Information on recording of teaching for external teachers on the D.Clin Psy.

Dear valued teacher,

I am writing to provide you with an update regarding a recent teaching development at the University of Sheffield that affects the teaching for the DClinPsy programme. Trainees may request to audio-record your teaching, and the programme team are keen to seek ways that we can support this development in teaching practice. As a valued member of our teaching community, I hope that the information contained here regarding the rationale of this development will be useful.

The context
The University of Sheffield has a learning and teaching policy that highlights audio recording of teaching as a means to support student access to the taught content of teaching. Rather than this serving as an alternative to attendance in teaching, it is meant to compliment live teaching as another means to continue self-directed study time. Recording of teaching has thus become more normalised throughout the University of Sheffield.

Developing means of supporting student access to teaching is becoming increasingly important as the number of students with identified learning needs increases. On the DClinPsy programme we have a number of trainees with specific learning disabilities (e.g. dyslexia). Trainees with specific learning needs will receive an individualised learning plan from the Dyslexia and Disability Student Support Service, which often includes the recommendation to record teaching. Audio-recordings can facilitate engagement in the teaching session as the student may not need to take concurrent notes, and it provides access to the teaching content for review outside of the teaching session.

The process
The programme team has an agreement with trainees that the responsibility for recording teaching will lie with them. Trainees should seek permission from the teacher to record the teaching at the beginning of the session. If this does not present an issue, then please do provide permission. There should only be one trainee representative taking a recording.

The trainee representative will pass the recording on to our timetable administrator, Sharon Keighley. After this, the original recording will be destroyed. Sharon will then take responsibility for the secure storage of all recordings along with other teaching materials on our online learning environment. Access to this material is restricted to trainees enrolled on the DClinPsy programme, plus the programme team.
Confidential and sensitive information
Clinical Psychology teaching will include discussion of confidential and sensitive information (e.g. clinical examples, contribution of experts by experience, and trainee contributions of their experiences). The workshop-style of the DClinPsy teaching encourages and supports these contributions. The programme team would like to continue to retain these valuable element of teaching, whilst supporting trainees with identified disabilities.

As such, we have agreed with trainees that recording will be appropriate for theoretical content and didactic aspects of teaching session. Confidential and experiential aspects of teaching should not be recorded. The University Dyslexia and Disability Student Support Service (DDSS) support us in this stance.

Valuing feedback
We appreciate that this development may raise some questions for our teachers. We hope this document will address many of those. We will return to the topic of recording teaching in an upcoming curriculum sub-committee meeting (January 2017). If you have any feedback for us to consider at the meeting, then please forward this on via your representative or by emailing Sharon Keighley.

If you would like to discuss any feedback that you have directly, please do contact either Lisa-Marie Emerson (curriculum co-ordinator) or Sara Dennis (Clinical Tutor/ Disability Liaison officer).

As we make the transition to supporting our trainees in this manner, the programme team will continue to monitor our recommendations and guidance. We value your feedback in order to help us with this process.