Purpose of role

This role has responsibility for developing, maintaining and analysing management information to support research, education and people strategies in the Faculty of Social Sciences. The role will interrogate and analyse existing data sets within and outside the University, create and maintain new data and systems where necessary, and produce reports and establish monitoring practices.

The post sits in the Faculty Office, which supports a range of key activities that are integral to the management and success of the Faculty and Schools. Specifically, the post holder will support effective decision-making and strategic planning by providing robust management information and contextual and trend analysis of the Faculty’s core activities that identifies gaps and future opportunities.

Although the post is based in the Faculty, good working relationships with key colleagues across the University, particularly within the Planning Performance and Strategic Change Department, Admissions, Human Resources and Information Services, will be essential.

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<th>Main responsibilities</th>
<th>% time per year</th>
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<tbody>
<tr>
<td>1 Management Information and Reporting</td>
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<td>Extract and devise methods of manipulating data from internal business systems as well as external data sources and present this complex information in a clear, understandable way to the wider Faculty community, including Senior Managers, Faculty and School-level Executive Boards and other committees, to aid strategy development, planning and operational excellence. Specific responsibilities include:</td>
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<td>• KPIs: develop and manage a suite of KPIs and, through the Faculty’s governance and committee structures, periodically report and provide commentary on Faculty and School-level performance.</td>
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<td>• Risk Management: manage, monitor and report on the Faculty’s exposure to risk ensuring that this is aligned with the University’s risk management framework and that appropriate early warning indicators are in place.</td>
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<td>• Periodic Reviews: prepare standard and bespoke data packs and commentaries to inform periodic reviews of Schools, Research Centres/Institutes, and crosscutting Professional Services functions.</td>
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<td>• Position Analyses and Benchmarking: Analyse the position and performance of a range of core activities, outcomes and outputs</td>
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against relevant benchmark groupings, at Faculty, School and course/discipline level. Use appropriate tools to align unstructured and semi-structured external data with internal data to enable analyses to highlight gaps and opportunities for improvement in areas of strategic importance.

- **Annual Planning Submission**: coordinate the preparation, review and submission of the Faculty’s Annual Plan, undertaking analysis and drafting commentaries.
- **Business/Investment Cases**: acquire and blend data and research from many sources to carry out analyses of core Faculty activities, providing insights into past and current performance in a competitive context as well as identifying future opportunities, in order to inform and provide an evidence base for the development of business/investment cases.

### 2 Education & Student Experience

Develop robust management information and report mechanisms to support the aims of the Faculty Strategy in Education & Student Experience. Specific responsibilities include:

- **Teaching Quality**: support the collation, analysis, and reporting on Teaching Quality related datasets and data splits in order to inform the development of action plans.
- **Student number planning**: support processes for determining student intake targets and modelling the applicant and student populations to support decision-making in order to deliver the optimum student intake.
- **Admissions**: summarise and analyse applicant data and registrant data at both undergraduate and postgraduate level (quantity, quality and diversity), identifying trends and factors influencing these.
- **Teaching delivery**: summarise and analyse data regarding course and module portfolio, assessment loads and feedback to ensure effective delivery of the curriculum and its learning outcomes; summarise and analyse the results of student feedback, identifying trends, anomalies and factors influencing these trends.
- **Student outcomes**: liaise with Careers and Employability Service to identify trends and factors influencing employability; summarise and analyse student degree outcome data identifying trends and factors influencing these.
- **External performance indicators**: monitor changes in League Table position for all Schools in the Faculty; liaise with central services to understand sources of data, and key influences.
- **Student Satisfaction**: summarise and analyse the results of internal and external student surveys e.g. NSS, PTES, NSES, PRES, identifying trends, anomalies and factors influencing these trends and benchmarking against Russel Group and competitor institutions in order to inform Strategy and NSS Action Plan.
- **Other**: produce data/reports to inform the Faculty Education & Student Experience Board; Working Groups; Education Enhancement and Assurance Reviews (EEAR); Annual Monitoring Reports, Education Enhancement Planning (EEP) Reports and respond to ad hoc management information requests from Heads of School.

| 40% |
### Equality, Diversity and Inclusion and People

Manage the data aspects of the Faculty’s advancement of equality, diversity and inclusion (EDI) and People strategies. Specific responsibilities include:

- **Athena Swan**: manage all aspects of data supporting each School’s Athena Swan submission and activity, and summarise and analyse related data, acting as a critical friend to the Athena Swan Working Groups as a member of the Faculty’s Athena Swan Review Group.
- **Access Participation Plans**: support the development and monitoring of the Faculty Access Participation Plans by identifying access and participation gaps and monitoring attainment and OfS reporting requirements (grade inflation, calculation of degree outcomes & borderlines) by gender, class (IMD quintiles), BAME, disability across individual programmes and modules.
- **HR management information**: interrogate and manipulate existing internal HR-related systems and data as well as external data sources identifying trends and factors influencing these trends in order to support and inform the development of the Faculty’s people and EDI related strategies, and monitor and report on their progress and impact.
- **Staff Engagement**: undertake analysis of Faculty/School related results and data from the University's biennial Gallop Staff Engagement Survey and develop mechanisms for monitoring and reporting on interim progress of action plans.
- **Staff Development**: analyse HR data on levels of engagement with professional development e.g. completion of ATP, PGCHE, AdvanceHE qualifications against target.

### Research and Knowledge Exchange

Support the Faculty’s RKE strategy by undertaking periodic analysis of the position and performance of the Faculty and School and assist in the management and preparation of data related to REF. Specifically:

- **REF**: analyse, summarise, and benchmark the Faculty/School performance (outputs, environment, and impact) against comparator groups and support the collation, analysis, and reporting of REF related datasets in order to inform the development of narrative statements and action plans.
- **Research Applications, Awards and Income**: undertake periodic analysis of grant capture related data and trends e.g. submission and success rates by funder, school, staff level etc. and benchmark performance against Russell Group or equivalent institutions.
- **Cost Recovery**: match research outputs to grants in order to support the analysis and understanding of the total cost recovery on research grants and activity.
- **Strategic Research Planning**: undertake analysis of miscellaneous trends, performance measures, etc. and produce reports to inform the development, implementation and monitoring of the Research and Knowledge Exchange strategy.

### Other duties as appropriate to the level of the post
## Person specification

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<th>Essential</th>
<th>Desirable</th>
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| **Skills**           | ▪ Understand and interpret complex information and requirements, assess the purpose for which outputs are required, be able to identify relevant data sources, and support, develop and deliver tested solutions using the best suited tools, technologies and methods.  
▪ Ability to innovate and create new solutions to existing problems.  
▪ Ability to manipulate, scrutinise and analyse data and to verify its validity.  
▪ Strong communication and interpersonal skills.  
▪ Excellent organisational skills with the ability to demonstrate flexibility, prioritisation and ability to manage multiple work strands at any given time.  
▪ Ability to work independently but also collaboratively with peers and members of other teams. | ▪ Strong interest and ability in data discovery and information and report design.  
▪ Understanding and experience of analytical and statistical techniques and software tools.  
▪ Awareness of emerging technologies and practices in data analysis and visualisation. |
| **Knowledge and experience** | ▪ Proficiency with data analysis and visualisation tools and technologies  
▪ Ability to join and manipulate large and disparate data sets.  
▪ High level of general IT skills, including database creation, development, and maintenance.  
▪ Good awareness of the need for data security and compliance with data protection legislation  
▪ Experience of working successfully in a fast-moving and changing environment. | ▪ Knowledge/experience of Tableau, Alteryx or comparable tools and technologies is highly desirable  
▪ Knowledge/experience of SQL, VBA, D3, OBIEE or comparable tools and technologies.  
▪ Experience of working in the Higher Education sector and knowledge of relevant external data sources |
| **Qualifications, certification and training (relevant to role)** | ▪ First degree (or equivalent) or relevant formal training. | ▪ First degree in a numerate subject. |

The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role:

Valuing people
Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.

Taking ownership
Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.

Forward thinking
Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.

Professional pride
Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.

Always inclusive
Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others