9,837 members engaged with us at 239 events across the UK

2017/18 at a glance

“Without these digital tools my research wouldn’t be possible.”

Finn Illsley-Kemp, University of Southampton

© Titanic Belfast, Flickr
9,837 members engaged with us at 239 events across the UK.

60,736 students and staff responded to our digital experience insights surveys.

£15m project upgrading Janet Network to 600Gbit/s completed, now the largest national research and education network in the world.

“Jisc has done a lot of the strategic thinking and we adapted its digital capabilities model to meet our own needs”

Ross Parry, University of Leicester

“And then we met Matt Ramirez from Jisc!”

Frank McHale, Preston’s College

“We had no disruption. Our users had no idea. That’s our success story.”

Liam Downey, Belfast Metropolitan College

“Jisc understands education.”

Tim Blake, Strode College

60,736 students and staff responded to our digital experience insights surveys.
“None of our work would be possible without you.”
It has been an extraordinary year and I’m proud of the way we have responded to the twists and turns of an ever-changing environment. During this time, we set out a compelling vision for Education 4.0, driven by the technological advances of Industry 4.0, to position the UK as the most digitally advanced education and research nation in the world.

We are committed to making this vision a reality and, with Eduserv and Jisc merged from 1 January 2019, we are even closer to realising it. As a bigger social enterprise organisation, we will invest our income into developing digital services and products to empower colleges, universities and research centres, providing students, learners and researchers with an outstanding experience and enabling them to succeed in their future careers.

There have been so many achievements these past 12 months, from the £15m project to upgrade the Janet network backbone to 600Gbit/s – on time, with no member disruption, making it the ‘largest’ NREN in the world – to putting 76 institutional library catalogues on our national bibliographic knowledgebase, improving collaboration and access. We also launched our national learning analytics service – the first of its kind anywhere in the world – and our open research hub service, enabling you to provide a secure home for the research data underpinning your research findings.

I’d also like to highlight how we are working to raise awareness of the issues that affect you with MPs, civil servants and ministers, as well as explaining our collective value to them. March brought news that the Department for Education was reducing our funding for further education and a subscription for FE would be introduced. I met with the skills minister soon after to explain the challenge this presents for members and I continue to engage our funders and relevant MPs to explain how long-term funding certainty is critical to those in financially pressured FE.

We’ve enjoyed collaborating with the Department for Education’s edtech team, running productive joint workshops with the department and members in FE and HE. These ensure the government fully understands how colleges and universities are exploiting the potential of tech to transform the student experience and tackle other community issues.

None of our work would be possible without you. There is always much to do but I have no doubt that with our teams of talented and dedicated people, and by working in partnership with you, we can harness the power of Education 4.0 and make our organisations vibrant, human-centred, productive centres of learning, set up for the future.

Paul Feldman, chief executive
In Jisc’s 25th anniversary year, looking at the range and depth of the work we’ve been doing together in colleges and universities across the country, I’ve never been more excited about what’s being achieved and becoming possible in learning, teaching and research.

With Education 4.0 on the near horizon, teaching and research will be dependent like never before on fast, reliable connectivity. This year we continued our ambitious programme of capacity and resilience upgrades to the Janet Network, ensuring it continues to meet your demands without disruption. This includes the use of new 400 Gbit/s technology – a world-first among national research and education networks – allowing us to deliver services to you more quickly and flexibly, while scaling bandwidth more efficiently.

Cyber attacks can have a devastating impact on universities and colleges, so we have focused on protecting you, your students and your staff even more effectively, providing greater peace of mind with enhanced DDoS protection.

In a year of so many highlights, one that I’m particularly proud of is the rollout of our national learning analytics service, the first of its kind anywhere in the world. Its potential to identify when students are struggling and support them appropriately with not only their academic or vocational journey but also their overall wellbeing is a huge step forward.

In Wales, all eight regulated higher education organisations have signed up to our Learning Analytics Cymru service and we also worked with the Welsh government to develop a digital learning strategy for FE and Skills across Wales. In Scotland, FE colleges have re-confirmed their support for Jisc and in Northern Ireland, our digital leaders programme was oversubscribed.

On behalf of the board I would like to thank all members, staff, partners and funders for your ongoing collaboration and encouragement in enabling all of us together to continue to power the UK’s higher and further education teaching, learning and research and to be at the centre of its digital transformation in the exciting years ahead.

*Professor David Maguire, chair of Jisc and vice chancellor of the University of Greenwich*
Strode College in Somerset is a super-user of Jisc digital resources, making the most of the e-books and other resources included in their membership to make learning as relevant, engaging and accessible as possible for their learners. This is what they told us.

THE LIBRARIAN’S STORY

I’m Angela Leavens, head of learning resources and e-learning.

The way that we get e-books for FE for free through Jisc is absolutely fantastic as I wouldn’t be able to afford to buy that number of e-books if I was buying them from scratch. Because we’re quite small we wouldn’t be able to offer the same educational experience for students if we didn’t have a package like e-books for FE. It levels the playing field for us. That’s what e-books for FE – and Jisc in general – gives us.

The students don’t know they are using Jisc resources – they are just there for them. It’s a seamless service too because we use Shibboleth so our learners authenticate with their college username and password – we don’t have to give them a whole raft of passwords they need to remember. Our students can access the resources they need from home or on the move. And that’s really important to us as we are quite rural: we can have students commuting on buses for up to two hours to and from the campus. Being able to make their access to our resources as simple as possible really helps.
THE LEARNER’S STORY

I’m Dominic Cumberland and I’m studying computing, physics and photography A-levels.

I use an e-book as my physics textbook, which is really useful. It has saved me money because the textbooks are quite expensive – around £20 each – but this way I can have them for free.

It means I don’t need to carry a big book with me, I can study on my laptop, wherever and whenever. I can revise on the bus without having to have a book carefully balanced open. I can use the e-book on my iPad. Because they are the exam board’s e-books you know that what you’re learning is all important, that all of it is relevant to the subject.

Being able to have them on my phone means that I’m more likely to read them and go through them, especially when I have a spare moment. On the bus I just put headphones on, listen to some music and get the revision book out – it’s really good.
THE HEAD OF IT’S STORY
I’m Tim Blake, head of IT.

We cover the entire range of education with our learners, from A-levels, vocational and university courses to apprenticeships and adult education. We need technology and connectivity to do that. The idea that a lecturer could come in and run a class without using technology – it’s unthinkable. The connectivity can’t fail. If it fails, we fail.

I trust Jisc absolutely. Working with a not-for-profit organisation that is built on the ethos of education, you just have absolute faith in their ability to do the right thing. Reliability is absolutely vital. With Jisc we simply don’t have the problems you hear of with commercial providers, whether data loss, connectivity issues or takeovers. There has just been constant, reliable good service.

We know that there are cyber security risks but we also know that when there are issues, Jisc and its technologists are on the case really quickly, protecting us and other institutions. I don’t think anybody could improve on that. Jisc understands education and the threats that can come within education.

THE TEACHER’S STORY
I’m Richard Hood, curriculum manager for A-levels, managing humanities subjects.

We use the History Study Centre a lot for coursework. It’s really, really useful. Our students find it great because they are used to spending hours wading through Google and not finding anything, the History Study Centre is like a filter – it takes them straight to the material they need.

It’s trustworthy. It’s written by historians. From my point of view as a teacher it means that they are less likely to be quoting stuff from Wikipedia which I’m then going to have to tell them to go away and do again.
Revealed: the student digital experience

Digital experience insights, the UK’s only survey that focuses on students’ use of technology for their learning, enables members to discover what their students really need and want from the digital technologies in their college or university. Based on knowledge, not guesswork, the insights are used by members to act quickly on small changes that make a big difference to students – and to plan long-term improvements in the digital environment.

University of Stirling

"We need to have an insight into what students are thinking, how they use various media, how they use various aspects of digital life, and we need to make sure that our staff and students really align with that and that the systems and processes we have really enhance the student experience digitally."

Professor Leigh Sparks, deputy principal

"It has provided the college, our learners and the wider college community with a voice so now it’s not one person’s strategy. It is their strategy, their resources, their digital environment and that is what digital experience insights has done for us."

Conrad Taylor, e-learning manager, quality

"I use a lot of the university’s digital resources and so I wanted to point out the areas that I thought benefited me and the areas that could do with some improvement for future students."

Rachel, student

City of Wolverhampton College

"I think it is really important that students can get involved with the conversation around digital technologies because technology is so widely used everywhere in every job role."

Josh, student
and the results show that colleges and universities are providing a great digital experience, with 88% of HE students and 74% in FE satisfied with digital provision, and more than 70% in both communities satisfied with the quality of teaching.

Not all learners are convinced of the importance of digital skills – only half of college students and 69% of those in university recognise that digital skills will be important for their chosen career. Courses must include digital skills in an integral way, relevant to the subject of study. We’re here to work with you on digital capabilities and use these insights to make your students’ entire digital experience the best it can be so they’re ready for the world of work.

The survey drew responses from:

37,720 students

83 colleges and universities
To live, learn and work in a digital society, students need to develop the digital skills that employers want now, as well as the confidence and capability to progress in their careers and adapt to emerging technologies. Our building digital capabilities service provides advice and guidance on growing digital capability for staff, students and organisations, enriching students’ experience and boosting their chances of success in the jobs market, supporting digital leaders to plan effective digital strategies and helping everyone to thrive in a digital world.

“You can have all the tech in the world, but it’ll make little difference if you don’t also have a community with the confidence and fluency to use it in creative and exciting ways. Everything we want to achieve depends on the digital literacies of our staff and students.

“We developed a digital literacy framework and for this we didn’t have to start from scratch. Jisc has done a lot of the strategic thinking on this and we adapted its digital capabilities model to meet our own needs. It gave us a consistent vocabulary and a core set of principles and allowed us to be confident that we had a robust, workable structure to keep us on track.”

Dr Ross Parry, associate professor and deputy pro-vice chancellor (digital), University of Leicester
Digital skills are one of the academic literacies that students and staff need to develop. The Jisc framework was helpful in stretching our understanding, in particular in relation to digital identity and wellbeing.

Dr Frances Deepwell, director of Leicester Learning Institute, University of Leicester

“I found the discovery tool really well put together, it is clear and concise and arguably has more traction and weight having been developed by an external organisation. It would have taken weeks or months to engage staff with something similar had it been devised in-house.”

Richard Fullylove, strategic ILT manager / rheolwr TDG strategol, Coleg y Cymoedd

“The discovery tool has facilitated discussion across the institution - enabling both individual and strategic level conversations.”

Jo Parker, senior library manager, Open University

“Jisc’s discovery tool has been a fantastic resource to help raise the profile of digital capabilities and dispel some of the anxieties around this. This is helping us to win hearts and minds.”

Non Lloyd Scantlebury, academic engagement manager, library and computing services, University of Hertfordshire

“Digital skills are one of the academic literacies that students and staff need to develop. The Jisc framework was helpful in stretching our understanding, in particular in relation to digital identity and wellbeing.”

Dr Frances Deepwell, director of Leicester Learning Institute, University of Leicester
Becoming a digital leader

Our four-day digital leaders programme offers leaders and aspiring leaders inspiration and gives them the tools, knowledge and confidence to seed that inspiration throughout their organisation. By the end of the course participants are equipped to lead, manage and influence digitally driven change. Three alumni share their thoughts.

"It was the best course I’ve been on in years..."
Find the spark

Jason Boucher was a metallurgy instructor and mechanical assessor at North Lindsey College's apprentice training centre until autumn 2018 and is now mechanical engineering lecturer at Lincoln College Group's Gainsborough campus. He completed the digital leaders programme in January 2018.

"It was the best course I've been on in years. What I valued most was the opportunity to hear from other colleges and universities about what they’re doing and what their challenges are. It's given me insights and developed my confidence so that now I can talk more effectively to senior managers about what we can achieve. I think of it as starting a forest fire within an organisation – first you have to find the spark, the thing about technology that will really excite people. Then you have to keep feeding the flames by getting managers and then senior managers excited about it so the fire can get bigger. The digital leaders programme helps you find strategies for doing that.

“My advice to anyone who's thinking about signing up for digital leaders is get ready to be inspired, challenged and supported by a great team of people who really get what ‘digital’ is all about. Make connections and learn about how you and others fit in an ever increasingly digital world. I would do this course again in a heartbeat. You are missing out if you don't do it.”

Sit up and take notice

Professor Hilary Carlisle is dean of design and architecture at Norwich University of the Arts (NUA) and digital enhancement group lead. She completed the digital leaders programme in October 2018.

"If you do the programme and declare yourself a ‘digital leader’ you’re not claiming to be good at all things digital. It just means that you know more of the questions you need to ask and who to go to for answers. It means you have some insights and techniques you can adopt when you’re championing digital transformation and a support network of peers who are on the same journey.”

A badge of credibility

Dr Alison Lawson is head of the division of marketing and operations at Derby Business School, University of Derby. She also completed the digital leaders programme in October 2018.

"Digital leaders has given me a better understanding of digital technologies from the technologists’ point of view so that we can have productive conversations about the technology that's available and what teaching staff would like it to help us do.

“Having done the digital leaders programme with Jisc definitely gave me a badge of credibility with my colleagues.”
AR and VR on a virtual budget
Or what happened when Frank met Matt

Preston’s College e-learning developer, Frank McHale, and learning outside the classroom project manager, Steve Smith, took up the challenge and, knowing little about this technology, they decided to explore the Bett show, swiftly followed by the Learning Technologies show at Olympia. It was a dispiriting experience.

“We came away thinking it would be nice if we could use that kind of technology but the cost was so far away from what the college could invest in – £5,000 for a single headset,” says Frank.

Steve agreed: “By the time we had done two edtech shows in London we almost thought, this is not for us: the college would not be able to invest at the level that would be needed to have an impact across the college as a whole.”

“And then we met Matt Ramirez from Jisc!”

Frank, Steve and quality manager Alison Humphreys went to Matt’s office in Manchester where he showed the team a fully immersive VR set-up. The item that really got their attention was a 3D scanner that fixes to an iPad and costs just £399 instead of thousands of pounds. Matt also demonstrated a consumer level camera, the Samsung Gear 360, at a similar cost.

“We were gobsmacked. This was nothing like the story we had heard at Bett or Learning Technologies,” says Steve. “We began to realise that for a few hundred pounds we could make a start – and the skill set was not beyond us either.”

Within a week of meeting Matt, Steve and his colleagues had ordered the scanners and the camera and thrown themselves into learning how to use the equipment. Within a couple of weeks, Preston’s College’s new VR resources were ready to be trialled.
It coincided with us having a technology day and we invited Matt down for support. Everyone in the college seemed to come down to our department on that day, we had this new technology on show and we could say this is what we’re planning on using over the next 12 months,” says Frank. “The wow factor was there. Everyone was very impressed by it. It’s been a complete eye opener how much we can get out of really low cost tech.”

Frank McHale, Preston’s College e-learning developer

Frank and Steve have now brought resources to life in virtually every department, from dance and biology to motor vehicles and hair and beauty. The technology has enabled Preston’s College’s learners to create and publish their own ‘objects’ in ways that were impossible just two years ago. It is also being used in formative and summative assessment.

“All the time we think about how it can be consolidated so it can be demonstrated that it improves student chances. It’s making technology like this much more accessible to learners,” says Frank.

Everyone agreed that the meeting with Matt Ramirez was a crucial milestone in their AR and VR development: “Matt Ramirez set us on the right path and changed our way of thinking. If we hadn’t asked Jisc for some help and gone to see Matt we may have gone down the wrong path and invested in something that was never going to give us the return we needed – or else we’d still be talking about it now. We might have made an expensive mistake.”
Data empowers Welsh students to meet their goals

“We’re committed to the Jisc learning analytics service for the next three years because we believe it’s extremely good value for money. The collegiate development model is hugely valuable.”

Martin Lynch, learning systems manager, University of South Wales
HE students in Wales are benefiting from the world’s first national learning analytics system, with universities across the country using data to understand how their students are learning – helping them to achieve more and supporting their wellbeing.

“We’re the first institution to start working with Jisc’s learning analytics predictor tool and we’re testing it to see how it helps us to identify students who are at risk of struggling. All our students have a personal academic coach who meets with them individually at least once a term and this information will give coaches a really good place to start a conversation.

“Over the coming year we will also prototype student dashboards so students can see what staff are seeing and this will be a step towards getting them involved in learning design and in customising their own learning.

“We’re committed to the Jisc learning analytics service for the next three years because we believe it’s extremely good value for money. We’ve built it together... It feels like a listening project and that fosters adoption and acceptance.”

Martin Lynch, learning systems manager, University of South Wales
Jisc’s DDoS service: it’s a no-brainer

FE colleges consider DDoS (distributed denial of service) attacks to be among the top five cyber security threats, according to our survey of members in 2018. Our data shows that in the first six months of this year, colleges were targeted by 225 DDoS attacks designed to bring down the network – a 35% increase compared to the same period in 2017. Our security operations centre also handled almost three times as many other security incidents or queries from FE colleges over the same period.

Helping you to reduce the risk of losing your connection – avoiding inconvenience, reputation loss or financial damage – in a way that suits your needs and budget is a high priority for us.

Liam Downey is IT operations manager at Belfast Metropolitan College, the largest further and higher education college in Northern Ireland and tenth largest in the UK. It has an average annual enrolment of more than 35,000 students studying across six campuses, around 9,500 in full-time HE courses and around 25,000 in further education / leisure courses.

“The mitigation service is excellent. It really works. It does what you expect it to do and it delivers,” says Liam.

The background to Belfast Met taking the Jisc DDoS Mitigation Service is the three severely disruptive DDoS attacks the college suffered between 2014 and 2016.

“We faced interrupted access to email, our virtual learning environment, library systems – all those systems we store in the cloud,” says Liam.

The college uses Office 365, storing as many applications and user files as possible in the cloud. As a result, when the attacks knocked out connectivity, the impact on students and staff was immense. “Teaching had to revert to chalk and talk. Administrative processes simply stopped.”

When Belfast Met faced another DDoS attack, the mitigation service proved its worth. The college was in mitigation for three weeks but “the only reason we knew about it was because Janet was telling us that we were in mitigation and scrubbing our data,” says Liam.

“We had no disruption. Our users had no idea. That’s our success story.”
“DDoS enhanced mitigation service? Now I have peace of mind”

George Wraith is head of ICT at New College Durham, an outstanding mixed economy FE college covering the full range of education from HE degree-level courses through to A-levels, GCSEs, apprenticeships and a range of vocational and academic subject areas.

In May this year New College Durham signed up for our enhanced DDoS mitigation service. It was, says George, a no-brainer:

"Cyber security is very much in the forefront of everybody's radar at the minute. If we were to lose our connection because of an attack, the effect on the college would be massive.

The Jisc cyber security team and my in-house team went through the options together and decided, based on a balance of technical needs, risk and budget, what was going to be most effective and cost-effective for us.

We were on board by May – I couldn’t get the purchase order out quickly enough. The process was very smooth and very easy. It was all done through video conference so it was just a matter of getting the right people in the room at the various times that we needed to.

Now, I have peace of mind. The monitoring is a key element for me – I’m able to access the cyber security portal on a live basis at any time as well as get weekly reports and see if there's been any mitigation needed, and can find out if there are any alerts on the services in general. It's been such an easy service to engage with. It’s just there and working, there's never been any issues or problems with it.

Thanks to the enhanced DDoS mitigation service we now have expert coverage of protocols on a more enhanced basis as well as the service Jisc provides across the board. It's meant that I can say to auditors and senior managers that we're doing as much as we can externally with our network providers to mitigate any risks on the cyber security front from an external loss of internet connection or internet services more generally.

I can't emphasise enough that it's a no-brainer, especially for any educational institution that's using Jisc services already. To my mind, Jisc has proved itself with the reliability and trust established by the Janet service over the years.

"The mitigation service is excellent. It really works.'

George Wraith, head of ICT, New College Durham

“To my mind, Jisc has proved itself with the reliability and trust established by the Janet service over the years.”

George Wraith, head of ICT, New College Durham
World class for Common People

Common People Oxford was a festival calendar highlight during the bank holiday weekend in late May 2018, staged in Oxford’s South Park by the makers of Bestival and featuring bands from Maximo Park to Morcheeba and the Jacksons, as well as festival food stalls and the world’s biggest bouncy castle. But when the two-day event was let down by an initial broadband supplier, nearby Oxford Brookes University stepped in to share its high speed, world class Janet Network connection with the festival’s service provider Pinnacom.

Working late into the night, the combined forces of Jisc, Oxford Brookes and Pinnacom ran 700 metres of single mode fibre uphill from a university communications room in Cheney Student Village, over farmland and woodland, suspended at around 15 metres, to the festival site, achieving a festival network in just four hours.

As a result, ‘Instagrammable’ moments were captured without a hitch, snaps and videos were swiftly sent and the #commonpeopleox chat flowed freely, leading Pinnacom’s Martin Stevenson to declare, “We couldn’t be more pleased with the result and are glad the festival goers had access to the fastest broadband in the city.”

Could this be the first time that festival crowds in the great outdoors have been offered internet speeds they could only dream of at home?

When Janet went festive

Whether at a summer festival or a winter wonderland, the Janet Network has been proving its world class prowess to UK business this year, not least when it provided last minute, high speed connectivity to two seasonal public events. Let down by suppliers, the events might otherwise have been endangered through lack of wifi, needed not only by data hungry mass audiences but by event stallholders for vital business devices such as mobile card machines.

Normally provided by Jisc for research and education, the Janet Network is 200,000 times faster than the average home broadband and able to serve the largest of university and college campuses, some with extremely data intensive research, so it was able to take in its stride the events’ sudden, new connectivity needs, delivering a highly satisfactory service and, at the same time, providing great PR coups for two Jisc members.
A taste of Christmas future

In November 2018, Lapland UK – a long-established Christmas attraction in Whitmoor Forest, near Ascot – faced the spectre of becoming a ghost of Christmas past. The enterprise had its hectic, five week season coming up and would suffer a bumpy ride if it had no internet connectivity in an era of dependence on such business critical devices as wifi cash machines and payment apps, as well as the social media expectations of its customers.

Nearby Bracknell and Wokingham College came to the rescue, working with service provider Pinnacom to supply a forest-routed connection, tethering Lapland UK to the world class Janet Network and enabling the traditional winter wonderland to enjoy broadband at futuristic speeds.

Not only was Lapland UK given an internet lifeline but the college gained the potential for plenty of brownie – or should that be elf – points and priceless goodwill with its local business community.
“When I was growing up, in the town that I lived there was a slagheap from the old coalmines and I used to climb up there and find the fossils of the plants and insects that used to live there. I wanted to combine this geology with my interest in physics and mathematics.

Now I’m a geophysicist and seismologist and I study the earthquakes and volcanoes in the East African rift system and Ethiopia.

Geophysics is a highly collaborative research area and I work with people from all around the UK and worldwide. This means that I travel a lot. When I do that, eduroam is a vital tool, knowing that I’ll be able to get online wherever I am and get access to my email and online content.

The geophysics community in the UK communicates via the JiscMail service, so it enables us to connect with researchers all across the country. As a researcher I’m also required to log all of my output into an ORCID profile which acts as an online CV for my research output. Without these digital tools my research really wouldn’t be possible.”

Dr. Finn Illsley-Kemp, University of Southampton
Keeping research data working

What can we do to ensure that the practice and methods of scientific research are rigorous and the outputs robust and reproducible?

"The Royal College of Music is a relatively small institution so we don't have a massive research data management department. We have a research data management person. So we look to Jisc for assistance and guidance and that's been invaluable."

Marcus Munafò, professor of biological psychology, University of Bristol

"Jisc's open research hub service will make it easier for researchers and research managers to showcase open data. If data is findable and reusable, then we are one step closer to being able to assess the reproducibility of research and reassess the value of research outputs."

People choose careers in science to have impact, improve lives, and to tackle some of the major challenges of our times. As a community, we need to make sure that the methods we ask early career researchers to adopt will open doors for both them and their research. Reproducibility is central to making this a reality and to creating a sustainable research economy as we exit Europe."

Terry Clark, research fellow in performance science at the Royal College of Music and one of Jisc's research data champions

Most researchers’ time is spent collecting data, researching it and writing it up and it’s only recently that we’ve been thinking about the data that we have and how we preserve it in some useful sense that spans beyond the length of the project. What we’re finding is that there is not necessarily the understanding or the knowledge on the part of the researchers about how to set up datasets in a useful, preservable fashion. We also need the infrastructure. The Royal College of Music is one of the Jisc open research hub service pilots so we’re looking at all different mechanisms via which we can be preserving data."

Terry Clark was speaking on the Jisc podcast, What the Edtech?! broadcast as a 10-part series in 2018. Containing a mix of insight and advice from top industry experts from the worlds of education and technology, it covered everything from social media for student engagement to learning analytics to the future of AI in education.
Sharing knowledge

Our events

Digifest
A unique opportunity to see, hear and share the latest thinking to inspire and prepare for the digital challenges ahead.

Jisc CNI leaders conference
Bringing together library and research leaders from around the world to explore the future of digital scholarship.

Networkshop
More than 200 IT and network professionals sharing ideas and experiences.

Connect More
Bringing together learning and teaching practitioners to share knowledge, celebrate best practice and explore new ideas.
Practical support and assistance

200+ practical support and assistance engagements to 151+ Jisc members across the UK

From Ayrshire College to the Exeter Royal Academy for Deaf Education and all points in between.

Jisc training

New digital skills courses included:

- Curriculum confidence
- Digital storytelling
- Developing learners’ employability skills
- Supporting learners’ digital identity and wellbeing

More than 5,000 members completed the Home Office Workshop to Raise Awareness of Prevent to understand the Prevent strategy and their role within it.

112 courses delivered

“Absolute outstanding quality service at all times! This is exactly what a small organisation in a remote location with few networking opportunities needs: the unbiased expertise and advice in all areas digi & IT. The Jisc staff are extremely knowledgeable and have a vast pool of knowledge base and expertise behind them. Without Jisc we’d still use chalkboards ;)”

Welsh FE college

2,188 learners
Jisc’s total expenditure in the year ended 31 July 2018 was £146.2m. It should be noted that this figure was subject to statutory charity reporting requirements.

Digital infrastructure was the single largest element of expenditure with £64.4m spent on the Janet network and related services. Digital resources represented £54.2m of expenditure, with £36.9m being the value of licensing arrangements.

Of the £146.2m of expenditure, £16.5m was expended on restricted projects, with the remaining £129.7m being unrestricted.
Jisc income in the year ended 31 July 2018

Jisc’s total income in the year ended 31 July 2018 was £145.1m.

The largest element, totalling £75.2m of income, came as grants from UK funding bodies. Digital resources licensing income totalled £38.5m, with service income totalling £14.5m and higher education subscriptions at £10.8m.

Of the total £145.1m of income, £23.9m was restricted, with the remaining £121.2m being unrestricted.