



Student Services

Guidance on the Recording of Lectures and other Teaching and Learning Activities

Issued by the Quality Transformation Unit

Approved by Senate: n/a

Technical updates of this document take place on an annual basis to reflect changes to the University of Greater Manchester's organisational and management structure and to incorporate earlier, approved amendments to related policies, procedures and regulations.

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Introduction and Scope Definitions

This guidance applies to audio, video and/or multi-modal recordings of taught sessions used for teaching purposes (Recordings), where the student is making the recording.

This guidance applies to all types of educational recordings, whether the teaching is conducted remotely or in-person.

The University of Greater Manchester expects all students to participate fully in the learning opportunities offered by their course/programme of study, for development both personally, professionally and academically.

As part of this, attendance at lectures and other associated teaching activities is an expectation including those lectures which take place online.

Note taking in such academic sessions is a valuable skill and recordings should not be seen as a replacement to this.

Definitions

Recording is defined as any:

- audio recording made by Dictaphone, mobile phone or other audio recording device
- video recording
- multi/modal recording
- recording of any online academic activity

Principles of this Guidance

It is important to respect your lecturers or tutor's work and their right to manage in which manner this is distributed.

Lectures and learning materials, including recordings and transcripts of teaching content that are produced as part of your course, are the intellectual property of the University of Greater Manchester and the staff who develop them and who deliver them.

There are several reasons why students might wish to make their own educational recording to support their learning, this could include making content more accessible where a student has a disability.

Should students wish to make their own recording of an online or face-to-face lecture (in any format, whether audio or visual) you must first inform your lecturer before the session begins and seek permission to make the recording.

You must provide a reason for the purpose of making any recording.

Acceptable reasons a member of staff may refuse to permit the recording of a session include:

- Where the teaching approach is not suitable for recording, such as lectures with a high degree of interactivity.
- Where making a recording would change the teaching approach in a way which is detrimental to the student learning experience.
- Where material is deemed to be controversial, sensitive, or subject to frequent updating.
- Where a lecturer has personal reasons that make it inappropriate for their lecture to be recorded.
- Where facilities do not allow for a recording to be made.
- Where the University is making a recording that will be accessible to students in attendance.

Seminars or workshops should not be recorded without first seeking the agreement of all participants. Other students participating in any seminar or workshop can request the student making the recording to pause the recording when they are making any contributions.

Any recordings made either by teaching staff or a student where permission has been granted should not be distributed in any format. The information you record as a student is only to be used to support your development. Any recording made cannot be shared with other students even if they were present at the time of making the recording.

A student who is found to have shared recordings or published any recordings made to any other party could be subject to disciplinary procedures.

The University recognises that recording can form a reasonable adjustment for disabled students under the Equality Act 2010. If you are disabled student who wishes to record any lectures you should speak with the Disability Team in the first instance. If recording of lectures is deemed a reasonable adjustment this information will be included with any support plan written for you that with consent will be disseminated to your academic staff.

If the Disability Team have notified your academic staff of such a reasonable adjustment you will not need to seek permission of the lecturer before the lecture begins, but again recordings must not be distributed, they are to be made and used for your own academic development only.

Where approval to record a lecture has been sought and granted the academic staff delivering the session can request students to stop recording at any time, an example could include when other students are asked to participate in any conversation.

Policies and Further Information

This policy and procedure are available via the University of Greater Manchester Policy Zone and Disability Service webpages.

This Policy and Procedure should be read in conjunction with:

- Disabled Student Policy
- Health, Wellbeing and Supported Study Policy and Procedure
- Attendance and Engagement Policy

Equality Impact Assessment

The University is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this guidance has been screened in relation to the use of plain English, the promotion of the positive duty in relation to the protected characteristics of race, sex, disability, age, sexual orientation, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity.

Appendix 1

Tips for Students making recordings of teaching and learning activities

1. **Obtain Consent:** Always ask for verbal or written permission before recording anyone. This practice respects individuals' privacy and fosters a collaborative environment. If you're in a lecture or a seminar, check if the tutor is aware or whether they are already recording the session, as this may vary between modules or courses.
2. **Clarify Purpose.** Be transparent about why you're recording. Communicating your intentions can alleviate any discomfort and encourage openness.
3. **Use High-Quality Equipment.** Poor audio can lead to misunderstandings or missing critical information, which defeats the purpose of recording in the first place.
4. **Label and Organise Files.** Keep your recordings organised by creating a structured filing system. Use descriptive names for files, including the date and subject matter (e.g., "Lecture_Title_Date"). This organisation will make it much easier to locate specific recordings when you need them for study, revision or reference.
5. **Backup Recordings.** To prevent losing valuable recordings, utilise multiple storage methods such as cloud services and external hard drives. Regularly back up your files to ensure you can access them even if your primary device fails.
6. **Review Recordings Promptly.** Listen to your recordings soon after the event while the material is still fresh in your mind. This will enhance retention and allow you to jot down important notes or questions that may arise.
7. **Edit for Clarity.** If possible, edit your recordings to remove unnecessary portions or pauses that could distract from the key points. However, ensure that any edits made do not misrepresent the original context of the material.
8. **Use Apps for Enhancements.** Explore various apps that can transcribe your recordings or allow you to take notes alongside the audio. These tools can streamline your study process, making it easier to review and understand the material.
9. **Engage Actively.** Balance the act of recording with active participation in discussions, where possible. Taking notes and asking questions enhances your understanding and keeps you engaged with the material, ensuring you're not passively relying on recordings alone.
10. **Respect Time Limits.** Be conscious of the time constraints during discussions and ensure that your recording doesn't extend beyond necessary limits. This respect for time demonstrates consideration for both the speaker and your peers.
11. **Seek Feedback.** If you're unsure about the appropriateness of recording in a particular situation, ask for feedback from classmates or lecturers. Their insights can help you navigate the nuances of recording in academic settings.
12. **Plan for Battery Life.** Always charge your recording device before class or meetings and consider carrying a portable charger. Running out of battery mid-session can lead to missed information that could be crucial for your studies.
13. **Check Audio Quality.** Before starting a recording, conduct a quick test to ensure that the audio quality is satisfactory. This proactive measure can help you avoid capturing inaudible material that's difficult to use for studying.
14. **Consider Alternatives.** If possible, consider asking for lecture notes or slides from lecturers instead of recording. This approach may be more respectful in certain contexts, especially when discussing sensitive topics.
15. **Know Institutional Policies.** Familiarise yourself with university policies and procedures and if in doubt ask.

Helpful Contacts & Resources

Support Area	Contact or Link
Disability Service	disabilityinfo@greatermanchester.ac.uk 01204903478
Life Lounge	lifelounge@greatermanchester.ac.uk 01204903566
Dignity at Study	dignityatstudy@greatermanchester.ac.uk

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