

Lecture capture tends to polarise the views of academic staff. For weaker students, supplementary recording use was beneficial but only better students use of the recordings helped overcome the impact of low attendance. We suggest focusing on improving lecture attendance through monitoring whilst also providing recordings for supplementary use, particularly in first year. Others view it as a valuable adjunct, allowing students to revisit the lecture experience and providing opportunities for clarification and repetition of key points. Irrespective of these views, a more pertinent question pertains to the impact of lecture attendance and the use of recordings on student achievement. This paper investigated the impact of attendance, lecture recording, and student attainment across four years of an undergraduate programme.