



1. JOB DETAILS

Job Holder:		Reports to:	Partnership & Accreditation Manager
Job Title:	Partnership & Accreditation Officer	Grade:	6
		Date:	April 2014

2. JOB PURPOSE

The key purpose of this role is to deliver *accreditation through partnership* by providing expert advice and specialist support to education providers seeking accreditation for their programmes, both in the UK and internationally, and to Society members acting as reviewers. As such, the post of Partnership and Accreditation Officer is a strongly customer-facing role with significant scope for impact on the Society's relationship with providers of psychology education and training.

3. DIMENSIONS

Staffing: The Partnership and Accreditation Team comprises 3 full-time Partnership and Accreditation Officers, one Partnership and Accreditation Co-ordinator (0.8 FTE), and one Administrative Assistant (0.6 FTE). The team is managed by the Partnership and Accreditation Manager, who also oversees our body of volunteer staff, comprising Society members serving on Society Training Committees via the Partnership and Accreditation Committee, and other current and potential review team members (c. 140)

Membership and subscribership: c. 60,000 (2015)

Accreditation: The Society accredits undergraduate and conversion programmes across 151 academic departments in 129 UK universities. We currently accredit approximately 175 postgraduate programmes in psychology as well as 16 Psychological Wellbeing Practitioner training programmes across the UK. Our process for accrediting UK awards delivered internationally launched in 2014, and we currently accredit provision offered by 8 providers outside of the UK.

4. ORGANISATION CHART

See the Society's office management structure and governance structure.

5. KNOWLEDGE, SKILLS AND EXPERIENCE REQUIRED

- first degree or equivalent experience
- at least one year's experience of working in an HE/professional body environment or hands on experience of quality assurance and/or enhancement work in an HE/professional body or other relevant context

- good interpersonal skills that will facilitate day-to-day communication with both senior academics, practising professionals and other relevant stakeholder groups
- commitment to achieving challenging standards of customer service
- good organisational and planning skills, including experience of managing multiple tasks at any given time, and a flexible approach to workload management and working away from home (including internationally)
- good report-writing skills and ability to communicate often complex material to a range of different audiences
- experience of committee or other governance work is desirable, as is experience of working with volunteers or within a membership organisation context.

6. KEY RESULT AREAS

6.1 To implement *accreditation through partnership* and contribute to its development:

- to provide guidance and support to education providers offering accredited programmes, and to those who are developing programmes or considering applying for accreditation;
- to actively promote the benefits of Society accreditation;
- to work with reviewers undertaking paper-based evaluations of new or existing programmes;
- to participate in partnership visits to education providers across the UK and internationally, who offer or wish to offer accredited programmes;
- to advise reviewers (individually, in relation to partnership visits, and through relevant committees) of the standards associated with *accreditation through partnership*;
- to advise reviewers of the policies and procedures associated with *accreditation through partnership* and the Society's education governance structure;
- to represent the Society at meetings of external stakeholder organisations as required, and provide information about *accreditation through partnership*;
- to liaise effectively with relevant Society colleagues to ensure timely dissemination of information relating to *accreditation through partnership*, both in relation to current arrangements and future plans or developments.

6.2 To contribute to education governance:

- to act as expert advisor to a number of committees as required (specific responsibilities to be agreed with the Partnership and Accreditation Manager);
- to establish and maintain good relationships with current and prospective reviewers;
- to provide committees with the information they need in order to take effective decisions in a timely manner;
- to identify, co-ordinate and implement actions resulting from reviewer decisions and committee activity;
- to support the regular review of *accreditation through partnership* as directed by the Partnership and Accreditation Committee;
- to maintain a proactive awareness of external policy drivers that may have an impact on quality assurance and enhancement policies and practice;
- to participate in partnership events, programme liaison days and other dissemination activities as required;
- to contribute to key communications activity as required, including co-ordination of annual trends analyses, and updating of website materials.

6.3 To participate in partnership visits

- to support partnership visits to programmes of psychology education and training in the UK and internationally, including accompanying review teams on visits, advising on interpretation and application of the relevant standards, producing a report following the visit, and communicating outcomes to the education provider after the event;
- to encourage review teams to adopt an approach that is consistent with the collaborative ethos of *accreditation through partnership*, and which promotes quality enhancement; and

- to maintain appropriate records of expenditure incurred in carrying out partnership visits to support effective financial management.

6.4 Other responsibilities

- to substitute for the Partnership and Accreditation Manager when required, either in respect of day-to-day office duties, or work with external stakeholders.
- to co-ordinate specific projects and development work as directed by the Partnership and Accreditation Manager.

7. COMMUNICATIONS AND WORKING RELATIONSHIPS

(Detail your working contacts within and outside the organisation, indicating the purpose of the contact.)

7.1 Other members of the Partnership and Accreditation Team

7.2 Member networks, Training Committees and members acting as reviewers

7.3 Individual academics and practitioners, and education providers offering or interested in offering accredited programmes

7.4 Students (Society members, potential future members)

7.5 Membership team

7.6 Qualifications team

7.7 External stakeholder groups (will vary dependent on workload and responsibilities)

8. SCOPE FOR IMPACT

(Give some recent examples of your work that illustrate in more detail your key result areas, together with the complexities and other significant aspects of the job.)

Completion of a Society-accredited programme remains the main route to Society membership at both Graduate and Chartered Membership levels. The quality of the relationships that the Society has with education providers in relation to the accreditation of their programmes is also a significant factor influencing their perception of the Society as a whole, and its role as the professional and learned organisation for psychology and psychologists. The post holder will also play a key role in supporting and maintaining our relationships with members who undertake work voluntarily on the Society's behalf. Information collected through the accreditation process has the potential to inform a wide range of other areas of Society business, most notably through the working relationships identified above.