



University of Huddersfield Repository

Stone, Graham

Huddersfield Open Access Publishing Toolkit

Original Citation

Stone, Graham (2011) Huddersfield Open Access Publishing Toolkit. Manual. University of Huddersfield, Huddersfield. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/12239/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Huddersfield Open Access Publishing Toolkit

<http://eprints.hud.ac.uk/12239>



This work is licensed under a
[Creative Commons Attribution 3.0
Unported License](https://creativecommons.org/licenses/by/3.0/)

Contents	
Introduction	1
Moving to Open Access	1
<i>Costs</i>	1
<i>Committee on Publishing Ethics (COPE)</i>	2
Setting up the landing pages using EPrints	2
<i>Usage statistics</i>	5
<i>About</i>	6
<i>Notes for contributors</i>	6
<i>Licence to Publish</i>	6
<i>Review process</i>	6
<i>ISSN</i>	6
Adding the content	6
<i>Metadata</i>	6
<i>PDFs</i>	6
<i>DOIs</i>	7
Dissemination	8
<i>Directory of Open Access Journals (DOAJ)</i>	8
<i>Marketing</i>	8
Workflows	8
Setting up a new journal	8
Setting up a best of research title	8
Appendices	
1. Notes for contributors	9
2. Licence to publish	11
3. Notes for reviewers/Return Sheet – response to author(s)/Return Sheet – response to editor	14
4. Adding content to Teaching in Lifelong Learning	17
5. Journal workflows	21
6. Guidelines for the preparation of journal proposals	24
7. Huddersfield Research Review (Draft proposal)	26

Introduction

The Huddersfield Open Access Publishing (HOAP) project is part of the JISC Digital infrastructure programme.

The project aimed to develop a platform using EPrints software as a low cost, sustainable method to convert the University journal; Teaching in Lifelong Learning, from its existing model of a print subscription to an open access e-journal. The platform will now be used to convert other existing University journals in the future as well as a 'best of Huddersfield research' title that will draw its content from the Repository.

One of the outcomes of the project was to develop this toolkit for other institutions to use.

Moving to Open Access

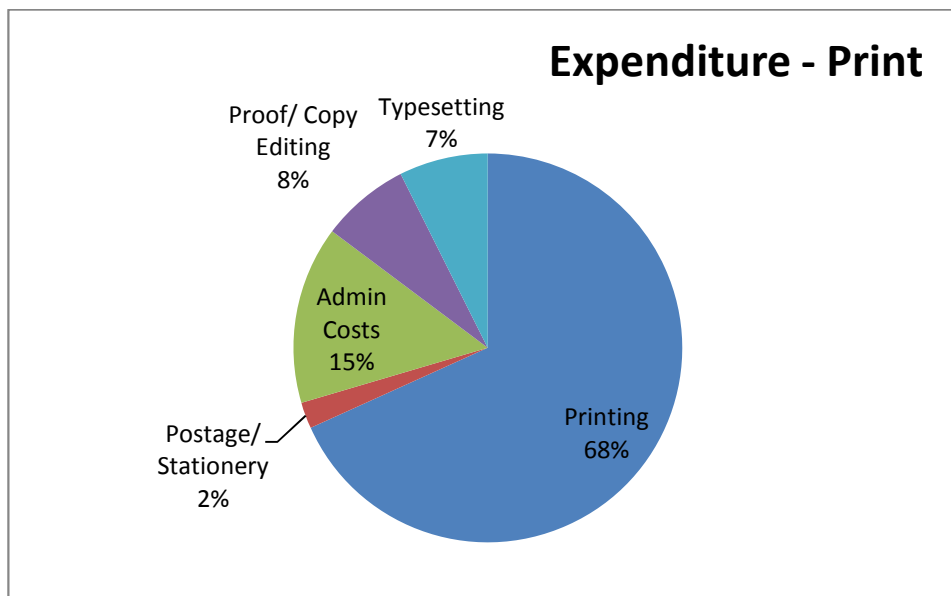
It is not the role of this toolkit to argue the pros and cons of Open Access. However, the primary reasons for moving the Teaching in Lifelong Learning journal were twofold:

- Given the present and future public sector funding cuts and their impact on institutions, it is likely that, despite the reasonable pricing structure of the journal, many institutions may cancel their subscriptions
- There were significant cost implications and delays associated with the print version

These two factors work against the desires of the journal to increase its dissemination and open access is seen as the best way to further this aim.

Costs

Like many journals, the Teaching in Lifelong Learning journal relies on voluntary contributions for the editorial role and peer review. Income is derived subscription, a contribution from the Huddersfield University's Distributed Centre for Excellence in Teaching Training (HUDCETT) and the University's Teaching and Learning Institute (TALI).



70% of the expenditure is printing, postage and stationery costs associated with a print only copy. Thus a move to an online open access model, although meaning a loss from subscription income, would actually result in a reduction in the amount of contribution from HUDCETT. Given the aims of the journal to disseminate the work of early years researchers, this contribution is seen as an investment for future research.

Committee on Publishing Ethics (COPE)

The University Press has become a member of the Committee on Publishing Ethics (COPE). COPE is a forum for editors and publishers of peer-reviewed journals to discuss all aspects of publication ethics. It also advises editors on how to handle cases of research and publication misconduct.

<http://publicationethics.org/>

Joining COPE demonstrates a commitment to follow the standards of ethical publishing, and this in turn is an excellent advertisement for the quality of the journal. Costs are dependent on how many journals you publish; journals are permitted to display the COPE logo on their journal pages.



This journal is a member of and subscribes to the principles of the [Committee on Publication Ethics](http://publicationethics.org/).

Setting up the landing pages using EPrints


In order to complete some of the stages detailed below it is important to set up the journal landing pages and agree a URL. A basic html file was provided to Eprints together with the appropriate branding. The pages have been kept relatively simple and can be reproduced for other journals. In the case of Huddersfield, this may mean that the header is changed to reflect the research area of the journal (see appendix 6).

This was done in such a way that the specific journal landing pages and related contents pages could maintain links to relevant sections appropriate to the journal. Other titles could then be added at a later date. This allows each title to have its own branding on the landing pages and contents pages. For new titles, there may be a small charge for completing this work in the future.

The journal landing pages and the volume/issue pages are completely automated. They reference the ISSN, Year, Volume, Issue and page numbers in the articles, which are placed in the Repository in the normal way. Appendix 4 shows the instructions for adding a new article to the Repository for editorial staff.

A new issue will automatically create a new entry on the landing pages and a new issue page. Each article that is then deposited in that issue will be listed as they are deposited. This results in a very efficient workflow. An entire issue can be uploaded in just a few minutes.

The articles themselves maintain the standard Repository branding, but each one also links back to the journal pages. It is important to link back as the navigation will be different on the left hand menu. Although this could be seen as a negative, we think it simplifies the process and aids discovery, e.g. the article only has one instance in the repository and can be found through the repository, via Google (Scholar), Summon and the journal pages.




University of
HUDDERSFIELD
Inspiring tomorrow's professionals

Home
About
Editorial Team
Notes for contributors
Licence to publish
Review Process
Contact Us

Teaching in Lifelong Learning: a journal to inform and improve practice

University of Huddersfield » Research » Healthcare, Social Sciences and Education

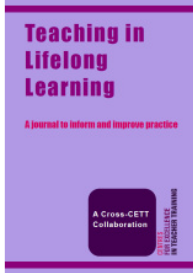
Teaching in Lifelong Learning: a journal to inform and improve practice

Latest Additions  [RSS](#)


2011
[Volume 3 issue 2 \(8 items\)](#)
[Volume 3 issue 1 \(6 items\)](#)


2010
[Volume 2 issue 2 \(7 items\)](#)
[Volume 2 issue 1 \(10 items\)](#)


2009
[Volume 1 issue 2 \(9 items\)](#)
[Volume 1 issue 1 \(10 items\)](#)





ISSN: 2040-0993

 **crossref**



 **HUDCETT**
Huddersfield University Distributed
Centre for Excellence in Teacher Training

A-Z index | Visit us | Copyright & disclaimer | All rights reserved ©
 Current Students | Staff | News | Contact us | Freedom of information
 The University of Huddersfield is a member of Yorkshire Universities

University of Huddersfield, Queensgate, Huddersfield West Yorkshire. HD1 3DH
 Telephone:  01484 422288 
 VAT registration number 516 3101 90

Specific areas of the landing page are described below.



University of
HUDDERSFIELD
Inspiring tomorrow's professionals

Home
About
Editorial Team
Notes for contributors
Licence to publish
Review Process
Contact Us

Teaching in Lifelong Learning: a journal to inform and improve practice

University of Huddersfield » Research » Healthcare, Social Sciences and Education

2011, Volume 3, Issue 1

Export as
 [RSS](#)

Number of items: 6.

p. 3. Robinson, Denise *Editorial*. DOI: 10.5920/till.2011.313.

pp. 4-15. Bailey, Wayne and Schoch, Judith *Subject Specialist Mentors in the Lifelong Learning Sector: The Subject Specialist Mentor Model; is it working? A case study approach*. DOI: 10.5920/till.2011.314.

pp. 16-28. Rushton, Ian *How shall we know them? Trainee teachers' perceptions of their learners' abilities*. DOI: 10.5920/till.2011.3116.

pp. 29-39. Lambert-Heggs, Wendy *The 'F' word: conflicts and tensions in a community of practice when mentors confront the possibility of failing a trainee in teaching observations*. DOI: 10.5920/till.2011.3129.

pp. 40-51. Shobbrook, Russell *Remission and recognition - the two Rs of mentoring: listening to the mentors of trainee teachers*. DOI: 10.5920/till.2011.3140.

pp. 52-66. Gregson, Maggie and Nixon, Lawrence *Unlocking the potential of Skills for Life (SfL) tutors and learners: a critical evaluation of the implementation of SfL policy in England*. DOI: 10.5920/till.2011.3152.



ISSN: 2040-0993

 **crossref**



 **HUDCETT**
Huddersfield University Distributed
Centre for Excellence in Teacher Training

This list was generated on **Thu Dec 8 11:47:45 2011 GMT**.

All articles sit in the main repository with a link back to the journal landing page.

The screenshot shows the University of Huddersfield Repository interface. The top navigation bar includes links for 'Information about' (Studying here, Courses, News and events, Job vacancies, Our Schools and Departments, University Campuses) and 'Information for' (Students, Business, Researchers, Former students, Staff). A search bar is on the right. The left sidebar contains a 'You are here' breadcrumb trail and a menu with links to Home, About, Help, Search, Browse, and Author Corner. The main content area displays the article title, authors (Bailey, Wayne and Schoch, Judith), and a brief description. It includes a PDF download link (307Kb) and a preview option. A 'Tools' section offers an 'EndNote' export option and a 'Link to Full Text' button. A 'Journal Details' section is circled in red, showing the journal name and issue information. The abstract text is visible below the journal details.

Subject Specialist Mentors in the Lifelong Learning Sector: The Subject Specialist Mentor Model; is it working? A case study approach

Bailey, Wayne and Schoch, Judith (2011) *Subject Specialist Mentors in the Lifelong Learning Sector: The Subject Specialist Mentor Model; is it working? A case study approach*. *Teaching in lifelong learning: a journal to inform and improve practice*, 3 (1), pp. 4-15. ISSN 2040-0993

PDF - Published Version
Download (307Kb) | Preview

Official URL: <http://dx.doi.org/10.5920/nll.2011.314>

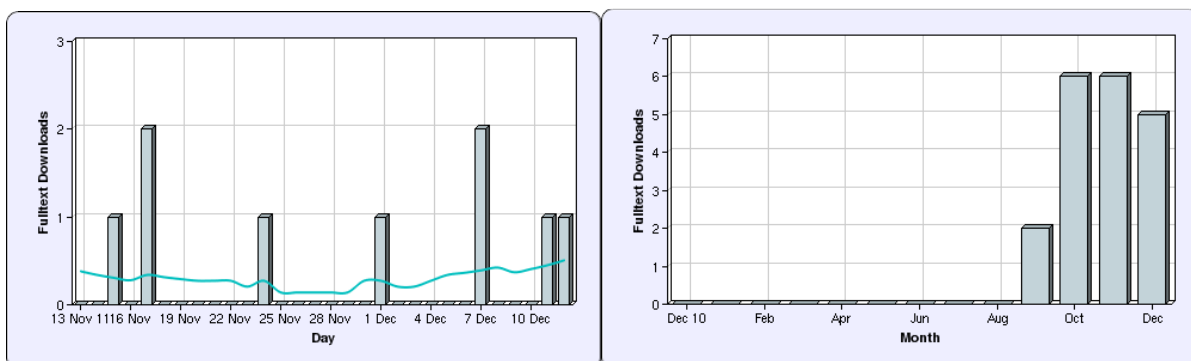
DOI: [10.5920/nll.2011.314](https://doi.org/10.5920/nll.2011.314)

Abstract

This short article explores whether using a mentoring model supports our Subject Specialist Mentors (SSMs) with their role of mentoring

Usage statistics

A big advantage of only having one instance of the article is that we can use IRstats to monitor usage for all articles in the journal. This also allows authors to see their own statistics immediately.



Downloader Countries

Flag Country	Downloads
United Kingdom	13
United States	2
Brazil	1
Poland	1
Malaysia	1
Taiwan, Province of China	1

[More statistics for this item...](#)

About

Possibly the simplest section to write, the 'About' section used the description from the printed journal to describe its aims and scope.

Notes for contributors

A major change resulting from the move from a subscription model to an open access model is the need to review the notes for contributors. The current print version requires the authors to assign the copyright to the University Press; however this goes against the ideals of open access.

The journal landing pages now feature a new 'notes for contributors' section, also attached as Appendix 1.

Licence to Publish

Another impact in the move from print to OA was the inclusion of a new 'Licence to Publish' (LtP), which replaces the previous copyright transfer agreement. The LtP now lets the author retain the copyright under a Creative Commons Attribution 3.0 Unported License (cc-by). This allows the University Press to publish the article first in the journal, but allows the author to add the PDF into their Institutional Repository and to re-use their work as they see fit without having to ask the University Press for further permission.



This work is licensed under a Creative Commons Attribution 3.0 Unported License.

The LtP has been approved and amended by the University Secretary who also sits on the University Press Editorial Board. The LtP is provided in Appendix 2 for others to use and adapt as they see fit.

Review process

One of the aims of the journal is to encourage early years researchers to publish. In order to make possible contributors aware of the peer review process, the journal makes its notes for reviewers available. These are included in Appendix 3

ISSN

When changing the format of a journal from print to electronic, the change in format has to be reflected in a new ISSN from the British Library ISSN UK Centre (<http://forms.bl.uk/bibliographic/index.aspx>). This is currently a free service. Details of the existing format need to be supplied together with the URL and details of the new format. There is a list of FAQs available for further information: <http://www.bl.uk/bibliographic/issn.html#faq>

Teaching in Lifelong Learning will display its print ISSN until the 1st e-only volume in 2012.

Adding the content

A guide to adding new journal content is available in Appendix 4

Metadata

Metadata is added using the standard version of the standard Eprints workflow. The journal pages are then automatically created using ISSN, Volume and Issue data to create the landing page and Vol/Issue pages (see above)

PDFs

In the case of the Teaching and Lifelong Learning journal, PDFs of the final printed versions were available, however, due to changes required after becoming CrossRef members (see below) the original Word copies had to be requested in order for changes to be made. Although this resulted in the correct metadata being added to the previous articles it did result in the format of the original

PDF and the Word/PDF copy being different. This has also led to a discrepancy in page numbering for older articles. For previous articles where there is no PDF, scanned copies would be required and this may prove very staff intensive.

DOIs

In order to make the journal discoverable, the University Press has become a 'publisher' member of CrossRef (<http://www.crossref.org/>). There are detailed instructions on the CrossRef site on how to apply: http://www.crossref.org/01company/join_crossref.html

Membership allows the University Press to allocate a unique Digital Object Identifier (DOI) to each published article (there is an additional charge for each DOI created).

Once an article has its own DOI, it can benefit from stable links into the content from other sources, e.g. citation links etc. However, one of the conditions of membership is to add DOIs to ALL articles references where appropriate. This can be a time consuming process, however, it can be speeded up using the DOI name lookup on the CrossRef site: <http://www.crossref.org/guestquery/>

If the PDFs are scanned this could potentially create a problem, however, a separate references document could be created with the DOIs added. In addition, references have been added to the metadata display.

Item Type:	Article
Subjects:	L Education > L Education (General) L Education > LC Special aspects of education
Schools:	School of Education and Professional Development
Related URLs:	<ul style="list-style-type: none"> • Author • Author • Publisher
References:	<p>Arksey, H., Knight, P. (1999) Interviewing For Social Scientists. London: Sage Publications Ltd.</p> <p>Bailey, W., Blamires, C., Dixon, L., Robinson, D. (2010) 'Mentoring in Teacher Education', In Avis, J. et al (eds.) Teaching in Lifelong Learning: A Guide to Theory and Practice, pp. 199 – 206. Maidenhead: McGraw-Hill.</p> <p>Bailey, W., Schoch, J. (2010) 'Subject Specialist Mentors in the Lifelong Learning Sector: who needs them?', Teaching In Lifelong Learning: A Journal To Inform And Improve Practice Vol. 2, No. 1, pp. 5 - 14.</p> <p>Bray, L., Nettleton, P. (2007) 'Assessor or Mentor? Role Confusion In Professional Education', Nurse Education Today Vol. 27, No. 8, pp. 848 - 855. http://dx.doi.org/10.1016/j.nedt.2006.11.006</p> <p>Brockbank, A. (2006) Facilitating Reflective Learning Through Mentoring and Coaching. London: Kogan Page Limited.</p> <p>Butcher, J. (2002) 'A Case for Mentor Challenge? The Problem of Learning to Teach Post-16', Mentoring and Tutoring: Partnership in Learning Vol. 10, No. 3, pp. 197 – 220. http://dx.doi.org/10.1080/136112602200037042</p> <p>Butcher, J. (2003) 'Sink Or Swim: Learning To Teach Post-16 On An 11-18 Postgraduate Certificate In Education', Teacher Development Vol. 7, No 1, pp. 31 - 57. http://dx.doi.org/10.1080/13664530300200185</p> <p>Clutterbuck, D., Sweeney, J. (2005) 'Coaching And Mentoring', Clutterbuck Associates: http://www.clutterbuckassociates.co.uk [accessed 1 April 2011].</p> <p>Clutterbuck, D. (2004) Everyone Needs A Mentor; Fostering Talent On Your Organisation (4th ed.). London: Chartered Institute of Personnel and Development (CIPD).</p> <p>Connor, M., Pokora, J. (2007) Coaching And Mentoring At Work: Developing Effective Practice. Maidenhead: Magraw-Hill.</p> <p>Cox, E. (2005) 'For Better, For Worse: The Mating Process In Formal Mentoring Schemes', Mentoring and Tutoring Vol. 13, No. 3, pp. 403 - 414. http://dx.doi.org/10.1080/13611260500177484</p>

CrossRef members have 18 months to complete this task. However, the benefits far outweigh the time taken to complete the process, as both the journal and its references become visible.

The journal notes for contributors (Appendix 1) asks authors to provide the DOIs to the references where possible in order to cut down on the time taken to check this at the copy editing stage.

Dissemination

Directory of Open Access Journals (DOAJ)

'The aim of the Directory of Open Access Journals is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact. The Directory aims to be comprehensive and cover all open access scientific and scholarly journals that use a quality control system to guarantee the content. In short a one stop shop for users to Open Access Journals'.

DOAJ has its content indexed by the new web scale discovery systems such as Summon from Serials Solutions; therefore by placing the journal in DOAJ the full text is immediately more discoverable to the end user.

The steps in this toolkit support the information required by DOAJ for publishers:

<http://www.doaj.org/doaj?func=loadTempl&templ=forPublishers&uiLanguage=en>. However, it should be noted that there is a considerable waiting list for inclusion.

Marketing

One of the attractive features of the commercial model is the ability of the publishers to market the content. For this reason it is important to include the University Marketing and Communication Unit. In addition, the editorial board can be used to publicise the article.

The following link from Co-Action Publishing and Lund University Library entitled *Marketing Channels to Consider for Open Access Journals – Working Draft of Table to be included in the Best Practices Guide to Open Access Journals Publishing* details some of the common techniques: http://www.openaccesspublishing.org/materials/marketing_%20channels.pdf

Workflows

Changes to the way the journal is published, have also led the changes in the workflows. A lot of time has been saved in preparing the print issue, for example the layout of the PDFs have been simplified from two columns to one in order to make improvements to the online reading experience. However, there is now more work at the typesetting stage as DOIs have to be added to all references and checked for accuracy. However, publishing is almost instantaneous, with an entire journal able to go live within a couple of hours. Appendix 5 details the new workflows for the journals.

Setting up a new journal

The steps above refer to the transfer of a title from print to electronic, however, during the project, a number of potential new titles at the University came to light. The steps above are all relevant to the setting up of a new borne digital open access journal.

At the launch event for SAS Open Journals (<http://sasopenjournals.blogspot.com/2011/10/sas-open-journals-launched.html>) , Damien Short gave a presentation on the questions that face the editor of a prospective new journal, Appendix 6 takes its inspiration from Damien's comments along with guidelines already in existence for new book suggestions for the University of Huddersfield Press.

Setting up a best of research title

One of the outcomes of the HOAP project was an investigation into a best of research title that could be used to showcase already published articles of a high standard that were available in the University Repository. This idea has been accepted in principle by the University Research and Enterprise Directorate and the Heads of Research in the University. Although this journal, provisionally called *Huddersfield Research Review* will not be launched during the lifespan of this HOAP project, Appendix 7 details the provisional Terms of reference and selection criteria for the title.

Appendix 1

Teaching in Lifelong Learning: a journal to inform and improve practice

Notes for contributors

Submission of article

Please read the following notes before submitting material for possible publication and ensure that contributions comply with these. When submitting your article all authors must have agreed to the submission and the article should not currently be considered for publication by any other journal nor been published previously.

Submissions should include:

- Title page with full title and subtitle (if any). For the purposes of blind refereeing, the full name of each author with current affiliation and full address/phone/fax/email details should appear on a separate sheet.
- Abstract of 100-150 words.
- 5-10 key words. If you do not provide these, the editor may insert key words at their own discretion.
- Main text and word count – articles should be no longer than 4,000 words (not including references). Text to be clearly organised, with a clear hierarchy of headings and subheadings and quotations exceeding 40 words displayed, indented, in the text. Texts of a length greatly exceeding this will be considered as interest warrants and space permits.

Text

Please ensure your document is a basic Word file, typed in single spacing throughout, using Garamond 10pt. We would ask that you do not use paragraph spacing but carriage returns to indicate paragraph breaks. **Please do not use footnotes or endnotes embedded in the text.** End notes, if necessary, should be signalled by superscript numbers in the main text and listed at the end of the text before the references. Illustrations are welcomed; however, **Authors are responsible for obtaining permissions from copyright holders for reproducing any illustrations, tables, figures or lengthy quotations previously published elsewhere.** See below for technical details. We cannot guarantee that they will appear exactly in the position suggested, due to layout constraints.

Style

Use a clear style, avoiding jargon. If technical terms or acronyms must be included, define them when first used. Use non-discriminatory language and plurals rather than he/she.

Spellings

UK spellings must be used, unless forming part of a quotation.

Punctuation

Use single quotation marks with double quotes inside single quotes. Present dates in the form 1 May 2008. Do not use points in abbreviations, contractions or acronyms (e.g. AD, USA, Dr, PhD).

References

References in both the text and end notes should follow Harvard style. References are cited thus: (author, date: page) e.g. (Brown, 2008: p. 10). In addition, authors are asked to provide the Digital Object Identifiers (DOIs) to the references where possible.

An alphabetical references section should follow the text (and end notes if any), using the Harvard system. Examples:

Books: Avis, J. (2007) *Education, Policy and Social Justice: Learning and Skills*. London: Continuum.

Articles in edited books: Ollin, R. (2009) 'Silent Pedagogy and Rethinking Classroom Practice: Structuring Teaching Through Silence Rather Than Talk', in Avis, J. et al (ed.) *Issues in Post-Compulsory Education and Training: Critical Perspectives*, pp. 47-68. Huddersfield: University of Huddersfield Press.

Journal articles: Fisher, R., Webb, K. (2006) 'Subject Specialist Pedagogy And Initial Teacher Training For The Learning And Skills Sector In England: The Context, A Response And Some Critical Issues', *Journal of Further and Higher Education* Vol. 30, No. 4, pp. 337-349. <http://dx.doi.org/10.1080/03098770600965367>

Papers: Gibbs, G., Blackmore, P. (1996) 'Supporting Staff Development within Departments (draft 4)', Document no. 8, Oxford Brookes Centre for Staff Development workshop, February.

Websites: Stainfield, J., Funnell, D., Harrison, M. (1996) 'International Economic Change', CTI Geography, University of Leicester: <http://sh.plym.ac.uk/TeachingLearning/p1bailey.htm> [accessed 7 September 2001].

Tables

Tables should be provided as separate documents and their position indicated by a marginal note in the text. All tables should have short descriptive captions with footnotes and their source(s) typed below the tables.

Figures

All line diagrams and photographs are termed 'Figures' and should be referred to as such in the manuscript. They should be numbered consecutively. Line diagrams should be presented in a form suitable for immediate reproduction (i.e. not require redrawing), each in a separate document. They should be reproducible to a final printed text area of 17cm x 10.5cm, and supplied as a high resolution black and white PDF file at 300dpi minimum. All figures should have short descriptive captions typed on a separate sheet.

PowerPoints

Please send these in a separate PowerPoint file and their position indicated by a marginal note in the text.

Screenshots

Screenshots should be sent as a separate image file, such as .tif, .jpg, together with a note of the original URL which should be freely accessible. These must be of sufficiently high resolution to be clear in the final copy.

Copyright and reproduction

Before publication, authors are requested to sign a 'Licence to publish' in Teaching in Lifelong Learning, which grants exclusive right of first publication to the University of Huddersfield Press and for the University to identify itself as the original publisher. If authors wish to have access to the PDF via their own website or institutional repository, that can also be arranged after publication. A copy of the 'Licence to publish' is available at [URL].

Teaching in Lifelong Learning applies the Creative Commons Attribution 3.0 Unported License (CC-by) to all articles from Volume X, 2011 onwards (read [the human-readable summary](#) or [the full license legal code](#)). Under the CC-by, authors retain ownership of the copyright for their article, but authors allow anyone unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Proofs

Please email your submission to the editor d.robinson3@hud.ac.uk.

Authors will receive proofs of their articles and be asked to send corrections to the editor within 2 weeks.

Appendix 2

LICENCE TO PUBLISH IN TEACHING IN LIFELONG LEARNING

In order that we (University of Huddersfield Press being part of the University of Huddersfield (“the Press”)) can publish your article we require Authors to grant us a licence to publish. Please read the notes overleaf and then fill in, sign and return this form to the editors at the address below.

1. In consideration of the Press agreeing to publish the article (set out below) in its Teaching in Lifelong Learning journal the Author hereby grants to the Press the exclusive right to first publication of the article entitled:

by:

(“the Author”)

without claim of royalties or other compensation. This exclusive right to first publication includes the right to reproduce and/or distribute the article (including the abstract) throughout the world in printed, electronic or other medium, including the right to authorize others (including Reproduction Rights Organizations such as the Copyright Licensing Agency and Copyright Clearance Center) to do the same,

2. The Press may decline to publish the article named in Paragraph 1 in the journal *Teaching and lifelong learning* with reasonable cause and shall promptly give notice of this to the Author, in which case all rights granted herein shall revert to the Author on the giving of such notice
3. The Editor(s) of the *Teaching and lifelong learning* and the Press are empowered to make such editorial changes as may be necessary to make the Chapter suitable for publication, and will consult the Author if substantive changes are required.
4. The Author hereby asserts his/her moral rights under the Copyright Designs and Patents Act 1988 to be identified as the Author of the article.
5. The Author warrants that the article is the Author's original work, has not been published before, and is not currently under consideration for publication elsewhere; and that the article contains no libellous or unlawful statements and that it in no way infringes the privacy or any other rights of third parties; and that the Author, as the owner of the copyright, is entitled to grant this licence. The Author further warrants that all statements in the article asserted as facts are true or based upon detailed research for accuracy and that the article does not contain any matter which would violate any applicable laws or regulations nor is in any manner unlawful.
6. If the article contains any material, including illustrations (photographs, tables or figures), which is the copyright of someone else the Author warrants that he/she has obtained the necessary permission of the copyright holder and that the material is clearly identified and acknowledged within the text or caption and will supply evidence of such consent and/or permission on request by the Press.

7. The Author retains copyright, and the Press will publish a suitable acknowledgement of the same in the copyright line which appears on the article. *Teaching in Lifelong Learning* applies the Creative Commons Attribution 3.0 Unported License (CC-by) to all published articles. Under the CC-by, authors retain ownership of the copyright for their article, but authors allow anyone unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.
8. The Author shall fully indemnify the Press against all and any loss, liability, damages, costs or expenses (including legal expenses) that the Press suffers or incurs as a result of, or in connection with, any breach by the Author of any of the warranties in this Licence. At the request of the Press and at the Author's own expense, the Author shall provide all reasonable assistance to enable the Press to resist any claim, action or proceedings brought against the Press as a consequence of that breach.
9. If the article was prepared jointly by more than one author, the Author warrants that he/she has been authorized by all co-authors to sign this agreement on their behalf.
10. This Licence constitutes the entire agreement between the parties and supersedes any previous agreements between the parties relating to its subject matter.
11. No variation of this licence shall be effective unless it is in writing and signed by the parties (or their authorised representatives); and no person other than a party to this agreement shall have any rights to enforce any term of this licence.
12. This licence shall be governed by and construed in accordance with the law of England and Wales. The parties irrevocably submit to the non-exclusive jurisdiction of the courts in England.
13. This licence shall take effect from the date it is signed by the Author.

Signed by the Author: _____

Date: _____

Return to: Denise Robinson, University of Huddersfield, Queensgate, Huddersfield, UK HD1 3DH

Fax: +44 (0)1484 478116; E-mail: d.robinson3@hud.ac.uk

LICENCE TO PUBLISH: Explanatory Notes

The policy of *Teaching in Lifelong Learning* is to uphold the highest standards of quality, maximizing current and future access, and ensuring preservation of articles it publishes. This licence is drawn up in the spirit of co-operation.

The University of Huddersfield Press is a member of the Committee on Publication Ethics (COPE). 'COPE is a forum for editors and publishers of peer-reviewed journals to discuss all aspects of publication ethics. It also advises editors on how to handle cases of research and publication misconduct'.

Your article will be published electronically and will also be stored electronically. Print on demand copies may also be made available.

Under the UK's Copyright Designs and Patents Act 1988, the Author has the moral right to be identified as the author wherever the article is published, and to object to its derogatory treatment or distortion. *Teaching in Lifelong Learning* encourages assertion of this right, as it represents best publishing practice and is an important safeguard for all authors. Paragraph 4 asserts the Author's moral rights, as required by the Act.

One of Huddersfield University Press's responsibilities as publisher is to assist authors in protecting and defending their rights as copyright holders. We will exercise this responsibility on your behalf, and will take such action as is necessary or desirable to protect your interests as Author as well as ours as publisher.

If Authors use the article elsewhere after publication, Huddersfield University Press requests that acknowledgment is given to *Teaching in Lifelong Learning* as the original source of publication.

Teaching in Lifelong Learning applies the Creative Commons Attribution 3.0 Unported License (CC-by) to all published articles. Under the CC-by, authors retain ownership of the copyright for their article, but authors allow anyone unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Nevertheless, it is strongly recommended that the following procedure is followed, in order that readers can easily reference and access the article. The preferred method is for Huddersfield University Press to supply a DOI to the PDF once published. The Author would then use this DOI to link the article on the Author's chosen website to the article published in *Teaching in Lifelong Learning*

Appendix 3

Teaching in Lifelong Learning: a journal to inform and improve practice

- **Notes for reviewers**
- **Return Sheet – response to author(s)**
- **Return Sheet – response to editor**

Notes for reviewers – general guidance

1. All communication should be electronic.
2. Since we would like to send your review directly to the author(s), do not add your name to the response to author(s) Return Sheet. Please annotate your copy of the article so that the author(s) can see where queries have been raised.
3. Given the tight deadlines between submission and publication, we need to give author(s) a prompt decision. If for some reason you are unlikely to be able to let us have your review within **three weeks**, please return it to the editor as soon as you receive it so that another reviewer can be found.
4. Reviewers' names are not included on the Return Sheet to author(s).
5. It is helpful if your comments can be phrased in a constructive way. Author(s) have normally invested a lot of energy and personal commitment in what they have written, and this should be respected. It is particularly helpful if the paper's positive features can be recognised as well as any deficiencies it may have, and clear suggestions for improvement can be offered.

Teaching in Lifelong Learning: a journal to inform and improve practice

Return Sheet – response to author(s)

Please note: this sheet will be returned to the author(s).

Is the content of the article appropriate in terms of the fields covered by the Journal and is it relevant to our readers' interests?
Has an appropriate range of relevant sources been taken into account and has previous work in the area been discussed in a fair and balanced way?
Is the article significant or important and does it develop or add to the existing literature in its field?
Is the argument clearly made and are the conclusions well-substantiated?
Is the writing clear and accurate? Is the article well-presented?
Is the article formatted in accordance with the Journal requirements?

Teaching in Lifelong Learning: a journal to inform and improve practice

Return Sheet – response to editor

Please complete this sheet and return it to the editor with your review.

Title of article:		
Name of reviewer:		
Date sent to reviewer:	Date to return to editor:	Date returned to editor:

Reviewer's recommendation:

Please tick one box, as appropriate:

- | | |
|---|--------------------------|
| Accept | <input type="checkbox"/> |
| Accept after minor revisions | <input type="checkbox"/> |
| Reject, inviting re-submission | <input type="checkbox"/> |
| Reject outright | <input type="checkbox"/> |
| Not appropriate for this journal | <input type="checkbox"/> |

Any other comments (confidential to editor)?
--

Please return both Return Sheets to:


Denise Robinson
HUDCETT Director

d.robinson3@hud.ac.uk

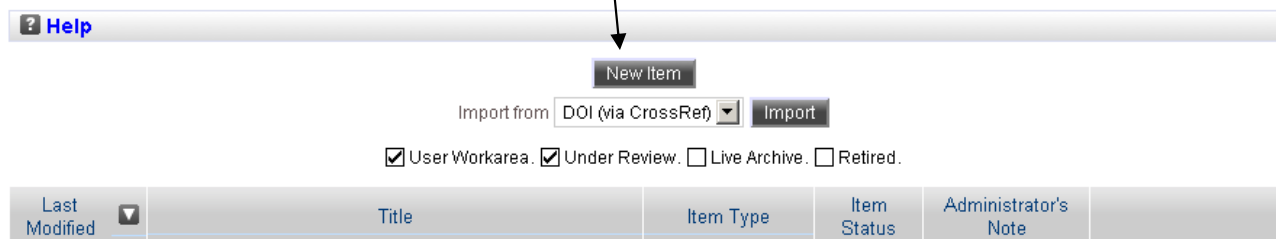
School of Education and Professional Development
University of Huddersfield

Appendix 4

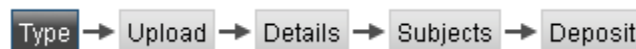
Adding content to Teaching in Lifelong Learning

1. Login to the University Repository: <http://eprints.hud.ac.uk> using your network login and password.
2. The Manage deposits page will display. This is your User Workarea. You can get back to this page at any time by clicking on 'Manage deposits' on the top menu bar.
3. Once you have logged in click on .


Manage deposits



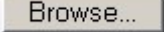

4. To deposit an article work through the following screens:



Type

5. Select **Article** from the list of item types and click on .

Upload

6. Click the  button and find the file where the PDF of the article is saved, double click on the file which will now appear in the box. Click the  button to upload it to the archive.
7. For each article:

Content: 'Published Version'.

Format: will default to PDF, unless other formats are used.

Description: Leave blank



Visible to: Leave as 'Anyone'.


License: select 'Creative Commons Attribution Share-Alike 3.0'.

Embargo expiry date: Leave blank.









Embargo reason: Leave blank.


New document:

 PDF - Published Version
144Kb 


Hide options 

Metadata Files Related Files

Content:	<input type="text" value="Published Version"/>	
 Format:	<input type="text" value="PDF"/>	
Description:	<input type="text"/>	
 Visible to:	<input type="text" value="Anyone"/>	
License:	<input type="text" value="Creative Commons: Attribution-Share Alike 3.0"/>	
Embargo expiry date:	Year: <input type="text"/> Month: <input type="text" value="Unspecified"/> Day: <input type="text" value="?"/>	

8. Click on  .

Details

9. Provide the following details for the article. Please note that fields marked with a  are mandatory.

Title: Cut and paste the title from the PDF; remove quotation marks and use a colon for subtitles where appropriate.

Abstract: Cut and paste the abstract from the article. Where there are paragraph breaks insert a double line space.

Creators: Add the author last name and first name(s) as indicated. You do not need to add the email address here; unless the article is authored by a member of University staff (this field uses the staff email address to add the item to the research outputs on the Research Office pages).

School: Choose the relevant school from the list (only if the author is a member of University staff).

Publication details:

- Refereed: Should always be **yes**, unless it is the editorial
- Status: Should always be **published**
- Journal or Publication Title: Should always be **Teaching in lifelong learning** (This may trigger an autocomplete of the next two fields)
- ISSN: 2040-0993 **This must be exact as the automatic upload onto the journal pages looks at this field**
- Publisher: University of Huddersfield
- Official URL: This should be <http://dx.doi.org/DOI>, e.g. <http://dx.doi.org/10.5920/till.2011.314>
- Volume: e.g. 4
- Number: e.g. 1 or 2
- Page range: e.g. 4-15 (**the page range will form the contents page for that issue, so they must follow logically**)
- Date: e.g. 2012 March
- Date type: Should always be **publication**
- Identification number: This should always be the DOI for that article, e.g. 10.5920/till.2011.314
- Related URLs: Leave blank

Funders: This should be left blank unless the article specifically says that it is the result of funding, e.g. through a Research Council.

If there is funding information, this needs to be added in the form of a sentence, with the funding agency written out in full, followed by the grant number in square brackets, for example:

This work was supported by the Medical Research Council
[grant number xxxx].

Multiple grant numbers should be separated by a comma and space, and where there is more than one agency, the different agencies should be separated by a semi-colon, with 'and' before the final funder, for example:

This work was supported by the Wellcome Trust [grant numbers xxxx, yyyy]; the Natural Environment Research Council [grant number zzzz]; and the Economic and Social Research Council [grant number aaaa].

Projects: Leave blank.

Rights: Add any appropriate rights information here.


Add to Research CV: Always yes.

HEBCI data as the defaults: Always no.

Contact Email Address: Add the authors e-mail address here.

References: Cut and paste the references from the PDF here.

Uncontrolled keywords: Add the keywords from the PDF here. Separate keywords with a comma (,).

10. Ignore the rest of the fields on this page and click on  .

Subject

11. You must then add the appropriate subject fields for the area of research.

Add one, or if possible two, subjects from the list that nearest match the topic of the thesis by clicking on the + signs to expand the selection and then clicking on 'Add'. If the wrong subject is selected in error, this can be removed by clicking on the 'Remove' button at the top of the subject list.

12. Click on  .

Deposit

13. Click on the  button to publish the article.

14. Check the details and click on  . If you need to make changes to the item, click on  .

15. Once deposited, if you wish to edit the item or remove it altogether, click on **Edit item** to go back into the item.

This item is in the repository with the URL
<http://eprints.hud.ac.uk/11103/>

Retire Item Move to Review

Details Actions Editorial Actions Export History Issues

Type **Edit item**


Item Type: Article

Upload **Edit item**

Document: PDF Format: PDF. Language: English. Visible to: Anyone.
 ▪ Exleyvol2no2doi.pdf

Details **Edit item**

16. It is important to check the Teaching in lifelong learning landing page to confirm that the articles have been added correctly. http://eprints.hud.ac.uk/journal_till/




University of
HUDDERSFIELD
Inspiring tomorrow's professionals

- Home
- About
- Editorial Team
- Notes for contributors
- Licence to publish
- Review Process
- Contact Us

Teaching in Lifelong Learning: a journal to inform and improve practice

University of Huddersfield » Research » Healthcare, Social Sciences and Education

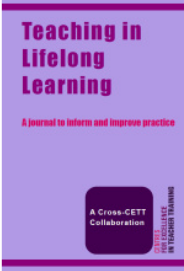
Teaching in Lifelong Learning: a journal to inform and improve practice

Latest Additions  [RSS](#)

2011
[Volume 3 issue 2 \(8 items\)](#)
[Volume 3 issue 1 \(6 items\)](#)

2010
[Volume 2 issue 2 \(7 items\)](#)
[Volume 2 issue 1 \(10 items\)](#)


2009
[Volume 1 issue 2 \(9 items\)](#)
[Volume 1 issue 1 \(10 items\)](#)





Teaching in
Lifelong
Learning
A journal to inform and improve practice

A Cross-CETT
Collaboration



ISSN: 2040-0993

 **crossref**

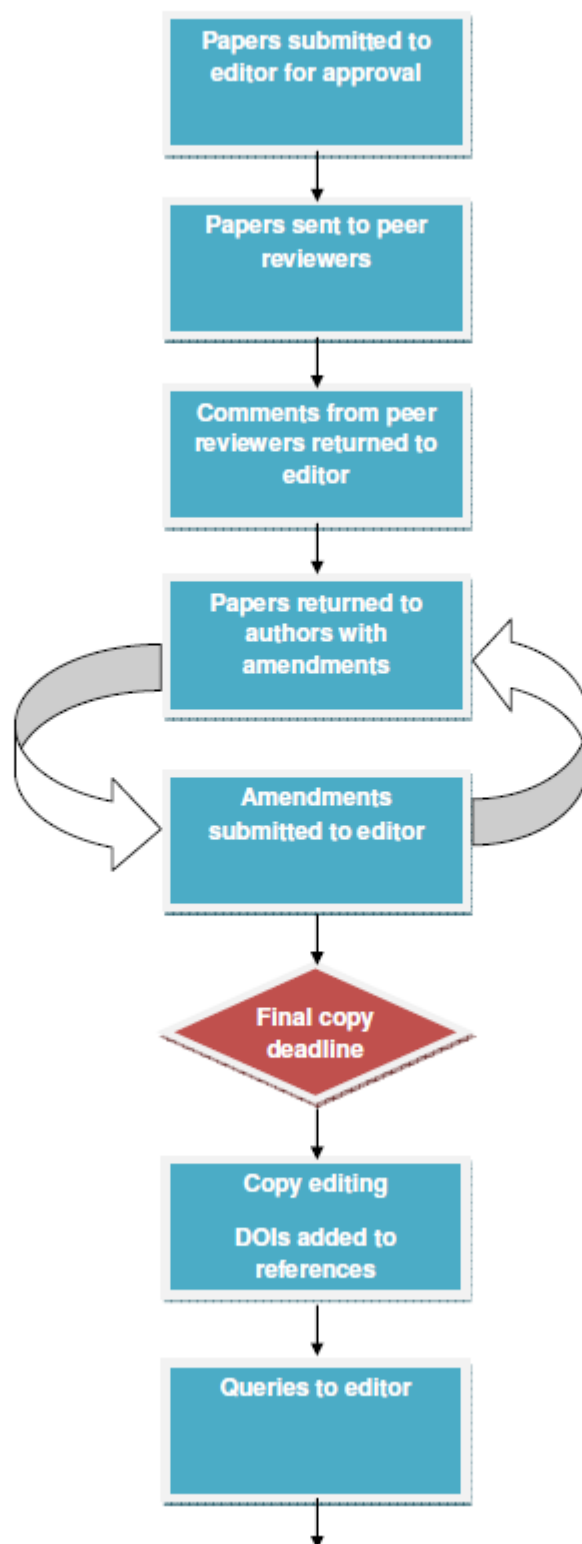


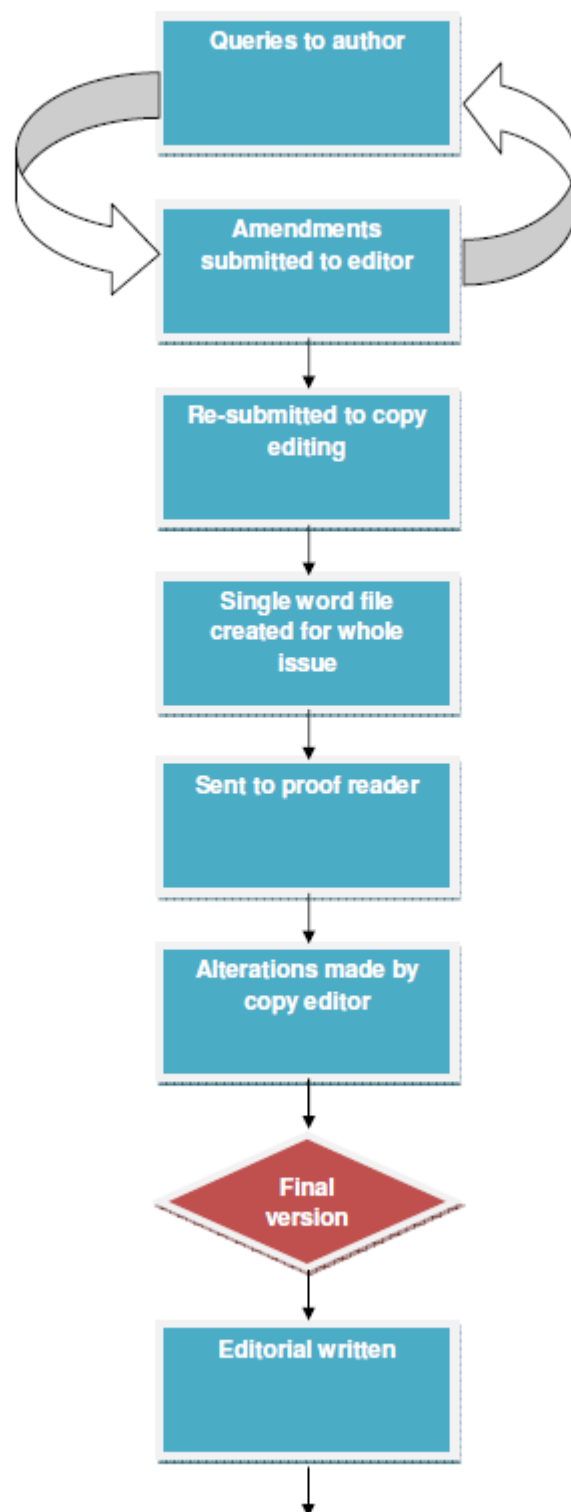
 **HUDCETT**
Huddersfield University Distributed
Centre for Excellence in Teacher Training

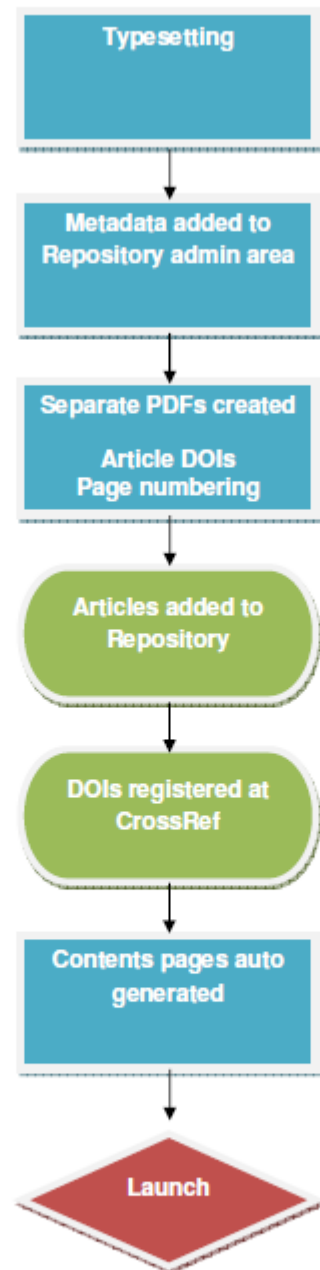
A-Z index | Visit us | Copyright & disclaimer | All rights reserved ©
 Current Students | Staff | News | Contact us | Freedom of information
 The University of Huddersfield is a member of Yorkshire Universities

University of Huddersfield, Queensgate, Huddersfield West Yorkshire. HD1 3DH
 Telephone:  01484 422288 
 VAT registration number 516 3101 90

Appendix 5 Journal Workflows







Appendix 6

University of Huddersfield Press

GUIDELINES FOR THE PREPARATION OF JOURNAL PROPOSALS

Please send a detailed description of the journal covering the following points:

1. The proposed working title. The title should give a clear indication of the content of the journal.

2. Background – was this a planned development from teaching/ research other? If based on your own course(s) please specify.

3. Market - please provide information about the main competing titles and state what is it that will make your journal distinctive

4. Target readership – is your journal aimed at academics, postgraduate researchers, undergraduates, professional etc. Think in international terms, e.g. would your title be appropriate for the North American market?

5. Nature of submissions – what types of papers will your title include, e.g. research, case studies, opinion pieces, field notes/raw data etc.

Will you include audio and video files?

6. Target authors - will your journal issue a call for papers, or commission articles. Which areas of expertise do you want to attract, e.g. academics, postgraduates, undergraduates, practitioners etc.

7. Peer review – please state if your journal will be peer reviewed. If so please indicate the nature of the advisory board, e.g. international, national, practitioners. Please provide a list of members with affiliation.

8. Frequency – how many issues will be published per annum.

9. Workload – please specify who you plan to staff the journal, e.g. editorial team, editorial assistants. Will there be a cost implication or can this be covered by current working practices.

10. Costs – Please state how you propose to fund the journal, e.g. copy editing, production costs. Please note that there may be set up costs involved (up to £1,000)

11. How do you propose to fund the publication? E.g. grant funding, School research funds

12. Please see the toolkit for further information on notes for contributors, license to publish, creative Commons licensing and a design template for University Press journals (URL to be attached when available)

**Please send your proposal via email to Graham Stone, University of Huddersfield Press
Manager
g.stone@hud.ac.uk**

Appendix 6

HUDDERSFIELD OPEN ACCESS PUBLISHING (HOAP)

Huddersfield Research Review (Draft proposal)

ISSN: pending

Frequency: quarterly

Description: The aim of Huddersfield Research Review (HRR) is to showcase the most significant research at the University of Huddersfield in each of themes outlined below. The Journal will be developed using the [Huddersfield Open Access Publishing](#) platform.



Each issue of HRR will include interviews with the authors of the most cited and/or most downloaded University articles in a specific research area together with an editorial overview by a senior researcher who will locate the Huddersfield research within the broader national and international literature in the relevant fields and disciplines.

There will be links to items in the University Repository and to relevant news articles and stories that contribute to an understanding of the work and its contribution to knowledge and to human welfare.

The impact beyond academia of the research cited will be a focus of each issue, with a strong emphasis on contributions to economic development, global quality of life and enabling environments.

The potential for further exploitation of the research discussed will also be explored and the journal will thus contribute to securing the maximum benefit from our research.

Selection criteria:

Highly cited articles on Web of Science (WoS) or Scopus and/or downloads from the University repository over a period judged appropriate by the editor of each issue and reference to external benchmarks, guidance, and indicators of best practice will guide the selection of material for HRR. Suggestions from senior researchers involved in research assessment will also be taken into account.

The rationale and method used to select the research highlighted will be justified in each issue, but will be governed by established principles of research quality.

For example, the 2010 JCR impact factors (released in 2011) were calculated as follows:

$$\frac{\text{number of citations in 2010 to articles published in 2008 and 2009 in Journal X}}{\text{number of articles published in 2008 and 2009 in Journal X}}$$

The 2010 impact factor for *Advances in Physics* was calculated as follows:

- Citations in 2010 to articles published in *Advances in Physics* in 2008 = 115
- Citations in 2010 to articles published in *Advances in Physics* in 2009 = 86
- **Total citations received in 2010 to articles published in 2008 and 2009 = 201**

- Number of articles published in *Advances in Physics* in 2008 = 12
- Number of articles published in *Advances in Physics* in 2009 = 9
- **Total number of articles published in 2008 and 2009 = 21**

$$\text{2010 impact factor} = \frac{\text{citations in 2010 to articles published in 2008 and 2009}}{\text{number of articles published in 2008 and 2009}}$$

$$\text{2010 impact factor for } \textit{Advances in Physics} = 201/21 = 9.571$$

(Modified from Cross, J (2009) Impact factors: the basics In: *E-Resources Management Handbook*. UKSG DOI: 10.1629/9552448-0-3.17.1)

International Editorial Board:

Subject to approval by the University Research Committee we will aim to establish an international editorial board early in 2012 with a view to producing the first issue soon thereafter. The Editor-in-Chief will be a senior Huddersfield academic who has been interviewed and appointed to the role for an initial period of two years.

The Editorial Board will ensure that an informed international perspective is brought to bear on the selected contributions. The Board will include research users with experience of evaluating the cultural and socio-economic impact of research.