



Job Description

This form summarises the purpose of the job and lists its key tasks. It is not a definitive list of all the tasks to be undertaken as those can be varied from time to time at the discretion of the institutions, in consultation with the post-holder.

Job title: Senior Technical Business Analyst and Tester

Department/Division: Academic Registrar's Division
Accountable to: Head of Enterprise CRM & SRS

Job Summary:

ARD Systems is the largest Business Led Technology team at the School, and the largest IT development group Schoolwide. The team are responsible for three of the School's main platforms, the Student Records System, SITS; the marketing platform, Marketing Cloud; and the enterprise platform, Salesforce. This is alongside other related applications, including Digitary, FormAssembly, TargetX, Informatica, Gearset, Elements, and S-Docs. Collectively, these applications are used to provide solutions for end to end business processes, and end to end services. The work they do underpins the day to day running of the School, and the School's LSE2030 strategy, with the enterprise Salesforce platform a key enabler to much of the strategies successful delivery.

The vast majority of the solutions the team provide are student related. However, as the team focusses on providing generic solution components, these are re-used across multiple areas of the School, both student related and not. Solutions are therefore provided across all three strategic pillars of Education, Research and LSE for everyone.

All prospective students, applicants, students and all staff are users of the teams systems, alongside organisations, sponsors and parents, which is the largest user base in the institution and with plans to extend to all alumni. The team liaise with a number of external suppliers and agencies, including statutory bodies such as UKVI, HESA, and the OfS, not least to deliver statutory requirements such as the Student HESA return, Unistats, and Graduate Outcomes.

Although the team have responsibility for systems, much of the focus is on business processes and services, and analytical skill, logic and problem solving is the rich vein that permeates across the work of all team members, with communication as critical as technical competence.

This role is the lead Technical Business Analyst and Tester (line managing two Technical Business Analyst and Tester roles), where the group collectively focus on technical business analysis, testing, and associated documentation so the team can collectively deliver in an agile manner.

The post holder will lead a user experience and quality assurance centric approach to converting business requirements to artefacts required to enable technical delivery, testing, maintenance, and enhancement. They will work with users, Salesforce and SITS developer/administrators, change delivery managers and project managers on large projects across the full project delivery (build) lifecycle, and also on enabling the delivery of backlog items for continuous improvement in time boxed enhancement windows.



They will lead the team's approach to business analysis and testing, ensuring the user is at the heart of the solution; and that documentation and testing enable quality assurance and continuous improvement. The postholder will be the user experience lead for the team, working with the other senior members of the team to set and implement UX/UI standards.

It is a role where collaboration and non-technical communication are as crucial as technical business analysis and testing analysis aptitude.

Duties and Responsibilities

1. To lead a user experience and quality assurance centric approach to converting business requirements to artefacts required to enable technical delivery, to include:
 - High level requirements
 - Process maps
 - User stories
 - Wireframes
 - Roles and (data) sharing models
 - Entity Relationship Diagrams
 - High and low level data item mapping
 - Data flow diagrams
 - Data quality documentation
 - Test criteria
 - Other technical documentation as required

2. To lead the team's testing centre of excellence, by:
 - creating test plans
 - conducting testing personally, both 'manually' and using automated testing tools
 - conducting testing with users
 - ensuring test plans and testing automations are kept up to date in line with changes to solutions
 - providing feedback and recommendations on improvements to solutions as a result of testing
 - contribute to the delivery of training, utilising testing plans as relevant

3. To lead continuous improvement, by:
 - Owning and maintaining the data retention schedule across the team's technology
 - Monitoring user adoption
 - Monitoring data quality across the team's platforms and systems
 - Establishing and maintaining effective working relationships with business process/product owners and users
 - Supporting product owners in the maintenance of product backlogs
 - Leading user groups to understand their needs and provide expert advice on matching business needs to platform capabilities, products and 'core services' (see below) delivered by the team
 - Recommending changes to business processes and systems use to improve quality, efficiency and user experience



- Recommending the use of specific data to inform decision making;
 - Ensuring improvements align to the LSE Technology Strategy, Salesforce strategy, and the strategy of the School (LSE2030)
4. To be a lead member of the team in designing user experience centric solutions to support and enhance key processes and services of the School, by:
- Working with the ARDS developers to map capabilities of systems to provide solutions to business problems;
 - Authoring and maintaining solutions design documents
 - Ensuring design standards are upheld and contributing to their evolution
 - Ensuring solutions are compliant with regulatory and IT security requirements such as PECR, DPA, GDPR and LSE IT and cyber security policies.
 - Liaising with colleagues in the Business Improvement Unit (BIU) to ensure solutions compliment effective change management and ARD Systems projects emanating from the BIU are effectively delivered
 - Liaising with colleagues in Data and Technology Services (DTS) Division, particularly on the integration of ARD owned systems with other School systems;
 - Liaising with other business led technology teams across the School;
 - Keeping up to date with the latest functionality of Salesforce, and other systems the team uses
5. To develop an expert knowledge of the functional capabilities of the platforms and technology within the team's remit, the As Is and To Be business processes covered by that technology and be an expert in mapping the team's generic functional components (known as 'core services') to solutions and processes.

The generic functional components (core services) include:

- ServiceDesks/Enquiry Management (using ServiceCloud) including Live Chat and bots
- Event Management (using Blackthorn)
- Forms and Workflows, typically with some form of Request and/or Review and Approvals (where multiple forms combine for more involved Applications) (using Platform functionality, mainly Flow and/or Form Assembly)
- Mass communication and/or orchestrated Marketing Journeys, including segmentation, personalisation, branded templates, etc (using the Marketing Cloud)
- Contact Management, including enabling people to (un)subscribe to communication Preferences (using Platform functionality)
- Engagement Management, tracking a person's engagement with a business unit with a holistic view of activity, and/or scoring that activity, and/or Opportunity pipelines to track people or organisations through the stages of an opportunity (be that application, custom programme, research commercialisation, etc) (using Platform functionality)
- Appointment Management (using Salesforce Scheduler)
- Payments (using custom built payment integration in relation to OneFinance)
- Core Student Records System functionality, including Progression, Examinations, Assessment, Results, Awards

These components combine with other platform features to deliver across the student administration and engagement lifecycle, including Student Recruitment, Widening Participation; Admissions; Public Events; Student Finance, Summer Schools;

Residences; Disability and Wellbeing; Timetabling; Student Services; and a number of Academic Departments, Research Centres and Service Divisions.

6. To ensure systems are thoroughly documented, including owning and maintaining:
 - Data Dictionary and Solutions Architecture diagrams in Elements
 - Maps of key data flows to aide master data management
 - Solution and Service Catalogues
 - Other documentation as required
7. To take part in the analysis of improvements and upgrades to systems, including the maintenance of relevant documentation.
8. To be a proactive member of the Division and School in promoting a Community of Practice approach to delivering and improving processes, services and user experience, working collaboratively across department and professional services boundaries to focus on the issue at hand.
9. To represent LSE at User Group meetings and seminars at local, regional, national and international events, and take part in User Forums as appropriate to keep up to date with sector, other HEIs' and system developments.
10. To carry out any other tasks requested appropriate to the grade of the post and its purpose.

Flexibility

To deliver services effectively, a degree of flexibility may be required in the duties performed in order to meet the exigencies of service. Job roles may also naturally develop over time and ongoing substantial changes to a role will be discussed between line managers and their staff, with job descriptions updated as and when appropriate.

Equity, Diversity and Inclusion (EDI)

LSE is committed to building a diverse, equitable and truly inclusive university. All posts (and post holders) will seek to ensure diversity and inclusion, while opposing all forms of unlawful and unfair discrimination on the grounds of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, nationality, ethnic or national origin, religion or belief, sex and sexual orientation, or social and economic background.

Ethics Code

Posts (and post holders) are assumed to have a responsibility to act in accordance with the School's Ethics Code and to promote the principles and values that the Code enshrines. The Ethics Code clearly states that the whole LSE community, including all staff, students, and governors of LSE, are expected to act in accordance with the principles which are set out in the Code. As such you are required to read and familiarise yourself with it. The School's Effective Behaviours Framework is designed to support this Code. It sets out examples for the six behaviours that all staff are expected to demonstrate, these can be found on the following link: [click here](#)

Environmental Sustainability



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The post holder is required to minimise environmental impact in the performance of the role, and actively contribute to the delivery of the LSE Environmental Policy.