

JISC DEVELOPMENT PROGRAMMES

Project Document Cover Sheet

PROJECT PLAN

Project

Project Acronym	HAERVI	Project ID	
Project Title	HE Access to E-Resources in Visited Institutions		
Start Date	1 October 2006	End Date	31 May 2007
Lead Institution	SCONUL and UCISA in partnership		
Project Director	Toby Bainton, SCONUL Secretary		
Project Manager & contact details	to be appointed		
Partner Institutions	SCONUL and UCISA		
Project Web URL	not yet available		
Programme Name (and number)	not applicable		
Programme Manager	Lorraine Estelle		

Document

Document Title	Project plan		
Reporting Period	n/a		
Author(s) & project role	Toby Bainton, project director		
Date	27/7/06	Filename	
URL	<i>if document is posted on project web site</i>		
Access	<input type="checkbox"/> Project and JISC internal	<input type="checkbox"/> General dissemination	

Document History

Version	Date	Comments
v.1	27/7/06	

See *Project Management Guidelines* for information about assigning version numbers.



JISC Project Plan Template

The Project Management Guidelines have detailed instructions for preparing project plans.

Expand tables as appropriate.

Fill in the information for the header, e.g. project acronym, version, and date.

Prepare a cover sheet using the cover sheet template and attach to the project plan.

HE Access to E-Resources in Visited Institutions

v.1

22nd July 2006

Overview of Project

1. Background

Summarise the background to the project (and how it builds on previous work) and the need for it (and why it's important).

Students and staff in HE institutions frequently need to consult materials held in the libraries of other HE institutions. This may be for personal convenience (students living at a distance from their home institution) or because of the need to consult specialist research materials not held by the home institution. Most HE libraries now have systems in place to allow visitors to consult printed materials - the SCONUL Vacation Access scheme, SCONUL Research Extra, UK Libraries Plus and Inspire all provide structures within which access to printed materials can be offered, and a number of regional collaborative arrangements also exist. However an increasing proportion of HE library stock is now held in electronic form only, and this proportion is likely to increase. In most institutions it is only possible to access this material if individuals have a network account, and such accounts are usually only provided to students and staff of the institution. Restrictions on access to institutional networks exist to support network security, and also to comply with legal conditions governing access to various electronic materials and software. As a result, however, bona fide academic visitors are often unable to gain access to these electronic materials.

A range of relevant work has been undertaken in this area in recent years:

- a) JISC and Eduserv Chest have revised the terms of their **Model Licence** to allow walk-in user access under certain circumstances (visitors to be on campus, authenticated, signed up to local computing regulations and using resources for educational purposes only). It is estimated that between 50% and 70% of resources licensed by HE institutions are covered by this type of licence, which includes NESLI e-journals. The new Model Licence is very welcome to institutions wishing to offer visitor access to e-resources, but it does mean that the onus is now on institutions to find ways of implementing the terms of the licence.
- b) The **UK Computing Plus** project undertaken by UK Libraries Plus (www.uklibrariesplus.ac.uk) in 2002 asked HE libraries to investigate different ways of allowing visitor access to e-resources. This project started before the new Model Licence came into being, and a range of approaches were tried. Fifteen libraries currently offer some level of IT service to visitors through UK Computing Plus. A further survey in 2006 established that there are still difficulties for libraries in offering IT access to visitors, largely related to the need to maintain network security, licensing issues, and in some cases the perceived low priority of this work in relation to the wide range of other activities that library and IT staff are undertaking.
- c) The **Research Information Network** is carrying forward a project investigating access for members of the public to research output held by HE institutions in electronic form. While the target stakeholder group is different for RIN, SCONUL and UCISA anticipate working

closely with RIN to ensure that both projects can benefit from the work undertaken in each area.

- d) **JANET Roaming** (see <http://www.ja.net/roaming/>) is a service that lets a guest user (for example staff and students visiting another organisation) use their own username and password to gain guest network access at a visited organisation. Visitors no longer need to be issued with temporary accounts - instead they are authenticated via the JANET Roaming service. This service offers an easy route for visitors to gain access to the Internet, but it does not of itself enable those visitors to use e-resources licensed to the visited institution.
- e) Ongoing work with **Shibboleth** should make it easier for institutions to identify and classify visitors from other HE institutions. In connection with the JANET Roaming service described above this may facilitate a route for enabling visitors to access e-resources licensed to the visited institution, but again does not by itself solve this problem.

2. Aims and Objectives

List the broad aim or purpose of the project, and the specific objectives you intend to achieve.

The project seeks to develop a toolkit covering the legal, technical and administrative issues faced by librarians and IT managers wishing to allow visitors (staff and students) from other HE institutions to access electronic information resources on their campus (possibly restricted to access on library premises). The toolkit will build on previous work by the UK Computing Plus pilot (see www.uklibrariesplus.ac.uk/ukcp/index.htm) and will resemble UCISA's *Information security toolkit* (see www.ucisa.ac.uk/ist), although on a smaller scale.

The toolkit will bring together best practice in this area from a number of institutions, and will include authoritative guidance from bodies such as JISC, Eduserv Chest and UKERNA on such issues as the walk-in user clause in the JISC and Eduserv Chest model licences, authorisation and authentication, and legal obligations for HE institutions.

Stakeholders including librarians and IT managers will be consulted and involved in the creation of the toolkit, in order to raise awareness of the issues and develop a sense of ownership of the project. A formal dissemination event will be included towards the end of the project period.

Objectives

- a) To clarify the circumstances under which HEIs can lawfully allow visiting staff and students from other HEIs to access electronic information resources.
- b) To raise awareness among HE librarians and IT managers of their rights and responsibilities in this area.
- c) To encourage HE librarians and IT managers to work together to allow an appropriate level of visitor access to appropriately-licensed e-resources, especially now that many publishers have signed up to the "walk-in user" clause incorporated within the JISC and Eduserv Chest model licences.
- d) To work with JISC and Eduserv Chest to create, promote and maintain an easily-accessible master list of resources licensed for walk-in use.
- e) To increase the number of HE libraries in which staff and students visiting from other HEIs may have access to appropriately licensed e-resources.

3. Overall Approach

Describe the overall approach you will take to achieve the objectives outlined above, including:

- *Strategy and/or methodology and how the work will be structured*
- *Important issues to be addressed, e.g. interoperability*
- *Scope and boundaries of the work, including any issues that will not be covered.*
- *Critical success factors.*

Methodology

A project officer will be recruited to start work as soon as possible and conclude at the end of May 2007. The work will be divided into three phases as follows:

Phase 1 - data collection

The Project Officer will review existing work in this field (see Background above). This phase will identify issues of concern to stakeholders, locate sources of authoritative guidance on these issues, and highlight any gaps in the provision of such guidance. A draft outline for the toolkit will be prepared with chapter headings and indicative content.

Phase 2 - development of the toolkit

The draft outline will be disseminated to stakeholders, including all those who contributed to phase 1 and more generally via the SCOUNL and UCISA mailing lists. Workshop events will be held during November and December to check that the proposed toolkit is on the right lines and meets the needs of its key audience of HE librarians and IT managers. This method of developing the toolkit was successfully implemented by UCISA in preparing the *Information Security Toolkit*. As a result of feedback from the consultation events, the toolkit will be developed fully.

Phase 3 - dissemination

The toolkit will be made available on the SCOUNL and UCISA websites. Printed copies will also be produced for dissemination (free of charge) to all SCOUNL and UCISA representatives. A dissemination event will be held in May 2007 at which the toolkit will be formally launched.

Issues to be addressed

- a) Legal issues - e-resource licensing including walk-in user clause; legal responsibilities of institutions acting as Internet Service Providers.
- b) Technical issues - network security; authentication and authorisation (including the role of Shibboleth); HE systems for enabling end-user access to e-resources.
- c) Administrative issues - routines and workflows required in HE libraries for the management of visitor access to e-resources; workload required from IT staff in support of this; issues relating to institutional regulations.

Scope and boundaries (including issues not to be addressed)

- a) Work will focus on access for visitors from other HE institutions. The findings will be of relevance to the provision of access to other types of visitor (e.g. members of the general public), but this is not the main focus of the project.
- b) Some of the background work mentioned above relates to "roaming" scholars, who need to be able to access materials licensed to their home institution when they are away from their normal workplace. By contrast, the focus of the current project is on visitor access to electronic resources licensed to the visited institution.

Critical success factors

- a) Effective engagement with bodies such as UKERNA, Eduserv Chest and the JISC itself.
- b) Broad range of stakeholder consultation - ownership of the work by the sector.
- c) Toolkit to include practical advice which will help institutions develop their services to visitors without re-inventing the wheel.

4. Project Outputs

List the tangible deliverables (including reports) your project will create, and the less tangible knowledge and experience you hope to build and share.

- a) Toolkit to be available on the web and in printed form, at least two printed copies disseminated free of charge to all UK HEIs. Toolkit to be accessible via link from JISC Collections website and possibly from Eduserv CHEST website also.

- b) "Master list" of JISC and Eduserv Chest resources that are licensed for walk-in use; system in place for maintaining this in future.
- c) Increased awareness throughout the sector of the legal, technical and administrative challenges that need to be addressed when offering visitor access to e-resources.
- d) Increased awareness of the most effective ways of overcoming these challenges.
- e) Shift in "hearts and minds" to recognise the importance of enabling access to e-resources, so that the issue takes on a higher priority within institutions.

5. Project Outcomes

List the outcomes you envisage, including their impact on the teaching, learning, or research communities, and what change they will stimulate or enable.

- a) Easier access for learners and researchers to the library resources held in other institutions.
- b) Library collections (both print and electronic) increasingly seen as being available to the whole sector.
- c) Better support for distance learners, more students studying in this way, encouragement to institutions to offer courses via distance-learning in the knowledge that students can access full range of resources in the local area.

6. Stakeholder Analysis

List key stakeholder groups and individuals that will be interested in your project outcomes, will be affected by them, or whose support/approval is essential, both within your institution and in the community, and assess their importance (low/medium/high).

Stakeholder	Interest / stake	Importance
Senior HE library staff (SCONUL reps)	Wishing to provide excellent service to visitors within legal framework; need to ensure own customers not disadvantaged.	High
Senior HE IT staff (UCISA directors)	Network security a priority; responsible for implementing institution's computing regulations and investigating any breaches. Visitor access to e-resources not necessarily a high priority with this group, given competing demands on the time of technical teams.	High
Front-line HE library staff	Need straightforward consistent procedures so as to be able to offer excellent service to all customers.	Medium
HE administrators	Ultimately responsible for institutional regulations and following up cases of "disrepute".	Low
Students and researchers	Want to have easy access to anything, anywhere ...	High
UKERNA	Sector body responsible for managing the JANET network, issuing guidance within legal framework and ensuring institutions comply with policies.	High
Eduserv Chest and JISC	Responsible for many e-resource licences and for negotiating access deals with publishers. Need to be able to support the needs of both HE and publisher communities.	High
Publishers	Need to ensure e-resource licences meet needs of HE community so as to maintain customer base. Also need to maintain income streams and ensure that institutions	High

	manage access to resources according to agreed licence terms.	
--	---	--

7. Risk Analysis

List factors that could pose a risk to the project's success, assess their likelihood and severity, and how you will prevent them from happening (or manage them if they if they occur). Cover the types of risks listed and any others that apply.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing				
Failure to recruit project officer	1	4	4	Wide, and also targeted, advertising is planned.
Delay in recruiting project officer	2	3	6	Would delay start of project but timescales can be shifted if necessary
Long-term sickness or other absence of project officer	2	3	6	Project would be delayed; at worst a second project officer would need to be recruited to take the work forward.
Organisational				
Technical				
External suppliers				
Legal				

8. Standards

[not applicable to this project]

9. Technical Development

Indicate how the project will follow best practice for technical development, and any specific technologies or development approaches the project will adopt and why.

[not applicable to this project]

10. Intellectual Property Rights

Indicate who will own the intellectual property created by the project List any intellectual property owned by third parties that will be incorporated into project outputs, when/how you will obtain permission to use them, and any implications for project outputs after the project ends.

Any information gathered during the course of this demonstrator and not already in the public domain is deemed to be the property of HEFCE on behalf of the JISC. The information provided in the final report and the rights to all other output, shall become HEFCE/JISC property.

Project Resources

11. Project Partners

List all project partners (including subcontractors), their roles, and the main contact. Indicate the date a consortium agreement was signed (or will be signed), and send a copy to the programme manager.

The project partners are SCONUL and UCISA, working together on this project under the steering group mentioned in 12 below. The main contact for this project is Toby Bainton, SCONUL Secretary.

102 Euston Street, London NW1 2HA, toby.bainton@sconul.ac.uk, 020 7387 0317.

A formal consortium agreement between SCONUL and UCISA has not been thought necessary for this project.

12. Project Management

Briefly describe the project management framework, including organisation, reporting relationships, decision process, and the role of any local management committee.

List all members of the project team, their roles, and contact details. Indicate the proportion of time the project manager will spend on project management.

Indicate if the project has training needs and how they will be met.

Project management

A steering group comprising representatives of SCONUL and UCISA will be established to determine the scope of the project, recruit and manage the Project Officer, monitor progress and manage deadlines. The Project Officer will implement the project according to the timetable set out below, and will be responsible for writing parts of the toolkit and liaising with bodies such as JISC, UKERNA and Eduserv Chest to develop other parts.

The steering group is expected to comprise:

Toby Bainton	SCONUL Secretary
David Harrison	UCISA Vice Chair
Caroline House	UCISA Secretary
Sara Marsh	Chair of SCONUL Task and Finish Group on Access, and Chair of UK Libraries Plus Steering Group

13. Programme Support

Indicate if there are specific areas where you would like support from the programme or programme manager.

We are grateful for an informal offer of help from JISC Collections in disseminating the project outputs.

14. Budget

Use the budget template and attach the project budget as Appendix A. Explain any changes from the budget in the agreed project proposal.

Detailed Project Planning

15. Workpackages

Use the workpackages template to plan the detailed project work and attach as Appendix B. Clearly indicate project deliverables and reports (in **bold**), when they are due, phasing of workpackages, and explain any dependencies. You may also attach a Gantt chart, diagram, or flowchart to illustrate phasing.

[detailed workpackages not relevant to this project]

16. Evaluation Plan

Indicate how you will evaluate the quality of the project outputs and the success of the project. List the factors you plan to evaluate, questions the evaluation will answer, methods you will use, and how success will be measured. Expand as appropriate on how you will conduct the evaluation.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Nov/Dec 2006	Draft toolkit	Helpful? Changes in emphasis required?	Workshops	Comments from workshop participants favourable.
March 2007	Toolkit	Helpful? Raise new issues? Answer questions?	Questionnaire to SCONUL and UCISA reps to accompany launch of toolkit	Quantitative responses analysed.
March 2007	Master list of walk-in resources	Did we achieve this? Is it helpful to the sector? Do we have a way of maintaining in the longer term?	Questionnaire as above. Project officer / steering group review with JISC and Eduserv Chest.	Analysis as above. Opinions from steering group and JISC / Eduserv Chest
2008?	Number of HEIs offering visitor access to e-resources	How many institutions now offer such access?	Questionnaire - to SCONUL reps administered via SCONUL Access Group?	Quantitative responses from questionnaire; also qualitative comments

17. Quality Plan

Explain the quality assurance procedures you will put in place to ensure that project deliverables meet quality expectations and acceptance criteria. Complete the table below for each of the major deliverables providing as much detail as possible. Repeat the table as many times as necessary to accommodate all deliverables.

[not relevant to this project]

18. Dissemination Plan

Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.

Timing	Dissemination Activity	Audience	Purpose	Key Message
Nov 06	Emails to SCONUL and UCISA lists	SCONUL and UCISA members	Awareness of the project; draft Toolkit outline	Did you know about this project... ? Are we on the right lines?
Feb / Mar 06	Workshops	Stakeholders (see 6 above)	Dissemination and gathering of information	Did you know about these issues? (arising from background work). What are your views on visitor access to e-resources? What challenges do you perceive? What do you need from the Toolkit?
April 07	Launch event	Stakeholders as above	Dissemination, recognition of project completion	This is what we've been doing. These are the issues we discovered. Thanks to everyone for your help. Here is the final Toolkit.
April 07	Toolkit on SCONUL and UCISA websites; stakeholder emails to draw attention	Stakeholders as above	Toolkit into the public domain	Here is something to help you achieve your objectives in supporting visitors.
May 07	Two printed copies of the Toolkit to all UK HEIs	UK HEIs	Individual ownership of Toolkit; increased likelihood it will be read	As above

19. Exit and Sustainability Plans

Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.

Project Outputs	Action for Take-up & Embedding	Action for Exit
Toolkit	See dissemination plan	Toolkit available in print and electronic form on SCONUL / UCISA / JISC websites. May need updating in later years (e.g. when Shibboleth becomes main stream) but that would be a separate project.
Master list of e-resources licensed for walk-in use	Depends on discussion during project about feasibility and ownership of such a list	Decisions needed on ownership of list and how it might be maintained.

Knowledge and awareness	Continued relevance of these issues for SCONUL and UCISA members sustained through working groups (eg SCONUL Access group, UCISA Networking group).	n/a
-------------------------	---	-----

List any project outputs that may have potential to live on after the project ends, why, how they might be taken forward, and any issues involved in making them sustainable in the long term.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address

Appendixes

Appendix A. Project Budget

	JISC	Inst.	Total
	YR1	YR1	
Staff (<i>list all staff with FTEs and salary scale range</i>)			
Project officer 100% ALC3	30,000	n/a	30,000
Travel & Subsistence (<i>include attendance at relevant programme meetings</i>)	3,000	n/a	3,000
Equipment (<i>specify individual items over £10k</i>)	n/a	n/a	
Dissemination activities		n/a	
Stakeholder consultation	3,000		3,000
Toolkit on web and in print	4,000		4,000
Dissemination event	3,000		3,000
Evaluation activities			
Questionnaire administration	2,000	n/a	2,000
Other (<i>please specify</i>)			
Steering group meetings	2,000	n/a	2,000
Total	47,000	n/a	47,000
Total requested from JISC	47,000	n/a	47,000

Appendix B. Workpackages



	2006						2007	
	Month							
WORKPACKAGES	1	2	3	4	5	6	7	8
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1: Scoping, information review, data gathering	x	x	x					
2: Draft toolkit outline			x	x				
3: Stakeholder consultation events					x	x		
4: Development of master list of walk-in licensed resources					x	x		
5: Development of master list of walk-in licensed resources					x	x	x	
6: Toolkit on the web and in print							x	x
7: Master list of walk-in resources on the web							x	x
8: Dissemination event								x

Project start date: 01-10-2006

Project completion date: —05-10-2007

Duration: 8 month