



Practising Open Education Project 2010-11

Cascade Project Model – Project Partners Evaluation Report

The report collates the responses of the six project partners in relation to a series of reflective questions aimed at assessing and evaluating: the effectiveness of the project processes; key successes, challenges and lessons from the project; and strategies to disseminate, evaluate, sustain project outcomes beyond the period of the project.

1. How / has the focus group and focus group report informed your activities?

1.1 De Montfort University

The focus group report was widely circulated within the Faculty. This allowed people to feel confident that they weren't being 'left behind' in their use of technology. Their response has encouraged us to step back and provide a range of support for more basic and introductory ELT activities as outlined above. The Faculty L&TC felt that it was important to get as many academics as possible to a level where they were feeling comfortable exposing themselves to unfamiliar tools and techniques, before expecting them to engage in the development of OERs across the curricula.

1.2 Kingston University

The aims of our project have been developed from the HEA-ADM Focus Group discussions in January, which identified a positive response to greater use of openly available digital resources, tempered with concerns about appropriateness for studio based courses, discipline specificity, and issues of IP. In addition, our focus group participants were keen to demonstrate the expertise and talents of our staff and students in the production of resources.

Of particular concern was the challenge of using existing OERs, as much that is already available seems to be instructive, or designed to 'deliver content' whereas we might argue that the pedagogical structure of our Art & Design courses promote students as producers rather than consumers of content. There was a strong feeling that any OERs should enhance Studio Pedagogy by focussing on the development of creative attributes. Our curriculum is based on engagement with shifting cultural paradigms and interpretations, and any resources will need to be flexible enough to sustain engagement over a period of time to warrant investment in their creation. All of this will require an effort in terms of staff development, and a consideration of workload to allow ongoing development of resources as an embedded role.

We need to consider who the audience for any proposed OERs might be, and take into account international interpretations of our resources; how these might reflect on the general aims of our Faculty. In terms of the wider University, we need to develop an institutional framework for OERs that is useful and sustainable for Art & Design subjects.

The Focus group enabled us to come up with some areas for particular engagement:

1. Existing OERs, how and why might our A & D staff use these?
2. OER for direct use by students and the public, instructive, interactive.
3. OER for use/repurposing by teaching staff
4. OER which promote the pedagogies of A & D more widely
5. Student generated (or contributions to) OERs
6. Research informed OERs
7. Staff development and dissemination events

The success of this focus group response has led to our decision to hold our internal dissemination event to allow feedback and feedforward.

1.3 University of Hertfordshire

Focus group was vital in allowing us space to bring together like-minded staff from across all areas of the school. Staff with an interest in OER's were invited, and attended.

Members of group came from across a wide range of different disciplines and area's of expertise. The process made us "pressure cooker" ideas and formulate the best (and worse!) ways forward.

The ADM-HEA staff were extremely useful & vital in "targeting" our discussion, as well as recording it. Their input structured the discussion, leading us through key issues and ideas and most importantly capturing the essence of our explorations and discussions.

The Focus group provided a stimulus for interested staff to speak peer to peer about their ideas and concerns in a "neutral" space, without fear of criticism, and free from 'management directed initiatives'.

Feedback through the focus group report was vital in formulating our next steps, identifying what barriers needed to be overcome and what needed to be done next in a clear and logical manner.

1.4 Bucks New University

The focus group provided a useful opportunity for internal stakeholders, facilitated by an external, to discuss opportunities at Bucks New University for OER. Issues centred around differences in discipline and sustainability of resources.

1.5 Winchester School of Art – University of Southampton

The focus group has provided the backbone to drive the action plan. As a keen advocate of Open education I had to try and be aware of this and not let my own thinking drive the process to much, this has led to elements in the action plan that I had not initially considered, even the usability of the UoS education repositories and blackboard had not been as high on my agenda as a barrier to

entry as much as I see it now. Concerns over rating, contextulisation and timing of resources is also something that I had not considered, this has created up a much needed debate specifically in our Graphic Arts programme where we are starting to providing our teaching world wide and into countries where even attributing the author is unlikely how do we help control context.

1.6 Leeds Trinity University College

By bringing the “support staff” clearly into the foreground as colleagues and crucial partners in the OER project. (Library, Moodle/IT. Etc) Also – being production oriented the project enhances our move to develop that aspect of our work as a feature of the Leeds Trinity vision in practice. The report was very useful in helping focus our attention on the range of potential and the range of challenges involved in developing OERs on a very practical level.

2. Have you made use of the other project support– eg. newsletters, JISCmail list or the reports and templates produced by the pilot project, did you use any of the external support agencies? Do you intend to? Please give details

2.1 De Montfort University

Newsletters have been very helpful and widely circulated. Staff have applied for several of the training/development courses, including the SCORE short-term fellowship.

2.2 Kingston University

Workshops attended by project team in connection with developing OERs, following information supplied by ADM team:

1. JISC Open Educational Resources International Symposium 23/07/2010 Holborn Bars **LR**
2. ‘Before You Start’ OER, IPR and Licensing Workshop 24/11/2101 UCL **LR**
3. SCORE ‘Introduction to OER’ workshop Open University Milton Keynes 25/01/2011 **BB & LR**
4. Internal training session in use of Xerte to create learning objects **LR**
5. Oxford Internet Institute, Digital Impacts: How to measure and understand the usage and impact of Digital Content 20/05/2011 **LR**
6. SCORE Short Term Fellowship awarded to project team member Paul Postle 10 – 15th July 2011 **PP**
KULTIVATE II, RIBA 15th July 2011 **LR**

2.3 University of Hertfordshire

- Set up own Blog on StudyNet
- Updates and newsletters/ JISCmail list useful for communication and “updates”
- Uploaded OER to JORUM Open (Now available across sector) as trial – others to follow through 2011/12.
- Thought given to using our experience of the project to post as “case study” to HEA and JISC at a later date – also reading information on pilot projects very useful in trying not to fall into the same problems that some of them had.
- Weekly updates by Brighton staff – newsletter very useful in keeping us all on track.

2.4 Bucks New University

The reports produced by the pilot project are beneficial in focusing conversations around tangible issues familiar to those in the creative industries. As some of the team are late arrivals to the project, we anticipate contacting the support agencies for additional insight.

2.5 Winchester School of Art – University of Southampton

The focus group report and spread sheet was excellent and really useful. I am also keen to read the full PDF's from the other institutes reports. I found the website blog to be too broad and was not sure who was contributing as the posts were just general info on OER and did not seem to focus on this project, will use it as a link resource for OER information but I personally would have benefitted more if people had talked directly about what they were doing for this project above OER stuff in general. The newsletters have been the item that has kept me up to date. The mailing list seemed very underused. For our action plan we have created a mailing list and project site which I hope will enable WSA to share its on going progress to the wider community

2.6 Leeds Trinity University College

All the newsletters; The web2rights.com site has been hugely influential in determining the crucial work we need to do to ensure we are legal and covered, when it comes to Rights – especially in relation to permissions needed to use e.g. photographs, sound recordings and interviews. Though we may have included that in our own practice we had not fully gone into the detail of the permissions sought by clients and partners in relation to the material they ask us to include in our work for them. The OER IPR support has been very useful as well.

Some of the links have led to interesting articles re e.g. cultural sensitivities when creating and using OERs and this too has fed in to our scholarly interest and practice in intercultural and distance learning. We haven't as yet made use of the external support agencies other than through their online provision.

3. What has been the greatest success of the project?

3.1 De Montfort University

A greater range of academics within the Faculty are now working more effectively with each other; this has been possible through the workshops that we have led so far. There is now a wider community within the Faculty that supports the need to improve the quality and diversity of our learning materials; these people are now bound together with a common sense of purpose and a desire to keep up with what each other knows.

We have learnt that 'possible outcomes' and 'useful tools' are actually much more meaningful terms to use when trying to reach and engage busy academics. Busy Art and Design academics are not interested in detailed learning and teaching targets and demonstrations of impact.

3.2 Kingston University

- Beginning to engage more staff with the concept of OERs
- Award of SCORE short-term fellowship
- Realisation of some genuine OERs will be possible in the short term
- An overview which can help inform a strategic approach to OER creation in future
- Attendance of various external events has widened and deepened understanding of what might be achieved and what might be most appropriate for our Faculty
- Making new connections with potential collaborative partners in future.
- Finally, we think the greatest successes are yet to come, but we have opened out what is possible, and are now in a position to make informed choices which have more chance of success.

3.3 University of Hertfordshire

- Raising the profile of OERs to the senior management group and among teaching colleagues and promoting discussion of OER concepts and benefits.
- Giving us space to Highlight OERs to staff and how they can be authored and used by staff to assist them in Learning and Teaching.
- Allowing staff “Space” and validity that a sector wide project brings to this to concentrate on project.
- Bringing disparate staff together to discuss OERs from across University, who otherwise would not have known about OERs, or communicated with other staff in other places that are also interested in this area. Setting up an area on “StudyNet” for OER project discussion, examples and resources that are available to all staff.
- Setting up a dedicated space on a webserver that is outside StudyNet as a repository for our own generated OERs to be available across the web.

3.4 Bucks New University

One of the bigger successes was focusing a number of related debates around the open educational resources theme. To date, various ‘champions’ of digital resources, teaching and learning, creative commons and intellectual property had met in separate arenas. The catalyst of the OER is coming at a useful time for Bucks as we are in the process of rewriting our teaching, learning and assessment strategy as well as (separately) launching a new, more socially enabling website. We anticipate this project facilitating both of these. We also have senior Management commitment to Flexible and Distance Learning (FDL) with a number of projects happening across the faculty. This OER project has helped to make this drive more relevant for art and design subject areas and create awareness that there are relevant resources that can be refashioned and used under creative commons licences.

3.5 Winchester School of Art – University of Southampton

Personally it has been enabling a focus on OER within the School of Art, to raise awareness of EdShare and what OER are. With confidence I am adding in this need to make resources openly available in modules where cross disciplinary digital and study skills work will benefit a much wider cohort of students.

3.6 Leeds Trinity University College

- An awareness of the work that is needed to prepare resources with the world in mind.
- An awareness of the potential for preparing resources with the world in mind.
- The concomitant investment in the people, time and resources needed to accomplish this which benefits our own students. Also – meeting colleagues from the Subject Centre.
- Taking on production projects for creating online educational resources for others (Face It – re social phobia; Speeding – a deterrent; Schools cluster – a training dvd for school councils; etc)

4. What has been the greatest challenge in taking part in the project?

4.1 De Montfort University

The project has taken place against the backdrop of major organizational change. The University L&T Committee has had 3 chairs since September 2010. The PVC for Learning and Teaching left the University in August 2010 and was replaced in June 2011. ELT has stalled this year at the University. The University has yet to make decisions regarding the six variants on the CC license, and there are still no DMU deposits in JorumUK because the University does not have the necessary licence. The Faculty of Art and Design is to merge with the Faculty of Humanities; all senior management posts and professional service roles have been put at risk. A Voluntary severance scheme was instigated and academics have been leaving the Faculty on a regular basis since March. This background has been extremely disruptive and distressing for many staff, consequently, it was exactly the wrong time to try and support academics and other support staff to innovate in our OER project. Julie Lowe (our technology advocate) left the Faculty in May. The merger of the two faculties has resulted in much extra work for the Project Leader; so it has been difficult to find time to run workshops and to develop resources, and this has been done with uncertainty and lack of clarity regarding the future of key academic roles within the Faculty from September 2011. It has also taken time to ensure Julie Lowe's continued engagement with the project.

Within this type of environment, it has been a challenge to introduce new ideas and initiatives with enthusiasm! Had this project taken place last year, we believe that there would have been much more commitment to engage and experiment a bit more across the Faculty.

Update

The merging of the two Faculties – Art and Design and Humanities has continued to impact on the progress of this project. Key individuals have left the University under VS, early retirement and compulsory redundancies, other key positions have changed significantly, including the role of the project leader. The new Faculty begins working with its new school and management structure on September 1st. There are still roles and positions to be filled, but once these have been finalised there should be further opportunities to build upon developing expertise in enhanced learning through technology focusing on the value of OERs in particular.

4.2 Kingston University

Finding staff with time to engage with new areas of work within a difficult climate for HE, particularly as OER could be seen as removing the need for teaching in some instances.

Easily finding good quality and appropriate OER for Art & Design that we could envisage re using within our own Faculty.

Institutional policies and systems not yet prepared to cope with easy production of OER.

4.3 University of Hertfordshire

- Concepts of 'hard won' ownership of teaching materials, and a reluctance to share if it means a reduction in 'our' quality, 'our' student numbers, 'our' uniqueness.
- Finding the time amongst everyone's busy schedule to concentrate on the project in meaningful "chunks".
- Some staff had avoidance procedures in place and meant communication with them was difficult. This seemed to be mainly because the project was seen as another task to complete in an already stuffed to overflowing personal schedule. "Softly -softly" was the order of the day, with communication by email and the discussion forums the way of downsizing the tasks into small manageable chunks and encouraging individuals.
- IT and server manager's quite resistant to "Open access" server used as depository for our home-grown OER's. Took a lot of work to eventually have an area that we could use.
- Issues of "Ownership" and maintenance- gatekeeper roles to be ironed out – still not a viable long term solution at the moment, needs more work.

4.4 Bucks New University

We have experienced a number of staffing changes in the past year, alongside a periodic review that has taken time and personnel away from the project.

4.5 Winchester School of Art – University of Southampton

I had wanted to use the focus group as the main kick starter for the project and this then meant that the time within the projects was reduced and a number of the actions I have put together are longer reaching which for WSA and UoS is great but has meant limited reporting within the projects own timeframe however the site <http://meanwhile.soton.ac.uk/oer> has been devised to catch as much progress on action plan up to and beyond the scope of this project. Also as a number of our project plan activities are designed to encourage a change in culture and move staff towards using EdShare and creative commons options this will take longer impact than the 12 months of this project.

4.6 Leeds Trinity University College

- Keeping track of the paperwork as the institution went through a major restructuring over the Christmas break which impacted on concentration, focus and reporting. E.g. our focus group was very late as I didn't arrange it soon enough.
- Lack of time to make headway with staff development in term time (now planned for September alongside clearing up the Moodle source material and licensing issues).

5. What have been the main lessons learnt from taking part in the project?

5.1 De Montfort University

This project has allowed the Faculty to take stock of the ways that it has managed and developed technological capacity within academics and support staff.

The project has enabled more people to come forward and play a role even though they have limited technological knowledge or expertise.

The project has enabled us collectively to produce our first Faculty OER – an interactive Portfolio Guidance Tool for prospective art and design students – this wasn't part of the intended project outcomes, but arose as part of our collaborative work across the Faculty. Each Department has made a contribution toward the development of the resource.

Engagement in this project hasn't just been about doing something new; it has also been about building capacity for doing things in a new way – building capacity for on-going change.

This project has enabled us to identify a range of 'seed carriers' in addition to the Faculty elearning champions; they are now carrying new ideas and practices back to their academic disciplines.

Staff who engaged were appreciative that the Project Leader was also responsible for the key OER development; MA Research Methods in Art and Design. Some staff felt that previously I had been driving change, but had not been 'in the thick of it'. This project allows me to participate fully in driving it forward; so academics could see that I was very willing to develop my own learning capabilities.

This is a small-scale project, but we are hoping it has been a catalyst for the development of many more small projects. These activities will then percolate out into the Faculty as a range of new initiatives.

5.2 Kingston University

- That we need a Faculty strategy which links studio teaching and researchers more explicitly, so that we have a cohesive approach.
- That many existing Art & Design OERs are not seen to be appropriate, or that they are hard to find
- That JORUM is not an appealing repository for Art and Design materials, and has some usability issues.
- That there are a variety of presentation methods for OERs on different sites with very variable searchability and usability.
- That we should not rush to create poor quality OER randomly, but should first plan a methodical approach which will take longer, but has the opportunity to enhance the reputation of our Faculty.
- That what may be right for one institution may not work for another, but lessons can still be learned.
- That we will probably need to bid for and win more funding to make an impact with OER in future.

5.3 University of Hertfordshire

- Plan ahead and prioritize work and schedule. Make full use of resources of ADM-HEA, Jisc & JORUM for advice and “critical friend”.
- Ensure sufficient time is built into project to ensure main staff have time to work effectively on project.
- Additional time must be spent to get staff on board and explain that this initiative is not “just another thing to do” on top of a massive workload, but draws together what they are probably doing anyway and giving the opportunity to highlight it, drawing threads together to show that OERs can make your work easier.
- Some resistance of staff needed careful coaxing and time to overcome initial fears of “more work” that the project could entail.

5.4 Bucks New University

Internally, there is cause for reflection on difficulties encountered through staffing changes and it may shape the ways we approach further digital asset development. It has broadened the understandings of some employees as to the breadth of open learning resources there are and the variety of approaches taken by those disseminating and consuming such resources.

5.5 Winchester School of Art – University of Southampton

Most institutes are struggling to grasp the best way to present teaching and learning materials especially in the field of Art & Design which was good to see. The focus group documents from each institute provide a unique insight into Art & Design issues which is a very under observed area for Open Education.

5.6 Leeds Trinity University College

- The importance of organisational support (admin) for any project with external schedules and participants to cater for.
- The importance of quality; of legality and permissions; of getting something done.

6. How do you intend to evaluate the outcomes of the project?

6.1 De Montfort University

Annual ELT Faculty Audit – to monitor what activities are taking place and where in the Undergraduate and PGT curricula (Dec 11)

Staff Development Activities – what events have been attended and how that knowledge has been disseminated (Aug 11)

Module change forms – submitted to FLTC July 11

Blackboard Module shells – evaluation of tools and activities (Dec 11)

MA/MPhil and Phd Student Feedback from the new Research Methods OER – Oct-Dec 11, evaluation January 2012

6.2 Kingston University

- Through our internal event we hope to gain feedback and comments for future planning.
- We will monitor the usage of the OERs generated for Museum of X project and request feedback
- We will gather feedback from students using new OER generated through the Getting To Grips Project in the coming academic year.
We will be running feedback sessions with staff and students for the new Design portal over the coming year and will request feedback on OER usage.

6.3 University of Hertfordshire

- Feedback questionnaire to all participants by August / September 2011, gather information for evaluation report to FAQEC by Sept/Oct 2011.
- Feedback to StudyNet Development group by Dec 2011.
- Feedback to SMG by Dec 2011.

6.4 Bucks New University

We will assess the suitability and effectiveness of some of the learning materials by student feedback on our modules. We will also review how effective the materials we generate are in stimulating other internal (or external) academics in developing their own materials by reviewing the number and timing of new materials on our site or contribution to blogs/threads from external visitors.

6.5 Winchester School of Art – University of Southampton

- We will compare the number of materials deposited into EdShare from the School of Art (Staff and students) before & after the project activities (workshops and promotion etc and I would like to include number of comments against resources.
- The Project site will track <http://meanwhile.soton.ac.uk/oer> the activities and act as a focus point to get staff and up running with EdShare at WSA.
- The optional Mailing list will be used for both promotion but more importantly for testing redesigns and ideas on OER, feedback from this will be important.
- The Get Satisfaction forum will of course be an open resource for others to view.

6.6 Leeds Trinity University College

- Track the usage of the OERs we are developing
- Track the student placement follow-throughs where those are happening
- Survey the take-up internally of staff development/the online module from web2rights.
- The 'hits'/visitors to any web resources created (This includes the use of Moodle by our own students which is already trackable with the programme we have.
- The monitoring and tracking of appropriate permissions

7. How do you intend to share your outputs from the project?

7.1 De Montfort University

- JorumOpen
- <http://labspace.open.ac.uk>
- Paper for The Gateway –DMU L&T Journal
- HEA and other methods as agreed by DMU

7.2 Kingston University

Through an internal event to include:

- Presentation of our findings and outcomes
- External guest speaker from Oxford University Open Spires project
- Workshop and discussion time to help shape future strategy and possible funding bid opportunities.
- Through an article to be published in our Academic Development Centre Annual Report outlining our project and calling for further collaboration across the University.
- Through a page on Lucy Renton (Kingston Project Lead)'s EPADE blog/wiki for staff in our Faculty, including discussions, links and reports.
- Through potential future conference presentations and discussions.
- Through discussion on e-learning groups on LinkedIn and other platforms.

7.3 University of Hertfordshire

- Internal Blended Learning Conference, paper or presentation, June 2012, Internal Learning and teaching Conference May 2012
- Cascade information via our own in-house VLE, "StudyNet". Report as case study uploaded to JISC/ADM/HEA.

7.4 Bucks New University

Some learning materials will be shared through a number of websites such as JISC, Youtube and the Bucks site; internal presentations will be delivered in fora such as the Bucks annual teaching and learning conference; ideally, this will also generate an externally published conference paper and presentation.

7.5 Winchester School of Art – University of Southampton

Project Site & Mailing list - <http://meanwhile.soton.ac.uk/oer>

7.6 Leeds Trinity University College

- Online
- Staff development days
- Speaking about it at conferences
- Promotional DVD and web piece

8. How will the project impact on long-term development of open educational practice at your institution?

8.1 De Montfort University

Unclear at the moment, because the two other projects in the Institution (Scooter and TIGER) are further ahead in their developments than we are. However, engagement in this project has enabled the Faculty to take part in a larger Institutional Jisc bid; if we weren't involved in this project we would not have been invited to participate in this activity.

8.2 Kingston University

The project has raised awareness and provided an arena for broadening our understanding of what is possible and may be appropriate for our particular circumstances. However, much still needs to be done both on policy understandings, workload models, technologies, and staff development. There is a pressing need for an agreed strategy and ongoing debate around the issue of OERs. As with many other issues, the needs of Art & Design subject area OERs may differ from those other Faculties within the University, and we need to have a clear idea of how we would like to own and manage these locally

8.3 University of Hertfordshire

- Embed into school reporting structure, enabling SMG (Senior Management Group) to recognise and resource work in this area accordingly.
- Webspaces "repository set up but still needs completion/activation.
- Long term involvement of ILT staff vital to ensure OERs are kept at the forefront of thinking, otherwise, like other projects, they just die a death once funding disappears. Establish internal advocate, with time and space to continue to be a champion for whatever projects are ongoing.
- Build OER discussion into Learning and Teaching debate in Creative Arts and elsewhere in Faculty.
- Establish OER concepts (use and provision) as a 'resourcing measure' in Annual Monitoring of programmes and in new programme developments.

8.4 Bucks New University

We feel the project has great potential to provide an appropriate context to strengthen our new website with inclusive, engaging materials and links to higher educational resources in the creative sector.

8.5 Winchester School of Art – University of Southampton

It is hoped that a better understanding of the user and usability of our current OER platform will increase awareness and use.

Workshops X

8.6 Leeds Trinity University College

- Support processes re permissions will be instituted and all departments be inducted into release forms etc (which are already an everyday feature of Media/Film students' practice)
- In-House Productions linked to OER project
- Future modules and opportunities

9. Are there any other comments you would like to make?

9.1 De Montfort University

Trying to keep a wide range people informed about the project has made us realise that we need a better information structure. Emails often get buried, people can't attend key committee meetings, lunch time events where the project is discussed, so from September we will work out a better way to access the reports, documents, videos etc. The Faculty merger has provided us with an opportunity to discuss and develop a better information infrastructure for the new Faculty.

9.2 Kingston University

Some of the most useful online resources we have found are not explicitly OERs, in that they may not be CC licensed, or are not properly OERs in the sense of being fully able to be repurposed.

As the model of static repository of content may not suit the dynamic, collaborative and flexible teaching that takes place in the studio, we will need to think hard about what value each investment in OER will provide over a reasonable period of time. We have obvious 'content' candidates such as special collections which could be digitised and shared more widely, but the pedagogic approaches which encourage collaboration, and individual knowledge production are far harder to recreate.

9.3 University of Hertfordshire

- Enjoyable project, made more so by contacts made with like-minded colleagues across the University (particularly the ILT) and ADM- HEA. Time constraints were always difficult, with many pressures on time very difficult to "block" or prioritize time or staff to push the project forward. Still work to be done in this area, some resistance.
- Culture of "one more job, on top of everything else" needs addressing as no simple answer. Likewise the 'jealous ownership' views of some colleagues who are resistance to 'contributory' OER on grounds of providing materials for 'less good' programmes or who think that 'students' will study their materials and not come to their programmes.
- Adequate resources and "space both mental and physical" in the week to accomplish progression of the project at times difficult.

9.4 Bucks New University

It will be interesting to follow the conversations between the participating institutions to evaluate how each has built upon or diverged from the approaches taken in this and the preceding project.

9.5 Winchester School of Art – University of Southampton

This project has provided a real kick-start to helping promoting and improving the sharing of teaching and learning materials within the School of Art.

9.6 Leeds Trinity University College

It has been very helpful to have focus groups externally facilitated and a report to be then prepared, for us to follow. It provided a supportive atmosphere and intrigue/curiosity which drew together disparate staff.

It has been enlightening to have the excuse to encounter so much online material in this area and to have the opportunity to bring it in to our own practice.

With the drastic changes made here midway through the project, which drew my attention away, as HoD, to institutional matters, the OER project would have benefitted from a handover to another member of staff at that point to ensure the reporting was being undertaken in a timely fashion. As founding director of In House and co-ordinator of the placement modules I never-the-less had an on-the-ground opportunity to develop the plan and the practice re never-the-less, involved in developing all the production projects with clients.