Stakeholder strategic updates

2020 Questions and answers

Introduction

Our stakeholder strategic updates provide members with an overview of our performance over the last year and a heads up on what we’re currently working on/towards. During the session it’s important we allow our members time to ask questions, holding us to account. This document provides a record of the questions asked and our answers.

If you have any follow-up questions, please speak to your account manager.

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Finances and sustainability

1. **What is Jisc doing to ensure its financial sustainability allows it to keep on delivering for its members?**

   **Our strategy** is focused on ensuring our future financial sustainability. We’re not getting any messages from our funders that our funding is in danger, but we aren’t complacent about it. The big proviso here is the sheer scale of UK debt as a result of COVID and nobody has any sense of how that’s going to play out. If we go back into austerity, then we’ll need to work hard to maintain our level of funding.

   Recent mergers are providing us with a good source of additional income. We’re also working hard to drive down our costs and we’ll continue to do that. We’re constantly looking at the products that we have and how we get the right balance of core and additional services although mindful to get the pricing right for new/additional services.

   We look at pricing in different ways – so are they so fundamental, i.e. needed by everybody, that we should be delivering them as part of the subscription, within the constraints of our funding. Is it something that’s vital for the sector in which case we’ll look to offer it at cost, or is there some level of competition out there but we believe we can provide a superior service in which case we’ll provide it at a small surplus?

   Any surplus is reinvested into our future, your future. We’re striving for an unrestricted surplus which will generate cash to invest in all our services and products, both current and new ones. It’s a key strategic goal and we’re held to account by trustees to operate at that surplus. Longer-term, our aim is to be operating at a 50:50 balance between grant funding and additional income.

2. **Given members are at their max in terms of their “ability to pay”, where will the extra income (surplus Jisc is aiming for) come from or is it cost reduction?**

   We are committed to running the business as efficiently as we can and in doing so will look to reduce unnecessary cost wherever possible. We’re also building on the strengths of the organisations we’ve recently merged with and there are two aspects to this – building on economies of scale and the benefit of additional commercial income by targeting sectors adjacent to where we have members already.

   We’re also committed to doing our very best to keep subscriptions around the level they’re at and have no intent to substantially increase them. We’ve always committed to do our very best to minimise any financial impact on the sector, including absorbing much of the inflation we are subject to – it would only be significant funding shocks that make a big difference here.

3. **How has the work to improve the financial invoicing processes at Jisc moved forwards in the last 6 months and what is the roadmap for further improvement?**

   We are running a major project to streamline our invoicing processes – linking financial processes with the website and our CRM so that we have one single source of truth. We expect this will most probably take us at least another year, but we are aiming to issue subscription invoices in August next year.

4. **How will Brexit affect the work of Jisc next year and what contingencies have been put in place?**

   We took a number of steps to protect ourselves in the [earlier stages of Brexit](#). The most important thing has been to ensure a reliable network – working with suppliers to ensure we have a stockpile of materials required to maintain and improve Janet. The big issue in that space is Géant. If we/you need links through to other countries the connection will go through Géant. It isn’t a European organisation, but it is heavily funded by Horizon Europe. If we find ourselves in a hard Brexit it could make things more difficult but we have been working with colleagues in Géant and have contingencies in place. We’re confident our services won’t be impacted but the implications regarding Horizon Europe could impact some of the partnerships/collaborative projects we have in place.
Negotiations and procurement

5. Jisc has been very active in campaigning for a reduction in costs from academic publishers of 25% on all agreements as a result of the financial impact of the pandemic. Does the team have an update on this really important issue?

We secured discounts of 7% on 2021 expenditure across total spend on Jisc negotiated agreements. However, our efforts were negatively impacted by the fact that whilst the overall financial environment for institutions is very turbulent and uncertain, many institutions invested more money in the acquisition of digital content for 2020-2021 in order to ensure they could provide an acceptable digital student experience. As such many publishers and content vendors would compare our call for discounts with their experience of increased sales to institutions and decided there wasn't any need for further discounts.

We recently held a Jisc/Universities UK (UUK) content negotiation strategy group meeting and agreed we will be issuing a statement calling for reduced costs, praising those publishers that did engage, whilst noting that many did not, and emphasising that the financial situation will remain challenging and we will not stop seeking cost reductions from all suppliers.

On the software side, we’re currently consulting on Adobe and Microsoft licensing. Negotiation objectives will be centred around the need to include off-campus access.

6. What is Jisc doing to help the sector deal with escalating prices from software companies like Microsoft, Adobe, Kinetics and so on?

We will be establishing a new software licensing negotiation strategy group, with UUK, in 2021. The group will comprise a range of university leaders and help us to oversee the conduct of negotiations on behalf of the sector. A formal announcement will be made in the new year.

The UUK initiative was in direct response to our members requesting help to reduce costs. Whilst there’s been some great initiatives in the past, we’ve never been able to bring together the whole sector. We’d encourage everyone to work with the whole team, under the UUK, to see if we can make a difference.

7. How does Jisc’s work on negotiations gel with the work UCISA are doing?

We work closely with UCISA across a range of different areas, taking care not to duplicate effort e.g. UCISA leading on discussions with Kinetic. There are some areas in which we could have worked more effectively together as two organisations e.g. relationships with Microsoft but we’ve learned from that. This is partly what’s led to the establishment of the UUK software licensing negotiation strategy group. This isn’t just about Jisc negotiating, it’s about the sector negotiating and we certainly want UCISA to be a part of that.

8. With regards to the new software licensing negotiations, what are Jisc bringing to the table that hasn’t already been tried (with mixed success) by APUC, other procurement bodies and by UCISA?

This is about building on and utilising the capability that we’ve brought into the organisation through our merger with Eduserv i.e. Chest, which allows us to move more firmly into the software space.

We bring a national approach to the negotiation; directly with vendors, which drives down prices and achieves significant improvements in licence and commercial terms. The UUK software licensing negotiation strategy group will also allow for senior institutional management participation in the negotiation process.

We also believe that the turbulence caused by COVID, provides us with an opportunity for the sector to come together to achieve much more than may have been possible previously.

9. What is Jisc’s relationship with UK-wide purchasing consortia?

We have a content procurement coordination group which includes all the purchasing consortia from across the UK. That was established to ensure we are sharing information about the conduct of negotiations and aligning approaches to get the best result on behalf of members.

We see no impediment to utilising that approach in the software licensing space. The agreements Chest negotiates, work in tandem with many of the procurement consortia and allow us to purchase via various sellers. It’s also worth noting where procurement organisations are dealing across the board – there’s a lot to be said for face-to-face negotiations.
We work closely with Advanced Procurement for Universities and Colleges (APUC) to ensure our offer and APUCs offer mesh nicely. There is no point in us competing so where an agreement already exists we will promote the other’s framework. We also try to ensure our offer is clear in relation to what is offered elsewhere e.g. Scottish procurement offer which is for the general public sector in Scotland.

10. Interested to know what is considered the best and most cost-efficient solution for remote access to powerful machines such as those for Computer Games?

We’re working with Welsh government to identify a series of specifications for a range of different needs. From basic equipment for general access to learning materials all the way through to high-spec laptops capable of supporting high end software. The work carried out in Wales will be shared more widely.

Products and services

11. Is Jisc trying to do too much?

No, we think it’s important to constantly ask ourselves whether or not we’re doing enough – what more can we do to help you? We’ve changed a lot recently – 3 mergers, close to 900 staff – and we’re keen to ensure we are doing everything we can for our members. We’re working more closely with FE than ever before and that sector needs further investment not less. There’s an even greater focus on digital now and we need to help you make the best of it and provide as much support and direction as we can. Our biggest issue is around prioritisation – when we start tripping over ourselves, that’s when we need to slow down but we don’t think we’re there yet.

12. How has COVID impacted Jisc’s product roadmap?

COVID isn’t dramatically changing our product roadmap. It’s given us some additional things to think about but the core roadmap stays the same. We’ve had to shift in order to provide additional support for the immediate needs of our members via the learning and teaching reimagined programme and shaping the digital future of FE and Skills which have helped bring our members together to share their experiences and help us all develop a better understanding of the longer-term challenges and how to overcome them.

An example of where we’re adding to our roadmap is digital poverty. How can we extend connectivity outside the campus? It’s a fiendishly difficult problem working closely with all four governments and vendors who want to ensure that whatever happens their income isn’t adversely impacted. The one thing we have done, which we’ll be able to talk more about soon, is EduVPN, brought in through Geant which gives VPN capability to all which may unlock off-campus access.

13. Is there any update on Jisc’s work with mobile providers to provide a cost-free route to Janet from student mobiles?

We were funded to test a proof of concept in Scotland, allowing students to access learning resources and systems via their mobiles without incurring any costs. The test was successful, but we now need to onboard Telecommunication providers (Telcos) who we’re in discussion with, alongside Scottish government and wider UK stakeholders.

14. Can you provide an update on the Janet access programme?

Information is available online via Shaping the future of Janet and is being updated regularly. We recommend keeping an eye on that page and/or liaising directly with your Account manager.

15. Why is there a network connection to Dublin when it is not part of the UK?

The connection across to Northern Ireland is one of our biggest and most complex connectivity challenges. We have three links in total; two that go directly into Northern Ireland and one into Dublin. The one into Dublin is a partnership between us and HEAnet – Ireland’s National research and education network (NREN) – and it was vital last year when the two subsea cables into Northern Ireland were taken out of operation. We were supporting our members in Northern Ireland entirely through the Dublin link. It’s part of our global cooperation on research and education and also provides additional resilience.

16. Research 4.0 and Learning and teaching reimagined are great concepts, but what tangible deliverables can we expect to see in the core subscription or as chargeable extras?
We’ll be taking the outcomes of the reports and considering how that impacts our product pipeline. In HE, for example, there has been a considerable increase in the number of members talking to us about digital strategy, digital leadership and how we can help them. Not just in terms of the advice and guidance available from our subject specialists but also early-stage consultancy. We are looking at how we can formalise that into a structured HE consultancy service where it’s appropriate.

It’s a similar story in FE where we’re seeing increased demand for support in delivering Vision for change workshops for leadership and governance teams. From a research perspective we’ve launched the digital research 4.0 community, helping to foster discussions between our members. Another benefit is that we are starting to address some of the issues associated with 4.0 technology through the negotiations we have with vendors. In the digital resources space, we’re considering the implications of the outcomes of our reports for e-textbooks and open educational resources (OERs) and helping colleagues to shape what our product offering looks like.

Another angle to this question is the utilisation of existing services. As a result of recent engagements, we’ve had through learning and teaching reimagined and shaping the digital future of FE and skills, we are seeing increases in the use of core subscription services.

17. What has happened to Data Futures? When will we see a simplified approach to data returns and a standardisation of them between providers and consumers?

Data futures is a sector-wide transformation programme, led by HESA. The programme will deliver in-year collection, assurance and dissemination of higher education data – whether that’s from higher education providers or further education providers. The programme had a false start and was put on hold, but we’ve stepped in to work with HESA and act as technical delivery partner. We started again with a simplified structure and the programme is now deep into delivery. We delivered the first phase as a proof of concept to OfS in September and got approval from their board to fund the remainder of the programme. We’re looking to pilot data collections in the AY 2022/23, aiming for the first full data collection 2023/24.

18. The SFC is encouraging Scottish colleges and universities to envisage a more integrated tertiary sector that enables collective system leadership – is Jisc considering its current FE/HE approach to initiatives and insights?

Many of the challenges and examples of best practice we observe apply across FE and HE. We’re mindful that our HE advice is just as applicable to the significant HE provision delivered in FE, in particular higher level technical qualifications. Many of the lessons transcend both sectors and we’re exchanging both knowledge and data across the research projects we undertake to develop and deliver our products.

19. Do you think, with the increased move to blended learning, that colleges of the future will have a more consistent approach to the software that is used to deliver courses and also an increase in the sharing and design of course material?

There is certainly a desire for more open learning content to be shared rather than reinventing the wheel. The real issue is ensuring adherence to accessibility guidelines and meeting the different needs of diverse learners. Some progress has been made through the Colleges Development Network (CDN) and we’re certainly working in this space to secure open learning content and to make that available through a UK platform, or at the very least through College network platforms.

20. What is blended learning really referring to? Much of the experience during COVID has been online with a small amount of face-to-face which most students are not so happy with – they want more face-to-face.

A lot of universities and colleges recognise this. In our work we have found that most people want to combine the best elements of in-person and online learning. This year, the majority of lectures in universities will be online (many pre-recorded or live synchronous broadcast of that previously given). Longer-term, leaders, lecturers and learners want to see a greater balance of online delivery and in-person delivery.

*From the Learning and teaching reimagined report (p.10):*
We are using the term “blended learning” to describe learning across two different modes – in person and online (which can be either on campus, or off campus at home, work, a public library, etc).

It is important to note a few things about our usage: we do not equate online with “distance”, although it frequently occurs off campus; in-person learning is increasingly likely to involve digital approaches (for example, during in-person teaching it is common for a lecturer to use a digital presentation, and an online learning class may be moderated by a physically present tutor); and, given the diversity of the sector, blended learning models vary quite widely across universities.

We recognise that these terms are contested and applaud the work of the Quality Assurance Agency (QAA) in Building a Taxonomy for Digital Learning (June 2020).

21. **The two learning and teaching reports are very timely. Is further work planned on the likely impact online delivery will have on the physical estates?**

We’re conscious more advice and guidance is required in this space. We’re certainly keen to support other sector organisations such as AUDE, building on previous work undertaken e.g. sticky campus. We’re also working with Barco and Microsoft on hybrid classroom technology. We have a Barco solution being trialled with Weston college and we’re also about to start working with Microsoft on a pilot. We need to bear in mind that every organisation is different. Estates development should be driven by your own strategy, by how you want to deliver learning and teaching.

The question refers to our learning and teaching reimagined and shaping the digital future of FE and Skills reports.

22. **Could we hear a little more about Research 4.0 and how Jisc might respond?**

We held a number of workshops and focus groups throughout the summer which were focused on research 4.0 and what really came through from those was a discussion point around “the art of the possible”. We’re committed to play a convening role– bringing our members together, across disciplines, to help:

- with their understanding of the implications of research 4.0
- different communities engage more with research 4.0 technologies
- them understand the implications of AI and algorithms associated with research 4.0
- them understand the unintended consequences of engaging with new technologies

So, it’s not necessarily around building these technologies ourselves, although given our capabilities around things like Cloud we’re also looking at the utilisation of AI, in the library space for example. It was very much around helping the sector understand what the research 4.0 landscape is going to look like and helping to map out pathways to support our members. So, focusing on things like the implications for research careers, whether early career or for those more advanced.

23. **Is 2020-2023 (or 2021-2024) too “near” and too “short” to be strategic? It is possible to view anything in the next 3-4 years as “tactical”, not strategic. Is there somewhere a more long term (10+ years) strategy has been set out or considered?**

Whist in the past we’d have been focussed on a 10-year horizon, in the light of COVID there was a clear need to focus on the shorter term for the sector. In FE our Elevation model, not technology specific, is helping providers to plan and invest in the digital journey relevant to their circumstances. It outlines the must haves (foundation), the should haves (transform) and the can haves (elevate) and will evolve with the sector i.e. what was once elevate might become a foundation in 3 years’ time – all with an eye on 2030.

It’s a similar story in HE. We’d already started working with the sector to collaboratively develop a vision for Education 4.0 and Research 4.0, and a strategic framework for 2030. When the pandemic hit, it was more a case of reframing what we already had in line with our members’ most recent experiences.

24. **Doesn’t the experiences of 2020 show that a future 2030 scanning exercise is somewhat futile?**

At any time, looking out 10 years is fraught with danger regarding its accuracy. But it gives a good sense of direction. One of the things we were concerned about in providing members with the support they needed in the build up to 2021/22, was what do people need to keep an eye on to help direct their decisions. We’re confident that the strategy on our website gives a strong sense of direction. The leaders we’ve engaged with agreed that we need to move from lecture-led to student-led learning and teaching, and to move away from...
the pedagogy of the last 1000 years. We recently looked back at what we were saying in the 2010s and we were close with regards to the way libraries are operating, so we’re confident in providing a good sense of direction.

25. **We’ve heard a lot about the need to enhance digital skills, is there a need to enhance digital leadership?**

Absolutely – the staff we’ve spoken to over the last few months certainly agree. Colleges, whose leaders have invested in their digital vision and strategy(s) have fared much better than others. Constant revision and renewal was another big factor. When digital is held and sponsored at the top table – staff are invested in and supported. It’s also a key recommendation in our learning and teaching reimagined report too which is focused on HE. Leaders on our steering group were certainly open and honest about the need to upskill. We’ll be running our digital leaders’ programme in the new year for anyone interested.

26. **Does Jisc have any advice on the co-collaboration of learning with learners and conflict with Microsoft settings for cyber security in trying to keep the college secure?**

Irrespective of the solution/technology, settings are user-defined and, ideally, governed by policy set by the organisation. The question is difficult to answer without more information on the context, if you do require advice then we would suggest contacting your account manager who can arrange a call with our member support team.

### Student support

27. **In relation to the student support services Jisc are offering, how do they sit alongside the likes of careers support and resources provided by Skills development Scotland (SDS)?**

We work, wherever possible, with other relevant professional bodies and organisations. We also have direct links with the Scottish Funding Council (SFC), Universities Scotland and Scottish Government. One of our key stakeholders and partners is the Association of Graduate Careers Advisory Services (AGCAS), the professional association for careers services which has nation-specific teams. We work closely with AGCAS Scotland who in turn work with the central agencies. More information can be found here: https://www.agcas.org.uk/agcas-scotland

28. **We are seeing greater impacts of digital poverty in some students right now, is there a part to play by Jisc in extending network coverage to students where that might be possible?**

We were funded to test a proof of concept in Scotland, allowing students to access learning resources and systems via their mobiles without incurring any costs. The test was successful, but we now need to onboard Telcos who we’re in discussion with, alongside Scottish government and wider UK stakeholders. We are also considering early-stage ideas other options that help to bring the Janet network within closer reach of students.

29. **How can technology transform careers services provision within our colleges and universities in the future?**

One of the key things we’re looking at is how virtual and digital services can enable careers services to support more students, especially off-campus. This year, in particular, has highlighted the need for students to access the excellent support provided by careers services online. It’s always been a challenge for providers with resource limitations or, for example where there’s limited provision of work placements from employers. One way of improving this is to utilise interactive platforms to deliver programmes of quality, accredited work experience where an employer can engage with thousands of students in a virtual work placement rather than just inviting thirty to come along for the summer or year. Learners can gain verifiable micro-credentials which will allow them to build a portfolio showing how they’ve acquired their skills, whether that’s through a virtual placement or a real placement.

There are real concerns about how many people are going to have access to part-time/term-time work opportunities over the next year, where they would have acquired employability skills. The ability to allow employers to engage with multiple students across multiple colleges and universities with virtual placements; for those students to get the experience they crave; and to be able to reflect and articulate the skills gained along the way and take them into the workplace. That is going to be transformative.
In the new year we will be launching Discover graduate outcomes, a new data visualisation product which provides insights from the new HESA Graduate Outcomes survey of HE qualifiers (from 2017/18) at 15 months after graduation. Co-designed with members of AGCAS (the Association of Graduate Careers Advisory Services) in the HE sector, this product provides more information than ever on graduates’ employment and further study, gives the most detailed picture yet of graduate self-employment, and will be invaluable for careers & employability service – and wider portfolio - planning within HE providers.

30. Does Jisc have any plans to consider the impact of the pandemic on the graduate labour market for the class of 2018, 2019, 2020 graduates?

Absolutely, we’ve been producing an annual graduate labour market report for some time now – the latest is our 30th edition. Our team is already looking at where we think we can learn lessons from challenges, things that will be the same and where we think things might be different. Our recent article on Wonkhe might be of interest, which explores what the graduate labour market might look like in 2021. It’s not just about outcomes data, we’ll be looking at other relevant data sets and working with other organisations to provide insights that will help you.

Cyber security

31. Our current circumstances show there is a tail of colleagues with less digital literacy. This is an issue for us all to resolve, but how should we approach it from the point of view of ensuring shared network security?

We continue to invest in a range of services to help protect education and research organisations. Most recently, that includes Security Information and Event Management (SIEM) and we’re working to develop a managed Security Operation Centre (SOC). Infrastructure alongside policies to guide behaviour are one aspect of the challenge we face. The other is awareness. We must strive to educate our staff on the threats that exist, such as phishing scams. We will continue to support the sector in raising awareness of existing threats and gathering intelligence that can help decision-makers, such as our recent cyber impact report.

At Jisc, we’ve developed a bespoke set of training materials relevant to our own policies and systems that each member of staff must complete during their induction – repeated for each year of service. We’d recommend other organisations adopt a similar approach if possible. We, and staff within your own organisations, could impose technical restrictions but there is a trade-off where these restrictions typically impact the learners experience and/or our academic freedom which is fundamental to education and research in the UK.

32. We have seen an increase in cyber security threats over the last six months or so, how is Jisc working with the sector and other agencies to ensure our organisations are protected?

We’ve been working closely with members and law enforcement, both on a regional and national basis, to respond effectively to cyber-attacks. We are also improving our range of protective services including Critical Services Protection. Our managed security services are also expanding from the current basis around managed SIEM to security monitoring and security operation centre.

Responding to member feedback

33. Are there senior managers/governors in Jisc client organisations who think they could get a better service elsewhere?

We must be our own critic and we must drive continuous improvement throughout the organisation. We often ask you about the work we do and what we need to improve, to the extent some of you say we ask too much! It’s an interesting sector because our members do actively help us to improve and we follow up on feedback wherever possible. We’re confident we know the 80% of those things that are working and 80% of those things we need to improve. We are always open to feedback, we take it very seriously and do our best to address it. In fact, there’ll be a survey in the new year to allow you to have your say.

We also believe this question was a challenge to the sector, to think about whether you’re getting best value from Jisc, are there better ways to use the services that we have, can we work together to do more to improve the cost efficiency of the sector or even of Jisc. So we’re certainly interested in exploring that with you.
individually. We’re here for you, ultimately, and the more we know about how we can help you and find new ways of working together the more value we can add.

Engagement and events

34. Is there any role for Jisc in working with awarding bodies e.g. Pearson to engage with reviewing their current course development and delivery models?

It’s worth noting there are three moving parts to this: awarding organisations; regulatory organisations; and funders. More recently, we were invited to attend a roundtable by the Federation of awarding bodies. It was hosted by NCFE who are the third largest awarding body in the UK. We used our Future of assessment report to stimulate the awarding organisations in terms of their adoption methods for assessment. We also have an ambition to lead on a set of standards that the Federation of awarding bodies and awarding organisations can agree on with regards to ensuring the quality assurances in place for the adoption of digital technology in assessment.

In England, if the DfE are to truly deliver on their lifetime learning skills guarantee, then it’s essential there is funding for bitesize learning. Bitesize learning often leads to micro-credentials and how micro-credentials can be effectively assessed, and modularisation is critical in order to make that a success. We will be meeting with Pearsons early in the new year to take up this challenge, recognising they are the largest awarding organisation in the UK.

Assessment is seen as a key area to explore further, following the outcomes of our learning and teaching reimagined report. There’s a companion document – assessment rebooted which you may find useful.

35. How does Jisc intend to engage newer higher education providers – often small and specialist – that aren’t already members or customers, over the next couple of years?

We learned a lot from the contribution Independent higher education (IHE) made through the fortnightly coordination calls as part of the learning and teaching reimagined project and are keen to continue that engagement. We’re in the process of following up with colleagues about next steps and hope to meet up with IHE, and other stakeholders, soon.

Newer providers are comparatively small compared to our existing members and it’s difficult to work out the right value proposition for those organisations e.g. the Janet network isn’t always necessarily the right offer. However, we’re really happy to talk to any FE/HE provider to understand how we can support them.

36. Are you working with UKRI on research culture? It’s a big focus for them and links back to making sure people actually use, and use effectively, the services Jisc offer

One thing that’s been central to negotiations, especially those around open access that we’ve been undertaking this year, has been that sense of the implications for research culture e.g. what sort of environment are we seeking to create and support through negotiations with publishers. Central to that has been issues around publication metrics being the be all and end all, how we broaden out the negotiations to cover a much greater variety of journal type and venues for researchers to engage with and make use of. So much of that is done in consultation with feedback from UKRI. We seek a wide variety of input from members and funders in terms of looking at our work.

37. Are you working with UKRI to enable them to be more supportive of funding cloud-based solutions for research?

We are actively engaged with UKRI, and this issue has been raised through their Cloud working group but we are unclear on their plans for cloud-based solutions for research. We will continue to liaise with UKRI on this topic and share updates as soon as possible.
38. Will Jisc account managers be more visible to Finance directors (FDs) and Chief information officers (CIOs)?

We have increased our engagement with CIOs over the last few years, as that role became more prominent within the sector. We’re also working to improve our visibility with FDs although a little further behind with that audience. As we implement the new operating model, getting closer to FDs is vital.

39. Why are you introducing a charge for Digifest this year, especially with it being delivered online?

It’s very difficult, as a charitable organisation, for us to justify the delivery of free events – especially those flagship events that are typically of a high production value. Digifest was the only event left in our portfolio of flagship events that was still being delivered for free. Similar to learning and teaching, good online delivery doesn’t always mean it's cheaper and we expect Digifest to be a world class experience. We’re ensuring a reduced rate for members and to help justify the cost we are introducing CPD accreditation points. For more information on our events, see: [https://www.jisc.ac.uk/events](https://www.jisc.ac.uk/events)