

Guide for producing good recordings of your MBCT course.

You will need to submit video recordings of all 8 sessions of your course. You must be visible – as much of your body as possible – but your participants should not be visible. Both you and your participants must be audible. Recordings that are not visible and audible cannot be assessed.

The guide below may help you to produce good quality recordings for assessment purposes.

Get some help: If you have not used a camera before, ask for help and advice from a friend or a colleague who has used a camera. Perhaps even borrow a camera to practice with.

Pick the right camera: If you are buying a camera, it needs to have good sound and a reasonably clear picture (don't worry too much about pixels – if it's a fairly recent digital camera it will be good enough). It is usually helpful to attach an external microphone to the camera. Don't forget to make sure your camera has all the connectors it needs to transfer your footage to the computer and copy onto a USB stick. Please ensure you submit two copies on separate USB sticks.

There is a lot of different software available to convert your media if required. In most cases, the computer will come with software to do this. You can also buy more advanced software packages.

Make sure the sound is as good as the picture. To be assessed properly, it is essential that we can hear both you and your participants clearly. Remember that the assessor will not be able to see the participants' faces, which makes the sound quality even more important. Make at least one test recording before you start teaching. As far as possible, make sure that there are no loud noises from outside the room (e.g., construction work) which might make it difficult to hear what is being said on the recording (you may need to shut windows and doors). If the sound quality is doubtful, try using an external microphone.

Put the camera somewhere stable. You don't want the camera to fall over or tilt while you are filming. It might be worth purchasing a tripod. Otherwise make sure that there is a surface or table at the right height and in the right place for you to rest the camera.

Check where you are aiming the camera. It is really important to make sure that you are filming what needs to be seen. It is important to see the whole of your face and not just a side view. As much of your body as possible should be in camera view (so the assessor can see your body posture); at the same time, avoid having the camera so far away that your face cannot be seen clearly. As far as possible, your participants should not be in the camera

field for reasons of confidentiality. You may be able to position the camera between two participants (perhaps looking over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside makes the picture small and the sound too quiet. Find a balance that suits your situation. At times, you may have to have the sound on and lose some of the picture for short periods e.g. when teaching walking meditation and you go out of sight of the camera.

If you have a helper in your class, they can operate the camera for you, which has the advantage of keeping you in shot at all times. It is important that the helper is a participant in the class as well and not a passive observer!

Be aware of the effects of recording on yourself. If you are worrying about whether the camera is working etc. it can distract you from your teaching. Also you may feel initially uncomfortable about being recorded. It is helpful to practice recording yourself as early as possible in your teaching (before you come to make the recordings for assessment) so that it begins to feel more comfortable. Watching your recordings will give you a greater sense of familiarity and ease. Your mindfulness practice, especially grounding yourself in your body, will be a support with any feelings of anxiety or self-consciousness. *Remember that that recorded teaching is very helpful indeed for you to watch, learn from and give yourself feedback on and is part of the supervision process.*

Be aware of the possible effects of recording on the group members You will need to tell your participants in advance about being recorded and ask for their consent (see consent form). Talking it through in a matter of fact and reassuring way is helpful, as is being clear that recording is for supervision or assessment purposes only and that the recordings will only be seen by you and your supervisor and assessor. It is important to be clear with participants about whether they will be in view or not, and that it is only *you* being filmed and not them. Remember that inadvertent recording of participants often occurs e.g. when they forget about the camera or when they are doing movement or walking. Usually as long as you are relaxed about the camera and process of recording, your participants will accept it as part of the furniture and will be supportive of your work, seeing it as part of ensuring high standards in teaching.

PRACTICE! This is the most important thing of all. Test out the functions and settings on your camera before you start the recording sessions. Remember to take the lens cap off and press all the right buttons to start the recording. Make sure your memory cards record for long enough. The amount of recording time each card can hold will depend on the type of camera and size of the card. Check before you start (sometimes the remaining time will be shown on the screen). Make sure your speaking voice is loud enough and the light is sufficient.