Re-use of digital teaching content in 21-22 – guidance for staff

Introduction

In responding to the COVID-19 pandemic, teaching material from the 2020-21 academic year was rapidly shifted to remote delivery.

Whilst it is the expectation that in 2021-22 teaching of both full-time and part-time taught degrees will be delivered in person where public health requirements allow, and subject to local risk assessment, it is essential that we ensure teaching provision is resilient and responsive to national or local requirements/restrictions. In addition, as specified in the principles for delivering education in Michaelmas Term, students experiencing difficulty travelling to Cambridge can request remote study on a temporary basis.

Therefore, in anticipation of possible restrictions to in-person teaching throughout 2021-22, many staff are considering the appropriateness of re-using material initially recorded for use in 20-21.

This document is designed to provide guidance to staff in the re-use of previous recorded content for teaching and learning. There is no requirement to re-use previous content and this remains the choice of the lecturer, in line with any locally determined expectations set by the Faculty Board.

This guidance sets out expectations and provides a reflective framework for appropriate re-use. While not required, Faculty Boards may set out local expectations for courses within their remit. This may include caps or limitations on re-use, or other local quality assurance measures, which must be met, in line with expectations for in-person teaching.

This guidance has been written in response to the easing of COVID-19 measures and will apply for the 21-22 academic year only in the first instance.

Expectations of re-use

The General Board's Education Committee (GBEC) has laid out the following expectations for the re-use of teaching and learning material on all courses:

1. Content must normally be purposefully designed for re-use, as part of a clear and coherent course of teaching. It is not appropriate to re-use material solely in response to a lecturer's inability to attend a physical teaching session, even where this may be at their request. However, it may be acceptable to re-use material in light of continued restrictions on physical teaching, provided appropriate standards are met.
2. Re-used content must be reviewed to ensure it remains relevant and of good quality, and presented alongside the date of original creation. This provides clarity for students and assures them that the material has been checked for its continued appropriateness.

3. The principles of the [Policy on Recordings of Teaching Materials/Lectures, and other Teaching, Learning and Assessment Activities](#) must be followed, in obtaining consent from all rights holders.
4. Material must be assessed for accessibility, and made fully accessible wherever possible.

GBEC recognises that re-use of recordings may be more relevant for some types of content than others, but does not restrict re-use to any particular type. In all cases, it is expected that content retains and reflects the high quality and value of Cambridge teaching and research.

Purposeful design

Any re-used digital material, but particularly recorded content, should be used appropriately and as part of a clearly designed curriculum. This should ensure it is presented in the right format, structure, and timing to be an effective learning object within the course. Any intended re-use should be carefully considered before implementation.

It is not appropriate to re-use material as a stopgap for a lecturer's inability to attend a physical teaching session, for example, when they are on sabbatical leave or have left the institution. Likewise, it is not appropriate to re-use material simply in order to 'free up' lecturer time. However, appropriate investment in digital material may help to support more innovative approaches to teaching delivery. GBEC also recognise that there may be a role in designing re-usable recordings of specialist external speakers who are unable to attend in Cambridge on a regular basis.

Examples of clearly-designed learning objects may include, but are not limited to:

- Recordings intended to consolidate material, or to be used for revision of key concepts
- Demonstrations, such as laboratory or clinical techniques, or real-world examples of theoretical concepts
- Preparatory or context-setting material, which supplements face-to-face teaching
- Recorded lectures from specialist speakers who are unable to be present on a regular basis

Recordings and other digital material intended for re-use should be reviewed to determine that it is still relevant, appropriate, and meaningful within the course of study. The review and creation dates should be clearly advertised to students, to reassure them that content has been checked and approved for the current course of study. While it is not required, individual Faculty Boards are able to impose local guidance or limitations on re-use within courses for which they hold responsibility if they wish.

The [Technology-Enabled Learning (TEL) Service](#) can provide assistance in the purposeful design of recordings and other digital material.

Accessibility and inclusivity

While GBEC's [expectations of captions and transcriptions in recorded content](#) remain unchanged in a broad sense, if content is to be re-used then it is reasonable to expect this to meet the highest possible standards of accessibility.

In most cases, re-used content should fully comply with [Web Content and Accessibility Guidelines (WCAG) 2.1](#), and the [Accessibility Regulations (2018)](#). This means that it should be provided in an accessible format and accompanied by accurate captions. However, it is recognised that captioning cannot always be achieved to desired levels of accuracy. Where a Student Support Document evidences

a need for accurate captions as a reasonable adjustment, these must be provided. Enhanced captioning is available via Panopto, or other external captioning services.

If it is not possible to provide captions, or for automatically provided captions to be edited for accuracy, disabled students should be made aware of the Caption.Ed captioning service available via the Disability Resource Centre (DRC). All students should also be made aware of the potential to obtain live captions using the Chrome browser.

- The Disability Resource Centre offers comprehensive resources on making content accessible.
- The Libraries Accessibility Service can help in providing equal access to services and resources for disabled students.
- The TEL Service can provide guidance on making digital content accessible and inclusive.
- The Teaching & Learning Services team within University Information Services can also provide product-specific guidance.

Review of recordings taken during 2020-21

A "standard" lecture converted to remote delivery in 20-21 may take many forms, some of which may not be presented in the examples of learning objects illustrated above.

GBEC sets no restrictions on re-use of 20-21 material outside of the general principles in this document. That is, where the material is of appropriate quality and delivered with clear value within the overall design of the relevant course, its re-use is considered acceptable. In some cases material was converted very quickly; while the recording itself may be suitable, there may be merit in revisiting the appropriateness and 'purposefulness' of the content within the overall course delivery. As a result, there may be a higher-than-usual need to re-record or edit previous content, as it was not originally designed for re-use.

Faculty Boards should consider methods of ensuring quality and review, similarly to how they assure themselves of quality for in-person teaching. Depending on the extent of the Board's previous involvement in the transition to remote delivery, it may be appropriate to consider higher levels of quality review or approvals than would otherwise be the case. Consideration should be given to student feedback from 20-21, and discussion with student representatives may be useful in designing methods of quality and review.

In no case should material be re-used to provide for time savings and efficiency, if the quality or educational value is in doubt.

Operational considerations

Consent
The University's Policy on Recordings of Teaching Materials/Lectures, and other Teaching, Learning and Assessment Activities outlines the requirements for consent from those with copyright, intellectual property, or data protection rights in material. This includes a legal responsibility to obtain consent for not only the initial purpose, but also any intended future use or re-use.

It is best practice to obtain consent for all purposes at the point of commissioning digital material; that is, requesting that a recording is made for multiple uses (clearly defined and outlined). This provides transparency for all participants, and supports the development of purposeful content as above. It is recognised, however, that intended re-use may not have been clear in all cases when consent was originally sought in 20-21; if not, consent must be given explicitly for the re-use.

Quality

Material for intended re-use is not required to be of high production value, and need not be recorded in a specialist production studio. Recordings made on a home laptop or mobile phone may be used, provided that the audio and visual quality is of an appropriate standard; for 21-22, this means that all sections must be fully audible, and any visual content is appropriately presented and visible throughout. Consideration should be given to whether re-recording or editing is necessary.

Storage

Once recorded, content should not be stored directly in Moodle because of size limits. Material should be uploaded to Panopto and presented via link to a Moodle course. More information on storage and presentation is available in the University's Panopto staff support hub (Raven-restricted).

Payment and recognition

Less preparation is likely to be required for re-use of material, but given the principles above, dedicated time for review and/or editing will still be necessary. As a result, recognition via stint points for UTOs or remuneration for non-UTOs will still be appropriate.

The University provides guidance on standard rates of pay for lectures and other teaching sessions, via its Substitute Teaching Rates[1]. Throughout 21-22, GBEC will work with the Human Resources Committee to examine the appropriateness of a standardised rate of pay for re-used material; this will be considered as part of the review of this document and future investment in technology-enabled learning.

In the interim, GBEC recommends that a rate of 50% would be an appropriate measure, but confirms that Faculty Boards may approve local remuneration for re-used material in 21-22. Broadly speaking, recognition should be set with respect to existing rates for in-person teaching: where anticipated overall effort is comparable, GBEC would expect to see comparable recognition; where anticipated effort is likely to be lower as a result of methods of implementation, recognition should be set lower.

When determining the level of such recognition, consideration should be given to a number of factors, such as:

- existing in-person teaching rate
- intended design of the material within the overall course, and its comparability to other methods of teaching delivery
- other expectations of those teaching, for example setting or marking examinations

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[1] Note that these rates are currently under review.

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- the amount of anticipated editing or re-recording to bring the material to an acceptable standard for re-use, and expectations for quality review and signoff. As noted above, in 21-22 Faculty Boards may wish to consider what level of quality review they require to assure themselves of the quality of re-used material.

Further sources of support

The Technology-Enabled Learning Service can provide advice and guidance about the creation, review, and re-use of digital material for teaching and learning: tel@admin.cam.ac.uk or visit the TEL website for webinars and other support material.

The Lecture Capture or Moodle Helpdesks can provide advice and guidance about technical or operational aspects of digital material for teaching and learning: lecturecapturehelp@uis.cam.ac.uk and moodlehelp@uis.cam.ac.uk.

Further information about facilities for lecture capture and recording are available on the Lecture Capture website, and the Panopto staff support hub.

Approved by the General Board's Education Committee, 30 June 2021