

UCISA Enterprise Architecture Group

Introduction to the Higher Education Reference Models (HERM)



The UCISA EA Group

The UCISA Enterprise Architecture Group (EAG) seeks to promote and develop Enterprise Architecture practice across the Higher Education Sector in the UK and Ireland through the sharing of knowledge, experience and good practice

- 300 members from over 100 different universities
- Forum for collaboration and sharing of knowledge, experience, case studies and templates
- Active mail forum and MS Teams site
- Webinars to showcase and share examples of practice with the UCISA EA community
- 'Open-mic' meetings with group members to enable collaboration and discussion
- Network with HE EA Communities across the globe

The EA Group – Committee members





Lex Wilkinson (Sheffield Hallam University) – Joint Chair



Stéphane Pajon (University of Warwick) – Joint Chair



Rosie Coffey (University College Cork) – Joint lead of BCM/BMC workgroup



Gazelleh
Moradi
(Coventry
University) –
Joint lead of
BCM/BMC
workgroup



Russell Boyatt (University of Warwick) – Lead of DRM workgroup



Chris Stewart (University of Leeds)



Michael Westwood (University of Exeter)



The Higher Education Reference Models

Introducing HERM

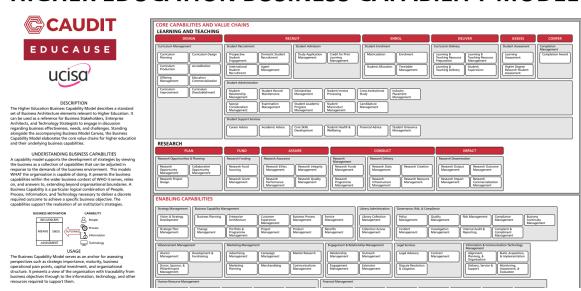
Higher Education Reference Models



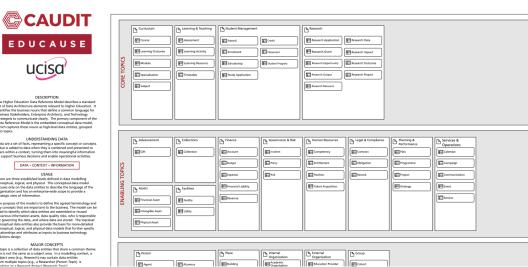
3 Core models:

- **HE Business Capability Model**
- **HE Data Reference Model**
- **HE Business Model Canvas**

HIGHER EDUCATION BUSINESS CAPABILITY MODEL



HIGHER EDUCATION DATA REFERENCE MODEL









HIGHER EDUCATION BUSINESS MODEL CANVAS

CAUDIT	KEY PARTNERSHIPS	KEY ACTIVITIES	VALUE PROP	OSITIONS	CUSTOMER RELATIONSHIPS		CUSTOMER SEGMENTS
EDUCAUSE	Government Orgs Non-Government Orgs Commercial Orgs Education Providers	Learning & Teaching Research Fundraising	Learning & Teac Career Prospects Recognised Crede	entials	Self-Service Personal Assistance		Prospective Students Domestic Students International Students
DISCRIPTION The bushes a revokured projects in several red projects in the several red projects in 1004 and now premotes and made available by the constricting time. Discription in the several red projects in the sever	Education Providers Regulatory Bodies Labour Unions Academia Research Institutes Industry Bodies Alumni Communities Recruitment Agents Indigenous Peoples	Engagement Outreach Extension Collection Curation Commercialisation Incubation	Skills & Competencies Knowledge Socioeconomic Standing Research & Innovation Reputation Accelerated insights Innovative Approaches Discovery Output		Lifelong Learning Pastoral Mentorship Alumni Network Collaborative Consultative		Undergraduate Students Postgraduate Students Governments Alumni Researchers Industries Communities
architecture individual as a transaction and assessment and a surface an		KEY RESOURCES Brand Data Staff Facilities Research Infrastructure	Outcome Impact Engagement Critic of Society Conscience of Society Fellowship	ciety	CHANNELS In-Person Digital Telephone Print Media Mainstream Media		
letter understand the implications of their strategies and scenario based planning. People using the Business Model Carous are encouraged to adopt and adjust it however they see fit to best reflect the context, aspirations, and goals of their own institution.		Collections Curriculum Partnerships Technology	T CHOWS HIP		Social (Media		
The Business Model Carryas can provide an institution with guidance on how best to configure its business capabilities, given its motivations and constraints and given the outcomes that it seeks.		-					
There is usually a strong relationship between the Key Activities and the Key Resources from the Business Model Caryas and the Business Capability Model. Additionally, the Key Activities can often translate well into value chains, and the Value Propositions into value streams.	COST STRUCTURE Staff Physical Estate			REVENUE STE Learning & Tead Fees	ching	Partner Philanth	rships & Engagement rropy
This first HERM Business Model Canvas is included in Version 2.6.0 as a beta release. The CAUDIT Higher disulation Reference Models Working Group is actively seeking feedback from people using this HERM Business Model Cenvas.	Digital Estate Business Services Business Operations Utilities and Consumables			Government Funding Research & Innovation Research Grants Research Contracts		Financial Management Investments Endowments	
				Research Comme		Service Events Facilities	s & Operations

To request access to the models email: admin@ucisa.ac.uk

HIGHER EDUCATION BUSINESS CAPABILITY MODEL



DESCRIPTION

The Higher Education Business Capability Model describes a standard set of Business Architecture elements relevant to Higher Education. It can be used as a reference for Business Stakeholders, Enterprise Architects, and Technology Strategists to engage in discussion regarding business effectiveness, needs, and challenges. Standing alongside the accompanying Business Model Carwas, the Business Capability Model elaborates the core value chains for higher education and their underlying business capabilities.

UNDERSTANDING BUSINESS CAPABILITIES

A capability model supports the development of strategies by viewing the business as a collection of capabilities that can be adjusted in response to the demands of the business chriroment. This models WHAT the organisation is capable of doing. It presents the business capabilities within the wider business context of WHO it serves, relies on, and answers to, extending beyond organisational boundaries. A Business Capability is a particular logical combination of People. Process, Information, and Technology necessary to deliver a discrete required outcome to achieve a specific business objective. The capabilities support the realisation of an institution's strategies.



USAGE

The Business Capability Model serves as an anchor for assessing perspectives such as strategic importance, maturity, business operational pain points, capital investment, and organisational structure. It presents a view of the organisation with traceability from business objectives through to the information, technology, and other resources required to support them.

MAJOR CONCEPTS

Typically an ORGANISATIONAL STRUCTURE would be included to provide context for the scope of the model.

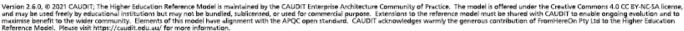
VALUE CHAINS capture how the institution generates value through Learning & Teaching and Research.

CORE CAPABILITIES that directly support the Value Chains are organised under the relevant Value Chain Segment.

ENABLING CAPABILITIES support the core capabilities across the value chains and keep the institution running.



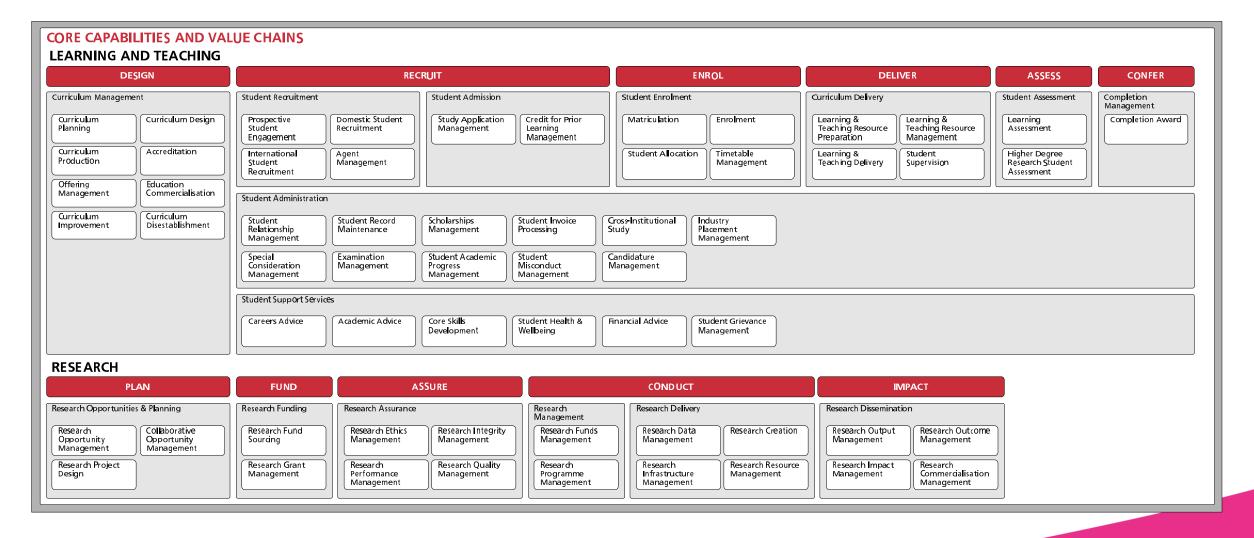
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umiculum Managem	ent	Student Retruitmen	t	Student Admission		Student Enrolment		Ourrieulum De	livery	Stu	dent Appenment	Completion Management
Curriculum Planning	Currieulum Design	Prospective Student Engagement	Domestic Student Recruitment	Study Application Management	Credit for Prior Learning Manageryent	Matriculation	Enrolment	Learning & Teaching Re Preparation	Learning 6 Teaching 6 Managem	tesource	parning ssessment	Completion Aw
Curriculum Production	Accreditation	International Student Recruitment	Agent Management			Student Allocatio	Timetable Management	Learning & Teaching De	Student Supervisio	e Hi	igher Degree esearch Student ssessment	
Offering Management	Education Commercialisation	Student Administrat	tion									
Currieulum Improvement	Curriculum Disestablishment	Student Relationship Management	Student Record Maintenance	Scholarships Management	Student Invoice Processing	Cress-tratitutional Study	Industry Placement Management					
		Special Consideration Management	Examination Management	Student Atademic Progress Management	Student Misconduct Management	Candidature Management						
		Student Support Se	rvises									
		Coreer Advice	Asademis Advise	Core Skills Development	Student Health & Wellbeing	Finantial Advice	Student Grievance Management					
RESEARCH												
P	LAN	FUND		ASSURE		CONDUCT	r		IMPACT			
Neveren Opportuniti	er & Planning	Research Funding	Research Assurance		Research Management	Research Delive	ry		duemination			
Research Opportunity Management	Collaborative Opportunity Management	Research Fund Sourcing	Research Ethics Management	Research Integrit Management	Management	Management		Manage	ment Manag	rch Outcome gement		
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Research Project Design	J	Research Grant Management	Research Performance Management	Research Quality Management	Programme Management	Infrastructure Menagement	Management	Manage	ment Comm	ercialisation gement		
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Business Capability Model





Business Capability Model



ENABLING CAP	ABILITIES												
Strategy Management	Business Capability I	Management		Library Administration	orary Administration Governance, Risk, & Compliance								
Vision & Strategy Development	Business Planning	Enterprise Architecture	Customer Experience Management	Business Process Management	Service Management	Library Collection Management		Policy Management	Quality Management		Risk Managen	Compliance Managemen	Business Continuity Management
Strategic Plan Management	Change Management	Portfolio & Programme Management	Programme Management Managemen		Benefits Management	Collection Access Management			Investigation Management		Internal Audit Reporting	& Complaint & Compliment Managemen	
Advancement Manageme	ent	Marketing Manager	ment		Engagement & Rela	tionship Management	ī	Legal Services			Information Managemen	& Communication Tec	hnology
	Development & Fundraising	Advertising Management	Campaign Management	Market Research	Relationship Management	Outreach Management		Legal Advisory	Contract Management		Alignment Planning, Organisati	& & Impler	quisition, nentation
Donor, Sponsor, & Philanthropist Management		Marketing Planning	Merchandising	Communications Management	Engagement Management	Extension Management		Dispute Resolution & Litigation	n		Delivery, S Support	ervice & Monitori Assessme Evaluation	ent, &
Human Resource Manage	ement	J (Financial Management		_			_			
	Workforce Planning	Talent Acquisition	Workforce Training & Development	Remuneration & Benefits Management	Financial Planning & Analysis	General Ledger	Acc		ccounts eceivable	Price M	odelling	Tax Liability Management	Payroll Management
Resource	Workforce Performance Management	Workforce Relations Management	Human Resource Support	Health, Safety, & Wellbeing Management	Bank Management	Procurement Management	Pro		sset fanagement	Investm Manag		Treasury Management	
Information Management	nt			Facilities & Estate Mana	gement		S	Supporting Services					
Analytics	Artefact & Collection Management	Copyright Management	Data Management	Building & Facilities Management	Property Management	Campus Transportation Management	ш	Housing & Accommodation Management	Gallery & Museum Management		dcare nagement	Healthcare Management	Membership Management
	Information Search & Discovery	Information Security Management	Identity & Access Management	Campus Security Management	Commercial Tenancy Management	Cleaning & Waste Management		Printing Management	Sport & Recreation Management	Ven	ue nagement	Food & Retail Outlet Management	
	Enterprise Content Management	Business Intelligence & Reporting	Digital Preservation	Groundskeeping Management	Environmental Sustainability Management	Space Utilisation Management		Travel Management	Intercollegiate Athletics Management	Eve Mar	nt nagement	Mail Manageme	int

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Data Reference Model



	Curriculum	Learning & Teaching	Student Management		Research				
	Course	Assessment	Award	Credit	Research Application	Research Data			
10	Learning Outcome	Learning Activity	Enrolment	Placement	Research Grant	Research Impact			
CORE TOPICS	Mod ule	Learning Resource	Scholarship	Student Progress	Research Opportunity	Research Outcome			
RET	Specialisation	Timetable	Study Application		Research Output	Research Project			
8	Subject				Re search Re source				
	Advancement	Collections	Finance	Governance & Risk	Human Resources	Legal & Compliance	Planning & Performance	Services & Operations	
	Gift	Collection	Account	Incident	Entitlement	Contract	Plan	Callendar	
<u>S</u>			Budget	Policy	Position	Obligation	Programme	Campaign	
TOP.			Expense	Risk	Skills Development	Record	Project	Communication	
ENABLING TOPICS	Assets	Facilities	Financial Liability		Talent Acquisition		Strategy	Event	
ENAE	Financial Asset	Facility	Revenue					Service	
	Intangible Asset	Utility							
	Physical Asset								
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Business Model Canvas



KEY PARTNERSHIPS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS
Government Orgs	Learning & Teaching	Learning & Teaching	
Non-Government Orgs	Research	Career Prospects	Self-Service
Commercial Orgs	Fundraising	Recognised Credentials	Personal Assistance
Education Providers	Engagement	Skills & Competencies	Lifelong Learning
Regulatory Bodies	Outreach	Knowledge	Pastoral Mentorship
Labour Unions	Extension	Socioeconomic Standing	Alumni Network
Academia	Collection Curation		Collaborative
Research Institutes	Commercialisation	Research & Innovation	Consultative
Industry Bodies	Incubation	Reputation	
Alumni		Accelerated Insights	
Communities		Innovative Approaches	
Recruitment Agents		Discovery	
Indigenous Peoples		Output	
	KEY RESOURCES	Outcome	CHANNELS
		Impact	
	Brand		In-Person
	Data	Engagement	Digital
	Staff	Critic of Society	Telephone
	Facilities	Conscience of Society	Print Media
	Research Infrastructure	Fellowship	Mainstream Media

Collections

Curriculum Partnerships Technology

COST STRUCTURE

Staff
Physical Estate
Digital Estate
Business Services
Business Operations
Utilities and Consumables

REVENUE STREAMS

Social Media

Learning & Teaching

Fees

Government Funding

Research & Innovation

Research Grants
Research Contracts

Research Commercialisation

Partnerships & Engagement

CUSTOMER SEGMENTS

Prospective Students
Domestic Students
International Students
Undergraduate Students
Postgraduate Students
Governments
Alumni
Researchers
Industries
Communities

Philanthropy

Financial Management

Investments Endowments

Services & Operations

Events Facilities

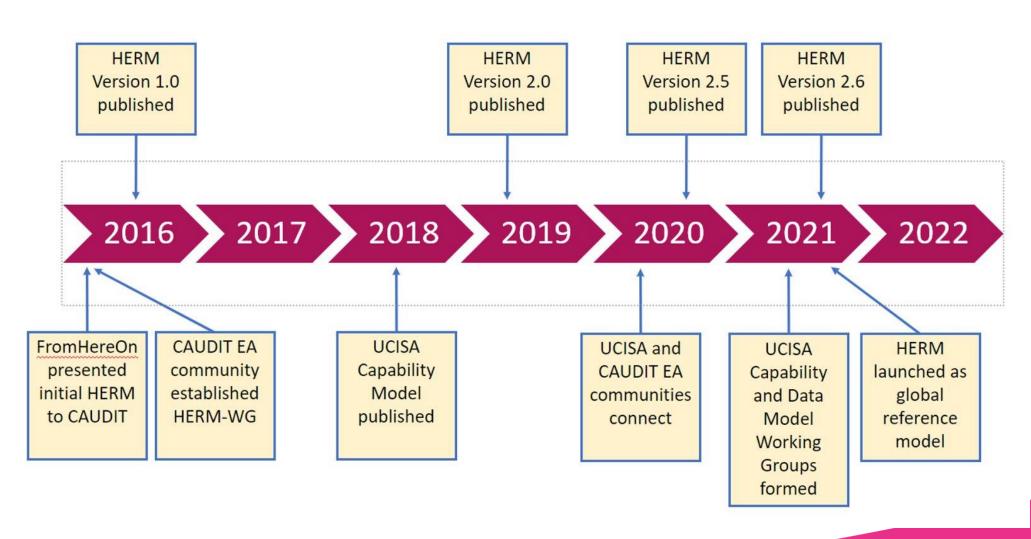


HERM

Inception, Evolution and Future of the models

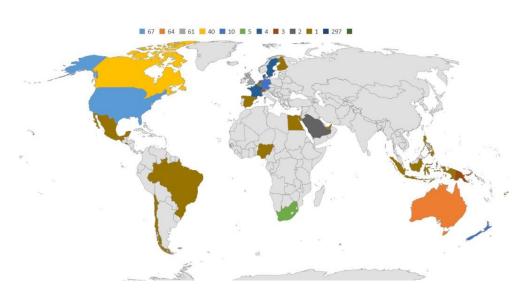
Evolution of the models







HERM Global Collaboration



access and use of the models is spreading!

- Joint Statement of intent between UCISA and CAUDIT April 2021
- UCISA EAG HERM Working Group formed May 2021
- Global joint launch of HERM version 2.6 November 2022 with UCISA, CAUDIT and EDUCAUSE
- EUNIS and UCISA Sign Collaborative Agreement February 2022
- Continued networking and collaboration with HE EA Communities across the globe

UCISA EA HERM Working Group



Two subgroups of the UCISA working groups: one group working on the Business Capability Model (BCM) and the Business Model Canvas (BMC) and one group working on the Data Reference Model (DRM).

CM sub-group activities (led by Rosie Coffey and Gazelleh Moradi)

- •Gather examples of use of the model and how HEI are deriving value from it
- Discussion and debating the models
- •Proposing improvements and enhancements to further develop the models

DRM sub-group activities (led by Russell Boyatt)

- •Review DRM, its relevance and applicability to the UK HE sector
- Recommendations of its use
- •Proposing improvements and enhancements to further develop the data model

UCISA EA HERM Working Group



The UCISA EA HERM Working Group is helping to shape the future development of the models

- UCISA EA HERM working group and sub-groups meet regularly
- Meetings between the UCISA and CAUDIT HERM Working Groups Fast Track process
- Feedback from UCISA has already shaped version 2.6.0 of the Capability Model











Design Principles



Improvements and suggestions

We accept suggestions from our community and international partners and add them to our Trello kanban for review.

Prioritisation and review

Improvements and other changes are triaged out our weekly meeting and reviewed against our design principles.

Publish model changes

All endorsed changes are then entered into the models repository (Confluence), and released via new versions twice a year (ideally!)

#	Principle	Narrative and Justification
1	Business Capabilities are Business Capabilities.	The business reference model is primarily a collection of business capabilities, and only business capabilities that meet the accepted definition* of what a business capability is may be included in the reference model. This core principle guards against the introduction into the business reference model of foreign concerns and viewpoints, such as motivation models or commonly-found organisational structures.
2	Usable Affordance is Paramount.	The usability and usefulness of the reference models determines the value the community can obtain through the use of the models, and is therefore of paramount importance in the design and prioritisation of changes and improvements to the models. This principle predetermines that a trade-off will be made between tolerable deviations from the structural integrity of the model if those deviations increase the usability and usefulness of the reference models to the community.
3	Duplication is Undesirable.	The duplication of business capabilities is undesirable (e.g., "Identity & Access Management" exists in its own right, and should not be duplicated across other business-capability domains, such as "Employee Identity & Access Management" and "Scholarship Applicant Identity & Access Management" and so forth). In some cases, duplication may be warranted if the specific instance is recognised as a separate business capability in its own right, or where the duplication improves materially the usability and usefulness of the model.
4	Consistency is Important.	Within the models and the catalogues that underpin them, consistency of language, structure, definitions, common terms, etc is important and desirable, as it aids the consumability, understanding, and adoption of the reference models.
5	Generalisability is Essential	The reference models are designed to be high-level artefacts that are applicable as broadly as possible. As a consequence, the models are defined and described in ways that do not limit their potential to be adopted globally.
6	Incrementation is Appropriate.	Making many major changes would damage the integrity of this industry standard reference model. Many organisations are using the first-release version of the reference models to support their architecture, strategic, governance, and other activities, and, in those contexts, the reference models are providing enormous value. Against that backdrop, undertaking a major refactoring of the reference models will be disruptive, is unwarranted, and is discouraged. Instead, the reference models will be treated as products, improvements to them will be created incrementally, and a forward roadmap of potential areas for change and improvement will be published and maintained for community comment and contribution.

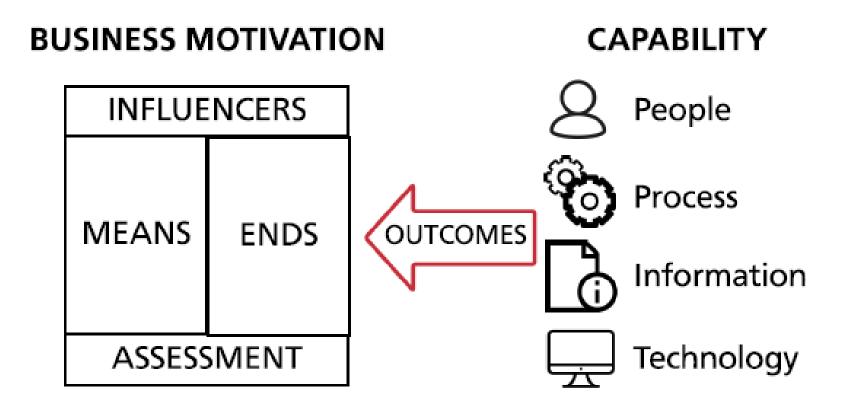


HERM

How can you use the models?

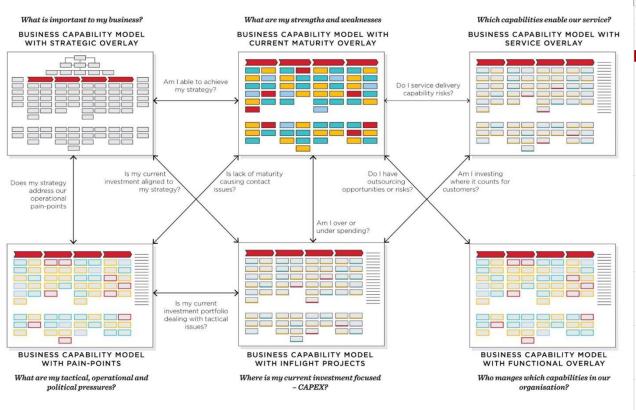
What is a Business Capability?





Using the Business Capability Model





А	В	С	D	Е
The reference is a convenient reference code for posterity into which nothing in particular should be read or implied.	The scope indicates for each use-case whether it applies to the Business Capability Reference Model, the Data Reference Model, or the Business Model Carwas.	The name is a short phrase that identifies the use-case described, and should be unique throughout the namespace of this compendium.	The description provides just-enough detail about what the use-case entails.	The narrative provides contextual and advisory information about the use-case and how it can be useful to your institution.
Reference	Scope	Name	Description	Narrative
C0001	Business Capability Model 🔻	Organisational Structure	Map the structure of your organisation to the business capability model to understand, potentially with RACI mark-up, where there are gaps and where there are overlaps in who-does-what with the fulfilment of the business capabilities for your institution.	This is an excellent place to start! The business capability model itself is a beautiful and useful artefact, but our business stakeholders tend not to be able to "see themselves" reliably within it, so creating an overlay that shows what you think and understand they do is a very helpful way to validate and gain early engagement. This can also include representation of key staffing metrics such as number-of-staff and equivalent-full-time-load.
C0002	Business Capability Model 🔻	Application Inventory	Categorise your applications by the business capabilities to which they contribute.	Understanding how your fleet of applications helps your institution to fulfil its business capabilities opens the door to mapping selected application portfolio views to the business capability model and, subsequently, aspects of their technical fitness, business fitness, and cost, admitting rich narratives about application lifecycle management.
C0003	Business Capability Model	Institutional Strategy	Unpack your institutional strategy and identify the business capabilities required to realise its strategic objectives.	Bringing your institutional strategy to life through the lens of the business capability model can aid the understanding and communication of what needs to be different for the strategy to succeed.
C0004	Business Capability Model	Change Initiatives	Project the footprint of large-scale business-change initiatives onto the business capability model to better understand the implications upon your institution and its readiness to execute those changes successfully.	In conjunction with other overlays (e.g., organisational structure, capability health, application inventory) this can also help identify potential impediments to achieving these things.
C0005	Business Capability Model *	Capability Health	Assess the health of your business capabilities and reflect the results on the business capability model.	Using a combination of formal maturity-assessment techniques and less-formal assessments of the

POLDA(T) of Teaching and Learning



							Key POLDAT foo	us layers	
Teaching &	Learning				Iden	tify which POLDAT I	layers would be the	e focus of work for	the programme
L0 Capability Group	L1 Capability Nam	No. Proces es	AII	~	Process	Organisation	Location	Data	Applications
Teaching & Learning	Curriculum Management	54							
Teaching & Learning	Student Attraction & Recruitment	62							
Teaching & Learning	Student Admission Management	22							
Teaching & Learning	Student Enrolment	50							
Teaching & Learning	Teaching & Learning Deliverg	84							
Teaching & Learning	Student Assessment	58							
Teaching & Learning	Student Administration	122							
Teaching & Learning	Academic Administration	63	,		,	,	,	,	,
Teaching & Learning	Student Support & Vellbeing Management	76	,		,	,	,	,	,
Teaching & Learning	Student Completion & Graduation	31							
Teaching & Learning	Alumni Engagement	27							





Managing application portfolios

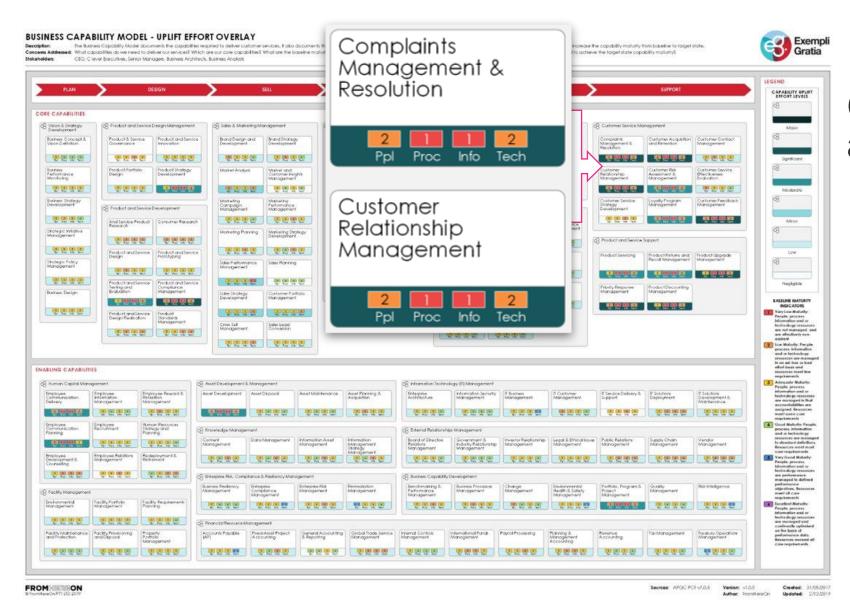
Asset lifecycle management

Retain

Refresh

Replace

Retire





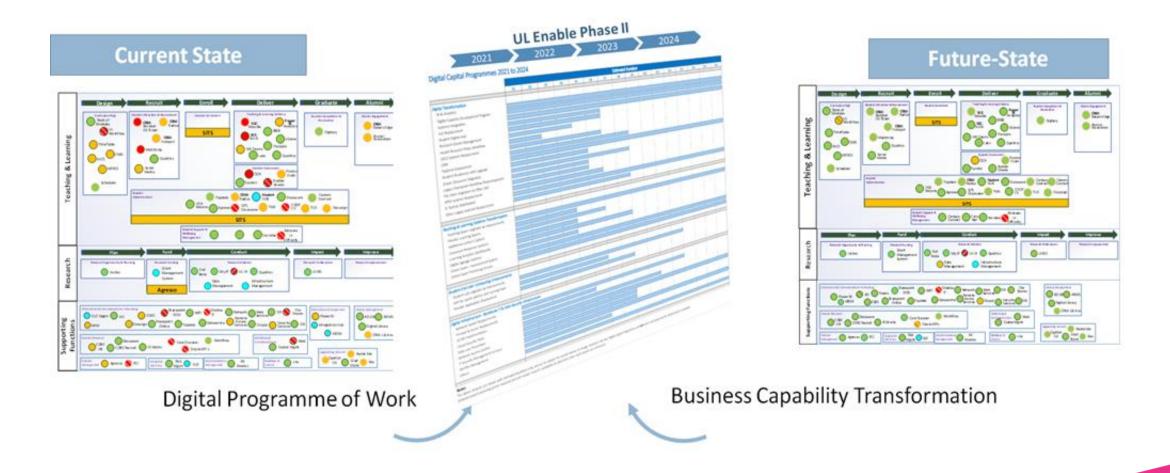
Communicating rich analyses

Where to focus investment?

On what?

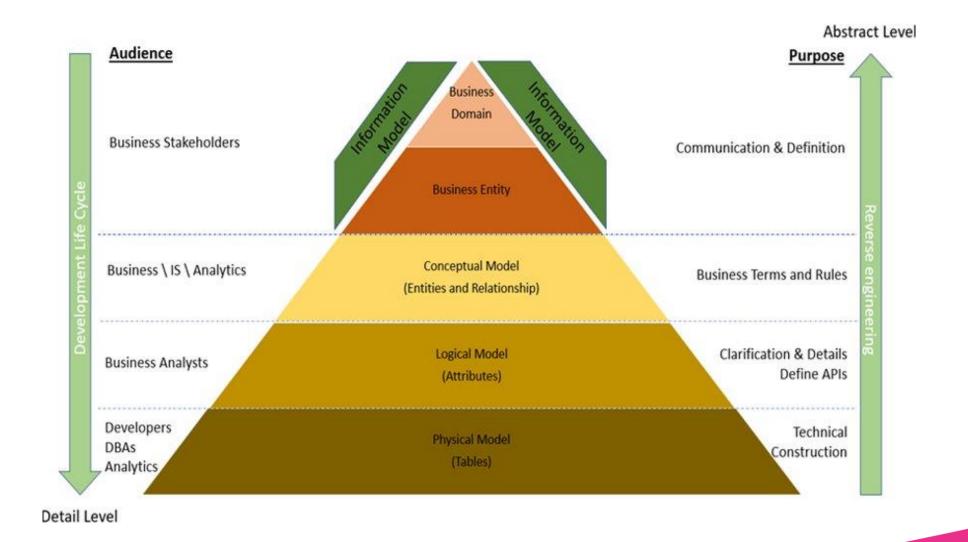


Communicate transformation progammes



Data Reference Model

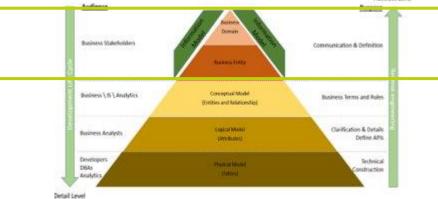




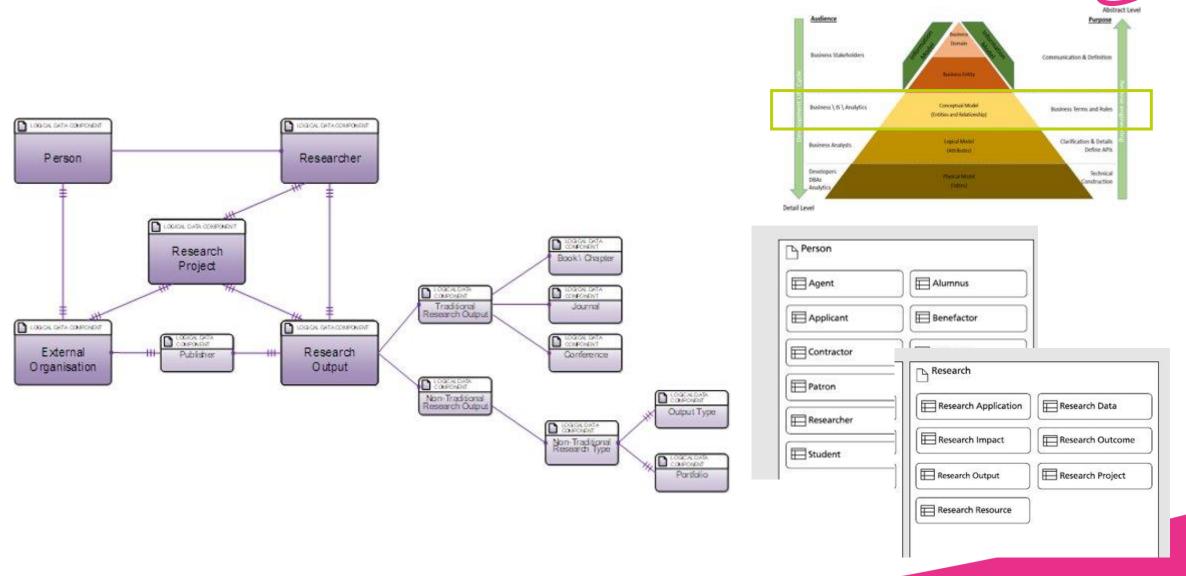
Data Reference Model



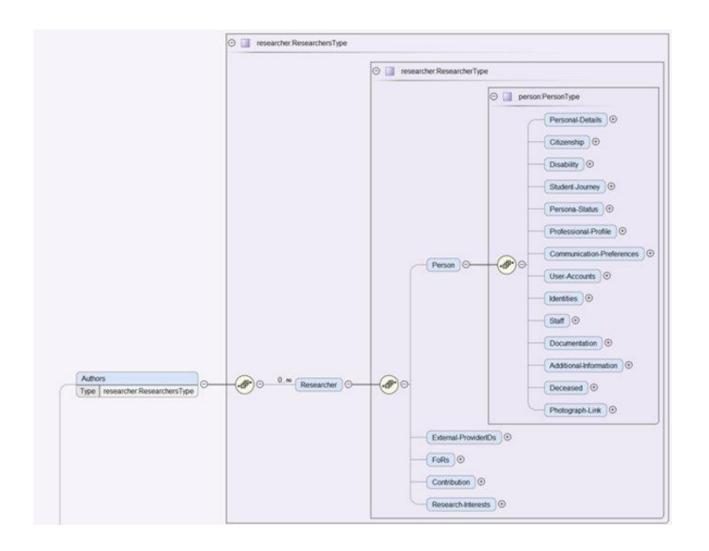


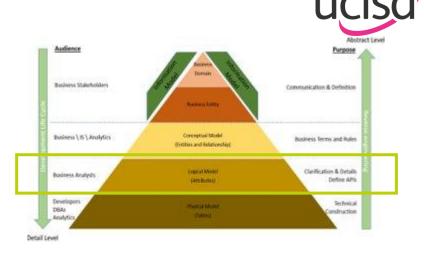


Conceptual Data Model



Logical Data Model





Resources/Mentions for the HERM



- •Gartner: Lowendahl, J-M. (2020) Use Business Capability Modeling to Drive Digital Business Design in Higher Education, Gartner Research, Article ID #G00722622: https://www.gartner.com/document/3990836
- •Educause (HE use-case compendium): The Higher Education Reference Models | EDUCAUSE
- •JISC Paper Collaboration: Digital at the core: A 2030 strategy framework for university leaders (jisc.ac.uk)
- •Business Model Canvas: Components of Business Model Canvas Explained | Strategyzer
- •Global Launch: Recording and presentations UCISA



UCISA Enterprise Architecture Group

Thank you & Questions