

The Jisc logo is an orange square with the word "Jisc" in white, sans-serif font.

Jisc

# Annual review 2021/22

November 2022



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# Introduction

At Jisc we believe education and research improve lives and that technology improves education and research.

I'm proud that we've been putting that belief into action over the past year, working to make the future of education and research more sustainable, more secure, fairer and truly digital – read on to find out how. Our communities have told us that the work we're doing is meeting their needs and I'm delighted that this year our members gave us overall customer satisfaction scores of 94% in FE and 86% in HE.

As the highlights featured in this annual review show, we couldn't achieve all this without listening to what our members and customers want and need. It's something I've been doing a lot of in my first full year with Jisc. I've learnt so much from nearly 200 meetings with members and sector bodies, covering all nations, along with monthly listening lunches with Jisc colleagues. I'd also like to extend a warm welcome to our 175 new colleagues who have joined us as a result of Jisc's merger with HESA.

I'm extremely grateful to all our members, customers, colleagues, trustees and funders for their ongoing support, dedication and hard work over the past year as we work towards improving lives through the digital transformation of education and research.

**Heidi Fraser-Krauss**

Chief executive officer





# At a glance

## Our year in numbers

62,658

38,917 students  
from 41 UK  
universities and  
23,741 learners from  
39 further education  
and sixth form  
colleges took part  
in our 2021 digital  
experience insights  
survey

£432,000

was given back to  
the sector this year  
via Prospects Hedd's  
partner rebates

18m

people

1,000

connected  
organisations powered  
by the Janet Network

Customer satisfaction  
scores

94%

FE

86%

HE

90%

of HE members

85%

of FE members

use our certificate  
service, saving the  
sector over £2m each  
year

81%

of UK research can be  
made open access at  
no cost to authors

## Our engagement with Jisc members



141

Events



6,723

event participants

More than

900

delegates attending  
live training sessions

“As with all great learning  
I want to take this forward  
and make a difference  
in the world with it!”

“Really enjoyable course, looking  
forward to displaying my digital  
badge with pride and working  
towards the next few.”

Satisfaction



89%

Security conference

84%

Workshop

81%

Digifest



# A sustainable future

How we shape a sustainable future could be the most important and urgent question education has ever had to address.

Together, we're looking at the ways the sector can...

“...act now – collectively, collaboratively, with urgency and at pace to ensure that future generations can live on this planet.”

**Steve Frampton, climate commissioner for UK higher and further education**

**Tackling the climate emergency** is a priority for Jisc and we are committed to achieving net zero, including offsetting emissions, by 2040 at the latest.

Our special report, **exploring digital carbon footprints**, takes an in-depth look at the carbon footprint of all our digital lives and offers practical advice and guidance on reducing it.

We've been sharing how others in the sector are working towards net zero, including Keele University's ambitious **journey to net zero** by 2030 and how Dumfries and Galloway College has **embedded sustainability** into the curriculum and the college ethos.

“We're not there: it's a journey, but every step of it, we're trying to chip something off and say, 'We can now do that in a more renewable way, and we can use the energy better'.”

**Mathew Bailey, Keele University**

In Wales, we collaborated with FE colleges to create a guide, **good practice in IT sustainability**, packed with advice from across the FE sector to help improve financial sustainability and plan towards net zero.



# A fairer future

At Jisc we work with members, the research community and publishers towards a more open, diverse and sustainable scholarly ecosystem.

We support the transition to open access by negotiating agreements that meet research funder policies. We also require those agreements to include certain standards and service levels.

Earlier this year, we negotiated the **world's largest open access (OA) agreement** with Elsevier. It's a three-year agreement to provide unlimited open access publishing and access to paywalled journal articles. This significantly reduces how much institutions are currently spending and is a major step towards full, equitable and affordable open scholarship. Alongside the sector's other open access agreements, 81% of UK research can be made open access at no cost to authors.

“Change has to come from somewhere, and I'm happy to use my influence to support the transition to fairer practices in the publishing sector.”

**Thom Scott Phillips, senior research scientist in cognitive science**

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[Read the full news story here.](#)



81%

of 2021 research articles published with a UK-affiliated author are covered by a Jisc-negotiated open access agreement.




Over 70%

of 2021 research articles published with a UK-affiliated author are covered by a Jisc-negotiated transitional agreement.







A photograph of two women in a modern office environment. One woman with long dark hair is seated at a desk, focused on a laptop. Another woman with blonde hair is leaning over her shoulder, looking at the screen. The background shows large windows and green plants, creating a bright and professional atmosphere.

“ We decided to use the digital elevation tool to understand where we are on the digital transformation journey. What surprised us when we used it were the questions it raised that we hadn’t even thought of when embarking on this journey. We have now completed the assessment tool, have a clear action plan and are advancing at a far greater pace than we ever imagined.”

**Matt Tudor, Bridgwater and Taunton College**



# A digital future

The pandemic accelerated digital transformation in education with a rise in staff and student capabilities and a growing awareness of the need for truly digital leaders. We've been supporting universities and colleges to assess, adapt and optimise their digital learning offers around the UK.

For FE, we have co-designed and piloted with 30 colleges an interactive and online [digital elevation tool](#) to help providers benchmark and improve their digital status. The tool was launched in March 2022 with more than 100 colleges already signed up. It allows providers to review where they are on the journey towards being a fully digitally capable organisation. It will drive strategic decisions and, ultimately, help providers prepare learners for an increasingly digital workplace. The tool is available to all our FE and skills members as part of their membership.

For both HE and FE, our [digital experience insights surveys](#) show how your students and staff are using the technology you offer, what is making a difference to their learning and working experiences and where improvements can be made. We've been running the surveys since 2016 but the [2021 HE survey](#), is perhaps the most significant of them all. It shares feedback from almost 40,000 students on their online learning experiences in 2020/21 – an academic year that changed the HE landscape forever.

If the pandemic taught us anything, it's that the role of digital leaders is not to be underestimated. Whether supporting staff to move teaching online or ensuring an organisation's strategy takes all these changes into account, we know that digital leaders are essential. That's why we run the [digital leaders programme](#), supporting you to work together with like-minded peers to become a digitally informed and empowered leader.

“Fantastic and innovative training that is engaging and delivered by a passionate, knowledgeable and enthusiastic trainers!”

Digital leader programme participant

# A secure future

Against a background of a huge increase in ransomware attacks against the tertiary education sector, we know that record numbers of college and university leaders are taking cyber security seriously.

Our fifth annual **cyber security posture survey** showed that 92% of further education and 86% of higher education respondents feel that cyber security is a strategic priority for senior managers.

The impact of an attack can be huge, as Sean Cullinan, head of information services at Cardiff Metropolitan University **shared**. The attack on his university kickstarted a powerful working relationship with Jisc that transformed cyber security.

For Bridgwater and Taunton College, the disruption and financial and reputational impact of an attack on the college prompted work on its cyber security position, with the help of Jisc, and the college is now in a **“far better place”**.

We believe that the more secure individual organisations are, the more secure the sector is as a whole. Our cyber security services are designed for the sector and are specifically geared toward education and research vulnerabilities and threats. When members actively use all the services included in their subscription, they can significantly reduce the risks to students, staff, data and systems. So we've produced **new guidance** to help college and university staff work together to assess and improve


their cyber security maturity. Our **cyber impact report** also offers invaluable advice and guidance on how institutions can improve their defences and shorten recovery times.

“The most significant thing of all was Jisc’s head of incident response, David Batho’s, ability to work with us in identifying how we used current resourcing to manage security within the university in order to bring us in line with other organisations he works with around the UK.”

**Sean Cullinan, head of information services at Cardiff Metropolitan University**







“Rolling out eduroam means that a large number of people who want to be able to access the internet, and access services closer to them wherever they are, will now be able to do so. The impact on students who may not be able to afford the very best internet services will be tremendous.”

**Terence Hudson, head of technology at  
Kirklees Council**



# Connecting education and research

The Janet Network, the UK's national research and education network (NREN), is available across all parts of the UK, with 12 regional networks serving more than 1,000 connected organisations and 18 million users.

In summer 2018, we began a three- to five-year programme to upgrade and rearchitect access in most regions across the UK. This year, new networks in London, the Midlands and East Anglia went live with members now connected and benefiting from increased capacity and improved resilience.

We started building work on new networks in the North East, North West, Scotland and Northern Ireland, with members due to start migrating during the coming 12 months. Next up are the remaining networks in Kent, Thames Valley and Yorkshire, with design work underway.

The power of Janet is now reaching even more people. Take [E-ACT](#), a multi-academy trust with 28 primary and secondary schools across England. Until three years ago the schools were served by around 15 internet service providers but now, by consolidating connectivity with Jisc as a single provider, E-ACT's network security is better and its operations more reliable.

Or [Rochford District Council in Essex](#), which needed to streamline its infrastructure to be in a position to deliver better services to its residents. Thanks to its partnership with Jisc, the council is now working more efficiently and securely, and saving money too.

“It's now streamlined, we work better, we understand our network, it's quicker, it's more efficient. We would never have got to where we currently are without Jisc's help.”

**Ami Goulter, ICT business support and relationship manager at Rochford District Council**

For Kirklees Council, taking up Jisc's offer of rolling out eduroam with govroam is helping the council tackle digital inclusivity and creating a long-term positive impact for the whole region.

The [OCRE cloud framework](#), which makes it easier to access cloud services by providing predictable, safe and cost-effective access to a portfolio of cloud providers across Europe, passed the one hundred call-off contracts milestone this year. The sector is projected to save more than £8 million over the term of the framework.

# Rethinking assessment

Assessment is central to the educational process. During the pandemic, a move away from traditional unseen exams to other forms of assessment has seen many students, particularly those from disadvantaged backgrounds, perform better.

We decided it was time to review and reassess assessment. Through consultation with universities, a survey and a review of the current literature, we gained a picture of the UK assessment and feedback landscape in higher education. As a result, we were able to produce **principles of good assessment and feedback**. The principles help universities determine what good assessment and feedback looks like in their context so they can benchmark existing practice and plan improvement.

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Listen to the 'Rethinking assessment and feedback – how the landscape is changing' podcast.



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The pandemic also brought home how important community and a sense of belonging are to students, especially if they are studying remotely. This year we've been sharing some of the inspiring ways in which the sector is using digital tools to help students feel part

of a learning community, such as the University of Strathclyde's **virtual study sessions** in the library or how UCL developed **China Connect**, using our **global education access framework**.

“ We needed to have China Connect up and running for staff and students by the start of term and thanks to the huge effort of everyone in the team, we just nailed it. Thanks goes to Jisc for getting the framework in place.”

**David Goddard, head of digital student experience, UCL**





# Supporting research and innovation

Research has never been so central in people's lives – and the UK research and innovation sector is meeting that need with increasing agility and collaboration..

Our role in extending the deployment and reach of technologies, data and digital approaches is critical to the UK research and innovation sector. It enables the sector to remain resilient, sustainable, inclusive and collaborative, and to continue to develop excellent research.

In 2022 we launched Octopus, a UKRI-funded pilot project for scholarly communication. It creates a new primary research record for recording and appraising research as it happens. But Octopus does more than share findings; it allows people to share everything about their research – the raw data, the successes and even failures.

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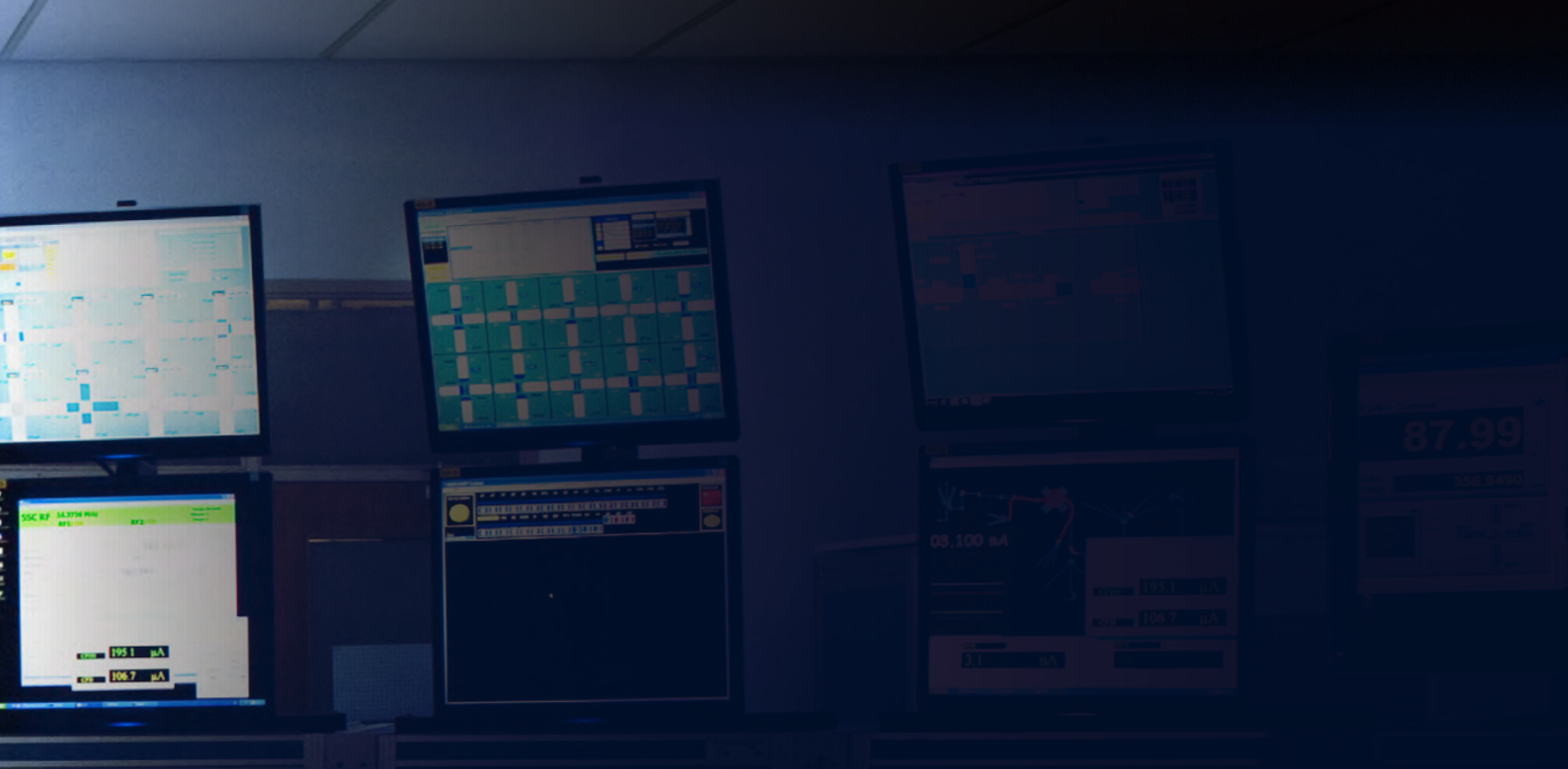
Listen to Dr Alex Freeman, a Cambridge scientist and inventor of Octopus, explain how Octopus could positively disrupt research culture for the better.

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A key theme of our research and innovation sector strategy is thinking differently about the UK's research estate. It is essential for open and excellent research, supporting sustainability, equality, diversity and inclusion, as well as communities and economies. So, we have upgraded Jisc's equipment.data platform, which makes research assets more discoverable.






UKRI's new policy is a **significant driver** towards open access research and we have been putting in place tools to help our members **implement it effectively**. Building on our existing activities and tools, we are working with researchers, research offices, libraries and publishers to scale up sustainable, affordable agreements rapidly. These provide UKRI-funded researchers with access to compliant routes to publish. We are also providing tools for authors and research organisations to navigate available open access options, improve workflows and automate reporting.

Research produces massive amounts of data and we see data management as an asset, offering insights, supporting decision-making and supporting a healthy research culture. We are exploring a **national research analytics solution**, because exponentially upgraded

analytical capacity is needed to build the strategic capabilities of UK research. And we're working with the sector on an Open Data About Research (ODAR) portal. It will be focused on unlocking the value of data about research management and exploring options for a new UK research analytics platform and service.

OpenAthens is **saving time** at the University of Hertfordshire through its reporting API, **helping discoverability** at Coventry University, **boosting e-learning engagement** at Nescot College with single sign-on and **putting user experience** first at University College of Estate Management.



“ Working collaboratively, we have been able to engage student services practitioners and students across the capital throughout the development process. This has ensured that the tool [Wellbeing Connect] reflects the needs of our students, improving access to information about NHS and other specialist services that can make a real difference to their health and wellbeing while they are studying.”

Sally Olohan MBE, head of student support and residential life,  
University of Westminster



# Powering data and business intelligence

More than ever, universities and colleges need data insights to improve student support and increase their chance of success. Learning analytics does exactly that.

Our learning analytics technology supports the student experience using descriptive analytics. Staff can analyse live and extensive datasets to determine whether students are participating, engaging and progressing with their courses – both online and on-site – and if they need additional support.

In 2021/22 we accelerated the development of learning analytics solutions in Welsh universities with [further investment](#) from HEFCW. University of South Wales is one of several universities and colleges [working with us since 2016 to co-design our learning analytics service](#), shaping and piloting analytics tools for HE and FE.

“ Learning analytics is giving us a really good place to start conversations with students about engagement and wellbeing.”

Martin Lynch, head of e-learning, University of South Wales

We are also [working with universities](#) to build on descriptive analytics around curriculum development, particularly curriculum re-engineering, to ensure consistent and high-quality education provision and standards across all teaching modules.

Our sector data visualisation and analytics tool, [Heidi Plus](#), continues to be used by thousands of higher education professionals to inform their benchmarking metrics and strategic decisions. Our [tailored datasets](#) service has provided more than 400 bespoke higher education datasets to Jisc members and customers to help them answer their key sector questions.

Being able to understand how learners are coping physically and psychologically is also essential. More than half of respondents to our [Prospects Luminate Early Careers Survey](#) said that taking care of their mental health was among the biggest challenges of the last year.

So we've developed [a new online tool](#), Wellbeing Connect, in partnership with London Higher, a consortium of London universities, to help thousands of students across London access nearby mental health and wellbeing support.





# Bridging the education-workplace gap

There's a disconnect between the increasing digital and technical needs of employers and the skills of today's college and university leavers, with many employers believing that graduates lack the digital skills needed to thrive at work.

Specialist land-based college Askham Bryan knows that the industry it serves needs digitally skilled workers and it's working towards all its learners having the skills to succeed. Stacy shared how it's doing it.

“ We want students to have a digital mindset from the offset and be wowed by the things that you can do with digital. Then they can take that away into their subjects and be inspired that technology can have a positive impact on their future careers.”


**Stacy Vipas, head of digital learning at Askham Bryan College**

Through graduate careers experts Prospects, part of Jisc, we're providing the sector with insight and analysis. That might be from the UK's largest higher education survey, Graduate Outcomes, from which we publish the highly regarded report "What do graduates do?", including

subject-by-subject data, commentary and analysis. Or by launching the first tech careers fair in the UK to be hosted on Discord. We also drill down into the data, looking, for example, at what LGBTQI+ graduates do and diversity in the legal profession.

Our expert insight helps drive applications for postgraduate and undergraduate courses, apprenticeships, internships, graduate jobs and experienced hire roles. We help recruiters reach and engage with a huge audience of talented students and graduates across multiple channels. Our bespoke service delivers the results our clients and members need.

We've also been supporting the delivery of apprenticeships in Wales, including the design of a new accredited course for work-based learning and adult community learning providers, delivery of a series of learning design workshops and creation of accompanying resources and direct engagement with members.

A woman with dark hair is shown in profile, looking upwards. Her face is illuminated by a grid of glowing blue and purple lines, suggesting a digital or virtual environment. Her right hand is raised, with fingers spread, and is also covered in the same glowing digital pattern. The background is a dark, abstract space with streaks of light and a grid of dots, reinforcing the futuristic theme.

“ With 6G we’ll be able to start looking at immersive classrooms, where virtual students and physical students can be ‘sitting’ next to each other and having a very similar experience.”

**Dimitra Simeonidou**, professor of high-performance networks at the University of Bristol and co-director of the Bristol Digital Futures Institute



# Forward thinking

Advanced technologies such as artificial intelligence, robotics, 5G, quantum computing and biotechnologies are set to impact learning, teaching and research in the years ahead in ways yet to be imagined.

When it comes to AI, we're taking the lead in helping universities and colleges understand and make the most of its benefits. We believe we can help reduce risk, cost and complexity, as well as accelerate the adoption of this enabling new technology across the sector.

Our updated report on [AI in tertiary education](#) provides real-life examples where the technology is already saving time for staff and improving life for students. It also explores the future of AI, and what we can expect as the technology matures.

We've also piloted three promising AI products so that we can share insights into which products add value and in what circumstances. Our chatbot pilot in colleges is evaluating the extent to which the chatbot can address staff workload issues and improve the student experience. In addition, five universities are trialling Graide, an AI marking and feedback platform, to understand how it enhances the assessment process. Finally, we took an AI roadshow to colleges and gave students a chance to trial BodySwaps, a platform that combines VR and AI to support students' employability and core skills.

While Jisc is not planning to provide a 5G service, we're exploring through trials how to use this technology to

support the provision of existing connectivity services, with the expectation that it could be ideal for short term / emergency requirements and as backup for fibre-based primary connectivity to end sites. We're working on building a packet core – the internal workings of a 5G network – inside the Janet network infrastructure to share with institutions. The performance and development improvements 5G offers would make institutions much more agile in terms of innovations such as internet of things engineering or smart campuses.

We're also future gazing to the [potential of 6G](#) for education and research.

“ AI has freed up time for a human, personal element that can never be automated. Teachers won't be replaced, but AI can enhance the craft of teaching.”

**Scott Hayden, digital innovation specialist,  
Basingstoke College of Technology**

# Working in partnership

The merger between Jisc and HESA is already producing innovative solutions that show what organisations can achieve when they work together.

Jisc is the technology delivery partner for Data Futures, a sector-wide programme transforming the way essential data is returned to the nations' higher education regulators.

Overcoming considerable challenges in the past year, the new Data Futures system is now in a late beta stage and on track to deliver to universities a faster and more modern platform that will save time, stress and effort. For the regulator in England, Data Futures affords an enhanced data model that will provide more relevant information, including in-year data for the first time, enabling a speedier response and action.





“ Being part of Data Futures Beta and having early sight of the data ‘challenges’ on the HESA data platform has enabled us to consider the impact on our own processes and reporting, allowing us to plan for the changes needed to continue to work efficiently.”

**Katherine Daws, student data and management information manager (Data Futures), University of York**

# Celebrating communities

Great education communities not only cascade good practice but also boost wellbeing by creating a sense of shared purpose, togetherness and support – and community champions show us that, by bringing people together, we can make a difference.

“Community recognises our humanity; we are stronger together than alone. Our realities are socially constructed, and if we want to change them then we need to work together to imagine and construct new realities.”

**Samantha Ahern, Jisc community champion from University College London**

As Paul Holland, associate dean for student learning and experience at Swansea University, says, *“Some FE/HE staff actively bring people together and find common solutions to the wider issues that all education institutes grapple with. Recognising them as Jisc community champions helps value that extra effort and willingness to serve. As recognised leaders they are empowered to go further with the confidence they are doing the right thing. Emerging from the pandemic, the importance of such visible role models cannot be overstated.”*

This year we celebrated 17 new [community champions](#) – members supporting one another to expand learning, solve problems and improve the lives of others.

Malvika Sharan, a senior researcher for open research at the Alan Turing Institute and co-lead of The Turing Way, an open source, open collaboration and community-driven project, explains [what community means to her](#). Meanwhile, another champion, Chris Melia, an educational developer at the University of Central Lancashire, has been instrumental in fostering a community of practitioners sharing educational practices across the UK and beyond. He shares how [Jisc has supported him](#).

The community came together at [Digifest](#), Networkshop, Connect More, Data Matters, and many more events.

Within the Jisc community, we are proud to celebrate difference and want everyone to thrive and achieve their potential. So, over the past year, we have firmly embedded our ‘Always inclusive’ guiding principle. It is a deeply held value for us, and we demonstrate we are ‘Always inclusive’ by celebrating diverse minds, being actively inclusive and working together as one.





“ It all helps to bring more inclusive diverse talent into Jisc. Apprentices learn on the job and bring in new ideas, gaining more self-development. Graduates get the experience of rotating in three different areas within IT and gain more knowledge. Clearer career pathways and options for our early career talent enable us to retain our talent, which keeps turnover low and reduces the cost to recruit.”

Asha Taak, Jisc early careers partner





## ...Celebrating communities

We look at inclusion in its broadest sense but we have had a particular focus on gender, ethnicity and neurodiversity in the first year of our people strategy. Some of our proudest achievements in 2021 include:

- > Creating our inclusion group, which supports us with our strategic objectives
- > Affiliating to the Black Leadership Group
- > Celebrating Pride with external speakers, blogs and new branding assets
- > Partnering with Emerge, an organisation specialising in diversity and inclusion, to deliver training for our hiring managers and leaders
- > Celebrating Black History Month plus a commitment, with actions, to foster an anti-racist culture
- > Dedicating a session at our annual staff conference in October 2021 to raising awareness of bias
- > Supporting our neurodiversity network, which has more than 90 members and held a number of spotlight sessions and awareness raising events

“Jisc appealed to me as a fantastic company to work for because they help facilitate people’s learning. They allow students to maximise their potential for their career by being forward thinking and constantly improving their technology. I always wanted to be an apprentice so that I can study towards qualifications while being supported and gaining experience in the workplace. I hope to get invaluable experience out of my apprenticeship that will help me throughout my career as well as my qualifications.”

**Immy Timbrell, procurement apprentice at Jisc**

We are also proud of our new, formalised graduate training and apprenticeship schemes, which cover legal, marketing, network engineering, procurement, HR and finance. Following a thorough external recruitment process, six apprentices started in September 2022 in each of these areas.

# Jisc in Wales

In Wales, cyber security has been a key theme. We put significant investment into working with all 13 FE colleges in Wales, supporting them to take our cyber posture survey, then understanding and ratifying the findings with the colleges and co-creating individual solutions through discussion with college IT leaders.

Together with the Welsh Government we produced a package of support – training, consultancy, cyber assessments – and a pot of money for each college to use towards procuring one of our cyber security services.

Upskilling in terms of digital capability and confidence has also been a priority. With funding from the Welsh Government we created a bespoke version of our building digital capability service, along with extra practical support to address the urgent needs of each individual organisation in terms of upskilling staff and widening participation. We will continue this project into 2022/23.

The Welsh Government also funded a data analytics discovery project with colleges in Wales. We worked with five colleges and produced a series of recommendations, including a call for defined and consistent data standards and governance structures to reap the benefits of data collection, make data informed decisions and move from descriptive to predictive analytics.

HEFCW's Higher Education Investment and Recovery project has funded a three-year study of the HE student digital experience. This has involved all eight Welsh universities taking Jisc's acclaimed digital experience insights survey to capture the student digital experience and benchmark as a Wales cohort, along with benchmarking with similar universities across the UK.

Accessibility is an imperative so we ran a series of six workshops addressing various aspects of accessibility for colleges and adult community education organisations, with resources available on the national digital learning platform for Wales. We also worked with Colleges Wales to support colleges in meeting the needs of the Additional Learning Needs (ALN) act.



“ The Wales cyber security project is what I’m most proud of in 2021/22 because we worked with every single college in Wales to address their most pressing needs on an institutional and national basis.”



**Alyson Nicholson,**  
director of Wales



# Jisc in Scotland and Northern Ireland

## Jisc in Scotland

In the first half of 2022, we assisted the Scottish Funding Council to develop a National Standard for Online and Blended Learning, convening consultation events across sector agencies, representative bodies and Scottish colleges and universities. We provided a structured analysis of this feedback, along with an outline of potential key features for a national standard.

In May, we held our teaching and learning focused event, Connect More, online; recognising the importance of digital opportunity to Scottish colleges and universities, the rate of registrations from Scotland was more than double that expected.

The Scottish Funding Council has asked, as part of the Outcome Agreement Guidance for 2022/23, for all colleges in Scotland to use the Jisc digital elevation tool, ensuring that each has a framework for taking up all the advantages digital can offer.

## Jisc in Northern Ireland

Nine out of the ten NI institutions contributed to the Jisc Northern Ireland Stakeholder Strategic Update held online in December 2021. Through engagement with our funder, the Department of the Economy, we're ready to support the Northern Irish college sector following the outcome of the review of further education delivery model taking place in 2022.

“The take-up of the Jisc digital elevation tool in Scotland not only gives colleges a clear picture of their digital elevation journey, but also forms a national community of use, making the most of sectoral collaboration.”



**Jason Miles-Campbell,**  
director of Scotland  
and Northern Ireland





# What I'm most proud of...



"In 2021/22, I'm incredibly proud of what Jisc's licensing and open research teams have done to support the delivery of UKRI's new open access policy, which came into effect in April 2021. We were asked to help UKRI and the sector

make as much of its research output open access on publication as possible.

Now, over 81% of UK research output can be made open access on publication thanks to the agreements we've put in place with publishers of all shapes and sizes, from very large commercial publishers, publishing thousands of articles by UK researchers every year, to small learned societies.

I'm proud of the scale of it, the sheer volume of articles

made available. I'm proud of the speed with which we achieved the objectives and the hard work that went into delivering against those objectives. I'm proud of the amount of money we've saved for our members.

But I'm also really proud of the fact that, if one of our strategic pillars at Jisc is being a force for good, making UK research openly available contributes to that and the United Nations' Sustainable Development Goals around access to knowledge globally.

The role we've helped to play in making UK research openly available is important beyond policy compliance or saving money. It's something that should improve lives, societies and economies around the world."

**Liam Earney, managing director of higher education and research**







"In the FE and skills directorate, we're incredibly proud that our members have given us a satisfaction score of 94% in the 2021/22 survey. It is very rewarding to know that, despite a challenging year, the great work of our relationship

managers and their exceptional levels of engagement and activity have supported our members so effectively. Our responsiveness, the way our products and services are aligned to our members' needs and our sector leadership in a number of areas is particularly highlighted.

We know there is still room for improvement. And we're going to be relentless in being even more ambitious for our sector this year, while looking ahead to how we deliver against the new Jisc strategy. We'll be focusing on delivering the right solutions while further empowering our communities, offering value for money and enhancing sustainability."

**Robin Ghurbhurun, managing director further education, skills and FE/HE advice and training**



"This year I'm really proud of how we've worked with UKRI and the whole research sector to investigate the sharing of critical research data and the security of how that data is stored and accessed.

Among other projects with UKRI on Digital Research Infrastructure, a cross-directorate team at Jisc supported the Natural Environment Research Council (NERC) to explore expansion of its environment data service, JASMIN, across other disciplines.

JASMIN is just one of many national facilities for data-intensive research that is underpinned by Jisc connectivity, security and authentication services, consultancy and thought leadership.

Looking ahead, I'm excited to see the results of the work we've been doing this year to change some of the internal team structures within Jisc. It means we can better understand how data can and should be used by our institutions and ensure that we've got products and services that map onto the needs of students and staff. We're particularly looking at trust, identity and access, student services and data analytics to identify solutions that will use university data in the best way to support students and their learning."

**Jayne Davies, managing director customer and sector enablement**

# Our finances

We're continuing to invest in new products and services for our members and customers, while ensuring that we are financially sustainable.



Cyber security remains at the forefront of our plans and additional monitoring and, within the current subscriptions, protection of the Janet Network is a priority.

We have continued to invest in the national

centre for AI in tertiary education and the digital elevation tool for FE, and have developed our virtual classroom and session border controller products to give value for money options for members.

We are working with suppliers to offer a range of managed services via framework agreements and negotiating with publishers to make the most of the buying power of the sector, supporting research and open access as well as teaching and learning.

We continue to work to keep the main subscription low, with below inflation increases, and are looking to manage our cost pressures in a time of unprecedented inflation and with worldwide supply chain issues impacting much of what we do.

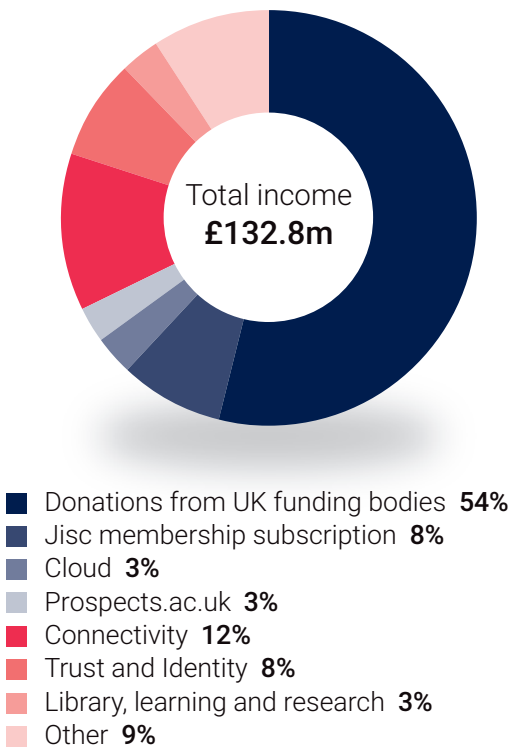
**Nicola Arnold**

Jisc chief financial officer



# Financial summary

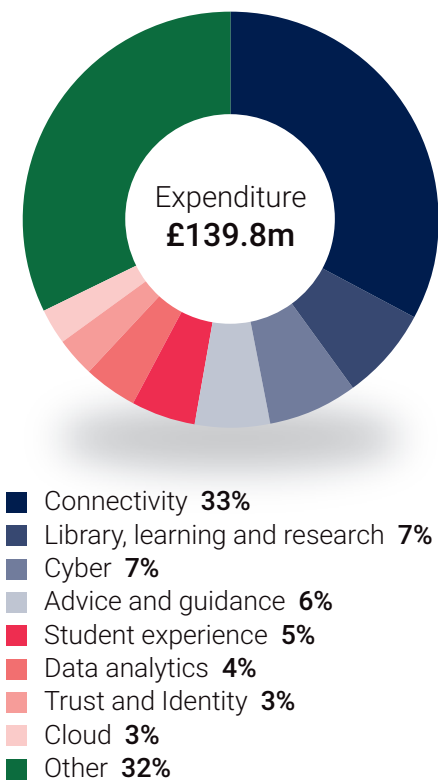
Jisc income in the year ended 31 July 2022



Net Income for the year was £132.8m (2021: £135.6m), a decrease of £2.8m. This includes unrealised gain on investments of £3.3m. The remaining income of £129.5m comprises £108.7m and £20.8m of unrestricted funds and restricted funds respectively (2021: £99.9m and £23.3m respectively).

The year-on-year increase in unrestricted income was mainly due to an increase in income from other trading activities of £5.9m.

Jisc expenditure in the year ended 31 July 2022



Expenditure for the year was £139.8m (2021: £124.9m), an increase of £15.0m. This comprises £126.1m and £13.8m of unrestricted expenditure and restricted expenditure respectively (2021: £107.4m and £17.5m respectively).

The year on year increase in expenditure was principally due to the increase in the USS pension provision of £16.8m.

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