



## JISC Project Plan

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# 1. Project Overview

## 1.1 Project Summary

At present there are very few online historical sources to aid learning and teaching in relation to manufacturing in 20<sup>th</sup> century Britain. Due to their age and nature, primary sources are held in a variety of locations, can be hard to access and as a result are highly underused.

This project will digitise a variety of primary historical sources with a specific focus on Leicester's industrial past. The project aims to provide lecturers and students with access to a unique selection of photographs, factory plans, company publications, insurance plans and maps. At present the sources can only be found at the Record Office of Leicestershire, Leicester and Rutland and within the University of Leicester's Joan Skinner Collection.

Having digitised such sources, the project will draw them together into a fully searchable collection, create a range of corresponding open educational resources (OERs), and release them all under an open licence.

The aim is to enhance the teaching of industrial and urban history by giving students, researchers and other interested parties access and context to relevant, high quality, primary historical sources whilst preserving the original sources.

By creating OERs in a variety of formats (including text, images, audio and video), sources will be brought to life, giving an idea of what it was like to live and work in a British industrial town during the 20<sup>th</sup> century and increasing users' engagement with the subject. The 4 main themes, to be embedded in University of Leicester taught course modules, will encompass:

- The ecology of the industrial city or town
- The organization of the factory
- De-industrialisation
- Conservation and urban regeneration

## 1.2 Objectives

- To enhance the teaching of industrial and urban history – a key area of modern British history - through increasing access to relevant, high quality, primary historical sources and related teaching resources which illustrate the dramatic transformation of Britain's industrial economy and society during the twentieth century.
- To bring the curriculum to life for students by providing them with tangible and highly visual examples of what it was like to live and work in a British industrial town during much of the twentieth century and of the impact of industrial decline and subsequent regeneration on the urban environment.

### 1.3 Anticipated Outputs and Outcomes

Output / Outcome Type (e.g. report, publication, software, knowledge built)	Brief Description
A fully searchable and openly accessible digitised collection of unique photographs, documents and architectural drawings of Leicester factories and industrial communities in the twentieth century	We will use the existing My Leicestershire History <sup>1</sup> site to provide access to these primary historical sources. Items will be selected from the Special Collections at the University of Leicester Library and the Record Office for Leicestershire, Leicester and Rutland. We anticipate digitising approximately 400 items from the Library – largely historical photographs with smaller number of factory plans and company publications – and approximately 35-50 plans (largely of business premises), 80-100 photographs and 1,500 to 2,000 pages of business records from the Record Office.
A range of open educational resources (OERs) based on the digitised sources which enable their practical use in the teaching of twentieth-century British history, planning and urban conservation.	The OERs will be specified following confirmation of the primary sources to be digitised. They will be made available from Jorum Open for re-use and from a University Website for use.
Project blog	The project blog will be used not just as a means of providing information on the project but as a means of enabling members of the project team to reflect on the progress of the project as it develops – this will also greatly aid the project evaluation and final report.
Evaluation report	This report will include an evaluation of the use of the OERs in teaching during semester 1 of 2012/13 in the following School of Historical Studies modules: <i>The Transformation of Leicester since 1945</i> (BA Year 3); <i>Brave New World? City, Culture and Identity in Post-war England</i> (BA Year 3); <i>Testimonies of the City</i> (MA); <i>Preserving the Past and Conservation; Heritage and Planning</i> (BA Year 2; MA)
Publicity materials	The publicity materials will be specified in the project communications plan which we intend to produce by the start of January 2012. They are likely to consist of a combination of: Web presence; use of social media; University and partner press releases; printed flyers; posters; presentations and workshops including a presence at an international conference on <i>The Transformation of Urban Britain since 1945</i> – to be held by the Centre for Urban History in spring 2013.
Final project report	The primary focus of the final project report will be to record and share what we have learned from the project and how we are going to sustain the project outputs.
Collaborative working Closer collaboration	The project relies on collaboration with the local authority Record Office, as well as input, via the steering group, of a new number of organisations: English Heritage, HEA, Victorian Society and Twentieth Century Society. The project will strengthen the University's links with these organisations and provide the project team with the opportunity to use and develop skills in collaborative working.
Cross fertilisation of	Through close liaison which each other, team members will

<sup>1</sup> <http://www.myleicestershire.org.uk>

skills/exchange of expertise	gain skills outside of their specific role. Expertise within the University will be shared with the Record Office, and vice versa.
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## 1.4 Overall Approach

There will be three main phases to the work:

- Selecting the primary historical sources to be digitised, digitising them<sup>2</sup> and making them accessible in appropriate formats
- Specifying the OERs to be created, based on the primary historical sources. This will be an iterative and collaborative process between the Learning Technologist, Project Manager, and academic staff at the Centre for Urban History.
- Using and evaluating the use of OERs in teaching

The first two phases can and will overlap to some extent.

### 1.4.1 The historical sources

Items will be selected from a collection created by Joan Skinner – an industrial historian – which is held by the University of Leicester and from items held at the Record Office for Leicestershire, Leicester and Rutland<sup>3</sup>.

The Skinner collection includes photographs, factory plans and company publications. The Record Office collections include insurance plans, maps, photographs and company records. These sources provide a highly visual record of Leicester manufacturing industry, including textiles (hosiery), boot and shoe-making and engineering (principally tool and machine-making). These industries were typical of manufacturing across much of the Midlands and northern Britain.

Items will be selected relating to a number of businesses which illustrate the teaching themes (see 1.4.2) and enable students to engage with a range of different historical sources. Examples of businesses covered by the collections include Dunlop, Liberty (shoe manufacturers) and Corah, a large firm of hosiery manufacturers.

These items will be made available alongside existing complementary historical sources – such as videos, oral history interviews and photographs - in My Leicestershire History.

### 1.4.2 The OERs

OERs will be created which facilitate teaching and learning based around the following four themes:

- *The ecology of the factory district*, showing how for much of the twentieth century the urban landscape and social life was centered on factory-based communities
- *Social life of the factory*, showing how work processes were divided up, the provision of social or recreational facilities and the gendered division of work
- *De-industrialization*, depicting the gradual hollowing out of the urban landscape as firms went bankrupt and the consequent effects in the form of poverty and dereliction
- *Conservation and urban regeneration*, exploring campaigns to conserve aspects of the urban past, the legal process of listing, and the re-use of factories for other economic purposes.

<sup>2</sup> The Record Office will digitise items in its collections. Items in the University of Leicester Special Collections will be digitised by an external agency.

<sup>3</sup> [http://www.leics.gov.uk/record\\_office.htm](http://www.leics.gov.uk/record_office.htm)

The OERs will be in a mix of different formats - text, images, audio, video and Web-based interactive - with audio and video being used to record expert commentary on the primary sources.

Creation of the OERs will be guided by Professor Simon Gunn and Dr. Rebecca Madgin of the University of Leicester's Centre for Urban History and tested with undergraduate and postgraduate History students - including Leicester's network of History research students, the New History Lab,<sup>4</sup> which will be represented on the Project Steering Group.

### 1.4.3 Teaching

The OERs created will be piloted and developed in the following taught course modules at the University of Leicester:

- *The Transformation of Leicester since 1945* (BA Year 3) (Related theme: *The ecology of the industrial town*)
- *Brave New World? City, Culture and Identity in Post-war England* (BA Year 3) (Related theme: *De-industrialization*)
- *Testimonies of the City* (MA) (Related theme: *The organization of the factory*)
- *Preserving the Past and Conservation; Heritage and Planning* (BA Year 2; MA) (Related theme: *Conservation and urban regeneration*)

We are aiming for the OERS and related digitized primary resources to also be used by:

- other lecturers in history to complement their teaching
- students researching their dissertation
- relevant societies (for example, those represented on the Steering Group)
- schools to teach local history/assist on projects.

The following is a sample of the growing number of courses at other universities for which the proposed OERs and digitised sources will meet a clear need expressed by lecturers. *Heritage, Archaeology and History* (BA, Bangor); *Landscapes of History and Community History Workshop* (BA, Leeds Metropolitan); *Landscape, Environment and History* (MSc, Edinburgh); *The Economic History of Modern Britain, c.1870-1990s* (BA, Birmingham); *Visions of the People: Politics and the Economy 1945-1979* (BA, Northumbria); *Reinventing Britain* (BA, Queen Mary, London); *Disunited Kingdom: Cultures and Communities in Twentieth-Century Britain* (BA, Sheffield)

The relevant academic staff for these courses will be targeted in particular as part of project communications and dissemination (see 3.3).

## 1.5 Anticipated Impact

Impact Area	Anticipated Impact Description
Learning	Students of modern British industrial history make greater use of primary historical sources in their learning and gain a better understanding of the subject as a result.
Teaching	Lecturers in modern British industrial history have more opportunity to apply use of primary historical sources in their teaching
Research - Historians of modern British industrial history – both professional and 'amateur'	Gain access to primary historical sources which illustrate the industrial history of a representative British city and associated OERs which provide context and interpretation
Technical skills and understanding	Project partners further increase their capacity to support/work

<sup>4</sup> <http://www.newhistorylab.org/>

	with digital collections and create OERs through using digital collection management software (in this case CONTENTdm), increased understanding of the requirements of digitising materials (format, size, clarity/copyright licensing) and using accessible, effective eLearning technologies.
Collaboration	Project partners increase mutual understanding and opportunities for further collaborative work in the future

## 1.6 Stakeholder Analysis

Stakeholder	Interest / stake	Importance (H/M/L)
Academics teaching modern British industrial and urban history (within and outside the University)	Interested in: a) Availability of primary digitised sources b) Availability of OERs and how they could use them in their teaching c) Existence of project and how they can influence it	H
University of Leicester students of modern British History	Interested in: a) Availability of primary digitised sources b) Availability of OERs if they see them as relevant to them c) Existence of project and how they can influence it	H
Conservation bodies	Interested in: a) Availability of primary digitised sources b) Availability of OERs c) Existence of project and how they can influence it	M
Secondary school History teachers	Interested in: a) Availability of primary digitised sources b) Availability of OERs and how they could use them in their teaching	M
Local history community	Interested in: a) Availability of primary digitised sources b) Availability of OERs	H

## 1.7 Related Projects

The other projects in strand A of the Content Programme, 2011-13 but particularly those which are also working with historical sources and subjects: OpenLIVES, Observing the 1980s, OBL4HE.

In addition, this project builds on the outcomes from our earlier My Leicestershire Digital Archive project<sup>5</sup> which created a digital showcase for local history resources drawn from the collections of a number of partner organisations, including local history societies.

My Leicestershire History – the site created – provides a wealth of historical sources to support and enable learning, teaching and research, both formal and informal.

This project offers an excellent opportunity to add additional context to some of these existing resources through creation of the OERs. Some remaining funding from the My Leicestershire Digital Archive project will also be used to further explore the creation of simple but effective OERs based on My Leicestershire History resources for use by history teachers in local schools, a process begun towards the end of that project.

## **1.8 Constraints**

*Balance of time spent on digitising historical sources, creating the OERs and piloting their use*

We need to ensure that sufficient time is provided for creating, piloting and evaluation of the OERs as this is the 'core' of the project rather than the digitisation of the primary historical sources as such.

*Software and hardware available for creating and using the OERs*

We need to work within the technical infrastructure already available at the University. This includes Web content management system, Web conferencing, screen capture, podcasting, video making facilities and should be sufficient for the project's need.

*Resources available for promotion*

The budget available for promotional activities is limited. However, we should be able to use existing channels to good effect such as the University's Marketing and Communications team and channels and the many contacts which the project partners have collectively.

## **1.9 Assumptions**

CONTENTdm will be used to host the digitised historical sources from both the University Library and the Record Office.

The Record Office will do most of their digitisation internally.

Most of the University Library's digitisation will be done externally.

We will not be buying additional software and hardware for the project.

The nature of the OERs created will be driven by the primary historical sources which are digitised, how the lecturers want to use them in their teaching and student feedback. We are, therefore, starting the project with an open mind on the creation of the OERs.

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<sup>5</sup> <http://www.jisc.ac.uk/whatwedo/programmes/digitisation/communitycontent/leicestershire.aspx>

## 1.10 Risk Analysis

Risk	P (1-5)	S (1-5)	P x S	Mitigation
Delay in appointing project staff	1	5	5	Staff to second to Learning Technologist, Project Manager & Cataloguer posts available.
Copyright restrictions prevent creation of OERs required	2	4	8	In most cases, items are either out of copyright, are 'orphan works' or copyright owners known and considered likely to agree to permit creation of derivatives from digitised copies.
OERs created do not address real teaching and learning needs	2	5	10	Strong academic leadership for project. Academic staff engaged with identifying and creating OERs. Use of existing University networking forum for History students to test ideas and OERs.
Insufficient time allowed in project to create and test use of OERs	1	5	5	Digitization of new resources will be very selective, ensuring that more time is devoted to creating and testing OERs.
OERs not used beyond the University of Leicester	2	5	10	English Heritage, HEA, Twentieth Century and Victorian Society involved from the start to help ensure that OERs address wider as well as University of Leicester needs.

## 1.11 Technical Development

The digitised historical sources will be made openly available as a distinct collection in My Leicestershire History. This Archive is managed by the University Library and uses a hosted instance of OCLC's CONTENTdm system<sup>6</sup>.

Metadata conforms with Dublin Core and is available for harvesting and re-use using OAI-PMH.

The Library has recently signed an agreement with EDINA to make the photographic and audiovisual content of the collection accessible from the JISC Digital Media Hub<sup>7</sup>. Individual records are not currently accessible for indexing by Google and other Web search engines. However, this will change when the system is upgraded by OCLC to version 6.1 of the software. The current timescale for this is December 2011.

GPS co-ordinates will be included in metadata records where appropriate and possible to enable future linking with mapping applications.

Best practice digitisation standards will be used for all digital formats including 600 dpi TIFF for text and image long term preservation. JPEG2000 will be the delivery format for single images and PDF/A for compound text objects. Audio and video files will be made available as mp3 and mp4 files respectively.

Digitisation of items held by the University of Leicester will be carried out internally using flat bed scanners, where appropriate, and by a specialist external digitisation agency otherwise. The Record Office will digitize items in its collections except for items requiring OCR which may need to be sent to a digitisation agency.

The open educational resources will be made available through the University of Leicester's OER repository<sup>8</sup> and JORUM. Their creation will be guided by the CORRE framework (developed by the OTTER<sup>9</sup> and OSTRICH projects<sup>10</sup>) and by the JISC Open Educational Resources infoKit<sup>11</sup>.

<sup>6</sup> <http://www.contentdm.org/>

<sup>7</sup> <http://www.jiscmediahub.ac.uk>

<sup>8</sup> <http://www.le.ac.uk/oer>

<sup>9</sup> <http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/about-oers/Corre-web.pdf>

<sup>10</sup> <http://www2.le.ac.uk/ostrich>

<sup>11</sup> <https://openeducationalresources.pbworks.com>

## 1.12 Standards

Name of standard or specification	Version	Notes
TIFF 600 dpi		For archival copies of images
JPEG2000		For images provided to the end user
WAV		Data capture and archiving format for digitised audio. (We do not envisage digitising much, if any, historical audio sources as part of this project)
MP3		Delivery of audio files to the end user, including OERs.
MP4		Delivery of video files to the end user, including OERs. (We do not envisage digitising historical video sources as part of this project).
PDF/A		Compound text objects

It is anticipated that the OERs will use additional formats, such as Powerpoint (.ppt or .pptx), Open Document formats (Libre/Open Office), Flash (swf), and possibly SCORM-compliant formats. It may be deemed helpful that links to appropriate free viewers may be made available on the website(s) alongside the OERs.

## 1.13 Intellectual Property Rights

The copyright in many items in the Skinner Collection - such as factory plans and commemorative publications - would have been owned by businesses which no longer exist and are, therefore, 'orphan works'. In cases where the copyright owner cannot be traced, items will be digitised and made available on a 'best efforts' basis with a clear take-down policy.

Most of the relevant items in the Record Office collection are also either 'orphan works' or copyright is owned by one of the local authorities in the area. The Chief Archivist has confirmed that permission to digitize items for educational use will be granted by the local authorities.

The digitised sources and open educational resources will be made available to use under a Creative Commons licence which requires attribution and permits non-commercial use, including the creation of derivatives<sup>12</sup>.

Existing items in My Leicestershire History are available under a Creative Commons Attribution, Non-Commercial Use, No Derivatives licence. Many items could, nonetheless, be used as the bases of OERs as necessary and made available under a licence which permits derivatives as they are either out of copyright, or the copyright owner is known to us and we anticipate that permission can be obtained.

<sup>12</sup> <http://creativecommons.org/licenses/by-nc/2.0/uk/>

## 2 Project Resources

### 2.1 Project Partners

The project will draw on the skills and experience of a number of internal and external partners.

A formal consortium agreement is not required with the Record Office. The relationship will be confirmed by an exchange of letters. The Record Office will invoice the University for the digitisation work undertaken.

#### 2.1.1 Centre for Urban History

Established in 1985, the Centre for Urban History (CUH) is a specialist research and postgraduate teaching centre of international excellence which attracts MA and PhD students from around the world. The Centre's website<sup>13</sup> is used as a resource hub for historians and it disseminates information to some 1,500 contacts through its monthly *Urban History Newsletter*. Current staff interests include urban environmental history, industrial history, urban conservation and regeneration. These interests are reflected in its three taught Masters' programmes: MA in Urban History, MA in European Urbanisation and MA/MSc in Urban Conservation (taught with Museum Studies)

The Centre provides the academic leadership for the project, guiding the selection of individual sources for digitisation and the creation of related OERs to meet the specific learning outcomes and pedagogical approaches required. Staff have long experience in developing innovative teaching methods, including the use of vodcasts in the teaching of urban history and the use of Web 2.0 tools by the New History Lab, both of which are student-led.

#### 2.1.2 University Library

The Library is responsible for the digitisation, description, storage and promotion of the digitised historical sources and OERs created, for managing intellectual property issues and for the overall management of the project.

#### 2.1.3 Beyond Distance Research Alliance

The Alliance has substantial experience in creating and promoting the effective use of open educational resources. Its JISC funded OTTER (Open, Transferable and Technology-enabled Educational Resources) project piloted and evaluated systems and processes designed to enable individuals, teams and departments to release high quality open educational resources for free access, reuse and repurposing by others, in perpetuity. As part of this, OTTER created a collection of high quality OERs from 8 departments at Leicester. The subsequent OSTRICH project tested, at the universities of Bath and Derby, use of the processes and frameworks developed by the OTTER project. A member of BDRA staff (Terese Bird; Learning Technologist) has been seconded to the project to provide expertise in creating and managing open educational resources.

#### 2.1.4 Record Office for Leicestershire, Leicester & Rutland

The Record Office is a service provided by Leicestershire County Council in partnership with Leicester City Council and Rutland County Council. The extensive collections, dating from the Domesday Book to yesterday, include archives, books, newspapers, maps, photographs, videos and sound recordings. The Record Office will digitize selected items from its rich collection of plans, photographs and records of Leicester factories.

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<sup>13</sup> <http://www2.le.ac.uk/departments/urbanhistory>

### 2.1.5 English Heritage

English Heritage's Historic Areas Advisers in the East and West Midlands and the Head of Urban Research will advise the project on industrial heritage and urban conservation policy dimensions and are represented on the Project Steering Group.

### 2.1.6 Higher Education Academy

Professor Alan Booth, former co-Director of the HEA History Subject Centre and National Teaching Fellow in History at the University of Nottingham, will advise on pedagogic dimensions of the OERs, ensuring that teaching resources are aligned with current best practice. Material from the OERs will be presented at the HEA annual conference.

### 2.1.7 Victorian Society/Twentieth Century Society

We will draw on the experience of these two national societies that champion architecture across the historical periods with which the project is concerned. They will provide knowledge of many of the buildings selected, as well as a public forum through which to disseminate many of the materials, and are represented on the Project Steering Group.

## 2.2 Project Management

The project is guided by a Steering Group and undertaken by a project team.

### 2.2.1 Steering Group

Name & affiliation	Remit and contribution
Professor Simon Gunn, Centre for Urban History (CUH), University of Leicester	Chairs Steering Group. Ensures that the project addresses learning and teaching needs and that the project outputs are produced in an academically sustainable way. Contributes to selection of items for digitisation, specification of OERs and piloting use of OERs in teaching.
Michael Taylor, English Heritage	Ensures that the resources created address national needs for public understanding of the history of urban conservation.
Rowan Roenisch, Victorian Society; Catherine Croft, Twentieth Century Society	Provide expertise in selecting sources for digitisation and the take up by wider academic community.
Dr. Alejandro Armellini, Senior Learning Designer, Beyond Distance Research Alliance, University of Leicester	Provides expertise in the theory and practice of eLearning and the development and use of OERs
Louise Jones, Director of Library Services, University of Leicester	Ensures that the project is managed effectively and that the outputs are developed in a sustainable way.
Prof. Alan Booth, National Teaching Fellow, History, University of	Provides expertise in new approaches to History pedagogy and links to the HEA

Nottingham	
Dr. Margaret Bonney, Chief Archivist, Record Office for Leicestershire, Leicester & Rutland	Provides expertise the selection, of digital sources for the project and leads the Record Office contribution.
Gillian Murray, University of Leicester PhD student	Provides and facilitates student perspective and influence on the project.

## 2.3 Project Team Roles

Team Member Name	Role	Contact Details	Days per week to be spent on the project
Ben Wynne, Head of Academic Liaison, University Library	Project Director. Lead for WP1 & line manages Project Manager and Learning Technologist.	bw65@le.ac.uk	0.1 FTE
Tania Rowlett, University Library	Project Manager/ & IPR Officer. Lead for WPs 4, 9, 11. Contributes to WPs 5, 6, 7, 8.	tr17@le.ac.uk	0.5 FTE
Terese Bird, Learning Technologist, Beyond Distance Research Alliance	Lead for WPs 7. Contributes to WP3 & 8.	tmb10@le.ac.uk	0.5 FTE
Dr. Rebecca Madgin, University of Leicester	Lead for WPs 2, 3, 8.	rmm13@le.ac.uk	0.2 FTE
Professor Simon Gunn	Contributes to WPs 2, 3, 8.	sg201@le.ac.uk	0.1 FTE
James Ryan, Record Office for Leicestershire, Leicester & Rutland	Contributes to WPs 5, 6	james.ryan@leics.gov.uk	As required during digitisation period
Adam Goodwin, Archivist, Record Office	Contributes to WP2	adam.goodwin@leics.gov.uk	As required during selection of items for digitisation
Library Cataloguer	Lead for WP6; contributes to WP7		0.1 FTE
Evelyn Cornell, Special Collections Librarian	Contributes to WPs 2, 5.	ec37@le.ac.uk	0.1 FTE

Tania Rowlett and James Ryan require training in use of CONTENTdm. This will be provided internally.

## 2.4 Programme Support

We would welcome support in the following areas:

- Establishing and facilitating links with other projects in the programme
- Advice on project documentation and deliverables when required
- Advice on possible sources of expertise to help with particular issues we may encounter
- Advice on dissemination activities as part of the wider JISC programme communications plan

## 3 Detailed Project Planning

### 3.1 Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
By end of December 2011	Visibility of the project	Is there a well presented project blog and Website? Does the project have a presence on the JISC Website? How easily can information about the project be found in a Web search engine? Are there clear contact details for the project and can project staff be easily contacted?	Web usage statistics; enquiries received; testing search engine results	Good Web search engine ranking – assuming (at this stage of the project) some awareness by the information seeker of the topics of the project (such as open educational resources); Web presence and contact details all available and being maintained; enquiries being received.
Semester 1, 2012/13	Use of the OERs in learning and teaching in the pilot modules	Have the OERs enabled lecturers to cover issues, address learning outcomes which were more difficult to tackle without them? How have students responded to the OERs?	Session plans; teaching observations; interviews/discussion with lecturers and students; module evaluations;	The OERs have enabled lecturers and students to cover issues which otherwise they could not have done or which would have been much more difficult without them.
Semester 1, 2012/13	Use of the digitised historical sources	Are the digitised historical sources being used? Who is using them?	CONTENTdm usage statistics	Usage figures
Semester 1, 2012/13	General use of the OERs	Are the OERs being used by anyone?	JORUM usage figures	Usage figures. [this measurement will be very partial

				and subject to the extent of Jorum's analytic capability, and also will take place very early in the life/availability of the OERs]
Towards end of project	Project outcomes	Did we get amount of items expected? If not, why not?	Check against anticipated outcomes and outputs in original project plan	Degree to which we have the outputs: Number and type of items digitised Types and formats of OERs devised

### 3.2 Quality Assurance

Output / Outcome Name	Fully searchable and openly accessible digitised collection	
When will QA be carried out?	Who will carry out the QA work?	What QA methods / measures will be used?
Receipt/loading of digitised sources	Project staff	Checking resources comply with naming standard, with reference to project worksheet, amending if necessary.
		Ensuring items are digitised to a standard that is legible and usable, with reference to the original item, rescanning/enhancing if not. Making decisions on inclusion of items which are not legible/reusable.
		Adding correct and relevant metadata, with reference to terms provided by academic project staff and Special Collections/LRO.
		Checking text is accessible and usable to the visually impaired, with reference to agreed web standards.
		Checking correct CC licence and any relevant acknowledgements have been included, , amending if necessary.
Immediately following upload		Checking sites visual presentation (of items as a whole) and as part of My Leicestershire, with reference to My Leicestershire standards.
		Rechecking that metadata is correct by carrying out specific searches and referencing against initial digitisation lists.
		Carrying out specific searches to ensure items integrated into the whole collection correctly, amending/resolving any issues wherever possible.
2 months after release		Gain feedback from Steering Group on their members use. Incorporate any amendments/suggestions/improvements if possible.

<b>Output / Outcome Name</b>	<b>A range of OERs based on digitised resources with practical use in teaching</b>	
<b>When will QA be carried out?</b>	<b>Who will carry out the QA work?</b>	<b>What QA methods / measures will be used?</b>
Pre-digitisation	Project staff	Assessment of proposed materials against agreed academic requirements for OERs, with reference to handbooks and discussion.
Post-digitisation		Check proposed materials with academics to ensure they still comply with expected OER requirements, removing, changing if necessary.
Creation of Web site for students to access OERs	Project staff	Usability testing
Once OERs created		Check with academic members of team whether suits their teaching purposes, check against handbook to ensure meets module criteria, amend as far as possible, as appropriate.
		Check functionality of OERs in general logging and resolving any technical issues.
		Refer to Steering Group for feedback and incorporate any suggestions where possible
Once OERs released		Get feedback from staff and students, regarding use in teaching, using module feedback form (benchmarking against previous iterations of the module) and verbal discussion. Incorporate any changes/improvements if possible, include in final project evaluation.
		Regularly check site for comments by external users, responding as appropriate, and collate web usage stats
		Can/are resources being repurposed? Check web/Jorum for repurposed items

### 3.3 Dissemination Plan

<b>Timing</b>	<b>Dissemination Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Key Message</b>
Start of project	Project Web presence: blog, Web site, page on JISC Web site, YouTube video, Facebook, Twitter, Centre for Urban History Web site, Record Office Web site	OER community; teachers of modern British industry – particularly industrial history.	To provide information on the objectives and timescales of the project and who to contact for further information.	a) If you teach or study British industrial history, the outcomes of this project are going to benefit you by 2013.
Start of project	University of Leicester news item	University of Leicester staff	To alert teaching staff, in particular, to the existence of the project.	a) If you teach or study British industrial history, the outcomes of this project are going

				to benefit you by 2013. b) the infrastructure and approaches used by this project could help you create OERs for your teaching in the future
Day to day during the project	Project blog	OER community; teachers of modern British industry – particularly industrial history.	Maintain/increase interest in the project; share/record learning amongst the project team and partners	This is a successful project, we are making progress and this is how.
Primary historical sources to be digitised have been selected/specifying OERs to be created	Project blog and Web site; e-mail; University of Leicester student History Lab; Steering Group meeting	University of Leicester history students; project partners	To consult on desired learning outcomes and the sort of OERs that would help lecturers and students achieve them.	What kind of educational resources would help you teach using/engage with these historical sources?
Primary historical digitised sources available on My Leicestershire History	Project blog, Web site; e-mail; University press release; YouTube video; Facebook; Twitter, LinkedIn, Centre for Urban History Web site, Record Office Web site, project partners Web sites; flyer to libraries, local schools and members of the University of Leicester's college network	Teachers, students, researchers in modern British history, including local and family historians	To promote the new digitised sources available and the My Leicestershire History site generally	Enjoy easy, free access to primary historical sources about Leicester and Leicestershire to use in your personal research or teaching
OERs available in JORUM	Project blog, Web site; e-mail; University press release; YouTube video; My Leicestershire History site; Facebook; Twitter, LinkedIn; Centre for Urban History Web site, Record Office Web site, project partners Web sites	Teachers of British industrial history	To promote availability of the new OERs	Save your time and enhance your teaching using these free, online resources

Use of OERs in teaching evaluated; evaluation report available	Project blog, Web site; e-mail; YouTube video; Facebook; Twitter, LinkedIn, Centre for Urban History Web site, Record Office Web site, project partners Web sites	OER community; teachers of British industrial history	To promote availability of the OERs; to share learning from the project	This is how we/you could further improve design and use of OERs
End of the project	University press release; printed publicity; International Centre for Urban History conference (April 2013); published paper	OER community; teachers of British industrial history	To promote availability of the OERs; to share learning from the project	Save your time and enhance your teaching using these free, online resources; This is how we/you could further improve design and use of OERs

### 3.4 Exit and Embedding Plans

Project Outputs/Outcomes	Action for Take-up & Embedding	Action for Exit
Digitised historical sources	Include in existing My Leicestershire History digital collection which is maintained by the University of Leicester Library	Ensure that the files are also backed up to the University's long term research data storage area.
OERs	Include in JORUM Open	Ensure that the files are also backed up to the University's long term research data storage area.
Project reports	Put on Library (University) Website and ensure that JISC has all final versions	Files backed up to University file storage
Publicity materials	Integrate management with that of other University Library publicity materials	On-going publicity managed by Library enquiries/communications staff

### 3.5 Sustainability Plans

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Digitised historical sources	In a digital collection system maintained by the University Library; backed up to long term storage	Use by a wider range of University departments in their teaching; use by local history organisations	On-going publicity/visibility of My Leicestershire History of which these sources will form a part
OERs	Included in JORUM	Use by a wider range of University departments in	On-going publicity

		their teaching; use by other universities in their teaching; adaptation of the OERs	
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## **Appendices**

***Appendix A. Project Budget (separate file)***

***Appendix B. Workpackages (separate file)***