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| Last updated: | November 2024 |

**JOB DESCRIPTION**

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| Post title: | **Test Analyst – Student App** | | |
| Academic Unit/Service: | iSolutions | | |
| Faculty: | Professional Services |  |  |
| Career pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| Posts responsible to: | Team Manager | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based | | |

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| Job purpose |
| Provide technical test services in support of the Agile application development and maintenance lifecycle. To plan, carry out and document a test capability required to deliver application quality in line with the departmental standards. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To deliver functional & non-functional testing for systems though their lifecycle.  To:   * Identify and break down the necessary tasks to test a new product * Develop test protocols that reliably test a product’s functional capabilities * Develop non-functional test frameworks * Act as a subject matter expert within the team and wider iSolutions for advice on suitable functional and non-functional test strategies. | 50 % |
|  | Lead all aspects of testing at a project level within the application acceptance process and in User Acceptance Testing (UAT). Where necessary providing training, guidance and advice in all testing related activities. | 20 % |
|  | Analysis of documentation (business requirements, functional specifications, design documentation) in order to identify test conditions and potential test datasets. | 10 % |
|  | To identify how best to schedule and execute testing strategies, negotiating with key stakeholders for appropriate and timely resources (people, equipment and location). Ensure correct configuration of data and facilitate access for testers/users to appropriate test environments. | 5 % |
|  | To prepare detailed test plans highlighting test functions, risks, new functionality and core generic functionality to be tested. Plan the test approach and carry out test activities, ensuring all test documentation is completed and stored correctly. | 5 % |
|  | Maintain & develop own knowledge (testing, applications/business processes/role/industry, etc). To be an active member of the test community facilitating briefings and presentations to share best practice. | 5 % |
|  | Any other duties allocated by the line manager or senior management following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| The post-holder will be expected to undertake the duties as part of an integrated team and will be expected to adopt priorities and engage in activities, which promote the effective working of the whole team.  Internal:  The post holder will work closely with:   * Technical specialists and service delivery teams within iSolutions * Academic staff at all levels across the organisation * Professional Services and Faculty colleagues across the University.   External:  The post holder will liaise with:   * Computer software and service suppliers * Other academic institutions and related organisations to participate in collaborative activities and projects to the benefit of iSolutions and the University as a whole.   It is expected that the duties will be performed in the light of the relevant activities in Higher Education generally. The post-holder will be expected to be aware of the activities and initiatives being formulated nationally and internationally within the relevant specialist area and will be expected to take part in such activities should they be relevant to and of benefit to the work being undertaken locally. |

| Special Requirements |
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| To maintain the relevant level of professional expertise and qualifications to discharge the duties of an Application Test Analyst and to agree with the Team Lead on a relevant professional development programme.  To have an understanding of how equality, diversity and inclusion applies to the responsibilities of the role and to actively promote equality, diversity and inclusivity in all aspects of the role.  The role will require attending and travelling between campuses as appropriate.  There may be a requirement to work varying core hours, and on occasion to work outside normal hours, to ensure that service commitments are met. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | A relevant technical, engineering or science degree and/or equivalent technical experience  Formal qualification(s) equivalent to Level 5 or 6 of the Regulated Qualifications Framework e.g. foundation degree or degree with honours, or Level 5 or 6 award, certificate, diploma, NVQ.  Proven ability to apply and manage the fundamental test process in System, System Integration and user acceptance testing environments.  Proven experience of planning and progressing test activities within broad professional guidelines and/or broad organisational policy.  Minimum of ISTQB/ISEB Foundation Level Certificate.  Demonstrable experience of the software development lifecycle and associated delivery models. | Knowledge of different automation tool frameworks:   * Data-Driven * Model-Based * Keyword-Driven   Professional qualification in industry recognised change methodology (e.g. Prince 2, Scrum, AgilePM).  Experience of DevOps practices and culture.  Experience with data analysis tools.  ISTQB Advanced Level Test Analyst  ISTQB Agile Tester Extension  ISTQB Model-based Tester Extension  ISTQB Test Automation Engineer  Lean Six Sigma White Belt  Demonstrate commitment to maintaining professional knowledge and awareness through continuing personal and professional development. | Application & Interview |
| Expected Behaviours | Able to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role.  AND  As a Line Manager role model the Southampton Behaviours and work with the management team to embed them as a way of working within the \*faculty/directorate/school/department.  OR  Demonstrate the Southampton Behaviours and work with colleagues to embed them as a way of working within the team. |  |  |
| Planning and organising | Experience of planning and progressing work activities within general and professional guidelines, using initiative and independent judgement in their application  Able to organise, plan and execute own workload and that of other test team members through proactive engagement with the project managers.  Able to work in an environment with changing and possibly conflicting priorities. | Previous implementation of test tools.  Experience of working with PRINCE2 and/or Agile software development lifecycles. | Application & Interview |
| Problem solving and initiative | Able to analyse defects using root cause analysis techniques to explore the stated issue and provide full details to support the resolution of problems.  Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them.  Demonstrable structured, logical and critical thinking that they can apply to guide stakeholder’s direction.  Able to think laterally and provide innovative ideas to enhance the Quality and Test function.  Confidence, experience and skills to take initiative, but know when to refer queries upwards.  Able to investigate and provide creative approaches to problem solving | Ability to take effective and creative approaches to problem solving.  Confidence to challenge existing working practices and offer ideas.  Methodical, calm and clear thinking under pressure. | Application & Interview |
| Management and teamwork | Able to work as part of a highly technical team, and to collaborate effectively with other technical specialists on project work and towards the resolution of problems.  Able to foster good relationships with colleagues and other members of the organisation. | Experience working in an Agile development team. | Application & Interview |
| Communicating and influencing | Able to provide clear and concise documentation of all outputs and to review and improve existing documentation.  Effective presentation skills in order to convey technical concepts to both peers and line management.  A professional, customer orientated approach to service delivery.  Demonstrate good stakeholder management through communication skills. | Involvement in relevant technical communities, such as through technical blogging, attendance at workshops, or contributing to open projects. | Application & Interview |
| Other skills and behaviours |  |  |  |
| Special requirements | The post-holder will be required to occasionally work outside normal office hours. |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |