *Encyclopedia of curriculum studies* (pp. 440-440). SAGE Publications, Inc.. Available at <https://doi.org/10.4135/9781412958806.n236>. Accessed November 2025.

Inclusion, has day-to-day responsibility for the policy and managing its review, which should take place every year (or earlier if deemed appropriate by Education Committee).

- 3.3 Associate Heads of School are responsible for reviewing any applications for exemption from this policy and granting exemptions in line with it, in consultation with SALTs, School Quality Panels (SQPs) and relevant central staff as appropriate. Associate Heads should keep an up-to-date list of all exemptions and share this with the Chair of their SQP when required.
- 3.4 School Quality Panels are responsible for maintaining oversight of current exemptions in their schools and reviewing these on an annual basis. SQPs are encouraged to satisfy themselves at regular intervals of the currency of both lecture recordings and individually made staff recordings made to supplement taught sessions (with and without exemptions) as part of the process of Moodle auditing.
- 3.5 Academic staff are expected to ensure lecture content (or a suitable summary) is recorded and shared with students, within two working days of the taught session. They are responsible for making and maintaining the currency of any lecture or individual recordings for teaching purposes that they make. They are expected to permit students who need to record lecture-type content individually in lieu of writing notes in line with our approved Core Inclusive Practices.
- 3.6 Innovation & Technology Services (ITS) will identify learning spaces across the institution where additional portable recording equipment will be made available to staff. Academic staff should [book out](#) this portable recording equipment from Media Loans, use and return it in a timely manner, in accordance with the requirements and expectations defined by ITS. Faults with equipment should be reported to ITS in the usual way.
- 3.7 Responsibility for the storage, retention and removal of recordings produced in accordance with this policy lies with ITS.
- 3.8 Responsibility for the provision of supported software and training in using the software lies with the Technology Enhanced Learning (TEL) team for staff. Academic staff are expected to identify and plan for their own training needs as appropriate.
- 3.9 Digital Training have responsibility for training students on the technical aspects of accessing and using recordings.
- 3.10 YSJU will continue to evaluate the suitability of this policy and continue to monitor the effectiveness of its implementation. This will include regular audits of module Moodle sites.

4 Key Contacts

- 4.1 For questions related to pedagogic practice, contact Dr Ruth Windscheffel, Head of Teaching and Learning Enhancement and Executive Officer, Education Committee – r.windscheffel@yorksj.ac.uk.
- 4.2 For staff questions about training, availability of lecture recording capability in teaching rooms and hire of mobile equipment, contact Khaled Al-Ankar, Application and TEL Manager – k.alankar@yorksj.ac.uk. (Please note that staff and students should continue use the following supported channels in the first instance: Student Hub (for students) and IT Support Portal (for staff)).
- 4.3 Students wanting advice and guidance on the technical aspects of accessing and using recordings should contact [Digital Training and Support](#) - digitaltraining@yorksj.ac.uk.
- 4.4 For questions about our Core Inclusive Practices and LAPs, contact Jenny Anderton, Head of Disability and Inclusion – j.anderton@yorksj.ac.uk.
- 4.5 For more information about EDI and statutory compliance, contact Jake Furby, EDI Advisor – j.furby@yorksj.ac.uk.
- 4.6 For issues of data protection, contact Kathryn Kendon, University Registrar and Secretary and Data Protection Officer – k.kendon@yorksj.ac.uk.
- 4.7 For advice on information governance, contact Information Governance Advisor, Liam Wilkinson - l.wilkinson2@yorksj.ac.uk and / or Senior Legal Advisor, Lisa Harley – l.harley@yorksj.ac.uk.
- 4.8 Regarding matters of copyright, contact YSJU's Copyright and Scholarly Communications Librarian - m.kilvington@yorksj.ac.uk.

Lecture Recording

5 What are staff expected to record?

- 5.1 Staff are expected to:
 - make recordings of the 'broadcast' elements of lectures or other teaching activities (i.e., where the staff member transmits or broadcasts information to the student audience);
 - provide opportunities for all students enrolled on the module to watch review, revise and reflect on core content, irrespective of identified additional need.
- 5.2 When using PowerPoint or other projected material, staff should make sure that the screen is captured.
- 5.3 There is no requirement for video capture of the lecturer to be made (see Section 18.4), but staff may enable this function if they wish.

6 What do staff need to tell students about lecture recording?

- 6.1 Staff should make clear to students that lecture recordings are being provided to support and enhance their learning experience and are not intended as substitutes for or alternatives to scheduled sessions.
- 6.2 The University's policies and procedures around [attendance monitoring](#) continue to apply. If student attendance is a concern, the [Support to Study](#) process will be used.

7 Whose consent is required and who should be told about lecture recording?

- 7.1 Staff must make it clear to students in advance which taught sessions will be recorded and which ones will not within each module.
- 7.2 Lecturers should ensure that students are aware that a particular session is being recorded. This can be done verbally at the start of a lecture, by announcing on a presentation slide, and / or by posting in the module's Moodle area.
- 7.3 Where student voice is present in an otherwise broadcast lecture, staff can either:
 - confirm recording with the students and continue, or
 - pause or stop the recording during discussions.

N.B., this does not preclude the development of student-created content as part of specific learning activities.

- 7.4 Recordings are expected to be released via Moodle within two working days of the taught session. If there are good reasons for delaying the release of a lecture via the Moodle VLE (e.g., substantial edits are required, or material is delayed due to duplicate teaching sessions), students should be made aware of this by the lecturer.
- 7.5 Explicit permission should be sought from guest lecturers, external speakers and other non-YSJU staff to record their lectures (or performances in the case of British Sign Language (BSL) Interpreters). A [Lecture Recording Consent form](#) is available on the Staff Intranet. It is the responsibility of the staff member who invited the guest lecturer / external speaker / non-YSJU staff member to check whether they agree to be recorded and to keep a record of their permission on file. The YSJU staff member should provide the guest lecturer / external speaker / non-YSJU staff member with copies of this policy and the consent form, which will – once completed – be stored locally by School Operations Managers.
- 7.6 Guest lecturers / external speakers / non-YSJU staff members will retain their rights in a recording made of them or by them. As such, their materials can only be used for educational purposes with their permission.

8 What are the exceptions to the policy?

- 8.1 Lectures and other 'broadcast' teaching should be recorded unless there is an approved reason not to do so.
- 8.2 Permitted exemptions to the policy are as follows:
 - 8.2.1 Sessions or part sessions that do not meet the definition of 'lecture' in this policy.
 - 8.2.2 Personal disclosures of a sensitive nature.
 - 8.2.3 Sharing confidential data whether relating to research, institutional governance or context, etc.
 - 8.2.4 Where a guest lecturer / external speaker / non-YSJU staff member has not consented to be recorded.
 - 8.2.5 Where content includes commercially purchased DVDs / CDs / downloads subject to copyright. (Recording should be paused or stopped whilst such third-party copyright material is playing and then resumed.)
- 8.3 Situations which are not exempted from the policy:
 - 8.3.1 Topics that require a content notification i.e., include highly sensitive or challenging content which is nevertheless not confidential or sensitive personal data.
 - 8.3.2 Personal reluctance to be recorded.
 - 8.3.3 Concerns about individual Intellectual Property (from employees of YSJU) (see Section 18 below).
- 8.4 In line with the Equality Act 2010 and recent case law, exemptions from lecture recording must not disadvantage disabled students. Likewise, competence standards should be clearly defined and justified where adjustments are limited.

9 What is the process for applying for an exemption?

- 9.1 Staff may apply for an exemption from recording part of a session, a single session, a number of sessions or a whole module. Exemptions will only be granted if one of the reasons above applies for each of the sessions for which an exemption is being requested.
- 9.2 Staff wishing to apply for an exemption should ensure the following steps are undertaken. They should:
 - 9.2.1 Give due consideration to YSJU's statutory duties under the Equality Act 2010 which require the University to make reasonable adjustments to eliminate disadvantage to students with a disability.
 - 9.2.2 Note that securing an exemption from recording will not disallow students from making individual recordings for learning purposes in line with our agreed Core Inclusive Practices. (See 'Student Recording' and 'Accessibility' sections below.)

- 9.2.3 Make a brief audio recording before or after the session summarising the core content. E.g., to explain key concepts or ideas.
- 9.2.4 Reasons for exemptions must be agreed with the Associate Head, with a record kept of sessions by the Associate Head.
- 9.3 Exemptions should not automatically 'roll-over' into future academic years. Lists of current exemptions should be reviewed regularly by SQPs to ensure consistent application and adherence to policy.
- 9.4 Where an exemption is in place, this should be made clear to students, ideally in advance.

Individual Recording

10 Individual recording for teaching purposes (staff)

- 10.1 Where a scheduled lecture recording does not take place because of unforeseen technological difficulties, staff should [log the fault with ITS](#), record a brief summary of the key points of their lecture after the session and upload it to Moodle to act as a revision aid for students.
- 10.2 Depending on the design of the module, custom-made audio / video recordings of broadcast / transmission elements of teaching may be offered to students as part of a 'flipped' learning approach where recordings of broadcast / transmission elements are shared in advance of most or all face-to-face sessions to maximise the availability of classroom time for active learning, .
- 10.3 Standalone additional individual recordings, e.g., concentrating on core concepts, skills, and techniques, or relating to assessment tasks and processes, may be created and shared with students to scaffold their learning and reduce levels of hidden curriculum.
- 10.4 Custom-made audio / video recordings should not exceed 20 minutes in length, with shorter clips (approximately 10 minutes) being preferable. Staff are always advised to break longer sections of material into shorter 'chunks'.
- 10.5 Recordings should not be routinely rolled-over into future iterations of a module. Where a recording is re-used, individual staff and schools are asked to ensure that recordings provided to students are regularly checked for currency and relevance to the curriculum being followed.
- 10.6 All staff are reminded that the provision of additional, custom-made recordings to students does not contribute towards validated contact hours.

11 Individual audio recording for learning purposes (student)

- 11.1 Both staff and students should note that:

- 11.1.1 the University permits students, to audio record lecture material in circumstances where all students are expected to take notes i.e., information is being broadcast or transmitted to them by a lecturer that they need to be able to refer to or recall at a later point.
- 11.1.2 Audio recording of lecture material by students is thus understood to be a Core Inclusive Practice to facilitate note-taking by all students, not a reasonable adjustment granted to some students individually.
- 11.1.3 Students are not required to have engaged with the Disability and Inclusion team prior to making an individual audio recording of lecture material.²
- 11.2 Students will engage in some learning activities where it is not suitable or appropriate for any students to make notes of any kind. This might include classes that involve high levels of self-disclosure, personal reflection, confidential discussions from students or presenters as part of the session. In these circumstances, a lecturer will make a general announcement to the whole class and ask all students to stop note-taking or recording.
- 11.3 Students' use of individual audio recordings forms part of the learning agreement between the individual student and YSJU.³
- 11.4 A student's individual audio recording therefore must not be:
- reproduced or passed on to anyone else (other than for transcription purposes in connection with the student's studies)
 - posted on any external websites including social media
 - uploaded to external / commercial generative AI platforms so that they become part of that platform's training material available to users external to the University.⁴
- 11.5 Any student reproducing, sharing or posting their audio recordings (or those made by others) externally will face action under university disciplinary procedures.
- 11.6 Once an individual audio recording has served its purpose in supporting a student's academic work and learning, they should erase it.

12 Creating and Editing Recordings

² Equality and Human Rights Commission (July 2024) Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart. Available at <https://www.equalityhumanrights.com/guidance/advice-note-higher-education-sector-legal-case-university-bristol-vs-abrahart>. Accessed November 2025.

³ See <https://www.yorks.ac.uk/students/policies-for-students/> for more information.

⁴ GenAI tools embedded into University systems and software and tools provided to students as part of Disabled Students' Allowance provisions are permitted to be used where appropriate or necessary.

- 12.1 Microsoft Teams is available on all YSJU PC machines in general teaching rooms to record the audio, screen, and video of delivered presentations. If staff are making use of slides (PowerPoint, etc.) or other projected material, they should ensure that both the screen and audio are captured. Staff may use other software, where this is provided or approved by ITS, but should record the same information as listed above. Lecturers using software other than Microsoft Teams should also ensure that they provide access to their recordings via the relevant module Moodle site.
- 12.2 When recording via MS Teams or other approved live recording platform, staff should ensure they are logged in using their university staff credentials. Likewise, PGRs who teach should use their staff account not their student account when making recordings.
- 12.3 Lecturers are not expected to edit audio recordings before making them available to students. The only exception to this is if the audio recording contains materials which would breach GDPR or could be considered confidential (see below). Examples of situations where such editing would be required are:
- accidentally recording conversations with students before / after the lecture
 - recording questions from students who are unaware that recording is taking place
 - unplanned discussions which may contain personal information of a confidential nature.

In these and other similar cases, colleagues in TEL will be able to advise and assist.

- 12.4 In exceptional circumstances, if a recording requires substantial editing, potentially rendering the recorded content useless, or if it is agreed that it should be removed from the Microsoft Stream platform for other reasons, the recording can be withdrawn completely and replaced with an individual recording.
- 12.5 The University retains the right to withdraw a recording at any time if a concern is raised due to potential infringement of copyright, data protection, any other potential legal issue, or public exposure of commercially sensitive information (see information on compliance below).

13 Accessibility

- 13.1 The Equality Act 2010 places a legal obligation on the University to ensure that 'reasonable adjustments' are made to remove or reduce any disadvantage students might face in accessing the facilities and services of the University because of a disability (or other relevant protected characteristic).

- 13.2 Staff making recordings of any kind must comply with accessibility regulations, including anticipatory reasonable adjustments. This means recordings should be made available to students with captions and / or a downloadable transcript or summary notes. Using Microsoft Teams to record lectures, and Microsoft Stream to host these recordings, fulfils both of these requirements.
- 13.3 Automatically generated captions are available free of charge as part of the Microsoft Stream service and should be used on all recordings. Where required, captions should be edited for accuracy by the lecturer (see Captioning Policy on our staff intranet).

14 Use of Recordings

- 14.1 Staff or students given access to lecture recordings or additional individually recorded teaching materials made by staff should not share these outside of the University, by any means, without the permission of the lecturer.
- 14.2 Recordings must not be published on any platforms that are not approved by the University. For example, recordings must not be uploaded to YouTube, social media, generative AI tools or other publicly available platforms without prior approval (see Data Protection and Copyright sections below).
- 14.3 YSJU will not use recordings to assess staff performance or to instigate disciplinary hearings or complaints without the permission of the lecturer, except in the case of alleged gross misconduct. However, they may be used (with the permission of the lecturer) as evidence in such hearings. Likewise, where an exemption from lecture recording has been agreed between an individual lecturer and an Associate Head, this is not a matter for individual performance management.
- 14.4 YSJU staff may use their own lecture recordings as evidence of good practice in teaching, for example, in applications for promotion or as part of AdvanceHE fellowship claims.
- 14.5 The University will not make commercial use of recordings without the written permission of the staff member who was recorded.
- 14.6 Staff considering using materials as part of their YSJU teaching that were created by them when working at other institutions should check that they have the necessary permissions so to do.

15 Access to Recordings

- 15.1 Access to recordings made for YSJU taught modules is controlled through enrolment on the corresponding Moodle module site, and / or permissions set within Microsoft Teams.

- 15.2 When hosted in Microsoft Stream (and subsequently embedded into Moodle), access to recordings requires a YSJU username and password to view the content.
- 15.3 Lecturers are responsible for controlling permissions and granting access to their recorded lectures prior to embedding them in Moodle. By selecting the module group when granting access, all students and staff enrolled on that module will be able to view the content.
- 15.4 Students will be able to view recordings to which they have been granted permission until their account is closed (typically when they cease to be an enrolled student).
- 15.5 Microsoft 365 Administrators (Network & Infrastructure Team (Productivity) in Innovation & Technology Services) will also be able to access, view, and edit all recordings made via Microsoft Teams and hosted on Microsoft Stream.
- 15.6 Employees of Microsoft may need to view recordings to provide support to YSJU; this may be for the purposes of fixing faults, restoring deleted recordings, etc. Access to YSJU data by Microsoft staff is covered by Microsoft's privacy policies.

16 Data Protection

- 16.1 The processing of personal data for the purposes outlined in this policy is necessary for the performance of a task carried out in the public interest. This complies with Article 6(1)(e) of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. 'Personal data' in recordings could include staff or student names, images, voices and any personal opinions expressed during the recording.
- 16.2 Staff should:
 - Inform those in attendance that a recording is taking place;
 - Contact the University's Data Protection Officer, who is the University Secretary and Registrar, if any attendees raise a concern or complaint relating to data protection or privacy;
 - Decide whether recordings should be stopped or exemptions agreed in specific circumstances (see above);
 - Consider whether any personally identifying or sensitive content should be edited prior to publication on the VLE.
- 16.3 The University makes use of Microsoft Teams and Microsoft Stream for Lecture Recording. This means that a certain amount of information about staff and students is sent to Microsoft. Such data includes name, email address and user activity. All this information is stored in the United Kingdom. Information about the data collected, who can see it and what use is made of it by Microsoft can be found via the [Microsoft Trust Center](#).

- 16.4 Data generated through the use of Microsoft Teams and Microsoft Stream may also be used by YSJU staff when using Engage, our Learning Analytics online platform which supports our academic tutoring provision. More information about Engage and guidance on using it effectively can be found on the [staff intranet](#).

17 Copyright

- 17.1 All material recorded as part of a lecture recording is subject to copyright legislation, and staff and students must always comply with applicable copyright law and appropriate consents and licences. (See the [Copyright, Designs and Patents Act 1988](#).)
- 17.2 Staff should ensure they have appropriate copyright clearance for material included in their session recordings. Staff are encouraged to make use of freely licensed and Creative Commons content wherever practical and to provide visible citations on slides when referencing third-party material. Third-party material should only be included if it is likely to constitute 'fair dealing' - the idea that reuse of material should be limited and fair - which is the basis of many of the exceptions in UK copyright law that allow for the reuse of copyright material within education and research. (For further information, see [YSJU Copyright Essentials](#)).
- 17.3 Programmes and clips accessed via the Box of Broadcasts service may be embedded directly within the Moodle VLE using the embed codes provided, for non-commercial, educational use. Some videos from YouTube can also be embedded as long as the relevant copyright permissions have been given. However, copyright-protected films, broadcasts and sound recordings shown or played within a lecture must not be shared in lecture recordings. Staff should pause or stop recording whilst such material plays. In some cases, third-party material may need to be edited out from the recordings.
- 17.4 Where third-party material is covered by the University's institutional licences, i.e., the Copyright Licensing Agency Higher Education Licence, the Newspaper Licensing Agency Licence and the Educational Recordings Agency Licence Plus, it is permissible to include such material in lecture materials and the recordings made of these, provided that the terms of the individual licences are adhered to.
- 17.5 The copying or distributing of lecture recordings is not permitted save as otherwise expressly stated in this policy.
- 17.6 Any questions regarding copyright issues relating to lecture recording should be sent to the YSJU Copyright and Scholarly Communications Librarian (m.kilvington@yorks.ac.uk).

18 [Intellectual Property](#)

- 18.1 The University and individual members of staff both have rights in the recordings made by the latter. If a student contributes to a recorded

lecture, they will also hold some rights. Under the policy, everyone retains their rights and agrees that the University can use the recording for defined and limited purposes (listed above).

- 18.2 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 to have the 'implied consent' of the producer for the recorded artefact to be considered as part of the module materials. As such, the ownership of the recording rests with the University.
- 18.3 Where recordings contain work of employees created outside of their employment with the University, or the work of students, visitors or other third parties, the University will require their consent for such works to be included in recordings. Members of staff are therefore required to obtain the prior written consent of such parties to include their work in any recordings (see above and the University's [Intellectual Property Policy](#), section 4.9)).
- 18.4 The University acknowledges that staff and guest lecturers or external speakers taking part in recordings may have 'performers' rights' and moral rights in relation to some recordings under the [Copyright, Designs and Patents Act 1988](#). Under this legislation, agreement for the performance to be recorded will be assumed but that individuals can choose to opt out of being recorded.
- 18.5 Upon leaving employment at the University, former employees will not be entitled to use any recordings in which the University owns Intellectual Property rights, unless the written permission of the University has first been obtained. They will not be entitled to delete recordings in the belief that they belong to them. The University will be entitled to continue to use recordings for the purposes set out in this policy for the remainder of the academic year.

19 Retention Period

- 19.1 Lecture recordings should be retained for the duration of a student's studies. This ensures that students can continue to access and view recordings which form part of those modules that they have taken during their course. Only when all students on a module can reasonably be expected to have completed their degree programme should any recordings be deleted from Moodle, Microsoft Stream or MEDIALibrary.⁵ In the case where a student is withdrawn, they will no longer have access to the recording on Moodle.

20 What support is available?

⁵ We expect staff to judge this according to the 'standard' period of time a student would usually take to complete rather than checking individually.

- 20.1 Students will be informed of the policy at enrolment and induction and will have access to online guidance tailored to their needs. A link to the policy will also be included in all Moodle module sites.
- 20.2 Students can seek advice about the University's Core Inclusive Practices, LAPs and recording from Disability and Inclusion; on technical aspects of accessing and using recordings from Digital Training; and about study skills from the Library's Academic Support team.
- 20.3 New staff will be informed of the policy through their induction process. Existing staff will be made aware of the policy through their Heads and Associate Heads of School, Learning & Teaching Leads, and via institutional messaging. The policy is available on the staff intranet together with an [information page](#) containing FAQs and further information.
- 20.4 Technology Enhanced Learning (TEL) offer support and training for all staff on lecture recording. The TEL and Teaching and Learning Enhancement (TLE) 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.
- 20.5 YSJU is committed to investigating and implementing ways of making our teaching and learning support inclusive and of removing structural barriers to access, continuation and success.

Appendix 1: Related Documents

[Attendance monitoring](#)

[Captioning Policy](#)

[Copyright, Designs and Patents Act 1988](#)

[Data Protection Policy](#)

[Equality Act 2010](#)

EHRC [Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart](#).

[Lecture Recording Consent form](#)

[Policies for Students](#)

[Public Sector Equality Duty](#)

[Records Management Framework](#) (comprising policy, Records Retention Schedule and guidance)

[Support to Study](#)

[YSJU Copyright Essentials](#)

Version Control Statement

Version Reference	Responsible Department	Equality Impact Assessment
2.0	Teaching and Learning Enhancement	Completed
Revision Approved By	Effective Date	Next Review Date
	January 2026	July 2028