CAPTURED CONTENT PROCEDURE

1. INTRODUCTION

Captured content serves as a valuable component of the audio-visual learning resources available to staff and students at Keele. These resources help staff and students prepare for teaching sessions, plan assignments and revise for assessments.

1.1 Purpose

1.1.1 This document sets out procedures that relate to the Captured Content Policy.

1.1.2 This procedure document:

    i.   clarifies definitions of the types of captured content and when these should be used to support teaching and learning

clarifies how captured content supports university teaching and learning policies and frameworks such as the IEF (Inclusive Education Framework) and Keele Learning Principles

sets out the channels for staff to gain support on how these types of captured content should be produced and managed;

sets out the channels for staff to gain support on how to ensure that these types of content are delivered in an effective and accessible way to students.

1.1.3 The University has obligations under the Equality Act 2010 to facilitate reasonable adjustments to teaching delivery for disabled students. Effective use of captured content can help support this.

1.1.4 The University has obligations under the Public Sector Body Accessibility Regulations 2018 (PSBAR) to provide content that meets specific criteria for accessibility. Effective use of captured content, especially the provision of accurate captions for video materials, can help us meet those obligations.

1.2 Alignment to other policies and principles

1.2.1 This procedure supports the Keele Learning Principles that set out our approach to learning, teaching and assessment. At the core of all our teaching is the conviction that students learn best when they are actively engaged and working in partnership with academics and peers – interacting with teaching staff and collaborating with other students. The key principles underpinning our teaching approach are:

- Active social learning

- Digital enhancement of learning
- Flexibility and responsiveness to students' learning and study needs
- Diverse and authentic assessment for learning
- Feedback supporting learning

Effective use of captured content can help support these principles.

1.2.2 This procedure supports the Keele Curriculum Expectations and Graduate Attributes that underpin the design of our education programmes and our approach to teaching through the Keele Learning Principles. Our curriculum expectations are divided into four key themes: Inclusivity, Digital capability, External engagement, and Active learning (I-D-E-A). Our graduate attributes consist of four themes: academic expertise, professional skills, personal effectiveness, and social and ethical responsibility. Effective use of captured content can help support delivery of these.

1.2.3 This procedure supports the Inclusive Education Framework (IEF). The IEF sets out 'Accessibility' as one of its five key principles

All programmes are designed to ensure that all learners can flourish and achieve their full potential free from prejudiced attitudes and unlawful discrimination.

Staff anticipate and proactively identify potential barriers to learning and seek to ensure that all learners can access their curriculum regardless of protected characteristics, health and wellbeing, privilege, or background.

Teaching materials and activities are delivered to promote active learning and use a multimodal approach that scaffolds learning and adheres to Keele Learning Principles Teaching materials and activities in this context would relate to captured content and effective use of captured content can help support delivery of inclusive education.

1.3 Scope

1.3.1 This procedure applies to all educational recordings created and used within the context of taught courses at Keele University, including

i) Recordings of live teaching sessions, whether conducted in-person or remotely.

ii) Pre-recorded content created by staff for the purpose of teaching and learning.

iii) Recordings made by students for personal study or assessment purposes.

iv) Recordings featuring contributions from university staff, students, and external guests.

2.   PROCEDURE

Definitions

2.1 Synchronous Capture

Synchronous capture refers to the recording of live teaching activities as they occur whether conducted in person or remotely.

When recording live sessions in person through the PlayBack system (Panopto), teaching staff can capture both the audio presentation and visual materials being shared. During a typical recording, the system will capture the presenter's voice along with any displayed content, such as PowerPoint slides, visualiser demonstrations, or other teaching materials. While video recording of the presenter is available, this remains optional and should be chosen based on pedagogical value. The IDS training hub provides short videos explaining how to use [Panopto](#) and how to edit sessions.

For online teaching sessions conducted through Teams or other university-approved platforms, similar principles apply. The recording can capture the full interactive session, including shared screens, discussions, and collaborative activities, though careful consideration should be given to which elements are most valuable for later review.

2.2 Asynchronous Capture

Asynchronous capture is an umbrella term for any recorded content generated away from a live teaching activity, for example by using tools on a desktop PC or laptop, e.g. narrating and annotating a PowerPoint presentation and then saving it as a video or screencast, as well as recordings produced through other means such as recording a practical demonstration in a lab or other setting.

2.2.1 Keele's approach to captured content makes a distinction between *live/synchronous capture*: recordings from live teaching sessions (lecture capture - either in situ or delivered online) that are intended for use with the original cohort of students only) and *asynchronous capture*: recordings intended for use either only with the original cohort of students OR across multiple cohorts, e.g. intended for re-use with later cohorts/years in accordance with the Captured Content Policy.

2.2.2 Asynchronous capture may include a range of sources, for example, teaching staff pre-recording materials at their desktop (desktop capture), or teaching teams producing videos to demonstrate practical activities. Sections 2.3 and 2.4 below set out intended uses and associated restrictions for both synchronous and asynchronous capture.

2.2.3 Asynchronous content should be used to support self-paced, self-directed flexible learning and normally made available to students in advance to help students plan their study, noting that it is not always possible to provide complete materials in advance of delivery.

2.2.4 Any captured content explaining concepts or theories should be recorded asynchronously in micro-lectures of 10 minutes or less. This recommendation is based on research showing that student attention and comprehension decline significantly after 6-12 minutes of video content (Guo et al., 2014). Shorter segments allow better retention, enable targeted review, and help manage cognitive load. The asynchronous format ensures clear, well-structured explanations while giving students control over their learning pace.

2.2.5 Where student recordings are created as part of an assessment activity, their use will be governed by the relevant policies and procedures as per the Assessment and Feedback Code of Practice and the Captured Content policy.

2.2.6 Examples of technologies used to support asynchronous captured content include: PowerPoint presentations saved as video files; desktop demonstrations recorded and exported using Panopto; MP3/audio recordings and other forms of annotated presentation. Resources outlining the range of technologies and their uses for teaching can be found on the KIITE EdTech Toolbox and the IDS Training Hub. The IEF Toolkits are also host to resources and links to support staff in ensuring teaching materials are inclusive.

2.3 Use of Recordings: Live / Synchronous Capture

2.3.1 Every effort has been made to make PlayBack live lecture recording automatic and unobtrusive to both academic staff and students; this is achieved by using PlayBack's scheduling system to match recordings with module schedules drawn from timetabling data in rooms where the system is installed. Guidance on how to use MS Teams for recording remote teaching sessions can be found on the IDS Training Hub.

2.3.2 In standard Playback operation, the contents of the front-screen, as well as the presenter's audio are recorded; no visual recording of the presenter and students takes place.

2.3.3 Staff can use the pause button on the live lecture capture system to avoid recording activities such as group work or where content may be sensitive. If content needs to be edited after the live recording this can be done in Panopto. Staff should also consider if/how outputs from groupwork can be captured for consolidation purposes (e.g. using digital tools that facilitate sharing and/or collaboration).

2.3.4 Recording notices are displayed in teaching spaces equipped with PlayBack lecture recording equipment. Academics should also display the **Introduction to PlayBack video** to students during module induction.

2.3.5 The format and structure of live lectures, whether in-situ or online, should consider guidance set out through the Keele Learning Principles and adhere to Curriculum Expectations and Graduate Attributes.

2.3.6 Module handbooks and guidance on the KLE should reference the type of captured content used and include student-friendly guidance on best practice in engaging with the captured content materials.

2.4 Content Re-Use

2.4.1 The Captured Content Policy (section 2.4) sets out conditions for access, distribution and re-use.

2.4.2 Module Leaders should check the relevance and accuracy of any content intended for re-use.

2.5 Accessibility Considerations

2.5.1 When using PlayBack for recording, automatic captioning is enabled. It is recommended that these captions for reviewed for accuracy, particularly for subject-specific terminology and key concepts. Captions can be edited directly in PlayBack if required.

2.5.2 For pre-recorded content, KIITE can advise on creating accessible materials from the start. This includes guidance on audio recording, video and structuring content. Resources can be found on the KIITE intranet [page.](#)

2.5.3 If students require specific adjustments, Disability Services will communicate these through Learning Support Agreements. The Learning Technology team can help you implement any technical adjustments needed.

2.5.4 Videos demonstrating accessibility features in PlayBack and other tools are available at www.keele.ac.uk/playback.

2.6 Live Lecture Recording – Opting Out

2.6.1 If lecture recording isn't appropriate and the decision is made to 'opt-out', module leads are required to ensure that they identify appropriate alternatives that support student learning.

2.6.2 **To proceed with opting out:** Requests must be submitted in a [form](#) via the IT ServiceDesk one month before teaching starts. This will be submitted to the School Director of Education for approval. The School Director of Education should escalate any cases to the Head of School for decision-making should this be necessary.

2.6.3 **When planning alternative content**: Our Learning Experience Designers at KIITE can help you develop engaging materials using different capture approaches. They will work with you to ensure your content remains accessible and pedagogically effective.

2.6.4 **Communicating with students**: Add a note in your module handbook and KLE explaining how students will access key content. This helps manage expectations and ensures students understand how to engage with your materials.

2.7 Support available:

- KIITE Learning Experience Design: Pedagogical guidance and content design
- Learning Innovation Technology: [Tools and platforms help](#)
- IDS: [Technical support and training on Lecture Capture](#)
- Information on rooms with Content Capture Installed: https://keeleacuk.sharepoint.com/sites/Digital-Keele/SitePages/Playback-by-Panopto.aspx#rooms-with-content-capture-installed

2.8 Misuse of captured content

2.8.1 If an individual, currently or historically employed by Keele University, believes captured content is being used in a way that is outside the terms of this policy, they should contact their line-manager. In the case of previous employees, they should contact the Head of School as appropriate or contact the University IT Service Desk.

2.8.2 Examples of misuse include (but are not limited to):

Inappropriate re-use of recorded materials (for example, use of live recordings with cohorts apart from that cohort for which the recording was made);

Inappropriate dissemination or sharing of captured materials (for example students downloading lecture recordings and posting these on to public or otherwise non-Keele sites).

In cases where it is suspected that the misuse of materials has been carried out by a current student, the Student Discipline Team should be informed by emailing student.services@keele.ac.uk. As uploading Keele materials to external websites is a disciplinary offence under Regulation B1 Student Discipline, the Discipline Team will investigate the offence as a breach of the discipline regulation. For this to happen, the reporting party will need to provide evidence of the misuse of materials including any evidence that confirms the identity of the person who has misused the material.

2.8.3 Misuse of captured content by members of staff may be considered a disciplinary matter and will be considered in line with the appropriate University disciplinary procedure

3. TECHNICAL DETAILS AND SUPPORT

3.1 After recording, your session will be available in the KLE within two working days. During live sessions, if you experience technical issues, use the podium-mounted telephone to contact Audio Visual Services (AVS) for immediate assistance. If there is no phone in the room call 01782 732222 to contact AVS directly.

3.2 Staff can access content capture applications through Keele desktop computers and laptops. Find setup guides and software information at: https://sway.office.com/TM59lJf8UUkR7Dpu?ref=Link

3.3 **Support resources available:**

   i.   Training videos and guides: www.keele.ac.uk/playback
   ii.   Tech support: Log issues via ServiceDesk Portal (https://servicedesk.keele.ac.uk)
   iii. Drop-in help: Contact Learning Innovation Technology team via Keele Learning Innovation MS Teams
   iv.   Equipment guidance: AVS team

3.4 Live lecture recordings follow the University's records retention schedule (https://www.keele.ac.uk/recordsmanagement/recordsretentionschedule/). Contact IDS if you need recordings retained for longer periods.

3.5 The University cannot guarantee recording availability. Students should be aware that technical issues may occasionally prevent recording, and this cannot be used to support Exceptional Circumstances applications.

RESPONSIBILITIES

Policy Creation	KIITE kiite@keele.ac.uk
Policy Updating	KIITE (LIT and LXD Team)
Strategic Oversight	Director, KIITE
Academic School Link	School Directors of Education
Policy Review	Education Committee, University Executive Committee (UEC)

4. RELATED POLICIES AND PROCEDURES

- [Captured Content Policy](#)

- [Intellectual Property Management Code of Practice](#)

- [Inclusive Education Framework](#)

- [Keele Learning Principles](#)

- [Curriculum Expectations and Graduate Attributes](#)

5. DOCUMENT CONTROL INFORMATION

DOCUMENT NAME	Captured Content Procedure Document
OWNER	Director of Keele Institute for Innovation in Teaching Excellence
VERSION NUMBER	1.6
EQUALITY ANALYSIS FORM SUBMISSION DATE	.
APPROVAL DATE	19 March 2025
APPROVED BY	Senate
DATE OF COMMENCEMENT	19 March 2025
DATE OF LAST REVIEW	n/a
DATE FOR NEXT REVIEW	18 March 2028
RELATED UNIVERSITY POLICY DOCUMENTS	Captured Content Policy Intellectual Property Management Code of Practice Inclusive Education Framework Keele Learning Principles Curriculum Expectations and Graduate Attributes
FOR OFFICE USE – KEYWORDS	Captured Content, Content Capture, KIITE