

Repositories and Preservation Proposal Cover Sheet

Cover Sheet for Proposals (All sections must be completed)	<i>JISC Capital Programme</i>
Name of Capital Programme: Repositories and Preservation Programme	
Bid for Call Area : (Please tick ONE BOX ONLY, as appropriate)	
Tools and Innovation (Strand B)	
Call Area I – Tools and Innovation Projects	Please specify area of proposed project eg ‘ <i>metadata generation and validation</i> ’
Discovery to Delivery (Strand C)	
Call Area II – Discovery to Delivery Projects	<input type="checkbox"/> a) Version identification framework <input type="checkbox"/> b) Persistent identifier interoperability demonstrator <input type="checkbox"/> c) Federated access management and repositories <input type="checkbox"/> d) Semantic interoperability demonstrator
Repository Start-Up and Enhancement (Strand D)	
<input checked="" type="checkbox"/> Call Area III – Repository Start-Up and Enhancement Projects	<input type="checkbox"/> a) Repository start-up projects <input checked="" type="checkbox"/> b) Repository enhancement projects
Digital Preservation and Records Management (Strand H)	
Call Area IV – Digital Preservation and Records Management Projects	<input type="checkbox"/> a) Digital preservation across the lifecycle <input type="checkbox"/> b) Models and implementation of preservation services <input type="checkbox"/> c) Preservation tools development
Shared Infrastructure Services (Strand I)	
Call Area V – Shared Infrastructure Services Projects	<input type="checkbox"/> a) Pilot implementation of licence registry <input type="checkbox"/> b) Pilot national name and factual authority service <input type="checkbox"/> c) Scoping an architecture to support digital policy management <input type="checkbox"/> d) Scoping a terminology registry
Name of Lead Institution: Coventry University	
Name of Proposed Project: Coventry University Repository Validation and Enhancement (CURVE)	
Name(s) of Project Partner(s): Warwickshire College, The Learning Edge	
Full Contact Details for Primary Contact: Name: Professor David Morris Position: Director e-Learning Email: d.morris@coventry.ac.uk Address: Coventry University, Coventry, CV1 5FB Tel: 07974 984023 Fax:	
Length of Project:	Eighteen Months

Project Start Date: 1 March 2007		Project End Date: 30 August 2008	
Total Funding Requested from JISC: £196946			
Funding Broken Down over Financial Years (April – March):			
Apr06 – Mar07		Apr07 – Mar08	
£4661		£142733	
Apr08 – Mar09			
£49522			
Total Institutional Contributions: £196946			
Percentage Contributions over the Life of the Project:		JISC	
		50%	
		PARTNERS	
		50%	
Outline Project Description			
<p>The project is aimed at enhancing the Coventry University institutional repository, to add high quality content, and to technically enhance it to interoperate with the network of repositories being created through the JISC funding for digital repositories and preservation.</p> <p>In summary CURVE will aim over the course of 18 months to create a substantial body of research and learning outputs from across the institution by building on an established institutional repository. In particular we have the expertise to offer a considerable resource in the dance and product, automotive and transport design areas, as well as at the transition from FE to HE in health boundary.</p> <p>The content of the repository (and the harvestable metadata) will be freely available to the HE and FE community and beyond. The population, enhancement and management of the repository will form the core of the project work. Learning outcomes on cultural issues and institutional implementation from these activities will also be shared with the community in a variety of ways. In particular we hope to be able to offer a use case study for FE/HE collaboration. We would expect that our considerable dance and design content would also be of interest more widely within HE and FE.</p> <p>In addition to the creation of the repository itself, it is proposed to carry out detailed investigations into the usefulness of learning objects deposited in it. Particular emphasis will be placed on the practical issues associated with the possible implementation of standards.</p> <p>The proposal will achieve several key objectives outlined in the JISC Circular 04/06, namely:</p> <ul style="list-style-type: none"> • To offer a sustainable and embedded interoperable repository for learning, teaching and research; • Deposit supporting institutional policy; • Content deposit built into workflows in learning, teaching and research; • Documented strategies for content population. 			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)		YES ✓	
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)		YES ✓	

A proposal submitted to the JISC by Coventry University in response to JISC Circular 04/06 Capital Programme under Appendix G Repositories; Strand D (b) Repository Enhancement.

Repository Access:

<http://webapp.services.coventry.ac.uk/tle>

Login with guest username and password from university (please contact David Morris)

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Introduction

The challenge

1. JISC wishes to increase the number of interoperable repositories and the content held within them. Coventry University is in a position to build on its existing repository development and would welcome the opportunity to contribute to, and benefit from, the UK repositories network. Our enhancement project focuses on embedding use of the institutional repository further within both institutional policy and culture and teaching, research and administration workflows in order to improve its value in terms of resources offered and functions it helps staff undertake. To meet this challenge we propose to undertake further technical, user requirements, content population and organisational repository work, as outlined below.
2. The challenge for the wider HE community is to bring these repositories of objects together so that resources can be discovered and shared, and development resources saved; for the individual institution the members of its community need local services they can use for the management and dissemination of their learning and research objects. Cliff Lynch¹ reminds us that these services should also offer a solution for long term preservation, where appropriate. In the Coventry context this would also include improving teaching and learning results and disseminating the results of its applied research.
3. We see the following issues as key to this enhancement project, and the enhancement programme:
 - Ways of persuading staff to deposit materials
 - Strategies for content population in general – currently part of a business process review
 - Collaboration with FE partners in the area of HE in FE – identifying roles and responsibilities
 - Sustainable management issues for digital assets – developing policy alongside JISC support project
 - Interoperability with other repositories and e-learning systems, including common authorisation and authentication issues. We plan to provide content through the access management federation.
 - Embedding change - developing policy/ training and support/ promotion and advocacy
4. Solving these issues will need careful planning and will involve a large element of stakeholder consultation and user testing. We believe that embedding use of repositories into workflows will require training and support, as well as promotion and advocacy. We will also need to consider incentivisation.

¹ Lynch,C. (2003) ARL Bimonthly report 226 : <http://www.arl.org/newsltr/226/ir.html>

5. Repository development is already a central part of the e-Learning strategy at Coventry University, embedded in the Library Development Plan, the Applied Research Strategy and approved by the Information Architecture Group. However, it is also important at the Faculty level; three (out of four) faculties (Art and Design, Health and Life Sciences and Business and the Environment) have expressed a need for repositories in their area. The School of Lifelong Learning has been involved in a collaborative repository for some time but now wishes to use the CU repository as its major resource. Given the support for this development internally, we aim to enhance the repository for use across these areas, and suggest how a blended repository can work, issues for its set-up and also integration with a network of other repositories containing resources of use in these faculties.
6. In terms of a specification for enhancements we would aim to provide tools for full text search; improve on the exposure of metadata, for example by using APIs; building efficient delivery for non-text objects; add tools to aid deposit of resources; and complete the integration of the institutional repository with other systems (library catalogues, VLE). We will also be linking to Coventry's emerging ResearchNet, for managing research activities.

Our record

7. Coventry University have established an institutional repository, The Learning Edge (currently re-branding as Equella), over the last 18 months. Learning Edge has been integrated into a modular e-learning architecture (CUOnline) and interfaced successfully with Vista (see Figure 1 for architecture). The University enjoys a good relationship with the vendors of Learning Edge, as evidenced in their support of this bid.

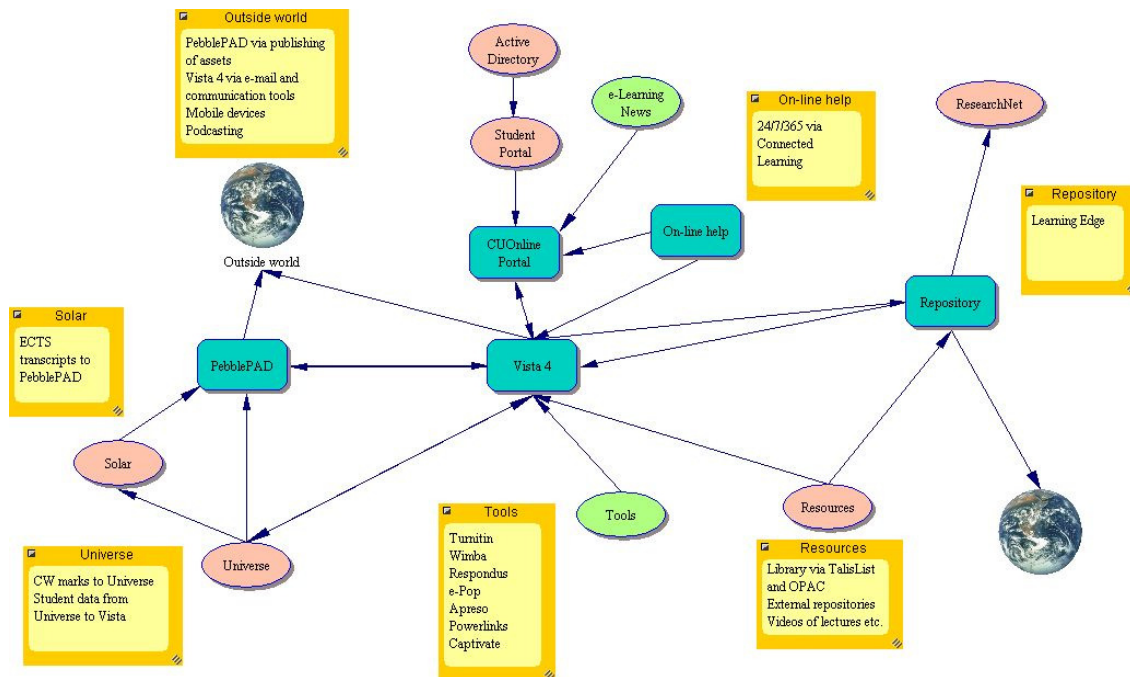


Figure 1: Coventry University e-Learning technical architecture.

8. Coventry University and Warwickshire College have clear institutional policies for sharing, including a Memorandum of Cooperation, and experience of cooperative working on e-learning via the Benchmarking Pilot and Pathfinder projects. The two institutions have established joint planning procedures which are also consistent with further shared institutional repository development. One strand of linked work is the development of materials to aid the transition from FE to HE in the health arena (e.g. Access to Nursing courses), and this is an area in which we aim to enhance the repository.
9. Coventry University also has some areas of expertise where it may be possible to make a sector-wide contribution, for example dance, inter-professional learning, and product, automotive and transport design. We are focusing this enhancement bid, in part, on content population in these areas.

Our plan

10. CURVE will aim over the course of 18 months to create a substantial corpus of research and learning outputs from across the institution by building on an established institutional repository which complies

with the Open Archives Initiative (OAI) Protocol for Metadata Harvesting (OAI PMH) and UK LOM Core for learning resource metadata. In particular we have the expertise to offer a considerable resource in the dance and product, automotive and transport design areas.

11. The content of the repository (and the harvestable metadata) will be freely available to the HE and FE community and beyond. The population, enhancement and management of the repository will form the core of the project work. Learning outcomes from these activities will also be shared with the community in a variety of ways, including building a good relationship with the Intute Repositories Support Project. In particular we hope to be able to offer a use case study for FE/HE collaboration. We would expect that our considerable dance and design content would also be of interest more widely within HE and FE.
12. In addition to the creation of the repository itself, it is proposed to carry out detailed investigations into the usefulness of learning objects deposited in it. Particular emphasis will be placed on the practical issues associated with the possible implementation of standards such as the Open Archival Information System Reference Model (OAIS)².
13. We will work with other JISC approved projects in the programme and other JISC programmes, building on the existing repository to effectively contribute to a network of distributed and cooperating services.
14. The project will last for eighteen months from the programme start date at the beginning of March 2007.

Summary of expected outcomes

15. Several items of value to the wider community and contributing to the aims of the JISC Repositories and Preservation Programme will emerge from this project:
 - A content rich sharable institutional repository (IR) contributing towards the strategic objectives of the institution as well as the JISC Repositories programme
 - A Case Study report outlining the experience and outputs from this project, and other relevant material into a practical, focused user guide that will assist others to establish institutional repositories.
 - Unique content in the areas of dance and product, automotive and transport design, as well as key content for students transitioning from FE to HE.
16. Repository enhancements will bring together developments from across the university in the areas of e-learning, access to information and resources, and improved management and preservation of teaching, learning and research assets. We would hope to make major contributions of materials into the sector through our internationally recognised work in dance, inter-professional working and transport and product design. We also aim to share lessons learnt in terms of development of materials, enhancements to the repository and introducing the use of the repository into the workflows of the teaching and research staff.

Project Description

17. The aims and objectives for the project are:
 - To establish the IR as a resource for our FE partners to enhance their HE work as it links to CU.
 - To develop a set of digitised dance objects for teaching and learning alongside the AHRC project, which is developing research objects
 - Establish the IR for CU produced research objects such as e-theses, working papers, etc.
 - Build on the work of the CIPeL, by extending the experience gained and lessons learned into other areas where collaboration between professions is a feature
 - To improve access to and use of library assets critical to teaching and learning through making them available digitally
 - Develop means of incentivising staff to develop and deposit learning and research objects
 - Ensure that the IR meets the highest technical standards appropriate for its purposes and can be shared more widely
 - Establish policies and methods for progressive population of the repository to reach a momentum of its own, in that it contains a critical mass of quality content as soon as possible;
 - To make project outcomes known outside the University and publicise the benefits to the community

Activities planned

18. This bid is for the enhancement of a “blended” repository: that is a repository which has a number of different functions and covers a number of types of materials. The principal distinction here is that CU will

² Lavoie, Brian F. (2004) “Introduction to OAIS”. Digital Preservation Coalition, Technology Watch Series Report 04-01, January http://www.dpconline.org/docs/lavoie_OAIS.pdf

not run (at this stage) separate institutional repositories for research outputs and teaching and learning objects. In content terms, the bid covers:

- E-theses
- Staff research papers and working papers
- Conference papers
- Media objects
- Learning objects

19. We expect to draw on other experience in the community as well as locally to deploy tactics which are more likely to enable this point to be reached quickly, i.e. not launching empty, identifying staff to fill critical roles, have progressive deposit access policies etc.

Workpackages (*Timetabled months are indicated in brackets for individual tasks*)

Work Package 1: Project Management; led by Caroline Ingram

Months 1-18

20. This work package will act to manage and coordinate the activities of the partners, to prepare documents and reports as required, and to assess risks and opportunities as the project progresses. This will include drafting and finalising a project plan with the project partners.

21. Tasks

- Develop a detailed work plan with timescales, deliverables, and milestones (1-2)
- Write partner agreement (1-2), coordinate activities of the partners and dissemination (1-18)
- Monitor progress and ensure that the project maintains its schedule (1-18)
- Participate in project meetings with the Steering Committee and other committees (*as required*)
- Prepare periodic reports for both the institutions involved and the JISC (6,12,18 and *as necessary*)
- Identify critical roles and individuals/groups to carry out repository promotion, assistance in bringing materials up to deposit standard, metadata creation (1-18)

22. The deliverables include a detailed work plan; progress and risk assessment reports as required; a final report as well as website and blog oversight and the delivery of promotion and dissemination activities

Work package 2: Enhancing the integrated local information environment; led by Caroline Rock

Months 1-18

23. This work package has two distinct objectives; staff will also contribute to joint content population tasks:

24. **Objective 1:** To improve access to, and use of, Library assets through making them available digitally through the repository

25. Tasks

- Review and revise Library policies for the development of digital collections (1-6)
- Establish cost effective means of digitising those assets (currently funded internally) (1-12)
- Establish cost effective means for managing the collections of licensed materials and of meeting CLA and ERA reporting and monitoring requirements relating to digitised material (1-12)
- Populate the repository with existing library assets (1-12)
- Continue to identify library assets which are appropriate for digitisation (1-18)

26. As well as an agreed policy and/or set of principles for the development and management of digital collections addressing issues of preservation and curation, this workpackage will result in provision of access to:

- a collection of CLA licensed core text material (journal articles and chapters of monographs) deposited in, and managed through, Learning Edge and accessed via CU Online.
- a collection of ERA licensed and digitised video recordings of 'off air' recordings, deposited in Learning Edge and accessed via the Library OPAC as streaming video
- a collection of digitised photographs relating to the development of the automotive industry in Coventry and of Lanchester cars (The Frederick Lanchester Archive). This archive is of regional and national significance. The Library has been successful in obtaining funding from West Midlands MLA to digitise the collection (1055 items). Inclusion of these resources within the IR will provide useful transferable experience, address issues of preservation as well as ensuring appropriate access to, and management of the collection. We also aim to digitise our Peugeot archive.

27. **Objective 2:** To enhance the e-learning infrastructure of the student experience by investigating and exploiting the interoperability of those systems which provide access to, and resource discovery, information resources (the Aleph Library OPAC; TalisList reading list software; SFX open-URL resolver functionality; and CU Online)
28. Tasks
 - Explore the integration of TalisList 'reading list' with CU Online and embed the TalisList software at module level within CU Online (1-12)
 - Establish procedures for linking from TalisList to material held in the institutional repository. (1-12)
29. The main deliverable will be the creation of a single point of access to all information resources, whether print or electronic, as identified as relevant to a specific module.

Work Package 3: Technical Issues; led by Coventry systems staff
Months 1-18

30. The technical team will continue to ensure that the CU repository meets the highest technical standards appropriate for its purposes. One of the key aims is to develop scalable and flexible solutions for the learning technology used. Learning Edge focuses on dealing with the resources users commonly use for learning object creation (i.e. HTML, Word, PDF, Flash), and tries to assist with re-use by integrating a simple java-based authoring environment directly with the repository that allows people to drag and drop existing content into new collections. It interoperates with the VLE and we will also be building links into external content and repositories for use by our staff.
31. We will also be exploring how the institutional repository might interact with other framework components, such as the VLE, authoring tools, workflow and packaging tools, name authority services, classification services and research systems, in line with recommendations arising from the e-Framework programme digital repositories strand. We will also be keeping repository usage data in line with recommendations in the Linking UK repositories report³.
32. Finally we aim to explore how to generate general metadata based on the learning object subject area and possibly once it has been used in teaching; i.e. a learning module that was designed for use in one subject group could offer some general metadata from that area for use in another. We would aim to produce metadata from the module, subject group, school or university.
33. Tasks (all 1-18)
 - Ensure technical resilience
 - Provide and enhance tools for easy deposit in line with training and promotional activities
 - Fully integrate Learning Edge with CUOnline and library systems
 - Ensure interoperability of the repository with external systems; experiment with metadata generation
 - Provide for full syndication with other repositories
 - Make personal syndication tools (eg RSS feeds) widely available
34. This workpackage will result in external interoperability to allow syndication with other repositories; the development of alert/syndication tools; and tools for deposit workflow.

Content Population; led by David Morris

35. The following five workpackages address content population of the repository. All these workpackages will focus initially (months 1-3) on working jointly to establish policies and methods for progressive population of the repository. This is with the aim of reaching a critical mass of quality content as soon as possible. Further, we are keen to encourage staff across the partner institutions to exploit the repository to enhance their teaching, whether or not they are currently depositing in it. We believe that promotion of the benefits of repository engagement will encourage use. Staff will work closely with the technical implementation and enhancement team. There will be further joint tasks throughout the project.
36. We envisage that the joint tasks will be to:
 - Establish workflows for the deposit of learning objects, initially in the proposed areas of dance, transition to health and automotive design (1-3)
 - As necessary revise policies to address IPR, third party copyright and data protection (1-3)
 - Establish inclusion rules and ways of applying them (1-3)

³ Swan, A and Awre, C (2005) www.iisc.ac.uk/uploaded_documents/Linking_UK_repositories_report.pdf

- Explore appropriateness of current standards (Dublin Core, UK LOM) for describing each of: locally digitised information resources; locally created learning objects; local research outputs. (1-12); we will seek advice on standards from the Repositories Research Team; this task includes provision of an e-Learning Unit service to assist staff in meeting deposit standards (3-18)
 - Review the responsibilities for the deposition, curation, and quality assurance of resources. (3-15)
 - Identify sources of external content which can be cost-effectively added (1-18) and establish links with other repositories with full federated search capabilities (6-18)
 - Draw up training package with e-Learning Unit and the Centre for Studies in Higher Education (CSHE) comprising briefing sessions and published 'notes of guidance' relating to use of repository. (12-15)
37. Outcomes will be agreed standards; sustainable arrangements for, and definition of responsibilities relating to, on-going management of content in the institutional repository; and a training package.
38. The outlines below describe the further individual tasks to be achieved by the project team members responsible for delivery for each of the individual workpackages.

Work Package 4: HE/FE Collaboration and sharing of learning objects; led by Richard Trigg
Months 3-18

39. This workpackage will work to establish the repository as a resource for our FE partners to enhance their HE work as it links to Coventry University. This will build on the work already being undertaken in the HE Academy Pathfinder Project. We hope to demonstrate and document the potential of joint repositories for enhancing HE in FE, in particular in terms of transition to HE health courses.
40. Tasks
- Establish interoperability with FE partner systems (3-6)
 - Identify types of resources which would benefit collaboration through stakeholder consultation (3-6)
 - Encourage deposit and use of resources in the interface areas (6-18)
 - Establish role of partners in ongoing development of the repository (12-18)

41. The main deliverables will be a stakeholder analysis report on interface resources; demonstration of resources being deposited and used in teaching; and a report on HE in FE opportunities and issues

Work Package 5: Learning Objects for Dance; led by Sarah Whatley
Months 3-15

42. This work package will develop in conjunction with the AHRC funded digitisation project (Siobhan Davies Online) to develop experience and expertise in the handling and presentation of non-text and non-standard text objects (such as rehearsal notes). This will build a use case study for wider dissemination and is for the general benefit of the dance/performing arts HE community, since it involves a strong element of digital preservation.

43. Tasks

- Identify the range of learning objects which might be needed (3-6)
- Develop specific metadata system for dance and test for usability issues (7-10)
- Redevelop some items from the Siobhan Davies Online archive as learning objects (11-15)

44. The team aims to deliver a metadata system for dance objects; learning objects from the archive material deposited in the repository; and guidelines on procedures for developing the collection of dance objects.

Work Package 6: Inter-Professional Learning Objects; led by Lynn Clouder
Months 3-18

45. This work package focuses on enhancing the repository currently utilised by the Centre for Inter-Professional e-Learning. CIPeL is a collaborative CETL with Sheffield Hallam University. The production of learning objects is a major strand of activity for the CIPeL and the repository will enable wide use and reuse of learning objects in a health and social care context as well as the wider inter-professional learning arena.

46. Tasks

- Identify and populate the repository with a set of objects to be used in learning supporting the CIPeL aims, including consultation with users (3-8)
- Investigate ways of assessing the effectiveness of the deposited learning objects, based on reuse and currency in terms of inter-professional learning (6-12)
- Embed repository in the teaching and research practices of Faculty of Health and Life Sciences (8-18)

47. In addition to the content, this workpackage will produce a strategy for assessing the effectiveness of learning objects and report on strategies for embedding the repository in staff workflows.

Work Package 7: Research Objects; led by Ian Marshall
Months 3-15

48. This workpackage aims to establish the repository as the place to deposit CU produced research objects such as e-theses, working papers, research reports etc.

49. Tasks

- Identify the range of traditional and innovative research objects and their format which will be hosted in the repository e.g. documents, video, images and audio objects and explore possibility of linking to CUCV, the Coventry University research database of academic CVs, qualifications, publications and research activity, and also ResearchNet the University's web presence for research activity. (3-7)
- Consult with stakeholders on their needs and requirements for the research objects repository e.g. students, researchers, librarians, research section and external collaborators etc. (3-8)
- Establish requirements, analyse and design workflows, develop and implement systems to support:
 - submission, marking and retrieval of e-theses for Masters Students, research degree students and higher doctorates candidates. (8-12)
 - submission, peer review, publication and retrieval of working paper series for research degree students, staff and external collaborators. (8-12)
 - submission, version control, publication and retrieval of research reports and other documentation for research users. (8-12)
- Set up research objects repository (3-10); finalise repository set up (10-14); promote and advocate use of the repository (15-18)

50. The team carrying out this work expect to deliver a detailed report on the range of research objects, stakeholder requirements documentation; a final research objects repository; and updated policy, procedure and regulations.

Work Package 8: Changing the culture; led by David Morris
Months 3-18

51. Through this workpackage we intend to develop means of incentivising staff to develop and deposit learning and research objects. We aim to do this, in part through ensuring that repository issues are recognised in CU policies in a consistent and coherent way. Coventry University is committed to establishing a positive working relationship between central and local control of University partners in order to achieve a productive balance between technical, security, access, legal and preservation issues and flexibility for users.

52. Tasks

- Link development and deposit of objects into Development and Performance Review process (6-18)
- Ensure repository issues are adopted for discussion by all relevant CU committees
- Deliver an effective repository publicity campaign, promoting use of repository (3-18)
- Deliver appropriate briefing, training and support for staff (4-18); embed training in University provision
- Demonstrate benefits of repository to course teams/subject groups (3-18)

53. Deliverables will include explicit reference to repository development in key University policies and the future strategy; briefing events/ workshops held for subject groups/ course teams in the university and embedded in University training programmes; and a portfolio of on-line and other support material.

Work Package 9: Monitoring and Evaluation; led by Terry Mayes
Months 3-18

54. This work will ensure that the project meets its agreed objectives, assess the benefits of project outcomes to CU and the sector as a whole and provide a formative evaluation of the project repository enhancements which will be fed into the Repository Support project.

55. Tasks

- Evaluate use of the three main elements of the research objects repository with end users (5,11,17)
- Evaluate the use of the learning objects repository with end users (5,11,17)
- Conduct regular interim evaluations of project progress (6,12,18)
- To report to the Steering Committee on progress and areas of improvement (6,12,18)
- Participate in the project blog (*whole project once setup*)

56. The monitoring and evaluation work will result in evaluation reports and regular postings in project blog.

Dissemination

57. A key element of the project will be to share the experience, evaluations and results within the University as a part of our policy to encourage use, and also with the wider community. Dissemination will be an on-going activity throughout the project and will take place through a variety of mechanisms, including a project website, a blog, and contributions to internal and external conferences. We hope to publicise the potential benefits to the sector, and will aim to produce documentation in conjunction with the Repository Support Project that facilitates training and support for institutions implementing a similar repository structure as well as ways in which we successfully advocated and promoted use of the institutional repository. We also expect to explore synergies and learn from other funded projects, as well as work closely with the Repositories Research team (linked to the SHERPA projects).

Policy, management and legal issues

58. The project spans a variety of support organisations across more than one institution at all educational levels. During the project the following will be considered within the separate workpackages:

- Interoperability standards (in particular the subject specific and media specific issues for metadata)
- Digital preservation (especially issues with different media)
- Sustainable content management
- Effectiveness and use.

59. IPR will remain with the project partners, and will be specified in the partner agreement. All results and outputs will be freely disseminated and available for use by the HE and FE communities. In terms of accessibility, this project has the potential to promote access to services and provide greater flexibility for learners. We are also focussing on a key area for transition of FE staff into HE.

Risks and limitations

60. The project is designed to minimise risk. A high level of coordination with the current Pathfinder project and overlap with the existing steering group for this will ensure good oversight of the project.

61. In order to minimise risk a key part of the project is the evaluation and testing of a number of approaches, all of which are promising in different ways. Rather than choosing a single solution at the start only to find it does not function as well as it might, the project will assess a number of different approaches (as outlined in the work packages) and choose the best solution for the particular circumstances.

62. Particular risks are involved in the uptake of the institutional repository by staff. We plan to deliver some of the work contained in the content population work packages jointly. This will ensure that policies, workflows and instructions for training are developed across faculties and partners.

63. As with most projects, staff loss is always a key risk factor. However, the use of current institutional staff minimises this risk in so far as it is possible to do so. The spread of expertise and skills should ensure that the project keeps its momentum until project staff can be replaced. We also plan to use external consultants, who can be contracted when the funding is received to complete the project management and monitoring and evaluation parts of the project.

Budget

64. The budget and justification are based on full economic costs. A budget table is included at the end of the bid text for easy viewing. Staff training will incur considerable expense; however, we are not including this as part of the bid as it will be absorbed into the institution's ongoing training strategy.

Plan for sustainability

65. It is the objective of the project to enhance the existing institutional repository as laid out in the bid, and for the use of this to be embedded into internal and partners workflows. We also aim to make the repository interoperable with web services for accessing repository content. Further content will be exposed via the proposed INTUTE Repositories Search project. The strategy for the enhancement project is based on institutional embedding which is supported at the highest level, as demonstrated in our letters of support.

What the partners bring to the project

66. Coventry University founded as Coventry College of Design in 1843 became a University as a result of the Further and Higher Education Act in 1992. Warwickshire College originated as the Warwickshire Institute of Agriculture in 1948. The two institutions are separated by a distance of about 10 miles.

67. Warwickshire College has always been an important college of Further Education and source of students for Coventry University. In 2006, Coventry University validated an extensive range of foundation degrees in the area of equine studies and physiology at Warwickshire College, some of which are offered as distance learning courses. This is in collaboration with the Faculty of Health and Life Sciences. Further links exist in the form of staff liaison and networking in e-Learning through the West Midlands e-Learning Forum supported by the Deputy Director of e-Learning at Coventry.
68. For Warwickshire College strong links at Higher Educational level enable the College to demonstrate that their courses lead to identifiable life-long learning for their students. The aim of the collaboration is to strengthen institution-wide links at all levels.
69. The Learning Edge (<http://www.thelearningedge.com.au>) originated in Australia where its repository system (now known as Equella and implemented at Coventry University) has gained a significant market share. Coventry University systems staff and Equella developers have worked together for the past 18 months.

Key Personnel

70. The Project Director will be **Professor David Morris**, Director of e-Learning at Coventry University and the key contact for this bid. David is the author of over 100 articles, book chapters and other publications. He has advised universities nationally and internationally on education topics, most recently on e-learning. He pioneered the introduction of WebCT to the university in the business school during the late 1990's.
71. **Lynn Clouder** is Director of the Centre for Inter-Professional e-Learning and teaches in the Faculty of Health and Life Sciences at Coventry University. She was recently seconded to the Centre for Studies in Higher Education where she worked on the development of communities of practice.
72. **Dr Caroline Ingram** (CSI Consultancy Ltd) will take the role of project manager. Caroline will be responsible for coordination with partners and all other identified stakeholders, and reporting. She will report to JISC and be responsible for ensuring that the project meets all JISC requirements. Caroline has been a freelance project consultant since 2003. She has successfully carried out similar work for the LSE/Columbia University JISC/NSF funded DART Digital Libraries in the Classroom project and for the PORTAL and CREE projects based at Hull University.
73. **Chris Jones** is Business Development Manager for The Learning Edge in the UK.
74. **Ian Marshall** is the Pro-Vice-Chancellor (Research) at Coventry University. His applied research interests are focussed around the use of games in education and training and in development effort estimation for multimedia and other interactive courseware. He has worked extensively as a computer and information systems consultant, flexible learning material developer and trainer. His client list includes World Health Organisation, Hydro Electric plc, WL Gore and Associates and NCR/AT&T Financial Services.
75. **Caroline Rock** is Deputy Librarian at Coventry University and has led the development of the Library's electronic information environment and its support for e-learning including the introduction of the Library's Portal product (Metalib) and reading list software (TalisList). Formerly as Director of Learning Resources at Newman HE College, she bid for and managed a three year project (1995-1998) under the JISC Non Formula Funding initiative to support *Specialised Research Collections in the Humanities*. Caroline is a regular contributor to regional staff development networks and has led the adoption of reference access schemes between institutions within the Coventry / Warwickshire area.
76. **Richard Trigg** is Learning Technologies Development Manager at Warwickshire College. He was a major contributor to the 2005 *Report on the Role of e-learning in Further Education Colleges across the West Midlands*, and has pioneered the use of many e-learning tools within the FE sector
77. **Sarah Whatley** is Professor of Dance at Coventry University and Principal Investigator for the AHRC Siobhan Davies Online project. She has a range of publications and other outputs in the fields of dance analysis, dance pedagogy and dance performance.
78. The project steering group will be made up of key members of project staff, the University Librarian, Learning technologists and senior members of Coventry University and Warwickshire College, and a Learning Edge developer. The group will meet quarterly to review progress, ensure plans are achieved or updated as necessary, and to maintain a focus on the timely availability of deliverables. Members will also have access to the project blog.

79. Evaluation will be an ongoing process throughout the lifetime of the project. The Project partners and the Steering Group will evaluate the deliverables and the milestones. Our external consultant for formative evaluation will be **Professor Terry Mayes** (until recently Head of the Academic Practice Unit at Glasgow Caledonian University). Professor Mayes has agreed to review project progress at 6 monthly intervals, to report to the steering group and to take part in the preparation of the final report.

Budget

80. Budget Table (CU = Coventry University; WC = Warwickshire College)

Directly Incurred Staff	March 07 £	April 07 – March 08 £	April 08 – March 09 £	Total £
Total Directly Incurred Staff	2250	25650	12600	40500
Non-Staff				
Travel and expenses	500	4000	1500	6000
Consumables		1000	1000	2000
Dissemination		5000	5000	10000
Total Directly Incurred Non-Staff	500	10000	7500	18000
Directly Incurred Total	2750	35650	20100	58500
Directly Allocated (CU)				
Directly Allocated Total (CU)	3918	126030	32406	162354
Indirect Costs (CU)⁴	2654	98198	28663	129515
Directly Allocated (WC)				
Indirect Costs (WC)⁵	0	7311	5124	12435
Total Project Cost	9322	285467	99103	393892
Amount Requested from JISC	4661	142733	49552	196946
Institutional Contributions	4661	142733	49522	196946
% Contributions over life of project		JISC 50%	Partners 50%	

- Notes: 1 Coventry University academic staff.
2 Where not accounted for under other table entries.
3 £4094 per academic FTE per year; 0.05 in the year ending March 07; 1.85 FTE from April 07 to March 08; 0.54 FTE in the year ending March 09.
4 £53080 per academic FTE per year; FTES as in note 2.
5 Flat rate of 40%; the College standard practice.

Appendix A

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure should the contents of this proposal be requested under the Freedom of Information Act.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
80	s.43 Commercial Interests	Commercial in confidence, budget information refers directly to individual salaries

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Appendix B

Letters of support

From the Vice-Chancellor
Professor Madeleine Atkins

Coventry University
Priory Street Coventry CV1 5FB
Telephone 024 7688 7688
Direct Line 024 7688 8212
Fax 024 7688 8638
www.coventry.ac.uk



Ms Amber Thomas
Programme Manager
JISC
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

Our reference

JISC1311SMKL01

Your reference

Date

13th November 2006

Dear Ms. Thomas

JISC Capital Programme: Repositories and Preservation Programme

I am pleased to support our bid under the Institutional Repositories Enhancement strand of the Repositories and Preservation programme.

The bid is submitted by Coventry University but we are continuing our established and productive collaboration with our colleagues from Warwickshire College.

The enhancement of the University's repository is a major corporate target for the current year. Repository developments will bring together innovations from across the university in e-learning, access to information and resources via the Lanchester Library, the dissemination of our applied research outputs and much improved management and preservation of our teaching and learning assets. We would also hope to make major contributions to the sector as a whole through our nationally and internationally recognized work in dance, interprofessional working in health and transport and product design.

We look forward to a successful collaboration with JISC in this important area of our development.

Yours sincerely,

Professor Madeleine Atkins
Vice-Chancellor

C O V E N T R Y
U N I V E R S I T Y



INVESTOR IN PEOPLE
Vice-Chancellor's Office

15th November 2006

Professor David Morris
Director of e-Learning
Coventry University
Coventry CV1 5FB
UK

Dear David,

JISC Capital Programme Project Supporting Letter

With respect to your Repositories Enhancement project, we look forward to supporting you should your bid be successful.

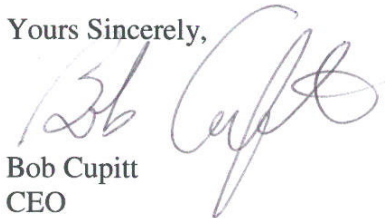
The Learning Edge has a state of the art J2EE enterprise Learning Content Management System, now called EQUELLA, with built in SCORM and IMS Content Authoring, including aggregation and disaggregation functions. It comes with out of the box rich integrations with popular VLE's such as WebCT, Blackboard, Moodle, ATutor and others.

The product conforms with many open standards such as OAI-PMH, has federated links to several international repositories, ships with RSS, z39.50 & SRU/SRW gateways, and has API's and a comprehensive SOAP interface for rapid integrations. In particular the SRU/SRW support was added based on an earlier workshop with JISC/JORUM. All these ensure interoperability with other standards based repositories.

EQUELLA is a pure J2EE application with no legacy code, ensuring support for load balancing and server clustering for high scalability and availability environments. It has a 490,000 student licence at Education Queensland since 2004 and a new installation at Florida Distance Learning that will ramp up to 4 million students and 230,000 teachers across their state wide K-20 learning sector.

The Learning Edge will be happy to provide you access to our SOAP web services API and technical assistance to ensure success of the project and looks forward to you achieving success with your bid.

Yours Sincerely,



Bob Cupitt
CEO

The Learning Edge International

16th November, 2006

Ref: im/rt/gen/jisc

JISC Capital Programme
Repositories and Preservation Proposal
Strand D (b)

Dear Sirs

This letter is to confirm our commitment to and involvement with Coventry University in the above referenced element of the JISC Capital Programme.

Warwickshire College have already embarked on an HEA Collaboration Pathfinder Project with Coventry University following a successful e-learning benchmarking pilot. Coventry University validates the majority of the Warwickshire College Higher Education provision for approximately 650 FTEs.

We intend to play a full role in all the collaborative elements of this bid particularly in work packages 4 and 8.

Yours sincerely



I Morgan
PRINCIPAL