

A woman with dark hair in dreadlocks, wearing glasses and a headset with a microphone, is shown in profile. She is gesturing with her right hand while looking at a laptop screen. The laptop screen displays a video conference with several participants. The background is a blurred indoor setting with warm lighting.

Jisc

Annual review 2019/20

November 2020

Contents

3	Our year in review
4	Looking ahead
5	Our year in numbers
6	The power of community
8	Adapting in uncertain times
11	Powering research
13	Staying connected and protected
15	Education for all
17	Our finances

Our year in review

At Jisc, we believe education and research improves lives, and technology improves education and research.

Achieving this wouldn't be possible without the great engagement from universities and colleges.

Celebrating the power of community, and told through a range of inspiring stories, this year's annual review demonstrates what's possible when we work together.

Through our learning and teaching re-imagined and shaping the digital

future of FE and Skills initiatives, we've seen the commitment from universities and colleges in exploring the future of digital teaching and learning.

You've played a vital role in bringing the community together and supporting the next steps to a technology-enabled future.

Thank you.



Professor David Maguire
Jisc chair



Paul Feldman
Chief executive officer

Looking ahead

I'm incredibly grateful to all our members, colleagues, trustees, funders and owners for the ongoing support, dedication and hard work that's enabled us to successfully navigate the challenges we've all faced this year.

Covid-19 has changed the way we conduct research and deliver learning and teaching.

future of education and research, and seeing all this happen in a cohesive and collaborative way, has been truly inspiring.

As we work towards achieving digital transformation, hearing your ideas and visions for the

Our year in numbers

 91%*

Increased member satisfaction

(*HE results determined by the leadership survey and FE from events, products and services feedback as a survey was not conducted this year)

 14

Physical events

 92

Online events

 8,439

Delegates

 £2m

Successfully negotiated the largest transitional open access agreement in the UK with Wiley which reduced sector spend by £2m, whilst dramatically increasing open access publishing

 43

Training and support opportunities for our members, with over 1,500 attending

 18,000+

Saw a record number of users in June investigating graduate labour market analysis on Jisc Luminate to support short- and medium-term planning due to lockdown

 39,712

20,575 students from 28 UK universities and 19,137 learners from 36 further education (FE) and sixth form colleges took part in our digital experience insights survey



As part of the education and research communities, you've been engaging with your peers, sharing best practice and playing a key role in supporting the next steps to a technology-enabled future.

The power of community

“There's some outstanding practice going on out there and communities help us get inspiration and support to improve our own practice.”

Esam Baboukhan, e-learning manager at the City of Westminster College.
<https://ji.sc/power-of-community>

Communities shining through Covid-19

We humans are social creatures – we like to communicate with one another. Belonging, participating and collaborating are essential parts of who we are. Communities fulfil these needs by bringing together groups of people who have similar interests and want to achieve something together.

We've all experienced that feeling of being stuck or uninspired. Perhaps you're unsure what elements of the virtual learning environment (VLE) to use or how you're going to recruit next year's students.

For those in the know, communities are the place to go to get a hub of fresh ideas outside of your own organisation. They're an invaluable

pool of people to bounce ideas off when you don't have a large team at work.



Read more about how communities are shining through Covid-19 (https://youtu.be/r-WrqVV_BRg).

A woman with long brown hair, wearing a dark blue top, is shown in profile, speaking and gesturing with her hands. In the background, there is a shelf with several orange mugs and a framed picture that says "CAFÉ BRA".

“One of the amazing things from Jisc and Advance HE (advance-he.ac.uk) was that they collated all this information and organised it.”

Marieke Guy, Royal Agricultural University



In an evolving situation, you moved quickly away from traditional methods of learning, teaching and research. All while focusing on well-being and developing the digital skills of your staff and students.

Adapting in uncertain times

“Almost immediately after the initial shock had receded, university librarians were finding ways of giving students access to online learning materials while having to adapt to remote working themselves.”

Lisa McLaren, University of Sussex
[sussex.ac.uk](https://www.sussex.ac.uk)

The day the libraries shut: stories from the front-line

The early reaction to the sudden closure of libraries was shock and panic. Now librarians are not only learning to manage online but finding some benefits, though worrying about an end to free texts.

The last time the library at the University of Glasgow shut for a prolonged period was about 52 years ago while moving to its current building.

Rapid change is certainly not new for academic libraries. They have had to be adaptive and flexible to innovations in learning and research for some time now, but never has change been imposed in such a short space of time.

University libraries have traditionally provided not only print and online learning materials but are also often a base for student services such as pastoral care, counselling and wellbeing advice. So closing was hard on many levels.



Read more on the reaction from the Library community (<https://ji.sc/day-the-libraries-shut>).

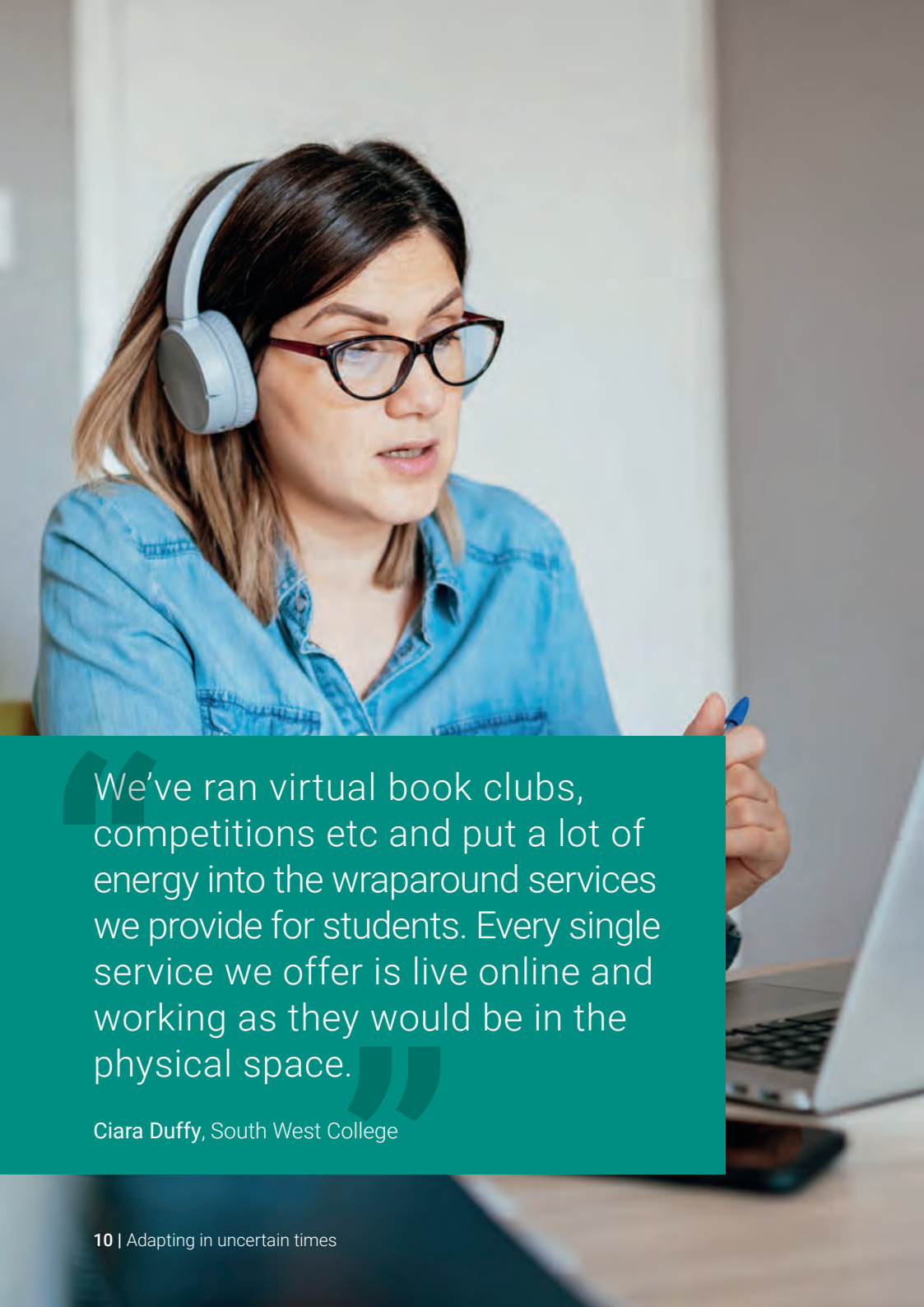
“Our whole team has been working together to move a library service online at virtually no notice whatsoever.”

Edith Speller, Trinity Laban



Four steps to better online delivery: the South West College story

Across the UK, colleges are responding to the challenges of Covid-19 by making changes to the way they operate. But how do you successfully transition to online delivery?



We've ran virtual book clubs, competitions etc and put a lot of energy into the wraparound services we provide for students. Every single service we offer is live online and working as they would be in the physical space.

Ciara Duffy, South West College

We've been talking to South West College in Northern Ireland, who've been sharing their experiences of how they're operating online and supporting staff and students to adjust to life in lockdown.



Find out more about how South West College are making the move to online delivery (<https://ji.sc/swc-online-delivery>).

For Ciara Duffy, Centre for Excellence digital learning manager, there are four key planks to a successful transition: enabling engagement, boosting digital skills, communicating and building community.

A close-up, side-profile shot of a person with dark skin and short, curly hair wearing a black VR headset. The person is looking down and slightly to the left. The background is a blurred green landscape, suggesting an outdoor setting. The overall tone is professional and tech-focused.

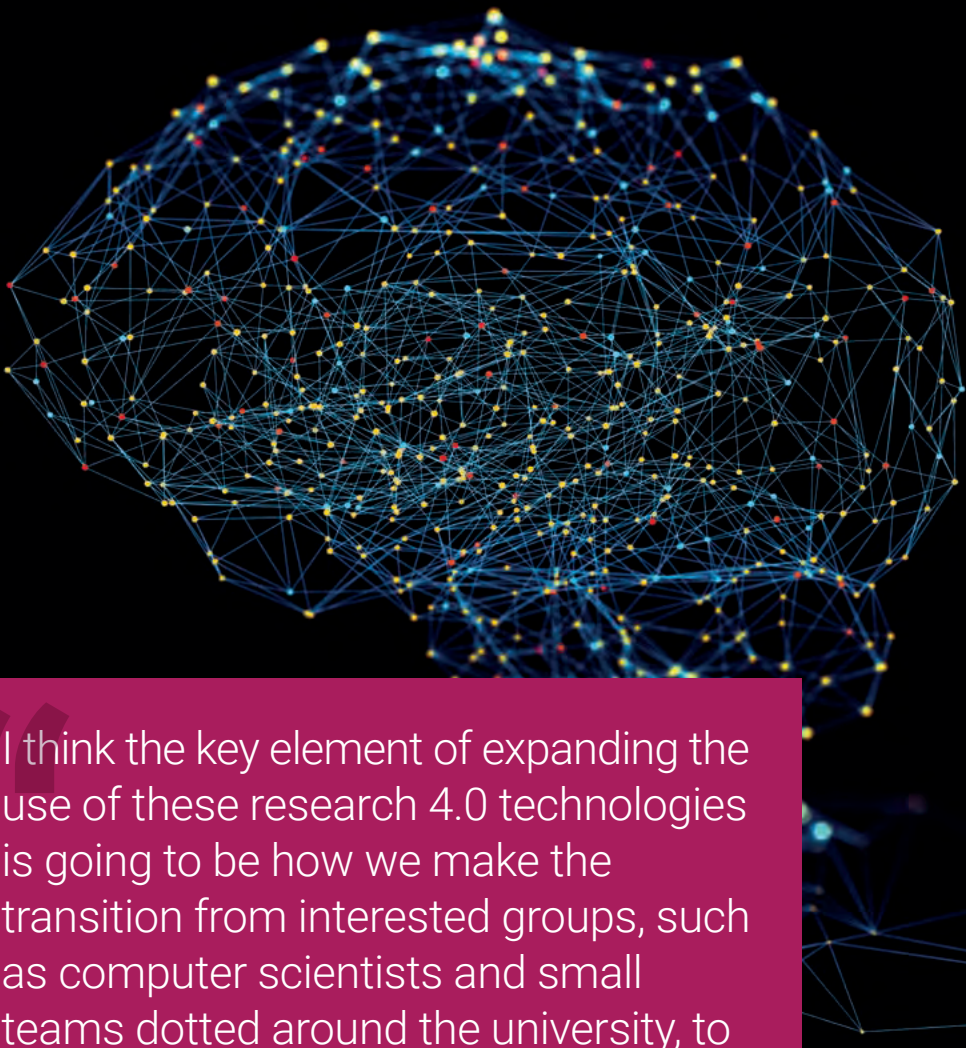
As technology changes, we're thinking differently about problems and solutions. By working together, we're exploring what the application of new technologies means for research.

Powering research

Right now, universities are being faced with seismic changes due to the pandemic, but another game changer is on the horizon; the rapid rise of 'industry 4.0' technologies. We've supported independent think-tank Demos on the Research 4.0, Research in the Age of Automation report, which makes several recommendations on how artificial intelligence could be better deployed to support innovation in research.

The use of AI is spreading rapidly but how can universities keep up?

Industry 4.0 technologies offer new opportunities to push back the frontiers of knowledge and uncover rich new insights across all disciplines. I expect that these technologies will be widely embedded across our university in the next 10 years from humanities to engineering.



“I think the key element of expanding the use of these research 4.0 technologies is going to be how we make the transition from interested groups, such as computer scientists and small teams dotted around the university, to making it more widely available.”

Professor Tim Softley, University of Birmingham.

At the University of Birmingham, adoption of these technologies is still in the early stages, but the use of artificial intelligence (AI) in particular is certainly spreading.

For example, we have groups in linguistics who use AI to process natural language, texts and Twitter messages, and our Health Data Research Hubs are using anonymised large-scale data and advanced analytics – including AI – to develop

new insights in disease detection, diagnosis and treatments.

But we're just getting started.



Find out more about how the University of Birmingham is exploring new technologies (<https://ji.sc/AI-use-spreading>).



Through access to a reliable network and package of connectivity and security services, we've been keeping your staff, students and systems connected and protected, whilst playing a part in the pandemic response.

**Staying
connected
and
protected**

“Jisc continues to be a vital component of our wider industry partnerships to support our posture.”

Mick Jenkins, Brunel University
<https://ji.sc/Mick-Jenkins>

From the battlefield to the boardroom, influence and teamwork are key to building information security

In the military, you need to have a keen awareness of threat and risk management. The pressure is on informed leaders to direct their teams to make great decisions as part of protocol.

Otherwise, mission success is at risk, which could cause serious damage to individuals, property, values, and beyond.

There are keen similarities in the world of information security, where there is a critical need to protect people and the information which, in the wrong hands, could do untold damage.

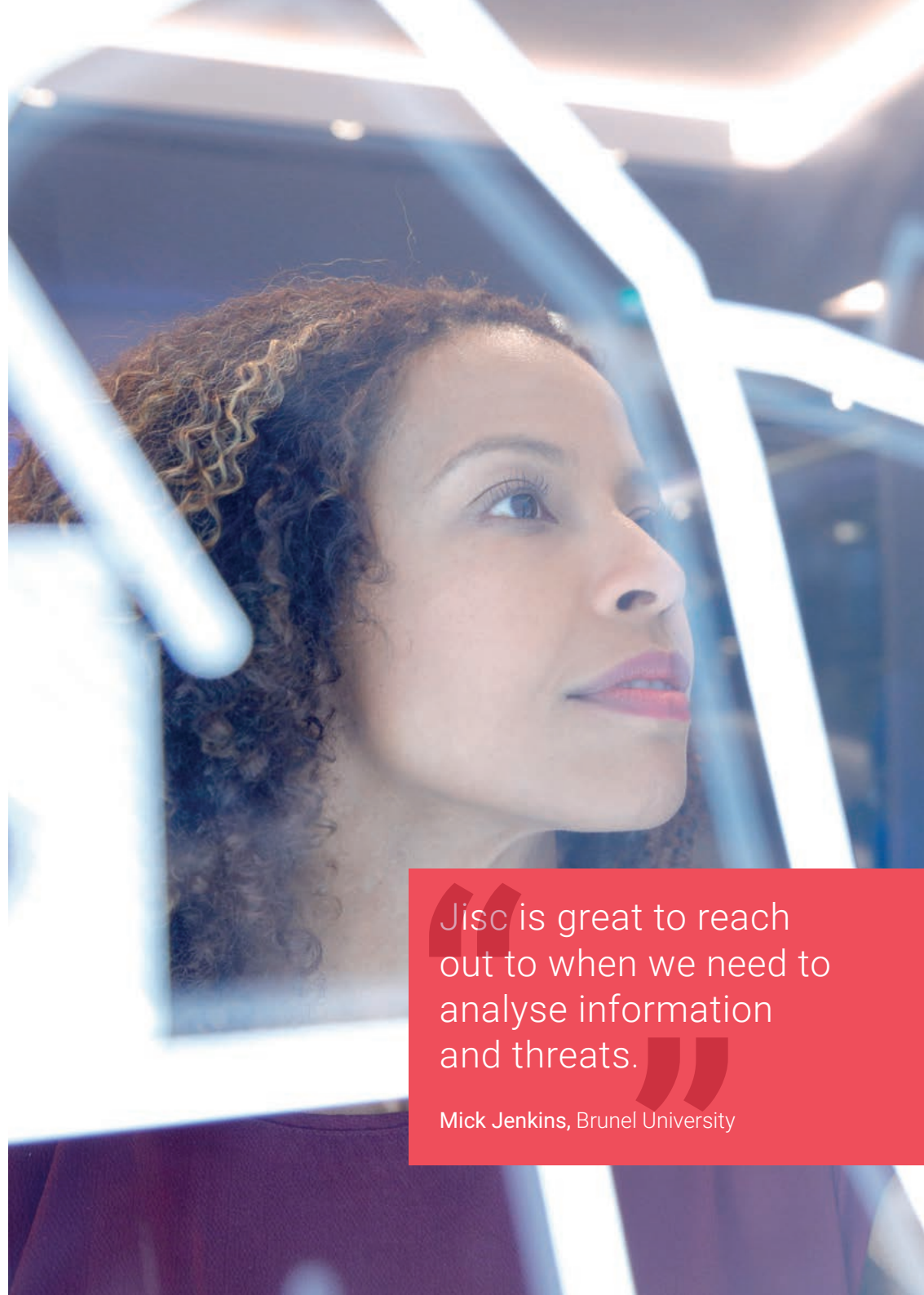
The best line of defence begins with identifying your own weaknesses, and then building them up with a team of experts and well-maintained infrastructure to fortify your position.



Hear more from Mick about how influence and teamwork are key to building information security (<https://ji.sc/Mick-Jenkins>).

“Jisc is great to reach out to when we need to analyse information and threats.”

Mick Jenkins, Brunel University





From working with publishers and suppliers on your behalf to make digital content freely available, to providing expert careers guidance, we're inspiring the student journey and making education more accessible.

Education for all

“For young people like me, technology is the future.”

Murray Field,
National Star College
<https://ji.sc/Murray-Field>

A tech-enabled future

When my college's classrooms closed during the COVID-19 lockdown, technology played a bigger role in my life than ever. I used it to contact my family and friends on Facetime.

I also used the internet, played games, and kept occupied with Netflix. I used Microsoft Teams for online teaching sessions and for collaborating with others, and I could carry on with my lectures too. That was good as it meant I could see others and stay connected. The only downside was that connection was not always good.

We now have multiple Microsoft Teams calls with different departments, job mentors and tutors. I have adapted very quickly. I initially set Teams up at home with my dad, but transitioning over to college was easy. I find the messaging and screen sharing very useful in lessons.

It has been essential for some things, especially student union meetings.

→ **Hear more from Murray about the tech that's improving the lives of disabled learners**
(<https://ji.sc/Murray-Field>).



“As tech improves and we learn more, we will see much faster connection times. I think that assistive tech will only improve.”

Murray Field, National Star College

Our finances

As financial sustainability remains a key focus for us all, we're committed to working with you to understand and support your needs.

Through our Janet Access Programme, we're investing in the network and increasing capacity to provide a cost effective and responsive network. Throughout the pandemic we've been working with suppliers to negotiate an increasing number of agreements giving you wider access to online content.

We are working to keep subscriptions low and maintain increases that are inflation-based or less and our overall 2020-2021 subscription charges at 2019-2020 levels. Providing you with best quality services so you can deliver world-class learning, teaching and research remains a priority.



Nicola Arnold
Chief financial officer

Jisc income



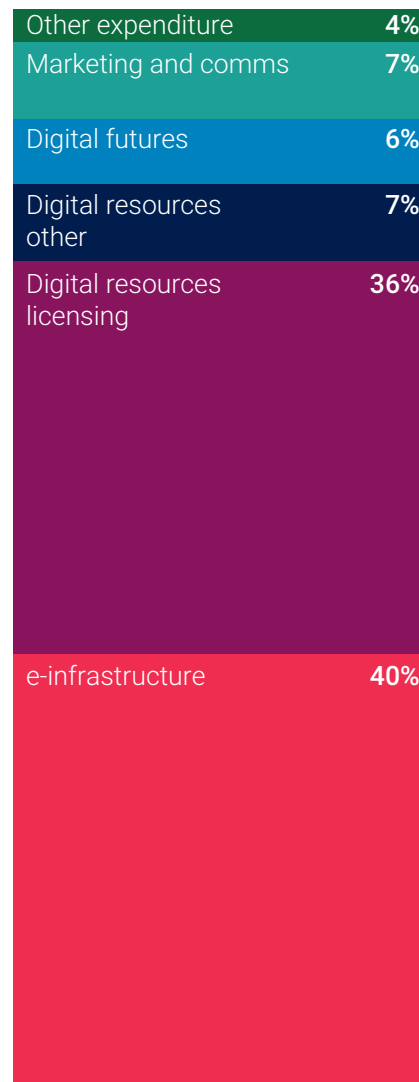
£182.3m

Total income for the year ended 31 July 2020.

Income for the year was £182.3m (2019: £158.1m), an increase of £24.2m. This includes unrealised loss on investments of £2.0m. The remaining income of £184.3m comprises £161.3m and £23.0m of unrestricted funds and restricted funds respectively (2019: £133.2m and £21.9m respectively).

The year-on-year increase in income was mainly due to an increase in income from charitable activities of £21.2m and a £7.3m gain on our merger with HECSU, offset by a reduction in grant income of £1.9m. Our merger with HECSU contributed £0.7m to income for the year.

Jisc expenditure



£174.5m

Total expenditure for the year ended 31 July 2020.

Expenditure for the year was £174.5m (2019: £177.5m), a reduction of £3m. This comprises £154.6m and £19.9m of unrestricted expenditure and restricted expenditure respectively (2019: £162.2m and £15.3m respectively).

This was principally due to a reduction in support costs due to the reduction in the USS pension deficit recovery provision of £7.8m, off-set primarily by higher licensing costs. Of the total £174.5m expenditure, £169.7m (2019: £174.9m) was used on charitable activities.

The reduced pension deficit recovery provision has led to an overall surplus of £7.8m for the year.

Jisc

4 Portwall Lane,
Bristol BS1 6NB
0300 300 2212

help@jisc.ac.uk

jisc.ac.uk

 [@Jisc](https://twitter.com/Jisc)