

THE UNIVERSITY OF MANCHESTER

PARTICULARS OF APPOINTMENT

FACULTY OF HUMANITIES

ALLIANCE MANCHESTER BUSINESS SCHOOL

DIVISION OF ALLIANCE MBS ADMINISTRATION

ACCREDITATION MANAGER

VACANCY REF: HUM-026877

Salary: Grade 7 £46,485 per annum, depending on relevant experience

Hours: Full Time (1 FTE)

Duration: Permanent

Location: Oxford Road, Manchester

Enquiries about the vacancy, shortlisting and interviews:

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AMBS is one of a select number of business schools to be triple accredited by AMBA (since 1996), AACSB (since 2001) and EQUIS (since 2002). AACSB and EQUIS are School wide accreditations and AMBA is programme specific for our full portfolio of MBA courses (Full Time MBA, Global MBA and Global Executive MBA). This status assures quality and stature across the business school landscape and solidifies global reputation.

As a School, we are on a continuous accreditation cycle and over the last 2 years have been through a full AACSB accreditation (March 2022), full EQUIS accreditation (October 2023) and full AMBA accreditation (February 2024).

Additionally, the School is also submitting to Athena Swan (silver) in May 2024 and has ambitions to engage with other charter marks and accreditations, with a specific focus on Executive Education.

Our triple accreditation status is based on continuous improvement and requires a significant investment of time from multiple academic and PS stakeholders across the School. As an example, the two School level accreditations for EQUIS and AACSB each had a 10-month lead time in terms of document preparation, and outputs from the panel visit that highlight recommendations for the School to move forward before the next renewal phase. There are also

required interim reports during accreditation cycles to evidence our demonstration of continuous improvement. In short, our School focus to this is considerable.

Historically, accreditations have been managed within the School by a role that gave dedication to this as part of a broader School management role (G7) and with significant input by the previous HoSO (G9). Reflections from the EQUIS accreditation report preparations in 2023 brought to the fore an unwieldy time requirement from both the HoS and HoSO in refining the report (circa 150 pages) and writing core sections, which needs to evolve. This time commitment would have been completely unachievable if the accreditation cycle had fallen at any other time of the year other than August (i.e. meeting loads were lighter).

In addition to this, the G7 role that has historically managed the accreditation process evolved into a School Operations Manager (SOM) role in 2023 and now forms part of a cluster of replicable roles in Humanities, all working to an aligned job description. The accreditation aspects of this role are an addition to this JD for AMBS. However, as the G7 SOMS roles are evolving, it is becoming obvious that this role will not be able to satisfy the requirements needed to prioritise a continuous accreditation focus in the School and also undertake all required aspects of the SOMS role.

Following discussion with the HoS, a new focus to accreditation is therefore proposed within AMBS. One that will allow greater focus on our continuous improvement and progress to agreed recommendations over a continuous cycle, and one that will enable a dedicated member of the School PS team to take on the bulk of writing and preparations for an accreditation or interim submission through engagement and knowledge sharing activities with senior academic and PS leaders, rather than continuing with the existing expectation that academic and PS leaders will continuously engage in accreditation writing and improvement capture, via coordination from the SOM. This change will have impact on senior level workloads across the School. This new role will also allow the School to engage in achieving other charter marks recognised across the sector.

Of course, leaders will still need to engage in accreditation activities, however this new role will enable a reduction of time on writing and documentation preparation. This is also consistent with roles in other peer Business Schools, most of which have a dedicated accreditation role in their School – some because they are striving for the triple accreditation that AMBS already holds and some to give continued focus to accreditation and continuous improvement. Our proposal for a G7 AMBS Accreditation Manager aligns with the latter.

This is seen as a core requirement for the School with consideration also being given to whether a Deputy Head of School will also have academic accreditation oversight in their portfolio over the longer term. If this progresses, this will align nicely with a dedicated School PS role. A job description highlighting the core responsibilities of the role is presented below:

Overall Purpose of the Role

The Accreditation Manager has a key strategic and operational role within Alliance Manchester Business School. They will support the Head of School and Director of School Operations in the development and implementation of the School's accreditation strategy and reaccreditation cycle. They will also support the School's strategic positioning in relation to rankings and how this aligns with accreditation standards. Currently the School is triple accredited by AMBA, AACSB and EQUIS and is ranked in the top 50 European Business Schools by the Financial Times. This strategic role will provide professional services oversight and responsibility for

reaccreditations and development of a strategy for further School focused accreditations, rankings and charter marks.

On behalf of the School senior leadership team, the post-holder will ensure AMBS remains aligned to each of the external accrediting bodies standards and enduring compliance.

The role holder will engage with business partners throughout the University and School and have an excellent understanding of its strategic aims, governance and infrastructure. The postholder will be a member of the PS Leadership Team (PSLT), working closely with colleagues in the School's activity areas and departments.

Participation in accreditation body forums and appropriate events to ensure the School continues to remain informed of changes to standards and debates within the accreditation community is expected.

Main Responsibilities

- To support the Head of School and the Director of School Operations in the development, implementation, execution and monitoring of the School's strategy, policies, procedures and priorities relating to external accreditation standards, ensuring a key aim of continuous improvement is embedded across the School
- In liaison with the Head of School and Director of School Operations, to have lead responsibility for developing, communicating and embedding the School's accreditation cycle including creating, updating and monitoring clear action plans, and ensuring all relating accreditation recommendations and actions are progressed across the School
- To take overall responsibility for the consistent delivery of the reaccreditation cycle, including writing five yearly submissions, external mid-term progress reports and annual progress reports for each Standard across the School's activities
- To lead, organise, motivate and direct the work of the Senior Leadership Team and PS Leadership Team ensuring that accreditation standards are embedded into action plans and decision making across the organisation
- To manage and coordinate all peer review visits, including all preparations, correspondence, continuous data requirements and delivery of post accreditation actions
- To work closely with the School Planning and Information Analyst, and Faculty Planning and Compliance Team to ensure provision and appropriate use of management information to support the accreditation and rankings cycle
- To work with the Head of School, Directors of Research; Teaching & Learning; Social Responsibility; Equality, Diversity and Inclusion; and other academic leads to identify new accreditations and charter marks, writing business cases for consideration by the Senior Leadership Team, and leading on the production of accreditation applications and supporting documentation including analysis of data to support new application processes
- To support decision making regarding the School's entry into Business School rankings, including presenting opportunities for how AMBS enhances positioning, as well as being a catalyst in bringing stakeholders and the School eco system together for achieving this collective endeavor

- To lead on the development of key School policies to support accreditation and rankings requirements, as required
- To invest in one's own professional development
- To have awareness and active engagement with the need for diversity and inclusion in all that we do for example, when engaging with individuals who identify with a protected characteristic under the Equality Act, students who are under-represented in higher education as outlined in the University's access and participation plan
- To act in accordance with and promote University policies, procedures and requirements at all times – in particular those relating to health and safety; equality diversity and inclusion and information governance
- To champion a culture of continuous improvement, collaboration, consistency and innovation; and engage constructively with change initiatives
- To be an active member of the School, sponsoring team projects when required, and deputising for the Director of School Operations as required
- To play an active role on relevant groups to establish informal networks and actively participate in communities of practice for particular areas of activity in order to identify, develop and implement best practice

Person Specification

Qualifications

- Educated to degree standard or equivalent professional experience

Essential knowledge, skills and experience

- Exceptional writing skills, including evidence of writing and/or contributing to large organisational focused reports, with an ability to present complex information in a concise and clear way
- Exceptional internal and external stakeholder and relationship management and high levels of customer service
- Strong negotiation skills with the ability to influence others laterally and upwards, and experience of matrix working
- Evidence of delivering continuous improvement within an organisation
- An ability to lead by example, set direction and motivate staff with a proven record in effectively leading and managing teams outside of your direct remit
- Evidence of setting, agreeing and achieving clear objectives and performance goals at both an individual and team level
- Excellent communication skills to engage and influence colleagues and work collaboratively across organisational boundaries in the pursuit of University and School strategies
- Excellent analytical, creative and pragmatic problem-solving skills

- Proven project management skills and an ability to develop and manage plans of work
- Excellent IT skills and knowledge and understanding of how IT systems can support and enhance service delivery