



Job title	Data Analyst (Higher Education insight)
Band	5
Group	Corporate Affairs
Responsible to	Director of Public Affairs
Responsible for	N/A

Organisational context

QAA is the UK's independent quality body for tertiary education, and our purpose is to ensure that students and learners experience the highest possible quality of education.

QAA has changed to meet the evolving needs of a sector that has undergone reform across all nations of the UK. QAA is the UK's authority on quality and standards, acting as custodian on behalf of the sector of reference points including the UK Quality Code for Higher Education, Subject Benchmark Statements and *The Frameworks for Higher Education Qualifications*. Throughout the UK we are the trusted partner of governments and funding bodies. In Scotland, Wales and Northern Ireland, we work in collaboration with the sector to meet the needs of each nation. In England, our highly successful membership programme provides a rich source of resources to strategic leads, quality specialists and students and learners alike.

The Data Analyst (Higher Education insight) role within QAA's Public Affairs team contributes directly to the delivery of the Agency's purpose.

Role summary

Responsible for developing and delivering QAA's approach to sector intelligence through analysis of external data, increasing data capabilities, and supporting the growth and success of the Agency through the use of data. This includes gathering, analysing and transforming sector-wide data into actionable intelligence, including in response to demand from operational teams in QAA. Your strategic use of data insight will help QAA work smarter, support innovative thinking and drive evidence-based decision-making across the Agency.

As this is a new role, the responsibilities are expected to evolve over time, and the role holder will be involved in growing and shaping these.

Main duties and responsibilities

- Develop QAA's approach to the analysis and reporting of sector data (both externally available data and QAA's own) to support our organisational strategy, growth and success.
- Identify, gather and analyse sector-wide, external data from various sources, including providers, sector agencies such as the Higher Education Statistics Agency, regulators, funding bodies and national bodies.
- Use data to support the identification and monitoring of sector trends and dynamics, and work with relevant members of operational teams to consider emerging opportunities, to provide actionable insights and intelligence for the agency, and to support future planning.
- Draw clear, meaningful, data-driven conclusions from your analysis to support evidence-based decision-making and innovative thinking across QAA's work, including in policy, membership, reviews and other services.
- Stay informed about the ways in which data is used in sector-specific developments, policy changes, and landscape advancements that may impact QAA's strategic direction, sharing insights across the operational and policy teams.
- Keep abreast of the data landscape in higher education, understanding the strategic importance of data and how it impacts decision making (and academic strategy development) within providers, funders and policy making bodies.
- Create engaging data visualisations and reports to effectively communicate findings to various technical and non-technical colleagues across the agency and externally.
- Leverage data analysis, and the insights and intelligence gained from it, to contribute to the development of thought leadership and agile service design and delivery.
- Help ensure that QAA's use of external data is appropriate and in line with relevant standards, policies and processes.
- Work autonomously within a distributed leadership model, while also collaborating across the relevant teams within QAA.

Key contacts

- Director of Public Affairs
- Public Affairs team
- Director of Corporate Affairs
- Senior Leadership Team
- Operational teams of QAA
- Internal departments (for example, IT, Finance)

The job description sets out the main duties of the post at the date when it was drawn up. The duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence.

Person specification

Attributes	Criteria	* How measured
Experience	<ul style="list-style-type: none"> • Proven experience as a data analyst, delivering data-driven insights that positively impact decision making. • Experience of creating professional, compelling and user-friendly presentations based on data analysis. • Experience of interpreting and explaining data sets and applying diverse analysis methodologies to develop insight. • Experience using data and business intelligence tools. • Experience of the higher education sector and the context of QAA's work. 	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
Qualifications and training	<ul style="list-style-type: none"> • Bachelor's degree or equivalent, relevant experience. 	A
Knowledge, skills and abilities	<ul style="list-style-type: none"> • Knowledge of the evolution of data practices, skills, frameworks and strategy in the higher education sector. • Knowledge of modern data practices, including the technologies, tools (including visualisation) and software used. • Strong familiarity with the landscape of data related to higher education quality. • Effective written and verbal communication skills, including presentation skills and the ability to clearly communicate complex data sets to audiences with varying degrees of expertise. • An aptitude for data visualisation, as well as a willingness to learn and adapt to new skills and approaches. • Effective interpersonal skills with the ability to develop and maintain strong, effective working relationships. • Strong organisation and planning skills, with the ability to manage a complex workload with multiple deadlines while maintaining quality. • Exceptional attention to detail, with a logical and methodical approach to work and a commitment to data accuracy. • Strong analytical skills with the ability to assimilate, analyse and evaluate large quantities of information from various sources. • Sound judgement and excellent problem solving, evaluative and decision-making skills. 	<p>I</p> <p>I</p> <p>A, I</p> <p>A, I, E</p> <p>I, E</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I, E</p> <p>I, E</p>

	<ul style="list-style-type: none"> • Ability to work with internal and external colleagues. Sensitivity and understanding of working in a customer and service-focused environment. • Ability to manage own work in a structured and methodical way. <p>Desirable</p> <ul style="list-style-type: none"> • Knowledge and understanding of the new regulatory framework for English higher education and the policy and regulatory environments in the other UK nations. 	I A, I I
Behaviours	<ul style="list-style-type: none"> • A willingness to work flexibly with a 'can-do' approach. • Show initiative to meet the needs of QAA. • Demonstrate the highest standards of personal conduct, honesty and integrity that inspires trust and confidence. • Ensure the image of QAA is represented in a positive, helpful and professional manner. • Highly motivated and able to work under pressure. • Confident and self-motivated. • Critical reflection and continuous improvement. • Ability to demonstrate, understand and apply our workplace values. 	
Location	Flexible (providing it is within the UK) with some travel within the UK.	

*A: Application; I: Interview; E: Exercise

Date: November 2023