University of Strathclyde Glasgow

A Guide to Evidencing the Benefits of Change in Higher Education

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Efficiency Exchange

A Guide to Evidencing the Benefits of Change in Higher Education

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FOREWORD

A Guide to Evidencing the Benefits of Change in Higher Education

This second publication from the Business Improvement Team at the University of Strathclyde, sits over a set of tools and templates designed to assist institutions in managing change through evidencing benefits. After the first publication it became clear that the term "business process improvement" was not recognised by many disciplines in the sector, even though, to those of us more deeply involved in this area it was just another way of saying "change management" and is relevant to all. This guide attempts to demystify evidencing benefits and demonstrate that the approaches it references can be used by managers locally and by institutional management, to gain buy-in and engagement from staff as well as allow better informed decision making.

Chapter 6 deals with cultural issues concerned with management of change. It highlights that institutions need to bring staff along with them if the benefits of change are to be realised and maximised. Matthew Syed, in his book *Black Box Thinking*, evidences how important people at all levels are, in industries which have created a virtuous circle of continuous improvement. The HE sector has an opportunity to be part of this movement.

HEFCE is developing its approach to reporting on sector efficiencies as it makes the transition to the Office for Students. Much of what we are expecting to see from institutions can be addressed by using the techniques and materials contained within this publication. This guide takes us another step towards a higher education sector which not only implements change, as it has always done, but also can demonstrate fully what has been achieved.

Stephen Butcher
Head of Procurement and Shared Services

Higher Education Funding Council for England (HEFCE)

PREFACE

A Guide to Evidencing the Benefits of Change in Higher Education

A Guide to Evidencing the Benefits of Change in Higher Education is intended to support anyone involved with, managing, or leading change in Higher Education to achieve greater engagement within institutions to carry out change; drive cultural behaviours in the identification and recording of the benefits of change; and contribute to the institutional and sector-wide reporting of efficiencies and benefits. The Guide offers guidance, practical tools, and case studies to help effectively communicate the importance of evidencing benefits, create an evidencing benefits culture, and ultimately demonstrate the impact of change.

Our first publication "A Guide to Evidencing the Benefits of Business Process Improvement in Higher Education" was well received by the sector, with endorsements from HEFCE[1], BUFDG[2] and Universities Scotland[3]. The feedback from colleagues using the approach outlined in the Guide highlighted that some users did not connect with the terminology 'Business Process Improvement' or understand the discrete project lifecycle phases, and this hindered their application of the approach. We also identified that further practical support would be welcomed on how to implement the approach to any change, how to use the tools to identify and calculate benefits, and how to connect these activities to institutional reporting on efficiency savings and value for money.

Therefore, we embarked on writing this second publication endeavouring to meet the requests of our readers, by broadening the approach to encompass all change; including guidance on creating an evidencing benefits culture; focusing on the adaptability of the tools and the practical use of them; and providing information on linking to institutional reporting.

The enhancements of this Guide include:

- How this approach supports institutional reporting
- Specific guidance on institutional preparation and creating a benefits culture
- Additional support on benefits identification and measurement
- A focus on how to use each tool, improving their adaptability for other institutions
- Exemplars and case studies to embed the tools in the real world and provide inspiration on what can be achieved

1 http://blog.hefce.ac.uk/2015/07/30/you-wont-get-the-benefit/
http://blog.hefce.ac.uk/2016/03/17/what-do-you-mean-business-process-improvement/
http://www.hefce.ac.uk/media/HEFCE,2014/Content/About,HEFCE/Annual,report,and,accounts/Annual_report_and_accounts_2015_16.pdf
2 https://www.bufdg.ac.uk/weeklydigest?w=438
3 http://www.universities-scotland.ac.uk/wp-content/uploads/2016/02/Working-Smarter-2015-final-no-spreads.pdf

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A Guide to Evidencing the Benefits of Change in Higher Education

The research, collaboration and consultation for this Guide involved the valuable input from many colleagues across the Higher Education sector. The authors would like to express their sincere gratitude to all who helped to build on the messages from the first publication entitled A Guide to Evidencing the Benefits of Business Process Improvement in Higher Education, to create a worthwhile resource that can be used by any member of staff, in order to drive the evidencing of benefits of change across the sector.

We would like to thank the Leadership Foundation and the Innovation and Transformation Fund selection panel for providing the University of Strathclyde with the funding and the opportunity to build on the work of the first publication, and allowing us to more fully develop a rich resource that can be used by all Higher Education institutions to evidence the impact of all change.

We extend a very special appreciation to several universities who took the time to share their experiences of using the first publication and providing valuable case studies that demonstrate how they have applied the methodology in their own institution:

- Susanne Clarke, Head of Service Excellence, Bournemouth University
- Rachel McAssey, Head of Process Improvement, University of Sheffield
- Stuart Morris, Continuous Improvement Facilitator, University of Lincoln
- Avina Patel, Business Enhancement Officer, Brunel University London
- Mark Ricketts, Director of Process Improvement, University of Bath
- Svein Are Tjeldnes, Senior Process Improvement Manager, Arctic University of Norway
- Liz Welch, Director of Finance Transaction Services, University of Edinburgh

We would also like to thank all those who took the time to respond to our sector survey throughout March and April 2016. The feedback was essential in shaping our content and for ensuring the publication was relevant and transferable across the sector.

Thank you to Rosie Niven, Content Editor for the Efficiency Exchange for Universities UK, for her ongoing support in promoting the Guide and our methodology. Her support has been instrumental in disseminating and generating interest in the Guide across the sector and beyond.

Our thanks to Dan Wedgewood at Universities Scotland, and Matthew Davey at the HEFCE for their valuable contributions to Chapter 2 on sector reporting.

Our thanks to Stephen Butcher at HEFCE who continues to be a source of support for the Guide, and has championed the key messages of our methodology to help drive a more transparent benefits-driven culture across the sector.

Thank you to Clare Hodgkinson who has provided us with the vital skills and knowledge for building our online toolkit, and to the wonderful talents of Scott O'Donnell, who has designed both publications to the highest standard.

We greatly appreciate the support of our colleagues in the Business Improvement Team at the University of Strathclyde, who have been instrumental in embedding the methodology within Strathclyde. In particular, a special thank you to our biggest advocate and endless supporter, John Hogg, our Director of Continuous Improvement.

Finally, the creation of the case studies and the online toolkit would not have been possible without the dedication and outstanding talent of our highly respected colleague, Paula McCullough. Her commitment to the Guide has been inspirational in helping us make the outputs as visually interesting as possible. Thank you.

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Section A

Introduction and Context Setting

CHAPTER 1: SETTING THE CONTEXT FOR EVIDENCING BENEFITS IN HIGHER EDUCATION

Evidencing change in Higher Education

All UK Higher Education (HE) institutions are leading change across their institution to transform processes and infrastructure that underpin the delivery of teaching and research. These change initiatives are intended to help institutions to work more effectively and efficiently, and increase operational capacity. Additionally, the impact of innovative change can contribute to creating a competitive advantage, whilst allowing institutions to respond to the increasing demands from the UK Government, funding bodies, and the market to deliver more with less.

"Delivering efficiency and value for money is an absolute operational priority. All stakeholders rightly expect efficient use of resources and in the current financially austere times investment to maintain excellence in both education and research will often come through such efficiencies. Thus, to meet the demands of competitiveness in the 21st century, universities must work in ever smarter and more innovative ways."
Sir Ian Diamond, 2015[4]

HE institutions are well aware of the drivers for business change and improvement as they continue to face a constrained economic environment with growing international competition. Working within these economic constraints has resulted in a greater need to increase an institution's operating surplus as a strategic priority. Yet the importance of evidencing the impact of business change is not well established. How do institutions know that change has been successful? Have increased efficiencies or operational capacity been achieved? Has "more effective working" been adequately demonstrated? What exactly is the impact of the change towards the strategic priorities?

Drivers for evidencing the benefits of business change

Evidencing the benefits of business change is an essential activity that will provide answers to the aforementioned questions. Evidencing the benefits enables institutions to:

- Validate what has, and has not, been accomplished through a change
- Understand which initiatives best support the delivery of the strategic objectives
- Select and prioritise future change based on the lessons learned from previous initiatives
- Make more informed strategic decisions that will reduce operational costs or increase income
- Capture robust and consistent information institution-wide on the efficiencies gained from change
- Contribute to the sector reporting of efficiencies and value for money, which is mandatory for all HE institutions in Scotland and England[5]
- Affect cultural change across the institution using the demonstrable impact of business change

4 http://www.universitiesuk.ac.uk/highereducation/Documents/2015/EfficiencyEffectivenessValueForMoney.pdf
5 http://www.hefce.ac.uk/news/newsarchive/2016/Name,107598,en.html

Section A

Introduction and Context Setting

Purpose of the Guide

This Guide offers a practical approach to quantifying benefits that result from a change initiative, and to assist with the calculation of efficiency savings to support the Diamond Agenda[6], through delivering value for money. It aims to provide institutions with guidance, and adoptable tools to effectively communicate and demonstrate the value of change.

This Guide is intended to support you in:

- Understanding how you can create institutional readiness in preparing for mandatory sector-wide reporting on efficiencies and value for money
- Selecting change initiatives grounded on baseline data and the potential benefits that it will deliver in meeting your institutional priorities
- Dealing with the complex cultural challenges that may arise when conducting evidencing benefits activities
- Utilising a range of tools to maximise the evidencing of benefits from your change initiatives
- Understanding when to apply the tools throughout a typical change life-cycle
- Comprehending how to gather, record, and communicate the information to allow for more accurate reporting of the success and impact of change initiatives
- Learning how other institutions are evidencing the benefits of change

It is hoped that by using the tools and supporting information provided in this Guide, you will achieve greater engagement from your institution to carry out change as a result of increased measurement and evidencing of demonstrable benefits, drive cultural behaviours in the identification and recording of efficiency savings and income generation, and contribute to the institutional reporting of these efficiencies and benefits.

Who is this Guide for?

This Guide is aimed at senior staff working within HE institutions and managers who are responsible for managing change and improvement initiatives. However, the messages and tools within this Guide are relevant for anyone working in HE regardless of their role, who would like to evidence the benefits of change, irrespective of scale, to demonstrate the impact they are making within their team, department, faculty, school, or institution.

Limitations and assumptions

This Guide does not detail how to carry out change, or how to manage a project as it is assumed that each institution will have its own methodology. It is also recognised that institutions will have varying resources for how they carry out change.

The Guide does not replace existing data capturing, reporting or benefits realisation methodologies that institutions may currently use (see Further Information and Resources). Rather it provides a practical and easily adaptable method to positively drive the behaviours of an institution in evidencing the benefits of change, embed benefits identification in the institutional culture, gather the data that is essential to demonstrate those benefits, and trigger activities throughout a change lifecycle to ensure that benefits become fully realised.

The approach in the Guide does not consider the costs of a change initiative, capital or indirect. This is required when conducting a cost-benefit analysis, where the anticipated costs are compared to the anticipated benefits in order to gauge the feasibility of a change. Nevertheless, the approach in this Guide can be used to support a cost-benefit analysis by thoroughly quantifying the anticipated benefits. The Guide also assumes that existing methodologies consider any potential risks associated with change.

6 http://www.universitiesuk.ac.uk/highereducation/Documents/2015/EfficiencyEffectivenessValueForMoney.pdf

Section A

Introduction and Context Setting

How to use the Guide

The Guide can be used from the outset to help leaders create an evidencing benefits approach within their institutions that have not already implemented such a methodology (Chapter 3).

Chapters 4 and 5 provide a suite of tools to support and enable the evidencing of benefits throughout the life-cycle of a change initiative. These can be used by those managing change initiatives but can also be used by anyone at any level of the institution to evidence the impact of an improvement activity.

Further support for managers of change is provided in Chapter 6, to help establish a benefits-driven culture. Best practice from other HE institutions is shared through case studies in Chapter 7 to offer inspiration and further insight into how to apply the methodology in practice.

This Guide is supported by an online toolkit[7] which is a dynamic resource that provides templates for the tools in Chapter 5 as well as further supporting resources for each tool. The case studies are also available via the toolkit, offering an up-to-date source of shared best practice across the sector as new case studies are added.

What is a benefit?

There are many definitions to consider in the Benefits Realisation literature, but for the approach outlined in this Guide:

"A benefit should establish a clear direction of improvement between two time points that is recognised by all stakeholders"

An important addition to this definition is that a measurable benefit should use data to demonstrate the positive change between the two time points. Measurable benefits are not the only benefit type to consider, and the tools in this Guide are designed to help identify a broad range of benefits from change initiatives. Chapter 4 contains detailed information on how to effectively identify benefits.

7 http://evidencingbenefits.strath.ac.uk

Section A

Introduction and Context Setting

CHAPTER 2: SECTOR-WIDE REPORTING OF EFFICIENCIES AND INCREASING INSTITUTIONAL VALUE

Expectations of institutions

Following the publication of the Universities UK Efficiency, effectiveness and value for money report[8] in 2015 (also known as the Diamond Agenda), the landscape of how UK HE institutions demonstrate value for money is changing. Each institution is expected to develop more transparent ways of communicating their progress of driving the efficiency agenda within their own institution, and for this information to be shared across the sector. This report calls for universities to:

- Develop robust, proportionate approaches to accounting for efficiencies delivered within institutions, which can be reported annually to the relevant funding councils
- Establish a set of sector-level metrics across the areas outlined in this report to demonstrate progress on efficiency and value for money in the higher education sector
- Use these measures to inform a single report evidencing efficiency in higher education, which will be produced for government on an annual basis with a robust estimate of total efficiency and cost savings delivered

Sector-wide reporting

Currently, the requirement to formally report on efficiencies is dependent on an institution's location within the UK:

England: Value for Money Reporting

The revised terms of the Government funding confirmed in late 2015 provided the Higher Education Funding Council for England (HEFCE) with a mandate to work with Universities UK and the sector to implement the recommendations of the Diamond efficiency reviews[9 10]. Further to this, HEFCE have been consulting with a number of sector-leading experts throughout 2016 to design the Value for Money (VFM) report for England as part of the existing Annual Accountability Return. In previous years, this return was optional with no standard format which resulted in varied returns, making it difficult to aggregate submissions into a robust estimate of overall sector efficiency.

As of the end of 2016, the submission of this report was no longer optional for institutions. Reporting is now a requirement of all HEFCE-funded institutions, with a standard format to be issued to institutions in 2017. The intention is that these reports become a useful tool for institutions to monitor their efficiency performance. The report will provide governors with more insight to understand VFM at their institution, and how they can drive progress against this agenda in the future.

8 http://www.universitiesuk.ac.uk/highereducation/Documents/2015/EfficiencyEffectivenessValueForMoney.pdf
9 http://www.hefce.ac.uk/news/newsarchive/2016/Name,107598,en.html
10 http://www.hefce.ac.uk/news/newsarchive/2016/Name,108842,en.html

Section A

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HEFCE have defined value for money based on the three elements considered by the National Audit Office when assessing the value for money of government spending:

- Economy – minimising the cost of resources used or required (inputs) ('spending less')
- Efficiency – the relationship between the output from goods or services and the resources to produce them ('spending well')
- Effectiveness – the relationship between the intended and actual results of spending (outcomes) ('spending wisely')[11]

VFM can be considered across a range of different types of institutional activities from teaching, research, financial performance, to estates. HEFCE have provided some examples of both quantitative and qualitative information that can be included. This Guide provides a Measurable Benefits Reference Table and directly links each benefit to the three elements of VFM, enabling the quick assessment of how change within an institution can readily feed in to VFM reporting and what further data capture needs to be considered to validate any efficiencies included in a VFM report.

Scotland: Efficient Government and the Universities Scotland Efficiencies Taskforce

Within Scotland, sector-level reporting of efficiencies was until recently carried out through the Efficient Government framework. As part of an initiative that ran across publicly funded sectors, the Scottish Funding Council required institutions to submit details of efficiencies achieved under certain headings on an annual basis. The process for sector-level reporting is currently under review.

The Universities Scotland Efficiencies Taskforce (USET), currently led by Sir Ian Diamond, carries out additional collation of and reporting on efficiencies in the Scottish sector. Its Working Smarter reports, published from 2011 to 2015[12], track progress against successive USET Efficiencies Plans and present case studies from around the sector. They are available on the Universities Scotland website. USET's reporting is now moving away from annual reports to a more dynamic online approach.

Integrated Reporting

The British Universities Finance Directors Group (BUFDG) published a framework on Integrated Reporting in 2016. This framework offers an opportunity for universities to:

> *"develop their annual reports from unremarkable repositories of financial information into engaging, enlightening, and even surprising tales of a university's hopes, successes, failures, and values. An Integrated Report can find an audience beyond just regulators or governors, and become a useful tool for a wider range of stakeholders to gain a deeper understanding of a university's performance, plans, and prospects."* [13]

One key message from BUFDG is that each institution should challenge themselves

> *"to draw out the narrative from the figures, and tell the story of the university with the clarity and energy that the university, and its stakeholders, deserve."*

This Guide helps demonstrate the efficiencies achieved, where added value has been created that supports the Key Performance Indicators, what further benefits are anticipated for the future, and how all of this is relevant to each stakeholder group. Thus it can significantly contribute to the creation of Integrated Reports which aim to communicate this information in a more creative and transparent way.

11 http://www.hefce.ac.uk/pubs/year/2016/CL,232016/
12 http://www.universities-scotland.ac.uk/wp-content/uploads/2016/02/Working-Smarter-2015-final-no-spreads.pdf
13 http://www.efficiencyexchange.ac.uk/wp-content/uploads/Integrated-Reporting-IR-in-HE-Web-v3-5.pdf

Section A

Introduction and Context Setting

How this Guide can support institutional reporting

At the time of publication, there is no consistent method for reporting efficiencies and value for money across the whole of the UK. However, regardless of the style of report or which funding body is requesting the information, the type of information that will need to be collated by each institution will be relatively the same. Therefore, institutions must find ways to more clearly and consistently report on these activities in order to meet the requirements of the sector in future.

This Guide outlines what is required at both an institutional and individual change level to support the institution in identifying efficiencies and value for money in order to produce the institutional return required by the funding body.

The tools outlined in this Guide can be used to build an evidence-base when conducting change, regardless of scale. This in turn helps to develop a greater understanding of the range of benefits and potential impact that can be achieved when considering different types of initiatives.

"It is imperative that universities continue to evidence their success in delivering efficiency and cost savings. Universities require investment, and in the context of austerity and continuing pressures on public spending must therefore be willing and able to demonstrate what they have done to deliver both excellence and value for money. Principles of transparency, openness and accountability dictate that there needs to be a greater emphasis on value for money in the future."[14]

14 http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/efficiency-effectiveness-value-for-money.pdf

Section B

A Practical Approach to Evidencing Benefits

CHAPTER 3: INSTITUTION PREPARATION TO EVIDENCE THE BENEFITS OF CHANGE

The guidance included in this chapter is aimed at institutional leaders to help establish a benefits-driven culture, identify the priorities and drivers for evidencing benefits within the institution, and create the data management approach required to evidence and report benefits.

Creation of a strategic change board with defined benefits remit

Prioritising change initiatives requires a level of governance and management oversight so that the resources available are focused on the 'right' initiatives. An appropriate board should be established with a remit to identify the most impactful value for money change initiatives or efficiency-driven improvements. Each institution has unique governance structures, so where the board most appropriately sits may require some thought. If clear project governance structures are already in place, then consider how the selection and decision making process for change could be enhanced to maximise the evidencing of benefits.

The role of the strategic change board should focus on:

- Reviewing and approving change initiatives based on anticipated benefits, and current baseline performance to make informed decisions about whether to proceed
- Declining or terminating initiatives if the potential benefits are minimal, do not deliver a return on investment, or are unlikely to be realised
- Assessing active initiatives to understand if they are still on track to deliver the intended benefits
- Evaluating the ongoing investment of resources in active initiatives. These decisions must be informed with clear data that demonstrate the baseline or the improvements
- Creating an informed prioritisation list of initiatives that are to be focused on when resources become available
- Driving cultural behaviours in the evidencing of benefits for institutional change and improvements

Section B

A Practical Approach to Evidencing Benefits

Strategic priorities for selecting change initiatives

It is recommended that the priorities for selecting change initiatives are agreed and understood, both at a team or institutional level, and as part of annual or business planning discussions. This will allow the institution to manage the expectations of all stakeholders, make more informed decisions when selecting initiatives, and more appropriately allocate resources.

For example, you may prioritise initiatives where the benefits to the student experience and reputation of the institution greatly outweigh the efficiency savings that are likely to be realised. Alternatively, you may prioritise those that are likely to generate significant efficiencies, or have the potential to increase revenues. The Strategic Priorities Map can help to facilitate discussions where there may be competing interests and priorities.

Selection of change initiatives based on potential to deliver benefits

When a change initiative proceeds without identifying the benefits up front, the institution has missed an important opportunity to capture 'true' baseline data, and make an informed decision on whether to proceed with the change initiative based on the potential benefits or current baseline performance. It is recommended that all change initiatives should be clearly defined within a business case prior to commencement. The business case must include high level baseline data and describe how the initiative is aligned to the institutional strategic priorities. A Benefits Exploration Map and Measurable Benefits Data Plan can support this activity by providing clear information on the baseline position, the expected benefits, how these benefits will be measured and when they will be delivered.

"Using tools such as the Benefits Exploration Map is really helpful to identify the impact of a project and demonstrate the improvements a project team have delivered. Using an action plan alongside this helps identify what impact each action has as an outcome."

HR Manager, Brunel University London

Section B

A Practical Approach to Evidencing Benefits

Data sources and costing tool

Clearly outlining what data sources are available and acceptable makes it more transparent and easier for colleagues to collect data. There can be barriers to accessing data for a variety of reasons, however, to overcome this, each institution should agree and communicate the recommended data sources for calculating benefits. The senior managers in all institutions can help to break down any barriers to accessing data by encouraging a culture of transparency, openness and respect when looking at data. Figure 1 illustrates a range of possible data sources to consider.

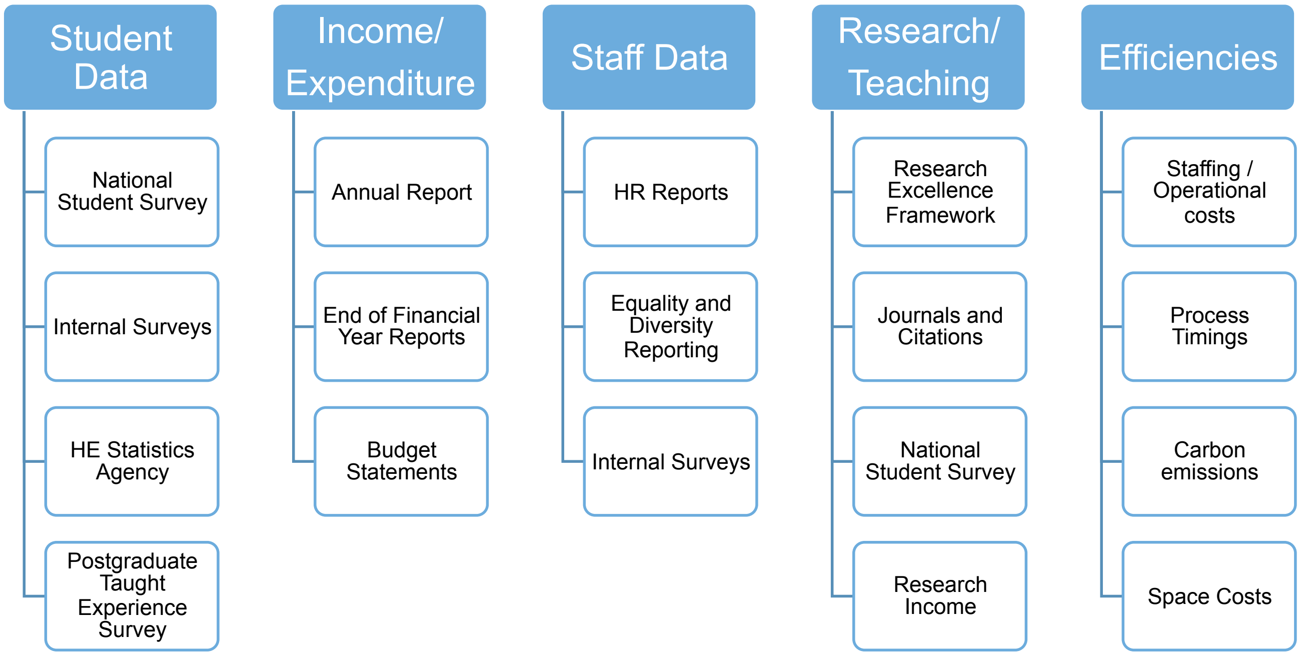

Figure 1 – Example data sources in HE that can be used to collect benefits data

To ensure the consistency of benefits calculations across your change initiatives, standard salary and costing information should be used. You may need to liaise with central Finance and Procurement Services to collate these costings. This information should be provided within a Central Costing Reference Tool for ease of calculating savings, and reviewed regularly to include any changes to salaries and costs. More information for establishing a Central Costing Reference Tool can be found in Chapter 5.

"Having a structured approach to show the savings… has been valuable in seeing the measurable benefits from the project."

Assistant Director of Procurement, University of Edinburgh

Section B

A Practical Approach to Evidencing Benefits

Information for change managers and benefit templates

In order to more clearly evidence the impact of change in the institution, consider how best to influence the key people who need to understand the importance of this activity, and who drives it. This should extend to the reporting, communication and change structures of the institution. Identify the influential stakeholders within your organisation that identify and/or deliver change, and work with them to communicate the importance of identifying benefits. Educate (using this Guide), encourage and motivate those stakeholders to incorporate the approach within their work. Create a community of practice within your institution to share knowledge and experience on evidencing benefits.

The consistency of reporting benefits information across change initiatives is essential for a strategic change board to assess whether active initiatives are on track to deliver the intended benefits. The information is also fundamental for inclusion in sector reports such as the Value for Money return. It also becomes much more straightforward to gather information for sector returns when all change initiatives use this approach. Some of the tools included in Chapter 5 are valuable benefits communication tools, therefore incorporate them where appropriate into existing reporting and change documentation.

Mechanism for tracking benefits across all projects

To have a complete overview of the measurable benefits in an institution, it is essential to develop a data management tool to record and track the information. The purpose of the data management tool is to record the important benefit data that has been captured during an initiative, demonstrate the efficiency calculations and analysis, validate the findings, and enable large-scale reporting or auditing of change. It can be as straightforward as a spreadsheet or involve more detailed data management plans with custom designed databases.

The Benefits Realisation Spreadsheet in Chapter 5 is the most simplistic form of data management which can be enhanced to suit the needs of the institution. Use this tool to build a body of evidenced benefits for the institution and communicate this widely to colleagues. This will provide greater transparency of what works well, and what benefits can be achieved in different types of change.

CHAPTER 4: BENEFIT IDENTIFICATION AND MEASUREMENT

The definition of a benefit

It is important to take a moment to contemplate what a benefit is. There are many definitions to consider in the benefits realisation literature, but for the approach developed though this Guide:

"A benefit should establish a clear direction of improvement between two time points that is recognised by all stakeholders"

An important addition to this definition is that:

"A measurable benefit should establish a clear direction of improvement, using data to demonstrate the positive change between two time points that is recognised by all stakeholders"

Measurable benefits are not the only benefit type to consider, and the tools in this Guide are designed to help identify a broad range of benefits from change initiatives. However, measurable benefits do demonstrate if a change initiative has achieved what was intended and as such are central to the approach outlined in this Guide. The Measurable Benefits Reference Table in Chapter 5 provides further information on measurable benefits.

It is also helpful to think a little deeper about what differentiates a benefit from other key attributes of a change. Doing so supports benefits identification during change initiatives, particularly if the tools provided in this Guide are new to the individuals or teams.

A benefit is not the same as an objective, solution, deliverable or measure. A benefit is also not the specific data that is collected and analysed. It can be easy to fall into the trap of focusing on one of these other attributes when trying to articulate the benefits of an initiative. Figure 2 describes the difference between a benefit and other key attributes, using an example of a simple change initiative. It is more useful to think of a benefit as the positive impact achieved from implementing or using the deliverables of the initiative.

Attribute	Definition	Example
Objective	An aim or goal that the initiative is trying to achieve	To simplify the student online application process to increase the number of applications completed
Solution	An idea to solve a problem with the current way of working	Provide clear guidance to the applicant at the start of the process on the documentation required
Deliverable	An output of the initiative, such as a product or service	Applicant guide
Measure	The agreed data and figures that will be used to demonstrate the benefit	Ratio of online applications submitted versus started
Benefit	A positive impact achieved from implementing or using the deliverables	Improved application rate

Figure 2 - The difference between a benefit and other key attributes of a change

How and when to measure a benefit

When measuring a benefit there a four things to establish:

- The benefit itself
- The measure and its associated data
- The collection method
- The collection time period

Consider the example benefit of improved application rate (Figure 3). The measure of this benefit is the proportion of online applications submitted compared to applications started. The data required for this measure is quite simply the number of applications started and the number of applications submitted. There may be a number of options for how the data will be collected, but the most likely method is a report from the application system or IT department that records the number of applications that are started online and those completed. Similarly, there are a number of options for the time period over which the data will be gathered. A logical approach would be to gather the data over the whole academic year in the institution, alternatively it may be appropriate to narrow the focus to a window of two to three months when the majority of applications are submitted.

In order to fully realise the benefit, it is essential the same data is gathered at two time points. The aim is to compare the baseline scenario (before any change is made) with the post-improvement scenario. While this may seem obvious, the opportunity to capture baseline data can often pass by quickly when there is a lot of enthusiasm to implement the changes. Similarly, the post-improvement data can be overlooked when individuals anecdotally "feel better about the new way of working". Chapter 5 provides further examples of potential measures and collection methods for a range of measurable benefits, as well as tools to ensure the baseline and post-improvement data is captured.

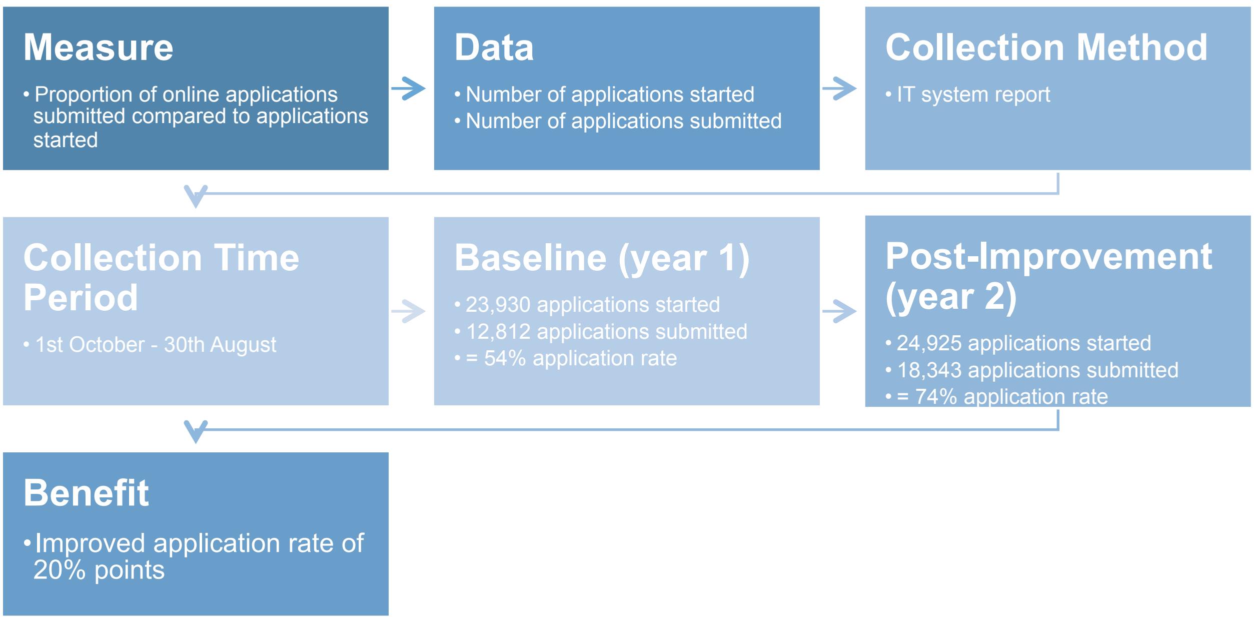

Figure 3 - Example of how and when to measure a benefit

Section B

A Practical Approach to Evidencing Benefits

Focus on the 'right' benefits

Evidencing benefits should not become an industry in itself. The tools in Chapter 5 are designed such that evidencing the benefits requires minimal additional workload beyond the time already devoted to adequately scoping an initiative and implementing the changes. Consider what really matters in the initiative, and use the Benefits Exploration Map described in Chapter 5 to help focus on the 'right' benefits. Think about the following:

- What strategic priorities does the change support, and therefore what benefits are relevant to those priorities?
- Who are the end beneficiaries, and what will demonstrate that they benefit from the outputs of the change?
- What is the scale of the change and does this influence the type of benefits that are important? For example, if only a handful of staff work on the process or service, staff time savings may not be relevant, but end-to-end process time may be a pertinent measure of improved service quality
- Are cost savings relevant? For example, if a paper-based process is under review, what are the likely areas where savings will be identified? The scale of the initiative is also important to consider here
- Are there similar initiatives to learn from, what benefits were realised elsewhere?

Section B

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Retrospective identification and measurement of benefits

It is still worthwhile to consider the potential benefits even when baseline data has not been gathered for an initiative and implementation is underway or complete. This is a valuable reflective activity to understand what to do differently next time. It may also be possible to establish if some data is available that could still be used to indicate the baseline. Think about the following:

- Are there historical reports that could provide snapshots of the baseline data?
- Has the implementation been staggered across the institution? If so, there may be some areas where the working practices remain unchanged and these could be used to gather baseline data
- Is evidencing the benefits of the initiative important enough to consider recreating the conditions prior to change for a short time?
- Would estimate data be acceptable in this scenario?

Further impact from realised benefits

Many initiatives will have the potential to demonstrate further impact from the realised benefits. One example of this is released staff capacity: what value-add activities can now take place using this capacity and what are the follow-on benefits of those activities? The tools in Chapter 5 are dynamic and intended to be reviewed and updated regularly. Therefore, they can continue to be used to identify and evidence such follow-on benefits as required.

Realised benefits may also initiate the development of performance measures to ensure that improvements are sustained. Performance measures can typically be used to identify further impact beyond the lifetime of the original change because they are the same measures that were used to evidence the benefits. Returning to the example in Figure 3, the application rate is likely to be calculated year on year to establish if further improvements have been made.

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A Practical Approach to Evidencing Benefits

CHAPTER 5: TOOLKIT TO EVIDENCE BENEFITS THROUGHOUT A CHANGE

This chapter provides a suite of tools to support and enable the evidencing of benefits throughout the life-cycle of a change initiative. The tools are designed to promote a collaborative and transparent approach to evidencing benefits, enhance decision making to select the most appropriate initiatives, and embed a straightforward approach to demonstrate the impact achieved from any change. The tools provide those managing change initiatives with practical ways to help establish a benefits-driven culture, but can also be used by anyone at any level of the institution to evidence the impact of an improvement activity. This chapter details the purpose of each tool, what the tool helps to achieve, and guidance on when to use it for maximum effect.

Where relevant, an example change initiative has been used to illustrate each tool: to simplify the student online application process in order to increase the number of applications completed.

The template for each tool, as well as further supporting resources, are available from the online toolkit.

Measurable Benefits Reference Table

Purpose overview

This tool supports benefits identification in a change by providing a range of possible measurable benefits to consider. It helps establish how to measure each benefit with examples of the data required to do so. Each benefit is directly linked to the three elements of VFM Reporting (Economy; Efficiency; Effectiveness)[15]; enabling the quick assessment of how the improvement work within an institution can readily feed in to VFM Reporting.

Use the reference table at any point in a change initiative, but in particular at the initiation stage to help identify measurable benefits to be included in business cases, and with stakeholder groups when completing a Benefits Exploration Map.

15 http://www.hefce.ac.uk/pubs/year/2016/CL,232016/

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Value for Money Key		
Economy	Efficiency	Effectiveness

Financial		
Measurable Benefit	**Example Measures**	**Example Data Required to Calculate Benefit**
Efficiency		
Staff Capacity Savings • Time Saved (hours) • Cost saved (£)	• Processing time post-improvement compared to baseline processing time (% reduction)	• Sample of staff time taken to complete key process steps • Number of times process is completed per month/year • Staff salary information
Economy		
Space Savings • Space saved (m^3) • Cost saved (£)	• Comparison of cubic metres of space used between baseline and post-improvement • Space/room utilisation percentage • Comparison of venue rental costs between baseline and post-improvement	• Cubic metres of space used • Space used as a proportion of space available • Venue rental costs
Economy		
Resource Savings • Cost saved (£)	• Baseline inventory costs compared to post-improvement • Baseline waste removal costs compared to post-improvement • Baseline temporary staff costs compared to post-improvement • Cost savings from asset/facilities sharing	• Inventory costs per month/year (e.g. IT; furniture; stationery; raw materials; equipment hire; disposable laboratory items) • Waste removal costs per month/year (e.g. confidential waste; chemical waste; non-recyclable waste) • Temporary staff expenditure per month/year • Asset/facilities costs per job or monthly running costs

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Financial		
Measurable Benefit	**Example Measures**	**Example Data Required to Calculate Benefit**
Economy		
Utilities Savings • Cost saved (£)	• Baseline electricity charges compared to post-improvement • Baseline gas charges compared to post-improvement • Baseline water charges compared to post-improvement • Baseline CO_2 emission charges compared to post-improvement	• Electricity charges per year for the area • Gas charges per year for the area • Water charges per year for the area • CO_2 emission levels per year
Effectiveness		
Increased Revenue • Income received (£)	• Baseline research grant income compared to post-improvement • Baseline intellectual property income compared to post- improvement • Baseline consultancy income compared to post-improvement • Baseline CPD income compared to post-improvement • Baseline tuition fee income compared to post-improvement • Income received through selling of unused assets	• Research grant income per year per FTE • Intellectual property income per year per FTE • Consultancy income per year per FTE • CPD income per year per FTE • Tuition fee income per year per full time student • Assets sale income

Quality		
Measurable Benefit	**Example Measures**	**Example Data Required to Calculate Benefit**
Effectiveness		
Increased Quality • Expressed as an increase/ decrease in item being measured (% point)	• Number of applications with an error as a proportion of total applications • Number of registration queries received as a proportion of total students registering • Number of interview 'no shows' as a proportion of total shortlisted	• Number of applications with an error per month/year • Total number of applications received per month/year • Number of registration queries per month/year • Total number of students registering per month/year • Number of interview 'no shows' per month/year • Total number of shortlisted candidates per month/year
Effectiveness		
Improved Conversion Rate • Expressed as an increase in item being measured (% point)	• Number of applications submitted as a proportion of applications started • Number of student offers accepted as a proportion of offers released • Number of job offers accepted as a proportion of offers made • Number of research grants awarded as a proportion of grants submitted	• Number of applications submitted per month/year • Total number of applications started per month/year • Number of student offers accepted per month/year • Total number of student offers released per month/ year • Number of job offers accepted per month/year • Total number of job offers made per month/year • Number of grants awarded per year • Total number of grants submitted per year
Effectiveness		
Improved Communications • Expressed as an increase/ decrease in item being measured (% point)	• Number of responses received as a proportion of communications sent • Number of times an online communication has been accessed as a proportion of total stakeholder group • Comparison of baseline satisfaction rates with post-improvement	• Number of communications sent • Number of responses received • Number of online hits • Size of stakeholder group • Satisfaction rated via bespoke survey

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Operational Delivery		
Measurable Benefit	**Example Measures**	**Example Data Required to Calculate Benefit**
Effectiveness		
End-to-end Process Time • Time saved (hours or % reduction)	• Average of end-to-end process time for a sample of times the process has been completed	• Time stamp of when process is initiated • Time stamp of when process is completed • Sample size to calculate average
Effectiveness		
Greater Productivity • Expressed as an increase in item being measured (% point)	• Total value of research grants awarded as a proportion of FTE • Total incoming students as a proportion of FTE • Staff costs as a proportion of total institutional income	• Total value of research grants per year • Total staff FTE • Number of incoming students per year • Total staff costs per year • Total institutional income per year
Effectiveness		
Improved Health & Safety Levels • Expressed as an increase/ decrease in item being measured (% point)	• Number of H&S incidents per year as a proportion of total staff • Elapsed time since last incident	• Number of H&S incidents per year • Total staff FTE • Number of days since last incident

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Experience & Engagement		
Measurable Benefit	**Example Measures**	**Example Data Required to Calculate Benefit**
Effectiveness		
Improved Stakeholder Experience • Expressed as an increase/ decrease in item being measured (% point)	• Number of complaints received as a proportion of the number of times the process is completed • Average response time to query • Baseline customer satisfaction rates compared to post-improvement	• Number of complaints • Number of times the process is completed • Time stamp of query received • Time stamp of response sent to query • Query sample size to calculate average • Customer satisfaction rates via bespoke survey
Effectiveness		
Improved compliance • Expressed as an increase/ decrease in item being measured (% point)	• Number of applications not adhering to guidelines as a proportion of total applications submitted • Number of proposals submitted after the deadline as a proportion of total proposals submitted • Number of financial returns with missing data as a proportion of total financial returns	• Number of applications not adhering to guidelines per month/year • Total number of applications per month/year • Number of submission after the deadline per year • Total number of proposals submitted per year • Number of financial returns with missing data per year • Total number of financial returns per year
Effectiveness		
Improved Engagement • Expressed as an increase/ decrease in item being measured (% point)	• Appropriate representation at meetings/committees • Number of responses received as a proportion of requests sent	• Attendance at meetings/ committees • Number of responses received • Total number of requests sent
Effectiveness		
Improved Staff Satisfaction • Expressed as an increase/ decrease in item being measured (% point)	• Comparison of staff time spent working on the process at baseline with post-improvement • Comparison of baseline staff satisfaction rates with post-improvement	• Sample of staff time taken to complete key process steps • Number of times process is completed per month/year • Staff satisfaction scores via bespoke or annual survey

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Central Costing Reference Tool

Purpose overview

The Central Costing Reference Tool (CT) ensures that benefits are calculated consistently across all change initiatives in the institution. The tool supports the collation of standard costing information into one reference source that can be accessed by all staff in order to calculate efficiency and cost savings. Figure 4 illustrates an example extract of a CT which provides the salary information required to calculate efficiency savings.

Staffing Costs							
Grade	Annual	HRS/YR	Days/YR	SHR	COST	DAY RATE	Hourly Rate
1	13,953	1526	218	30%	£17,735	£81	£8
2	14,631	1526	218	30%	£17,592	£81	£8
3	17,039	1526	218	30%	£20,636	£95	£9
4	20,198	1526	218	30%	£24,629	£113	£11
5	23386	1526	218	30%	£28,659	£131	£13
6	28695	1526	218	30%	£35,369	£162	£16
7	35256	1526	218	30%	£43,662	£200	£20
8	44620	1526	218	30%	£55,654	£255	£26
9	53248	1526	218	30%	£66,853	£307	£31
10	59914	1526	218	30%	£75,505	£346	£35

Figure 4 - Example of standard salary information to be included in the Central Costing Reference Tool

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What the tool helps achieve

Overcomes the barriers to sharing information

Developing a CT and populating it with accurate information makes significant progress towards creating a transparent benefits-driven culture in the institution. It highlights the standard costing information that is not readily accessible and therefore which business areas need to be engaged with to provide this information. This provides the opportunity to communicate to these stakeholders why this information is important and how it will be used. This activity establishes transparency and positive working relationships between the relevant areas.

Consistent reporting of efficiencies

The CT ensures that efficiency and cost savings are calculated consistently and accurately across all change initiatives in the institution, contributing to institutional and sector reporting.

Supporting guidance

- Ideally the CT is created and maintained by a central team who provide access to anyone managing a change initiative. Read-only format is useful to ensure that no accidental changes can be made
- Finance and Procurement Services are key departments to liaise with when developing the CT
- The CT should be reviewed and updated annually to take into account any changes to salaries and costs. Any changes should be communicated to users of the tool
- Annual cumulative savings calculated across all change initiatives can readily feed in to the institutional reporting

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Strategic Priorities Map

Purpose overview

The Strategic Priorities Map (SPM) helps to establish and agree the institutional priorities for selecting change initiatives. It supports the decision making process by allowing each initiative to be evaluated against the agreed priorities and helps reach consensus on what initiatives will proceed, and how to most appropriately allocate resources to them. Figure 5 illustrates an exemplar SPM for a generic HE institution.

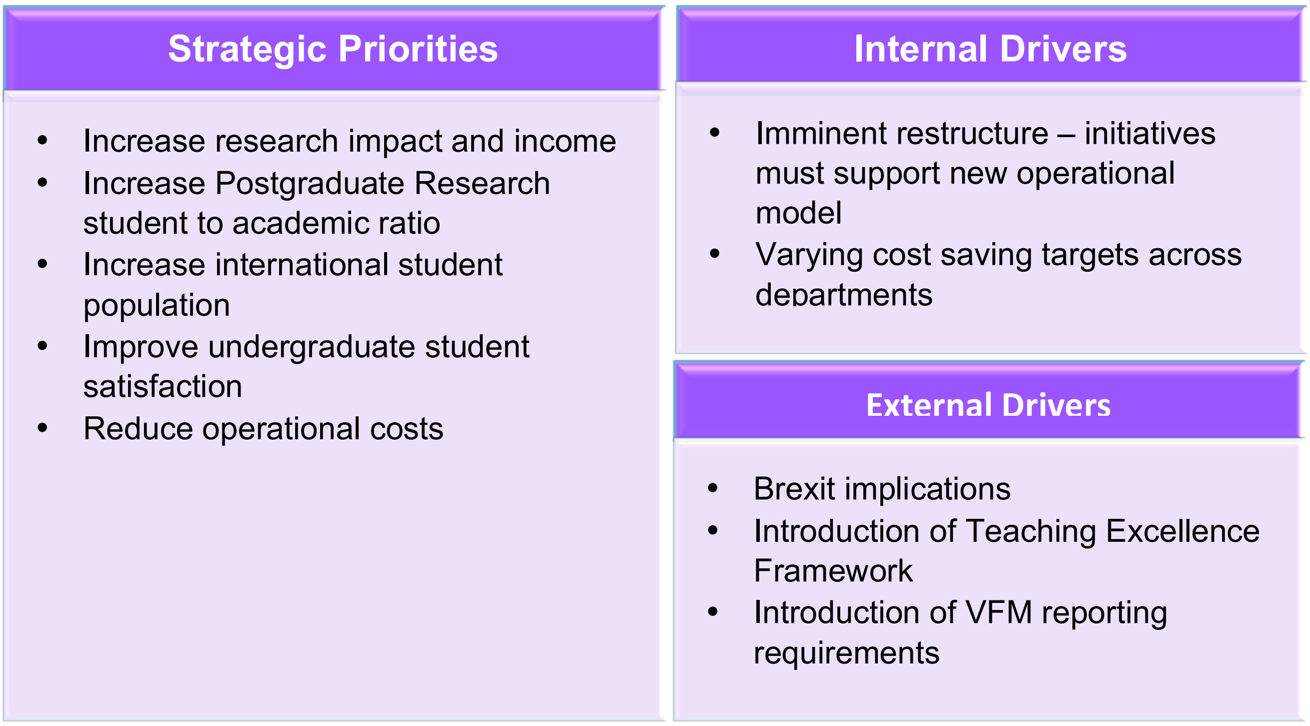

Figure 5 - Exemplar Strategic Priorities Map for a generic institution

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What the tool helps achieve

Creates clarity and transparency

The tool clearly outlines the institutional drivers for change, providing a foundation of understanding about the priorities that change initiatives need to address. This enables those proposing a change to consider how well it aligns with priorities and manages all stakeholder expectations.

Generates senior level support for change initiatives

Creating the SPM with input from senior stakeholders is the first step towards generating their support for the change initiative. Subsequently using the tool with senior stakeholders to evaluate proposed change initiatives and inform the selection process secures their support, as the connection between the initiative and strategic delivery is clearly made.

Overcomes challenges with competing interests

In scenarios where competing interests may arise, the SPM helps resolve these by removing any personal involvement and evaluating change initiatives based on how well they align to the strategic priorities of the institution and the benefits that can be achieved.

Supporting guidance

- Ideally the strategic priorities identified on the SPM should be a subset of the institutional strategic goals or Key Performance Indicators that are considered to be the areas that change initiatives should focus on
- The internal and external drivers included in the SPM can be any additional factors that change initiatives need to be aware of. For example, departmental budget changes, UK government policy, and funding council changes
- Review the SPM annually to ensure the priorities reflect the up-to-date strategic goals and remain responsive to the current HE landscape. Share any updates with all users

Benefits Exploration Map

Purpose overview

The Benefits Exploration Map (BEM) helps to explore all possible benefits that could result from undertaking a change, by considering the initiative from a number of different perspectives. It demonstrates how the change is aligned to the strategic priorities of the department or institution and importantly it identifies the range of anticipated measurable benefits which will be used to clearly demonstrate the impact. Figure 6 illustrates an exemplar BEM for a change aiming to simplify the student online application process in order to increase the number of applications completed.

Project Objective: Simplify the student online application process in order to increase the number of applications completed

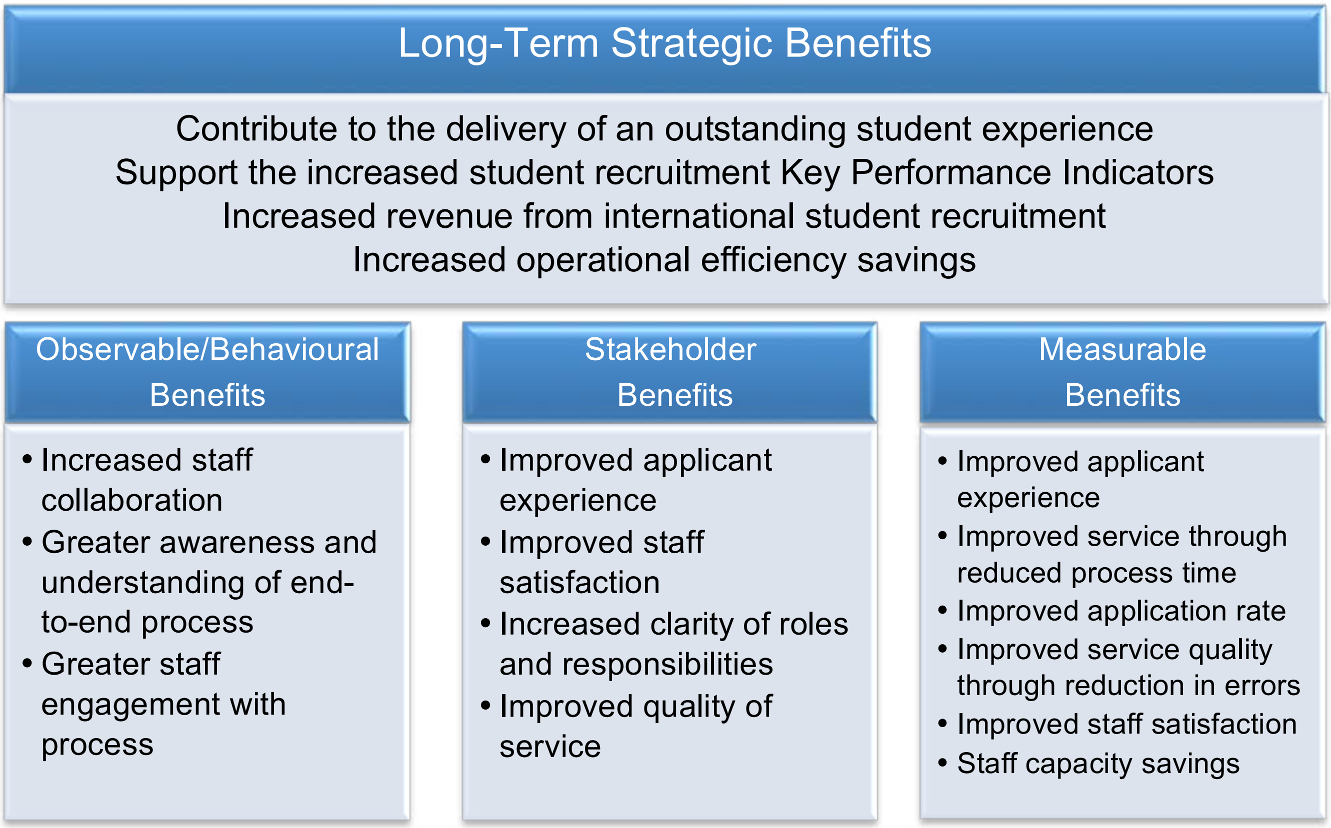

Figure 6 - Exemplar Benefits Exploration Map

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What the tool helps achieve

Introduces the language of benefits

Using the BEM gets all stakeholders thinking and talking about the benefits as early as possible in the change process. This influences how people approach the initiative from the outset by always returning to how to evidence the impact of the work.

Creates transparency and respect

The tool is straightforward and accessible to all stakeholders regardless of their role in the institution, enabling individuals and teams to clearly communicate the benefits from their perspective and build an understanding of, and respect for, other views.

Informs the decision making process

A change can be more effectively appraised when the anticipated benefits are considered up front. The BEM can help select or prioritise initiatives based on the anticipated measurable benefits and how well the activity aligns with the strategic goals of the department or institution.

Drives engagement and ownership

Using the BEM to encourage input from all stakeholder groups starts a process of empowerment and ownership of the change. Through taking the time to consider and discuss the benefits, stakeholders realise the importance of the change and what will be gained from it, which fundamentally drives their willingness to engage in the work. This helps ensure stakeholders take ownership of designing and implementing the changes, but also of evidencing the impact of those changes through measuring the benefits.

Informs future change initiatives

Lessons can also be learned for the future by evaluating the benefits identified on the BEM at the start of an initiative against the benefits that are fully realised after the changes have been implemented.

When to use it

During the scoping and selection stage

The change initiator or manager should use the BEM at the scoping stage of a change initiative, to consider how the project aligns with the department and institution's strategic objectives and how it will contribute to the Key Performance Indicators. This aids prioritising and selecting which initiatives to proceed with, based on how they will help achieve the strategic goals.

During early stage stakeholder engagement activities

Use the BEM in every stakeholder engagement scenario; from one-to-one meetings with senior managers or project sponsors, to workshops with larger stakeholder groups. This ensures that all perspectives are represented and the range of benefits identified is as broad as possible.

With the project team

Use the BEM in the first workshop with the project team to provide context about the benefits that the wider stakeholder groups have identified and to reinforce the importance of evidencing the impact of the changes using the measurable benefits. The project team can also add further benefits if they have not already contributed. This is an ideal time to generate enthusiasm from the project team to gather the necessary baseline data for the measurable benefits.

After the changes have been implemented

Review the BEM after the changes have been implemented and the post-improvement data has been captured. This is a useful exercise to evaluate which measurable benefits have been fully realised and where further work may still be required to evidence an improvement. The lessons learned can also be shared to inform other initiatives.

Supporting guidance

- The BEM is most effective when used with a range of stakeholders in a meeting or workshop environment to capture as broad a range of benefits as possible
- Have copies of the institution strategic plan or Key Performance Indicators to hand to help stakeholders complete the BEM, ask in advance for department Key Performance Indicators
- Challenge stakeholders to consider if any of the strategic, behavioural, or stakeholder benefits can be measured. Ideally as many benefits as possible should be converted into measurable benefits. For example, improved staff satisfaction is a stakeholder benefit that can be measured using surveys
- Don't worry if some benefits appear in more than one area of the map, this repetition is ok. The purpose of the tool is to make sure the benefits of the initiative have been considered from a range of perspectives
- Consider what is most appropriate to measure, return to the guidance in Chapter 4 to help with this
- The measurable benefits identified in the BEM should be used to directly inform the Measurable Benefits Data Plan

Measurable Benefits Data Plan

Purpose overview

The Measurable Benefits Data Plan (DP) drives the baseline and post-improvement data capture required to demonstrate that the measurable benefits of a change have been achieved. It clearly identifies how each benefit will be measured, as well as the data and collection method required to do so. It is also an extremely useful tool to encourage every project team member to take ownership of the data capture. Figure 7 illustrates an exemplar DP which links to the previous BEM tool.

Measurable Benefits Data Plan						
JS – Jane Smith; JB – Joe Blogs; AO – Any other						
ID	**Benefit**	**Description of Measure**	**Data required & collection method**	**Collection time period & deadline**	**Lead**	**Progress (%)**
1	Improved applicant experience	Number of application queries sent to helpdesk as a proportion of number of applications started	Number of application queries Number of applications started Collect via IT system report	Capture data for 2 months starting 1st Oct Analyse data by 1st Nov	AO	25
2	Improved service through reduced process time	End-to-end process time from application started to submitted	Time stamp of application started and submitted Collect via IT system report	Capture data for full academic year Analyse data by 31st August	JS	75
3	Improved application rate	Proportion of applications submitted to applications started	Number of application started Number of applications submitted Collect via IT system report	Capture data for full academic year Analyse data by 31st August	AO	0
4	Improved service quality through reduction in errors	Number of application errors as a proportion of total applications	Number of applications submitted Number of application errors Collect via IT system report	Capture data for full academic year Analyse data by 31st August	JB	100
5	Improved staff satisfaction	Comparison of staff satisfaction scores in year 1 to year 2	Staff satisfaction scores Collect via bespoke survey	Host survey for 1 week starting 1st Oct Analyse data by 1st Nov	JB	0
6	Staff capacity savings	Staff time spent answering helpdesk queries per application	Staff time answering queries collected via manual timing sheets Number of applications started collected from IT report	Capture data for 2 weeks starting 1st Oct Analyse data by 1st Nov	JS	0

Figure 7 - Exemplar Measurable Benefits Data Plan

What the tool helps achieve

Identifies clear and achievable actions towards evidencing benefits

The DP enables the measurable benefits identified in the BEM to be considered in more detail in order to document exactly how each benefit will be measured, what data needs to be gathered and how it is going to be collected. By considering these elements using the DP, the steps required to evidence benefits are made explicit, transparent and most importantly, achievable.

Drives ownership and engagement

The tool is also helpful in coordinating who is responsible for leading the various data capture activities and when this is going to be completed. This encourages the project team to take ownership of the benefits and avoids relying on a manager or one data owner to drive the activity. The DP also maintains engagement with the change throughout its lifecycle. When the benefits are central to the change, what can be gained provides motivation for stakeholders.

Overcomes the barriers to data collection

The transparency of evidencing benefits created by using the DP helps identify who has the necessary data or who should be responsible for it. All stakeholders, including data 'owners', clearly understand why data is being requested and how it is going to be used. By reviewing the progress section of the DP it is easy to identify where there are challenges in gathering certain data. These can then be discussed and acted upon, for example by providing additional resource or considering an alternative way to measure that benefit. Manual data capture can be required for some benefits, for instance when demonstrating staff capacity savings. Manual data capture can often be neglected, but if the benefit is significant to the initiative then this may need to be completed. The DP helps identify when manual data capture is necessary, and can then be used to plan the collection. Return to the guidance in Chapter 4 to help focus on the significant benefits.

Fully realised benefits

The DP is the most important tool to ensure that the benefits identified in the BEM become fully realised benefits. Using the DP to coordinate the data capture at two different time points ensures that both baseline and post-improvement data are collected. This is the information required to evidence the benefits that have been achieved and the impact of the change.

When to use it

Immediately after creating the Benefits Exploration Map

When the measurable benefits have been identified on the BEM, the DP can be used immediately to work towards pinpointing the data capture activities that are required and assigning responsibility for these. This quickly reinforces the importance of benefits, encourages transparent behaviour around data capture, and gets the initiative off to a productive start.

Before and after the changes have been implemented

The same DP should be used twice. First to capture the baseline data before any changes are implemented and then again after implementation to capture the post-improvement data. This is essential to be able to demonstrate a realised benefit and is also valuable in helping to identify where further work may still be required to evidence an improvement. It is important that the data is captured in the same way at each time point so that the data can be compared consistently.

At regular reviews throughout the change initiative life cycle

Review the DP regularly with the project team at meetings, workshops or via online file share. The review focuses attention on any gaps in the data and drives activity to gather the outstanding information.

During sustainment of the new way of working

By the sustainment phase, a benefits-driven culture should be embedded within the project team through the use of the DP. The team can promote this way of working by continuing to use the tool in their own teams and departments. The project team will also have responsibility for gathering any outstanding data and can use the DP to communicate this activity to key stakeholders outside of the project team.

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Supporting guidance

- The DP can also be useful when including baseline data in a business case in order to demonstrate the need for improvement or investment. In this scenario only the most significant measurable benefits would be considered at this early stage
- Be aware that some benefits may require more than one type of data. For example, to calculate staff capacity savings in Figure 7, staff processing time and the number of applications is required
- When manual data capture is required, it is recommended that at least a small sample of data is collected, using a Manual Data Capture Sheet. This is typically much more informative than relying on estimates and also achieves greater engagement from stakeholders
- The DP is particularly useful when there is a significant time lapse between baseline and post-improvement data capture, such as a full academic year. All the necessary information is available in the DP so no knowledge or understanding is lost
- If there is an interim trial phase where the new way of working is tested, the DP can be used to evidence the trial success

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Manual Data Capture Sheet

Purpose overview

The Manual Data Capture Sheet is used to collect information on processes or services where automated reports are not available. The sheet identifies the raw data required in order to calculate a benefit. Manual Data Capture Sheets are typically used to capture process timings, overall delivery times, and errors or other quality issues. Figure 8 illustrates a simple exemplar Manual Data Capture Sheet to collect process timings in order to calculate staff capacity savings.

Process or Activity: Application helpdesk queries						**Date:**
Description: Time taken to answer a query from an applicant related to the submission of an online application						
Step	**Description**	**Time 1**	**Time 2**	**Time 3**	**Time 4**	**Notes**
1	Open online query and read contents	2	2	3	6	
2	Log query type from drop down menu in system	1	1	1	1	3 of the queries were about attaching academic manuscripts, 1 was about a student visa
3	Select standard response from drop down menu or write a bespoke response	1	1	1	10	
4	Attach guidance document and send response	1	1	1	1	
	Total processing time	**5**	**5**	**6**	**18**	**Average processing time= 8.5 minutes**

Figure 8 - Example of information to be recorded in the Manual Data Capture Sheet

The average process time in Figure 8 can be multiplied with the total number of helpdesk queries per year to provide an indication of how much time is spent on this activity per year. This can then be combined with the salary information in the Central Costing Reference Tool to present this data as a staff cost.

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What the tool helps achieve

Evidenced improvement

The Manual Data Capture Sheet ensures that improvements can actually be evidenced in scenarios where there are no automated data sources. It avoids having to rely on anecdotal opinions of those involved in the process or rough estimates to demonstrate the success of the initiative. It also provides an audit trail of how benefits were measured and calculated which can improve the quality of institutional reporting.

Generates stakeholder buy-in

The findings that are highlighted from baseline Manual Data Capture Sheets are extremely effective in demonstrating the need for change and securing stakeholder buy-in. This can be particularly useful with senior stakeholders and process/service owners who may hold strong opinions about what the issues or challenges are. A sample of real data is always more persuasive in these situations than estimates or alternative opinions.

Supporting guidance

- The Manual Data Capture Sheet should be used when automated data sources are not available yet the benefit is considered significant to the initiative. In these circumstances manual data capture cannot be avoided. Return to the guidance in Chapter 4 to consider what benefits are most important
- The Manual Data Capture Sheet should be used to collect baseline and post-improvement data. Both are required to be able to calculate the benefit
- A sample of staff time captured using the Manual Data Capture Sheet is very useful in scenarios where many staff work on a process, or a process is repeated a large number of times. The staff capacity savings that can be evidenced from this can be significant

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Benefits Realisation Spreadsheet

Purpose overview

The Benefits Realisation Spreadsheet supports the collation of measurable benefits across all change initiatives in order to collectively contribute to institutional and sector reporting. It provides a quick reference on the number and type of measurable benefits that have been achieved across all the initiatives, with a straightforward audit trail of how they were calculated. Figure 9 provides an overview of the typical information recorded in a Benefits Realisation Spreadsheet.

The spreadsheet is the most simplistic form of data management which can be enhanced to suit the needs of the institution. In institutions where there are many change initiatives taking place, or large scale transformational change, more sophisticated data management approaches may be required.

Benefits Realisation Spreadsheet		
Change Initiative	Student Application Process	Student Application Process
Benefit ID	1	2
Measurable Benefit	Improved application rate	Staff capacity savings
Description of Measure	Proportion of applications submitted to applications started	Staff time spent answering helpdesk queries per application
Baseline Calculation	Applications started=23,930 Applications submitted=12,812 Application rate=54%	Average processing time per application= 8.5 minutes Total number of queries per year = 15,285 Total staff time=2165 hours
Post improvement calculation	Applications started=24,925 Applications submitted=18,343 Application rate=74%	Average processing time per application= 7 minutes Total number of queries per year = 6,842 Total staff time=798 hours
Benefits Realised	Application rate increase of 20% points	1367 hours saved For grade 5 staff: £17,771 saved

Figure 9 - Illustrative example of some typical information in a Benefits Realisation Spreadsheet

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What the tool helps achieve

Drives institutional reporting

Using the Benefits Realisation Spreadsheet encourages the consistent reporting of what is actually achieved from change initiatives and in this way helps embed a benefits-driven culture. Ultimately the information collated in the tool makes institutional reporting a much more straightforward and accurate exercise, and one that is far less time consuming than interpreting a variety of different report styles from each business area.

Informs the delivery of the strategic objectives

The tool provides a wealth of information to help understand if the change initiatives are contributing towards achieving the institution's objectives. By reflecting on the range of benefits realised for different types of initiatives, the strategic change board can learn what works for the institution and improve the initiative selection process.

Supporting guidance

- Keep the spreadsheet as simple as possible to encourage all managers to enter the essential information
- Create a definitive list of measurable benefits which are selected from a drop down menu, and allow free text descriptions of the measure. This encourages users to remember the distinction between the two and aids reporting on the benefit types across all initiatives
- If appropriate consider hyperlinking to any sources of raw electronic data on a shared server such as completed Manual Data Capture Sheets or data extracts

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Data Wall

Purpose overview

A Data Wall is a dedicated space within a relevant business area to display and communicate data in a transparent and visual way. The tool has two key purposes: to highlight the baseline data to stakeholders in order to provide the impetus for change, and subsequently to communicate the success of the initiative using the post-improvement data and the realised benefits. Figure 10 illustrates an example data visualisation that could be part of a Data Wall.

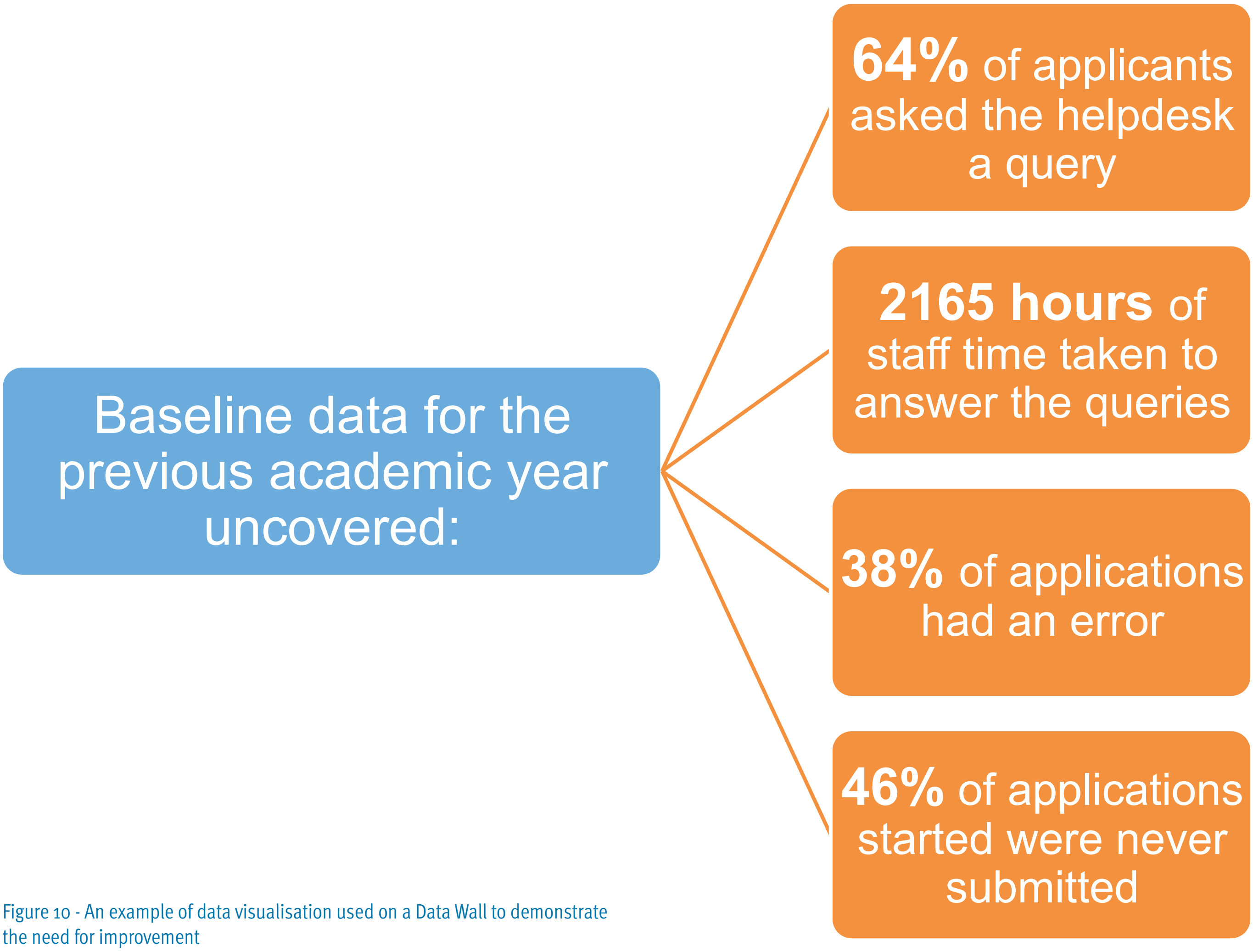

Figure 10 - An example of data visualisation used on a Data Wall to demonstrate the need for improvement

What the tool helps achieve

Encourages stakeholder engagement

Presenting the data on a Data Wall in a transparent and visual way has greater impact with stakeholders than data that is only stored and shared electronically. The Data Wall encourages ownership of the information presented, promotes collaboration, and generates discussion about how to interpret the information and what work needs to be done.

Generates stakeholder buy-in

Setting the scene by presenting baseline data on a Data Wall can be extremely effective in demonstrating the need for change and securing stakeholder buy-in. This can be particularly useful with senior stakeholders and process/ service owners who may hold strong opinions about what the issues or challenges are. Discussion held at the Data Wall with a range of stakeholders can significantly influence their opinions.

Creates a benefits-driven culture

The use of a Data Wall throughout the life-cycle of an initiative will help to embed a culture of evidencing benefits. This is one of the most visible tools that stakeholders outside of the project team will interact with. The Data Wall demonstrates what can be gained from being transparent about data and motivates stakeholders to evidence benefits.

Communicates the impact of the initiative

When the post-improvement data is gathered and the benefits are realised, the Data Wall is extremely effective for communicating the success of the initiative to the wider institution community beyond the key project stakeholders. In this way the Data Wall showcases the value of the evidencing benefits approach and encourages colleagues to try implementing the tools in their own business area.

When to use it

With the project team

Introduce the concept of the Data Wall to the project team as early as possible. Display the Benefits Exploration Map and Measurable Benefits Data Plan on the Data Wall until the data gathering is complete. This reinforces the importance of the data capture activities in order to populate the Data Wall.

When the baseline and post-improvement data have been gathered

Use the Data Wall to discuss the baseline data with the project team and to generate improvement ideas. Invite a range of stakeholders to visit the Data Wall and use this opportunity to generate buy-in. Repeat the same activities when the post-improvement data has been gathered to communicate the benefits realised and where further work is still required.

Supporting guidance

- A Data Wall does not include a process map, or the outputs of a brainstorming session to identify solutions, or a description of the improvements implemented. The focus is solely on data to evidence the need for change and the impact of change
- Ideally, the Data Wall should be located where the project team will be carrying out the work, or in the business area that is relevant to the change initiative
- If a physical Data Wall is not possible due to lack of space, consider the use of a virtual data space which offers accessibility to the relevant stakeholders
- Use in conjunction with the BEM and DP for maximum effect to drive behaviours to evidence benefits

CHAPTER 6: MANAGING THE EVIDENCING OF BENEFITS THROUGHOUT A CHANGE

This chapter is aimed at guiding managers through how to effectively manage the cultural aspects of evidencing benefits throughout a change. While there are key data capturing activities that need to be carried out throughout the lifecycle of an initiative using the tools provided in Chapter 5, these activities must go hand in hand with the ability to win over the hearts and minds of not only the individuals working directly on the change, but also colleagues in the wider department and institution.

The manager's role in evidencing the benefits of change

The importance of the manager's role must be clearly understood by whoever takes on this responsibility. With regards to the evidencing of benefits, there are two key aims for the manager:

- Ensuring that benefits identification and realisation is a central focus of a change, and not an afterthought
- Generating engagement and support from key stakeholders who are essential to the success of the initiative

Both these aims can be achieved by championing the use of the tools detailed in Chapter 5 and by clearly communicating to all stakeholders the importance of measuring the impact of change, and demonstrating the success so far. Introduce the language of benefits to the wider stakeholder group and project team as early as possible and always consider the measurement of benefits to be a shared task approached with transparency. With both the tools and communication strategies in place, a positive perception of data gathering and evidencing benefits can be established, enabling the activities that are required to measure the impact of the change.

Cultural challenges and overcoming them

It is recognised that there are challenges in gathering and sharing data within institutions, particularly when the data uncovers inefficient or ineffective ways of working and is therefore perceived to be negative. Nevertheless, there are bold ambitions within each institution to generate greater efficiencies and do more with less. As a result, being open and transparent around the gathering of data and evidencing of efficiencies is a necessity. Many of the tools provided in this guide such as the Benefits Exploration Map, the Measurable Benefits Data Plan, and the Data Wall can be extremely effective in overcoming the cultural challenges to evidencing benefits.

Resistance to using data

Requesting data can make colleagues feel nervous and that they are 'under the microscope', as typically, many HE institutions have not worked in this way before. However, these feelings of unease or even suspicion can be alleviated by effective communication. Making benefits part of the language at the outset of a change and being open about the data gathering activities will allow stakeholders to become familiar with the concepts and enhance their understanding. Throughout a change the impact of presenting baseline data, or the comparative post-improvement data, can have a transformative effect on how people respond to the use of data and how they view this type of activity in future.

"Surveying [staff]... allowed us to better understand the current situation, and gain support for the improvements. The data gathered led to an evidence based approach to change, thereby enhancing validity and generating commitment."

HR Manager, University of Strathclyde

Section B

A Practical Approach to Evidencing Benefits

Concerns that data will have a negative outcome

Colleagues may also feel concerned that baseline data puts a spotlight on inefficiencies of the current way of working, and that this will be negatively perceived. Again, communication is key here to emphasise the value of transparency and clarify that data is used positively to highlight where improvements can be made. Leading by example is also important to reinforce this positive message whenever the data is being considered, which will encourage others to avoid using negative language.

"Through simply process mapping without hearing directly from the students we may have missed the opportunity to challenge ourselves to make a radical change."

Head of Service Excellence, Bournemouth University

Concerns that data gathering brings additional workload

Some colleagues may hold the view that too much time and effort are required to gather the necessary data to evidence benefits, and that this additional workload should be avoided. Gathering the data does take some time, but not actually much more than that already taken to evaluate the current scenario and implement the change. By using the straightforward tools in Chapter 5, data gathering can be easily planned and seamlessly incorporated with the other activities in a change initiative so that there is minimal additional impact on the workload of individuals.

"This [change] is an outstanding example of… achieving positive outcomes, which with careful planning and data collection were clearly identified in terms of measurable cost savings and user satisfaction."

Chief Financial Officer, University of Sheffield

Reaching agreement on the realised benefits

At times it can be challenging to sign off on the realised benefits. Perhaps there is disagreement about who 'claims' or 'owns' the benefits, or challenges on how the benefits were calculated. Once again communication is key here. At the start of an initiative inform all stakeholders that the success will be shared by all colleagues who have been integral in delivering the change. When the initiative or process is clearly owned by a team or department it will make sense for that department to report on the benefits, making reference to the collaboration with other business areas that are positively impacted by the initiative. The tools provided in Chapter 5 allow the benefit calculations to be transparent and shared, with an audit trail which verifies them if required. Regular sharing and communication of this information helps illustrate how the data has been used to calculate the realised benefits.

Managing the communication of evidencing benefits throughout a change

The Benefits Exploration Map and Data Wall are valuable for widely communicating the successes and the anticipated future benefits to all stakeholders. This ensures that stakeholders are aware of how their contribution has resulted in realised benefits, and that their efforts are appreciated. It also reinforces the importance of data gathering to a wider audience than the project team and drives behaviours to evidence the impact of ongoing work.

In particular, a visual representation such as the Data Wall in Chapter 5 is a useful communication tool for sharing the outputs of change with the wider institution community beyond the key stakeholders. The tool should be used to showcase how to evidence benefits, promote improvements, and encourage colleagues to consider how they can drive change and make improvements within their own business area.

Hold regular review meetings with the project team and key stakeholders to report the findings that have been uncovered through data gathering, and which are presented on the Data Wall. This activity is extremely powerful in demonstrating the purpose of gathering data and highlighting the benefits to be achieved from the change. The review gains continued engagement from all stakeholders to implement the changes and pursue future data gathering to fully realise the benefits.

Sustaining the benefits

Transfer the ownership for evidencing benefits

It is important to transfer the ownership of sustaining the new way of working to the process owners in order to ensure the change is sustained and continues to identify further benefits beyond the life-cycle of the initiative. The Measurable Benefits Data Plan is an effective tool to plan any ongoing data capture with process owners, and hand over the responsibility to evidence the benefits of further improvements.

As a part of ongoing sustainment planning, there may be potential benefits that have not yet come to fruition, consider establishing less frequent sustainment reviews to recognise the cumulative benefits following the end of a change.

"[The] project team… was completely focused on achieving the project KPI's. I was very impressed with how this allowed the team to sustain a high performance over an extended period of implementing a new system and processes to a tight timescale and using these to deliver an outstanding financial result and customer experience."

Director of Finance and Commercial Services, University of Bath

Establish performance measures to continue to capture benefit data

Performance measures are an essential tool to establish a culture of continuous improvement and enable long term data capture to demonstrate the impact of further change. They should be implemented following a change to motivate colleagues to maintain the new way of working, and encourage staff to generate and implement further improvements. The performance measures data can be used to evidence the benefits beyond the initiative life-cycle.

Section B

Tips for driving behaviours and engagement when evidencing benefits

1. Establish behaviours to evidence benefits from the very beginning of an initiative by completing a Benefits Exploration Map with key stakeholders
2. Develop and actively use a Measurable Benefits Data Plan to reinforce the behaviours towards evidencing benefits and keep the project team on track with the data gathering
3. Communicate using effective visual tools such as a Data Wall to demonstrate the impact of the data gathered and encourage an understanding of the benefits that can be achieved
4. Following implementation of the change, continue to capture post-improvement data and compare with the baseline data to fully realise and evidence the benefits achieved
5. Transfer ownership and accountability for evidencing benefits to the project team by handing over the Measurable Benefits Data Plan
6. Communicate and celebrate the successes to encourage stakeholders to pursue further opportunities for positive change and promote to the wider institution
7. Establish performance measures to sustain the new way of working, the benefits gained, and to encourage a culture of continuous improvement and long term data capturing

Section C

Sharing Best Practice

CHAPTER 7: CASE STUDIES FROM ACROSS THE SECTOR

This chapter provides a variety of case studies from HE institutions which share experiences in evidencing the benefits of real change initiatives, demonstrating the different types of benefits that can be achieved. They highlight that regardless of the scale and duration of the initiative, and the size of the project team, evidencing the benefits of change can be achieved. The case studies provide insight into how other institutions have adapted and applied the tools in this Guide, and offer inspiration on the impact of change that can be achieved when the benefits are evidenced.

The case studies are also available via the online toolkit[16], offering an up-to-date source of shared best practice across the sector as new case studies are added.

16 http://evidencingbenefits.strath.ac.uk

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Approval Process for Curriculum Changes

Context

The Ordinances & Regulations Committee (O&R) are responsible for ensuring proposed curriculum changes comply with Quality Assurance and updating the university regulations with **approved** curriculum changes to provide students with **accurate information** about their classes.

Papers submitted to the committee were often **not fit for purpose**, and were frequently submitted **after the deadline**, impacting on the **paper review** process completed by the committee members. Attendance at the committee was also **irregular,** impacting on the ability to present the case for each paper. This resulted in papers being returned to the authors for **amendments** and **delays** in the approval process

Objectives

- To **improve understanding** of the O&R process and requirements
- To **reduce** the **errors** in papers submitted for review and associated rework
- To **improve** the paper submission **rate** within the published **deadlines**

Project Team

4

Key Stakeholders

Students

O&R Committee

Academic staff

Timeline

Scoping — **Month 1**

Workshops & baseline data capture — **Months 2 - 3**

Design & implementation — **Month 3 - 12**

Post-improvement data capture & sustainment — **Next Academic year**

Evidencing Benefits Approach

A Benefits Exploration Map was created at the start of the project to identify the broad range of benefits that could be realised. This was useful to **highlight** the **impact** the project could have, even with a small project team, and to make sure the team considered all the **stakeholders** outside of their own area:

Benefits Exploration Map

Long-Term Strategic Benefits

- Improved student experience
- Increased operational efficiency
- Effective and engaged staff delivering a high quality service

Observable / Behavioural Benefits

- Improved communication about O&R process
- Improved collaboration on O&R process
- Increased compliance with process deadlines
- Improved cross-university representation at committee meetings

Stakeholder Benefits

- Reduced time spent working on the process and amending errors
- Improved understanding of O&R requirements
- Improved student experience

Measurable Benefits

- Improved student experience through reduced retrospective curriculum changes
- Increased compliance with process deadlines
- Improved cross-university representation at committee meetings
- Increased quality through reduction in papers submitted that are "not fit for purpose"
- Reduced staff time spent working on process and amending errors

The Measurable Benefits Data Plan was also created to **drive** the baseline and post-improvement **data gathering**. This was a particularly important tool in this project as the post-improvement **data** was **collected** over a **full academic year** to ensure any benefits were **sustained**. Therefore the plan became very useful in tracking the post-improvement data:

Measurable Benefits Data Plan

ID	Benefit	Description of Measure	Data Required & Collection Method
A	Improved student experience through reduced retrospective changes	Number of retrospective changes to curriculum as a proportion of total papers submitted to committee	Manual count of retrospective changes requested over the academic year. Manual count of the total number of papers submitted to committee.
B	Increased compliance with process deadlines	Number of papers submitted after the deadline as a proportion of total papers submitted per academic year.	Manual count of papers submitted after deadlines over the academic year. Manual count of the total number of papers submitted to committee.
C	Improved cross-university representation	Faculty non-attendance at the committee over an academic year as a proportion of total committee meetings	Manual count of faculty representation at each committee meeting in the academic year. Total number of committee meetings in the year.
D	Increased quality through reduction in papers submitted that are "not fit for purpose"	Number of papers submitted "not fit for purpose" as a proportion of total papers submitted per academic year	Manual count of papers "not fit for purpose" in an academic year. Manual count of the total number of papers submitted to committee.
E	Reduced staff time working on process	Staff time spent processing papers – average time per paper	Completion of manual timing sheets for key steps in the process. Manual count of the number of pages submitted in the academic year.

Baseline data of the previous 12 months uncovered:

55% of committee meetings did not have representation from all faculties

82% of papers were not fit for purpose and returned to authors

72% of papers were submitted after the deadline

36% of papers submitted were retrospective curriculum changes for the previous academic year

The baseline data was presented to:

- Faculty Management
- O&R Committee
- Quality Assurance Committee

to highlight the project team's findings and demonstrate the need for improvements to be made.

Behavioural Change

Impact of Approach

The baseline data that the project team presented at a number of corporate committees changed the views of some of their colleagues about staff representation on the O&R committee, which led to changes in the committee membership.

Realised Benefits

Increased Quality

82%

point reduction in **papers submitted** to committee **"not fit for purpose"** and returned to author

Increased Compliance

72%

point reduction in **papers submitted late** to committee

Improved Student Experience

15%

point reduction in restrospective **changes to curriculum**

Staff Capacity Savings

55%

reduction in staff time spent on process

Testimonial

Collaborating with the Business Improvement Team to redesign the administration processes relating to the Ordinances & Regulations Committee was a fantastic experience. The **post improvement outcomes** have been **amazing** and have led to more **efficient processes**, **time** and **resource savings**, and clear **protocols** in place

Committee Secretary
University of Strathclyde

Lessons Learned

Stakeholder Engagement

Engaging with faculty stakeholders was very effective in this project. The findings highlighted by the baseline data were strong indicators for change and the majority of stakeholders were very receptive to this information.

Benefits

It is likely that the improvements implemented in this project also reduced the time academic staff spend on writing a paper and amending paper errors. However, this benefit was not captured by the project team. It may be worthwhile considering this for similar initiatives in the future.

Q&A

Q A project team of two is very small. Did this impact the project in any way?

A Having such a small team meant that it took some time to design and implement the improvements, but they did get there! The team also made good use of the Evidencing Benefits tools to gain momentum and win the support of their colleagues who may have considered this project to be low priority.

Q Were the staff capacity savings reported as hours saved or converted to pounds sterling?

A The staff capacity savings were converted to pounds sterling using staff salary information and reported as an efficiency saving. As the staff time savings were for the small team of O&R staff and a process that only happens once per quarter, the efficiency saving wasn't significant. When it came to communicating the success of this project, reporting the 55% reduction in staff processing time was more impactful.

About the Team

Case Study Contact

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University of Strathclyde
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The Business Improvement Team (BIT) sits within the Continuous Improvement Directorate. The team was established in May 2013 and since then has grown to eight people. Our remit is to work across the university to streamline processes and help staff improve their way of working, leading to efficiency savings and increased income generation. A key aspect of what we do is encourage behavioural change towards a culture of continuous improvement aligned with achieving our strategic objectives, and to empower staff to make changes in work practices regardless of their role in the university.

Evidencing Benefits Case Study

THE UNIVERSITY of EDINBURGH

University of Strathclyde Glasgow

Electronic Invoicing

Context

Electronic invoicing (e-invoicing) is the exchange of the invoice document between suppliers and the University in an integrated electronic format. The introduction of e-invoicing was part of a range of change projects implemented in the Accounts Payable Team. The University processes around **300,000** invoices per annum, the bulk of this activity is with a small number of suppliers and is often a **manual** process. As invoicing is a high volume activity, the process was reviewed to **reduce** the **processing costs**.

Objective

To reduce processing costs by eliminating as many manual processing steps as possible in the purchase invoicing workflow.

Project Team

8

Key stakeholders

- Finance
- Suppliers
- Procurement
- Budget holders
- Software Provider
- Information Services
- Estates & Buildings

Timeline

18 Months

- Initial specification
- Solutions review & agreed plan
- Design & Development
- Implementation
- Go Live

Evidencing Benefits Approach

A Benefits Exploration Map was created to identify the full range of anticipated benefits of e-invoicing:

Benefits Exploration Map

Long-Term Strategic Benefits

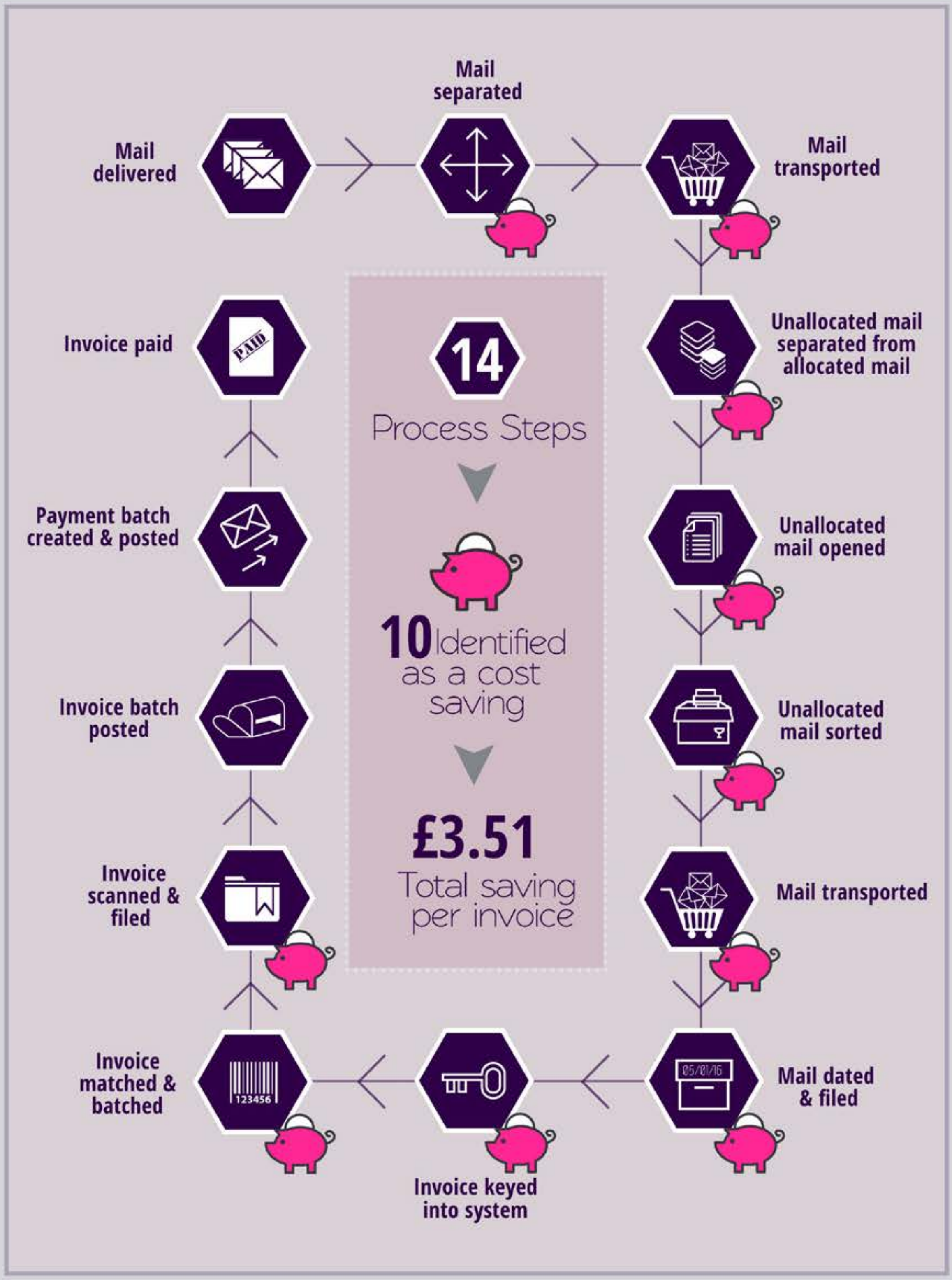
- Support the digital transformation strategy by eliminating a key source of paper and extracting the benefits of available IT infrastructure.
- Reduced carbon footprint by eliminating paper handling, photocopying, storage and mail handling.
- Reduced risk using electronic documents that are backed up and restored in the event of a disaster.

Observable / Behavioural Benefits	Stakeholder Benefits	Measurable Benefits
Increased job satisfaction by eliminating tedious manual work and replacing with higher value tasks **Improved relationship** between University and suppliers	**Increased productivity** through elimination of low value activities and improved review of invoices **Reduction in queries** from suppliers **Reduction in disputes** due to reduction in errors **Faster processing cycles** Potential to negotiate supplier discounts Increased supplier **productivity** Improved **account reconciliation** for supplier **Faster payments** for supplier Reduced **postage** and **storage costs** for supplier	**Reduced cost** of invoice processing for University **Reduced cost** of invoice processing for supplier Reduced **process time** Reduced **error** handling Reduced number of **supplier credit notes**

Central Costing Reference Tool

Costing out the **current process** in detail allowed **the impact** of e-invoicing to be **fully assessed.** Each step in the lifecycle of a paper invoice was traced, reviewed and discussed with all relevant areas and costed based on the hourly rate of the grade of person carrying out the task. The manual steps that would be eliminated by e-invoicing were identified and the associated **cost savings** were calculated. This is the first time this style of **central costing** has been used prior to a systems implementation.

The direct staff activities that would be eliminated by e-invoicing were costed out, to which overheads could be added to establish a full cost:



Impact of Approach

Realised Benefits

22%

increase in customer satisfaction

(extracted from the annual finance customer survey)

£38,610

staff cost savings per annum

(estimation based on number of invoices to one main supplier)

Behavioural Change

The intention is to utilise the staff cost savings by redirecting staff time towards **value-add activities** such as creating improved supplier contract terms and agreements, and better product pricing.

Further Impact

E-invoicing went live when the team were very busy dealing with wider changes to processes and controls. By **freeing up their time** through the improved e-invoicing process, it helped them cope during the busy time **without the need for additional resources**.

The **cost saving tool** used in this project has subsequently been **applied** to a **range of other projects.** The discipline of costing out processes to identify actual savings is **greatly enhancing** the ability to **demonstrate quantifiable benefits** for future projects.

Testimonial

"Having a **structured approach** to show the **savings** from the e-Invoicing project has been valuable in seeing the **measurable benefits** from the project. Although, not perfect, we can build on this approach to ensure we have a **better template** for **benefits realisation** in future."

Assistant Director of Procurement
University of Edinburgh

Lessons Learned

Recording Project Time

A full project time recording system would have helped calculate the staff time spent on the project implementation. With hindsight this should have been implemented fully, as it would have enhanced the insight into the project return.

Collecting Costing Information

It is important to collect all costing information as early in the process as possible as it is often easy to ignore this once the project is up and running and people have moved on to the next project.

Time and effort needs to be spent calculating the costs/savings on a project and sufficient time should be allowed for this work.

Testimonials

Gather testimonials about the "before" process from key stakeholders prior to the project start and then again the "after" process. It will help show some of the qualitative benefits. Once the process has changed people may forget about some of the original issues/concerns.

Quantifying Benefits

Regardless of the approach implemented, sitting down to document and quantify the benefits is important. This provides rigor and insight into a project which you cannot get otherwise.

Q&A

Q Did you cost out the process steps after e-invoicing was implemented to ensure new steps did not change the anticipated cost savings?

A Our costing looked at the activities that would be eliminated as a result of e-invoicing. Reviewing the costs post-implementation would have provided further evidence that the cost base had changed and ensured no new costs had entered the process.

Q The Benefits Exploration Map includes reduced costs for the supplier. What are these and have you measured them?

A We have not costed the benefits to the supplier but believe these to be reductions in paper, printing and postage costs, and a reduction in their credit control costs.

About the Team

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The University of Edinburgh's Finance Business Improvements Team sits within the Finance Department's Transactional Services Directorate. The team was established in May 2015, has 4 staff, and our remit is to work across the University to streamline finance processes. A part of the role is to identify, plan and implement finance projects which will enhance business services.

The University Of Sheffield.

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Global Opportunities & Exchanges Data Management

Context

The project was to **review and redesign** the **processes** for managing student exchanges. The team had identified that they had 25 different systems for managing approximately 2500 students. They recognised that the process was repetitive, unreliable, and time-consuming, and resulted in additional work to compensate for potential errors.

Objectives

Increase the process **efficiency**

Implement **standardisation** of working practices

Increase the **accuracy** of information

Implement **processes** that can be **shared** across a number of **staff**

Project Team

4

Key stakeholders

- 2500 Students
- International Office Staff
- Tutors
- Partner Institutions

Timeline

Month 1	Month 3	Month 3 - 8
Scoping & baseline data capture	4 Day Rapid Improvement Event	Implementation

Evidencing Benefits Approach

Baseline data capture

The approach taken was to plan the measurement of baseline and post-improvement data to ensure that the **benefits gained** from implementing changes could be **demonstrated.**

At the scoping and planning phase of the project it was agreed how to measure the project benefits. Supported by the Process Improvement Unit (PIU), the project team and sponsor **identified the following benefits, measures and collection methods:**

Benefit	Measure	Collection Method
Staff **time savings**	Staff time to complete sequential process steps	Completion of manual timing sheets; comparison of "as-is" and "to-be" process map
Improved service through reduction in process time	End-to-end process time	Completion of manual timing sheets
Increased quality through reduction in duplicated information	Number of local spreadsheets/databases used to store the same information	Comparison of "as-is" and "to-be" process map
Increased quality through increased accuracy of information	Number of errors; number of checks; number of times data is manipulated	Completion of tally charts
Increased student satisfaction	Track satisfaction scores	Student survey; focus group feedback; kano modelling
Increased staff satisfaction	Track satisfaction scores	Staff survey; focus group feedback; kano modelling
Student **cost savings**	Number of printed pages saved	Count of printed pages removed from process

Driving Behaviours

Involving the **project team** in the scoping phase to **plan the measurements** was intended to **create momentum** and **establish ownership** of this activity early on. The post-improvement data capture is planned in the next 3 months.

Impact of Approach

Planning the measurements at the scoping phase and involving the project team in this activity meant that the project team **were aware of what was needed** from the beginning of the project and readily **took responsibility** for the **data gathering.**

One of the most **powerful aspects** of the **data gathering** was the **realisation** of individual's in the project team; when they reviewed the baseline data that they had gathered and understood that improvements could be made. This remained a **motivation** to push on and complete the improvements throughout the project.

Testimonial

This process improvement project began after an area of my team identified that they use 25 different databases, spreadsheets and workarounds outside of the university central systems in order to be able to deliver their work. This figure, which through the workshop it was realised was actually higher at 35, was of great concern and was **hard evidence** of the need for dedicated resource to find more efficient ways of working. With the support of the Process Improvement Unit the team identified, over the course of the 4 day session, many areas that were within their control to change and with no cost implication.

Head of International Recruitment
University of Sheffield

Lessons Learned

Rapid Improvement Event

The intense nature of the event allowed the project team to remain **focused on evidencing the improvements** through **data gathering**, rather than being distracted by business as usual.

Project Team

It was a very small project team focusing on a major part of the team's work that meant that when inefficiencies were identified it was sometimes an uncomfortable experience for individuals: the **data focused approach** helped to give the team **momentum to change.**

There were a lot of actions for a small project team to implement after the four day event, as well as doing their day job. Ensuring that the Project Sponsor was aware of the actions and ensuring that the team were given permission to spend time on implementation work was crucial.

Voice of the Customer

Given the tight project time scales and the timing of the academic year, it was difficult to effectively get **feedback** from students. It would have been helpful to have spent more time getting substantive **Voice of the Customer data.** However, the project was able to proceed because of the experience and knowledge of this student-facing team.

Q&A

Q The project timing meant that you could not obtain substantive Voice of the Customer data from students. Are there plans to gather this in the future through the sustainment phase and use the information to continuously improve the service?

A The team are going to include a satisfaction indicator in the more general programme review work that they undertake, this will be an appropriate yet light touch approach to ensuring that students are satisfied with the process.

Q When the project benefits are realised, how are they communicated to the key stakeholders and wider university community?

A We have a case study on our website. The project A3 report, which includes benefits, will be circulated with stakeholders.

About the Team

Case Study Contact

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The Process Improvement Unit is part of Corporate Information and Computing Services within The University of Sheffield. The unit was established in June 2012 and comprises of 2.5 FTE practitioners. We're here to help the University run the most effective and efficient processes it can, so that more of its resources can be spent on learning, teaching and research. Our remit is to facilitate **process improvement projects** and workshops, to run training in the use of **improvement tools and techniques**, and to help with the creation of a **culture of continuous improvement** in the University.

Evidencing Benefits Case Study

UNIVERSITY OF BATH

University of Strathclyde Glasgow

Guest Accommodation

Context

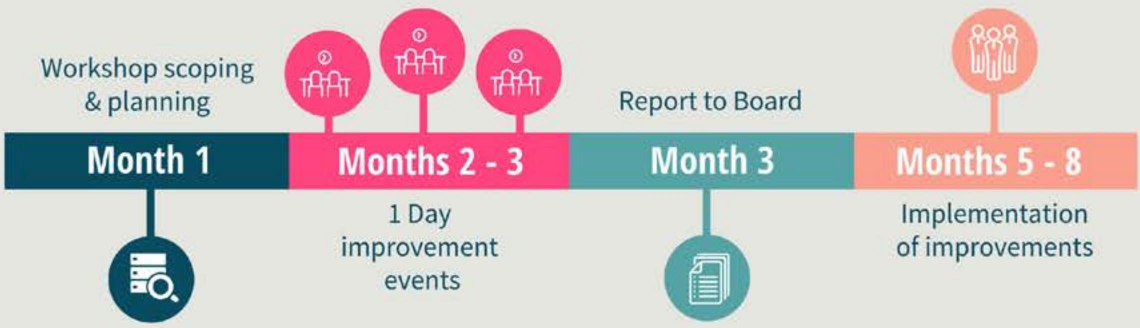
This project started as a **systems implementation** by Accommodation and Hospitality Services to **manage** non-student **bookings** of accommodation **more effectively**. The majority of bookings occur in the summer period. A tender process had taken place and the software had been procured. However, there were concerns about completing the software implementation in isolation because of issues experienced the previous summer, such as delays in processing bookings and long check-in times at reception. It was felt that a **process redesign** was also required, in conjunction with implementing the IT system, to **resolve these issues.**

Key Objective:	Supporting Objectives:
• To **substantially increase revenue** from guest bookings in the 2016 summer period compared to that in 2015	• To **improve** the **customer experience** • To **increase staff satisfaction** of those working on the process

Key stakeholders

- Accommodation & Hospitality staff
- Finance staff
- Customers
- Computing Services staff

Timeline



Evidencing Benefits Approach

£600k Baseline Revenue

Baseline data capture

The project team identified and agreed that the over-arching benefit of the project was **increased revenue**. Focusing on this benefit meant everyone working on the project had a common understanding and motivation to make the project succeed.

Driving Behaviours

The Project Team were also keen to **demonstrate** the **benefit** of **improved staff satisfaction** and initially considered three possible measures of this: **staff satisfaction** scores via a **survey**, **staff retention** rates, and **staff sickness** rates. However, prior to the accommodation bookings going live for the season, the Project Team discussed this further with the Director of Process Improvement and **it was agreed that staff retention** and **staff sickness** were not direct measures of **staff satisfaction** and that the survey data would be the most appropriate measure. This is an example of the Project Team **challenging themselves** to determine the most appropriate way to evidence a benefit, and **taking ownership of evidencing** the impact of their work.

Sustainment & Future Improvement

As the project was initiated after the 2015 booking season, the Project Team was not able to gather staff satisfaction scores immediately. To try and reflect on the 2015 season would have taken resource away from the implementation of the project that was on a very tight time frame. Therefore, it was agreed that the staff survey would be issued for the 2016 season and would be used to inform the sustainment phase and future improvements for 2017. The team also identified additional benefits that they were keen to demonstrate in the future when further improvements are made:

Benefit	Measure	Collection Method
Improved guest experience	Track satisfaction scores	Internal guest feedback; online travel agency reviews
Improved staff satisfaction	Track satisfaction scores	Staff survey
Operational efficiency	End-to-end process time	Completion of manual timing sheets for key steps in the process (e.g. time to process a booking)
Operational efficiency	Room occupancy percentage	Room occupancy system report

Impact of Approach

Realised Benefits

Increased Revenue

£1.2 Million in gross bookings

100% Increase in revenue compared to baseline

Behavioural Change

The improvement event brought the team together and provided a starting point for the process improvements to be managed. The Project Team **took ownership** of the ambitious financial benefit, whilst having regard for important areas of **guest experience and staff satisfaction.** It was the Project Team that **drove this project forward,** with regular reports of **progress** of the revenue achieved. None of the team wanted the same issues from summer 2015 to occur again. The team was very **motivated** by these two factors, so that simply implementing the IT system on time was not the end point for them. It was about delivering the over-arching benefit.

A follow up workshop will be held later in 2016 to bring the Project Team and other representatives back together and **evaluate the benefits measured** to date. This demonstrates that **sustainment** continues, ready to prepare for the 2017 bookings.

Testimonial

"Participation in the **process improvement workshop** created a **coherent project team** which was completely focused on achieving the project KPIs. **I was very impressed** with how this allowed the team to **sustain a high performance** over an extended period of **implementing a new system and new processes** to a tight timescale and using these to **deliver an outstanding financial result** and customer experience."

Director of Finance & Commercial Services
University of Bath

Lessons Learned

Project Team

The over-arching benefit of increased revenue was embedded in the operational activity, and hence included in the sustainment. This meant the Project Team remained focused through to sustainment and did not end their involvement at the go-live of the new IT system.

Action Plan

The project is focused on a process with a natural cyclical pattern, so progress will be evaluated and a fresh action plan put in place to implement further improvements ready for the 2017 bookings.

Q&A

Q The project team decided to measure improved staff satisfaction using a staff survey, rather than staff retention or sickness data. Implementing a survey can often be more work, why did they decide to use this measure?

A Staff retention and staff sickness were considered to be more indirect measures. The Project Team agreed to concentrate instead on a staff satisfaction survey that would gain direct feedback from the staff involved and hence gain greater understanding of the issues.

Q The project team identified a number of benefits that they want to demonstrate going forward, when further improvements are made. They also realise the importance of capturing the baseline data, having missed this opportunity in 2015 because of the project timing. Has baseline data capture been completed for the 2016 booking season?

A Yes, they have been capturing data, and this will be reviewed year on year.

About the Team

Case Study Contact
Mark Ricketts
Director of
Process Improvement
University of Bath
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The Director of Process Improvement (DPI) reports to the Vice-President (Implementation) in the Office of the Vice-Chancellor. It is a relatively new post for the University of Bath. There are two Project Managers and an Administrative Assistant who report to the DPI on relevant projects. Institution-wide process improvement reviews are facilitated by the DPI with a team of in-house trained facilitators who are university employees representing a wide spread of roles and departments.

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Management of Fixed-Term Contracts

Context

The process redesign was focused on the management of current fixed-term (FTC) employees approaching the end of their contract, where a decision to extend or terminate the contract is required. HR staff were aware of long standing **difficulties** with this process, with many sources of **errors** leading to **significant delays**. As a result, many contract decisions needed to be processed close to, or even after, the current contract expiry date. This **"firefighting"** approach created a **negative environment** for the FTC employees and the staff who work on the processes.

Objectives

To **improve** the **flow** of contract **information** between all departments.

To improve the awareness of FTC actions required and the **deadlines**

To **reduce** the staff time spent **chasing** contract information, **fixing** errors, and **responding** to ad hoc queries.

Project Team

5

Key stakeholders

FTC Employees

Finance

Human Resources

Academic Line Managers

Timeline

Month 1	Months 2 - 3	Ongoing
Scoping	Workshops & baseline data capture	Design & implementation

Evidencing Benefits Approach

The Benefits Exploration Map was introduced to the project team and the Sponsor in the first workshop, with the aim of making sure the **importance** of project benefits was established as early as possible and to **build momentum** from day one. The team considered the following benefits:

Benefits Exploration Map

Long-Term Strategic Benefits

- Reduced risk to the University through greater FTC management and control
- Increased operational efficiency
- Greater staff retention
- Effective and engaged staff delivering a high quality service

Observable / Behavioural Benefits

- Increased compliance with process and policy
- Increased collaboration between stakeholders responsible for the process
- Work practices demonstrating the University values

Stakeholder Benefits

- Improved FTC staff experience
- Increased understanding of process and responsibilities for line managers
- Improved experience for all staff working on the process

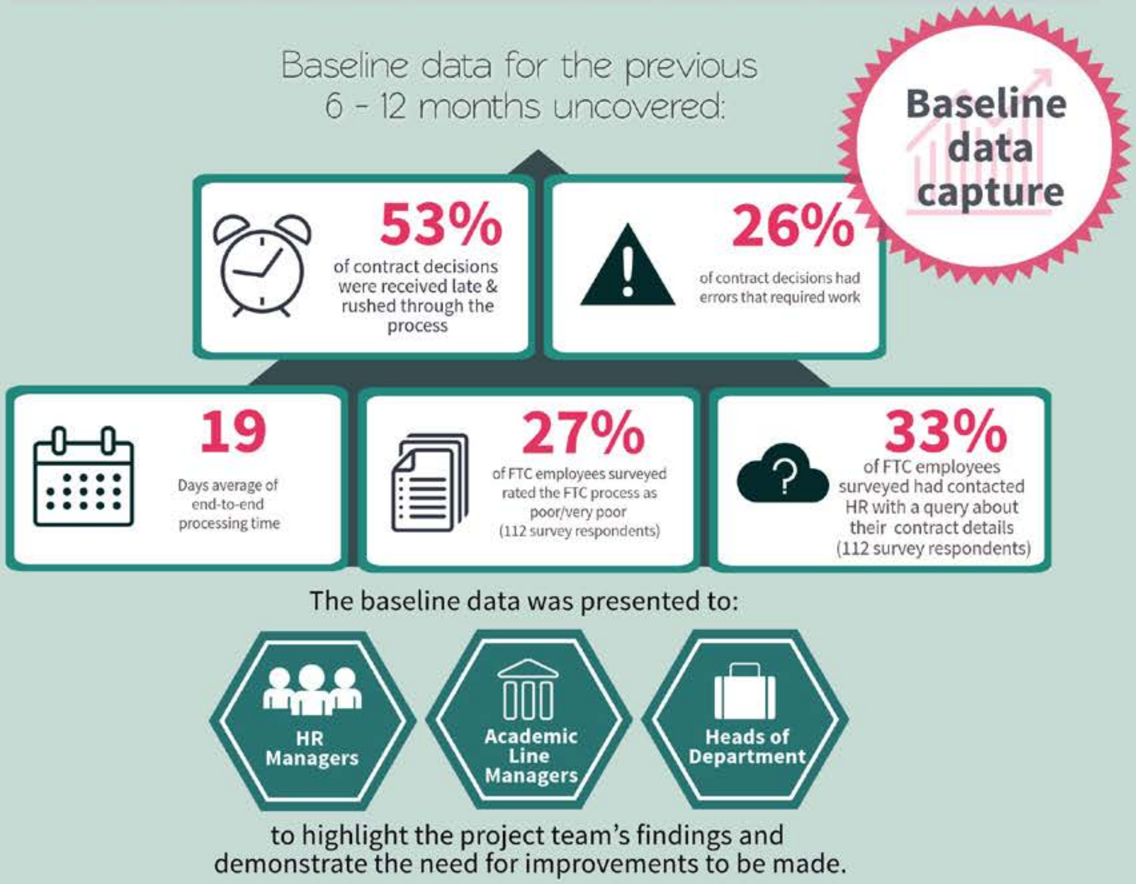
Measurable Benefits

- Improved FTC staff experience
- Staff capacity savings
- Improved service through reduction in process time
- Increased quality through reduction in queries
- Reduction in late contract decisions

Following on from this, the team focused on the Measurable Benefits and considered what **data** needed to be obtained to **evidence** each **benefit**. This greater level of detail was captured on the Measurable Benefits Data Plan. The completed tools were put up on the wall of the project room, and the Data Plan was **reviewed weekly** to update the team on the progress made:

Measurable Benefits Data Plan

ID	Benefit	Description of Measure	Data Required & Collection Method
A	Improved FTC staff experience.	Comparison of satisfaction scores at time 1 to time 2.	Staff satisfaction scores collected via bespoke survey.
B	HR staff capacity savings.	Staff time spent processing contracts - average time per contract.	Completion of manual timing sheets for key steps in the process. Number of contacts processed per year from IT report.
C	Improved service through reduction in process time.	End-to-end process time from extension request to extension sent to FTC employee.	IT System report of: Time stamp of extension request initiated. Time stamp of extension sent to FTC employee.
D	Increased quality through reduction in queries.	Number of queries from FTC staff or line managers as a proportion of total contracts processed.	Manual count of queries received by HR staff per month. Number of contracts processed per year from IT report.
E	Increased compliance through reduction in late contract decisions.	Number of contract decisions received by HR after the process deadline as a proportion of total contracts per month.	Manual count of late contract decisions received per month. Number of contracts processed per month from IT report.



Impact of Approach

Realised Benefits

The data capture became **self-directed** after two or three reviews of the Measurable Benefits Data Plan. Using this tool encouraged the project team to take **ownership** of gathering the required data to evidence benefits, and provided them with the **skills** to continue this activity **independently.**

The baseline data was extremely **powerful** in this project. It was used to create graphs, charts, and other images that were added to the walls of the project room. Highlighting this information to the key stakeholder groups who visited the room **changed** some **perceptions** about what the issues really were and kick-started a more **collaborative** approach to the process.

The stakeholders agreed to implement **significant improvements** based on the impact of communicating the baseline data, some of which required colleagues in other departments outside of HR to commit to a change. These may not have been agreed without the **strong case** the **baseline data demonstrated.**

The improvements continue to be implemented currently therefore, no post-improvement data capture has been completed in order to calculate the benefits.

Testimonial

Surveying FTC employees, their line managers and Heads of Department allowed us to **better understand** the current situation, and **gain support** for the improvements. The data gathered led to an **evidence based approach** to change, thereby enhancing **validity** and generating commitment.

Collaborative working within and beyond HR is proving key to the successful implementation of process changes.

HR Manager
University of Strathclyde

Lessons Learned

Stakeholder Engagement

Referring back to the anticipated benefits was really helpful in reminding the project team what to focus on. For example over the months of working on this project, new information would come to light and it was helpful to refer back to the anticipated benefits to evaluate if the new information was relevant and should be considered.

Benefits

By reflecting on the benefits over the project duration, some behavioural benefits originally considered intangible were converted into measurable benefits. These tools are dynamic and can be updated in line with project developments.

Benefits Exploration Map

The Benefits Exploration Map was also helpful as a facilitation tool, it was used to consider which benefits would be the most relevant to each stakeholder group and then each engagement session was tailored accordingly

Q&A

Q The FTC employees were surveyed in this project. Was this a worthwhile activity to capture baseline data?

A This was an extremely valuable activity in the project. The high number of responses increased the validity of the survey findings. The HR and academic stakeholders really listened to the experiences and ideas of the FTC employees and improvements were implemented as a direct result of engaging with the employees in this way.

Q Did the project team consider time savings for academic line managers, in addition to the savings for HR staff?

A This was a departmental process redesign led by HR. Academic line managers were not part of the project team and for this reason they were not approached to gather staff time data at the baseline time point. This may have been a missed opportunity. In similar projects in the future, academic line managers could be asked to join the project team which would readily allow this data to be gathered.

About the Team

Case Study Contact

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The Business Improvement Team (BIT) sits within the Continuous Improvement Directorate. The team was established in May 2013 and since then has grown to eight people. Our remit is to work across the university to streamline processes and help staff improve their way of working, leading to efficiency savings and increased income generation. A key aspect of what we do is encourage behavioural change towards a culture of continuous improvement aligned with achieving our strategic objectives, and to empower staff to make changes in work practices regardless of their role in the university.

UNIVERSITY OF LINCOLN

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Student Wellbeing Centre Counselling Service

Context

A service provision review was initiated in Student Counselling Services within Student Wellbeing Services as the team had identified that after their initial contact with the service, some **clients** may have to **wait up to 8 - 10 weeks for a further counselling session.**

Objectives

Improve service delivery by **reducing the turnaround schedule** from triage to further support.

Reduce the reliance on **paper based and multiple IT systems** to record clients' information.

Project Team

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Key stakeholders

Students

Counselling Staff

Senior Management

Timeline

Month 1
- Baseline data capture
- 4 Day Rapid Improvement Event

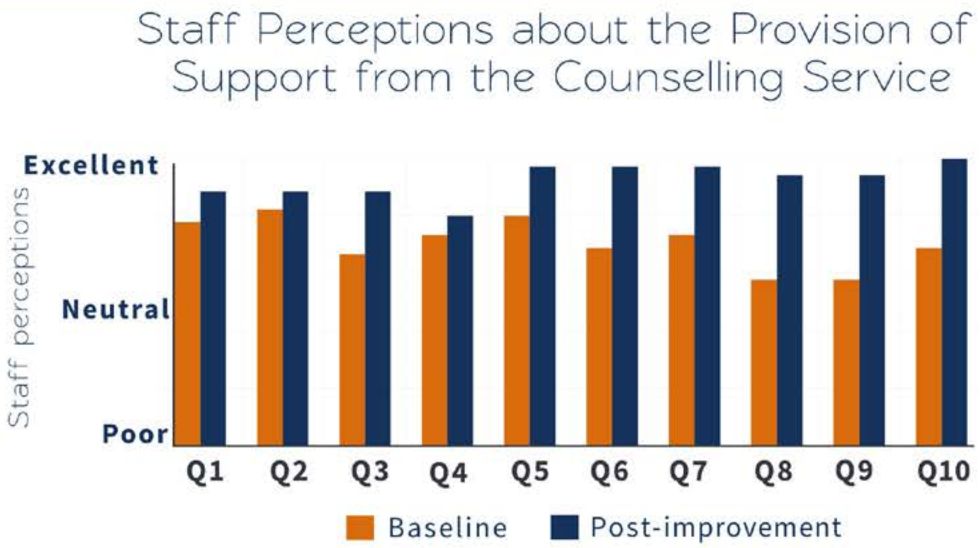
Month 2
- Implementation of new processes & documentation

12 months later
- Post-improvement data capture

Evidencing Benefits Approach

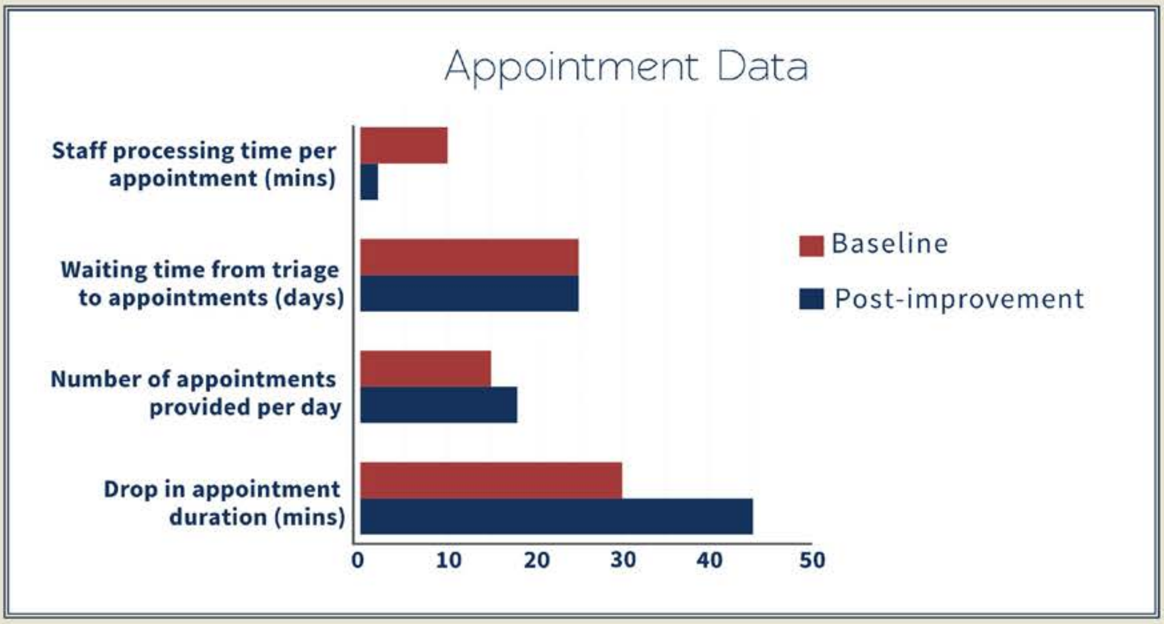
With the support of the Continuous Improvement (CI) Team, a plan was put in place for the project team to **gather specific data** to be able to **evidence** each **anticipated benefit** in order to gauge the **impact of the changes** developed by the team.

To be able to evaluate if the staff's perceptions of service provision improved over time, prior to starting the Rapid Improvement Event, **the team was asked to complete a short questionnaire** grading ten statements about how they perceived the quality of the service provision. The aim of using the questionnaire was to try and **measure "improved perception"** which is considered a soft or intangible benefit, rather than **rely on testimonials** from individuals at the end of the service review. The questionnaire was repeated 12 months after the changes were implemented, and compared to the baseline data. The Head of Student Wellbeing was also asked to gather additional quantitative data before and after implementing the changes, to demonstrate the **reduced staff processing time** and **increased access to the service**.



Questions

Q1. The process is ...
Q2. My understanding of the process is ...
Q3. Our customer sees us as ...
Q4. My influence in developing change is ...
Q5. In meeting the customer's needs our team is ...
Q6. Our ability to get it right first time is ...
Q7. Our working environment is ...
Q8. Our ability to cope with the current workload is ...
Q9. Our flexibility to increases in demand is ...
Q10. Our efficiency is ...

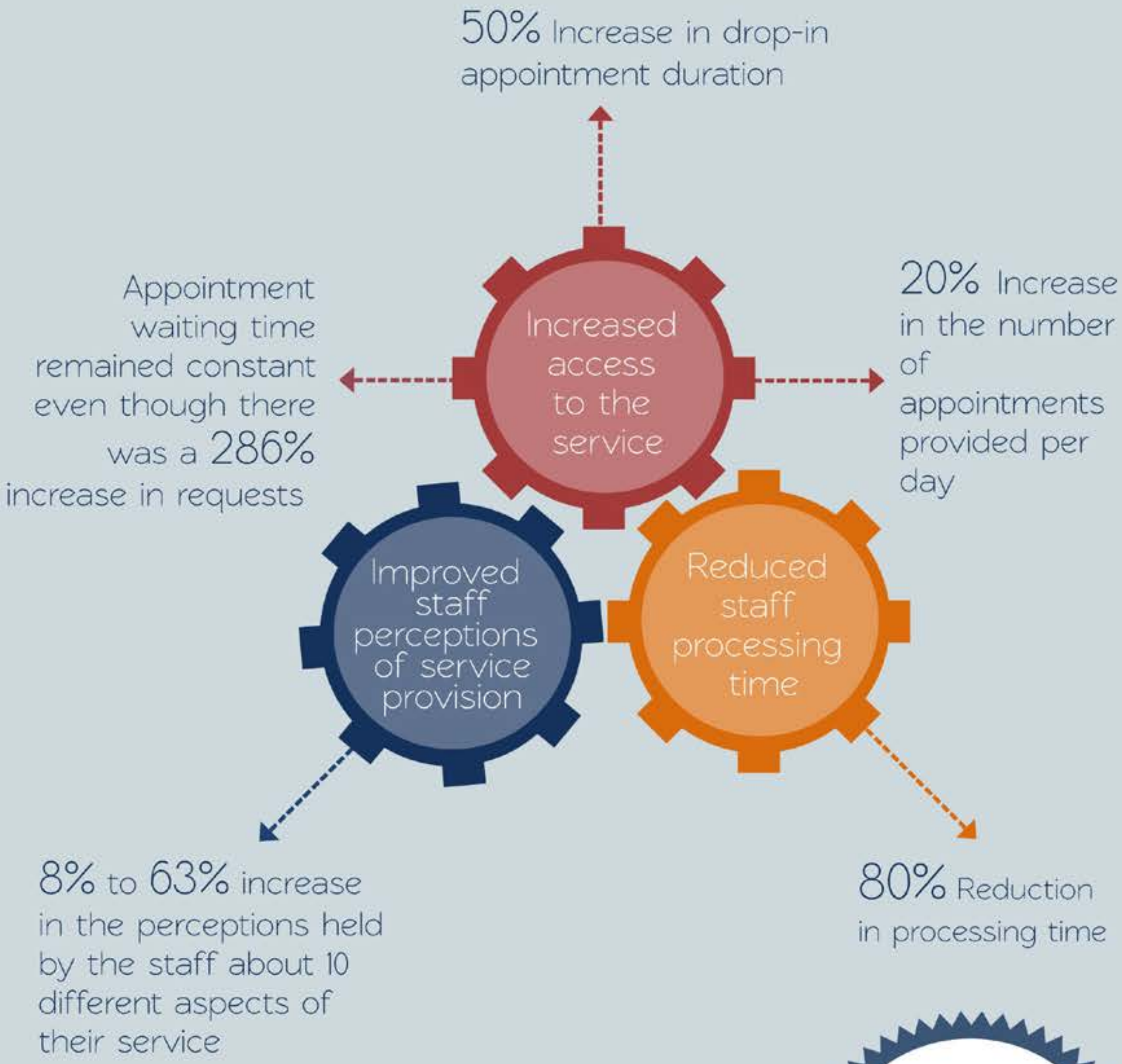


The comparison of the baseline and 12 month post-improvement questionnaire were shared with the departmental staff at their "Away Day" to re-emphasise the **enhancements** they have made and to help them look at **future areas for progress**.

The baseline and post-improvement data has been incorporated in reports to the University's Senior Management Team (SMT). The CI Team have also archived the results to use in the annual report SMT on their involvement in process reviews.

Impact of Approach

By **measuring** the **baseline** and 12 month **post-improvement** data the team have been able to clearly **evidence** the following **benefits** of the service review:



Further Impact

Gathering **baseline** and **post-improvement** data which not only demonstrates the significant increase in demand that the Student Counselling Services face, but importantly the **positive impact of the improvements** that the team have already implemented, provided the Head of Student Wellbeing Services with evidence to support a request for **an increased budget** and to re-instate a **training programme** for future counsellors. These have been agreed by Senior Management.

One of the original objectives was to reduce the time taken from initial triage to further counselling. While this was not achieved, the referral time did not increase despite a 286% rise in those requiring support, accomplished through an **80% reduction in staff processing time.**

Q&A

Q You mention that the Head of Student Wellbeing was responsible for capturing the appointment data. Were the team members involved?

A No, the Head of Student Wellbeing is the person that already collects these metrics for "performance reviews" of the department, so utilising this information was already possible.

Q Why did you decide to capture post-improvement data after 12 months?

A By using the 12 month period we removed any "seasonal" or "academic period" variations, such as students having issues starting University or exam nerves.

Q Was it difficult to re-engage the team with the data capture after 12 months? Did the CI Team drive this activity?

A There was no issue re-engaging with the team as they requested the service provision review initially. We only received 2 fewer post-improvement questionnaires compared to the baseline. The willingness to respond may be something to do with the mind-set of the department (counsellors and support/administrative staff) who are used to helping others.

Q How did you decide on the ten statements related to perceived service provision?

A The ten statements have been created to fit into any area that provides a service/role to others. The statements do not refer to a specific role, department, or process.

Q Did you consider capturing feedback from students about their views on service provision using a similar questionnaire? Would you include this activity in the future?

A With the confidential nature of the interaction between the service and their clients, the CI Team were not able to contact the students. However, the service does undertake feedback with each client during their interaction, this may be something that can be used in the future by asking the students how they perceive the department/process under review.

Lessons Learned

Questionnaire

The questionnaire was issued to staff via the team leader and there may have been some concern amongst the staff about returning the response via their line management, even though all responses captured would be anonymous. Therefore, in future the team leader may be requested to provide the CI Team with a list of personnel so they can be sent the questionnaire directly, or the CI Team may use an online system to publish the questionnaire.

The 10 statements in the questionnaire are fairly generic. In future these may be used as a base and then specific questions can be added to meet the requirements of the project.

About the Team

Case Study Contact
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The Continuous Improvement Team at the University of Lincoln was formally established in June 2014 and currently has one full time member of staff. The Vice Chancellor recognised the benefits of this approach to continuous improvement and endorsed the establishment of this team within the Vice Chancellor's Office, with a remit to respond to the university's strategic process review priorities.

Brunel University London

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Higher Education Role Analysis

Context

The Higher Education Role Analysis (HERA) process, owned by Human Resources, was **lengthy, paper-based** and had **inconsistencies** with no clear roles and responsibilities defined. Over 70 HERA forms were processed in 2015-16 and often forms were returned back to the initiator for further information and clarification. The process was also reliant on decisions made through a panel which met once a month for three hours. Due to **missing information**, the panel were frequently unable to make decisions which caused **delays** in the process.

Objective

Create a **single streamlined process** with clear roles and responsibilities for all those involved in HERA.

Project Team

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Key stakeholders

External Recruiters

Human Resources staff

Timeline

Month 1
- Scoping & objective setting
- Project team training

Month 2
- 4 hour process redesign sessions
- Baseline data capture

Ongoing
- Implementation

Evidencing Benefits Approach

The **Benefits Exploration Map** was used at the scoping session to help the the project team identify the benefits of a process redesign and ensure the initiative was aligned to the project objectives.

Benefits Exploration Map

Long-Term Strategic Benefits

- Appreciation of stakeholders
- Waste of fewer resources
- Improved quality of service
- Streamlined recruitment for new posts
- Improved productivity
- Transparent and online process

Observable / Behavioural Benefits

Transparent/online process

Greater satisfaction for staff

Greater understanding of requirements by managers

Improved service for HR Department

No abuse of the system

Stakeholder Benefits

Time saving

Less complex process

Improved communication

Reduced repetition

Better job descriptions available for managers to access

Reduced risk of equal pay claims

Measurable Benefits

Improved process time with fewer errors (more accurate information up front)

Reduced staff time working on the process

Increased staff satisfaction via surveys for process owners and users

The **Measurable Benefits Data Plan** was **adapted by Brunel** and introduced towards the end of the three redesign sessions to support progress through the implementation and **align activity** with the **anticipated benefits**:

Adapted Data Plan			
ID	**Action**	**Benefit**	**Progress %**
A	Compile communications plan	▪ Improved communication ▪ Greater understanding of requirements and process	0%
B	Review guidance text for HERA	▪ Greater understanding of requirements and process	0%
C	Create a lookup on JE lookup COGNOS for HR admin and BP	▪ Improved service for HR departments	0%
D	Design online form	▪ Greater staff satisfaction ▪ Improved service for HR departments ▪ Transparent online process ▪ Less complex process	0%
E	Combine job description and HERA as one document	▪ Less complex process	0%
F	Add more generic job descriptions to online supporting information	▪ Better job descriptions available for managers	50%
G	Create Visio flowchart of process	▪ Transparent online process	100%
H	Draft white paper for SCC	▪ Less complex process	100%
I	Present new process at SCC meeting	▪ Improved efficiencies of process	100%

Driving Behaviours

All documentation for this project was shared online and is open for all of the project team to review, encouraging regular communication and activity towards progressing the implementation.

Impact of Approach

Behavioural change

The **Benefits Exploration Map** focused the project team when creating the new process. Providing an online depository for documents that all of the project team can review empowers them to take ownership of the new process and implementation.

The project team continue to use the **Benefits Exploration Map** and **Measurable Benefits Data Plan** throughout the implementation phase to monitor progress and impact. Having an empowered project team means they will be able to identify benefits aligned with objectives and report on the impact while capturing efficiencies of the new process when fully implemented.

Further Impact

Some members in the project team have continued to use the **Benefits Exploration Map** and **Measurable Benefits Data Plan** in other change initiatives. These methods have continued to help support and focus project teams to outline benefits of the project and progress implementation.

Testimonial

Using tools such as the **Benefits Exploration Map** is really helpful to identify the impact of a project and **demonstrate the improvements** a project team have **delivered**. Using an **action plan** alongside this helps identify what **impact** each action has as an outcome.

Human Resources Manager
Brunel University London

Lessons Learned

Project Sponsor

The project was greatly supported by the project sponsor. Involving the sponsor during sessions and having this support empowers and enables the project team to be open to change.

Evidencing Benefits Tools

Reflecting on the Benefits Exploration Map and Measurable Benefits Data Plan with all of the project team also helps empower the project team and helps them take ownership of the process.

Time

Providing time for deliberation over creating the new process and the associated benefits is important to ensure the objectives and all stakeholder requirements are met.

Q&A

Q Some benefits identified in the Benefits Exploration Map as long-term or stakeholder benefits could also be considered measurable benefits. For example, improved quality of service and reduced repetition could be measurable. Do the project team intend to look at ways of quantifying and measuring these?

A This will be done at review meetings, we will revisit the Benefits Exploration Map and look to identify quantifiable methods to capture other benefits as highlighted.

Q The Data Plan identifies the benefits associated with each improvement action that is to be implemented. But how do the team intend to demonstrate that the benefits listed have been achieved?

A We will link this back to the Benefits Exploration Map and ensure that there is a measure for each to demonstrate this.

About the Team

Case Study Contact

Avina Patel
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The Continuous Improvement Team is based in the Planning and Policy Department and was established in June 2015. With two people in the team our remit is to work across the university to improve efficiencies, staff morale, collaboration and internal communication. As a result of delivering Continuous Improvement across the University we are driving to change culture and empower staff to take ownership of processes while embedding the principals of Continuous Improvement into daily work routines.

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Postgraduate Research Studentships

Context

Research and Knowledge Exchange Services (RKES) recognised **a need to improve the Postgraduate Research (PGR) Studentship process** (from allocation of Studentship funds to Faculties, to the student receiving their first stipend payment) across all Faculties and Professional Services. The existing process **missed opportunities to recruit excellent students**, with significant levels of **duplicated effort** required to allocate funding later in the academic cycle. The current approach was **causing delays for some students** who were unable to register at the start of their programme.

Objectives

- To improve the student and staff experience
- To establish clear roles and responsibilities for all staff and departments involved
- To reduce the risk of under/overspend of PGR Studentship funds
- To reduce processing time through the elimination of wastes and duplication

Project Team

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Key stakeholders

Student Support · Research Academics · Finance · Information Services · Marketing & Communication · Research & Knowledge Exchange

Timeline

Month 1	Months 2 - 4	Months 5 - 9	Months 10 - 22	Months 23 - 25
Scoping	Process mapping workshops & baseline data capture	Creation of new process & enhancements to system	Implementation	Post-improvement data capture & realisation of benefits

Evidencing Benefits Approach

The following benefits were identified up front and communicated to the project team through the project proposal. These potential benefits were discussed throughout the duration of the project.

Benefits Exploration Map

Long-Term Strategic Benefits

- Improved student experience - NSS student satisfaction (overall)
- Increased total PGR population
- Increased number of PGR awards (per annum and per academic staff)
- Increased PGR satisfaction
- Increased operating surplus

Observable / Behavioural Benefits

- Work practices demonstrating the University values
- Greater awareness and understanding of the end-to-end process
- Increased compliance with process and deadlines

Stakeholder Benefits

- Greater understanding and buy-in to strategic vision of process
- Improved communication between stakeholders
- Transparent understanding of roles and responsibilities
- Increased staff collaboration between Faculties and Professional Services

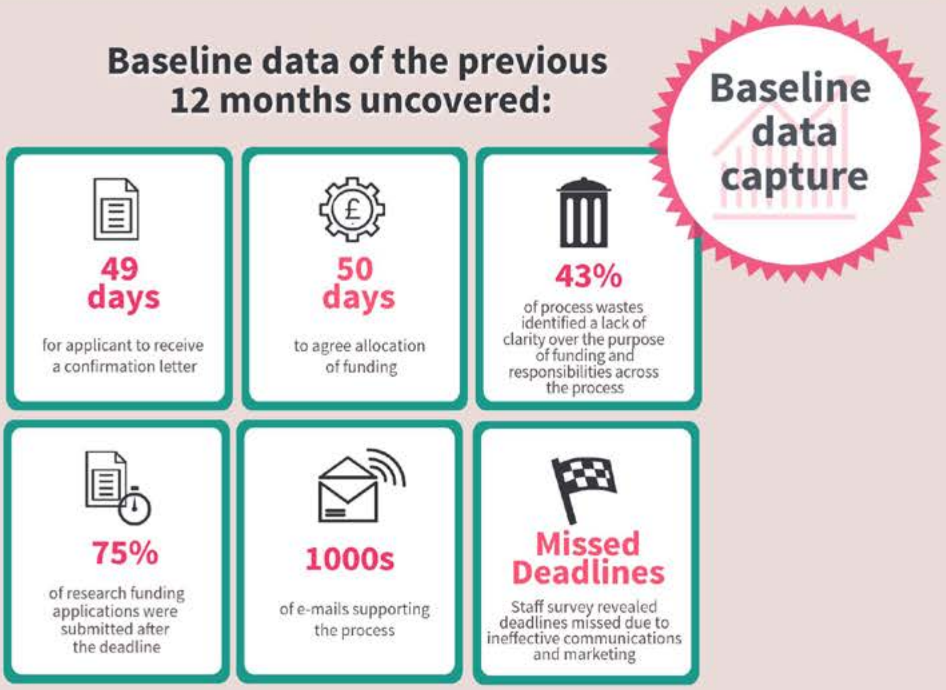
Measurable Benefits

- Improved student experience
- Improved service through reduced processing time
- Increased quality of applications through reduction in queries
- Increased compliance with research funding deadlines
- Staff capacity savings

A Measurable Benefits Data Plan was created and used to clearly communicate the importance of the data capture for evidencing the benefits of the project with the Project Team. The Data Plan was reviewed regularly to update the team on the progress made:

Measurable Benefits Data Plan

ID	Benefit	Description of Measure	Data Required & Collection Method
A	Improved student experience.	Time between students applying for funding & receiving confirmation of funding letter.	System reports of time stamps of student application received and funding letter sent.
B	Improved service through reduced processing time.	End-to-end process time from academics applying for funding to when the studentship is advertised to applicants.	System and manual reports of time stamps of applications submitted, approved and advertised.
C	Increased quality of applications through reduction in queries.	Number of email queries as a proportion of total applications.	Manual count of email queries and total number of funding applications.
D	Increased compliance with the process deadlines.	Number of applications for research funding submitted after the deadline as a proportion to total applications submitted.	Number of applications submitted after the deadline. Total number of applications submitted.
E	Staff capacity savings.	Staff time spent working on the funding administration process.	Manual capture of staff time responding to emails. Manual count of total emails received.



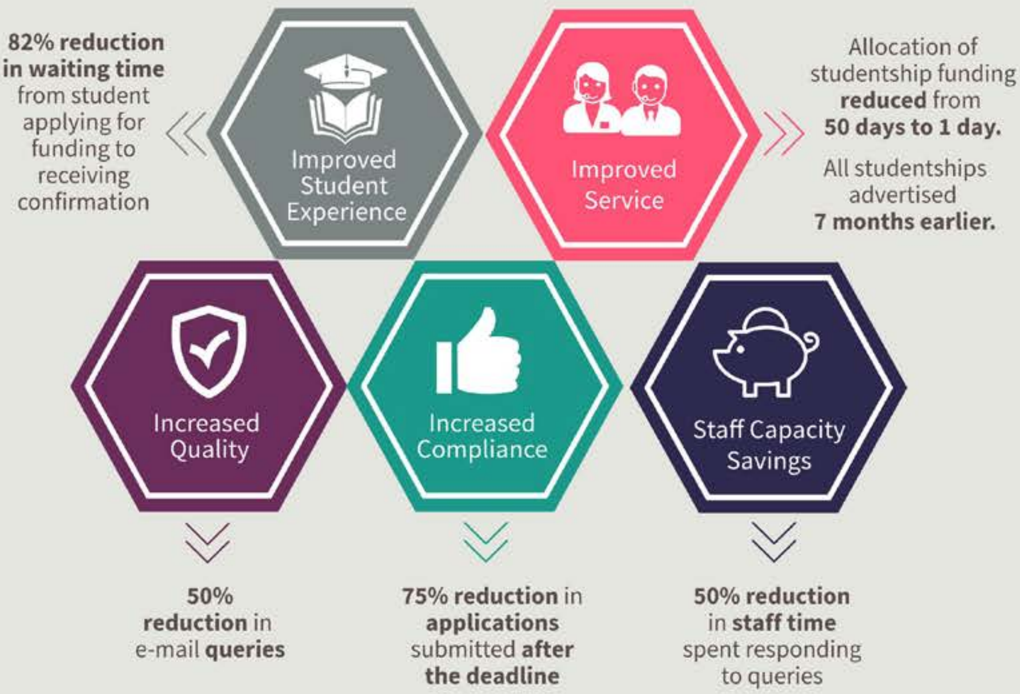
The baseline data was located on a Data Wall within the dedicated project room and was presented in a number of ‘End of Diagnostic’ workshops to key stakeholders from the Executive Team, Professional Services, and all Faculties. The post-improvement data was monitored closely by the core project team throughout the full academic year of implementation.

Impact of Approach

Behavioural Change

This was one of the first business improvement projects that had equal representation of academics, administrators and professional services staff. The **use of the data** helped the project team to address any incorrect **assumptions** up front, and focus on designing solutions that would improve the overall **student and staff experience.** The staff **survey uncovered** that many challenges faced were a result of inaccuracies and missing information at the start of the process, causing recurrent rework at the end, helping to **remove** a long-standing **blame culture** towards other departments. The visual Data Wall was a powerful tool for communicating the need to deliver the improvements and generating engagement with other key stakeholders.

Realised Benefits



Testimonials

I have found the project very beneficial as **it helped us understand our stakeholder requirements** allowing us to **improve our processes.**

PGR Officer
University of Strathclyde

A number of improvements have been implemented to **streamline the process and maximise the efficiencies** surrounding the allocation of funding. The overall scheme has been renamed to reflect its purpose and **provide clearer meaning** to staff, as well as the students, who have the **potential to make a positive impact at Strathclyde.**

Deputy Associate Principal
University of Strathclyde

Lessons Learned

Project Champion

A Deputy Associate Principal took on the role of project champion and was central to generating engagement and ownership across all Faculties and Professional Services.

Post-improvement Data Capture

Post-improvement data capture was originally intended to be at the start of the academic year. In reality, this was only the beginning of the post-improvement data capture which needed to be captured throughout a full academic cycle (October to September). This realisation has since informed other improvement initiatives.

Q & A

Q The role of the project champion is clearly important. What type of project activities were they involved in?

A The project champion identified key stakeholders who should be consulted and who would be crucial for embracing the new approach. They were actively involved in the design of the new process and provided a strategic foreword to the staff guide. They officially launched the new process to academic research staff and repeatedly reinforced the new way of working to ensure ongoing sustainment, and continuous improvement.

Q Did the project team consider engaging with students to get their feedback?

A The team did explore this and discussed the challenges around gaining feedback from students who received funding, did not receive funding, or who were allocated funding and decided to undertake their research at another institution. Existing surveys such as the PRES and the internal student survey were evaluated to identify if there was anything that could be used. However none of the existing questions provided suitable data for the project. The team considered adding a question to the existing internal survey but the timescales would not have provided true baseline data for the project.

About the Team

Case Study Contact

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The Business Improvement Team (BIT) sits within the Continuous Improvement Directorate. The team was established in May 2013 and since then has grown to eight people. Our remit is to work across the university to streamline processes and help staff improve their way of working, leading to efficiency savings and increased income generation. A key aspect of what we do is encourage behavioural change towards a culture of continuous improvement aligned with achieving our strategic objectives, and to empower staff to make changes in work practices regardless of their role in the university.

The University Of Sheffield.

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Improving Access to the Disability & Dyslexia Support Service

Context

The project was to **review and redesign** the **processes** that support applicants and students to **access specialist expertise** offered by the Disability and Dyslexia Support Service (DDSS).

The project team defined that they did not have a clear, agreed process to enable students to access the provision. Increasing student numbers and changing external requirements had resulted in a reactive service.

Objectives

Agree a **clear and consistent standard** for access to the service, including a prioritisation system

Implement data gathering to enable effective service management and improvement

Implement processes to enable **service innovation and improvement** in a proactive manner

Project Team

11

Key stakeholders

Students

DDSS Staff

Disability Liaison Officers

Timeline

Month 1: Problem definition & prioritisation workshop

Month 2: Scoping phase & baseline data capture

Month 4: 5 Day Rapid Improvement Event & training day for small task force

Month 4 - 7: Implementation supported by PIU

Next year: Post-improvement data capture

Evidencing Benefits Approach

The approach taken was to plan the measurement of baseline and post-improvement data to ensure that the **benefits gained** from implementing changes could be **demonstrated.**

At the scoping and planning phase of the project it was agreed how to measure the project benefits. Supported by the Process Improvement Unit (PIU), the project team and sponsor **identified a range of service provision and service improvement benefits, with their associated measures and collection methods:**

	Benefit	Measure	Collection Method
Access to Service Provision	**Increased service quality** through reduction in enquiry response time	Length of time from student enquiry to service response	Manual entry on enquiry spreadsheet
Access to Service Provision	**Increased service quality** - faster appointment offering	Number of days between accessing service and appointment	System report of number of days between accessing service and appointment
Access to Service Provision	**Increased service quality** - reduction in appointment non-attendance	Number of students who Do Not Attend	Sample of DDSS appointment schedules
Access to Service Provision	**Increased customer satisfaction**	Track student satisfaction scores	Annual student survey; focus group feedback
Access to Service Provision	**Increased staff satisfaction**	Track DDSS staff satisfaction scores	Staff survey; focus group feedback
Access to Service Provision	**Improved academic progress** as a result of students accessing the service	Statistical correlation between accessing the service and academic progress	System reports on academic progress
Service Improvement	**Increased service improvement**	Track number of hours that improvement toolkit is used	System report of toolkit use
Service Improvement	**Increased service improvement**	Track number of further service improvements made by the DDSS team	Manual tally of number of service improvements

The initial improvements are due to be **fully implemented by** the next academic cycle.
Post-improvement data collection is agreed and planned after this.

Behavioural change

Impact of Approach

The team had a great deal of baseline data which already showed high levels of student satisfaction with the service. Therefore, the challenge was to ensure that **changes to working practices** were indeed **improvements** that addressed the increasing demand on the service, while maintaining the high level of student satisfaction. Knowing that student satisfaction was already high gave the project team **confidence** about the service they were delivering and **motivation** to strive to make it even better.

It also meant that they challenged themselves to consider project benefits beyond student satisfaction and how to measure them. This led to identifying measures of **increased service quality** and **improved academic progress**.

The project team also recognised their own satisfaction could be a project benefit, in addition to student satisfaction, and established a number of service improvement measures which will enable them to be **proactive** in sustaining the new way of working.

Testimonial

This case study is an **outstanding example** of the work of PIU in **achieving positive outcomes**, which with careful **planning and data collection** were clearly identified in terms of **measurable cost savings and user satisfaction**. Also, by sharing with colleagues the details of the event, type of improvements and identified benefits, it becomes even more likely that the PIU **approach is increasingly adopted**.

Chief Financial Officer
University of Sheffield

Q&A

Q A smaller implementation task force was created, selecting 5 of the 11 project team members. This isn't something that happens for every project, why choose this approach here?

A The team were keen to ensure that the service embraced continuous improvement, and agreed that this would be a way of ensuring that service improvements continue to happen beyond this project. We hope that this may be an approach that will be used in future projects.

Q Improved academic progression is a very interesting benefit. Some departments may shy away from this and consider it too difficult to measure. Why is this project team pursuing it?

A We already have a baseline figure that shows that students with disabilities who access the service are more likely to perform on a par with their peers, having an existing baseline measurement helps us to track the impact of our changes. We think it is important to consider a wide range of benefits on a project-specific basis when undertaking process improvement activities.

Q Statistical analysis is required to evidence improved academic progression, this is not a common skill set. Will the project team be supported with this measurement?

A This will be a joint activity between a couple of people in the project team who are comfortable with data analysis, with some support from PIU.

Lessons Learned

Project team

Having 11 team members meant that some people from the service had to be excluded. In order to consult with and inform these stakeholders, they were included at the scoping stage, one to one meetings were scheduled with people who were not formal project team members, and all staff were invited to the improvement brainstorming session and final presentation.

Task force

The creation of a smaller service improvement task force (5 people), with a clear modus operandi and lots of enthusiasm has been a key positive outcome of the project. It has helped to inculcate a culture of continuous improvement.

Non-attendance

Very little data about the number of students who do not attend their appointment was collected in advance of the project. The reasons for a student not turning up to an appointment are multifaceted. The absence of baseline data and complexity of causes may make this a challenging measure of improvement.

About the Team

Case Study Contact

Rachel McAssey

Head of

Process Improvement

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The Process Improvement Unit is part of Corporate Information & Computing Services within The University of Sheffield. The unit was established in June 2012 and comprises of 2.5 FTE practitioners. We're here to help the University run the most effective and efficient processes it can, so that more of its resources can be spent on learning, teaching & research. Our remit is to facilitate process improvement projects and workshops, to run training in the use of improvement tools and techniques, and to help with the creation of a culture of continuous improvement in the University.

Evidencing Benefits Case Study

Student Bursaries

Context

The **Student Journey Programme** is a transformational change programme with the objective of enhancing the student experience and embedding service excellence by **designing processes, services,** and supporting organisational **structures** around the **needs of students**. One focus of the large-scale programme was to enhance the student experience of financial processes, specifically student bursaries.

Each year approximately 1,400 bursaries are awarded to undergraduate students. The assessment and allocation process required students to **submit an application** form which was then **manually assessed** by staff to confirm eligibility. This **time intensive** process was **not satisfactory** for students or staff. Furthermore, sector benchmarking indicated that more students were eligible for bursaries than typically applied each year.

Objectives

To streamline and automate the assessment and allocation process for student bursaries.

To improve the student experience through proactive assessment and allocation, rather than a paper based application driven by the student.

To reduce staff time spent working on the process.

Student Journey Programme Team

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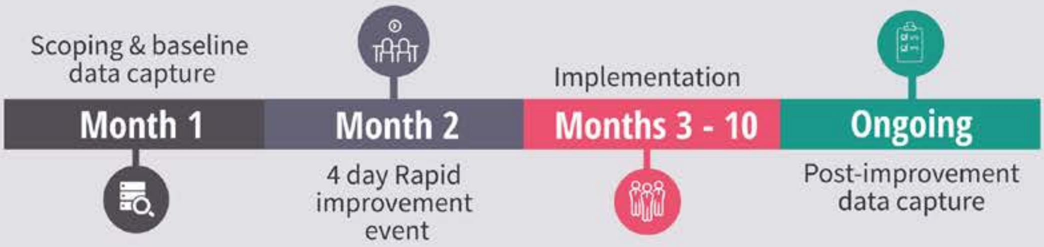
Key stakeholders

- Students
- Finance
- Faculty staff
- Director of Marketing & Communications
- IT
- Student Services

Timeline



Evidencing Benefits Approach

Voice of the Stakeholder

One aspect of the work undertaken was student and staff Voice of the Stakeholder (VoS) research using focus groups. In this activity, established Voice of the Customer methods were adapted to recognise that at Bournemouth University students are partners in learning and not customers. The purpose of the VoS activity was to **gather the views of stakeholders** on the quality of the current bursaries processes, system, and services and find out what service features they would like in the future.

Representatives from the student body were recruited by our Student's Union and the Student Representative Council. The student representatives participated in all meetings, focus groups and process workshops alongside staff.

Each stakeholder group was asked a **set of questions** around how, when and which students apply for bursaries, and what they felt could be done to improve these experiences. This elicited a **number of service improvement ideas**:

Baseline data capture

In addition to the VoS activity, **baseline data** from system reports was also used to illustrate the current state of the bursary process:

12% of new entry students **submitted a late** bursary **application** leading to process delays.

Impact of Approach

The VoS feedback brought the issues of the current processes and their **impact** on **staff** and **students** to life. This directly **informed** the **design** of the new way of working and led to the development of a new bursaries assessment process which automatically allocates funds to eligible students based on pre-defined rules and removes the student application form and manual assessment.

Design of Improvements

Realised Benefits

Increased student experience

98% of **new eligible students** proactively **assessed without** the need for an **application form**

100% of existing bursary recipients were **correctly awarded** for the next academic year

The use of VoS has enabled the project team to stay true to the **values** of Bournemouth University by keeping a **focus on people.** It has helped justify the project's use of resources for business process improvement activities, and **benchmarks satisfaction** for **ongoing benefits realisation** in the future.

Driving Culture

Testimonial

> The VoS helped us to **understand** that we needed to look for more radical solutions than just an automated application process. Through simply process mapping without **hearing directly from the students** we may have **missed the opportunity** to challenge ourselves to make a radical change.

Head of Service Excellence
Bournemouth University

Lessons Learned

Voice of the Stakeholder

Developing an understanding of VoS methodology has been a key driver to embed Service Excellence and ensure that new processes are designed for the benefit of our students.

Workshop Activities

Much of the content of process workshops was focused on "back office" activities and was not too interesting for students. This should be recognised for future VoS event planning that involves students.

Key Driver

It is very easy to become focused on implementing new technology on a project of this scale, rather than keeping in mind that improving the business processes is the key driver that will lead to benefits. This message will be emphasised further at the beginning of future programmes.

Q & A

Q Having students participate in focus groups and process workshops is a significant level of stakeholder engagement. Why did you take this approach?

A Bournemouth University is really focused on service excellence. Given the amount of qualitative data available, it made sense to adopt a VoS approach to base-lining the improvements. The real power of VoS is, more often than not, your users will already have some great ideas about how to improve things, so why not ask them?

About the Team

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The Programme Management Office (PMO) and Head of Service Excellence report directly into the Office of Vice Chancellor. The PMO is a small team with a mission to facilitate alignment to the Bournemouth University 2018 corporate strategy, ensuring that the right projects and improvement initiatives are taken forward to ensure that objectives are met.

Evidencing Benefits Case Study

University of Strathclyde Glasgow

Implementing an Evidencing Benefits approach at the Arctic University of Norway

Fordeler
Benefit

Context

This case study shares the further development of The Arctic University of Norway's (UiT) approach to improvement initiatives through embedding an evidencing benefits methodology.

UiT does not have a central improvement team, instead in early 2013 a concept group was formed of staff from a range of departments with an interest in continuous improvement. The group have **supported 12 improvement initiatives** to date, and while methods to evidence the benefits were designed for each initiative, this was **approached** with little or **no standardisation,** and **responsibility** for **following up** on the benefit measurements was not appropriately allocated. Therefore, the group were keen to develop a **more thorough approach** to **evidencing the benefits** of improvement initiatives. The Strathclyde Guide to Evidencing the Benefits of Business Process Improvements in Higher Education (the Guide) was introduced to the group early in 2016. The Guide gave UiT an excellent opportunity to take a leap forward and undertook the focused project to translate and adapt some of the ideas, tools and forms to **enhance** UiT's approach to **improvement initiatives**.

The following parts of the Guide were translated into Norwegian to develop additional resources for UiT:

- Overview of Potential Measurable Benefits
- Benefits Exploration Map
- Measurable Benefits Data Plan
- Manual Data Templates
- Improvement Action Plan Template
- Benefits Realisation Spreadsheet

Objective

To provide a more **standardised** and **systematic** way of **evidencing benefits** across UiT's improvement initiatives by translating the tools from the Evidencing Benefits Guide and embedding them in the UiT approach.

Project Team

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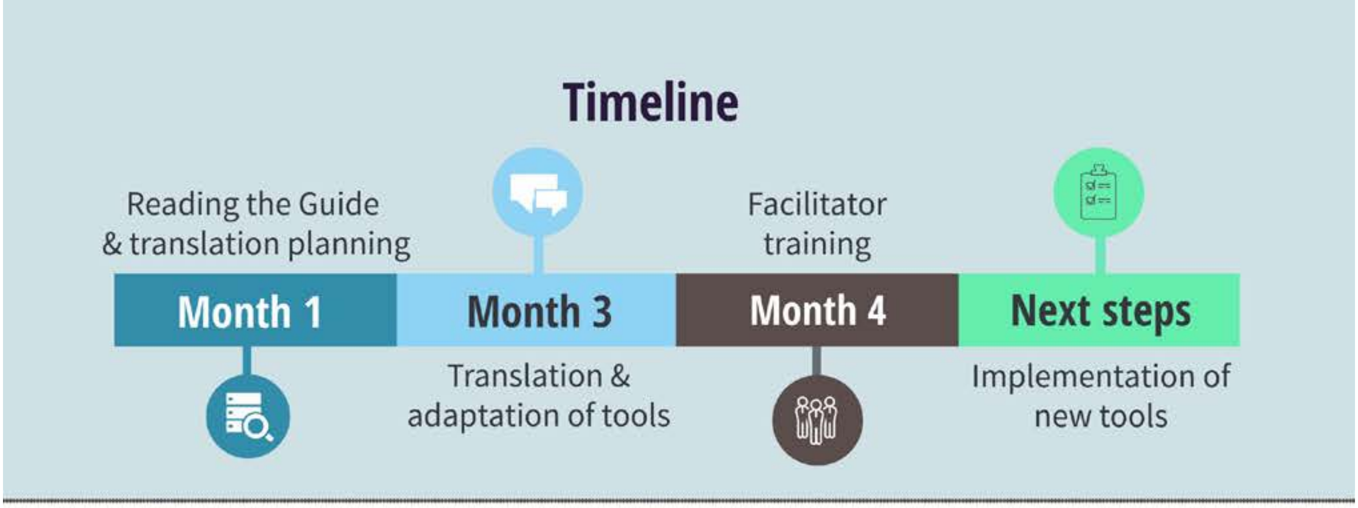
Key stakeholders

Concept group

Staff participating in improvements

Facilitators & sponsors



Approach

It was decided that using the key Evidencing Benefits tools to **evaluate the success** of the translation project would provide the opportunity to **test the translated tools** and **enhance our experience** in evidencing benefits ourselves. Therefore a **Benefits Exploration Map** and **Measurable Benefits Data Plan** were created for the translation project. In order to gather **baseline data** all former improvement initiatives were investigated to establish if benefits had been identified; if so, how this had been conducted, and how many were highlighted. In addition, a set of questions were developed for the process facilitators in order to map their experiences in regard to perceived focus on evidencing benefits.

Benefits Exploration Map

Long-Term Strategic Benefits

Demonstrable positive impact of improvement initiatives at UiT, and the effective reporting and communication of the success through using a more systematic approach to measurement and realisation of benefits arising from improvement initiatives.

Increased efficiency/benefits from improvement initiatives at UiT (contributes to achieving one primary goal in the strategy plan of UiT).

Observable / Behavioural Benefits

Consistent use of standardised methods for measuring the benefits across all improvement initiatives.

Stronger buy-in throughout organisation which strengthens the improvement initiatives.

Stakeholder Benefits

Increased skills in evidencing the benefits of the improvement initiatives at UiT.

Increased skills in visualising/communicating and demonstrating the value of improvement initiatives.

Measurable Benefits

Increased number of measurable benefits.

Improvement in the parameters measured.

Increased systematic use of tools

Increased number of standardised tools for measurement.

Improved experience for LEAN process facilitators.

Increased benefit realisation.

Measurable Benefits Data Plan				
ID	Benefit	Description	Data Required	Progress %
A	Increased number of measurable benefits.	Implementation of standardised tools and forms will increase number of benefits from improvement initiatives.	Number of benefits identified in initiatives before and after implementation.	50%
B	Improvement in the parameters measured.	Implementation of new routines will change what is measured in initiatives.	Overview of data used in initiatives before and after implementation.	50%
C	Increased use of tools for measuring systematic impact.	In former initiatives, measuring impact has been unsystematic and partial. New tools and standardised use of them will make it easier to measure impact.	Overview of benefits identified in initiatives before and after implementation.	75%
D	Increased number of standardised tools for measuring impact.	In former initiatives, there were no standardised tools. Some forms have been used, but these were developed individually for each initiative.	Overview of number of evidencing benefits tools used before and after implementation.	100%
E	Improved experience for LEAN process facilitators through increased focus on measuring & evidencing benefits in training and initiatives.	UiT expect that facilitators will find it easier to guide focus groups/employees to identify useful benefits.	Develop a questionnaire to map facilitator experiences before and after implementation of new evidencing benefits tools.	25%
F	Increased output/benefit realisation in improvement initiatives.	Clarify expectations on who is responsible for following through on measurements required to evidence benefits.	Qualitative data from initiatives before and after implementation.	0%

Implementation

Baseline data capture

12 Improvement initiatives completed

92% had no standardised evidencing benefits methodology	**33%** had no measurement of benefits	**100%** had no standardised evidencing benefits tools

Behavioural change

Even though UiT have not run any new improvement initiatives yet, the concept group and process facilitators have **changed their way of thinking** when it comes to evidencing benefits. The concept group finds the translated tools useful, and believes a more systematic way of measuring benefits will enhance process improvement at UiT (this will be will be measured with the use of the facilitator questionnaire).

With implementation of a more **standardised** and **systematic** way of evidencing benefits, UiT also anticipate clarification of who is responsible for follow-up on the benefit measurements in future process improvements.

During the training of new facilitators, the translated/adapted tools were introduced, and the systematic measurement of benefits was emphasised. Our facilitators are now **better prepared** to help participants and employees identify suitable **benefits** in our future improvement initiatives.

Using the **Benefits Exploration Map** and **Measurable Benefits Data Plan** to evaluate the impact of the translation project has been a very effective learning process. UiT also found the **simplicity** of the tools **astonishing** compared to the **efficiency** they invoke.

Next Steps

The first opportunity to use the evidencing benefits tools will occur later in the year. UiT will then have the chance to reflect on their use, based on the questionnaire responses from their facilitators, and further adapt and enhance if appropriate.

Testimonial

A systematic approach to **evidencing** (and realisation of) **benefits** of improvement initiatives is essential in order to move towards a future state where we **increase flow**, **efficiency** and **quality** in our University.

Assistant Director
The Arctic University of Norway

Lessons Learned

Benefits Exploration Map

A steady eye for detail in precise language has proven valuable when using the Benefits Exploration Map. It is easy to describe objectives rather than benefits.

Added Value

UiT believe that the translation project itself has added value to their understanding of the tools, making it easier to fully understand how to use the Benefits Exploration Map and the Measurable Benefits Data Plan in particular.

Q & A

Q The translation of the key tools to suit the UiT approach was a significant piece of work. Did you encounter any particular challenges adapting them?

A Most of the suggested benefits in the guide were translated directly, while some demanded more work. Higher Education is financed differently in Norway compared to the UK: Norway has no student payment, and universities are almost fully government funded. This influences the financial measurement of revenue and student income for example.

Q You have analysed your completed improvement initiatives and uncovered that some of them have no measurements to help demonstrate benefits. Now that you have implemented the evidencing benefits tools in your approach, do you think it is possible to apply them retrospectively to help identify some benefits?

A Upon implementing the new evidencing benefits tools we will look into applying them retrospectively to our former initiatives, thereby increasing the impact of work already carried out.

About the Team

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The Artic University of Norway

The University Director at The Arctic University of Norway (UiT), appointed a concept group responsible for developing methods within improvement initiatives, increasing UiT's expertise and experience in such initiatives and conducting training. The concept group was established in early 2013, consists of 6 people, and is led by a full time Process Improvement Manager. The other 5 members are employed at different departments at UiT, with only part of their time allocated to the group. The position as Process Improvement Manager sits within the Rector and University Directors staff.

CHAPTER 8: FURTHER INFORMATION AND RESOURCES

This Guide is supported by an online toolkit which is a dynamic resource that provides templates for the tools, as well as further supporting resources for each tool. The case studies are also available via the toolkit, offering an up-to-date source of shared best practice across the sector as new case studies are added. Please email us at business-improvement@strath.ac.uk with any feedback or case studies of good practice to share further learning across the sector.

Please visit: http://evidencingbenefits.strath.ac.uk/

Further information on the work across the sector to increase efficiencies:

- HEFCE (2016a), Funding for higher education in England for 2016-17: HEFCE grant letter from BIS, http://www.hefce.ac.uk/news/newsarchive/2016/Name,107598,en.html (Date accessed: 8/1/17)
- HEFCE (2016b), Competition and choice: HEFCE response to higher education White Paper, http://www.hefce.ac.uk/news/newsarchive/2016/Name,108842,en.html (Date accessed: 8/1/17)
- HEFCE (2016c), Value for Money reporting, http://www.hefce.ac.uk/pubs/year/2016/CL,232016/ (Date accessed: 8/1/17)
- Universities UK (2015), Efficiency, effectiveness and value for money, http://www.universitiesuk.ac.uk/highereducation/Documents/2015/EfficiencyEffectivenessValueForMoney.pdf (Date accessed: 8/1/17)
- Universities Scotland (2015), Working Smarter Report 2015, http://www.universities-scotland.ac.uk/wp-content/uploads/2016/02/Working-Smarter-2015-final-no-spreads.pdf Date accessed: 8/7/17)

Further information on available benefits realisation methodologies and implementing change:

- Bradley, Gerard (2006), Benefits Realisation Management: A practical guide to achieving benefits through change. Gower Publishing, England
- UCISA-PCMG (2016), Effective Benefits Management for IT and Business Change Projects. Published by UCISA, https://www.ucisa.ac.uk/bestpractice/Copy_of_publications/effectivebenefits (Date accessed: 8/7/17)
- Melton, Trish; Iles- Smith, Peter; Yates, Jim (2007), Project Benefits Management: linking your project to the business. Published by Elsevier, USA
- Syed, Matthew (2015), Black Box Thinking: The Surprising Truth About Success, Published by John Murray

For additional support in calculating and tracking benefits, please see the tool developed by Jisc:

- Jisc (2011), Improve your effectiveness with the Jisc infoNet Impact Calculator, http://www.jisc.ac.uk/news/improve-your- effectiveness-with-the-jisc-infonet-impact-calculator-04-feb-2011, (Date accessed: 8/1/17)
- Inspiration on how to visualise and present data:
- Visualising Data (2017), Home page, http://www.visualisingdata.com/, (Date accessed: 06/01/17)
- BUDFG (2016), Integrated Reporting in Higher Education, http://www.efficiencyexchange.ac.uk/wp-content/uploads/Integrated-Reporting-IR-in-HE-Web-v3-5.pdf (Date accessed: 8/1/17)

Information and support for developing surveys:

- Harvard (2007), Program on Survey Research: Tip Sheet on Question Wording: http://psr.iq.harvard.edu/book/questionnaire-design-tip-sheet, (Date accessed: 8/1/17)
- Office of Quality Improvement at Wisconsin-Madison University (2010), Survey fundamentals a guide to designing and implementing surveys, http://oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf, (Date accessed: 8/1/17)

A Guide to Evidencing the Benefits of Change in Higher Education

Heather Lawrence and Dr Nicola J. Cairns

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Website: **http://www.strath.ac.uk/workwithus/trainingconsultancy/continuousimprovementforyourbusiness**
Twitter: **https://twitter.com/unistrathlean**
Online Guide to Evidencing Benefits: **http://evidencingbenefits.strath.ac.uk/**

The Business Improvement Team sits within the Continuous Improvement Directorate at the University of Strathclyde. The team was established in May 2013 with a remit is to work across the university to streamline processes and help staff improve their way of working, leading to efficiency savings and increased income generation. A key aspect of what we do is encourage behavioural change towards a culture of continuous improvement aligned with achieving our strategic objectives, and to empower staff to make changes in work practices regardless of their role in the university.