REPOSITORIES AND PRESERVATION PROPOSAL COVER SHEET

Cover Sheet for Proposals (All sections must be completed)		***JISC Capital Programme***
Name of Capital Programme: Repositories and Preservation Programme		
Bid for Call Area : (Please tick ONE BOX ONLY, as appropriate)		
Tools and Innovation (Strand B)		
☐	**Call Area I – Tools and Innovation Projects**	Please specify area of proposed project eg *'metadata generation and validation'*
Discovery to Delivery (Strand C)		
	Call Area II – Discovery to Delivery Projects	☐ **a)** Version identification framework ☐ **b)** Persistent identifier interoperability demonstrator ☐ **c)** Federated access management and repositories ☐ **d)** Semantic interoperability demonstrator
Repository Start-Up and Enhancement (Strand D)		
	Call Area III – Repository Start-Up and Enhancement Projects	☑ **a)** Repository start-up projects ☐ **b)** Repository enhancement projects
Digital Preservation and Records Management (Strand H)		
	Call Area IV – Digital Preservation and Records Management Projects	☐ **a)** Digital preservation across the lifecycle ☐ **b)** Models and implementation of preservation services ☐ **c)** Preservation tools development
Shared Infrastructure Services (Strand I)		
	Call Area V – Shared Infrastructure Services Projects	☐ **a)** Pilot implementation of licence registry ☐ **b)** Pilot national name and factual authority service ☐ **c)** Scoping an architecture to support digital policy management ☐ **d)** Scoping a terminology registry
Name of Lead Institution:	University of Lincoln	
Name of Proposed Project:	LIROLEM (Lincoln Repository of LEarning Materials)	
Name(s) of Project Partner(s):		
Full Contact Details for Primary Contact: **Name: Julian Beckton** **Position: Teaching & Learning Co-ordinator**		

Email: jbeckton@lincoln.ac.uk
Address: Teaching and Learning Development Office, University of Lincoln, Brayford Pool, Lincoln LN6 7TS

Tel: 01522 886758
Fax: 01522 886325

Length of Project:	**1 year**
Project Start Date:	01/04/07 **Project End Date:** 31/03/08
Total Funding Requested from JISC:	£29,037.00

Funding Broken Down over Financial Years (April – March):

Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09
	£29,037.00	

Total Institutional Contributions:	£51,419.00	
Percentage Contributions over the Life of the Project:	**JISC** £29,037.00	**University of Lincoln** £51, 419.00

Outline Project Description

The University of Lincoln is interested in developing a repository in which research outputs, exemplars of student outputs in non text disciplines, and teaching materials, including copyright cleared digitised texts will be stored. This project seeks funding to develop a service model, including a service definition, a model of content organisation, conduct a needs assessment survey of the University, and establish a detailed project implementation plan and service and technical models for post funding development. In particular, the University seeks to develop a model for the many non-text based outputs of its research, including, but not limited to architectural models, records of animal behaviour, and drama performances.

I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	**YES✓**	**NO**
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	**YES✓**	**NO**

PROJECT TITLE:

1. Introduction

1.1. Outline

The University of Lincoln is interested in developing a repository in which research outputs, exemplars of student outputs in non text disciplines, and teaching materials, including copyright cleared digitised texts will be stored. This project seeks funding to develop a service model, including a service definition, a model of content organisation, conduct a needs assessment survey of the University, and establish a detailed project implementation plan and service and technical models for post funding development.

While the bulk of work may appear to be at a very basic level, existing research on institutional repositories (Ware, 2003, http://www.palsgroup.org) suggests that it is difficult to get faculty staff to use them, and they have so far had little impact on academic practice. This is why this foundation work is so important. Towards the end of the project, practices around the creation and application metadata will be established, with a view to ultimately developing an interactive thesaurus creation service for users.

1.2. Aims

To lay the ground work for the establishment of an institutional repository that will support a wide variety of non-textual materials, e.g. video artworks, performances, architectural documentation and models, without excluding more conventional text based materials, to establish best practice in capturing and describing the requisite information, and to establish the parameters of the repository, with particular regard to physical size, access and scaling for bandwidth. In the longer term, an example of the sort of work proposed is in the School of Architecture. Besides conventional artefacts like drawings, models and slide collections, increasingly students are producing work in digital formats, still images and digital video illustrating "walk-through" visualisations. The experience of moving through space is at the core of architectural studies and "walk-through" visualisations simulate that experience much more effectively than other methods of communicating architectural propositions. Digitising and archiving existing and new material and making these files accessible for study presents technical problems of storage and retrieval. It also presents a major opportunity to transform the ways in which we study and teach architecture and associated spatial design subjects.

1.3. Specific Objectives.

- To assess the requirements of different cultures across subject disciplines with regard to an institutional digital repository in particular
    - To establish the kinds of content that will be stored in the repository
    - To identify key users and stakeholders
    - To identify what services can be offered with the resources available to us
    - To establish the relative responsibilities of the library and user communities.

To establish appropriate metadata models

To investigate the implications of making the repository fully scaleable – that is compliant with open standards so it can be used across different disciplines, and where necessary compliant with open standards so it can be accessed by other institutions

To establish an appropriate model of rights management

1.4 Length of Project.

12 months

1.5 Contribution to programme, relationship to other work and value for money.
1.5.1. Objectives of the Repositories and Preservation programme

A major concern regarding e-learning is that it is sometimes seen as simply applying technology to old practices, and thus reinforcing them. The project is designed to build capacity, knowledge and skills in the use of e-learning to support lifelong learning, in this case by encouraging those who create content to think about users outside their own classroom.

It is also intended that by developing technical and data models to support the management of highly diverse resources, the project will encourage a flexible, affordable and pedagogically diverse implementation of e-learning.

Finally the concept of embedding the work into the practice of colleagues at the University is central to the project, thus meeting the objective of offering guidance to practitioners about digital rights management, and about the roles and responsibilities of those involved. Key to this is the survey of user requirements early in the project.

1.5.2. Relationship to other work and value for money.

This is very much the first phase in the University of Lincoln's repository building programme, and it is important that the University keeps in touch with similar start up projects, and ensures that its work is interoperable with those projects. The value of the project to JISC will be that we will share our experiences to facilitate learning for other repository projects, and we will be able to offer useful information about the implications of storing a wide variety of non-text based material in a digital repository

2 Work to be done.

Pre project.
It is intended that at an early stage in the project an officer will be appointed for 12 months. (at 40% FTE) This officer will work with the project team to ensure that the project successfully

delivers it's objectives. The first task of the project team will be to draw up a person specification, although some work has been done in this area already. For this reason, and to allow time to make a suitable appointment, we do not envisage starting the formal project work until April 2007. The essential attributes will be a qualified information professional (information scientist) with an understanding of metadata standards Dublin core etc. It is expected that the post will be graded at an equivalent to subject librarian or computing officer.

The role will initially reside within the Online Systems Team as initially technical requirements will have an important influence on the design of the proposed user studies. However the remit will include the requirement to make the repository fit for purpose for the library as a library resource, and any continuation of the project role would reside within the library.

After the officer is appointed the project phases would be:

1) Research phase:
The project officer would lead the research into user requirements. It is envisaged that this study will use a mixture of research methods, as while a survey can give an overall picture, it is often the case that discussions with potential users can highlight specific issues that, if not picked up can prove quite threatening to the project.

2) Service Development Phase

Based on the results of the survey, the project team will then create a service definition to address questions such as who will be able to deposit material in the repository, what material will be deposited, what metadata should be associated with the resource, particularly relating to non traditional outputs, such as architectural models, performance, animal behaviour studies and so on, who should create that metadata and what kind of storage space allocation and bandwidth will be needed. The University library is currently piloting e-prints and dSpace repository software with a small scale repository project related to the RAE, and the findings of this pilot, combined with the project research will be of great importance in drawing up a final technical specification.

A further important issue will be the organisational structure of the repository. No single structure, that is a single accessions policy, single metadata scheme, or document format is likely to suit all users, so it is likely that different communities will need to be engaged. A model for this may be the Caltech CODA site which is actually organised into different departmental based archives. (http://library.caltech.edu/digital/) An important element of the project work will be to determine user requirements in order to define the structure of the repository.

3. Adoption phase.
Once the technical and service specifications have been drawn up, it will then be necessary to install the software, but more importantly to engage the academic community. To some extent this will build upon the results of the research carried out in the first part of the project by encouraging those who responded to become early adopters of the system. Most of the work in this phase will be identifying and ironing out technical and workflow problems. The

final stages of the project will involve the internal dissemination of knowledge about the project, in particular to encourage staff to contribute materials.

Post project.

This bid is very much for support for the first phase of the repository project. In particular, the importance of educating academic colleagues about why an institutional repository is important, and it will be important for example to involve the University Research office in showing how colleagues can enhance their grant proposals by showing how their work will be distributed and preserved.

3 Strategic Considerations

3. 1 Relevance to JISC strategy

The project is related to three of the JISC's strategic themes, information environment, e-resources and e-learning. Specifically it is concerned with the management of digital information, being central to the JISC's strategic vision of moving from fragmentation to integration by offering users a seamless journey to the resources they need, but the use of metadata standards supports the e-framework commitment to open standards, and the e-learning programme's commitment to providing easy access to high quality flexible learning materials

3.2 Relevance to University of Lincoln Strategy.

The provision of a repository would enhance the University's research capacity, by providing researchers with structured access to high quality resources, developed in a variety of settings. Finally the existence of a repository of high quality materials will facilitate the university's strategic ambition to improve the quality of its teaching, not merely through the provision of good teaching aids, but through the engagement of staff in the reflective processes of content and metadata creation for the repository. The University of Lincoln is committed to the development of its regional role, in particular through the LICHEN (Lincolnshire Colleges of Higher Education Network) and the provision of a repository accessible to staff and students of those colleges would play an important part in supporting students transition from Further to Higher Education, by making resources available across different levels.

4 Project Description

4. 1 Project Plan (Summary)

1) Appointment of Project Officer (end of Month 1)
2) Conduct survey of academic needs (end of month 3)
3) Publication of service and technical models (end of month 6)

4) Design and production of workflows for user communities (end of month 8)
5) Implementation of software (end of month 12)

4.1 Intellectual Property Rights

All outputs of the project will be made available, free at the point of use, to the UK HE and FE community.

4.2 Sustainability

The project is essential to the University's future plans, and is by definition sustainable. Something similar will happen, even if the bid is unsuccessful. The University is strategically committed to the maintenance of a diverse portfolio of subjects, including those that have outputs that are not text based. In particular the school of Architecture is already committed to the development of a "Virtual Studio" that will *inter alia* record the higher quality student work created in the school. This will include project briefs, technical data, drawings and 3 dimensional models. The University Library is committed to a project to provide digital copies of copyright cleared texts, and the repository is seen as a natural home for what is a very large database of material. (An important implication for the metadata model is that copyright restrictions may limit access to students and staff involved in a particular unit, so relevant access rights will have to be part of the repository's service model)

5 Scenarios.

(These scenarios represent our long term vision for the repository, and presume the ground work described in the project outline has been done.)

5.1. Architecture (Internal)

Jamila was a bit stuck for inspiration about her design project for a Cathedral Information and Visitor Centre, commissioned by the Dean and Chapter of Lincoln. In particular, she was finding it difficult to manage the technical issues of building on a steep slope. She remembered a lecture they had had from the Architecture Librarian about the various resources, and in particular about the repository of previous projects. She logged in and typed in "Steep slope". The answer came back "No results" , but several alternative terms were suggested. Clicking on these produced links to a variety of projects, but one in particular for an Alpine ski lodge looked very similar. Clicking on the link to this retrieved a set of drawings, technical data about materials that were used, and an online animated walk through showing how the foundations had been constructed.

5.1.2 External Contributions

The potential for accepting contributions from outside the School suggests a "YouTube" or "Wikipedia" kind of facility. An architect working in practice in Hamburg visits Berlin for a client meeting and takes the opportunity to visit the Jewish Museum by Daniel Libeskind. Having

heard of Lincoln's interest in presenting spatial experience, she makes a video record of her journey through the museum and sends it electronically to the repository administrator. An academic packages short clips from the video with analytical commentary and places it in the repositpry. A colleague includes it in a lecture as an example of late modern space and comparing it with video clips of the journey round Le Corbusier's Villa Savoye near Paris as an example of early modern space. A student working in Newcastle takes a lunchbreak and listens to a podcast of the lecture she previously picked up from the School website. Meanwhile, in the design studio, a tutor advising a student about the qualities of space they are trying to achieve in the atrium of a new school design suggests looking at Libeskind's work in Berlin and Manchester. The student opens the repository and uses these words to launch a search which finds video clips of both projects along with plan diagrams and pencil sketches made by a student on a trip to Manchester several years earlier. A search using the student's name leads to a "walk-through" visualisation of her design project for a school carried out the previous year. At the same time, a member of the public is planning a short visit to Berlin and wants to choose which of the museums to visit. Lincoln's archived video clips help her decide that the Jewish Museum is worth a visit after all. She prints off the commentary for later reference.

5.2. Animal behaviour.

Danny wanted to show his students some examples of canine behaviours that arose when the animals were alarmed. Clearly it would be unethical to scare real dogs, but he remembered that in about 2006 the University’s Animal Sciences department had conducted some experiments into the use of pheromonatherapy to calm nervous animals. He wondered if any of the research had been recorded. On checking the repository he was able to find video recordings of some typical behaviours and incorporated these into his lesson plan.

5.3 Drama

Professor Latey was particularly impressed with a recent performance that her students had given in the University’s theatre space. Fortunately, all performances were recorded, but what was particularly impressive about this performance was the way the lead actor had established her physical presence at the front of the stage, and she thought this would be very useful for future students. Of course, this performance would be stored in the repository, but the question that arose was how to describe it. She logged into the repository, clicked on the metadata link, and typed in what she thought would be useful keywords. However, the system informed her that the word she wanted wasn’t in the database, and suggested some others. Having thought about it, she clicked the “Add your first choice” button. This automatically e-mailed a message to the repository support team, who would look at where this new term fitted into the inbuilt thesaurus.

6 Timetable

6.1 Project Timetable.

Month	1	2	3	4	5	6	7	8	9	10	11	12
Appointment of Project Officer	**M**											
Assembly of Repository Team												
Survey of Academic Needs			**M**									
Define Service Definition												
Development of Service Model						**M**						
Development of Technical model						**M**						
Design workflows for user communities								**M**				
Drafting and Publication of repository use guidelines including metadata spec.												
Development and dissemination of publicity material												
Choice and implementation of software												**M**
Begin to populate the repository												

M Milestones

7 Deliverables

Metadata specification for non traditional material
Workflows involved in the storage of non-traditional material in a digital repository.
Investigation of storage of some non traditional materials in public repositories like JORUM
A Case study on the process of creating a digital repository will be published.
A feasibility study into an interactive thesaurus creation service for repository users

8 Risks

The most serious early risk to the project will be that it may prove difficult to find a suitable project officer. Given the strategic importance of the repository, the University will consider seconding an existing member of staff to this post, although our preference is to appoint someone who has experience of repositories elsewhere.

A related risk is that, given the temporary nature of the project, the project officer will seek employment elsewhere, and not complete their full term. The university intends to manage this risk by establishing a cohesive project team who could take over the work of the project officer for the last two or three months of the project.

Thirdly there is the well documented risk that user communities will not engage with the repository, and a strategy for managing this risk is central to the project. In a sense this is a post project risk, but as it is essential to the success of the project, we intend to devote a significant part of the project work to marketing the service to colleagues. By marketing, we mean investigating requirements, as well as producing publicity material.

9 How the outcomes will be of value to the JISC community

The deliverable likely to be of most interest to the JISC community is the development of metadata and workflow specifications for the deposit of non traditional materials However, the proposers also feel that there are considerable benefits to be had if a mechanism for creating subject terms for use in the repository is created. There may be a case for using existing controlled languages such as Library of Congress Subject Headings, or more subject specific examples (e.g. Architectural Keywords), and while establishing a working mechanism is beyond the scope of the project, we believe that the preliminary investigative work will be of considerable value to the repository community.

10 Budget

Directly Incurred Staff	**April 07– March 08**		**TOTAL £**
Project officer Sc6/Ac1 4 0% FTE (inc. indirect costs)	£25.373.40		£25.373.40
Total Directly Incurred Staff (A)	**£25.373.40**		**£25.373.40**
Non-Staff	**April 07– March 08**		**TOTAL £**
Travel and expenses	£1000.00		£1000.00
Hardware/software	£		£
Dissemination	£500.00		£500.00
Evaluation	£		£
Other (estates costs)	£2163.00		£2163.00
Total Directly Incurred Non-Staff (B)	**£3663.00**		**£3663.00**
Directly Incurred Total (A+B=C) (C)	**£29036.40**		**£29036.40**
Directly Allocated	**April 07– March 08**		**TOTAL £**
Staff	£27017.00		£27017.00
Estates	£3245.40		£3245.40
Other	£		£
Directly Allocated Total (D)	**£30262.40**		**£30262.40**
Indirect Costs (E)	**£21156.60**		**£21156.60**
Total Project Cost (C+D+E)	**£80455.40**		**£80455.40**
Amount Requested from JISC	**£29036.40**		**£29036.40**
Institutional Contributions	**£51419.00**		**£51419.00**
Percentage Contributions over the life of the project	**JISC 36.09 %**	**U.Lincoln 63.91%**	**Total 100%**

12 Key Personnel (CVs in Appendix B)

12.1 Julian Beckton (Project manager 10%)
Teaching and Learning Co-ordinator, Teaching & Learning Development Office

12.2 Paul Stainthorp (Project Assistant - 10%)
Academic Subject Librarian, Faculty of Technology

12.3 Philippa Dyson (Project Assistant – 10%)
Senior Academic Librarian, University Library.

12.4 Tim Simmonds (Project Assistant - 10%)
Faculty Support Officer, Technical Infrastructure Services

12.5 Carl O'Coill. (project Assistant – 10%)
Senior Lecturer, Architecture

12.6 Andy Earl (Project Assistant – 10%)
Senior Lecturer, Architecture

12. 7 Project Officer. (to be appointed)

13: Dissemination strategy.

The proposers intend to disseminate the outcomes of the project principally by producing appropriate learning materials and depositing them in the JORUM repository. One minor strand of the Project Officer's responsibility will be in working with colleagues to set the University of Lincoln up as a contributor to JORUM. Reports will also be provided to JISC and with JISC's permission, publication in appropriate journals will be sought, and the project staff will seek to present papers at appropriate conferences during 2007/8. We will create a project web site, although the primary purpose of this site will be to facilitate communication between members of the project team, the various user communities within the University, rather than a dissemination mechanism to the wider community, although that will remain an important secondary purpose of the web site.

Appendices

Appendix A: Project Team Brief CVs.
Appendix B: Supporting Letter
Appendix C: Freedom of Information Form

Appendix A: Brief CVs of Key Personnel

Julian Beckton

Julian is a teaching and learning co-ordinator in the Teaching and Learning Development Office of the University. He is responsible for introducing a variety of quality enhancement initiatives into the University, including the introduction of Personal Development Planning, and technical tools to support it, the introduction of plagiarism detection software, and persuading staff to use it as a teaching tool, rather than as a “detect and punish” approach, and for the maintenance and use of the University’s Virtual Learning Environment. Currently this is the Teknical Virtual Campus, but the decision has been made to move to Blackboard, and he will be heavily involved in ensuring, as he did with the Virtual Campus, that the new VLE is properly interfaced to other University systems, including the institutional repository.

He holds a masters degree in technological learning development from the University of Lincolnshire & Humberside and is working towards a doctorate in Educational Leadership at the University of Lincoln

Philippa Dyson

I am Senior Academic Librarian in the Department of Library and Learning Resources at the University of Lincoln. I have worked for many years in various roles within the department, and at managerial level since 1996. I have a thorough knowledge of the University and how it works, and a good general knowledge of the HE sector and the issues confronting University libraries. I contributed two case studies to Centred on learning: academic case studies on learning centre development, edited by Edward Oyston (Ashgate Publishing, 2003).

I am a member of the Higher Education Academy. I have an MSc in Technological Learning Development (University of Lincolnshire and Humberside) and a PGCE (Education and Training in the Post-Compulsory Sector) (University of Huddersfield).

With my fellow Senior Academic Librarian I line manage the team of Academic Subject Librarians, of whom there are eleven organised into faculty teams. I liaise closely with the two faculties for whom I am responsible and am a member of the main Faculty Committees including Teaching and Learning Committees. I am also responsible for systems development and research support. As part of the former responsibility, I am leading a pilot project to store the RAE outputs of the Faculty of Health, Life and Social Sciences in an institutional repository, a project which will be scaled up to cover the whole University for the actual RAE.

Paul Stainthorp

Paul is an Academic Subject Librarian at the University of Lincoln, with five years' experience in supporting the teaching, learning, and research activities of several of the University's academic departments: the Department of Computing, the School of Creative Technologies, the School of Journalism, and Holbeach Technology Park (Food Technologies).

He is broadly responsible for the day-to-day management and development of the University's electronic library resources - intranet pages, Athens databases, electronic journals, etc. - and have initiated and contributed to several recent projects which have significantly improved access to electronic materials through the University's Portal system.

He is currently involved in the population of the University's pilot Institutional Repository, looking at bibliographic-quality and copyright issues. He has a background in broadcast audio and multimedia, and has recently completed an initial postgraduate qualification in Electronic Information Management.

Tim Simmonds

Tim has worked in IT in H.E. for the last 20 years, from programmer to centre manager, and is currently heading up the Online Services Team in computing services. In the previous 6 years Tim has worked to support the faculty of Media and Humanities in the delivery of a full range of digital media, video audio digital image and web presence. For the last 2 years he has taken a leading role in the technical implementation of several key, web based systems, including the universities portal, corporate web site and the RAE digital repository.

Dr. Carl O' Coill

Dr Carl O'Coill studied architecture at the Hull School of Architecture and at the University of York, gaining a Doctorate in Architecture in 2001. His research interests are diverse but are related by a consistent concern with social and cultural issues in architecture. Dr O'Coill is also a practicing participatory designer and has been involved in a wide range of community-based architecture and urban design projects in the UK over the past five years, from small-scale urban landscaping schemes to larger estate regeneration initiatives. Architectural visualization is a rapidly developing field and forms a key part of his research, particularly as it relates to public participation in the design process. In 2003-04 he created a visualisation of the Albany Street Home Zone in Hull (an urban landscaping and traffic calming scheme) for the City Council's Traffic Services Department. The visualisation was made using video-game technology to allow local residents to walk around the scheme in real time. In addition, Dr. O'Coill has considerable experience of web design having used web technologies to engage the public in participatory design initiatives. The outcomes of his research in this area

have been disseminated in international journals and conferences such as the eCAADe Conference, Architecture in the Network Society, the ACM Workshop on Interdisciplinary Software Engineering Research and the International Journal of Web-Based Communities.

Andy Earl

Andy is a Senior lecturer in Architecture, and has been awarded a University Teacher Fellowship to develop a “virtual studio“. He Qualified as an architect in 1984 and practiced in Liverpool, Preston, Durham and Hull He taught in the Hull and Lincoln Schools of Architecture and currently co-ordinator for the third year programme and for part-time students of Architecture. His teaching practice aims to integrate the theoretical and technical streams of teaching with the central stream of studio design teaching
Special interests -

- exploring the making of places for performance, participation and debate, especially those that actively engage people with their environment and community
- exploring the materials and processes of making architecture

Appendix B: Letter of Support from the Senior Managers.

UNIVERSITY OF LINCOLN

Mr. Phil Vaughn
JISC
University of Bristol
3rd Floor, Beacon House
Queens Road
Bristol
BS8 1QU

17 November 2006

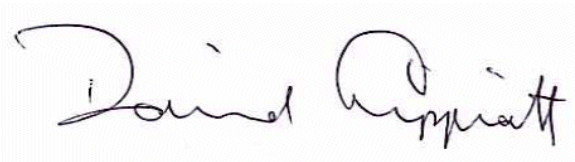
Dear Sir

I am pleased to support this bid. The University's senior management team is committed to the development of an institutional repository as we believe it will enhance the quality of teaching in the university by highlighting and making available the best work of our staff and students, support our research related activities, and increase knowledge of the University's work within the sector.

Members of the project team have already successfully implemented a number of technical innovations that are- radically transforming the learning landscape of the University, including the development of an e-library, electronic personal development planning software, and using the JISC funded Turnitin service as a tool to teach students about plagiarism.

I can confirm that the University will be pleased to match any contribution JISC is able to make to this project, and that sufficient time to work on the project will be allocated to the members of the project team.

Yours faithfully



David Lippiatt
Head of Teaching & Learning Development Office

Teaching & Learning Development Office | University of Lincoln Brayford Pool | Lincoln LN6 7TS United Kingdom | T+44 (0)1522 886759 F+44 (0)1522 86325 www.lincoln.ac.uk

Appendix C: FOI Withheld Information Form

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

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

Section / Paragraph No.	**Relevant exemption from disclosure under FOI**	**Justification**
Section 10	s. 40 Personal data	It may be possible to calculate the salary of named individuals from the data here.

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

Example:

Section / Paragraph No.	**Relevant exemption from disclosure under FOI**	**Justification**
2.4	s.43 Commercial Interests	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed by making this information available to competitors