

London School of Theology Class Content Capture Policy

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| Group Responsible: | Executive Team |
| Executive Team Member or Governor Responsible: | Academic Dean |
| Individual Responsible: | Academic Dean |
| Date Last Approved: | January 2023 |
| To be Reviewed: | After 12 months and thereafter every 24 months |
| Date of Next Review: | January 2024 |

Section 0 below is not part of the Policy as such, but it is intended to inform and contextualize the Policy and should always be included with it. The Policy proper begins at Section 1 (p.5).

0 Preamble: Background, Context and Research

Class content capture

In the HE context ‘lecture capture’ is typically understood to cover the electronic recording of a broad range of ‘synchronous’ teaching and learning interactions delivered in any form or mode—for example seminars, workshops, presentations and lectures. However, in this Policy we have used ‘class content capture’ to emphasise more clearly that recording can facilitate students’ asynchronous review, revision, comprehension and retention of teaching, defined as more than the didactic teaching most often associated with ‘lectures’ as such. ‘Class content capture’ is also used here to acknowledge that classes might include elements in which students effectively act as ‘peer educators’, rather than relying exclusively on the designated teacher for all of their learning.

Diversity and Inclusion

As a university-validated theological college with a higher-than-average proportion of ESL, UKME, part-time, mature and blended students, LST is particularly likely to benefit from class content capture. A 2021 meta-survey of recent academic literature in this field from Sheffield Hallam University highlighted ‘non-native English speakers’ and ‘commuter students, students with work and caring responsibilities outside university, students with short and long-term illnesses, and students who need temporarily to study at a distance’ as especially proven to have gained from the provision of class content capture.¹ Other ‘competitor’ theological colleges whose student bodies are either comparably or less diverse than ours have made this provision ahead of us.² More generally, the Sheffield Hallam study highlighted the key advantages cited by HE providers and students as deriving from class content capture in the following terms: ‘clarification of presented material’, ‘aid to understanding’, ‘use as a revision tool’, and ‘flexibility’—particularly in students’ ‘being able to revisit content at their own pace’.³

¹ For data on all this, see the LST 2022 Access and Participation Plan; also Sheffield Hallam University’s 2021 helpful meta-survey: ‘Lecture Capture: what does the recent literature say?’ <https://blogs.shu.ac.uk/shutel/lecture-capture-what-does-recent-literature-say/#>

² For example, both Spurgeon’s College and Moorlands College, deploy video capture through Panopto and Echo360 respectively. In the case of Moorlands, recordings are automatically scheduled in synchronisation with the college timetable. All Nations Christian College records teaching sessions as standard - <https://www.allnations.ac.uk/courses/masters/masters-programme>

³ Sheffield Hallam University meta-survey (2021): ‘Lecture Capture: What does the recent literature say?’ <https://blogs.shu.ac.uk/shutel/lecture-capture-what-does-recent-literature-say/#>

Content Capture in HE

The HE sector as a whole has increasingly been recording classes over the past few years. In 2018, Draper, Gibbon and Thomas suggested that around ‘only 10% of higher education institutions’ had ‘adopted comprehensive lecture recording systems.’⁴ Even at that point, however, a Brighton University survey of UK HEIs by Barbara Newland had already reported 86% implementing class content capture in some form, with 38% having done so ‘fully’.⁵ By 2021, the Sheffield Hallam survey cited above reported that ‘75% of UK universities’ were ‘using it to provide students with recordings of taught sessions’.⁶ The same proportion had been noted somewhat earlier by the Universities and Colleges Information Systems Association (UCISA), but whereas that study had focused mainly on provision for students with disabilities, the Sheffield Hallam paper charted more general applications of classroom content capture beyond its provision for those registered as disabled.⁷

In February 2022, a survey of our own LST undergraduates found 70% of the 59 respondents to be ‘very happy’ with classes being recorded; 17% ‘somewhat happy’; 7% neutral, and only 6% ‘somewhat uncomfortable’ or ‘very uncomfortable’. Similar recent levels of student support in Britain and overseas are charted by Nordmann *et al* (2019, 2022), Vlachopoulos and Jan (2020), Dommett *et al* (2019, 2022), Evans and Luke (2020), and by the majority of studies they and other peer-reviewed sources on this topic cite.⁸

The development of this policy has been informed by these wider sector developments, and by the Middlesex University Recording of Teaching and Learning Activities Policy, which is based on a default position that ‘all s should be recorded’, and a ‘strongly recommended’ practice of recording ‘other types of taught session’ to ‘support self-paced learning’.⁹ That same policy does, however, allow exemptions for certain class-based content, and this policy sets out scenarios for exemption below.

Content capture and attendance

Certain studies of class content capture do reflect concerns among teaching staff about the perceived impact of class content capture on student attendance, attainment, and teaching style. However, the weight of evidence from the majority of the most extensive and reliable studies shows no negative causal relation between recording and attendance. Nordmann is probably the leading UK academic authority in this sphere, committed to rigorous empirical methods using large informant groups: with her co-researchers she has concluded that there is ‘no strong evidence that students who fail to attend the lecture are doing so because they are accessing the recording as a

⁴ Michael J. Draper, Simon Gibbon and Jane Thomas (2018) ‘Lecture recording: a new norm, *The Law Teacher*, 52:3, 316-334, DOI: 10.1080/03069400.2018.1450598 <https://www.tandfonline.com/doi/abs/10.1080/03069400.2018.1450598>

⁵ Barbara Newland HeLF, *Lecture Capture in UK HE*.

⁶ Sheffield Hallam University meta-survey (2021): ‘Lecture Capture: what does the recent literature say?’ <https://blogs.shu.ac.uk/shutel/lecture-capture-what-does-recent-literature-say/#>

⁷ <https://blogs.shu.ac.uk/shutel/lecture-capture-what-does-recent-literature-say/#>; cf. R. Walker et al., *Survey of Technology Enhanced Learning for Higher Education in the UK* [online] at <https://www.employment-studies.co.uk/resource/models-support-students-disabilities>

⁸ Emily Nordmann, Colin Calder, Paul Bishop, Amy Irwin and Darren Comber, ‘Turn up, tune in, don’t drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study’. *Higher Education* (2019) 77: 1065–1084; Emily Nordmann, Anne Clark, Elliott Spaeth and Jill R.D. Mackay, ‘Lights, camera, active! Appreciation of active learning predicts positive attitudes towards lecture capture.’ *Higher Education* (2022) 83: 481–502; Panos Vlachopoulos and Shazia Jan, ‘Exploring modes of lecturing as a teaching method in higher education: student attendance, preference and motivation’, *Journal of University Teaching and Learning Practice* (2020) 17 (5) <https://doi.org/10.53761/1.17.5.15>; Eleanor J. Dommett, Benjamin Gardner and Wijnand van Tilburg, ‘Staff and student views of lecture capture: a qualitative study’. *International Journal of Educational Technology in Higher Education* (2019) 16: 23. 1-12 <https://doi.org/10.1186/s41239-019-0153-2>; Geraint Evans and Carl Luke, ‘Lecture capture and peer working: exploring study practices through staff–student partnerships’, *Research in Learning Technology* Vol. 28, 2020, 1-13;

⁹ https://unihub.mdx.ac.uk/data/assets/pdf_file/0027/583803/Middlesex-University-Lecture-Capture-Policy-C19-update-final-17.09.20.pdf p.3

substitute’.¹⁰ Indeed, she emphasises that recordings used to *supplement* attendance and note-taking in class have been shown to *boost* attainment.¹¹ Moreover, an October 2022 Office for Students review of the educational impacts of the Covid-19 pandemic found that in-person attendance levels were lower across the sector generally than pre-Covid, but that this had multiple likely causes more directly related to the effects of the virus on mental health etc., and that there was no proven link to increased rates of class content capture during and after the pandemic.¹² In fact, most significant studies on this topic have more generally confirmed the value of flexibility and asynchrony in learning, including class content capture as part of a broader pedagogical commitment to online, VLE-based review and revision of teaching input and complementary resources.¹³

Class content capture should very much *not* be seen as an alternative to or substitute for synchronous participation in classes where face to face or online attendance is expected in the programme or module concerned. As noted above, there is no proven overall connection between class content capture and decreased attendance, but in any case, the soundest research overwhelmingly indicates that students perform best when recordings are used as an aid to reviewing, clarifying and retaining selected segments of a class that they have *already* attended.¹⁴ Secondly, recordings can provide a useful ‘safety net’ or ‘back up’ for students who have to miss a class through no fault of their own—e.g., due to illness, domestic emergencies, crises in their part-time job, etc. Otherwise, this emphasis on recording as an adjunct to rather than a proxy for attendance is being reinforced by the timely reintroduction of a Student Attendance Policy, to be implemented alongside this Class Content Capture Policy.

It should also be stressed that class content capture is not the only way for students to catch up on missed teaching, or to review a class that they have attended. Teachers should continue to encourage students to converse with classmates and themselves about the content of classes, and about questions arising from those classes. Indeed, both Nordmann and Evans and Luke commend group listening (or viewing) sessions in which a class recording can be discussed and reviewed collectively, along with insights and notes taken in the class itself.¹⁵

Impact on Teaching Style

While the above studies do show some HE teachers fearing that recording class content could incline to more traditional ‘didactic’ approaches on the basis that a single teacher’s voice might be easier to capture, modern-day recording devices—including those available at here at LST—can in fact pick up plenary discussion and interaction, Q&A, and other such interchanges quite easily. Clearly, small

¹⁰ Emily Nordmann, Colin Calder, Paul Bishop, Amy Irwin and Darren Comber, ‘Turn up, tune in, don’t drop out: the relationship between lecture attendance, use of lecture recordings, and achievement at different levels of study’. *Higher Education* (2019) 77: 1079. For further analysis of this perceived but unsubstantiated connection between class content capture and decreased attendance, see B. Pursel and H.N. Fang, ‘Lecture capture: Current research and future directions. Schreyer Institute for Teaching Excellence, Pennsylvania State University (2012). Available online at:

http://web.archive.org/web/20130418033159/http://www.psu.edu/dept/site/pursel_lecture_capture_2012v1.pdf; also Genevieve Newton, Trent Tucker, John Dawson and Elliott Currie, ‘Use of Lecture Capture in Higher Education – Lessons from the Trenches’. *TechTrends*, 58:2 March/April 2014, 35; Benoit Pierre Freyens and Xiaodong Gong, ‘Generalising the impact of lecture capture availability on student achievement: A method and its application.’ *Australasian Journal of Educational Technology*, 2022, 38(4), 162.

¹¹ On this and other core points related to optimization of lecture capture, see Nordmann’s very helpful Glasgow University video lecture, ‘Lecture Capture: Practical Recommendations’ at https://media.ed.ac.uk/media/1_4k30iisz

¹² Office for Students, *Blended Learning review: Report of the Ofs-appointed Blended Learning Review Panel*. October 2022, 38-31. <https://www.officeforstudents.org.uk/media/dc1c3c84-269a-4c40-8f87-15bfae0fced/blended-learning-review-panel-report.pdf>

¹³ Sheffield Hallam University meta-survey (2021): ‘Lecture Capture: what does the recent literature say?’

<https://blogs.shu.ac.uk/shutel/lecture-capture-what-does-recent-literature-say/#>

¹⁴ Emily Nordmann, ‘Lecture Capture: Practical Recommendations’ at https://media.ed.ac.uk/media/1_4k30iisz

¹⁵ Geraint Evans and Carl Luke, ‘Lecture capture and peer working: exploring study practices through staff–student partnerships’, *Research in Learning Technology* Vol. 28, 2020, 1-13; Emily Nordmann, ‘Lecture Capture: Practical Recommendations’ at https://media.ed.ac.uk/media/1_4k30iisz

multiple group discussions, and other segments of a class where specific voices cannot be distinguished from one another, will not be suitable for recording. This and other exceptions are covered in the Policy itself from Section 2 onwards.

Modes of Recording

As things stand, the default medium of recording will be audio only, but the Policy provides for those who might wish to deploy video recording alongside audio from time to time, and for a possible future in which video capture becomes more common across the School.

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1 Principles, Definitions and Previous Practice

- 1.1 ‘Class content capture’ here refers to the electronic recording of timetabled ‘live’ or ‘synchronous’ teaching and learning delivered in any form or mode—for example seminars, workshops, presentations and lectures, whether physical, online or a combination of the two.
- 1.2 In this document the term ‘teacher/s’ is used generically to denote those responsible for delivery of programme content, including lecturers, online writers and tutors, research supervisors and other teaching staff.
- 1.3 The recording of teaching and learning activities and the wider use of audio and video play a key role in supporting LST’s overall commitment to inclusivity and diversity, as well as more specifically ensuring compliance with the Equality Act 2010.
- 1.4 Recording of class content can be considered a reasonable adjustment under the Equality Act and can, in addition, potentially be of benefit to all students in helping to maximise their achievement.¹⁶
- 1.5 Previously, LST has allowed students with a disability or disabilities to make their own individual recordings of class sessions, having informed the teacher before doing so.¹⁷
- 1.5.1 This provision was defined and developed in various documents of different types, lengths and emphases, several of which were produced in response to Covid-19 and the wholesale shift of teaching to online delivery during related periods of lockdown.¹⁸

¹⁶ On class content capture as an enhancement of disabled students’ learning, see Larian M. Nkomo & Ben K. Daniel, ‘Sentiment Analysis of Student Engagement with Lecture Recording’, *Tech Trends* (2021) 65: 213-224; Clifton Kandler and Melanie Thorley, ‘Panopto: the Potential Benefits for Disabled Students’, *Compass: Journal of Learning and Teaching*, Vol 8, No 12, 2016, 1-5; Iain Stewart, Malcolm Allan and David Harrison, ‘The Development of a Lecture Capture System Based on a Tool to Support Hearing Impaired Students’, in Magued Iskander et al (eds), *Technological Developments in Education and Automation*. London: Springer, 2010, 287-292. For a more concise distillation of the arguments for class content capture as an enhancement of diversity by three leading researchers in the field, see Jill R.D. Mackay, Jaqui Hutchinson & Emily Nordmann, *Lecture Capture: Top Tips for Widening Participation with Lecture Recording* (QAA Collaborative Cluster). https://www.enhancementthemes.ac.uk/docs/ethemes/evidence-for-enhancement/top-tips-for-widening-participation-with-lecture-recording.pdf?sfvrsn=89e1ce81_2

¹⁷ Some faculty have previously prevented such students from making recordings, which is incompatible with our statutory obligations.

¹⁸ ‘Recording of Lectures Agreement’ (September 2020); ‘Protocol for Recording Lectures’ (10/2021); ‘Rationale for Recording of Lectures’ (4/10/21); ‘Recording Guidelines for Lectures in Semester 2 of 2022’ (1/2/22).

- 1.6 By contrast, this new, consolidated Policy removes the need for individual students with disabilities to approach different teachers in diverse modules on multiple occasions about making personal recordings, thus reducing any potential sense of ‘othering’, marginalisation or disadvantage. Instead, it bears out the School’s commitment to ensuring that all learners feel equally valued and included.
- 1.7 This Policy does this by shifting responsibility for class content capture to the School itself, just as the School already owns responsibility for other learning resources provided through and beyond its Virtual Learning Environment (VLE).
- 1.8 LST’s taking responsibility for class content capture in this way also mitigates the risks associated with individual recordings being made of a class by one or more students on their own devices—risks, for instance, that teaching and learning content might be intentionally or inadvertently shared beyond the members of the class.
- 1.9 This policy recognises the benefit of class content capture to other students too—not least students with learning needs and differences that might not be registered as disabilities. As such, it forms part of a proactive approach to ensuring an inclusive education for students from the widest possible demographic spectrum.

To reiterate: class content capture should be seen first and foremost as complementary to in-person attendance, not as an alternative to it. Where students are indisposed by ill health or are otherwise unavoidably prevented from attending a class, recordings can provide some mitigation of that unavoidable absence, along with additional forms of review through various VLE-based resources, dialogue with peers and teachers, etc. Even so, the School’s Attendance Policy makes it clear that wherever synchronous classes form part of a programme, students are expected to be present. This is a specific dimension of the more general principle of participation defined in the School’s Community Code, which states that a student is expected to ‘engage actively in all aspects of academic life as a fully committed member determined to succeed through the creation and maintenance of a supportive educational community.’

- 1.10 LST is committed to the developing its Virtual Learning Environment (VLE) as a prime resource for teaching and learning—not merely as a static repository of textual material, but as an interactive, multi-media space designed to add value to the classroom experience with high quality preparatory resources, as well as with resources that facilitate students’ revision and retention of class-based teaching and learning. This ‘Before, During and After’ pedagogy is commended by the Universal Design for Learning (UDL) theory and by Technology Enhanced Learning (TEL) Thresholds defined by Middlesex University and other HEIs, offering students greater opportunity to manage their own learning, and to gain access to materials to support themselves in their educational development.¹⁹

¹⁹ Seán Bracken and Katie Novack, *Transforming Higher Education through Universal Design for Learning*. London: Routledge, 2019; Don Finn, ‘Open Learning and Universal Design: Practical Applications for Reaching Adult Learners’. *COABE Journal: The Resource for Adult Education*. Spring 2022, Vol. 11 Issue 1, 101-109; Irit Sasson, Itamar Yehuda and Shirley Miedijensky, ‘Innovative learning spaces: class management and universal design for learning.’ *Learning Environments Research*. Oct 2022, Vol. 25 Issue 3, 725-739. Sheffield University: <https://telhelp.shu.ac.uk/threshold-standards>; York St John University: <https://tel.yorksj.ac.uk/vle-standards-thresholds-expectations-baselines/>

2 The Policy in Practice

- 2.1 All teaching and learning activities should be recorded where appropriate, and then made available to students.
- 2.2 Teaching and learning activities that might not be appropriate to record are those in which sensitive personal information is regularly being disclosed, such as personal tutoring and tutorials, and other sessions where the main activity involves the sharing of sensitive personal experience (such as process groups) or otherwise acutely sensitive content for which a recording might 'canonise' teacher and/or student input that might be more appropriately left in the 'moment' of a class interaction.
- 2.3 Primary responsibility for determining which elements of a class should not be recorded lies with the teacher. More specifically, a teacher may choose to pause a recording if any of the above exemptions are deemed to apply.
 - 2.3.1 Where recording continues for discussions involving students, students should be informed of the recording and given the opportunity individually to 'opt out'.²⁰
 - 2.3.2 An individual student may ask not to have their voice and/or image recorded, and this must be respected.
 - 2.3.3 In practical, skills-based activities that may not lend themselves to being recorded, it may still be possible to capture content in a different way.
- 2.4 While teachers have discretion to determine which parts of a teaching session, if any, will not be recorded, it is expected as a norm that a majority or significant proportion of any session will be recorded (or at a minimum all teacher-led content) such as to enable students to review content meaningfully.
- 2.5 In exceptional cases, a teacher might believe it appropriate not to record a particular class session at all. In such cases, the teacher should notify the Academic Dean, or a colleague delegated by the Academic Dean, at least 48 hours in advance, and the Academic Dean or delegated colleague will have final approval on whether the class session in question can be fully exempt from recording.
- 2.6 LST's guest speakers are to be informed of LST's recording policy and their permission is to be sought for recording the session in which they are involved.²¹
- 2.7 The wishes of guest speakers in this regard are to be respected.
- 2.8 Classes should be recorded with college-provided audio devices. They can additionally be recorded on video using Zoom, Teams or other approved video capture methods. They are then to be made available to students on the VLE after the class.
- 2.9 Students will be informed of recording, and arrangements should be made to accommodate any individual student who does not wish to be recorded. See 3.12ff below.
- 2.10 Audio recordings will be made available on the VLE for students taking the module.
 - 2.10.1 Recordings will be available only to those registered on the module.

²⁰ For video capture this might mean a different seating arrangement or 'screen off', or for audio recording it might involve pausing recording while that student speaks. Arrangements will depend on the room and type of recording.

²¹ See LST's Guest Speaker Policy

- 2.10.2 Recordings will not be downloadable.
- 2.11 Where audio or video recordings are available, students, teachers or staff are not permitted to share the recordings with, or otherwise give access to, students not registered on the module, or any external persons (see 3.16 below)
- 2.12 Recordings will be stored until the end of the academic year, unless explicit permission for archiving is given by the teacher and any others who appear on the recording (including students).

3 Legal, Technological and Operational Considerations

- 3.1 The teacher is responsible for making recordings of their class, using LST-provided equipment.
- 3.2 Teachers may be seen to hold the performance rights to recordings of their class delivery with consent from performers being required to include them in a recording. However, this is balanced with LST's intellectual property rights (see IP Policy).
- 3.3 Similarly, students may be seen to hold the performance rights of any presentations or performances they give.
- 3.4 In recording classes and other teaching activities with LST equipment, teachers are understood to be giving consent to LST to upload recordings to the VLE module area for viewing by students in the module during the current academic year.
 - 3.4.1 This does not give permission for LST to use recorded class material for any other purpose, except for (i) investigation of complaints;²² (ii) with the written agreement of the teacher.
 - 3.4.2 Similarly, teachers may not use these recordings for any other purpose. This particularly applies to any use outside LST.
- 3.5 Recorded classes may include teaching materials produced by a teacher as part of their job, and for which the intellectual property (IP) is owned by LST.²³
- 3.6 Teachers may also include IP that they are deemed to own themselves, according to a copyright agreement drawn up between any particular teacher and LST.²⁴
- 3.7 It is the responsibility of the teacher making a recording to ensure that appropriate copyright clearance has been gained for any third-party material appearing in a recording.²⁵
- 3.8 Data protection law applies to all identifiable individuals (students and teachers) in a recording and making and using such recordings is regarded as processing personal data.
 - 3.8.1 LST considers making available class recordings on the VLE a 'legitimate interest', giving a lawful basis for the processing of this personal data. Therefore, obtaining individuals' consent for each particular recording is not required.

²² See 4.11 for one further exception.

²³ See the new IP Policy to be implemented alongside this policy.

²⁴ See IP Policy

²⁵ For further background and information, please see <https://www.jisc.ac.uk/guides/recording-lectures-legal-considerations>

- 3.9 Those attending a class should know that it is being recorded, why it is being recorded and who will have access to it. If they wish to do so, individual students should be able to opt-out of any recording in which their voice or image might otherwise appear.
- 3.10 Students will be informed that classes are being recorded through posters in classrooms and notices in the Student Handbook and on the VLE. These notices will include information about the purpose of the recording and how to opt-out. Responsibility for ensuring that such notices are included and displayed rests with Registry.
- 3.11 The teacher should make clear when a recording begins and ends.
- 3.12 Individual students' requests not to appear on any visual recording are to be granted, either through their moving to an appropriate seat out of shot in a face-to-face classroom, or by switching off their camera in a virtual teaching session.
- 3.13 A recording is to be paused for any student requesting not to be audio recorded when speaking in the session.
- 3.14 Students should clearly indicate their wish not to be recorded before speaking, and should allow opportunity for the recording to be paused. For example, to avoid a verbal indication that could reveal their identity on the recording, a student may raise a piece of paper/card or make an agreed non-verbal signal. Responsibility for communicating how specifically students should indicate their desire for the recording to be paused rests with the teacher.
- 3.15 In very exceptional cases, where a student or teacher wishes for a contribution or comment to be removed from the recording after the session, they must inform the Academic Dean or a delegated colleague by email by the end of the day on which the contribution or comment was made. With the Academic Dean's or delegated colleague's agreement, arrangements will then be made to pause the upload of the recording and edit out the relevant sections as necessary.
- 3.16 Any use of a class recording other than for suitably registered students' own use in relation to their studies, or any unauthorised distribution of a recording, will be considered a breach of this policy and will be subject to formal disciplinary action under the Student Disciplinary Policy. This action applies to both pre-recorded, curated audio or video content, and to the recording of live sessions, whether face-to-face or online.
- 3.17 Unless offered voluntarily by a faculty member for the purpose, class recordings will not be part of the material available for their annual performance appraisal.
- 3.18 Recordings may be viewed by any member of the Executive Team in the investigation of a student or employee complaint.
- 3.19 Students are not permitted to make recordings of classes alongside those being made by the School, and should not make recordings of their own when the teacher has deemed it inappropriate for the School to record particular class content.

4 Process for audio recording of classes²⁶

- 4.1 Audio recording devices are provided in each classroom and set up by IT.

²⁶ Note that video recording is the responsibility of the teacher, and individual arrangements will be made with teachers for making these available on the VLE.

- 4.2 These devices should capture the teacher's voice, but they may also be used capture question and answer sessions, student discussions and student presentations that might warrant review by students after the class.
- 4.3 Teachers are responsible for pressing 'Start', 'Pause' (where appropriate) and 'End' when recording.
- 4.4 Recordings are saved to a memory disc.
- 4.5 Each lunchtime and at the end of each day, the Receptionist is responsible for collecting memory discs and uploading recordings to the relevant Soundcloud folder.
- 4.6 Uploads are to be made within 24 hours of the class.
- 4.7 Embedded Soundcloud audio software and sound files are to be provided on VLE module areas for students. These do not allow download of audio recordings by students.

[end]