<table>
<thead>
<tr>
<th><strong>Student Systems Business Analyst</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong></td>
</tr>
<tr>
<td><strong>Hours of work:</strong></td>
</tr>
<tr>
<td><strong>Contract type:</strong></td>
</tr>
<tr>
<td><strong>Salary:</strong></td>
</tr>
</tbody>
</table>
Main purpose of the role

The Student Systems team is responsible for the development, management, and maintenance of our student record system (SITS) and its integrations with other business systems. These systems are core to the running of the University with Academic and Professional Service departments relying on them to underpin their key activities.

We have an extensive programme of projects and service improvements that support the student journey from application through to graduation. You will work with colleagues in Student Systems and service owners and users across the University to gain a detailed understanding of business problems and the changes required to improve business processes. You will be able to use this understanding to define system requirements, which can be used by development teams or suppliers to create or improve services. The successful delivery of our projects requires Business Analysts who can support all aspects of the project lifecycle.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

1. Role Specific Responsibilities
   - Elicit user needs and business requirements and translate them into projects and service improvements
   - Work with stakeholders at all levels, both technical and non-technical to identify system requirements
   - Work with development teams and suppliers leading to new or enhanced services
   - Facilitate the improvement of business processes
   - Work with developers, product owners and project managers to ensure changes are in line with customer expectations and deliver the expected benefits
   - Lead discovery work to inform the business case for change
   - Help refine the design, functionality and content of services supported by Student Systems based on how different kinds of users experience them
   - Write user stories and other useful artefacts such as user journey maps, problem statements and workflow models to help the team to understand user needs and business requirements
   - Plan the business change activity for the service delivery team

2. University of York Responsibilities for Grade 6

Service and Operational Delivery
   - Oversee a responsive and proactive support service to ensure service expectations are met.
   - Collect and analyse stakeholder feedback to help define needs and requirements and the design and planning of services.
   - Contribute to operational leadership teams and decision making to shape the nature and level of support services.
   - Implement changes to the design and development of a service.
   - Accountable for delivery of a service within a defined area or defined responsibilities.
   - Make effective use of digital solutions to carry out operational activity and implement efficiency improvements.
   - Depending on the role, may be required to act as operational line manager - setting, monitoring and overseeing the work of the team on a day to day basis
- Act as a supportive and encouraging member of a team. For roles at this level with supervisory responsibilities, demonstrate compassion and give advice on commonly occurring wellbeing issues.

**Continuous Improvement**
- Analyse service and operational delivery data and provide reports, making recommendations for improvement as appropriate.
- Ensure the review and improvement of systems and procedures in line with University frameworks.
- Review internal and external practice to identify opportunities for future improvements or efficiencies.
- Apply expertise to identify, understand and propose resolutions for issues or problems.
- Proactively identify opportunities for building personal knowledge and skills for self and others.
- Deliver knowledge sharing on specialist defined processes across the broader team.

**Specialist Contribution**
- Provide advice to stakeholders in relation to complex policies, procedures and regulations.
- Provide specific technical advice to ensure compliance with legislation, statutory duties, etc.
- Provide specialist expertise and support with complexity of data and information sources, providing interpretation and analysis.
- Carry out in-depth, complex investigations or searches; interrogate the information and data to identify trends and patterns.
- Deliver training, teaching and/or development delivery for stakeholders.

**Collaboration and Communication**
- Establish, maintain and develop productive and ongoing relationships with University stakeholders to create ideas for tactical service or operational delivery development.
- Build relationships and networks internally and externally to build and update knowledge and skills.
- Use a range of digital media and tools to communicate with a diverse range of key stakeholders.

**Governance and Oversight**
- Oversee activity to ensure all processes and transactions are delivered in line with regulatory and professional service and policy standards.
- Provide advice and training to stakeholders regarding compliance and regulations relating to the area of responsibility.
- Contribute to the creation or development of policy and procedures to take account of internal and external changes.
- Ensure activities and documents comply with internal University and external regulation, policy and procedures.
Planning and Organisation

- Plan, organise and prioritise own workload (and, where applicable, the workload of team members on a regular basis), taking into account operational needs and changing circumstances of the team over the short to mid term.
- Plan and manage longer term programmes of work, monitoring progress as required.
- Lead the delivery of projects to facilitate service operational change or play a role in University-wide projects.
**Person specification**

<table>
<thead>
<tr>
<th>Role Specific</th>
<th>Essential / Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of the business analysis process in a large and complex organisation and the techniques that support each stage</td>
<td>Essential</td>
</tr>
<tr>
<td>Knowledge of the student lifecycle and how data in the student records systems underpins activities</td>
<td>Essential</td>
</tr>
<tr>
<td>Adapting your communication style (message and tone) to suit the needs of stakeholders and achieve goals effectively.</td>
<td>Essential</td>
</tr>
<tr>
<td>Experience of guiding stakeholders through the challenges of prioritisation, providing information to support recommended decisions</td>
<td>Essential</td>
</tr>
<tr>
<td>Experience of synthesising information to support the rationale for change and helping others to see the value of it</td>
<td>Essential</td>
</tr>
<tr>
<td>Knowledge of user acceptance testing principles and techniques</td>
<td>Essential</td>
</tr>
<tr>
<td>Defining measurable evaluation criteria for acceptance testing from requirements</td>
<td>Essential</td>
</tr>
</tbody>
</table>

**University of York Person Specification for Grade 6**

**Qualifications:**

Level 3 qualification. (Qualifications at this level include A levels. Please [view the full list](#). We also welcome applicants with equivalent non-uk qualifications or equivalent professional experience.

**Skills - demonstrates the ability to:**

- Lead projects                                                                                      | Essential |
- Gather, analyse, interpret and report complex data/information                                       | Essential |
- Use digital technologies including Google applications and/or Microsoft Office                   | Essential |
Communicate effectively in verbal and written formats, including the use of a variety of digital tools | Essential

**Behaviours:**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works collaboratively with others</td>
<td></td>
</tr>
<tr>
<td>Delivers a quality service</td>
<td></td>
</tr>
<tr>
<td>Develops self and others</td>
<td></td>
</tr>
<tr>
<td>Actively champions respect, inclusivity, equality and diversity</td>
<td></td>
</tr>
<tr>
<td>Identifies and implements continuous improvement</td>
<td></td>
</tr>
</tbody>
</table>