

Educational Recordings Policy & Procedure

Key points	
The Educational Recordings Policy & Procedure provides a framework for the recording and distribution of educational videos recordings used in the Trust's courses and educational activities. It aims to ensure that all recordings, including video, audio animations and transcripts are used effectively, inclusively and that full consideration is given to all legal aspects of this complex area.	
Type	Policy and Procedure
Version:	3.0
Key changes since last version:	'Video' removed from title to incorporate other types of recordings e.g. transcripts. New policy statements (5.17 & 5.18) on recordings made by students. New template / EIA statement.
Bodies consulted:	DET Learning & Teaching Committee, Digital Workstream; Information Governance Advisor; Contracts Support Manager.
Approved by:	Education & Training SLT.
Date approved:	15/07/2025
Lead manager:	Head of Digital Education and Library Services
Responsible director:	Director of Education (Operations)
Ratified by:	Policy Assurance Group
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Public website	Yes (for students)



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Policy or procedure title

1. Introduction

- 1.1. The document sets out the policy and procedure at the Tavistock & Portman NHS Foundation Trust ('the Trust') for the recording and distribution of recordings for educational purposes.
- 1.2. The Trust's courses are designed for the delivery of high-quality education. It is essential that video, audio, animations and transcriptions are used effectively, inclusively and that full consideration is given to all legal aspects of this complex area.

2. Purpose

- 2.1. The Educational Recordings Policy & Procedure is intended to provide a framework for the recording and distribution of educational recordings used in the Trust's courses and educational activities.
- 2.2. Rationale for using educational video and audio - There are educational benefits to our students from using educational recordings in our courses:
 - Alternative format – video, audio and animations can be more engaging than text for some learners.
 - Flexible and independent learning – all students benefit from reviewing teaching material to consolidate their learning. Recordings can support effective self-regulation of learning. Recordings can be re-visited at a time and place that suits students.
 - Inclusive learning – recordings are useful to students who encounter barriers in respect of access, note-taking or concentration; in particular students whose first language is not English and some disabled students including those with a Specific Learning Difficulty (SpLD).

3. Scope

- 3.1. The policy is applicable to video, audio, animations and text recordings for educational purposes; 'recordings' is used throughout for shorthand.
- 3.2. The policy is only applicable to recordings relating to teaching & learning activities. This includes recordings made by staff and recordings made by students.
- 3.3. It covers the recording of 'live' events such as lectures, delivered either on-site or online, and the creation and use of pre-recorded learning material.
- 3.4. It applies to educational recordings created by or featuring staff employed by the Trust or by or featuring Guest Lecturers.

3.5. The following types of recordings are out-of-scope: clinical recordings, research recordings and recordings made for marketing.

4. Definitions

- 4.1. **Recording** – any form of a recording of teaching activities. This includes, but is not limited to, audio, video, animation and text transcripts.
- 4.2. **Live recording**– a recording of a live teaching activity where students / delegates are present, such as a lecture. The activity may take place on-site in a physical space or online in a tool such as Zoom.
- 4.3. **Pre-recorded resource** – a recording involving Trust staff or a Guest Lecturer (but not usually students), produced in advance for use in a course or other learning activity.
- 4.4. **Recording contributor** - A person participating in live recording or pre-recorded resource or creating media (e.g. images or animations).

5. Policy statements

- 5.1. The primary focus of the use of educational recordings is for presenting information to students. This includes recordings of live presentations such as lectures, referred to as ‘live recordings’ in this policy; and educational material that is recorded without a live audience, referred to as ‘pre-recorded resources’ in this policy. In live recordings, the purpose is usually to capture the ‘presenter’; it is generally not the aim to record student contributions or discursive activities.
- 5.2. The Trust recognises that not all teaching activities are appropriate for recording. Discursive activities such as seminars or similar teaching events will not usually be recorded, for example infant observation or work discussion groups.
- 5.3. Recordings of live teaching activities such as lectures are not intended to be an alternative to attendance. Recordings are usually complementary resources for reviewing after attendance. There can be exceptions to this, for example for some Short Courses.
- 5.4. Educational recordings contain personal data and are subject to UK General Data Protection Regulation (GDPR). Personal data of staff and students is processed on the lawful basis of ‘contract’.
- 5.5. Individual consent from staff employed by the Trust to be recorded in an educational recording is not required. It is implied through participation in the creation of the recording and ‘Consent’ is not used as the lawful basis for processing personal data (see 5.4).

- 5.6. Consent to be recorded must be obtained from Guest Lecturers or other Recording Contributors not employed by the Trust, through the completion of the Consent Form for Educational Recordings (See Appendix).
- 5.7. Educational recordings will usually only be made available to the students / delegates registered on the corresponding course or event and to relevant staff. Subsequent re-use of recordings (for example, use by a later cohort or another course) will require agreement from the subject of the recording. The Consent Form for Educational Recordings (See Appendix) must be used to record consent of this type.
- 5.8. The Intellectual Property of all teaching material created by Trust staff, including educational recordings, is owned by the Trust. The Intellectual Property and ownership of recordings made by Guest Lecturers is covered in the Consent Form for Educational Recordings (See Appendix).
- 5.9. The Trust is committed to inclusivity and providing digitally accessible learning material. [Public Sector Bodies Accessibility Regulations \(PSBAR\)](#) require that audio and video recordings made available from 23 September 2020 must meet accessibility standards, as defined by the [Web Content Accessibility Guidelines \(WCAG\) 2.1 Level AA](#). All educational videos will be provided with captioning in English.
- 5.10. The use of third-party content (for example images) in any educational video requires a licence or for a statutory exception such as 'illustration for instruction' to be applicable. See: [Copyright for Tutors](#) for further guidance.
- 5.11. The use of confidential material requires the appropriate permission to be obtained for it to be included in an educational recording. The use of clinical recordings (made at the Trust) for teaching is covered by the Trust's 'Obtaining consent to record patient sessions procedure' which includes a consent form.
- 5.12. Students/delegates will be informed in advance when educational activities are going to be recorded. This may take the form of a verbal announcement at the start of a recording, but more advanced communication is recommended.
- 5.13. Students/delegates will not usually be recorded (see 5.1) and they have the right to request to be removed from a recording
- 5.14. Educational recordings are made available for personal use by students / delegates & staff at the Trust only. No wider distribution is permitted.
- 5.15. Recordings must be retained by the Trust in line with the UK General Data Protection Regulation (GDPR), as they contain personal data. Recordings shall be kept for no longer than is necessary for the purposes for which the personal data was processed. Recordings made by the Trust will be deleted in accordance with the Trust's data retention schedule.

- 5.16. As outlined in the Terms and Conditions of Study, students may not make recordings of any Trust lecture, seminar or other teaching event, except where expressly agreed in advance with the course team and other students OR when approved as a Reasonable Adjustment.
- 5.17. Students with permission to make personal recordings as a Reasonable Adjustment do not need to disclose to staff and students that they are making a recording.
- Individual students with permission to record a teaching event themselves must:
 - Only record the presenter and not interactions involving students whenever possible.
 - Make and store recordings securely on a password-protected device.
 - Keep recordings for personal use only and not share them with anyone else, including other students.
 - Delete all recordings on completion of the course.
- 5.18. In educational activities where students are required to make recordings of other people as part of their course (for example recordings of an observation of a volunteer family) it is essential that the following are adhered to:
- Explicit consent must be obtained using a consent form provided by the course.
 - Recordings must be stored securely on a password-protected device.
 - Recordings must not be shared beyond the course staff and students.
 - Recordings must be deleted at the end of the course.

6. Duties and responsibilities

6.1. Course Lead

- 6.1.1. Responsible for requesting Digital Education Services to undertake a single or series of on-site live recordings.
- 6.1.2. Responsible for ensuring Consent Forms for Educational Recordings are completed by Guest Lecturers (see 5.6).
- 6.1.3. Responsible for ensuring Consent Forms for Educational Recordings are completed if needed for re-use of recordings (see 5.7).

6.2. Development Project Lead

- 6.2.1. Responsible for ensuring Consent Forms for Educational Recordings are completed if needed by Recording Contributors participating in Pre-recorded video (see 5.6)

6.3. Short Course Administrator

- 6.3.1. Responsible for ensuring Consent Forms for Educational Recordings are completed if needed by Recording Contributors participating in Live Recorded Video (see 5.6)

6.4. Recording Contributor

- 6.4.1. Responsible for ensuring their use of third-party content in presentations complies with copyright regulations (see 5.10).
- 6.4.2. Responsible for obtaining permission for the use of confidential material in a recording, including the use of clinical recordings. (see 5.11).

- 6.4.3. Responsible for informing students / delegates that a recording will take place (for live recordings)
- 6.4.4. Responsible for starting and saving online live recordings in Zoom and ensuring the digital file is transferred to Digital Education Services.

6.5. Digital Education Services

- 6.5.1. Responsible for undertaking on-site live recordings and learning material recordings requested by Course Leads & Short Course Administrators, subject to capacity.
- 6.5.2. Managing the hosting and availability of educational recordings on Trust platforms.
- 6.5.3. Ensuring educational recordings hosted on Trust platforms have appropriate captioning.
- 6.5.4. Providing Trust staff with appropriate guidance and support to meet their responsibilities in relation to educational recordings.
- 6.5.5. Contact for Subject Access Requests (digitaleducation@tavi-port.ac.uk).

7. Procedures

7.1. Recording & Editing

- 7.1.1. On-site live recordings must be made using the Trust's approved platforms / services. Recording Contributors will be supported by IMT and the Digital Education Services (DES) team. Captioning will be added automatically or by DES/short course administration. Minimal edits will be made to live recordings.
- 7.1.2. Recording Contributors & other staff may take responsibility for making on-site live recorded video following training from Digital Education Services.
- 7.1.3. Live recordings from online teaching activities (using Zoom) will be the responsibility of the Recording Contributor.

7.2. Managing & Hosting

- 7.2.1. Recordings will be published (hosted) on approved platforms / services overseen by Digital Education Services. Restricted access to recordings will be managed through the use of the virtual learning environment (Moodle), or the distribution functionality in Panopto for attendees without access to Moodle.

7.3. Digital and Short Courses

- 7.3.1. Educational recordings created for short courses should follow the short course Educational Recordings Standard Operating Procedure.

8. Training requirements

- 8.1. All Trust staff complete regular training on information governance and data security including Data Protection.
- 8.2. Training on the use of digital tools for creating educational videos, including Zoom, is available from the Digital Education Services team.

- 8.3. Guidance on Copyright is available on the Library website.
- 8.4. Students are provided with guidance on Moodle and through inductions.
- 8.5. Training for specialist staff in Digital Education Services will be provided as required.

9. Process for monitoring compliance with this policy

9.1. The Trust will monitor compliance with this policy and procedure as follows:

- Educational videos are overseen by the Digital Education Services team who work closely with Recording Contributors and act as a check on the correct use and creation of educational recordings.
- Access to educational recordings is controlled by Moodle & the Student Records system (SITS).
- Creation of captions is automated in some cases, and quality controlled by Digital Education Services in others.
- Annual student survey feedback is monitored by Head of Digital Education & Library Services.
- Evidence of non-compliance will be raised with Learning and Teaching sub-Committee (through the Digital Workstream) and with the Director of Education (Operations).
- Educational recordings are covered in the Students' Terms and Conditions which all students sign-up to.

10. References

- 10.1. [Data Protection Act 2018](#) (UK General Data Protection Regulation (GDPR))
- 10.2. [Public Sector Bodies Accessibility Regulations \(PSBAR\)](#)
- 10.3. [Web Content Accessibility Guidelines \(WCAG\) 2.1 Level AA.](#)
- 10.4. [NHS Records and document management policy](#) (2021)
- 10.5. [Obtaining consent to record patient sessions procedure](#)

11. Associated documents¹

¹ For the current version of Trust procedures, please refer to the intranet.

- 11.1. [Postgraduate-level courses: terms and conditions of study.](#)
- 11.2. [Digital and short CPD courses, events and conferences: terms and conditions](#)
- 11.3. [Disabled Students and Reasonable Adjustments Policy and Procedure.](#)
- 11.4. [Digital and Short Courses Disabled Students Policy.](#)

12 Equality impact analysis

Equality Impact Assessments are a tool used to assess all organisational activity including policy, strategies, plans, service delivery and practice or a decision.

The general equality duty set out in the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:

- eliminate any form of unlawful discrimination (including direct or indirect discrimination, harassment, victimisation, and any other conduct prohibited under the Act)
- advance equality of opportunity between people who share a relevant characteristic and people who do not, and
- foster good relations between people who share a protected characteristic and people who do not.

Please refer to guidance notes if you need any further information (Appendix 1).

1	Name and Job Title of person completing the Equality Impact Assessment	Matt Lingard, Head of Digital Education and Library Services
2	Title of what you are proposing	Educational Recordings Policy and Procedure (amendments).
3	What are the main objectives or aims of what you are proposing?	Provide a framework for the recording and distribution of educational recordings used in the Trust's courses and educational activities.
4	Date you are completing this form	21 July 2025
5	Summary overview (What changes have you made following completion of the EIA)	None. No changes needed due to its limited impact on protected characteristics.

Stage 1: Initial Screening		
6	What evidence is available to suggest what you are proposing will have an adverse or positive impact on People from the protected characteristics or vulnerable groups? Please state N/A if your proposal will not impact adversely or positively on the protected characteristic groups listed below. Please note: These groups may also experience health inequalities.	
	Protected characteristics No impact Low Medium High	Evidence List below for each protected group the evidence you have used in your decision making, demographic data and other statistics including census findings, results of consultation or engagement, findings research, surveys (internal & external), complaints and complements, incidents reports, recommendations of external investigations or audit reports (see appendix). Are there any key gaps in the evidence? Published or consultation findings.
	Age (Older people; middle years; early years; children and young people.)	Low Positive impact – see below (disability), particularly requirement of captions for older students.
	Disability (Physical, sensory, and learning impairment; mental health condition, long-term conditions)	Medium Positive impact – the policy formalises processes that are already taking place in relation to captioning which are a legislative requirement . Recordings are beneficial to disabled students, particularly neurodiverse students and this policy ensures there is framework to support the creation of educational recordings.

Gender Reassignment Inc. people who identify as Transgender	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive - on people with the protected characteristic gender reassignment.
Marriage and civil partnership (People married or in a civil partnership.)	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive - in relation to the protected characteristic Marriage and civil partnership.
Pregnancy/maternity (Women before and after childbirth and who are breastfeeding.)	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive - in relation to the protected characteristic Pregnancy/maternity.
Race and ethnicity	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive - in relation to the protected characteristic race and ethnicity.
Religion/belief (People with different religions /faiths or beliefs, or none.)	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive - in relation to the protected characteristic Religion/Belief.
Sex (Women, men)	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive – in relation to the protected characteristic Sex.
Sexual Orientation (inc Lesbian; Gay; Bisexual; Heterosexual)	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive – in relation to the protected characteristic Sexual Orientation.
Vulnerable groups including but not limited to: Carers or carers of patients (unpaid, family members), Homeless (living on streets, sofa hoping with friend/family, hostels or B&Bs), Looked after children and young people. Asylum seekers and refugees (modern day slavery). People involved in the criminal justice system (offenders/ex offenders, probation, in-prison. Unemployed or low-income people or families, Sex workers, Prisoners and Probationers, Domestic Abuse/Drugs and Alcohol, Mental health, neurodiversity, poor literacy, or health literacy. Depravity (people living in deprived areas or remote/rural locations). Other groups experiencing health inequalities (please describe).	No impact	There is no evidence to suggest the policy will have a specific impact - either adverse or positive – on any vulnerable groups.

7. **Human Rights (1998)** Are there any Human Rights considerations, if so, please identify which aspects (see guidance)

Yes (please explain)	
No	X
Don't know	

- (a) If what you are proposing is assessed as **not having impact** - Go to Section 12
- (b) If what you are proposing is assessed as **having impact** - Continue to Stage 2

Stage 2: Full Equality Impact Assessment Procedure			
8	Is there service user, public or staff concerns that what you are proposing may be discriminatory, or have an adverse or positive impact on people from the protected characteristics? Please tick as appropriate		
8.1	Service Users	No	If yes, please identify and explain in section 9
8.2	Staff (including contractors)	No	If Yes, please identify and explain in section 9
9	Can the adverse impact be justified? Please provide details		
10	What arrangements will you put in place to monitor the impact of the proposed action or change? Please provide details		
11	What actions will you take to address any unjustified impact and promote equality of outcome for individuals from protected characteristics.		
None needed			
	Review date:	21 July 2025	
	Equality & Diversity Lead Approved?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Equality & Diversity Lead Name:	Thanda Mhlanga	
	Approval Date:	22.07.25	
Please send EIAs for review to the central mailbox: eia@tavi-port.nhs.net			
12. DECLARATION: I am satisfied that an equality impact assessed has been completed. Date: 22.07.2025 Author: Matt Lingard Title: Head of Digital Education and Library Services			
Completed EIA Forms must be sent to:			
Deputy Chief People Officer			

Appendix 1 – Guidance notes for completion of EIAs

Introduction

The general equality duty that is set out in the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The general equality duty does not specify how public authorities should analyse the effect of their existing and new policies and practices on equality, but doing so is an important part of complying with the general equality duty. It is up to each organisation to choose the most effective approach for them. This standard template is designed to help staff to comply with the general duty.

Please complete the template by following the instructions in each box. All sections must be completed.

In this template the term “what you are proposing” is used as shorthand for what needs to be analysed. This needs to be understood broadly to embrace the full range of policies, services, guidelines, activities, and decisions: essentially everything we do, whether it is formally written down or whether it is informal custom and practice. This includes existing policies and any new policies under development.

AGE

- Any discriminatory employment practices including recruitment, personal development, promotion, entitlements, and retention.
- Services should be provided, regardless of age, on the basis of clinical need alone.
- Services tackling known health inequalities experienced by younger / older people, for example, in relation to isolation and older people.

DISABILITY

Services tackling known health inequalities experienced by disabled people, for example, people with learning disabilities have a shorter life expectancy than the general population.

- Reasonable steps that can be taken to accommodate the disabled persons requirements, including:
 - Physical access
 - Format of information
 - Time of interview or consultation event or Personal assistance
 - Interpreter
 - Induction loop system
 - Independent living equipment
 - Content of interview of course etc.
- Steps to make reasonable adjustments to service delivery and employment practices to ensure ‘accessible to all’.

GENDER REASSINGMENT

The process of transitioning from one gender to another.

- Equal access to recruitment, personal development, promotion, and retention.

- Equality of opportunity in relation to healthcare for individuals irrespective of whether they were male or female, Trans or 'cis' or 'whether they identify with the gender they were assigned at birth'.
- The maintenance of confidentiality about an individual's trans identity/history

MARRIAGE AND CIVIL PARTNERSHIP

The provision of equal access to recruitment, personal development, promotion, and retention.

- Equality of opportunity in relation to health care for individuals irrespective of whether they are single, divorced, separated, living together, or married or in a civil partnership.
- Equal access to recruitment, personal development, promotion, and retention for female employees who are pregnant or on maternity leave.
- Equality of opportunity in relation to health care for women irrespective of whether they are pregnant or on maternity leave or breast feeding.
- Unlawful to treat a woman unfavourably because she is breast feeding.

RACE

The provision of an interpreter for people whose first language is not English.

- Written communication support / the use of language particularly jargon or colloquialisms etc.
- Services tackling known health inequalities experienced by different ethnic groups, for example, high rates of diabetes amongst the Bangladeshi community etc.

RELIGION / BELIEF AND CULTURE

Prayer facilities for service users and staff.

- Dietary requirements.
- Gender of staff when caring for patients of the opposite sex.
- Respect for requests from staff to have time off for religious festivals and strategies.
- Respect for dress codes
- Respect in terms of religion, belief, and culture.

The Trust's Chaplaincy and Spiritual Services can be contacted for further advice.

SEX

- Equal access to recruitment, personal development, promotion, and retention.
- Childcare arrangements that do not exclude a candidate from employment and the need for flexible working.
- The provision of single sex facilities, toilets, wards etc.
- Equality of opportunity in relation to health care for individuals irrespective of whether they are male, female, single, divorced, separated, living together, or married.

SEXUAL ORIENTATION

Services tackling known health inequalities experienced by LGBT people, for instance, a higher rate of mental health problems.

- Recognition and respect of individual's sexuality.
- Recognition of same sex relationships in respect to consent, next of kin, visiting etc.
- The maintenance of confidentiality about an individual's sexuality.

CARERS

Reasonable steps that can be taken to accommodate carer's requirements, such as:

- Time of meetings or interviews
- Flexible working
- Carers assessments

SECTION 7:
HUMAN RIGHTS

The Human Rights Act, came into force in 2000, incorporates into domestic law the European Convention on Human Rights which UK has been committed to since 1951. Section 6 of the Human Rights Act makes it unlawful for a public authority to act in a way that is incompatible with a Convention right. The underlying intention of the Act is to create a Human Rights culture in public services.

The following five items must be considered:

1. Will it affect a person's right to life
2. Will someone be deprived of their liberty or have their security threatened?
3. Could this result in a person being treated in a degrading or inhuman manner?
4. Is there a possibility that a person will be prevented from exercising their beliefs?
5. Will anyone's private and family life be interfered with?

If the answer is 'Yes' to any of these questions, the policy will need to be amended to avoid impacting on Human Rights. If the answer is 'No' you must refer to or request legal advice before proceeding further.

Additional Human Rights guidance:

- | | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Article 1 Protection of Property | • Bringing personal belongings to work of place of care |
| Article 2 Right to Education | • Decisions that can deprive people of possessions or property |
| Article 3 Right to Free Elections | • Trade unions
• Governors
• Voting rights |
| Article 10 Freedom of Expression | • Whistle blowing
• Expression of views
• Public speaking
• Communication with media
• Industrial action |
| Article 11 Freedom of Assembly and Association | • Trade unions
• Demonstrations
• Right to join a political party
• or voluntary group |
| Article 12 Right to marry | • Vulnerable adults
• Fertility treatment |
| Article 14 Prohibition of Discrimination | • Direct or indirect discrimination
• Refusal of medical treatment to an older person solely because of their age
• Non-English speakers being presented with health option without use of an interpreter.
• Discrimination against NHS Trust staff on the basis of their caring responsibilities at home |

Positive Action

The term 'positive action' covers a range of measures which organisations can use where those with a 'protected characteristic':

- Experience some sort of disadvantage because of that characteristic.
- Have particular needs linked to that characteristic; or
- Are disproportionately under-represented in a particular activity.

Where any of these conditions apply, positive action can be taken to overcome that disadvantage, meet that need or encourage participation in that activity.

Positive action can be taken in relation to a wide range of activities, such as employment, education, training, and service delivery. For example, encouraging people from groups with different needs to apply for jobs etc.

Some services/activities target individuals/groups with protected characteristics and by definition these will frequently have a differential impact. Assessment of the impact **must** take into account whether it is lawful or justifiable. Differential impact can be justified as part of a wider strategy of positive action in relation to particular groups, where the initiative is intended to encourage equality of opportunity for a particular group.

Note: Where this is the case it is necessary to justify actions and provide a clear and legal rationale for them.

Protected Characteristics

Managers have a responsibility to assess their activities, and to set out how they will monitor any possible negative impact on the following 'protected characteristics':

Protected Characteristic	Description
Age	A person belonging to a particular age (e.g. 32 year olds) or a range of ages (e.g., 18-30 year olds)
Sex	A man or a woman
Race	A group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins
Disability	A person has a disability if he/she has a physical, hearing, visual, or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities
Religion or Belief	A group of people defined by their religious and philosophical beliefs including lack of belief (e.g., Atheism). Generally, a belief should affect an individual's life choices or the way in which they live
Sexual Orientation	Whether a person feels generally attracted to people of the same gender, people of a different gender, or to more than one gender (whether someone is heterosexual, lesbian, gay or bisexual)
Gender Reassignment	Where a person has proposed, started, or completed a process to change his or her sex
Marriage and Civil Partnership	A person who is married or in a civil partnership
Pregnancy and Maternity	A woman protected against discrimination on the grounds of pregnancy and maternity. With regard to employment, the woman is protected during the period of her pregnancy and any statutory maternity leave to which she is entitled
Carer	A person who cares, unpaid, for a friend or family member who, due to illness, disability, a mental health problem or an addiction, cannot cope without their support
Human Rights	The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law

In addition to these 9 'protected' characteristics, Carers and Human Rights will also be considered as part of the Trust's Equality Impact Assessment including other vulnerable groups such as, Homeless, Asylum seeker and refugees, unemployed, Mental Health, Domestic abuse, Drugs, and alcohol etc.

Throughout the document the term '**protected characteristic**' should be taken to include all the above equality groups.

EQUALITY AND HEALTH INEQUALITIES

The information below is taken from the Equality and Health Inequalities Pack produced by NHS Right Care²

- The under 75 mortality rates from cardiovascular disease (CVD) is almost five times higher in the most deprived compared to the least deprived areas³
- African-Caribbean and Asian females over 65 have a higher risk of cervical cancer⁴
- Lesbian and bisexual women are twice as likely to have never had a cervical smear test, compared with women in general⁵
- Older people report receiving poorer levels of care than younger people with the same conditions⁶
- People with learning disabilities are 4 times as likely to die of preventable causes⁷
- South Asians are up to 6 times more likely to develop type 2 diabetes⁸
- Suicide is currently the biggest killer of men under 35 in the UK⁹
- It is becoming more common for children to develop type 2 diabetes¹⁰
- Muslim people report worse health on average compared to other religious groups¹¹

The General Duty

All public authority in the exercise of its functions must have due regard to the need to¹²:

- eliminate any form of unlawful discrimination (including direct or indirect discrimination, harassment, victimisation, and any other conduct prohibited under the Act)
- advance equality of opportunity between people who share a relevant characteristic and people who do not, and
- foster good relations between people who share a protected characteristic and people who do not.

Due regard

Due regard means such regard as it is appropriate in all the circumstances.^[3] The three aims of the general equality duty must be considered and reflected upon during:^[4]

- the decision-making process
- the design of policies (including internal policies), and
- the delivery of services.

² Equality and Health Inequality Pack produced by NHS RightCare - <https://www.england.nhs.uk/wp-content/uploads/2018/12/ehircp-l-merton-cqg-dec18.pdf>

³ NHS Outcomes Framework inequality indicators, NHS Digital (2016). 2. Forman, D. "Cancer incidence and survival by major ethnic group, England, 2002–2006".

⁴ Forman, D. "Cancer incidence and survival by major ethnic group, England, 2002–2006". *National Cancer Intelligence Network*(2009).

⁵ 3.Kerker, Bonnie D., Farzad Mostashari, and Lorna Thorpe. "Health care access and utilization among women who have sex with women: sexual behaviour and identity". *Journal of Urban Health*83.5 (2006): 970-979.

⁶ Melzer, David, et al. "Health Care Quality for an Active Later Life". *Peninsula College of Medicine and Dentistry, University of Exeter* (2012).

⁷ Rees S, Cullen C, Kavanagh S, Lelliott P. Chapter 17 Learning Disabilities. In: Stevens A, Raftery J, Mant J, Simpson S. (eds.) *Health Care Needs Assessment. First Series*. Second. Oxford: Radcliffe Publishing Ltd; 2004. pp451–540.

⁸ Khunti, Kamlesh. *Diabetes UK and South Asian Health Foundation recommendations on diabetes research priorities for British South Asians*. Diss. University of Warwick, 2009.

⁹<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/suicidesintheunitedkingdom/2015registrations> ONS, 2015

¹⁰<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/suicidesintheunitedkingdom/2015registrations> ONS, 2015.

¹¹ 2011 Census data.

¹² s.149(1) Equality Act 2010.

The public authority's policies and practices must also to be kept under review.^[5]

The duty to have due regard is not a duty to achieve a particular result.^[6]

Advance Equality

This is defined as the need to:^[7]

- remove or minimise disadvantages suffered by people who share a relevant protected characteristic.
- meet the needs of people who share a relevant protected characteristic where these are different from the needs of people who do not share it.
- encourage people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Foster good relations

This is defined as the need to:^[8]

- tackle prejudice, and
- promote understanding.

^[1] s.2 Equality Act 2010 (Commencement No. 6) Order 2011 SI 2011/1066^[2]

Consent Form for Educational Recordings

The purpose of this form is to obtain consent for the production and use of educational recordings by the Tavistock and Portman NHS Foundation Trust ('the Trust'), including live recorded video and pre-recorded video (See *Appendix: Definitions*).

The form is for specific purposes outlined in the Trust's Educational Video Recordings Policy. It is for use by:

1. Guest Lecturers and other Recording Contributors not employed by the Trust.
2. Staff employed by the Trust, solely when consent is being given for the re-use of recordings beyond the original participants (e.g. use by another course).

Completed forms must be sent to Digital Education Services: DigitalEducation@tavi-port.ac.uk or to the Digital and Short Courses Team: CPDEvents@tavi-port.ac.uk

Consent

You will be asked to provide your consent to the Trust by electronically signing, dating and returning this form. Your personal data in this form will be retained by the Trust for the explicit purpose of recording, reviewing and verifying consent for use of any digital recordings. It will not be shared with any other parties and will be securely stored.

Please read the following statements.

1. I understand that any digital recordings (part or whole) will be used in courses provided by the Tavistock and Portman NHS Foundation Trust for the purposes of student training.
2. I understand that giving my consent transfers ownership and/or copyright of any digital recordings or digital content (whole) to the Tavistock and Portman NHS Foundation Trust.
3. All Intellectual Property (IP) created in connection with the provision of the course (Foreground IP) shall vest in and remain the sole property of the Tavistock and Portman NHS Foundation Trust but the Trust shall grant the individual or organisation named in Schedule A a royalty-free, non-exclusive, worldwide licence to use said Intellectual Property (to the extent that they relate solely to the provision or receipt of the Services or services replacing the Services) in perpetuity. Use of the aforementioned Intellectual Property Rights (IPR) relevant to this clause must be signed off by the Trust on every occasion.

This agreement does not relate to the use of Background Intellectual Property rights unless formally outlined by the Trust in writing.

4. I understand that I will have the opportunity (where possible) to view digital recordings and wider digital content and make reasonable requests for changes before they are made available in a course. This does not include recorded live events recordings of which will usually be available to delegates within 2-3 working days of the event conclusion. A copy of the recording will be made available to speakers upon request.
5. I confirm I have read and understood the information presented in this document and I have had the opportunity to consider the information and ask questions.

6. I give my permission for ownership of the digital recordings and/or digital content to be transferred to the Trust for these purposes only and understand that by completing the information below, I am providing my consent.

Schedule A

Please enter your details below to confirm your consent.

Course / event title:		
Details of recording(s): (if needed)		
Re-use of recordings*: (optional)	<input type="checkbox"/> Consent for re-use by any courses at the Trust	<input type="checkbox"/> Consent for re-use by specific courses at the Trust (please specify):
Name:		
Email:		
Telephone number:		
Signature:		
Date:		

***Re-use of recordings** - Educational recordings are only made available to the students / delegates registered on the corresponding course or event (and to relevant staff). Use this section to consent to the wider use of recordings for other student training.

Completed forms must be sent to Digital Education Services: DigitalEducation@tavi-port.ac.uk or to the Digital and Short Courses Team: CPDEvents@tavi-port.ac.uk

Contact

If you have any questions relating to consent for educational videos, email DigitalEducation@tavi-port.ac.uk

Appendix: Definitions

- **Live recorded video** – a recording of a live teaching activity where students / delegates are present, such as a lecture. The activity may take place on-site in a physical space or online in a tool such as Zoom.
- **Pre-recorded video** – a recording involving Trust staff or a Guest Lecturer (but not usually students), produced for use in a course or other learning activity.
- **Recording contributor** - A person participating in live recorded video or pre-recorded video.
- **Intellectual Property** - any registered or unregistered patent, copyright, database right, moral right, design right, registered design, trade mark, service mark (whether registered or not), domain name, knowhow, utility model, unregistered design and all similar property rights including those subsisting in any part of the world in inventions, designs, drawings, performances, computer programs, digital recordings, confidential information, business names, goodwill and the style of presentation of goods or services and, where relevant, any application for any such right, or other industrial or intellectual property right subsisting anywhere in the world.
- **Background Intellectual Property** - means all Intellectual Property, other than Foreground Intellectual Property, which is owned by, proprietary to or licensed to either Party and which is used, sub-licensed or contributed by that Party in the performance of or in connection with the performance of the Services.
 - For example, this might include the previously created presentation slides and the ideas presented within them.
- **Foreground Intellectual Property** – means any and all Intellectual Property that is created in connection with this agreement.
 - In the context of this policy this would be the commissioned digital recording itself and its contents.