

JISC Study of Shared Services in UK Further and Higher Education

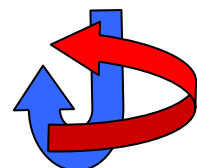
Report 1: The current landscape of shared systems implementation and planning for administrative systems in UK FE and HE

April 2008

Undertaken on behalf of the JISC

Duke & Jordan Ltd

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1 Conclusions

Engagement in shared services

1. Over 25% of the institutions surveyed have a shared service in at least one of the nine functional areas covered by this study.
2. Engagement is mostly tactical in nature and is aimed at meeting particular goals such as regional agendas.
3. The overall level of engagement in both sectors is low.
4. We found that the further education sector's range and level of activity is generally higher than that of higher education.

Planning

1. About 10% of the sample surveyed was planning shared services in the areas covered by the study.
2. In strategic planning, considering shared services as an option came up either "frequently" or "sometimes" in about equal measure (around 30%). About a quarter of institutions reported that the option was never considered.
3. The surveys showed that nearly two thirds of respondents knew when they were going to review their various administrative systems against the marketplace, although over a third did not.

Commitment to shared services

1. It was most common to find (about 40% of survey respondents) that institutions "might" consider a shared service in the areas covered by the study. This was in accord with the information collected in the interviews.
2. The level of commitment in the further education sector ranged more widely than that found in higher education. At one extreme we spoke with a college that has a strategic commitment to services sharing and at the other we found one that declared it was strategically having nothing to do with it.
3. The study carried out by ECAR for Educause found that institutions could be categorised into two attitudinal types, collaborators and non collaborators, with the former having a strategic attitude towards shared services. It is clear that the UK tertiary education sector is presently predominantly of the second type.

Differences between the sectors

1. FE has less to spend on its CIS systems than does HE. The less well off colleges in further education are significantly worse off than the less well off in higher education. There is a greater difference between the prosperous and the less prosperous in individual sectors than between the sectors.

National variations

1. There are differences between the four home countries.
2. In Northern Ireland, an overt shared services agenda is not evident: in FE much has been achieved and is now bedding down. Following the large scale mergers which took place a few years ago, the ANIC consortium services all the 6 Northern Irish FE colleges. In HE, the small number of institutions places the sector in a special position.
3. In Wales, the agenda is being driven by the Welsh assembly which has clearly based its strategy for the public sector on collaboration rather than on competition. This provides a clear basis for the development of shared services.
4. In England, the government mandate to further education to compete clashes with the ethos of collaboration, implicit within the shared services agenda. The English higher education sector does not appear to be driven by a significant political factor.

5. In Scotland, the position is probably somewhere between the English and the Welsh, though the Scottish agenda, like that in Wales, is a pan public sector one. One great difference between the Scottish and English situations -- and indeed between the English situation and that in all the other three countries - - is that the significant players in England are far more remote from their political masters than elsewhere.

Integration

1. It is clear that systems integration is a more pressing issue to most institutions than are shared services.
2. In higher education, it was most common to find that the administrative systems studied were "fairly" integrated.
3. In further education, systems were generally appreciably less integrated than in higher education.
4. We encountered a small number of situations where appreciable amounts of business process analysis engineering had taken place.
5. A small number of universities have elected either to go down the ERP route or to undertake significant internal systems integration.

Specific applications areas

1. Although the level of integration of library systems into the local milieu is not notably high, it is clear that libraries have been much more successful in developing shared services than other services. There is a culture and tradition amongst librarians of collaboration and this has manifested itself in a significant number of library shared services.
2. The level of integration of Estates systems with other administrative systems is notably low.

Governance

1. Education seems to be moving towards a two-level model of governance of shared services consortia: one is supervisory, the other is operational. Stakeholders have their principal input to the supervisory level. At the operational level, expertise in the field is the predominant requirement.

Noteworthy shared services

1. Apart from the well-known shared services, such as JANET and UCAS, we found two significant examples of shared services either already operational or at a high state of development.
 - a) In Northern Ireland, the six colleges in the ANIC consortium are receiving shared administrative services through a consortium, using a commercial host.
 - b) RCUK is developing a Shared Services Centre for the seven research councils, which is targeting a saving of £0.5 billion over the next 10 years.
2. On a smaller scale, the shared helpdesk service operated by the Norman consortium is noteworthy.

Pursuing a shared services agenda

1. A small number of witnesses took a strategic view of the potential inherent in shared services. However, most took a tactical view. For example, several institutions contacted were using, or planning to use, shared services to develop a regional agenda.
2. Systems integration, which can be seen as achieving internal shared services, is a critical prerequisite to a shared services agenda.
3. Higher education is much further down the systems integration road than is further education.
4. Open source software may well prove a good basis for the development of shared services consortia in education. This marketplace is currently

- developing, with new American consortia evident. However, at present only Moodle, a VLE, has a significant market share in further or higher education.
5. Software as a service is generally a growth area. It has the potential to invade newer areas quickly because of its simple technical requirements at the customer level. A new entrant could perturb the established order.
 6. Whilst shared services consortia can, by their larger overall size, assist in establishing better career structures for staff, thereby improving staff retention and skills levels, the professionalisation of the service could lead to increasing remoteness from customers.
 7. Success stories in shared services in the private sector and elsewhere in the public sector are frequently on a much larger scale than that achievable in tertiary education.
 8. The business case for shared service across most administrative services is not clear to many institutions.

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This study on shared services was undertaken for the JISC by Duke & Jordan Ltd together with AlphaPlus Ltd, Mary Auckland, Chris Cartledge, Simon Marsden and Bob Powell.

We are very grateful to all those who gave their time and knowledge during our consultation process to help us prepare this report.

2 Introduction

2.1 Context

This study for the JISC is in two phases and covers the four home nations of the UK. The objectives of each phase are shown in the table below.

Phase	Objective
1	<ol style="list-style-type: none">1. To describe the current landscape and the potential development of shared services across UK FE and HE.2. To identify and characterise the marketplace for administrative systems.3. To provide advice and guidance to management in UK FE and HE institutions about involvement in shared provision of services.
2	<ol style="list-style-type: none">4. To inform future JISC and funding council work in supporting and assisting shared services.

The three reports in phase 1 have the following purposes:

- Report 1** A description of the present state of usage of and planning for shared services in the delivery of administrative systems to FE and HE across the UK.
- Report 2** An analysis of the administrative systems currently in use across the FE and HE sectors
- Report 3** A description of the appetite of UK FE and HE for the use of shared services for the delivery of administrative systems in the future

Inevitably, there is some common material between the three, each of which we have written to be read by itself.

The study stems originally from the Gershon report for the Treasury¹, published in July 2004. Although this report is seminal to the study, it has little of immediate relevance to the work in hand. However, it does identify the importance of transactional and back-office services to the shared services agenda.

Following this, the Welsh assembly published a series of documents^{2,3,4}, the first of which is entitled "Making the Connections: delivering better services for Wales". These documents lead from an overall strategy to a set of specific actions and the first document, in particular, states with clarity that the Welsh public sector will deliver services by collaboration rather than in a competitive spirit.

In November 2005, the Westminster government laid out its vision of the transformation of its activities to the use of IT in a document⁵ entitled "transformational government: enabled by technology". In this document the government clarifies its aim of "better using technology to deliver public services and

¹ http://www.hm-treasury.gov.uk/media/C/A/efficiency_review120704.pdf

² <http://new.wales.gov.uk/dpsp/publications/policies/vision/mtc-document-e1.pdf?lang=en>

³ <http://www.buy4wales.co.uk/PRP/10300.file.dld>

⁴ http://wales.gov.uk/docrepos/40382/403823121/40382213/927634/mtc3_english.pdf?lang=en

⁵ <http://www.cio.gov.uk/documents/pdf/transgov/transgov-strategy.pdf>

policy outcomes that have an impact on citizens' daily lives". This document contains a substantial amount on the development of the use of shared services in the public sector.

HEFCE responded to this⁶, noting in particular that "Our experience of shared services is that they can create more problems than solutions, eg in the early 1990s, the use of a central government payroll agency, (Chessington) which consistently us with provided [sic] poor quality and inflexible service; and the former MAC initiative in higher education, where the desire to develop commonality foundered against the background of rapidly changing needs and technology." They also identified a range of examples, such as JANET and UCAS, of shared services already in well developed use in the education sector.

In July 2006, KPMG reported to HEFCE⁷ on "Shared Services in the Higher Education Sector". This is an extremely impressive document and is currently the most important to the JISC study. Much of the work presented in our reports depends implicitly upon the work done by KPMG. Theirs is a fairly broad brush approach to the topic. Nevertheless, they identify many of the key issues and discuss them with clarity and care.

Most of the materials to which we have had access and which are of direct relevance to the JISC work use material from the KPMG report. There has been relatively little published of direct relevance since then.

HEFCE has funded a number of pilot feasibility studies in the area of shared services and these are due to report in the near future. We have not had access to any of the materials from these in writing this report.

2.2 Background

There is a history of co-operation and collaboration in the delivery of Information Systems within UK FE and HE. The most obvious example is that of JANET, which last autumn won a government award for excellence in shared services. But other services managed by the JISC also fall into the classification of shared services, in particular its content services and its national licensing arrangements.

Elsewhere in the sector, there are shared services such as UCAS. FE, by nature of its history within local authorities, often shares services with others in the public sector. And there is a noticeable proclivity for librarians to collaborate: interlibrary loans in particular are a long-standing example of a shared service, albeit without being so titled.

However, not all memories of shared services (whether so named or not) are sweet. It is noteworthy that FE colleges have largely disentangled themselves from services shared with local authorities. The sometime constituent colleges of the University of London have not only tended towards being stand-alone institutions but have also divested themselves of involvement in services shared through the University. The MAC initiative, which 20 years ago sought to establish a set of administrative systems for British universities, is largely seen in retrospect as a failure. A number of reasons are cited for this, the principal one being the inability to agree on a common specification.

⁶

http://www.cio.gov.uk/documents/consult_responses/Higher_Education_Funding_Council_for_England.pdf

⁷ http://www.hefce.ac.uk/pubs/rereports/2006/rd15_06/rd15_06.pdf

2.3 Definitions

2.3.1 Shared services

While the meaning of the term “shared services” has previously been discussed in a number of documents, the definition has often been in terms of what the aim of the model is rather than what the model is. For example, the Government document on Transformational Government says “Shared services provide public service organisations with the opportunity to reduce waste and inefficiency by re-using assets and sharing investments with others”. The LSC on its website says “Shared services is a business model whereby multiple organisations converge and streamline some of their business functions in order to deliver services as effectively and efficiently as possible. It often involves creating a stand-alone organisation whose sole objective is to process the high volumes of administrative ‘back office’ transactions that are common to each organisation.”

The KPMG report for HEFCE is however more explicit: “Definitions of shared services vary. Typically they describe a model of providing services (not just so-called “back-office” services) in a combined or collaborative function, sharing processes and technology. In the private sector this is usually within the same group of companies, but in the public sector it will most often be between separate entities. The most sophisticated models involve establishing a completely new organisation, run and managed as an autonomous business. For the purposes of this report, we have adopted the widest possible definition of shared services, focusing not so much on the structure or governance arrangements, but rather on all areas where higher education institutions (HEIs) co-operate in the delivery of services and in sharing information and skills.”

The KPMG report also notes that “the Shared Services Advisory Group, consisting of representatives from some shared service providers, and supporting the Shared Services Forum of early adopters of shared services in government, has identified six basic structures that can be applied to shared service operations in the public sector:

- Unitary – a single organisation consolidating and centralising a business service.
- Lead department – an organisation consolidating and centralising a business service that will be shared by other organisations.
- Joint initiatives (internal) – an agreement between two or more organisations to set up and operate shared services.
- Strategic partnership (external) – contractual arrangement with a third party provider for a range of services which may include shared services.
- Joint venture – joint venture legal entity between “Authority” and third party provider.
- Outsourcing – third party provider takes full responsibility for managing and operating the service.”

The first of these models, the Unitary one, is more likely to occur in much larger organisations, where functions such as HR and Finance are handled centrally by individual departments within the overall organisation: few educational organisations, other perhaps than collegiate ones, are likely to use such a structure. The last of these models, outsourcing, is hardly a shared service model. Outsourcing is used in all organisations to a greater or lesser extent and is essentially about buying in a service. Neither does outsourcing comply with the descriptions provided either elsewhere in the KPMG report or by the other authorities cited here, where the sharing of processes, technology and skills is cited as integral to the nature of the

shared services model. However, a collaborative purchase of a service from a third party, followed by a collaborative approach to dealing with the third party when the service is being delivered, can reasonably be considered a shared service.

HEFCE Circular 09/2007 makes a statement almost identical to that in the KPMG report: "Definitions of shared services vary. Typically they describe a model of providing services in a combined or collaborative function, sharing processes and technology. In the private sector this is usually within the same group of companies, but in other sectors it will most often be between separate entities. The most sophisticated models involve establishing a completely new organisation, run and managed as an autonomous business. The usual definition of a shared service concentrates on bringing together support functions, often from geographically disparate areas, into a separate organisation. However, a broader definition could offer wider opportunities. The term 'shared service' does not necessarily mean outsourcing. There are other forms of sharing and partnering arrangements which do not necessarily involve a private sector provider; all options are included."

None of these definitions refer to risk, which is a critical issue when a service is shared between separate organisations. Nor do they refer to developmental change, which is a necessary part of any service.

Given these statements, we shall use the following definition: "By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation."

2.3.2 The administrative systems considered

The ITT for this work refers to administrative systems but does not provide a definition for these. We have chosen to define administrative systems as those systems for which information is gathered by UCISA in the annual survey by its CIS Group of corporate information systems in use in HEIs. These systems are

- Finance
- Student Records
- Timetabling
- Human Resources (HR)
- Payroll
- Estates
- Library Management
- Virtual Learning Environment (VLE)
- Customer Relations Management (CRM)

VLE and Library systems are often seen as academic rather than administrative systems: however, they are usually so closely integrated with other administrative systems that it is appropriate to include them.

3 Collecting information

Our approach to obtaining evidence for this first Phase of our study has been in two parts:

1. We have interviewed a large number of people, about 90, either by visiting them or by telephone;
2. We have undertaken a number of web surveys.

Our interviews were with key stakeholders, with suppliers, with other people with special expertise and with representatives from institutions. The key stakeholders were principally officers within the funding councils or within government. The suppliers we talked to were a sample from the principal companies delivering software solutions for administrative systems to FE and HE. We talked to a number of people with special expertise of relevance to the delivery of shared services, for example to discuss the technology.

We also spoke to the representatives of 20 colleges and universities. These institutions were selected as forming a representative sample of institutions across the whole of the UK, across both FE and HE sectors and across a variety of types of institution: for example, we sought to include specialist colleges, institutions inside and outside large conurbations, geographically remote institutions. The table which follows shows how the institutions to which we talked fell into each classification.

Categorisation		Count
Sector	Further Education	8
	Higher Education	12
Country	England	12
	Northern Ireland	2
	Scotland	4
	Wales	2
Sector and country	Further Education & England	4
	Further Education & Northern Ireland	1
	Further Education & Scotland	2
	Further Education & Wales	1
	Higher Education & England	8
	Higher Education & NI	1
	Higher Education & Scotland	2
Type of university	Higher Education & Wales	1
	Russell Group university	2
	Pre-91 university and not in the Russell Group	4
Geography	Post 91 universities	6
	Further Education & outside major conurbation	5
	Higher Education & outside major conurbation	4
	Geographically remote institution	2
Type of institution	Specialist institution	2

Within each institution, we sought to speak to three people: a member of the institutional senior management team, the head of a major institutional administrative service, and the head of the Information Systems Department delivering administrative systems. We did not succeed in speaking to all three people at every institution because in some cases there was a reluctance to do so. However we did speak to three in most and at least two in most of the remainder.

Our web surveys, which are shown in the Appendices, were in two parts. In the first part, we were seeking to identify the administrative systems in use by colleges and universities. We were fortunate to be given access by UCISA to the survey of their members undertaken by their Corporate Information Systems group in the autumn of 2007. This survey enabled us to identify the systems in use by about 50% of the HE sector: UCISA graciously reopened the survey in order to allow further additions and corrections to the data in the survey. We sent a web survey (shown in Appendix A) out through the JISC RSCs to the IT managers with whom the RSCs have contact: these managers are predominantly in the FE sector. In this survey we sought to

identify the use of the same set of administrative systems categorised in the UCISA survey.

In the second set of web surveys, we aimed at achieving two things: firstly, we attempted to quantify the qualitative results obtained from our interviews and, secondly, we asked questions designed to inform Phase 2 of the study. We sent this survey out to three groups of people: the questions in each of the three surveys were largely similar but were modified slightly to reflect the target audience. The three groups to whom we sent this survey were:

1. Those who had replied to the survey we had sent earlier through the JISC RSCs and who had replied that they were prepared to be surveyed further (shown in Appendix B).
2. Vice chancellors and principals in the English HE sector: we were provided with contact details by HEFCE (shown in Appendix C).
3. Members of UCISA: UCISA sent out the survey for us (shown in Appendix D).

4 Presentation of findings

What we learned about the current landscape from our interviews and surveys is presented in the next four sections. Inevitably, there will be some overlap with material in report 3. The four sections are:

- Context: this describes the wider environment within which shared services can be delivered by further and higher education institutions.
- Current activity: this describes what is going on within further and higher education and immediately relevant areas in the area of shared services at present.
- Models for shared services: in this section, we describe business models and governance structures in use in education and elsewhere, where these are of relevance to the present study.
- Drivers, enablers and inhibitors: here we describe the forces pushing and preventing the development of shared services, as they are perceived by our witnesses.

5 Context

5.1 Legislation

The issue of whether some shared service arrangements may infringe competition law was raised: one witness suggested that case law is being developed across Europe. We found no evidence that the funding councils have investigated this issue, although HEFCE has asked that its feasibility studies deal with legal risks and issues.

Dundas & Wilson in 2007 reported⁸ a Spanish court's decision on this subject. In their report, they indicated that the Spanish court had stressed two conditions relating to the delivery of shared services:

1. The contracting authority must exercise control over the supplier or contractor which is similar to that which it exercises over its own department.
2. The supplier must carry out the essential part of its activities with the contracting authority or authorities which control it.

⁸ http://www.dundas-wilson.com/news/alerts/eu_competition/EU_Competition_Alert_0407.pdf

Dundas & Wilson's report goes on to note that the case appears to affirm that the relationship between public sector organisations and a shared service organisation, of which they are part, may not be subject to the European competition rules, even where several organisations share the service. However, the other activities of the shared service organisation should only be marginal. The aim of this decision of the Spanish court is to ensure that the shared service does not distort the competitive marketplace unfairly.

This would seem to imply that a shared service organisation cannot then trade its services to other, non-partner, organisations to any significant extent.

5.2 Differences between countries

Broadly, the higher education witnesses we interviewed indicated that their institutions are at about the same position regarding shared services in each of the home nations:

- Actual levels of engagement with shared services are fairly low
- There is rarely a strategic commitment to the use of shared services
- Consideration of shared services only sometimes comes up in planning
- There is a low sense of financial imperative.

In the further education sector there is considerably more variation across the home nations:

- In English FE, a spread of views was encountered. We found a minority of colleges that have very forward-looking attitudes towards shared services, considering them very often; we feel this is in good part due to scarce finances obliging them to consider every option to solve their service delivery requirements. We feel this outlook may associate positively with new incumbents in senior management posts. A majority of colleges we consulted were found to seek service sharing in an opportunistic or tactical way in order to pursue regional agendas. English colleges have also been told by government to compete, which is often the antithesis of collaboration.
- Because of the ANIC Consortium, described in section 6.3.2, in Northern Ireland shared administrative services in the FE sector are largely a fait accompli.
- In Scotland, we again found some regional sharing of individual services in FE, as mentioned in section 6.3.2.
- In Wales, in accord with the impetus given by the Webb report, we again found regional sharing of individual services, although the sector is clearly bracing itself for college mergers.

The possibility of college mergers was demonstrably an issue for all countries, other than Northern Ireland, where mergers have already taken place on a large scale. Some colleges felt that if they became involved in shared services alongside larger institutions, they would become more vulnerable to being taken over. This caused them to become very unwilling to entertain the possibility.

5.3 The funding bodies

When the viewpoints of the various funding bodies are used, differing stances can be seen:

- In England, in line with English government policy, there is a clear obligation towards shared services that is espoused by HEFCE, with anticipated substantial levels of cost saving sought by 2011.
- In Northern Ireland the FE, the sector is now well into a period of major change and consolidation which includes redefining the role of FE, along with introducing new funding models and new governance arrangements. Hence applying an overt shared services agenda just at this time has not been felt to be appropriate. It is clear though, that there is an open-mindedness about the subject.
The HE sector is small and DELNI prefers to work basically by monitoring what goes on in HEFCE's bailiwick.
- Scotland has instituted the Futures Project, a comprehensive transformational plan aiming to invest in and redesign Scotland's public services. The premises and motivations for this project are very similar to those of England. In line with this the SFC has created a Guidance Framework for Shared Services to support and encourage the tertiary education sector on a shared services journey.
- In Wales, the Webb review of the mission and purpose of further education has indicated that further education institutions should reconfigure within two years to ensure that none have turnovers below £15 million. On a longer timescale, it recommends that a number of regional consortia should be formed, each containing an FE college plus other learning providers. A feature of the Welsh methodology is its basically collaborative approach, eschewing internal markets.

5.4 Process alignment

Witnesses with understanding of the processes required to establish shared services were adamant that shared services requires alignment of the business processes with various partners. The reasons for citing this were control over support costs and management of future change. As an example, a common chart of accounts has been imposed upon all NHS organisations making use of the NHS/Xansa service described in Section 6.1. Ideally, of course such realignment of an organisation's internal procedures will be driven by a proper business re-engineering process. One of our respondents wrote "Some further integration of systems and processes within the institution is required to drive efficiencies prior to [implementing] shared services." There is further discussion of this in section 5.5.2.2.

5.5 Technology

5.5.1 The Network

A lack of resilience in their network connection to JANET influenced the views of some witnesses about shared services. Although JANET has an excellent reputation, most FE colleges have only a single link to it, whereas higher education institutions by and large have duplicate links that confer resilience.

5.5.2 Interoperability and integration

5.5.2.1 Interoperability

Interoperability has been an issue for several decades. The problem area was once networking but now is most common in relation to the exchange of data between separate software applications systems where the term is used to describe the capability of different programs to exchange data via a common set of exchange formats, to read and write the same file formats, and to use the same protocols.

At present, interoperability is being delivered to a large extent by linkages developed by each individual institution to suit the suite of applications in use there. The technology used is covered in the next section.

5.5.2.2 Integration

Much integration within institutions is achieved by transferring snapshots of data from one application to another system on a regular basis, often by file transfer linked to import and export mechanisms in the communicating applications. In the past, this may have been done on a daily basis: now it may be done more frequently, say every 10 minutes. Although this technique does not mean that all application systems are fully synchronised, for most purposes it means that they are sufficiently synchronised. One institution referred to the technique as "near real-time". In other words, data is synchronised between systems sufficiently fast for customers to be satisfied. This would mean that student data might be synchronised several times every hour whereas staff data may be synchronised daily.

In February 2007, the University of Newcastle delivered to the JISC an excellent report⁹ entitled "MUSIC: Measuring and Understanding the Systems Integration Challenge in Higher and Further Education". In this, the authors wrote

"Some powerful forces are driving the demand for integration and interoperability including: the need of senior management teams for coherent management information; increasing expectations that systems can 'seamlessly' support 'the student experience'; efforts to eradicate duplication or expensive re-keying of data. These forces are not, however, simply seeking the technical sharing of data but rather the integration of business processes across the institution, extending the integration problem from the specific IT domain and placing it on the agenda of a wider set of institutional managers. Many of these business processes span departmental and other institutional boundaries, so integration is inevitably also a political process."

This message, that integration is both about interoperability and about business processes, was one that was repeated to us several times by witnesses, in particular by those who are undertaking a comprehensive assessment of their business processes across the whole institution.

The report further identified that the most common linkages between administrative systems are between:

- Finance and student management
- Library and student management
- Finance and human resources
- Student management and timetable
- Student management and VLE
- Finance and Estates
- Human resources and research support

The weakest linkages identified in the MUSIC report were between:

- Finance and timetable
- Estates and library and VLE
- Timetable, library and research support
- Library and research support

⁹ http://www.jisc.ac.uk/media/documents/programmes/jos/MUSIC_report.pdf

The MUSIC report also noted that linkages between systems were much stronger in higher education than in further education.

The witnesses we consulted did not wish to allow a reduction in the degree of integration to happen through the introduction of shared services. There was therefore a strongly expressed view that overall the shared services solution should provide an integrated software solution. How this could be achieved is an issue that prompted different responses.

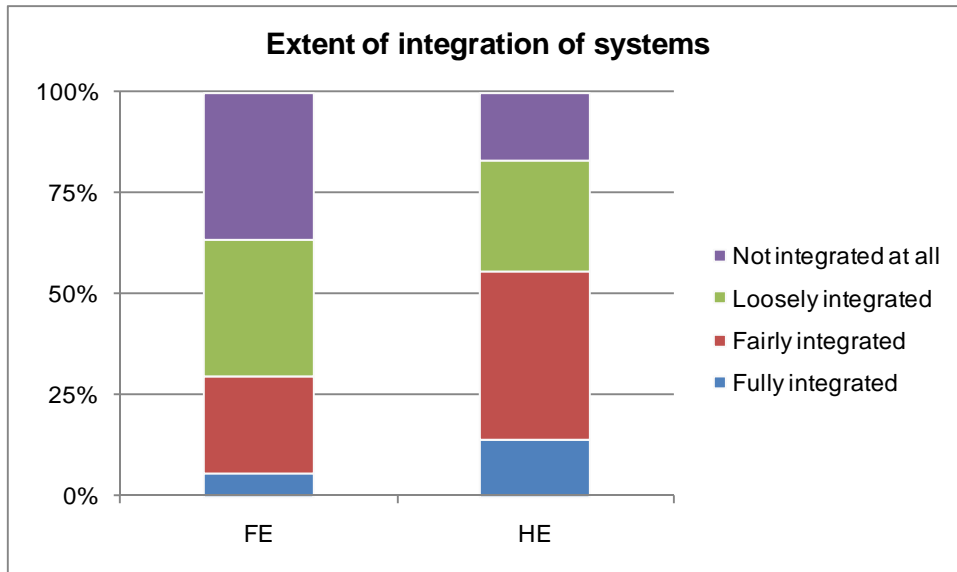
One witness suggested that those institutions using best of breed solutions for each application area would be in the best position to move to shared services.

We found a small number of universities adopting enterprise resource planning (ERP) solutions. The implementation of such solutions enables systems integration. Further, although the amount of customisation applied to ERP implementations in the sector is known to be variable, ERP vendors support good business processes. When new customers are implementing, they go through a business process analysis and re-engineering activity so that they can move as far as possible to the suppliers' processes. One institution employing ERP, to which we spoke, was in the process of lessening its customisation specifically to facilitate progress through future software upgrades.

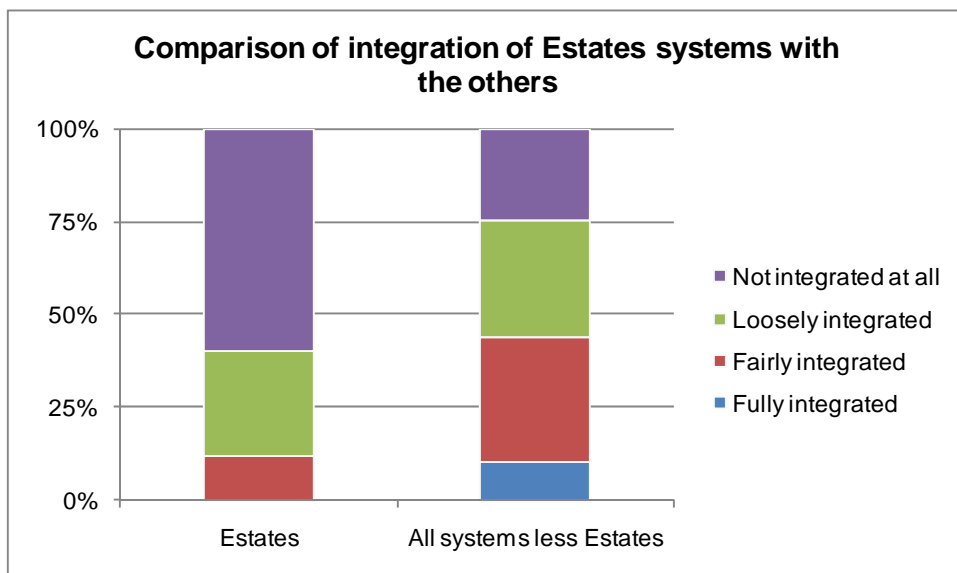
It was largely those institutions which had taken an ERP route or which were undertaking major systems integration by other means, such as SOA, which mentioned process re-engineering. These institutions were clear that systems integration has to be accompanied by a rigorous realignment of processes within the institution, so as to get the best benefits from the underlying integrated systems.

Those universities we found implementing ERP solutions were largely the more affluent ones: as one respondent wrote: "There is a balance between process change and cost benefit along with the additional load to be managed within the operating unit as a consequence of change." Process change is not cheap.

In the second set of web surveys, we asked about the extent to which the individual functional systems were integrated with the other administrative systems. The graph below shows that HE institutions consider their systems significantly better integrated than do the further education ones. The number of Don't knows was surprisingly small.



Graphed in a similar manner for both sectors, the lack of integration of Estates systems compared with the sum of all the other functional areas was significant.



This implies that more than half Estates systems lack any integration with other administrative systems.

5.5.3 The “University in a Box”

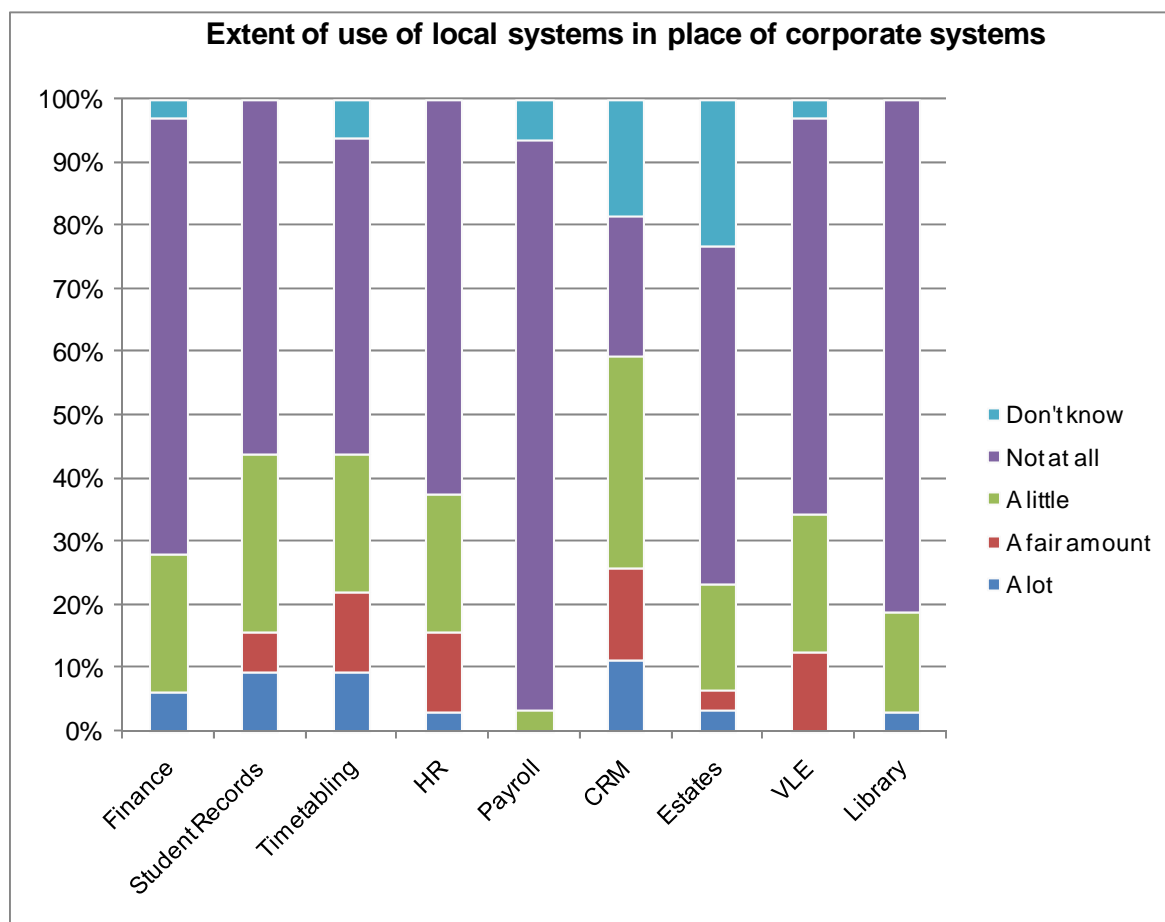
The concept of a “University in a Box” (a term also used for a software suite of a different but related kind by GateWest New Media¹⁰) is one that raised its head on a number of occasions. The idea is that a software supplier provides a ready-made suite of interoperating pieces of software. Some software houses provide this already, bundling a set of more-or-less interoperating applications. A further development of this would be that more than one application would be provided for a given functional area, giving buyers a choice of application.

¹⁰ <http://www.gatewest.co.uk/dynamic/gwnmpage14.jsp>

5.5.4 Central versus local services

One witness noted that, in a fairly devolved University, the different academic faculties or departments can operate very separately and to a significant extent operate their own systems which are separate from the central systems. Therefore there may not be fully shared services within the institution.

In the surveys we asked about the extent to which local systems are used within departments or faculties to fulfil part of the role of the administrative systems which we have identified. We obtained the responses graphed below.



Not surprisingly, the most commonly encountered local software is for CRM: this is almost certainly because of the low level of central provision of software to support it. What is significant is that, apart from payroll, there is significant use of local systems for all the administrative functions, indicating that systems integration still has a long way to go WITHIN institutions. As one senior management team member was reported as saying to us on returning from a seminar on the benefits of shared services, "It would be nice if we could get shared services within the University".

5.5.5 Service Oriented Architecture

Service Oriented Architecture¹¹ was addressed in the MUSIC report, referred to earlier, in which SOA was generally noted "as an aspiration or destination rather than a currently existing strategy." We did speak to a small number of institutions where SOA is being actively implemented, based on proprietary systems. These institutions

¹¹ For a definition of SOA see <http://opengroup.org/projects/soa/doc.tpl?gdid=10632>

clearly see SOA as offering the potential to address the integration of a wide range of systems, which may be running at a variety of locations. This enables applications running within a shared service framework and to interface to applications hosted on-site at an institution.

SOA was clearly seen by some of our witnesses as being the means by which shared services could be delivered. This may ultimately be true but it is however the case that as one witness, who is implementing SOA, said "Service Oriented Architecture and shared services are not synonymous". What SOA is designed to do is to allow a number of different software application systems to interoperate and to orchestrate them to provide business processes that deliver well-defined and satisfactory levels of service. This does mean that not only does SOA imply common software; it also prompts the adoption of common business processes. Witnesses were clear that proper implementation of SOA demands a proper prior assessment of the processes underlying the business.

The JISC e-Framework¹² is concerned with a service oriented approach to system and process integration but it does not exist as a product and it has not so far directly concerned itself with administrative applications other than student systems.

5.5.6 Suppliers' statements on interoperability

Software systems are increasingly open, because of market drive. An HR product which could not integrate with the commonly used financial packages would not sell. Suppliers will always present a good story about integration but not all may be as it seems on the surface.

It is often the case that integration is often less than perfect, ad hoc and point to point, largely because the interfaces are historical. As SOA becomes more widely understood and implemented, it is likely to be introduced as the vehicle for greater real time integration. If a supplier was to fail to support such a move, then it might see its customers looking elsewhere.

Again, all the suppliers will claim to be moving towards web based interfaces. However, in practice, this is often not all it seems and web based interfaces are often incomplete, so power users have to install a thick client on a Windows PC or access via a Windows thin client. The advent of technologies such as Ajax or Adobe's Air enable the web delivered experience to match or at least come close to a thick client, but it will take time for suppliers to move to these newer technologies.

Another common problem with Web based interfaces is that they will often only work from a PC running specific versions of the Explorer Web browser on Windows and sometimes some even need administrator permission or interact with virus scanners. The product may work with a Mac, but the supplier will give no support for handheld devices or Linux. Google, some banks and airline booking systems show that true web support is possible and can give a high quality interface, but most CIS suppliers are a long way from the ideal as yet.

Web based interfaces are important for remote hosting. However, without an open web graphical user interface client, organisations are still left with a significant

¹² A description of the e-Framework can be found at http://www.jisc.ac.uk/media/documents/events/2007/03/e-framework_soa_ea001.ppt After the 2007 JISC conference a call for projects was put out in the area of enterprise architectures.

technical chore of testing interoperability when the software at the service centre is upgraded.

5.5.7 Software as a service

Delivery of software functionality from “the cloud” is already appearing on desktops in forms such as Google Apps and Microsoft Office Live. Here the supplier runs the software remotely and delivers it as a service to users via a browser. Microsoft and Google are both building large data centres, enabling them to deliver software as a service with enormous economies of scale, which may make their services attractive whether paid by subscription or advertising. Other suppliers offer this type of software on very flexible contracts: a project management package can be hired for just the time it is needed.

Suppliers are generally keen to supply software as a service and some have particular targets and support structures to enable this transition. Shared service delivery often involves some degree of offsite provision and suppliers would argue that they are best placed to host the service. Generally, in the area covered by this study, providers will offer software as a service with or through partners, but one notable and successful exception to this is Blackboard which operates its own hosting centres for the global market in Europe America and the Far East. Suppliers will agree to defined levels of service and availability that a local IT service cannot match, but in practice the local IT service is a known risk and users are much less forgiving of a remote service than a local one where they know the people involved.

Suppliers are developing their software to better meet the needs of shared service centres. In particular they are having to address the issue of web delivery which is more suited to remote hosting from a shared service centre than the thick Windows client and server approach. This is a double edged development in that the three tier technical environment for web based systems is more complex and difficult to scale.

Take-up of software as a service is common in other sectors and some other markets, such as those of Northern Europe, have made more progress than has UK Education. There is significant take-up of software as a service in UK Education, for example for authentication services, remote web hosting and remote virus checking. This has, however, not generally included CIS applications to date, with the exception of the VLE marketplace, where Blackboard has a number of clients including consortia of institutions.

There are some significant barriers to moving to software as a service:

- A very different set of skills and of mindset is needed to procure and manage a service from a third party than to run the technology and processes locally.
- The fear of loss of technical skills and local jobs.
- Perceived lack of control over data and the greater impact of failure of a real time service provider compared with a software supplier.
- There are particular benefits in London with the high local costs of both staff and premises.

5.5.8 Open Source

Many institutions depend on Open Source products for their infrastructure with well-established products including Linux, Apache and MySQL. However Open Source has made little impact yet on CIS except for the VLE where it still maintains a significant market share with products like Moodle¹³ and Sakai¹⁴. ULCC (University

¹³ <http://moodle.org/>

of London Computer Centre) offers Moodle hosting so that sites who want to take advantage of an open source VLE do not have to do it themselves.

In the USA, the Kuali Foundation¹⁵ is developing a suite of administrative systems for use in "Carnegie Class institutions". The Foundation is a non-profit organisation whose members are colleges and universities, commercial firms and other organisations. On its board are representatives of institutions such as Cornell University, MIT and UC Berkeley. The intention is to develop modular, scalable and flexible software, but it is clear that this is at present at an early stage. Software to develop the system is at a release stage. The first full application, Finance, is aimed to be delivered in December 2008.

5.6 Suppliers to the sector

5.6.1 Internal suppliers

Internal partner organisations LMN, ULCC, JANET and NorMAN¹⁶ are each active in providing shared services but not generally in the CIS market. There is an increasing willingness amongst institutions to take up such in-sector services. Offerings include offsite backup, mail filtering and electronic waste disposal from LMN. NorMAN runs a 24 hour helpdesk for a growing number of institutions. Some of the services offered by this type of supplier, like email, are core to institutional business. It might be noted that both Google and Microsoft are pressing to supply "free" services in the arena which are actually funded by advertising. There has been some take-up.

Eduserv (formerly CHEST) has been active on software procurement with considerable success, in particular with Microsoft. They have been able to make less progress to date with Oracle. They run an "expressions of interest" page that is directed towards needs for software.

5.6.2 Who are the commercial suppliers

There are few software suppliers, typically less than half a dozen, who are significant in any CIS application area and some cases one or two may between them have the majority market share. Generally these suppliers are active internationally if not globally and the UK is just one part of their business. However not all the global suppliers are active in the UK, because there are features specific to the UK (for example on student systems, UCAS and HESA) which are needed for success here.

In any specific procurement a bid may be headed up by the software supplier or by a service partner, particularly where a requirement is wide ranging and goes beyond the competence of a single software suite.

5.6.3 What do the commercial suppliers supply

No one software supplier can meet all the CIS requirements of UK Education institutions with their own products. In particular, the education specific areas of student records systems, Library Management, and Virtual Learning Environments are dominated by specialist suppliers.

For the more general business software covering finance, HR and payroll, CRM and Estates, institutions most commonly have a best of breed strategy, though use of a single integrated package to cover finance, HR and payroll is common.

¹⁴ <http://sakaiproject.org/>

¹⁵ <http://www.kuali.org/>

¹⁶ <http://www.NorMAN.net.uk/>

Enterprise Resource Planning (ERP) systems have had little impact on UK education.

There are four suppliers active in the UK market who could reasonably claim able to meet the bulk of institutions' CIS needs, Agresso, Capita (which operates very largely in FE rather than HE), Oracle and SAP. Their wide range of functionality is relatively recent and institutions taking up the full range of ERP functionality are few, Newcastle with SAP being an exemplar. Sungard is a niche ERP supplier in US Education, but in the UK it only has one ERP site, at Greenwich. Even with ERP, institutions would have to look elsewhere for an LMS, VLE and possibly Estates Management.

Suppliers are interested in meeting the full CIS requirements of an institution. Typically they are looking to standardise software installation and interfaces and would work with partners to provide all that is needed. However these would typically be partnerships built on a case by case basis rather than the "University in a Box" approach for which some have had high hopes.

It is perhaps also worth noting that the nine identified application areas do not include all CIS functionality that an Institution needs, with additional requirements including reporting, email and the basic infrastructure technologies.

5.6.4 The commercial suppliers' view of the landscape

CIS suppliers are very aware of the commercial reasons for deploying shared services, which is well established in the commercial sector as a driver for cost reduction and process unification. Shared services in the private sector are concerned with bringing common services delivered from a shared service centre to divisions across an enterprise. This can be driven through, where there is a clear business case, an agenda for change and common requirements. However change is hard and the business case can often prove difficult to demonstrate unless existing processes are ineffective, with a return on investment taking up to perhaps five years.

Suppliers are aware of the UK public sector shared services agenda though not necessarily of the activity in the FE and HE sectors. They report that outside the UK, public sector markets, particularly in northern Europe, are more active than in the UK.

Suppliers generally have in place licensing arrangements sometimes in the form of an agreement through the OGC which address shared services issues. These include the ability of a shared service centre to pass licenses on to its clients and to deliver appropriate volume discounts for aggregated licenses where there are reduced points of contact. One supplier noted that if a significant number of sites were to go down the shared services route and there were not enough savings for the supplier, then unit prices overall would have to increase overall to prevent a loss of revenue.

The problem of unrecoverable VAT was noted by a number of suppliers and they are looking to the government to address this anomaly. Suppliers have discussed the issues with the funding bodies who have made extensive representations to the Treasury. Essentially the problem is that if a group of public sector education institutions (or other non-departmental public bodies) establish a joint venture, then the individual institutions cannot recover VAT on the provision of services through the joint venture. Other government bodies and commercial organisations can recover VAT in such circumstances. These rules mean that there is an effective 17.5%

hurdle to leap before there is any return on shared service investment in the education sector.

The flexible software which is needed to support shared services is not cheap, but is generally dwarfed by the project cost of introducing new processes. There are additional challenges in the public sector where institutions are coming together to take a shared service. There needs to be a commitment and coherent view of the requirement across the partners, which could come from geography or other factors such as a similarity in institutional agendas. Smaller institutions may have most to gain in economic terms through participating in partnerships, because larger institutions already have better economies of scale and may already have made more progress on implementing internally shared processes, for example for HR, invoice processing or virtual learning.

Those organisations making most progress on shared services in other sectors commonly have a senior change manager with a job title along the lines of Shared Services Director or Best Value Manager. In UK education this role is often left to the IT manager who may not have the seniority to influence colleagues in Estates, Finance, Personnel or Student Services. Some suppliers expressed frustration at the slow progress in UK education, which they felt was behind the game with only feasibility studies being funded rather than real projects. One said “There are not enough carrots for change”.

6 Current activity

6.1 Shared services elsewhere

The most widely quoted example of a shared service in the public sector is that established between the NHS and Xansa (now Steria) to provide financial systems. Given the large number of witnesses who had visited the Xansa site and the enthusiasm of the government for this initiative, one might have expected that other public sector bodies would have been rushing to Xansa for service.

The service provides finance and accounting functions for NHS organisations. The initiative was launched in October 2001 with the aim of improving the quality and value for money of financial services within the NHS. In 2005, NHS Shared Business Services was set up as a 50:50 joint venture between the Department of Health and Xansa. The contract guarantees the NHS organisations year-on-year savings.

NHS organisations continue to join the service and the range of services offered is likely to increase soon. In particular, the service intends to extend to e-Procurement. It is noteworthy that Xansa itself¹⁷ believes that shared IT platforms do not ensure savings but that shared services do.

The central management of the NHS allowed the imposition of common processes on trusts, such as a common chart of accounts. It allowed the purchase of common software – one of our witnesses, an enthusiast for shared services, could not see this model extending to education.

Our witnesses had a number of criticisms of the model. One was the financing of its establishment: trusts were provided with Oracle by the NHS and the procurement of Oracle and the establishment of the Joint Venture were both funded centrally. It was suggested to us that the Joint Venture took over land and premises at a low cost.

¹⁷ <http://www.localgov.org.uk/webfiles/presentations06a/2505.ppt>

Though the Joint Venture claims good savings for Trusts, our witnesses have suggested that the education sector is much more efficient than the NHS trusts and that the cost per transaction obtained by the Joint Venture is still higher than most further and higher education institutions achieve. It was also suggested that few if any Foundation Trusts had joined, the assumption being that they did not want to compromise their new found autonomy, although member trusts appear to have achieved Foundation status later.

Another basic problem with Xansa is that it is really a central implementation of a paper-based set of procedures, with manual intervention being required in about 75% of all transactions. The scope of the business process analysis seems to have been one that set out to cause a minimum of change in the processes within the Trusts.

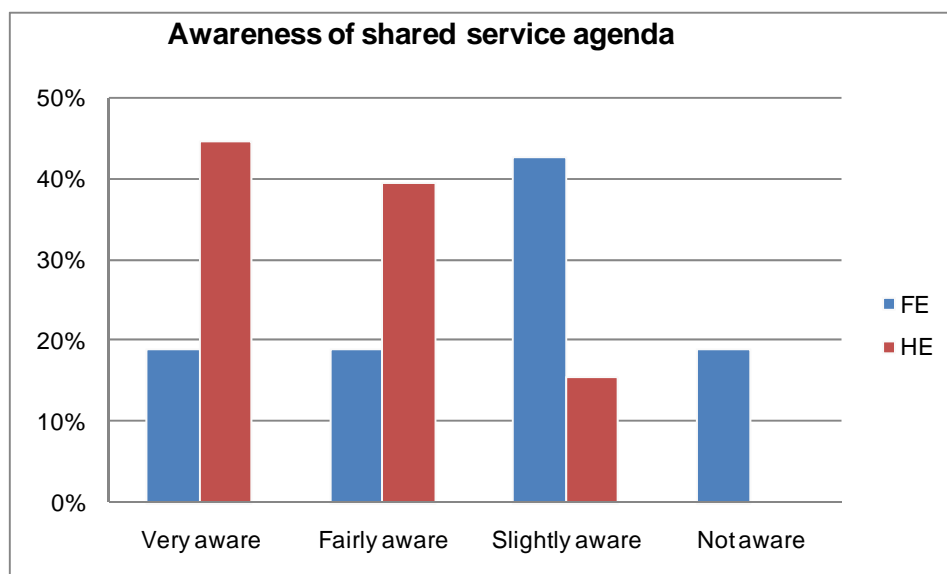
The initiative won the National Outsourcing Award in October 2007, raising the question of what is the difference between outsourcing and shared services. It is, however, worth noting that Xansa's share price continued to slip even after the deal with the NHS, making it a candidate for takeover, which happened in the second half of 2007 when it was bought by Steria, a French firm.

Elsewhere in the public sector, a substantial range of shared services situations can be found, particularly within local government. However, it has to be noted that there is no competition between different authorities in the delivery of services. This is also largely true of NHS trusts.

We have had the view given to us from an ex-public sector witness that local authorities are typically four to five years ahead of higher education in terms of use of shared services. Another witness from local government has also suggested that the Government is now edging towards the view that business process re-engineering is more important than shared services per se.

6.2 Awareness of the sector

Overall, we found good awareness of the shared services agenda. The chart which follows, drawn from our second web survey shows the pattern.



There was, however, evidence from people we spoke with, to suggest a lack of clarity as to the meaning of shared services. Outsourcing was often seen as a shared

service, which is a very different proposition to one in which the institutions align their business processes. In general, witnesses were far more at ease with the first situation whilst finding the second one distinctly threatening.

6.3 Present involvement of the sector in shared services

6.3.1 National shared services

Within the UK tertiary education sector there are a number of well-established national shared services.

JANET(UK), operating under agreements made with the JISC, provides the mature and world-class JANET network that connects all UK tertiary education providers, the research councils and the links between the DfES regional broadband consortia. Its success in provision has been recognised by its having won the shared services category of the e-Government National Awards 2007.

The JISC, which is responsible to HEFCE and the other UK funding bodies as well as to the Research Councils, works on a number of fronts to enhance the capability of UK universities and colleges. It oversees the acquisition of large amounts of electronic content (research publications and books) at much lower prices than could have been achieved by smaller scale purchasing. It also operates nine advisory services, three infrastructure services, and four further services supported by JISC infrastructure budget grants¹⁸. It runs a number of development programmes which develop and enhance best practice and make the results available to the whole sector. One of these programmes has the strategic aim of providing a common information environment for use in teaching and research. Another programme has been directed at allowing users in the UK educational sector to access the digital resources they need, wherever they are located, using a single identifier given to them by their own institution. This problem has now been solved and the UK Access Management Federation for Education and Research, which is supported by JISC and Becta, and operated by JANET(UK), provides a service to which UK tertiary education institutions are moving.

The sector has about a dozen other well-established shared services¹⁸. These avoid institutions having to make their own individual provision. Examples are:

- HESA, the Higher Education Statistics Agency, collects and produces information according to common agreed formats on UK students, staff and finances.
- Procureweb, a portal used by UK institutions to assist them in procurement activity.

Some services are intended for use by the wider public (e.g. prospective students). The fact that they span the UK means that the whole tertiary education sector has a uniform external presentation. Examples are:

- HERO, Higher Education Research and Opportunities, which provides a portal for prospective students.
- UCAS, the Universities and Colleges Admissions Service, which provides the means by which UK students apply for places in universities and colleges.

These services use Web interfaces and they rely on the Internet for the overwhelming majority of their provision.

¹⁸ These services can be found from the link at http://www.jisc.ac.uk/whatwedo/services/about_services.aspx

The largest shared service initiative we found in the sector, which addresses the same administrative systems considered in this study, is that being undertaken by RCUK¹⁹. In this initiative, the RCUK Shared Services Centre Project²⁰, which covers all seven Research Councils, HR, payroll, finance, procurement, IT, telecommunications and grants processing will be centralised. The intention is that the centre starts delivering services in the autumn of 2008, using Oracle as an ERP solution. The projected savings are about £450 million over a 10-year period. When the centre is up and running, it will have about 600 employees: the current staffing level in the seven Research Councils for these functions is 1300.

It is clear that there are substantial changes being made to processes within the research councils: as an example, between them the seven councils were using 14 finance systems and 28 payroll systems. There has had to be major alignment of processes across the councils. Governance of the Centre is through a board of directors, which has an independent chairperson and a representative from each council: each council has an equal vote in board decision-making. The management team reports to the board.

6.3.2 Institutional shared services

We found only one situation where operational administrative services were fully shared: the Association of Northern Ireland Colleges (ANIC) consortium in Northern Ireland manages the supply of CIS services to the country's six large multi-site FE colleges that were formed from the previous eighteen by a process of merger. The services from ANIC are delivered by BT NI using software from Agresso plus other subsidiary suppliers. The merger of the colleges had been planned for some time beforehand and the formation of ANIC was seen as a way of rolling out a good quality software solution with economies of scale. Each college uses the same set of applications and tailoring to meet particular needs is allowed. The first phase of work, around 2003, implemented the student and HR systems. In the second phase, in 2005, the finance system was supplied by Agresso. Consortium members we consulted were pleased with the service which they see as preferable to straightforward outsourcing as the colleges keep a hand in determining the specifications of the services supplied. One manager remarked that by paying a cheque each month he obtained a set of services without the overhead of managing the group of staff that delivered it.

We found a number of examples of collaborations where a single service is shared:

- The University of the West of Scotland has collaborated with its county council in the formation of a data centre using council premises, with council staff performing all tasks needing a staff presence in the machine room. This space sharing allowed the college to avoid building a new machine room and because of a surfeit of accommodation in the new premises they have consolidated further servers into this accommodation following a merger with another college. The college is confident that it has made appreciable savings in both staff and building costs by this course of action.
- Dundee College operates a package to administer student bursaries to a consortium of other colleges who pay them to provide the service.

¹⁹ <http://www.rcuk.ac.uk/> The strategic partnership of the UK's seven Research Councils.

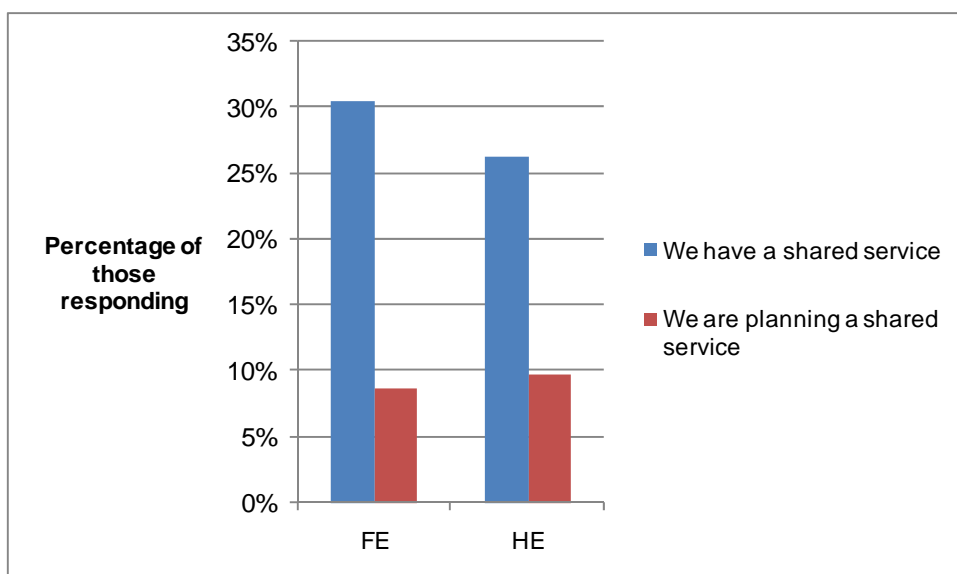
²⁰ <http://www.rcuk.ac.uk/aboutrcuk/efficiency/sharedservices> and <http://www.rcuk.ac.uk/news/080204.htm>

- Cardonald College had been a member of a consortium of eight institutions in its region. Some six years ago the group installed a single library system using EU funding. Two years ago, the group folded because apart from the library system, other attempts at shared developments had not been progressing well. At that time the college teamed up with another institution that had been in the group to jointly manage the library service for the benefit of the other ex members. This arrangement is working well. It was suggested to us that the original grouping may have been too large to build up the required level of trust fast enough to underpin the attempted development agenda. The refocusing of the management of this individual service sidestepped this issue.
- In the East Riding of Yorkshire, Bishop Burton College use the University of Hull's student system for those students that are on Hull-validated programs. The motivation for this has been cost saving as well as the presentation of a uniform and enhanced student experience.
- John Wheatley College and Glasgow City Council Libraries have together developed a new learning centre, which extends the College's flexible learning services to public library users and provides enhanced library services to College Students. This has support from the Scottish Library and Information Council.

The Bloomsbury Consortium of specialist colleges in London University has been collaborating for several years in administrative and academic matters with the aim of minimising duplication of effort and gaining the benefits of scale. The heads of the colleges of administrations meet monthly as do the principals. They have a wide change agenda, which includes all the institutional administrative areas.

We encountered several situations where institutions had made close working arrangements with suppliers. However these arrangements were essentially one-to-one, and although the colleges were prone to describe them as partnerships it is difficult to see them as such, in part because of the fundamentally different risks that each partner accepts and the difference in resultant position that would be experienced by each partner at the termination of the arrangement.

In the second set of web surveys we enquired, for each of the nine functional areas, whether a shared service was already in place or was planned. The graph below shows that a significant proportion of those responding – between a quarter and a third - have at least one shared service in place and that nearly 10% are planning at least one such service. However, it should be noted that this is across all nine functional areas.



Despite this moderate institutional exposure to shared services, our overall evidence led us to believe that the amount of shared service provision actually in place was generally small, in non-critical service areas and was predominantly regional in nature. However, it was also clear that the majority of our witnesses had a receptive attitude towards shared services and some were looking for opportunities, most commonly in their region.

6.3.3 Other services

It was common to find that institutions we interviewed belonged to purchasing consortia, with many institutions belonging to several. Regional consortia were very common but it was commonplace to find access to local government consortia and even ones in different member countries of the UK. This is perhaps not surprising as the easy access provided to this type of information by the Internet and JANET permits this activity to be enhanced very easily. In Scotland, APUC, and in Wales, ValueWales, provide purchasing consortia with the authority of the Scottish Government and the Welsh Assembly.

Another shared service encountered, not strictly within the terms of this study, is the out of hours helpdesk for students operated by the NorMAN regional network. The service is provided to the 10 universities and colleges in this north-eastern consortium. Originally the consortium conducted an EU tender for the service and then compared the costs with those of providing the service from within an institution. The latter option turned out to be far cheaper and the service is now run from the University of Northumbria with partial fixed term funding support from HEFCE. The service has received favourable customer reports and it is now entertaining inquiries from other universities outside the original region. The service is overseen by a committee that reports to the board of the NorMAN network, i.e. it makes use of an existing government structure.

6.3.4 The applications in use

Amongst the nine application areas considered in this study, there are some very clear differences in the extent to which they are actually being shared. There are practical reasons for this. One of our witnesses noted that the requirements for a network or for the procurement of a consumable item are much easier to specify than, say, the requirements for a student records system.

This may explain why the systems most widely shared at present are library systems and VLEs. Neither library systems nor VLEs as they are generally used generally particularly reflect the business model of an institution.

Our survey indicated that between 20 and 25% of institutions use a shared VLE and a similar figure is true for library systems. These are the model widely shared applications of those we studied.

While it might appear that finance systems are used very similarly in different institutions, one advocate of shared services commented that the chart of accounts would probably cause problems in sharing between institutions. It is noteworthy that those NHS bodies using the shared NHS/Xansa financial system have a common chart of accounts.

CIS suppliers noted that the UK educational market is relatively inactive with there being very little churn. The leading suppliers and their products are mature and competent. Products are well embedded in institutional processes so change is not undertaken lightly. In this situation there is little motivation for change, or even for business process analysis work. A consequence of this is that the cost of change is kept high and the benefits are only capable of realisation after substantial project work.

Sharing can be made more attractive if more than one institution needs to change at the same time for other reasons and the activities can be co-ordinated. Reasons could include obsolete technology, a supplier going bust, or insufficient machine room capacity. However, institutions still need to find their new partners and form relationships.

Software as a service does not have this barrier: the service is available as required and the vendor carries the risk associated with uptake of the service.

The external drivers from the creation of the new Universities, year 2000 issues and the aftermath of the MAC Initiative are largely over. Some change continues to be driven by consolidation among suppliers and the consequent sidelining of some products, with recent examples including the takeover of Coda by Agresso, WebCT by Blackboard and Peoplesoft by Oracle.

There are now few technological drivers for change. The key technology platforms are stable with Windows on industry standard hardware dominating. Unix from HP, IBM and SUN remains viable, and while this is often being slowly superseded by open source Linux on standard hardware, it now commands general application support and the transition is not a driver for changed business applications. Most sites are trusting the management of their data to either the Microsoft SQL Server or the Oracle database which are not cheap but are the global market leaders. Desktop environments and networking are largely standardised and there are established authentication and authorisation solutions.

Institutions look at software implementation as a long term investment with the technology costs being dwarfed by the cost of the change involved. One would expect that a typical institution would review its CIS systems every 3 years, looking at where it wants to be with a five year horizon. However the surveys showed that a substantial proportion (around half) of respondents could not provide an estimate of when they would review their CIS applications against the marketplace. This may suggest that change is not being contemplated – that they regard themselves as in a stationary state. As one respondent wrote “We have stable Student Record, Finance

and Bursary systems and would not anticipate going to the market just for the heck of it.”

6.3.5 Differences within and between FE and HE

Very few witnesses offered views as to the differences between the two sectors. We encountered the opinion that the principal difference between the two sectors is one of scale: generally universities are finding it more difficult to centralise their administrative systems than the further education colleges, with much greater use of departmentally located systems in HE than in FE. However, and in apparent contradiction to this, HE is further down the road of the integration of corporate systems than is FE.

From the interviews we felt that the significant differences between the two sectors were:

- The scale, cost and complexity of administrative systems differ between the two sectors. The universities generally spent more (some much more) on their systems both in software costs and the numbers of staff associated with supporting them. The software products most commonly in use in the various administrative areas were often different, the cause often being financial. More detail about the products used is given in Report 2.
- Generally, FE colleges felt it was more important to engage with nearby education providers and other parts of the public sector to seek opportunities for service sharing than did universities. Although some universities were doing this a number treated it as of low importance.

Within each sector, there is a difference between the better funded institutions and the less well off: this difference is also often reflected in differences in size as well. Shared services are seen by some weaker and poorer institutions as a way to improve their financial position and to ensure good facilities for students, and by others as a possible threat to their independence.

6.4 Change processes

The institutions interviewed made the following points about the nature of the change process associated with introducing shared services:

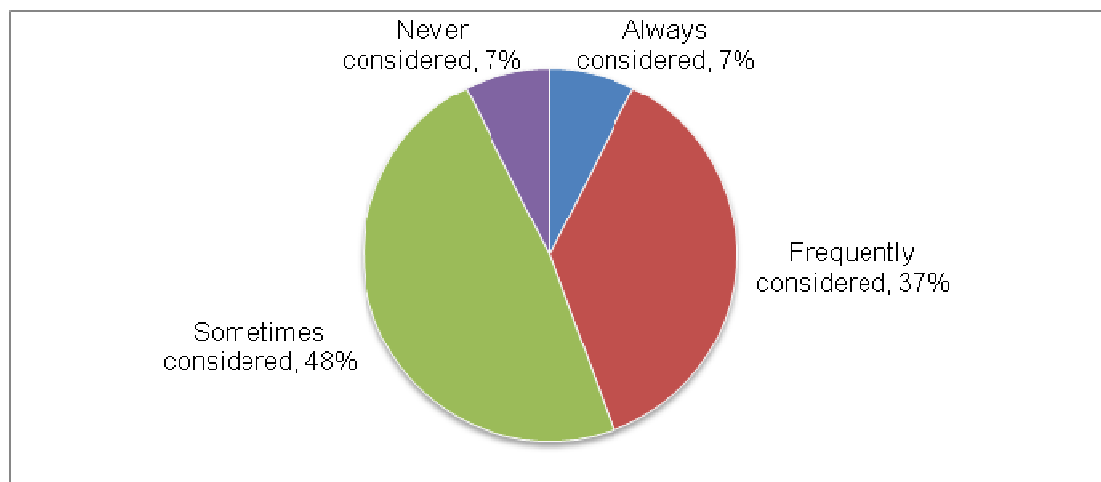
- Visible leadership by the institutional senior management team is vital.
- Analysing the timing and synchronisation of the steps planned for the change process is a major item. Partner organisations will have pre-existing plans for reviewing their administrative systems against the marketplace and proposals have to be analysed against this backdrop, taking account of the risk of excessive change and loss of investment.
- It can be helpful to investigate a two-stage change process in which sharing of the basic systems is achieved first, after which work is performed to align business processes to lessen customisation and reduce support costs.
- Introducing shared services is 90% process re-engineering and 10% technical work.
- “When you make a compromise on your processes, it is the tail wagging the dog”.
- It is important to be realistic about the timescale needed for such changes as well as for the period after implementation before benefits actually come through.

- Institutions that have already been through appreciable change that included widespread business process review may actually be in an improved position to consider shared services because this prior experience has lessened their apprehension of change.
- Because of the timescales involved it should be possible to carry out reductions in the numbers of back office staff by redeployment and natural wastage.
- Many things such as a new building or a merger of organisations can beneficially be used as a driver for business process review.

The Bloomsbury Consortium discussed in Section 6.3.2 is seeking to effect change gradually and uses quality improvement rather than cost saving as the principal driver. One witness commented that because of this and the large amount of diversity present in the various services, their capability to achieve was being constrained.

6.5 *Planned involvement*

In our consultations we found little evidence that shared services have a routine place in high level forward planning. However we did receive evidence that two of the institutions to whom we talked mentioned shared services within their strategic five-year plan, something of real significance. Additionally, a number of the institutional witnesses we interviewed indicated that shared services were discussed as an option either “sometimes” or “frequently”. This is substantiated by the evidence from the survey of English Vice-Chancellors and Principals where we found the following in answer to the question “In your strategic planning, how much consideration do you give to employing shared services as a means of delivering key administrative functions?” About half those responding indicated that shared services are considered only sometimes.



There is also evidence that the Scottish FE sector is carrying out a number of activities which may well lead to shared services becoming much more prominent there in the next few years. In the first instance, there is clearly a feeling that the smaller colleges in Scotland have to do something to survive and shared services is a means to that end. Secondly, there is the development of a national infrastructure of learning resources in Scotland, GLOW²¹, for those in education up to the age of 18, essentially a shared service.

²¹ <http://www.glowscotland.org.uk/>

There are also a number of small initiatives going on within HE of which we have found evidence, particularly amongst smaller institutions, which indicate that shared services have a part to play in making such institutions more efficient and better able to focus on their core business.

However, there was little sense of urgency about the drive to shared services across both the FE and the HE sectors as a whole. Two witnesses to whom we spoke, both of whom expressed considerable personal enthusiasm for the shared services agenda, suggested to us pessimism that the large scale transitions to shared services sought by the government and the funding councils would actually take place.

7 Models for shared services

7.1 Governance

Governance was generally considered by our witnesses to be a major issue.

As one witness pointed out to us, the model of governance should be related to the risk encountered in setting up a shared service. For relatively low profile services, a fairly informal arrangement can work. However, where systems are mission-critical, it is important that the governance arrangements are carefully and thoroughly sorted out. There was a clear view that the long-term strategy of the shared service and of the partnership needs to be thought through assiduously so that long-term aims are well established. Furthermore, witnesses noted that it is important that monitoring, costings and key performance indicators are all considered as part of the governance arrangements.

In terms of how the partners are represented within the partnership, there were two very clearly different views expressed. The first view was that there should be equal representation of all institutions in the governance processes, whatever the size of the institution. This would mean that large and small colleges or universities would have equal representation. There was strong support for this view, and its advocates emphasised particularly the need to keep the smaller institutions comfortable with the arrangements that were being made, so that they did not feel they are being downtrodden. These advocates believe that reducing the share of the smaller institutions within the partnership would reduce their enthusiasm for the partnership.

On the other side of the argument were advocates of a less equal share. One witness, a passionate advocate of shared services, said that governance by one institution, one vote, is not "really fair". Such a view of course accords naturally with a shareholding approach to such partnerships: it is likely that the contribution being made by large institutions to partnerships is going to be greater than those of smaller institutions.

One compromise suggested was that an executive board be established, which consists of the key, ie larger, partners, and that is then also a supervisory board of all partners with equal representation. APUC, the Scottish-based Advanced Procurement for Universities & Colleges, has a two tier structure. The upper tier is at the stakeholder level and the lower tier at the operating level. APUC is owned by the Scottish colleges and universities and is a company limited by guarantee. The board has equal representation of further and higher education, the individuals being elected by the stakeholding institutions, with a third group of directors being independents. At the operating level, the chief executive has a steering group consisting of heads of procurement of large institutions within the sector, supported

by user intelligence groups for individual procurement areas. Yet to be decided is how the sector as a whole is involved in the governance process: one possibility is an AGM, another that representative bodies have input into the company.

One issue that did come up was the role of employees of private sector partners within partnerships, who are embedded within the management structure of partner educational institutions. It was suggested to us that such private sector employees might become part of the institutional senior management team which would implicitly make them part of the governance structure. In general, this model was not considered to be workable.

Overall, the most widely supported model of partnership was a joint-venture in which a company, limited by guarantee, is established.

7.2 Management

Establishing a consortium for a shared service and choosing one's partners is one of the hardest parts of the activity. An issue identified for us was the types of groupings within which shared service consortia might be established. One witness suggested that consortia could be of three kinds:

- the first could be thematic, such as research universities banding together;
- the second grouping might be by type of institution, for example conservatoires or colleges of art;
- the third is regional groupings.

Regional groupings make sense within large conurbations, and although competition issues could cause significant problems, some regions in the UK are very sizeable. Large regions are not confined to Scotland and Wales: the northernmost point of the Southwest region of England is closer to Gretna Green than to Lands End. There is also the possibility of international consortia developing: for example, shared library systems might well be of interest to universities or colleges in other countries where the teaching is in English, something done in a number of European countries. One example of local competition cited to us could be the sharing of a specialist library between neighbouring institutions. Although this might make excellent economic sense, unless the library is on neutral ground, prospective students would be unlikely to be impressed by a library in the neighbour's premises and current students would probably not wish to have their key resources sited outside their own institution.

Trust is important: one witness noted that "collaboration is the suspension of mutual loathing in pursuit of funding". The ever present need for trust between partners was emphasised to us time and again. Trust was found to be an important factor in the very earliest stages of forming collaborations by the study²² conducted in 2007 by the Educause Centre for Applied Research (ECAR) which took views from about 270 American higher education institutions about collaborations and their propensity to collaborate in the area is that involved IT resources. It found that many successful collaborations that involved service sharing were between institutions where the Principals knew and trusted each other beforehand. This study is reported on in more detail in Report 3.

One of the principal advantages in establishing shared services identified by our witnesses is the ability to establish proper career structures for staff. This response was particularly noticeable from institutions in the proximity of London or the M4 corridor. Such career structures would enable proper training of staff and their

²² <http://www.educause.edu/ir/library/pdf/EKF/EKF0704.pdf>

retention in the longer term. It would also enable more professional management to be provided for services, which institutions previously would have provided separately. However, a problem which witnesses identified as arising from this is that the shared service venture would become increasingly professionalised and remote from its customers.

Shared services do however also place demands upon institutional management. One witness, who espoused shared services, did note that it demands high-class change management with a focus on strong leadership and on delivering an effective dialogue with staff. Other witnesses also noted that the strategy of a shared service must be reflected back into the local strategy strategies of the individual institutions.

7.3 Private sector models

7.3.1 BT

BT was privatised in 1986 and went from a state monopoly with some 250,000 staff to an international firm selling a wide range of telecoms and IT services with about 115,000 staff, 30,000 of whom are based outside the UK.

BT is interesting in that it has a range of shared service models in operation:

1. Internally provided shared services
2. Externally provided shared services
3. Provider of shared services

7.3.1.1 OneIT

BT has centralised its IT services for Lines of Business (LoB) in OneIT, which is now part of BTDesign. It is tasked with providing a pan BT perspective and achieving costs savings through centralised procurement and establishing best practice solutions.

Each LoB contributes to the budget of OneIT and contains embedded OneIT staff to provide local delivery and support. The budget contribution is partitioned into centralised spend for core systems and LoB spend which is ring-fenced for local needs. Local spend can be devolved down to low levels within the LoB, although there is not discretion to spend outside OneIT. The savings are also partly achieved by signing framework supplier agreements: the LoBs accept possible local increases in costs to reduce the overall cost to BT.

Governance is based upon a Board model, with each LoB providing representation to the board. In return, the LoBs accept mandated solutions to IT needs to achieve pan BT aims.

There is a risk of some increase in costs over time as LoBs must retain knowledgeable project and contract management staff to ensure they remain informed customers of OneIT.

7.3.1.2 HR systems

HR in BT has undergone a two stage change. Upon privatisation, BT had a regional structure based upon 'districts': Manchester, for example, was a semi autonomous company. Each district had independent administrative functions. Project Sovereign brought these together as shared services on a pan BT basis. The model was to pick a 'centre of excellence' and develop it as the supplier to BT Group, for example payroll was centralised first to 3 centres then to a single centre. As in IT, the governance model is a steering board, with each LoB represented.

The second stage was to set up a Joint Venture with Accenture to provide outsourced HR functions such as recruitment management, personal data management, payroll and compensation, appraisals and performance management and centralised helpdesk / query resolution. This included a transfer of staff via TUPE (Transfer of Undertakings Regulations). It was based on a centralised service delivery model – although some staff may visit or be based in key buildings, there is essentially remote delivery of services. The contract is managed via BT's central HR with each LoB represented again on the steering board for governance. There is a split of local and centralised funding in the levy on each LoB.

The JV then sold services onto other organisations on an open market basis and eventually BT realised the value in the JV through a trade sale of their share.

Over time there has been an issue with the JV staff losing their closeness and understanding of the business with staff turnover.

7.3.1.3 Provision of shared services to customers

BT also sells 'shared service solutions' onto commercial customers. For example BT is now the global telecoms solution supplier to Unilever. This included taking all telecoms assets and staff into BT.

This is a pure subcontract basis against contractual SLAs. Again Unilever retain key staff to remain an 'informed customer'.

7.3.1.4 Themes from BT experience

There are some interesting themes that emerge:

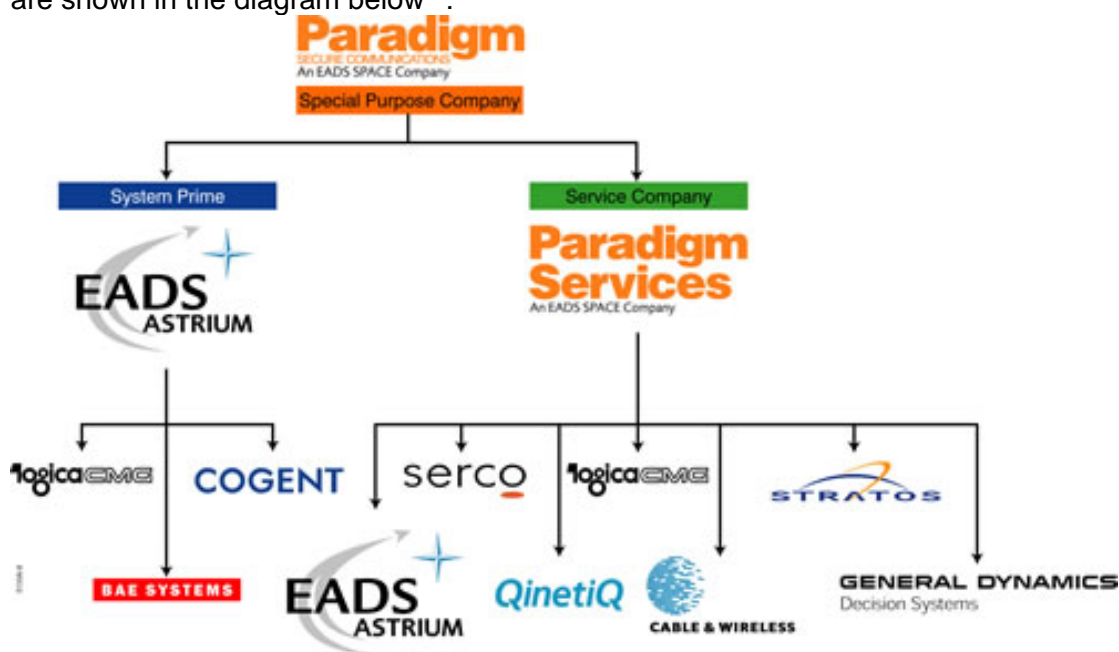
- The successful examples with large savings are all on a large scale – tens of thousands of staff are affected and are within a single commercial organisation with, ultimately, a shared group goal, albeit with very different LoB objectives.
- Funding is organised and split between 'centralised common services' and 'localised services' albeit that the spend is all directed via the shared service provider to achieve economies of scale etc.
- The governance model is consistent, based on steering boards to agree and secure the group objectives whilst safeguarding LoB objectives.
- Governance agreements include committed spend, commitment to continuity and adoption of common standards to enable costs savings to be met across the group even where it may have a negative aspect on certain LoB operations.

7.3.2 Skynet 5

Skynet 5 is possibly the most complex PFI signed by the government and provides some interesting examples of how governance mechanisms can be designed to address complex issues. Skynet 5 is a 20 year concession to operate the 'out of area' (i.e. non-UK) communications for the UK armed services, based upon a fleet of geostationary satellites and the associated ground terminals.

The contract is let on behalf of the MoD by the Defence Communications Services Agency to a company, Paradigm Secure Communications Ltd, which is a subsidiary of EADS. In turn, Paradigm Secure Communications has an equipment supply contract with Astrium Ltd and a services supply contract with Paradigm Services Ltd. Both companies are wholly owned by EADS. The financing is all provided by a

consortium of commercial lenders. The commercial relationships are complex and are shown in the diagram below²³:



The MoD previously had a central procurement for satellites and a management mechanism for the governance of their usage and arbitration between the services. Skynet 5 takes this shared service further by pooling all the related ground assets and placing them under the management of an independent contractor. Trust has been hard won in this contract and has been built in the situation of inherent mistrust of a civilian contractor by the military end users.

As with many shared services, there is a guaranteed level of revenue associated with the contract, with approximately 65% of that being spent centrally as a service enabler, and 35% being devolved to the operational services to be spent against the available catalogue of services or developing new services.

The guaranteed revenue stream and a robust governance model to ensure continuity of service and manage technical risk is required to enable the £1 billion debt funding to be established to cover the capital costs of the system.

The system operates with two balanced underpinning principles:

- Paradigm Secure Communications pledges to continuously provide value for money and flexibility;
- MoD gives Paradigm Secure Communications exclusive rights to develop and supply new services and products.

If these principles are breached, either party may seek redress.

To ensure that the MoD remains an informed customer, the staff that procured the system (and largely operated Skynet 4) remain in post as the MoD management team for the service.

Management and governance are based on 5 fora:

²³ This diagram is in large part taken from the Paradigm website:
<http://www.paradigmsecure.com/?OBH=9>

1. Service delivery Forum (Performance level monitoring)
2. Service Assurance Forum (continuity of service)
3. Service Management (Operational performance)
4. Business and commercial Forum
5. Service Development Forum (examining changes to the future service)

All fora are quadripartite - MOD (customer and user), PSC, Services and Systems suppliers. The first 3 discuss only the operational facts and provide consolidated findings to the fourth forum. Only the fourth forum has the authority to discuss the financial issues, the penalties, bonuses, payment release and so on for the current contract. Forum 5 steers the future development of the contract.

In addition, there is annual auditing by the NAO, but there is no other direct governance role for the Treasury or central government.

The system of integrated project teams is underpinned by a 'co-operation fund' established by all parties at the outset of the project. Where problems arise that are not clearly attributable to any parties failings, the parties can agree to access the co-operation fund, and use the money there-in to fund a solution to problems that arise. At the end of the concession period, any remaining money in the fund will be split among the parties. This approach is key to maintaining no-blame, co-operative working relationships.

The strength of this governance model is that it formalises the removal of finance issues from the resolution of service issues – the over-riding principle is to satisfy the user. This can mean that even though the original, contracted, service solution may not be possible, an alternative, non-contracted, approach may satisfy the users' requirement. If this is the case, the satisfaction of need is reported to the business forum and the originally contracted service payments made, even though the originally envisaged service has not been provided. This flexibility and the satisfaction it brings is in marked contrast to the normal adversarial relationship between the MoD and their equipment contractors and the large costs over-runs associated with specification changes.

The largest problem with this is associated with the practice of rotating civil service and MoD posts on a regular basis, with the loss of understanding and working relationships that this brings. Individual areas of the contract may not seem to make sense from a best value for money viewpoint, but are set to ensure that the total contract operates with a best VFM footprint: some services are effectively overcharged to subsidise other services where otherwise a different service would be used, resulting in underutilisation of the assets.

7.3.2.1 Themes from Skynet 5 experience

There are interesting parallels with the purely commercial BT experience here:

- The establishment of agreed funding envelopes within which there is devolved authority to spend, but with principles that maintain minimum contract values and continuity of provision.
- Broad based governance boards, with clear splits between responsibilities for commercial and operational issues.
- Large scale of operations resulting in overall savings, albeit with some localised areas of higher cost.

8 Drivers, enablers and inhibitors

8.1 Drivers

The funding councils see the main driver affecting them as political: a part of a wider public sector shared services agenda espoused by central government. In England it can be seen that some tensions exist: the government depiction that "...many of these systems are also old and custom built, use obsolete technologies, are relatively costly to maintain by modern standards..."²⁴ was felt by HEFCE to be a gross oversimplification²⁵, based on their own more detailed knowledge of the workings of the English HE sector. However it is clear that all the funding councils are by their actions committed to supporting their sectors to seek cost saving and make service improvements using shared services as a specific approach.

The potential to achieve cost savings and make efficiencies was clearly the most frequently cited driver, mentioned by the great majority of the institutional witnesses interviewed. It was mentioned in the main by members of senior management teams and heads of information services. However, its importance is shown in the survey material below to be less than that of other drivers, suggesting that witnesses cited it because of its obviousness.

Raising quality and adding value to existing services followed, being mentioned to a similar extent by all three of the institutional witness roles interviewed. For a number of witnesses, the ability to create more time to do more useful activities – a form of cost saving - was a factor. For some institutions, participation in an institutional regional agenda was also mentioned as an important driver. Only a witness with a national perspective mentioned seeking partners on similarity criteria (birds of a feather).

A minority of witnesses felt that the messages from funding bodies had created a political driver: this feeling was more marked in Scotland and Wales.

A minority of FE institutions saw shared services as a means of transforming themselves and one witness identified shared services as a means of speeding change. One is openly using outsourcing to renew and rebuild its MIS systems and has an open attitude to service sharing. Another is committed to becoming a lean organisation that will use outsourcing and shared services wherever appropriate, based on the cost, quality of provision and frequency of utilisation.

In the second set of surveys, we asked about the importance of the following drivers:

- Continuity and resilience of service
- Cost savings
- Funding Council pressure
- Gaining competitive advantage
- Having more up-to-date systems
- Improving the scalability of systems
- Levering transformation
- Pursuance of an agenda for collaboration with other institutions
- Quality of Service
- Releasing staff time for more customer facing activities

²⁴ <http://www.cio.gov.uk/documents/pdf/transgov/transgov-strategy.pdf>

²⁵

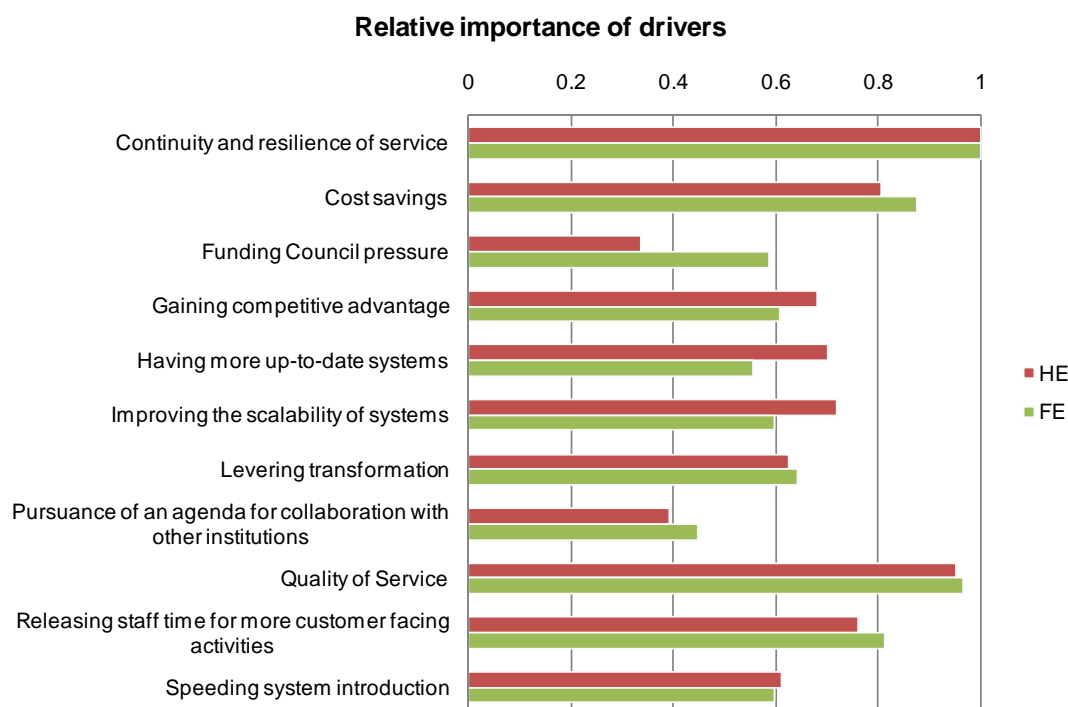
http://www.cio.gov.uk/documents/consult_responses/Higher_Education_Funding_Council_for_England.pdf

- Speeding system introduction

By weighting the answers to the survey question as follows

Very important	3
Fairly important	2
Slightly important	1
Not important at all	0

we obtained the following measure of the importance of drivers:



Generally, there was a substantial correlation between the answers from FE and HE. However, funding council pressure seems much more significant for FE than for HE.

8.2 Enablers

Witnesses pointed out the range of possibilities that are raised by shared services. The overwhelming majority of higher education libraries in the UK are served by only four suppliers^{26,27} and this represents a great opportunity for shared services to be developed at a national level. This reinforced the point made by another witness who noted that shared services would almost certainly give more muscle and more clout with suppliers, who often see education as small fry: this witness noted that the financial systems in use in even the largest higher education institution are small by comparison with those of many multinationals.

Witnesses noted that the benefits lie in the opportunities to do collaborative work in areas where you would not be able to do fulfil a function otherwise: an example given

²⁶ See our Report 2: the figures presented there suggest that four suppliers provide over 96% of UK HE library systems.

²⁷ "JISC & SCONUL LMS Study Report – March 2008": <http://www.jisc.ac.uk/media/documents/programmes/resourcediscovery/lmsstudy.pdf> indicates, with a very similar sample size, that the same four systems have about 87% of the market.

that this was the out of hours helpdesk service which is provided from Northumbria University. It is also clear that an increasing number of individuals see corporate information systems and services not as delivering competitive advantage to an individual institution.

Witnesses talked of making shared services happen. There is clearly an issue of culture: in Wales, the collaborative shared service approach does seem to carry valuable benefits and saves considerable wasting of effort in individual institutions.

It was suggested to us that the institutions most likely to be prepared to accept shared services are those which have changed the most or which have people within them with experience of change. This change could be due either to previous success or to previous failure. It is noteworthy that shared services in Northern Ireland came in on the back of College mergers.

Witnesses were consistent in saying that the introduction of shared services demands buy-in by senior management: as one pointed out to us, no university gets more than about 50% of its income from its funding council. Vice-chancellors need to drive the introduction of shared services. One witness suggested that vice-chancellors want to put their stamp on their institutions and that they feel that this is best done by constructing buildings or by making a regional impact, not by creating an efficient administration.

8.3 Inhibitors

The most commonly mentioned inhibitor, raised mostly by the members of senior management teams and the in-sector representative organisations, was that shared services are just not important enough to be on the institutional agenda: as one witness said "No vice-chancellor is going to get out of bed for shared services". Several witnesses stated that the topic was unlikely to get the Principals' attention as it did not impinge directly enough upon the institution's core business. The next most frequently mentioned inhibitor was VAT, mentioned most often by senior management team members. However a number of witnesses opined that VAT could also be used as an excuse to do nothing. Another witness suggested to us that senior ministers were until very recently unaware of the problem of VAT for the shared services agenda.

It was noted to us that colleges are fiercely independent organisations which have been told by the government to compete. This therefore raises serious issues of whether an institution can trust its competitors with its vital data and systems. Furthermore, small colleges are likely to see shared services as a loss of sovereignty and, given the fact that mergers across the whole of the UK FE sector are part of the landscape, shared services may be seen as the start of a slippery slope towards losing independence. There was a very clear view expressed that the funding councils need to work on selling the idea of shared services and to demonstrate some central coordination of the shared services' initiative.

A wide variety of other practical obstacles was mentioned. These included

- likely cultural and policy differences with potential partner institutions,
- concern over loss of local control over critical services (introducing new risks),
- the difficulty of finding partners,
- the possible need for neutral premises from which to run shared services,
- problems with the technical infrastructure (institutions with a single connection to JANET are in this position)

- the fact that competitive edge might suffer if a shared service had any deficiencies compared to present-day provision.
- synchronicity of system replacement and write-off of investment (to join a shared service, an institution might have to write off an existing system prematurely).

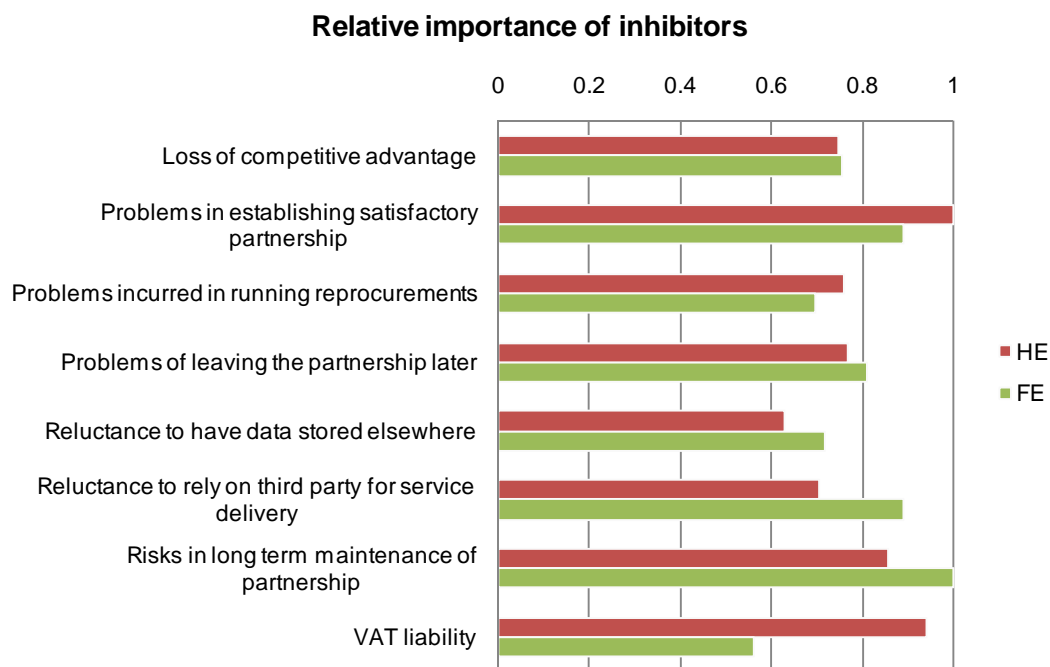
In the second survey, we asked about the importance of the following inhibitors:

- Loss of competitive advantage
- Problems in establishing satisfactory partnership
- Problems incurred in running reprocurments
- Problems of leaving the partnership later
- Reluctance to have data stored elsewhere
- Reluctance to rely on third party for service delivery
- Risks in long term maintenance of partnership
- VAT liability

By weighting the answers to the survey question as follows

Very important	3
Fairly important	2
Slightly important	1
Not important at all	0

we obtained the following measure of the importance of inhibitors:



Once again, as with drivers, there is substantial agreement between the responses of FE and HE. The largest difference relates to VAT: this is much more important to HE than to FE. Overall, though, apart from that, the inhibitors are of relatively equal importance except for those relating to establishing and maintaining satisfactory partnerships, both of which are rated as of high importance.

There is also history: amongst higher education witnesses, the MAC initiative reared its head. One witness referred to the "unfortunate" MAC initiative and noted that there must be no attempt to force shared services onto institutions, rather encouragement needed to be the order of the day. Another said that, as soon as you mention shared services, people think of the MAC initiative. One witness noted that the MAC initiative shows that you need to make compromises on your processes in order to achieve sharing of service and, in the same vein, another noted the danger of repeating the Mac initiative mistake when "everybody" said "but we are different.....".

Doubt was also expressed about the ability of shared services to deliver the cost savings underlined in the Gershon report. As one respondent wrote "The biggest potential inhibitor of all ...[is] the potential inability of the shared service offering to model existing business process, and the subsequent need for expensive process re-engineering as a pre-requisite to participation in the shared-service, militating against delivering real cost (direct and indirect) savings." And there was criticism of our survey questions in the same vein: "I was surprised the possible requirement to re-engineer business processes in order to participate in the shared service, and associated costs, were not part of the [survey]." The business case is not clear.

APPENDICES

The Appendices contain prints of the web surveys used in the consultation process. Because they are prints and because of the conversion processes required between file formats, they are only an approximation to what those responding will have seen. In addition, some pages include occasional spurious characters, introduced in the conversion process.

APPENDIX A

The survey, sent through the JISC RSCs to the IT managers with whom the RSCs have contact, to find out the administrative systems in use in Further Education Institutions.

Section 1. Introduction

This study on behalf of the JISC is aimed at finding out how UK FE and HE are using - or might use - shared services.

Shared Services are part of the government's programme for the use of IT in delivering services: the Treasury is expecting the funding bodies to make savings through the development of shared services and the councils are therefore pursuing policies of encouraging their development.

The JISC study is in two phases. In the first phase, the landscape of use of shared services, the marketplace in shared services and attitudes towards shared services are being investigated. In Phase 2 we shall be developing guidance materials for colleges and universities and will be providing recommendations to the JISC on its future strategy in this area.

You should be able to answer all the questions below in about 5 minutes. We ask what software you use to support the principal admin functions: our survey only allows one answer for each function. Where possible, we have provided pull-down menus to ease your answering the questions.

At the end of each section we have put a question which allows you to put any comments in that you wish. There is a similar box right at the end of the survey. Please do use these - but only if you have the time!

We are grateful for and greatly value your response.

Section 2. About your institution

These questions are to enable us to put your answers into context.

* 1. What is the name of your institution?

2. In which of the home countries is your institution?

3. Is there anything you want to tell us about your institution?

Section 3. What administrative systems are you using?

To help identify the key suppliers of systems which the funding councils may talk to about shared services, we are seeking to identify the principal systems in use for administrative purposes. If you use more than system, please identify the principal one.

If you cannot find an appropriate answer in the pull-down menu, please enter an answer in the "Other" text box.

4. What software product do you use for your institutional Finance system?

Other (please specify)

5. What software product do you use for your institutional HR system?

Other (please specify)

6. What software product do you use for your institutional Payroll system?

Other (please specify)

7. What software product do you use for your institutional Student Records system?

Other (please specify)

8. What software product do you use for your institutional Estates system?

Other (please specify)

9. What software product do you use for your institutional Library system?

Other (please specify)

10. What software product do you use for your institutional VLE system?

Other (please specify)

11. What software product do you use for your institutional Timetabling system?

Other (please specify)

12. What software product do you use for your institutional CRM system?

Other (please specify)

13. Is there anything else you would like to say about the administrative software systems your institution uses?

Section 4. Further consultations

So that the JISC and the Funding Councils can best be aware of the situation in institutions, we ask in this section if you would be prepared to help us further.

14. Would you be prepared to receive two future surveys over the next few months? These will not be long and will be based on the consultation we shall have undertaken by then.

Yes

15. We are seeking 20 FE and HE institutions whom we can consult in greater detail, whether or not they have an active interest in Shared Services. This would involve phone interviews with 3 people at each of the 20. Would you consider being part of this extended consultation? This would allow you and your institution to have greater influence on the advice we provide to the JISC and the Funding Councils.

Yes

16. If your answer to either of the previous two questions is Yes, please give us your email address here.

17. If you wish, please tell us your name and position.

Forename

Surname

Position

18. Is there anything else you would like to tell us about yourself?

19. Is there anything further you would like to tell us or are there any comments you want to make on this survey?

Section 5. The end of the survey

Thank you very much for completing this survey. The information you have provided will be most useful.

APPENDIX B.

Survey sent, as part of second set of surveys, to those who had replied to the survey we had sent earlier through the JISC RSCs and who had replied that they were prepared to be surveyed further.

Introduction

This study on behalf of the JISC and the funding councils is aimed at finding out how UK FE and HE are using - or might use - shared services.

Shared Services are part of the government's vision of the transformation of its activities through the use of IT: the Treasury is expecting the funding bodies to make savings through shared services and the funding councils are therefore pursuing policies of encouraging their development.

The JISC study is in two phases. In this first phase, we are investigating the shared services landscape, the marketplace in shared services and attitudes towards shared services. In Phase 2 we shall be developing guidance materials for colleges and universities and will be providing recommendations to the JISC and the funding bodies on its future strategy in this area.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

The systems we are addressing are Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

You should be able to answer all the questions below in about 10 minutes. We would ask you to answer the questions as you believe your institution would reply. Please do not spend time checking your answers with others: for several of our questions, there may as yet be no corporate answer but you may well have a feel for what it would be. That's the answer we would like to have.

The responses will be aggregated so that we have a view of the sector as a whole and all respondents' views will be anonymised so that they cannot be attributed.

At the end of each section we have put a question which allows you to make any comments in that you wish. There is a similar box right at the end of the survey. Please do use these - but only if you have the time!

You may re-enter and update your response as long as you use the same PC.

We are grateful for and greatly value your response.

About your institution

These questions are to enable us to put your answers into context.

1. Is your institution predominantly FE or HE?

FE

HE

Other (please specify)

2. Is there anything you want to tell us about your institution?

Awareness and involvement in shared services

In this section we ask about the extent to which your institution is aware of and using shared services for the delivery of key administrative functions, in which we include Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

3. How aware is your institution of shared services as a means of delivering key administrative functions?

- Very aware
- Fairly aware
- Slightly aware
- Not aware
- Don't know

4. In your strategic planning, how much consideration do you give to employing shared services as a means of delivering key administrative functions?

- Always considered
- Frequently considered
- Sometimes considered
- Never considered
- Don't know

5. Is there anything you wish to add on your institution's awareness and involvement in shared services?

Extent of internal integration and preparedness for shared services

In this section we address each administrative system area and ask about its planning cycle, the extent of integration of the system with other systems and about the likelihood of usage of a shared service for the delivery of that function.

6. When do you expect next to review each of the named administrative systems against the marketplace? We are only seeking an approximate answer.

	In 2008 or 2009	In 2010 - 2011	In 2012 - 2015	In 2016 or later	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Add any comment you may wish

7. How integrated with your other administrative systems is each of the named systems?

	Fully integrated	Fairly integrated	Loosely integrated	Not integrated at all	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Add any comment you may wish

8. To what extent are local (ie departmental or faculty) systems used rather than the corporate systems for each of the named systems?

	A lot	A fair amount	A little	Not at all	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Add any comment you may wish

9. What is your institution's approach/attitude towards the use of shared services for each of the named systems?

	We have a shared service	We are planning a shared service	We would readily consider a shared service	We might consider a shared service	We would not consider a shared service	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Add any comment you may wish

10. Does your institution have the detailed information required to identify the individual operating costs (recurrent and annualised capital costs) of each of the following named services?

	A fully costed service	A partially costed service	No costing	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

Add any comment you may wish

11. If your institution were offered free participation in a shared service for each of the named systems, would it accept?

	Yes	Probably yes	Probably no	No	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>

Add any comment you may wish

12. Is there anything you wish to add on your institution's state of systems integration and preparedness for the use of shared services?

Drivers and inhibitors for shared services

We seek your view of the importance of the drivers for and inhibitors preventing the adoption of shared services.

13. Please indicate the importance to your institution of each of the following potential drivers for shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Continuity and resilience of service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cost savings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Funding Council pressure	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gaining competitive advantage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Having more up-to-date systems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Improving the scalability of systems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Levering transformation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pursuance of an agenda for collaboration with other institutions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quality of Service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Releasing staff time for more customer facing activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speeding system introduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (please specify)

14. Please indicate the importance to your institution of each of the following inhibitors of shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Loss of competitive advantage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problems in establishing satisfactory partnership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problems incurred in running reprocurments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problems of leaving the partnership later	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reluctance to have data stored elsewhere	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reluctance to rely on third party for service delivery	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Risks in long term maintenance of partnership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
VAT liability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (please specify)

15. Is there anything you wish to add on drivers and inhibitors?

Aiding understanding of the role of shared services

The following question is aimed at assisting the Funding Councils to prepare awareness raising programmes for shared services.

16. How important is it that awareness raising programmes and any training and guidance materials provided by the Funding Councils are targeted at the following groups of people?

	Very important	Fairly important	Not important	Don't know
Principals/Vice-Chancellors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Institutional Senior Management Team members	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heads of institutional administrative services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heads of institutional information systems service departments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other Groups (please specify)

17. Is there anything you wish to add on Funding Council awareness programmes?

Further consultations

So that the JISC and the Funding Councils can best be aware of the situation in institutions, we ask in this section if you would be prepared to help us further.

18. Would you be prepared to be interviewed by phone to let us know how you have either used shared services or given consideration to employing them?

Yes

19. Is there anything further you would like to tell us or are there any comments you want to make on this survey?

The end of the survey

Thank you very much for completing this survey. The information you have provided will be most useful.

APPENDIX C.

Survey sent , as part of second set of surveys, to Vice chancellors and principals in the English HE sector.

Introduction

This study on behalf of the JISC and the funding councils is aimed at finding out how UK FE and HE are using - or might use - shared services.

Shared Services are part of the government's vision of the transformation of its activities through the use of IT: the Treasury is expecting the funding bodies to make savings through shared services and the funding councils are therefore pursuing policies of encouraging their development.

The JISC study is in two phases. In this first phase, we are investigating the shared services landscape, the marketplace in shared services and attitudes towards shared services. In Phase 2 we shall be developing guidance materials for colleges and universities and will be providing recommendations to the JISC and the funding bodies on its future strategy in this area.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

The systems we are addressing are Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

You should be able to answer all the questions below in about 10 minutes. We would ask you to answer the questions as you believe your institution would reply. Please do not spend time checking your answers with others: for several of our questions, there may as yet be no corporate answer but you may well have a feel for what it would be. That's the answer we would like to have.

The responses will be aggregated so that we have a view of the sector as a whole and all respondents' views will be anonymised so that they cannot be attributed.

At the end of each section we have put a question which allows you to make any comments in that you wish. There is a similar box right at the end of the survey. Please do use these - but only if you have the time!

You may re-enter and update your response as long as you use the same PC.

We are grateful for and greatly value your response.

Awareness and involvement in shared services

In this section we ask about the extent to which your institution is aware of and using shared services for the delivery of key administrative functions, in which we include Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

1. How aware is your institution of shared services as a means of delivering key administrative functions?

- Very aware
- Fairly aware
- Slightly aware
- Not aware
- Don't know

2. In your strategic planning, how much consideration do you give to employing shared services as a means of delivering key administrative functions?

- Always considered
- Frequently considered
- Sometimes considered
- Never considered
- Don't know

3. Is there anything you wish to add on your institution's awareness and involvement in shared services?

Extent of internal integration and preparedness for shared services

In this section we address each administrative system area and ask about its planning cycle, the extent of integration of the system with other systems and about the likelihood of usage of a shared service for the delivery of that function.

4. What is your institution's approach/attitude towards the use of shared services for each of the named systems?

	We have a shared service	We are planning a shared service	We would readily consider a shared service	We might consider a shared service	We would not consider a shared service	Don't know
Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetabling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

5. Does your institution have the detailed information required to allow you to identify the individual operating costs (recurrent and annualised capital costs) of your key administrative systems?

- Yes
- No
- Don't know

6. If your institution were offered free participation in a shared service for each of the named systems, would it accept?

	Yes	Probably yes	Probably no	No	Don't know
Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetabling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

7. Is there anything you wish to add on your institution's state of systems integration and preparedness for the use of shared services?

Drivers and inhibitors for shared services

We seek your view of the importance of the drivers for and inhibitors preventing the adoption of shared services.

8. Please indicate the importance to your institution of each of the following potential drivers for shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Continuity and resilience of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding Council pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining competitive advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having more up-to-date systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the scalability of systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levering transformation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuance of an agenda for collaboration with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Releasing staff time for more customer facing activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speeding system introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. Please indicate the importance to your institution of each of the following inhibitors of shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Loss of competitive advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems in establishing satisfactory partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems incurred in running reprocurments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems of leaving the partnership later	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reluctance to have data stored elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reluctance to rely on third party for service delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risks in long term maintenance of partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VAT liability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

10. Is there anything you wish to add on drivers and inhibitors?

Aiding understanding of the role of shared services

The following question is aimed at assisting the Funding Councils to prepare awareness raising programmes for shared services.

11. How important is it that awareness raising programmes and any training and guidance materials provided by the Funding Councils are targeted at the following groups of people?

	Very important	Fairly important	Not important	Don't know
Principals/Vice-Chancellors				
Institutional Senior Management Team members				
Heads of institutional administrative services				
Heads of institutional information systems service departments				
Other Groups (please specify)				

12. Is there anything you wish to add on Funding Council awareness programmes?

Further consultations

So that the JISC and the Funding Councils can best be aware of the situation in institutions, we ask in this section if you would be prepared to help us further.

13. Would you be prepared to answer another survey in Phase 2 of our study?

Yes

14. Would you be prepared to be interviewed by phone to let us know how you have either used shared services or given consideration to employing them?

Yes

15. If your answer to either of the previous questions is Yes, please give us your email address here.

16. If you wish, please tell us your name and position.

Forename

Surname

Position

17. Is there anything else you would like to tell us about yourself?

18. Is there anything further you would like to tell us or are there any comments you want to make on this survey?

The end of the survey

Thank you very much for completing this survey. The information you have provided will be most useful.

APPENDIX D.

Survey sent , as part of second set of surveys, to members of UCISA.

Introduction

This study on behalf of the JISC and the funding councils is aimed at finding out how UK FE and HE are using - or might use - shared services.

Shared Services are part of the government's vision of the transformation of its activities through the use of IT: the Treasury is expecting the funding bodies to make savings through shared services and the funding councils are therefore pursuing policies of encouraging their development.

The JISC study is in two phases. In this first phase, we are investigating the shared services landscape, the marketplace in shared services and attitudes towards shared services. In Phase 2 we shall be developing guidance materials for colleges and universities and will be providing recommendations to the JISC and the funding bodies on its future strategy in this area.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

The systems we are addressing are Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

You should be able to answer all the questions below in about 10 minutes. We would ask you to answer the questions as you believe your institution would reply. Please do not spend time checking your answers with others: for several of our questions, there may as yet be no corporate answer but you may well have a feel for what it would be. That's the answer we would like to have.

The responses will be aggregated so that we have a view of the sector as a whole and all respondents' views will be anonymised so that they cannot be attributed.

At the end of each section we have put a question which allows you to make any comments in that you wish. There is a similar box right at the end of the survey. Please do use these - but only if you have the time!

You may re-enter and update your response as long as you use the same PC.

We are grateful for and greatly value your response.

About your institution

These questions are to enable us to put your answers into context.

* 1. What is the name of your institution?

2. In which of the home countries is your institution?

3. Is your institution predominantly FE or HE?

FE

HE

Other (please specify)

4. Is there anything you want to tell us about your institution?

Awareness and involvement in shared services

In this section we ask about the extent to which your institution is aware of and using shared services for the delivery of key administrative functions, in which we include Finance, Student Records, Timetabling, HR, Payroll, CRM, Estates, VLE and Library.

By shared services we mean institutions cooperating in the development and delivery of services, so sharing skills and knowledge, perhaps with commercial participation.

5. How aware is your institution of shared services as a means of delivering key administrative functions?

- Very aware
- Fairly aware
- Slightly aware
- Not aware
- Don't know

6. In your strategic planning, how much consideration do you give to employing shared services as a means of delivering key administrative functions?

- Always considered
- Frequently considered
- Sometimes considered
- Never considered
- Don't know

7. Is there anything you wish to add on your institution's awareness and involvement in shared services?

Extent of internal integration and preparedness for shared services

In this section we address each administrative system area and ask about its planning cycle, the extent of integration of the system with other systems and about the likelihood of usage of a shared service for the delivery of that function.

8. When do you expect next to review each of the named administrative systems against the marketplace? We are only seeking an approximate answer.

	In 2008 or 2009	In 2010 - 2011	In 2012 - 2015	In 2016 or later	Don't know
Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetabling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

9. How integrated with your other administrative systems is each of the named systems?

	Fully integrated	Fairly integrated	Loosely integrated	Not integrated at all	Don't know
Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetabling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

10. To what extent are local (ie departmental or faculty) systems used rather than the corporate systems for each of the named systems?

	A lot	A fair amount	A little	Not at all	Don't know
Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timetabling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add any comment you may wish

11. What is your institution's approach/attitude towards the use of shared services for each of the named systems?

	We have a shared service	We are planning a shared service	We would readily consider a shared service	We might consider a shared service	We would not consider a shared service	Don't know
Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timetabling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CRM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add any comment you may wish

12. Does your institution have the detailed information required to identify the individual operating costs (recurrent and annualised capital costs) of each of the following named services?

	A fully costed service	A partially costed service	No costing	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

13. If your institution were offered free participation in a shared service for each of the named systems, would it accept?

	Yes	Probably yes	Probably no	No	Don't know
Finance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Timetabling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Payroll	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CRM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Estates	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Add any comment you may wish

14. Is there anything you wish to add on your institution's state of systems integration and preparedness for the use of shared services?

Drivers and inhibitors for shared services

We seek your view of the importance of the drivers for and inhibitors preventing the adoption of shared services.

15. Please indicate the importance to your institution of each of the following potential drivers for shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Continuity and resilience of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding Council pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining competitive advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having more up-to-date systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the scalability of systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Levering transformation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuance of an agenda for collaboration with other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Releasing staff time for more customer facing activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speeding system introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

16. Please indicate the importance to your institution of each of the following inhibitors of shared service solutions for administrative systems.

	Very important	Fairly important	Slightly important	Not important at all	Don't know
Loss of competitive advantage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems in establishing satisfactory partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems incurred in running reprocurments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems of leaving the partnership later	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reluctance to have data stored elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reluctance to rely on third party for service delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risks in long term maintenance of partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VAT liability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

17. Is there anything you wish to add on drivers and inhibitors?

Aiding understanding of the role of shared services

The following question is aimed at assisting the Funding Councils to prepare awareness raising programmes for shared services.

18. How important is it that awareness raising programmes and any training and guidance materials provided by the Funding Councils are targeted at the following groups of people?

	Very important	Fairly important	Not important	Don't know
Principals/Vice-Chancellors				
Institutional Senior Management Team members				
Heads of institutional administrative services				
Heads of institutional information systems service departments				
Other Groups (please specify)				

19. Is there anything you wish to add on Funding Council awareness programmes?

Further consultations

So that the JISC and the Funding Councils can best be aware of the situation in institutions, we ask in this section if you would be prepared to help us further.

20. Would you be prepared to answer another survey in Phase 2 of our study?

Yes

21. Would you be prepared to be interviewed by phone to let us know how you have either used shared services or given consideration to employing them?

Yes

22. If your answer to either of the previous questions is Yes, please give us your email address here.

23. If you wish, please tell us your name and position.

Forename

Surname

Position

24. Is there anything else you would like to tell us about yourself?

25. Is there anything further you would like to tell us or are there any comments you want to make on this survey?

The end of the survey

Thank you very much for completing this survey. The information you have provided will be most useful.